

AFRICANA STUDIES (Div II)

Chair: Professor Rhon Manigault-Bryant

- Messias Basques, Mellon Postdoctoral Fellow in Africana Studies
- Rashida K. Braggs, Professor of Africana Studies and Faculty Affiliate in Comparative Literature; on leave Spring 2024
- VaNatta S. Ford, Assistant Professor of Africana Studies; on leave Fall 2023
- Alexis P. Gumbs, Sterling Brown '22 Visiting Professor of Africana Studies
- Atiya Husain, Associate Professor of Africana Studies
- James A. Manigault-Bryant, Chair and Professor of Africana Studies and Faculty Affiliate in Anthropology and Sociology and Religion; affiliated with: Africana Studies, Religion, Anthropology & Sociology
- Rhon S. Manigault-Bryant, Professor of Africana Studies and Faculty Affiliate in Religion; on leave 2023-2024
- Christopher O. Ndubuizu, Mellon Postdoctoral Fellow in Africana Studies
- Neil Roberts, Associate Dean of the Faculty, John B. McCoy and John T. McCoy Professor of Africana Studies and Faculty Affiliate in Political Science and Religion; affiliated with: Dean of the Faculty's Office, Africana Studies, Religion, Political Science
- Armond R. Towns, Associate Professor of Africana Studies

GENERAL DEPARTMENT DESCRIPTION

Africana Studies is an interdisciplinary field of study that emerged from the freedom movements of the 1960s. At its core, Africana Studies seeks to expand knowledge of Black experiences in the broadest sense. It also intervenes in discourses that omit Black experiences or seek to ignore, suppress, and de-center the long history of global, anti-Black oppression. Our introductory course is open to non-majors including first-year students, who are especially encouraged to enroll. Our elective courses are open to students who meet the requirements or prerequisites specified in the course description. The senior level seminar may be open to nonmajors with permission of the instructor.

The Africana Studies Department builds knowledge about communities throughout the African Diaspora by way of interdisciplinary analyses of Black experience—which may take the form of cultural expressions in theater, literature, music, and religion; political strivings and imaginations; displacement and annihilation under environmental distress; and representations in, and creations of, new technologies. Several learning objectives unify our teaching in Africana Studies:

- to introduce students to the content and contours of Africana Studies as a long-standing and vibrant field of knowledge;
- to disrupt the peripheral placement of peoples of African descent in traditional disciplines by using interdisciplinary methods to center their histories, experiences, and perspectives;
- to illuminate the vast range, power, and influence of Black cultural productions;
- to parse out the deep roots of grassroots activism that dismantles innumerable manifestations of anti-Black racism both within and beyond communities of African descent;
- to understand rich intersections of race, gender, class, and sexuality, both historically and in contemporary societies.

THE CONCENTRATION IN AFRICANA STUDIES

*****NOTE: only eligible for students who matriculated prior to fall 2023**

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

REQUIREMENTS

Africana Studies courses required for the concentration:

AFR 200 Introduction to Africana Studies

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

AFR 440(F) CAPSTONE: Performing Blackness

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

One core elective: Listed as “Core Elective” below

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

Taught by: TBA

[Catalog details](#)

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

Taught by: [Rashida Braggs](#)

[Catalog details](#)

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

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

[Catalog details](#)

[AFR 190\(S\) SEM Introduction to Afro-Latin American Studies](#)

Taught by: [Messias Basques](#)

[Catalog details](#)

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

Taught by: [Armond Towns](#)

[Catalog details](#)

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

Taught by: [VaNatta Ford](#)

[Catalog details](#)

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

Taught by: [Meredith Coleman-Tobias](#)

[Catalog details](#)

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

Taught by: TBA

[Catalog details](#)

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

Taught by: TBA

[Catalog details](#)

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

Taught by: [VaNatta Ford](#)

[Catalog details](#)

[AFR 252 / GBST 252 / AMST 255\(S\) LEC Patterns of African Diasporas to the U.S.](#)

Taught by: [Christopher Ndubuizu](#)

[Catalog details](#)

[AFR 255 / SOC 255 / ENVI 256 / AMST 257\(F\) LEC Race, Environment, and the Body](#)

Taught by: [Christopher Ndubuizu](#)

[Catalog details](#)

[AFR 265\(F\) SEM Afrodiasporic Communities: Marronage, Quilombismo, and Black Towns](#)

Taught by: [Messias Basques](#)

[Catalog details](#)

[AFR 291\(F\) LEC Africana Studies Approaches to AI](#)

Taught by: [Armond Towns](#)

[Catalog details](#)

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

Taught by: [VaNatta Ford](#)

[Catalog details](#)

[AFR 317 / AMST 317 / DANC 317 / ENGL 317 / THEA 317 / COMP 319 SEM Black Migrations: African American Performance at Home and Abroad](#)

Taught by: [Rashida Braggs](#)

[Catalog details](#)

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

Taught by: TBA

[Catalog details](#)

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

Taught by: [VaNatta Ford](#)

[Catalog details](#)

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

Taught by: [Rashida Braggs](#)
[Catalog details](#)
[AFR 336\(S\) SEM The Walter Rodney Seminar](#)

Taught by: [Armond Towns](#)
[Catalog details](#)
[AFR 405 SEM CAPSTONE: Africana Studies and the Disciplines](#)

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

Taught by: [Rashida Braggs](#)
[Catalog details](#)
[AFR 460 SEM Capstone: Documenting Black](#)

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

Taught by: [Rashida Braggs](#)
[Catalog details](#)
[AFR 498\(S\) IND Independent Study: Africana Studies](#)

Taught by: [Rashida Braggs](#)
[Catalog details](#)
[HIST 104 / AFR 104 / GBST 104 SEM Race and a Global War: Africa during World War II](#)

Taught by: [Benjamin Twagira](#)
[Catalog details](#)
[HIST 486\(S\) TUT Race and A Global War: Africa During World War II](#)

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

Taught by: [Joy James](#)
[Catalog details](#)
[PSCI 251 / AFR 258\(S\) SEM Thinking and Acting Politically in the Long Civil Rights Movement](#)

Taught by: [Da'Von Boyd](#)
[Catalog details](#)
[PSCI 361 / AFR 364 SEM Black Political Thought](#)

Taught by: [Da'Von Boyd](#)
[Catalog details](#)
[RLFR 229 Black Outside the U.S.](#)

Taught by: TBA
[Catalog details](#)

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

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

THE MAJOR IN AFRICANA STUDIES

The major in Africana Studies is designed to accommodate breadth and depth of study. The breadth of one's journey is achieved by way of a shared general study through three "routes" that every major travels through—1) theories, methods, and poetics; 2) culture, performance, and popular technologies; and 3) Black landscapes. The depth of one's journey is accomplished by way of self-initiated learning within or among any of the routes. Candidates for a major in Africana Studies must complete a minimum of nine course as outlined below:

(1) Core Courses. Majors are expected to take a preferred sequence of **three (3) courses**:

- a. AFR 200: Introduction to Africana Studies, usually taken no later than the fall of the sophomore year;
- b. One 300-level seminar or tutorial designated as a "Core Elective," usually taken during the junior year;
- c. One 400-level seminar designated as the "Capstone" and usually taken during the senior year.

(2) Electives: Majors are expected to take **six (6) additional electives** to support their grounding in Africana Studies.

- a. Three (3) of the six electives must be "Core Electives" and must be equally distributed among the three routes so that all majors will take a minimum of one course in each area. No more than two of these three Core Electives can be at the same course level.
- b. The remaining three electives can be "Core Electives" and/or "Electives" in any combination, ideally driven by the student's area(s) of interest.

The three routes are as follows:

1. **Theories, Methods, and Poetics**: courses within this route will engage theoretical and philosophical concerns within the field, the methodologies that inform our understanding of Africana experiences, and the discourses that have shaped them. Core Elective Courses include:

[AFR 170\(F\) LEC What is Race in Black Studies?](#)

Taught by: [Atiya Husain](#)

[Catalog details](#)

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

Taught by: Meredith Coleman-Tobias

[Catalog details](#)

[AFR 387 SEM Love is Lifeforce: June Jordan's Living Room](#)

Taught by: [Alexis Gumbs](#)

[Catalog details](#)

[AFR 388 SEM "The Black Unicorn: Audre \(Lorde\) as Avatar"](#)

Taught by: TBA

[Catalog details](#)

[AFR 405 SEM CAPSTONE: Africana Studies and the Disciplines](#)

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

[Catalog details](#)

[AFR 410\(S\) SEM CAPSTONE: Black Epistemologies](#)

Taught by: [Atiya Husain](#)

[Catalog details](#)

[AMST 329 / AFR 329 / THEA 329 / WGSS 369 SEM Marxist Feminisms: Race, Performance, Labor](#)

Taught by: [Kelly Chung](#)

[Catalog details](#)

[AMST 372 / STS 373 / AFR 374\(S\) SEM Technologies of Race](#)

Taught by: [Brian Murphy](#)

[Catalog details](#)

[AMST 428 / AFR 396 / WGSS 428\(S\) SEM Relationality and Its Antagonisms](#)

Taught by: [Kelly Chung](#)

[Catalog details](#)

[PSCI 251 / AFR 258\(S\) SEM Thinking and Acting Politically in the Long Civil Rights Movement](#)

Taught by: [Da'Von Boyd](#)

[Catalog details](#)

[PSCI 361 / AFR 364 SEM Black Political Thought](#)

Taught by: [Da'Von Boyd](#)

[Catalog details](#)

2. **Culture, Performance, and Popular Technologies:** courses within this route explore music, the arts, and performance, and many will examine future directions of the field and the technologies that inform those directions. Core Elective Courses include:

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

Taught by: TBA

[Catalog details](#)

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

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

[Catalog details](#)

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

Taught by: [VaNatta Ford](#)

[Catalog details](#)

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

Taught by: [VaNatta Ford](#)

[Catalog details](#)

[AFR 249 / GBST 249 / AMST 250 SEM Penning the Path: Writing and Publishing Black Studies](#)

Taught by: [Messias Basques](#)

[Catalog details](#)

[AFR 291\(F\) LEC Africana Studies Approaches to AI](#)

Taught by: [Armond Towns](#)

[Catalog details](#)

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

Taught by: [VaNatta Ford](#)

[Catalog details](#)

[AFR 317 / AMST 317 / DANC 317 / ENGL 317 / THEA 317 / COMP 319 SEM Black Migrations: African American Performance at Home and Abroad](#)

Taught by: [Rashida Braggs](#)

[Catalog details](#)

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

Taught by: [VaNatta Ford](#)

[Catalog details](#)

[AMST 222 / MUS 217 / ENGL 221 / AFR 222\(S\) SEM Hip Hop Culture](#)

Taught by: [Brian Murphy](#)
[Catalog details](#)

[AMST 329 / AFR 329 / THEA 329 / WGSS 369 SEM Marxist Feminisms: Race, Performance, Labor](#)

Taught by: [Kelly Chung](#)
[Catalog details](#)

[DANC 111 / AFR 111 SEM Afro-Modern Dance I: Theory & Practice \(Dunham Technique\)](#)

Taught by: [Saroya Corbett](#)
[Catalog details](#)

[DANC 201 / AFR 201 / MUS 220\(F\) STU African Dance and Percussion](#)

Taught by: [Sandra Burton](#), [Tendai Muparutsa](#)
[Catalog details](#)

[DANC 202 / AFR 206 / MUS 221\(S\) STU African Dance and Percussion](#)

Taught by: [Sandra Burton](#), [Tendai Muparutsa](#)
[Catalog details](#)

[DANC 211 / AFR 219 SEM Afro-Modern Dance II: Theory & Practice \(Dunham Technique\)](#)

Taught by: [Saroya Corbett](#)
[Catalog details](#)

[DANC 220 / AFR 245 SEM Dancing with the Hips, Butt, and Pelvis: Dangerous Bodies and Community Traditions](#)

Taught by: [Saroya Corbett](#)
[Catalog details](#)

3. **Black Landscapes:** these courses critically examine the ways that race, belief, identity, subjectivity, power, and/or embodiment are informed by conceptualizations of space, geography, literature, and/or history. Core Elective Courses include:

[AFR 238 / ANTH 238 / GBST 238 SEM Black Voices in Anthropology](#)

Taught by: [Messias Basques](#)
[Catalog details](#)

[AFR 247\(F\) LEC Circa 1492: A Black Studies Perspective](#)

Taught by: [Atiya Husain](#)
[Catalog details](#)

[AFR 385\(S\) SEM Assata Shakur and the War on Terror](#)

Taught by: [Atiya Husain](#)
[Catalog details](#)

[AFR 440\(F\) SEM CAPSTONE: Performing Blackness](#)

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

[AMST 412 / AFR 394 / STS 412 SEM Cold War Archaeology](#)

Taught by: [Brian Murphy](#)
[Catalog details](#)

[ENGL 238 / AFR 260\(F\) SEM 1930s Black Literature](#)

Taught by: [Ricardo A Wilson](#)
[Catalog details](#)

[ENVI 231 / AFR 231 / STS 231 SEM Africa and the Anthropocene](#)

Taught by: TBA
[Catalog details](#)

ADVISING

All majors will be assigned a faculty advisor, typically the department chair. Majors must meet with their advisor during the first week of classes during the fall semester and at the time of the spring semester registration period in order to plan their journey through the major. Concentrators are expected to meet with the chair and/or an Africana Studies faculty member to plan their concentration. Students are encouraged to talk at any time with the department chair or other Africana Studies faculty about the major/concentration.

THE DEGREE WITH HONORS IN AFRICANA STUDIES

The Honors trajectory is reserved for students who wish to conduct advanced research and study. A student wishing to earn honors must complete an "Honors Dossier" during the Winter Study term and Spring semester of their Senior Year. This Dossier is comprised of three linked essays. Students may begin the project with two essays written for Africana Studies courses and, under their advisor's guidance complete additional research, incorporate instructor feedback, and substantially re-write and expand these two papers. The third essay must be a new work, written specifically for the Honors project. Students must also write a substantive introduction that explains the theme (theoretical, geographic, chronological

etc.) that connects the three essays. The introduction should address the significance of the theme to the interdisciplinary study of the peoples and cultures of the African diaspora. It should also explain the logic of the three papers and how they work together. Dossiers will be due in mid-April (after Spring Break). Under some circumstances, a student may want to include a record of a performance or piece of visual art in the Dossier. In this case, a written analysis and explanation should accompany that piece. The total Honors Dossier should consist of no less than 45 pages of written work.

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

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

Study Away from Williams

We encourage students to pursue cross-cultural comparative studies. A major/concentration in Africana Studies can be combined with study away from Williams for a semester or a year if plans are made carefully. Many courses that will be approved for college credit may also count toward the major/concentration if their subject matter is explicitly connected to Africana culture. Students planning to be away in the junior year should ideally have taken AFR 200: Introduction to Africana Studies before they leave. Students should consult as early as possible with the chair or their advisor about their plans for fulfilling the requirements of the major.

Electives

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

Cross-listings: HIST 104 / GBST 104

Secondary Cross-listing

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

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

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

Enrollment Limit: 19

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

Expected Class Size: 19

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

Distributions: (D2) (DPE) (WS)

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

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

Writing Skills Notes: Students will write two 3-5-page essays each written in two drafts with instructor comments. They will also write an 8-12-page

research paper with required submission of a proposed topic, an annotated bibliography, an outline, and a draft before the final paper itself. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

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

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

Not offered current academic year

AFR 110 (F) Television, Social Media, and Black Women 'Unscripted'

Cross-listings: WGSS 111

Primary Cross-listing

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

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

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: First year Students

Expected Class Size: 13

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

Distributions: (D2)

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

WGSS 111(D2) AFR 110(D2)

Attributes: AFR Core Electives AFR Culture, Performance, and Popular Technologies FMST Core Courses

Not offered current academic year

AFR 111 (F) Afro-Modern Dance I: Theory & Practice (Dunham Technique)

Cross-listings: DANC 111

Secondary Cross-listing

Modern African diasporic dance creates a conversation between the past and the present; it brings forth memories of the African "homeland" and of the dispersal of African bodies around the world, while simultaneously engaging the current joys, pains, challenges, and cultural growth of Black people. Through movement and rhythm, dancers experience the embodied knowledge of previous generations, while connecting to contemporary cultural, political, and economic realities. Katherine Dunham devoted her life to exploring and exposing the multiple layers and complexities of the African diasporic experience through her ethnographic dance choreographies, her dance technique, her schools, her music, and her writing. Dunham's work as a dance anthropologist, artist, educator, and humanitarian is manifested in Dunham Technique; the technique is a fusion of African diasporic dance, ballet and modern dance, and functions as an embodied medium for cultural communication. The technique is considered "a way of life" as it uses theory and philosophy to engage participants in a holistic experience that is not only physical, but also intellectual, emotional, and spiritual. Through this combination of physicality, history, theory, and philosophy, Dunham Technique is a tool to understand one's inner self and place oneself within a historical and cultural framework. In this course, students will explore the history, theory, and philosophies of Dunham Technique and Katherine Dunham, while actively participating with the technique's movement concepts and vocabulary. Students will engage in the fundamentals of a Dunham Technique movement class through center floor work, barre exercises, progressions, and choreography. The course will combine the studio experience of the physical technique with lectures and discussions. Students will learn about the three theories of Dunham Technique (Form and Function, Intercultural Communication, and Socialization through the Arts) and its three philosophies (Self-Examination, Detachment, and

Discrimination) while also learning the history and historical context of the technique and its creator.

Class Format: The course meets in person, twice per week for the full semester. The course includes two main integrated components: physical dance training and lecture/discussion.

Requirements/Evaluation: Students will be evaluated on the completion of journals, the quality of the final movement assignment, the completion of weekly reading assignments, and their participation during class activities/discussions.

Prerequisites: None

Enrollment Limit: 15

Enrollment Preferences: Students interested in expanding their knowledge of African diasporic dance and Dunham Technique.

Expected Class Size: 12-15

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

Distributions: (D2)

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

DANC 111(D1) AFR 111(D2)

Attributes: AFR Culture, Performance, and Popular Technologies

Not offered current academic year

AFR 113 (F) Musics of Africa

Cross-listings: MUS 120

Secondary Cross-listing

This course introduces musical traditions spanning the geographical breadth of continental Africa. We will prioritize hands-on experience and musical practice, critical listening, and deep social and political contextualization as strategies of musical engagement. Following an introductory exploration of overarching aesthetic and social trends in African musical practice, the course will then focus on 3-4 geographically rooted case studies, allowing us to discuss how different musical practices and subcultures (featuring traditional, contemporary, and popular forms) interrelate in a musical soundscape. The geographical focus of the case studies may vary but previous case studies have included: Ghana, Zimbabwe, Ethiopia, Egypt, Mali and the Democratic Republic of Congo.

Class Format: discussion

Requirements/Evaluation: grade based on attendance and participation, one synthesizing assignment at the end of each unit (for instance a 5-7 pg. paper, a podcast or performance-oriented assignment, an album review or curated listening list) and an 8-10pg final paper.

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

Enrollment Limit: 20

Enrollment Preferences: current or prospective majors in Music and Africana Studies, seniors.

Expected Class Size: 12

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

Distributions: (D2)

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

AFR 113(D2) MUS 120(D1)

Attributes: GBST African Studies MUS World Music/Ethnomusicology

Not offered current academic year

AFR 128 (S) James Baldwin's Song

Cross-listings: MUS 179 / COMP 129

Primary Cross-listing

"It is only in his music [. . .] that the Negro in America has been able to tell his story. It is a story which otherwise has yet to be told and which no American is prepared to hear," wrote James Baldwin in *Notes of a Native Son* in 1955. In this course, we strive to listen more closely to racialized experience through James Baldwin's musical literature. Through analysis and creation of music, we hope to better understand cultural difference and collective humanity. In this course, we closely analyze James Baldwin's use of song names, creation of musician characters, and replication of musical

elements in his writing. Baldwin's musical word play crosses historical and genre boundaries. So we will explore texts from his early to late career, such as the gospel music of his youth in the semi-autobiographical novel *Go Tell It on the Mountain*, the metaphor of the blues in the play written during the civil-rights movement *Blues for Mr. Charlie*, the jazz musician protagonist in "Sonny's Blues" written after World War II in Paris, and his only musical recording in *A Lover's Question* set down near the end of his life. In addition to closely analyzing James Baldwin's attention to music throughout his literature, students will learn basic music writing and production skills. The tutorial will draw on a range of musical resources, including playlists, music workshops, guest lectures and performances. All of these resources will guide students to a more attuned hearing not only of music but also of the African American experience it reflects. By the end of the course, students will have written several short 1-2 page close analysis essays and song lyrics. For their final project, students will produce an original song based on key insights from the course. No musical experience is required, though an openness to learn and practice songwriting is expected.

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

Prerequisites: None

Enrollment Limit: 10

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

Expected Class Size: 10

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

Distributions: (D2)

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

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

Attributes: AFR Core Electives

Spring 2025

TUT Section: T1 TBA Rashida K. Braggs

AFR 135 (F) Queen Sugar and Black Study

Cross-listings: AMST 135

Primary Cross-listing

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

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

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

Prerequisites: none

Enrollment Limit: 15

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

Expected Class Size: 15

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

Distributions: (D2)

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

AFR 135(D2) AMST 135(D2)

Attributes: AFR Core Electives AFR Culture, Performance, and Popular Technologies

Not offered current academic year

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

Cross-listings: HIST 158

Secondary Cross-listing

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

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

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

Enrollment Limit: 19

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

Expected Class Size: 19

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

Distributions: (D2) (DPE) (WS)

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

AFR 158(D2) HIST 158(D2)

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

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

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

Not offered current academic year

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

Cross-listings: HIST 159

Secondary Cross-listing

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

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

Prerequisites: None.

Enrollment Limit: 10

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

Expected Class Size: 10

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

Distributions: (D2) (DPE) (WS)

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

HIST 159(D2) AFR 159(D2)

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

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

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

Fall 2024

TUT Section: T1 TBA Tyran K. Steward

AFR 160 (S) After the Civil Rights Movement (WS)

Cross-listings: HIST 160

Secondary Cross-listing

This course examines African American politics, life, and culture from the period following the end of the civil rights movement in the late 1960s to today's Black Lives Matter movement. In examining this time period, we will pay particular attention to a number of key questions: What organizations, activists, and campaigns dominated Black politics in the post-civil rights movement era? How did organizers build on the issues and tactics of the movement in the years that followed? In what ways were structures of racial inequality reconfigured in the post-movement era? How did the popular culture of the era reflect the changing social, economic, and political lives of African Americans? How were the gains of the civil rights movement preserved or threatened in the post-movement era? In considering these questions, we will explore the ways that struggles for racial equality continued to shape American life in the 1970s, 80s, 90s, and 00s. Using scholarly works, film, music, oral history, and other primary and secondary sources, we will look at topics including: debates over the legacy of the civil rights movement; the impact of mass incarceration and the War on Drugs on Black communities; HIV/AIDS activism; Black conservatism in the age of Ronald Reagan; anti-police brutality activism in the years before the Black Lives Matter Movement; urban disinvestment and the rise of hip hop culture; electoral politics, Black political power, and the Obama presidency.

Requirements/Evaluation: Active participation in class discussion, weekly 500-word discussion posts, two 4-5 page essays, and a final 10-12 page research paper

Prerequisites: None

Enrollment Limit: 19

Enrollment Preferences: Preference to first- and second-year students

Expected Class Size: 12-19

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

Distributions: (D2) (WS)

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

HIST 160(D2) AFR 160(D2)

Writing Skills Notes: Students will write two short (4-5 page) papers leading to a longer (10-12 page) research paper. Students will receive timely feedback on written work from peers and the instructor and will be required to submit revised drafts in response to feedback. Students will develop their final research paper in several stages, submitting a topic proposal, research question, outline, and annotated bibliography, with the instructor commenting on each step.

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

Not offered current academic year

AFR 170 (F) What is Race in Black Studies?

Black/Africana Studies has offered much on the study of race, though race is not its sole focus. The goal of this course is to study theoretical perspectives and interrelated schools of thought on race in disciplines including and adjacent to Africana Studies. These perspectives include critical race theory, the Black radical tradition, whiteness studies, and decolonial theory. Our goal is to begin to notice the ways in which race -- far from being a singular or uniformly understood mode of difference -- can be theorized through a range of approaches. The course will explore questions including: What is at stake in various perspectives on race? What sort of redress is made possible using the framework of "race," and what transformative possibilities are foreclosed? How does the twentieth century trajectory of the concept shape the twenty-first century racial politics? How does the state-form structure the concept of race?

Requirements/Evaluation: A presentation and a final exam

Prerequisites: None

Enrollment Limit: 25

Enrollment Preferences: Africana Studies, American Studies, Sociology, and Political Science majors and concentrators

Expected Class Size: 25

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

Distributions: (D2)

Attributes: AFR Theories, Methods, and Poetics

Fall 2024

LEC Section: 01 W 1:10 pm - 3:50 pm Atiya Husain

AFR 190 (S) Introduction to Afro-Latin American Studies

Although there is a common idea of "African American exceptionalism," the Black Experience in the Americas is far more complex and diverse than it may seem at first glance. Since the beginning of the 16th century, around 10.7 million Africans survived the Middle Passage, and around 4 percent disembarked in the USA. If it is true that each country has its own singularities, nation-building processes, and particular race and ethnic relations, it is also true that there are remarkable resonances and connections across and within the Black Diaspora in the Americas. Drawing on this historical background, the seminar introduces students to the flourishing field of Afro-Latin American Studies. The seminar will focus on the current experiences of Afro-Latin Americans in Haiti, Mexico, Brazil, and Colombia. Therefore, this is not a course about slavery or colonial history, even though it will shed light on the historical roots of the present-day struggles and experiences of Afro-Latin Americans. The seminar invites students to investigate and discuss the following questions: What does it mean to be Black in Latin America today? How are racial categories used in and by each country's public policies and social movements? What is behind the idea of racial democracy? What role do affirmative action and cultural movements play in the fight against racism and Anti-Blackness? How did Black activists and movements foster an Afrodiasporic dialogue and collaboration throughout the Americas? The seminar aims to connect students with Afro-Latin American perspectives (drawn mainly from Anthropology, Sociology, and History); promote a welcoming space for class discussions; and provide students with guidance to structure and develop a written reflection (in any preferred format, such as essays, interviews, research papers, audiovisual creations) about a topic of their choice (in relation to the Black Experience in Latin America).

Requirements/Evaluation: Class participation and attendance (asking questions and leading discussions); weekly e-reading response papers (300-500 words); and a final essay or research paper (5-10 pages).

Prerequisites: None

Enrollment Limit: 20

Enrollment Preferences: Majors and concentrators in Africana Studies, Sociology, and Anthropology.

Expected Class Size: 15

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

Distributions: (D2)

Attributes: AFR Core Electives

Spring 2025

SEM Section: 01 M 7:00 pm - 9:40 pm Messias Basques

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

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

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

Prerequisites: none

Enrollment Limit: 18

Enrollment Preferences: Africana Studies concentrators

Expected Class Size: 15

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

Distributions: (D2)

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

Fall 2024

LEC Section: 01 TR 11:20 am - 12:35 pm Armond R. Towns

Spring 2025

LEC Section: 01 TR 11:20 am - 12:35 pm Armond R. Towns

AFR 201 (F) African Dance and Percussion

Cross-listings: DANC 201 / MUS 220

Secondary Cross-listing

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

Class Format: Class hours will be used to learn and use the dance and music of at least two forms including historical context, and individual or group performance project. When possible, our process will include guest artists and field trips to see live performances. As well as use of the archives at Jacob's Pillow Dance Festival, Sawyer Library and the art collection at Williams College Museum of Art.

Requirements/Evaluation: Discussion of assignments, semester long group performance project rooted in the materials taught. Students enrolled for PE credit are responsible only for the performance-based projects

Prerequisites: none

Enrollment Limit: 16

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

Expected Class Size: 12

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

Distributions: (D2)

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

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

Attributes: AFR Culture, Performance, and Popular Technologies GBST African Studies MUS Ethnomusicology

Fall 2024

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

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

Cross-listings: WGSS 206 / COMP 236

Primary Cross-listing

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

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

Prerequisites: N/A

Enrollment Limit: 10

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

Expected Class Size: 8-10

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

Distributions: (D2)

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

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

Attributes: AFR Core Electives AFR Culture, Performance, and Popular Technologies

Spring 2025

TUT Section: T1 TBA VaNatta S. Ford

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

Cross-listings: WGSS 207

Primary Cross-listing

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

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

Prerequisites: none

Enrollment Limit: 10

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

Expected Class Size: 10

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

Distributions: (D2)

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

AFR 205(D2) WGSS 207(D2)

Attributes: AFR Core Electives AFR Theories, Methods, and Poetics AMST Arts in Context Electives

Not offered current academic year

AFR 206 (S) African Dance and Percussion

Cross-listings: DANC 202 / MUS 221

Secondary Cross-listing

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

Class Format: Class hours will be used to learn and use the dance and music of at least two forms including historical context, and individual or group performance project. When possible, our process will include guest artists and field trips to see live performances. As well as use of the archives at Jacob's Pillow Dance Festival, Sawyer Library and the art collection at Williams College Museum of Art.

Requirements/Evaluation: Discussion of assignments, semester long group performance project rooted in the materials taught. Students enrolled for PE credit are responsible only for the performance-based projects

Prerequisites: none

Enrollment Limit: 16

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

Expected Class Size: 10

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

Distributions: (D2)

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

DANC 202(D1) AFR 206(D2) MUS 221(D1)

Attributes: AFR Culture, Performance, and Popular Technologies GBST African Studies MUS Ethnomusicology

Spring 2025

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

AFR 208 (S) Time and Blackness

Cross-listings: AMST 208 / REL 262

Primary Cross-listing

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

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

Prerequisites: none

Enrollment Limit: 10

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

Expected Class Size: 10

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

Distributions: (D2)

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

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

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

Not offered current academic year

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

Cross-listings: ENVI 211 / SOC 211 / AMST 211

Primary Cross-listing

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

Class Format: discussion

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

Prerequisites: none

Enrollment Limit: 20

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

Expected Class Size: 20

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

Distributions: (D2)

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

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

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

Not offered current academic year

AFR 212 (S) Jazz Theory and Improvisation I

Cross-listings: MUS 105

Secondary Cross-listing

The theory and application of basic harmonic structures and rhythmic language used in jazz performance. An introductory level course to the practice of jazz improvisation. Blues forms, modal compositions, diatonic progressions, secondary and substitute dominant chords, modulations. This is a performance practice course appropriate for students with basic skill on their instrument and some theoretical knowledge including all key signatures, major/minor keys and modes, intervals, triads and basic seventh chords and their functions within keys. Vocalists and drummers will be encouraged to study the piano; all students will complete jazz-specific piano and percussion lab assignments. Pianists, guitarists and bassists should be able to sight read chords on a jazz lead sheet.

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

Requirements/Evaluation: Weekly assignments, (e.g. performance of exercises and repertoire, analysis) a midterm, a transcription project and the end of semester concert. Jazz piano and drum labs. Assignments from aural skills labs.

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

Enrollment Limit: 12

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

Expected Class Size: 12

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

Unit Notes: this course will share aural skills labs (but not piano labs) with MUS 104a; students considering taking this course should consult the lab times and plan their schedules accordingly

Distributions: (D2)

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

AFR 212(D2) MUS 105(D1)

Attributes: EXPE Experiential Education Courses

Not offered current academic year

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

Cross-listings: DANC 207

Secondary Cross-listing

"What does dance give you?" asked the great African American dancer, teacher, and director Arthur Mitchell: "The freedom to be who you are and do what you want to do." In the ballet world, however, Black, Indigenous, and People of Color have struggled to achieve that "freedom" their white counterparts have enjoyed. In this course students continue their technical/artistic training in ballet while also exploring different topics in past and current ballet history; in Fall 2022, our main focus will be on some of the notable BIPOC figures in the world of ballet, with the history of ballet providing both a timeline and a sociopolitical backdrop against which we can trace and discover the intersectionality that has helped shape the aesthetics of ballet as well as other genres we know today. Though this is primarily a studio course (with twice-weekly ballet technique classes) readings and viewings relevant to our coursework will be assigned; a third weekly meeting will be held for group discussions on those assignments. Alongside

broader ballet history texts, the essays and articles by authors such as Brenda Dixon Gottschild and Theresa Ruth Howard will offer keen insights into some of the more specific issues and topics regarding race and diversity in the field of ballet. In addition to informal, written responses to the readings and viewings, Howard's website "Memoirs of Blacks in Ballet" will be an important anchor/springboard for course projects. Howard will be a guest collaborator in this course for Fall '22; in addition to joining us (remotely) for discussions, she will guide us in those projects.

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

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

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

Enrollment Limit: 12

Enrollment Preferences: Students who are invested in learning both the physical aspect of ballet technique, as well as its broader history and the specific areas this course is investigating.

Expected Class Size: 8

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

Materials/Lab Fee: Ballet class attire (i.e., leotards, tights/leggings, slippers)--students are responsible for acquiring personal clothing and shoes. Est. cost \$75-150.

Distributions: (D2)

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

AFR 218(D2) DANC 207(D1)

Not offered current academic year

AFR 219 (S) Afro-Modern Dance II: Theory & Practice (Dunham Technique)

Cross-listings: DANC 211

Secondary Cross-listing

Modern African diasporic dance creates a conversation between the past and the present; it brings forth memories of the African "homeland" and of the dispersal of African bodies around the world, while simultaneously engaging the current joys, pains, challenges, and cultural growth of Black people. Through movement and rhythm, dancers experience the embodied knowledge of previous generations, while connecting to contemporary cultural, political, and economic realities. Katherine Dunham devoted her life to exploring and exposing the multiple layers and complexities of the African diasporic experience through her ethnographic dance choreographies, her dance technique, her schools, her music, and her writing. Dunham's work as a dance anthropologist, artist, educator, and humanitarian is manifested in Dunham Technique; the technique is a fusion of African diasporic dance, ballet and modern dance, and functions as an embodied medium for cultural communication. The technique is considered "a way of life" as it uses theory and philosophy to engage participants in a holistic experience that is not only physical, but also intellectual, emotional, and spiritual. Through this combination of physicality, history, theory, and philosophy, Dunham Technique is a tool to understand one's inner self and place oneself within a historical and cultural framework. In this course, students will explore the history, theory, and philosophies of Dunham Technique and Katherine Dunham, while actively participating with the technique's movement concepts and vocabulary. Students will engage in the fundamentals of a Dunham Technique movement class through center floor work, barre exercises, progressions, and choreography. The course will combine the studio experience of the physical technique with lectures and discussions. Students will learn about the three theories of Dunham Technique (Form and Function, Intercultural Communication, and Socialization through the Arts) and its three philosophies (Self-Examination, Detachment, and Discrimination) while also learning the history and historical context of the technique and its creator. Students are expected to have taken DANC 111, DANC 204, DANC 206, or had some prior significant training in Dunham Technique.

Class Format: The course meets in person, twice per week for the full semester. The course includes two main integrated components: physical dance training and lecture/discussion. Students will experience guest artists certified in Dunham Technique.

Requirements/Evaluation: Students will be evaluated on the completion of (3) journals, the quality of the final movement assignment, the completion of weekly reading assignments, and their participation during class activities/discussions.

Prerequisites: Students are expected to have taken DANC 111, DANC 204, DANC 206, or had some prior significant training in Dunham Technique.

Enrollment Limit: 10

Enrollment Preferences: Students interested in expanding their knowledge of African diasporic dance and Dunham Technique.

Expected Class Size: 8-10

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

Distributions: (D2)

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

AFR 219(D2) DANC 211(D1)

Attributes: AFR Culture, Performance, and Popular Technologies

Not offered current academic year

AFR 220 (S) Introduction to African American Literature

Cross-listings: ENGL 220 / AMST 220

Secondary Cross-listing

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

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

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: English majors

Expected Class Size: 25

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

Distributions: (D2)

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

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

Attributes: AFR Interdepartmental Electives AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora ENGL Literary Histories C

Not offered current academic year

AFR 221 (F) Giving God a Backbeat: Rap Music, Religion & Spirituality

Cross-listings: REL 263

Primary Cross-listing

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

Requirements/Evaluation: students will be evaluated on their class participation, Twitter threads, response papers, quizzes, and a final class group project

Prerequisites: none

Enrollment Limit: 18

Enrollment Preferences: First year, sophomore, and juniors

Expected Class Size: 15

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

Distributions: (D2)

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

AFR 221(D2) REL 263(D2)

Attributes: AFR Core Electives AFR Culture, Performance, and Popular Technologies AMST Arts in Context Electives

Fall 2024

SEM Section: 01 TR 9:55 am - 11:10 am VaNatta S. Ford

AFR 222 (S) Hip Hop Culture (DPE) (WS)

Cross-listings: AMST 222 / ENGL 221 / MUS 217

Secondary Cross-listing

The course examines how young people of color created hip hop culture in the postindustrial ruins of New York City, a movement that would eventually grow into a global cultural industry. Hip hop music producers have long practiced "diggin' in the crates"--a phrase that denotes searching through record collections to find material to sample. In this course, we will examine the material and technological history of hip hop culture, with particular attention to hip hop's tendency to sample, remix, mash-up, and repurpose existing media artifacts to create new works or art. We will use a media archaeological approach to examine the precise material conditions that first gave rise to graffiti art, deejaying, rapping, and breakdancing, and to analyze hip hop songs, videos, and films. Media archaeology is a critical and artistic practice that seeks to interpret the layers of significance embedded in cultural artifacts. How does hip hop archaeology remix the past, the present, and the future? How do the historical, political, and cultural coding of hip hop artifacts change as they increasingly become part of institutional collections, from newly established hip hop archives at Cornell and Harvard to the Smithsonian National Museum of African American History and Culture?

Requirements/Evaluation: Four papers, project with presentation, and a final exam.

Prerequisites: None

Enrollment Limit: 19

Enrollment Preferences: AMST majors or prospective majors

Expected Class Size: 19

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

Distributions: (D2) (DPE) (WS)

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

AMST 222(D2) ENGL 221(D1) AFR 222(D2) MUS 217(D1)

Writing Skills Notes: Students in this course develop a capacity to write generative arguments in an interdisciplinary scholarly context. Students will receive feedback not only on structure, substance, and style, but also on how to best build a line of inquiry, how to gather high-quality evidence, and how to make one's thinking productively intersect with more than one scholarly or creative field.

Difference, Power, and Equity Notes: This course requires students to use an effective descriptive and critical vocabulary to discuss and analyze artifacts of hip hop culture, with attention to race, gender, class, sexuality, and other categories of social difference. They must understand the material, technological, historical, and cultural contexts that gave rise to hip hop culture, and proficiently synthesize scholarly perspectives related to the formation and transformations of hip hop from the early 70s to the early 21st cent.

Attributes: AFR Culture, Performance, and Popular Technologies AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora

Spring 2025

SEM Section: 01 TR 11:20 am - 12:35 pm Brian Murphy

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

Cross-listings: LEAD 220 / INTR 220 / AMST 201 / PSCI 221

Secondary Cross-listing

This weekly tutorial has alternating primary and secondary writers (5pages/2pages). In weekly one-hour sessions, students read their work aloud followed by dialogue and critique. Primary papers are due to respondent/professor 48hrs before the tutorial meets; response papers are emailed to the professor 2hours before the weekly tutorial meets. Readings include: *We Charge Genocide*; Williams J. Maxwell, *F. B. Eyes: How J. Edgar Hoover's Ghostreaders Framed African American Literature*; Chalmers Johnson, *Blowback: The Costs and Consequences of American Empire*; Hugh Wilford,

The Mighty Wurlitzer: How the CIA Played America; "Part III Supervision and Control of the CIA," *Rockefeller Commission Report*; *Malcolm X Speaks*; Sam Greenlee, *The Spook Who Sat By the Door*; and, *The Murder of Fred Hampton*. The tutorial is open to all students.

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

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: Juniors and Seniors.

Expected Class Size: 10

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

Distributions: (D2) (DPE)

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

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

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

Not offered current academic year

AFR 227 (F) Colonial Rule and Its Aftermaths in Africa (DPE)

Cross-listings: HIST 204 / GBST 203

Secondary Cross-listing

This course focuses on the history of Africa during the colonial and post-colonial periods, especially focusing on the period between 1885 and 2000. The first part of the course will explore the imposition of colonial rule and its attendant impacts on African societies. During this section, we will especially examine how Africans responded to colonialism, including the various resistance movements that arose at different moments to contest colonial rule. We will also explore the various transformations wrought by colonialism. The second part of the course will explore the African struggle to decolonize their societies and to fashion viable political systems. In addition to historical texts, the course will make use of cultural materials such as novels and films.

Class Format: Mixed format of lecture and discussion seminar

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

Prerequisites: None

Enrollment Limit: 30

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

Expected Class Size: 30

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

Distributions: (D2) (DPE)

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

AFR 227(D2) HIST 204(D2) GBST 203(D2)

Difference, Power, and Equity Notes: This course will introduce students to how Africans contended with the forces of colonialism and its aftermaths. It will examine how different African societies as well as social groups on the continent were affected by and responded to colonial rule. All of the readings, discussions, and assignments will ask students to contend with the issues of how to write African lives into the history of colonialism.

Attributes: HIST Group A Electives - Africa

Not offered current academic year

AFR 229 Black Outside the U.S.

This course explores multiple ways Black identity evolves, adapts and is experienced differently depending on location. Students analyze Black experience in the U.S., France and Senegal through a range of texts from books and social media to music and film. One key aspect of the course is a

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

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

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

Prerequisites: none

Enrollment Limit: 8

Enrollment Preferences: students who have taken other AFR courses, Francophone speakers and students

Expected Class Size: 8

Grading:

Distributions: (D2)

Attributes: AFR Core Electives GBST Borders, Exiles + Diaspora Studies

Not offered current academic year

AFR 231 (S) Africa and the Anthropocene (DPE)

Cross-listings: STS 231 / ENVI 231

Secondary Cross-listing

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

Requirements/Evaluation: Assignments include: 2 short written commentaries (2-3 pages each), mid-term current event analysis (5-7 pages), final analytical essay (10-12 pages) and class presentation

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Environmental Studies majors and concentrators

Expected Class Size: 19

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

Distributions: (D2) (DPE)

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

STS 231(D2) ENVI 231(D2) AFR 231(D2)

Difference, Power, and Equity Notes: Africa and the Anthropocene considers inequity in environmental politics from the vantage of the African continent. Through selected readings and classroom discussions students will tackle questions of power, racial and gendered difference, empire, and economic stratification. The course contributes to the DPE requirement by helping students to develop skills to better analyze abiding challenges in global society.

Attributes: AFR Black Landscapes ENVI Humanities, Arts + Social Science Electives GBST African Studies GBST Economic Development Studies

Not offered current academic year

AFR 232 (S) Islam in Africa (DPE)

Cross-listings: GBST 232 / ARAB 232 / REL 232 / HIST 202

Secondary Cross-listing

Islam in Africa is often relegated to the peripheries in the study of Islam, a religion most associated with Arabs and the Middle East. On the flip side, Islam is also portrayed as foreign to African belief systems and institutions. The relationship between Islam and Africa, however, begins with the very advent of Islam when early Arab Muslim communities took refuge in the Abyssinian empire in East Africa. This course explores the history of Islam and Muslim societies on the African continent by focusing on the localized practices of Islam while also connecting it to Islam as a global phenomenon. The course will begin with a historical focus on the spread of Islam in Africa from East Africa and North Africa in the seventh century all the way to the spread of Islam through Sufi brotherhoods in the eighteenth and nineteenth centuries. The course will also take an anthropological approach, exploring the diverse practices of Islam in African Muslim communities and the social and cultural impact of Islam on African societies. Among the topics the course will cover include African Muslim intellectual traditions, local healing practices, religious festivals, early modern African Muslim abolitionist movements, and the historical interactions between African and Asian Muslim communities in the Indian ocean world.

Requirements/Evaluation: Two essays during the semester and final project.

Prerequisites: None

Enrollment Limit: 25

Enrollment Preferences: REL, HIST, ARAB, AFR, GBST majors

Expected Class Size: 20

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

Distributions: (D2) (DPE)

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

GBST 232(D2) AFR 232(D2) ARAB 232(D2) REL 232(D2) HIST 202(D2)

Difference, Power, and Equity Notes: The course will urge students to consider how scholars construct centers and peripheries through a study of Islam in Africa that is often rendered to the peripheries in the study of Islam. The course will also explore the diversity of African Muslim communities, getting students to think about the diversity of human experiences and interpretations of shared sacred texts.

Attributes: HIST Group A Electives - Africa

Not offered current academic year

AFR 236 (F) Europe and the Black Diaspora (DPE) (WS)

Cross-listings: GERM 234 / COMP 238

Secondary Cross-listing

This course provides an overview of the relationships and interactions between the Black diaspora and the European continent in the nineteenth and twentieth centuries. Drawing from biographies, autobiographies, reports, literature, creative arts and academic articles, we will consider the different relationships that have evolved between Black people and Europe over the course of time. Focusing on Central Europe, we will discuss the relationships established between Europe and the Black diaspora, such as Africans, African-Americans, Afro-Latinx and Afro-Caribbeans. Some of the themes we will address include the influence of cultural contact on intellectuals, writers, artists, soldiers, politicians and asylum seekers and their works, factors that established and influenced their relationship with Europe, as well the ways in which these selected people did or did not exert influence on European cultures. We will conclude by looking at some of the current discussions that still revolve around the relationship between the Black diaspora and Europe. Reading and Discussion in English.

Requirements/Evaluation: Active class participation, written homework, short papers and final research paper.

Prerequisites: None.

Enrollment Limit: 19

Enrollment Preferences: If course overenrolls (beyond cap), preference given to first-years, sophomores, and juniors.

Expected Class Size: 15

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

Distributions: (D2) (DPE) (WS)

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

AFR 236(D2) GERM 234(D1) COMP 238(D1)

Writing Skills Notes: Students will write two 3-5-page essays each written in two drafts with instructor comments. They will also write an 8-12-page

research paper with required submission of a proposed topic, an annotated bibliography, an outline, and a draft before the final paper itself. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: We will discuss how minorities and minoritized individuals and the identities they hold can be affected by the dominant cultures around them. While we will focus on Europe, we will approach discussions with a comparative view, so as to encourage the students to reflect on how difference, power and equity interact and impact minorities in the context of the United States or wherever they come from.

Not offered current academic year

AFR 237 (F) Islam in the United States: Race, Religion, Politics (DPE)

Cross-listings: REL 237 / AMST 237 / AAS 237

Secondary Cross-listing

Malcolm X is one of the most iconic yet controversial figures in the black freedom struggle in the United States. He is also arguably the most prominent and influential Muslim in the history of the United States. His story and legacy powerfully illustrate the complex intersections of Muslim identity, political resistance, and national belonging. From the early period of "Black Muslim" movements represented by Malcolm X, to the current "War on Terror" era, American Muslims have faced a complex intersection of exclusions and marginalization, in relation to national belonging, race, and religion. Taking Malcolm X as our point of departure, this course examines how American Muslims have navigated these multiple layers of marginalization. We will therefore consider how the broader socio-political contexts that Muslims are a part of shape their visions of Islam, and how they contest these competing visions among themselves. In so doing, we will examine the complex relation between religion, race, and politics in the United States. Throughout the course, we will be engaging with historical and anthropological material, autobiographies, documentaries, films, historical primary-source documents, music, and social media materials. The course fosters critical thinking about diversity by challenging assumptions of who Muslims are, what being American means, and what Islam is. It also focuses on the complex interaction of different dimensions of diversity, from religion to ideology, race, nationality, ethnicity, culture, gender, and language.

Requirements/Evaluation: regular reading responses, 2 midterm essays, final exam

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: Majors and concentrators in REL, AFR, and AMST

Expected Class Size: 20

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

Distributions: (D2) (DPE)

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

AFR 237(D2) REL 237(D2) AMST 237(D2) AAS 237(D2)

Difference, Power, and Equity Notes: The course fosters critical thinking about diversity by challenging assumptions of who Muslims are, what being American means, and what Islam is. It also focuses on the complex interaction of different dimensions of diversity, from religion to ideology, race, nationality, ethnicity, culture, gender, and language.

Attributes: AAS Non-Core Electives AMST Comp Studies in Race, Ethnicity, Diaspora

Not offered current academic year

AFR 238 (F) Black Voices in Anthropology

Cross-listings: ANTH 238 / GBST 238

Primary Cross-listing

What names and faces come to your mind when you think about Anthropology? The course introduces students to the lives and work of pioneering Black anthropologists whose contributions are still unknown or overlooked. Through different styles, methods, and theoretical approaches, each of these intellectuals has developed antiracist perspectives on foundational topics in the Social Sciences and the Humanities, contributing to advancing the study of the African continent and the Black Diaspora. Throughout the classes, students will learn about each author's journeys, which can spark significant changes in how we think about our roles as social scientists within and outside academic boundaries.

Class Format: Students will be required to develop and give a class presentation focused on contemporary Black anthropologists from Africa and the Diaspora.

Requirements/Evaluation: Class participation and attendance (asking questions and leading discussions); weekly e-reading response papers (300-500 words); formal class presentation (individually or in groups); and a final essay or research paper (5-10 pages).

Prerequisites: None

Enrollment Limit: 20

Enrollment Preferences: Should the course be overenrolled, preference will be given to majors and concentrators in Africana Studies, Sociology, and Anthropology.

Expected Class Size: 15

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

Distributions: (D2)

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

ANTH 238(D2) GBST 238(D2) AFR 238(D2)

Attributes: AFR Black Landscapes

Not offered current academic year

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

Cross-listings: MUS 252

Secondary Cross-listing

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

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

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

Enrollment Limit: 19

Enrollment Preferences: musically literate students and Music majors

Expected Class Size: 15

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

Distributions: (D2)

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

AFR 242(D2) MUS 252(D1)

Attributes: AMST Arts in Context Electives

Not offered current academic year

AFR 245 (S) Dancing with the Hips, Butt, and Pelvis: Dangerous Bodies and Community Traditions

Cross-listings: DANC 220

Secondary Cross-listing

Within the historical context of the U.S., dance that emphasizes hip, butt, and pelvic movement has been racialized and associated with the Black body. While the popularity of these dance styles has expanded and now different groups of people now embrace these movement vocabularies, the practices remain deeply connected to the history and culture of Black folk. Despite the increased popularity of these dances, within Eurocentric aesthetics, the Black dancing body carries the mark of vulgarity and should either be controlled, exploited, and/or exoticized. These dangerous bodies are considered sexually deviant and in need of influence and control through colonialism, imperialism, and religion. Yet, the dancing pelvis, hips, and butt write and document the Black experience. The dancing Black body carries the memories of the diaspora and provides space for the body to experience autonomy. This embodied knowledge, carried by Black bodies, is intertwined with the everyday lives of Black folk. Furthermore, through these practices, Black communities commune, resist dominant narratives, and embrace their humanity. Nevertheless, the pelvis/hips/butt dancing body is not embraced equally among Black people. In the practice of these movement genres, Black communities negotiate matters of respectability, pleasure, and self-actualization. This course is an exploration into the use of the hips, butt, and pelvis in three movement genres: bounce, a genre of hip-hop from New Orleans and origin culture of the term "twerking" Black majorette/dance team performance, a jazz and Black social dance infused form that originated from the marching band culture at Historically Black Colleges and Universities; and Caribbean wining, a hip rolling movement

performed throughout the Caribbean. Students will engage with scholarship and participate in discussions focused on the individual and communal practice of these traditions. The class community will investigate themes such as respectability politics, the politics of pleasure, and communal organizing to gain a better understanding of these practices. Additionally, students will physically explore these dance traditions and work with guest artists who specialize in these practices. The course will culminate in a public dance party that will be curated and facilitated by the class community.

Class Format: The course meets in person, twice per week for the full semester. The course includes two main integrated components: lecture/discussion and physical movement exploration.

Requirements/Evaluation: Students will be evaluated on the completion of assignments, participation during class activities/discussions, and their contribution towards the dance party event.

Prerequisites: None

Enrollment Limit: 12

Enrollment Preferences: Students interested in expanding their knowledge of African diasporic dance, particularly social dance.

Expected Class Size: 10-12

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

Distributions: (D2)

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

DANC 220(D1) AFR 245(D2)

Attributes: AFR Culture, Performance, and Popular Technologies

Not offered current academic year

AFR 247 (F) Circa 1492: A Black Studies Perspective

How do we understand the 1492 moment that opened the doors to the civilization under which we live? This course considers the critiques put forth in Black studies to critically examine 1492 as not a moment of European achievement but as a world-altering moment. This moment has a prehistory and a future that is not limited to the Bristol-Guinea-Caribbean triangle of the slave trade, but also the England -- Moorish North African -- North America triangle that was the dominant triangle during the Age of Discovery, or the first few decades of the 1492 moment. The twin events of the 1492 moment are the expulsion of Moors and Jews from Iberia and Christopher Columbus's initiation of the conquest of the "New World." Taking seriously Arab-African cultures, practices, and thought, this course is grounded by the scholarship of core thinkers in Black studies including Sylvia Wynter, Cedric Robinson, RA Judy, and explores what they argue is missing from our understanding of the 1492 moment and its aftermath.

Requirements/Evaluation: A presentation and a final exam

Prerequisites: None

Enrollment Limit: 25

Enrollment Preferences: Africana Studies, American Studies, Global Studies, and Religion majors and concentrators

Expected Class Size: 25

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

Distributions: (D2)

Attributes: AFR Black Landscapes

Fall 2024

LEC Section: 01 MW 11:00 am - 12:15 pm Atiya Husain

AFR 249 (S) Penning the Path: Writing and Publishing Black Studies

Cross-listings: GBST 249 / AMST 250

Primary Cross-listing

Since the mid-20th century, Black intellectuals from Africa and the Diaspora have founded seminal journals within and beyond academic boundaries. Despite being separated by global distances and different contexts, these initiatives have decisively contributed to the emergence and consolidation of Black and Pan-African studies. *Presence Africaine*, founded in Paris in 1947 by Senegalese intellectual Alioune Diop; *Quilombo*, first published in 1948 by the Afro-Brazilian intellectual Abdias do Nascimento; and *The Black Scholar*, founded in California in 1969 by Robert Chrisman, Nathan Hare, and Allan Ross are just a few groundbreaking examples. From this global perspective, students will explore these and other cornerstone journals which

paved the way for the emergence of Black and Pan-African Studies in the US and abroad. Additionally, the course aims to encourage students to be part of a collective effort to relaunch Kaleido[scopes]: Diaspora Re-imagined, a student led-journal created in 2014 in the Africana Studies Department by Sevonna Brown ('15), Ahmad Greene-Hayes ('16), and Nneka Dennie ('13). Students will receive guidance and mentoring to conceive and write articles, essays, audiovisual creations, and interviews with students and intellectuals from the African continent and the Diaspora in the Americas and the Caribbean.

Class Format: Students will be required to develop and give a class presentation focused on pioneering Black Studies journals.

Requirements/Evaluation: Class participation and attendance (asking questions and leading discussions); weekly e-reading response papers (300-500 words); formal class presentation (individually or in groups); final projects (such as essays, papers, interviews, and audiovisual creations) aimed to be published in the new edition of Kaleido[scopes]: Diaspora Re-imagined (Spring 2024).

Prerequisites: None

Enrollment Limit: 15

Enrollment Preferences: Students interested in expanding their knowledge and skills in writing and publishing, focusing on Black Studies/Africana journals. Should the course be overenrolled, preference will be given to Africana Studies students.

Expected Class Size: 10-15

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

Distributions: (D2)

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

GBST 249(D2) AFR 249(D2) AMST 250(D2)

Attributes: AFR Culture, Performance, and Popular Technologies

Not offered current academic year

AFR 252 (S) Patterns of African Diasporas to the U.S.

Cross-listings: GBST 252 / AMST 255

Primary Cross-listing

Migration remains an integral aspect of Black experiences. This comprehensive course, formerly titled "Black Migrations: Histories of African Diaspora in the US," centers the histories of Black migration to and within the United States. Migration includes the involuntary, forceful movement of populations, but it also comprises voluntary movement of populations that seek new economic opportunities. Therefore, this course covers three historical periods of migration: 17th- 19th century (Transatlantic slave trade), early 20th century (Great Migration and the arrival of Caribbean migrants to major urban centers in the United States), and the late 20th and early 21st century (Migration continental Africans to the US). This course will ask the following questions as it relates to Black migration: What were the social, political, and economic factors that contributed to the migration of Black populations to and within the US especially in the 20th and 21st century? How do current-day Black migration patterns differ from earlier periods? In what ways can migration be utilized as a form of resistance to oppression both domestically and internationally?

Class Format: discussion

Requirements/Evaluation: Class participation, weekly response papers (2 pages), and a final paper.

Prerequisites: None

Enrollment Limit: 20

Enrollment Preferences: Preference given to AFR majors

Expected Class Size: 20

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

Distributions: (D2)

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

AFR 252(D2) GBST 252(D2) AMST 255(D2)

Attributes: AFR Core Electives AMST Comp Studies in Race, Ethnicity, Diaspora AMST Critical and Cultural Theory Electives AMST pre-1900 Requirement

Spring 2025

LEC Section: 01 TF 1:10 pm - 2:25 pm Christopher O. Ndubuizu

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

Cross-listings: MUS 254

Secondary Cross-listing

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

Requirements/Evaluation: weekly reading, listening, musical memorization and performance. Short written responses to discussion prompts and participation in class discussion; quizzes on assigned readings and listening, and final exam

Prerequisites: MUS 104b or permission of instructor, instrumental or vocal proficiency.

Enrollment Limit: 12

Enrollment Preferences: Music majors, Jazz Ensemble members, Africana Studies concentrators

Expected Class Size: 10

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

Distributions: (D2)

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

AFR 254(D2) MUS 254(D1)

Attributes: AMST Arts in Context Electives

Not offered current academic year

AFR 255 (F) Race, Environment, and the Body

Cross-listings: SOC 255 / AMST 257 / ENVI 256

Primary Cross-listing

This course examines the relationship between structural racism and racial/ethnic health disparities. Through class discussions of readings and media images, we will explore three topics: 1) how racism intersects with classism, sexism, and xenophobia to govern the implementation of local, state and federal health care policies; 2) how the uneven enforcement of health care policies ultimately produces differences in mortality, morbidity, and quality of life among various populations; and 3) anti-racist public health scholarship that offers strategies for creating racial health equity.

Class Format: Discussion

Requirements/Evaluation: Class participation, 2-3 short papers (5-7 pages), and a final presentation

Prerequisites: None

Enrollment Limit: 20

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

Expected Class Size: 20

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

Distributions: (D2)

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

SOC 255(D2) AFR 255(D2) AMST 257(D2) ENVI 256(D2)

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

Fall 2024

AFR 258 (S) Thinking and Acting Politically in the Long Civil Rights Movement

Cross-listings: PSCI 251

Secondary Cross-listing

In this course, students will explore the various theories of political action that animated the Long Civil Rights Movement. Students will examine how these theories helped frame the political ideals, ideologies, and behaviors of multiple sects of the Black Freedom struggle. By analyzing the political thought of thinkers like Ella Baker, Amzie Moore, Pauli Murray, Florynce Kennedy, Fannie Lou Hamer, Robert F. Williams, and Martin Luther King, Jr.--among others, students will appreciate how their experiences influenced their approach to politics in diverse ways. Subsequently, students will evaluate the theories' arguments and political actions while determining which frameworks should motivate contemporary political organizing. By challenging the charismatic leader model of teaching and learning Civil Rights politics, students will understand the Civil Rights Movement as a grassroots movement buoyed by the political activities and energies of ordinary Black citizens. Moreover, they will develop a broader understanding of the mechanics of grassroots organizing and mobilize their studies appropriately to argue persuasively how ordinary people should contest injustice by considering tactics, mobilization strategies, political visions and ideologies, and strategic dilemmas. Consequently, they will not view Civil Rights history and theory as an episode of the past but as a force that continues to shape our political imaginations.

Requirements/Evaluation: several short papers, class participation involving weekly writing, group projects, oral presentations

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: Political Science majors and prospective majors, Africana Majors

Expected Class Size: 25

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

Distributions: (D2)

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

PSCI 251(D2) AFR 258(D2)

Attributes: AFR Core Electives AFR Theories, Methods, and Poetics PSCI American Politics Courses PSCI Political Theory Courses

Spring 2025

SEM Section: 01 MW 7:00 pm - 8:15 pm Da'Von A. Boyd

AFR 260 (F) 1930s Black Literature (WS)

Cross-listings: ENGL 238

Secondary Cross-listing

This course explores Black literary output of the 1930s in all its forms with the belief that this often under-appreciated decade contains many of the impulses that would come to structure the literary landscape in the decades that follow. These include an unflinching embrace of humor and satire, engagements with social realism, and a keen attention to notions of the radical in the international context. Special attention will be paid to how the writing pushes away from the development of what we have come to understand as the Harlem Renaissance of the 1920s. Work to be considered throughout the term comes from, among others, Marita Bonner, Arna Bontemps, Sterling Brown, Langston Hughes, Zora Neal Hurston, George Schuyler, Dorothy West, Richard Wright, and Octavia Wynbush.

Requirements/Evaluation: weekly reading responses, active class participation, two close readings (500 words each), annotated bibliography, class presentation, final paper (8-10 pages)

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

Enrollment Limit: 19

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

Expected Class Size: 19

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

Distributions: (D2) (WS)

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

AFR 260(D2) ENGL 238(D1)

Writing Skills Notes: Beyond the quantity of assigned writing, significant class time will be spent covering strategies for effective and persuasive academic writing. Throughout the semester, students will receive written feedback from the instructor with specific suggestions for revision and improvement.

Attributes: AFR Black Landscapes AMST Arts in Context Electives ENGL 200-level Gateway Courses ENGL Literary Histories C

Fall 2024

SEM Section: 01 TR 11:20 am - 12:35 pm Ricardo A Wilson

AFR 265 (F) Afrodiasporic Communities: Marronage, Quilombismo, and Black Towns

In the early 19th century, a small Black community formed in White Oaks, Williamstown/MA. In 1866, 32 West Africans founded Africatown/AL, one of the first cities established and governed by Black people in the United States. In the face of the impossibility of returning to their native lands, as recounted by the Martinican poet Aimé Césaire, millions of Africans and their descendants sought to find home in the Diaspora. In so doing, they not only contributed to building cities, nations and societies. Frequently, and in several episodes alongside Amerindians, the Black population in the Americas endeavored numerous strategies that challenged the colonial order. Such experiences also occurred in the Caribbean and Latin America and are usually described as maroon societies, cimarrons, or quilombos. However, the literature does not usually address them via an Afrodiasporic framework. Drawing from the work of scholars such as Abdias do Nascimento (Brazil, 1914-2011), students will analyze the bonds of combative solidarity within and across the Black Diaspora in the Americas. Through this approach, the experiences of Afrodiasporic Communities are not only defined or limited to the forms of territorial organization. Instead, they can be viewed and studied as examples of Black association aligned with the struggles of emancipation -- from rural villages to urban neighborhoods and towns. The seminar invites students to investigate and discuss the following questions: What do these communities have in common? What are their main differences in countries such as the USA, Jamaica, Colombia, Suriname, French Guiana, and Brazil? What can we learn from the history of White Oaks and Africatown? How could we use concepts such as *quilombismo* and *marronage* to think about the Black Experience today? The seminar aims to provide students with an Afrodiasporic framework (drawn mainly from Anthropology, Sociology, and History) to investigate different experiences in the Black Diaspora.

Requirements/Evaluation: Class participation and attendance (asking questions and leading discussions); weekly e-reading response papers (300-500 words); and a final essay or research paper (5-10 pages)

Prerequisites: None

Enrollment Limit: 20

Enrollment Preferences: Majors and concentrators in Africana Studies, Sociology, and Anthropology

Expected Class Size: 15

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

Distributions: (D2)

Attributes: AFR Core Electives

Fall 2024

SEM Section: 01 M 7:00 pm - 9:40 pm Messias Basques

AFR 279 (F) African American History Since 1865

Cross-listings: HIST 279

Secondary Cross-listing

This course provides an introduction to the history of African Americans from the post-emancipation era to the present day. Focusing on the collective and individual life experiences of African Americans, it will highlight the actors, organizations, and ideas that have been central to the African American experience. We will examine struggles for equality, justice, citizenship, and self-determination and the various ways African Americans have sought to achieve these ends. By the end of the semester students will have a basic understanding of core topics in African American history such as Reconstruction and Redemption; the rise of Jim Crow segregation; urban migrations and the "New Negro"; the Civil Rights Movement, in its Northern and Southern manifestations; the movement for Black Power and its antecedents; the rise of mass incarceration in the post-Civil Rights Era. The course will conclude with a discussion of the Presidency of Barack Obama and the Black Lives Matter Movement.

Requirements/Evaluation: Students will be graded on class participation, a midterm and a final exam, and two to three formal papers (3-5 pages each)

Prerequisites: None

Enrollment Limit: 40

Enrollment Preferences: History or Africana Studies majors

Expected Class Size: 18-20

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

Distributions: (D2)

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

HIST 279(D2) AFR 279(D2)

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

Fall 2024

LEC Section: 01 TF 1:10 pm - 2:25 pm Andrew L. Grim

AFR 280 (S) Emancipation to BlackLivesMatter

Cross-listings: LEAD 280 / HIST 280

Secondary Cross-listing

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

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

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

Prerequisites: none

Enrollment Limit: 25

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

Expected Class Size: 25

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

Distributions: (D2)

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

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

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

Not offered current academic year

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

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

Secondary Cross-listing

In this course we will foreground questions around visibility and memory. We will explore representations of Black queer bodies in experimental,

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

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

Prerequisites: none

Enrollment Limit: 20

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

Expected Class Size: 20

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

Distributions: (D2)

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

AFR 283(D2) AMST 283(D2) ENGL 286(D1) WGSS 283(D2)

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

Not offered current academic year

AFR 291 (F) Africana Studies Approaches to AI

The rise of artificial intelligence is a hot topic in contemporary thought. However, much of this thought ignores Africana Studies. This class asks the question, what can Africana Studies tell us about the mid-twentieth century rise of artificial intelligence? The course's approach to answering this question has two parts. First, the course contextualizes the rise of artificial intelligence in the post-World War II moment, particularly around the Cold War. Second, it links this rise of artificial intelligence to the anticolonial politics and thought of this Cold War era, of which Africana Studies was central. In other words, the course shows that there is an increasing need for artificial intelligence in a world of challenges to the dominance of western thought and humanity. Just as western thought and humanity are challenged, via anticolonial action and Africana Studies thought, western thought and humanity increasingly go digital, into computers as a shield from critique.

Requirements/Evaluation: Quizzes and essays

Prerequisites: None

Enrollment Limit: 25

Enrollment Preferences: Africana Studies and Science and Technology majors and concentrators

Expected Class Size: 20

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

Distributions: (D2)

Attributes: AFR Core Electives AFR Culture, Performance, and Popular Technologies

Fall 2024

LEC Section: 01 MR 1:10 pm - 2:25 pm Armond R. Towns

AFR 300 (S) "Rebel Ecologies": Black and Indigenous Struggles for Land and Life"

Cross-listings: WGSS 362 / ENVI 300 / AMST 362

Primary Cross-listing

This course will ask, what other socioecological models exist? We will weave together a study of differing, yet often converging or synergistic traditions of Black/Womanist eco-feminism that often confronts the social constructions of race, gender, class and sexuality, dominant religion as a means of social control, imperialism, capitalism, and colonialism; Ecosocialism which often frames ecology in terms of a mode of production beyond or outside of capitalism; and Indigenous perspectives on resistance to capitalist extraction, imperialism, and colonialism. Given ongoing struggles against the

extraction of land and labor, the urgent calls raised in the present-day "climate strike," the COVID-19 Pandemic, Black-led pandemic rebellions, along with long(er) histories of land-based peoples around the planet opposing racial capitalism, settler colonialism, and imperialism, this class will explore not only what those in opposition to both extractivism and expropriation resist, but also what we want. We will critique binaries, settler notions of time and explore theories of change. Additionally, this class will look to an array of literature, film, sound, and other forms of cultural production in order to not just "locate," but describe and reveal rebel ecological visions emerging "from below." Ultimately this class will consider how the above ecological praxis can work simultaneously and within a sense of plurality, examining what we can learn from the work of activists, intellectuals, and defenders on the frontline. This course is an extension of Dr. Guess' concept of a "rebel ecology."

Requirements/Evaluation: The following requirements serve as the basis for course evaluation: Attendance and Participation 30%; Serve as Discussion Leader at least twice 20%; Weekly 500-word Literature Review 20%; One Final Project, which can take any number of forms, including the conventional research paper (8-12 double-spaced pages plus bibliography). More projects might include, an annotated bibliography of 7 texts, film analysis, syllabus, book review, a written play, an op-ed, etc. We will discuss further possibilities in class.

Prerequisites: None

Enrollment Limit: 10

Enrollment Preferences: If the course is overenrolled, preference will be given to Africana studies concentrators.

Expected Class Size: 7

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

Distributions: (D2)

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

WGSS 362(D2) AFR 300(D2) ENVI 300(D2) AMST 362(D2)

Not offered current academic year

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

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

Requirements/Evaluation: class participation, response papers, one 6- to 8-page paper, and a formal class presentation

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: juniors and seniors

Expected Class Size: 15

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

Distributions: (D2)

Attributes: AFR Core Electives AFR Culture, Performance, and Popular Technologies AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora

Spring 2025

SEM Section: 01 W 7:00 pm - 9:40 pm VaNatta S. Ford

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

Cross-listings: ENGL 417

Secondary Cross-listing

This course explores canonical American literature from the nineteenth century alongside a selection of contemporary literary and cinematic texts that call on and intervene with this body of work. Following Toni Morrison's charge that the contemplation of a black presence "is central to any understanding of our national literature and should not be permitted to hover at the margins of the literary imagination," this course focuses on how

ideas of race are explored throughout the canon and how they have been carried forward. Works considered throughout the term come from, among others, Julie Dash, Frederick Douglass, Saidiya Hartman, Harriet Jacobs, Mat Johnson, Herman Melville, Toni Morrison, Nate Parker, Edgar Allan Poe, Quentin Tarantino, Mark Twain, and Colson Whitehead.

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

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

Enrollment Limit: 15

Enrollment Preferences: English majors, then sophomores considering the major

Expected Class Size: 15

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

Distributions: (D2)

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

AFR 303(D2) ENGL 417(D1)

Attributes: AMST pre-1900 Requirement ENGL Criticism Courses ENGL Literary Histories B ENGL Literary Histories C

Spring 2025

SEM Section: 01 MR 2:35 pm - 3:50 pm Ricardo A Wilson

AFR 306 (F) Transcending Boundaries: The Creation and Evolution of Creole Cultures (DPE)

Cross-listings: RLFR 320 / COMP 310 / GBST 306

Secondary Cross-listing

Born out of a history of resistance, Creole cultures transcend racial boundaries. This course provides a comprehensive framework for understanding the creation of Creole nations in various parts of the world. Beginning with an examination of the dark history of slavery and French colonialism, we will reflect upon the cultural transformation that took place when people speaking mutually unintelligible languages were brought together. We will then delve into the study of how deterritorialized peoples created their languages and cultures, distinct from the ones imposed by colonizing forces. As we journey from the past to the present, we will also explore how international events such as a worldwide pandemic, social justice, racism, and police brutality are currently affecting these islands. Potential readings will include prominent authors from different Creole-speaking islands, including Frantz Fanon and Aimé Césaire from Martinique, Maryse Condé from Guadeloupe, Ananda Devi from Mauritius and Jacques Roumain from Haiti. Conducted in French with introductions to different creoles.

Requirements/Evaluation: Active class participation, three papers (of 3-4 pages each), presentation, final research paper (7-8 pages)

Prerequisites: Any RLFR 200-level course or above, or by permission of instructor.

Enrollment Limit: 18

Enrollment Preferences: All are welcome. If overenrolled, preference will be given to French majors and certificate students; Comparative Literature majors; Africana Studies students; Global Studies students; and those with compelling justification for admission

Expected Class Size: 15

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

Distributions: (D2) (DPE)

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

RLFR 320(D1) COMP 310(D1) GBST 306(D2) AFR 306(D2)

Difference, Power, and Equity Notes: This course qualifies for a Difference, Power, and Equity requirement because it examines the history of slavery as related to French colonialism in different parts of the world. It also considers International issues of social justice, racism and police brutality.

Not offered current academic year

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

The study of literature often relies on seemingly "objective" labels to sort and group writers. These four major American poets from the last century were often segregated into different categories: Gwendolyn Brooks (1917-2000) and Amiri Baraka (1934-2014) clumped together as black poets;

Sylvia Plath (1932-1963) labelled a "Confessional Poet" and/or taught as a female poet but not a "white poet"; Frank O'Hara (1926-1966), designated a "New York School" poet but not a "white poet" or "male poet." In looking closely at the poetry of these four writers, whose work is usually not taught side by side, we will ask questions about the assumptions implicit in the concepts and categories of American (and English-language) poetics and how literary history usually gets written. For example, who is the presumed "universal" poetic speaker? Who is the assumed reader? Do our attitudes about raced and gendered bodies influence how we read raced and gendered poets? Is a queer poet read with the same particularity as a black poet?

Requirements/Evaluation: Two short papers (4-5 pp.) = 25%; One final paper (8-10 pp.) = 50%; Two short response papers = 15%; Participation = 10%

Prerequisites: None

Enrollment Limit: 15

Enrollment Preferences: AMST majors

Expected Class Size: 15

Grading:

Distributions: (D2)

Not offered current academic year

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

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

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

Prerequisites: none

Enrollment Limit: 25

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

Expected Class Size: 20

Grading:

Distributions: (D2) (DPE)

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

Attributes: GBST African Studies

Not offered current academic year

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

Cross-listings: THEA 317 / DANC 317 / AMST 317 / ENGL 317 / COMP 319

Primary Cross-listing

In this course, students will investigate, critique and define the concepts migration and diaspora with primary attention to the experiences of African Americans in the United States and Europe. Drawing on a broad definition of performance, students will explore everything from writing and painting to

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

Class Format: discussion

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

Prerequisites: none; open to all

Enrollment Limit: 15

Enrollment Preferences: Africana Studies majors and concentrators; Dance and Theatre majors; American Studies, Comparative Literature, and English majors

Expected Class Size: 10

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

Distributions: (D2)

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

THEA 317(D1) DANC 317(D1) AFR 317(D2) AMST 317(D2) ENGL 317(D1) COMP 319(D1)

Attributes: AFR Core Electives AFR Culture, Performance, and Popular Technologies AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora AMST Space and Place Electives GBST Borders, Exiles + Diaspora Studies

Not offered current academic year

AFR 320 (S) Dangerous Bodies: Black Womanhood, Sexuality & Popular Culture

Cross-listings: AMST 320 / WGSS 320

Primary Cross-listing

Whether presented as maternal saints, divas, video vixens, or bitches, black female celebrities navigate a tumultuous terrain in popular culture. This course considers the ways that black female celebrities such as Oprah, Rihanna, Nicki Minaj, Beyoncé, Janet Jackson, and Michelle Obama negotiate womanhood and sexuality, and the popular landscapes through which we witness that negotiation. It also engages contemporary black feminist scholarship, which most frequently presents the presentation of black female bodies in popular media forms as exploitive. We will review historical stereotypes of black women in popular media forms, discuss the history of the "politics of respectability" within black culture, engage black feminist responses to these types, and examine theoretical approaches to assess social constructions of womanhood and sexuality. We will also consider provocative questions relevant to discussions of contemporary black sexual politics: Should we view these women as feminists? Are they merely representatives of cultural commodification and control of black women's bodies? Do these women best exemplify the reiteration of problematic characterizations? Are they positive models for demonstrating female empowerment, agency, or "fierceness?" This course explores the histories of representation of black female figures in popular culture, and in so doing, troubles contemporary considerations of black womanhood and sexuality.

Requirements/Evaluation: evaluation will be based on attendance/participation, short response papers, and a midterm and final portfolio

Prerequisites: none

Enrollment Limit: 19

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

Expected Class Size: 15

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

Distributions: (D2)

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

AFR 320(D2) AMST 320(D2) WGSS 320(D2)

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

Not offered current academic year

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

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

Requirements/Evaluation: class participation, response papers, and a final research project

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: sophomores, juniors, seniors

Expected Class Size: 15

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

Distributions: (D2)

Attributes: AFR Core Electives AFR Culture, Performance, and Popular Technologies AMST Comp Studies in Race, Ethnicity, Diaspora FMST Core Courses

Fall 2024

SEM Section: 01 W 7:00 pm - 9:40 pm VaNatta S. Ford

AFR 323 (S) Comic Lives: Graphic Novels & Dangerous Histories of the African Diaspora

Cross-listings: ENGL 356 / ARTH 223 / AMST 323 / COMP 322

Primary Cross-listing

This course explores how the graphic novel has been an effective, provocative and at times controversial medium for representing racialized histories. Drawing on graphic novels such as the late Congressman John Lewis' *March* and Ebony Flowers' *Hot Comb*, this course illustrates and critiques multiple ways the graphic novel commingles word and image to create more sensorial access into ethnic traumas, challenges and interventions in critical moments of resistance throughout history. Students will practice analyzing graphic novels with the help of critical essays, reviews and film; the chosen texts will center on Africana cultures, prompting students to consider how the graphic novel may act as a useful alternate history for marginalized peoples. During the course, students will build comic creation and analysis skills through short exercises, eventually building up to the final project of a graphic short story that illustrates historical and/or autobiographical narratives. No art experience is required, only an openness to expanding one's visual awareness and composition skills. This course is often taught in collaboration with the Williams College Museum of Art's Object Lab program, which allows the class to have its own space and art objects that are directly related to the course topic. This class may feature Object Lab participation, film screenings, and collaborations with guest speakers.

Requirements/Evaluation: class participation, written responses, student-led facilitation, one 3-page graphic analysis, one 6- to 8-page essay, and a final project (producing a graphic short story)

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: If the enrollment limit is exceeded, preference will be given to Africana Studies concentrators or students who have taken AFR 200, the department's introductory course.

Expected Class Size: 20

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

Unit Notes: this course is part of the Gaudino Danger Initiative

Distributions: (D2)

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

ENGL 356(D1) ARTH 223(D1) AFR 323(D2) AMST 323(D2) COMP 322(D1)

Attributes: AFR Core Electives AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora GBST Borders, Exiles +

Spring 2025

SEM Section: 01 TR 9:55 am - 11:10 am Rashida K. Braggs

AFR 326 (F) Gender, Race, and the Power of Personal Aesthetics

Cross-listings: WGSS 313 / LATS 313 / AMST 313 / AAS 313

Secondary Cross-listing

This media/cultural studies course focuses on the politics of personal style amongst women of color in the US and around the globe in the digital era. We undertake a comparative, transnational exploration of the ways in which categories of difference such as gender, disability, sexuality, class, and ethno-racial identity inform normative beauty standards and ideas about the body. The class pays particular attention to the ways in which neoliberal capitalism shapes contemporary understandings of gendered bodies and the self. We examine an array of materials from across the disciplines including commercial websites, music videos, photography, histories, film, television, personal narratives, ethnographies, and sociological case studies. Departing from the assumption that personal aesthetics are intimately tied to issues of power and privilege, we engage the following questions, among others: What are some of the everyday functions of personal style among women of color in the US and globally? How do Latina/x, Black, Arab American, and Asian American personal aesthetics reflect the specific circumstances of their creation, and the unique histories of these racialized communities? What role do transnational media and popular culture play in the development and circulation of gendered, raced, and sexualized aesthetic forms? How might the belief in personal style as an activist strategy complicate traditional understandings of feminist political activity? And what do the combined insights of ethnic studies, feminist studies, cultural studies, media studies, queer studies and disability studies contribute to our comprehension of gendered Asian American, Arab American, Black, and Latina/x bodies?

Requirements/Evaluation: participation, one student-led discussion period, two written essays of 5-6 pages, final written reflection.

Prerequisites: LATS 105, AMST 201, AFR 200, WGSS 101 or permission of instructor; first year students are not permitted to take this course.

Enrollment Limit: 12

Enrollment Preferences: Latina/o Studies concentrators, American Studies majors, Africana Studies majors, and Women's, Gender and Sexuality Studies majors by seniority. If the class is overenrolled students may be asked to submit a brief writing sample.

Expected Class Size: 12

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

Distributions: (D2)

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

WGSS 313(D2) AFR 326(D2) LATS 313(D2) AMST 313(D2) AAS 313(D2)

Attributes: AAS Non-Core Electives AMST Comp Studies in Race, Ethnicity, Diaspora LATS Core Electives WGSS Racial Sexual + Cultural Diversity Courses WGSS Theory Courses

Fall 2024

SEM Section: 01 TF 2:35 pm - 3:50 pm Maria Elena Cepeda

AFR 327 (F) Topics in Philosophy of Race: Hegel and Africana Philosophy (DPE)

Cross-listings: PHIL 319

Secondary Cross-listing

How are individual and social subjects formed, and how do they connect to questions of race? What is the nature of consciousness and how can it be unhappy, false or double? What do we mean when we talk about racial capitalism? This course introduces philosophy students to these and related questions through a parallel reading that brings together 19th century German philosopher Hegel and a tradition of Africana philosophy running through Douglas, Du Bois, Fanon, Gilroy, Hartman and Wynter. While Hegel studies tends to occur in isolation from philosophers in the Africana tradition, many of the above explicitly refer to and take up questions in Hegel. This course argues that by reference to the historically specific modes of subjectivity and sociality that resulted from the Transatlantic Slave Trade and the Haitian Revolution, for instance, we can better understand and address long-standing questions in European Social Philosophy. Topics to be considered include the nature of freedom (both individual and social), the master/slave dialectic and subject constitution, self-consciousness and double consciousness, the stages of history, and racial capitalism

Requirements/Evaluation: Progressive writing assignments including 4 exegetical commentaries, one 5 page paper and one 10-12 page final paper.

Prerequisites: One prior 100 level philosophy course or permission of instructor.

Enrollment Limit: 15

Enrollment Preferences: Preference given to philosophy majors and Africana studies concentrators.

Expected Class Size: 10-15

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

Distributions: (D2) (DPE)

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

PHIL 319(D2) AFR 327(D2)

Difference, Power, and Equity Notes: Course material involves self-conscious and critical engagement with the history of racial subject formation as well as Africana philosophy, and thinking about how power's distribution connects to questions of race.

Attributes: PHIL History Courses

Not offered current academic year

AFR 328 (F) Poetry of Indignation: Poetics and Transnational Liberation (DPE) (WS)

Cross-listings: COMP 335 / ARAB 320

Secondary Cross-listing

Poetry is usually associated with beautiful, metered, and charged language. However, beyond its poeticity, poetry has also functioned as a tool of liberation and transnational construction of identities and solidarities. States have national poets, and, in many countries, national anthems were written by famous poets. From Abu al-Qasim al-Shabbi and Claude McKay to Pablo Neruda, poetry has acted as a space for life, rebellion, resistance, revolution, and the defense of a common humanity that transcends the barriers of language and national aesthetics. This course draws on a variety of materials from the Caribbean to Africa and from the Middle East to India to conceptualize a "poetics of indignation" against slavery, social injustice, colonization, authoritarianism, capitalism, and globalization. The students in this course will read poets, such as Okot p'Bitek, Derek Walcott, Tsitsi Jaji, Mahmoud Darwish, and Pablo Neruda, among many other poets, to examine how poetics changed and shifted across times and geographic boundaries while retaining a commitment to indignation, rebellion, and anger at almost the same recurring oppressive forces.

Requirements/Evaluation: Two 5pp. midterm papers; a 1000-word reflection statement; weekly GLOW posts; one 10-minute presentation; active participation in the discussions in class.

Prerequisites: None

Enrollment Limit: 14

Enrollment Preferences: If the class is overenrolled, the students will submit a 200-word paragraph in which they explain how the course fits within their plan of study at Williams.

Expected Class Size: 14

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

Distributions: (D2) (DPE) (WS)

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

AFR 328(D2) COMP 335(D1) ARAB 320(D1)

Writing Skills Notes: The students in this course will receive intensive feedback on their writing. This includes writing two 5pp. papers as well as a 10pp. final paper. The students will submit weekly GLOW posts and a final reflection statement.

Difference, Power, and Equity Notes: The students will understand that poetry is a field in which power dynamics and imbalances of access to resources are reflected. They will also pay attention to who writes what and who publishes where in order to understand the imbrication of inequality within the institutions that produce, disseminate, and reward poets.

Fall 2024

SEM Section: 01 MR 2:35 pm - 3:50 pm Brahim El Guabli

AFR 329 (S) Marxist Feminisms: Race, Performance, Labor (DPE) (WS)

Cross-listings: THEA 329 / AMST 329 / WGSS 369

Secondary Cross-listing

This seminar provides an overview of queer, black and women of color feminist, decolonial, and critical ethnic studies critiques of orthodox Marxism. Beginning with core texts from the tradition, including *Capital Volume I*, we will examine a range of social positions and modes of extraction that complicate Marx's emphasis on the white male industrial factory worker. Every week, we will focus on texts that foreground conditions of reproduction, racial slavery, care and domestic work, indentured servitude, immigrant labor, land expropriation, and sex work among others. Throughout the seminar and particularly at the close of it, we will turn to critical perspectives and aesthetic practices that not only respond to these conditions but also incite new social relations and ways of being in the world. As such, this seminar will equip students with critical understandings of how racial capitalism has fundamentally relied on the mass elimination, capture, recruitment, and displacement of different racialized, gendered, and abled bodies in and beyond the U.S. as well as how the capitalist system of value and life under these conditions can and must be undone and reimaged.

Requirements/Evaluation: in-class participation, short presentation, weekly posts, paper, and final project (paper, community resource distribution proposal, and creative project options)

Prerequisites: previous coursework in AMST, WGSS, AFR, THEA, or LATS

Enrollment Limit: 15

Enrollment Preferences: AMST, AFR, WGSS, THEA juniors and seniors, AAS concentrators

Expected Class Size: 15

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

Distributions: (D2) (DPE) (WS)

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

THEA 329(D1) AMST 329(D2) AFR 329(D2) WGSS 369(D2)

Difference, Power, and Equity Notes: This course satisfies the DPE requirement as it explores difference, power, and equity by asking how racial, gendered, sexual, and class differences are produced, whose voices are centered and whose are excluded, and what forms of labor is valued over other forms.

Attributes: WGSS Theory Courses

Not offered current academic year

AFR 334 Ghosts: Race, Memory, and Haunting in the United States (DPE)

This course explores interdisciplinary scholarship, literature, and artistic work related to race, memory, and haunting in the United States. Across diverse historical moments and sites of cultural production, ghosts and other absent presences are conjured to mediate the meanings of race, gender, colonialism, enslavement, patriotism, and other keywords in American Studies. From plantations and abandoned prisons, to battlefields and sites held sacred by indigenous communities, the contemporary ghost tourism industry offers a blend of history, national mythology, and popular beliefs about paranormal activity to reshape national memory. During the 19th century, activities such as spirit photography, telepathic experiments, and seances engaged with ghostly phenomena. In the 21st century, digital technologies have the capacity to resurrect dead musicians and other cultural icons as "holograms" or "digital humans" that can interact with the living. In a series of self-designed, analytical essays, students will explore how haunting has played an important role in the formation of American identities, how various kinds of ghosts come to life through texts, material culture, performance, and technology, and how the past can be reimaged to generate new understandings of the present and the future.

Requirements/Evaluation: Four papers, in-class writing/reflective work, and a presentation.

Prerequisites: At least sophomore standing, permission of instructor (please email instructor a brief paragraph explaining your interest in the course)

Enrollment Limit: 12

Enrollment Preferences: American Studies majors or prospective majors

Expected Class Size: 12

Grading:

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: This course requires students to explore the history and afterlife of racialized, gendered, and otherwise inequitable social arrangements and labor systems in the United States. Students analyze historical narratives that operate through combinations of text, material culture, performance, tourism, and digital technology, and learn about scholarly and creative interventions for reshaping memory, questioning power, and building narratives that offer a fuller picture of the past.

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora AMST Space and Place Electives

Not offered current academic year

AFR 335 (S) Sacred Custodians: Environmental Conservation in Africa (DPE)

Cross-listings: HIST 304 / GBST 304 / ENVI 304

Secondary Cross-listing

In this seminar we will explore environmental conservation in Africa. In particular we will look at African ideas, ethics, and approaches to environmental conservation. Are there African ideas, ethics, and activities that are uniquely conservationist in nature? We will explore well-known African leaders to understand what spurred them to become conservationists, how they interpreted and communicated environmental crises. For example, Wangari Maathai is a world-renowned female scientist who established the Green Belt Movement in Kenya. This movement focuses on addressing the problem of de-forestation. Ken Saro-Wiwa was an activist in Nigeria who fought for and alongside local communities against multinational oil corporations. We will examine these and other African conservation practices alongside popular images of environmental crisis that place blame for environmental degradation on Africans. Students will be invited to critically study histories of environmental management on the continent and the emergence, development, and impact of the idea of conservation. We will unpack the rich histories of conservation efforts in Africa, such as resource extraction, game parks, desertification, wildlife and hunting, traditional practices, and climate change.

Requirements/Evaluation: Requirements/Evaluation: active participation in discussion, map quiz, reading reflections, critical reflections on films, a case study (5-7 pages), and one exam.

Prerequisites: None

Enrollment Limit: 25

Enrollment Preferences: If course is over-enrolled, preference to History Majors and students with a demonstrated interest in African studies.

Expected Class Size: 15-20

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

Distributions: (D2) (DPE)

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

HIST 304(D2) GBST 304(D2) ENVI 304(D2) AFR 335(D2)

Difference, Power, and Equity Notes: This course will intensively explore the question of how various global and local actors have defined environmental degradation and promoted approaches to conservation in Africa. It guides students through an examination of the different power dynamics that have shaped environmental conservation thought and practices on the continent. This course, therefore, provides a critical lens through which to examine the inequalities rooted in race, gender, and other forms of difference

Attributes: ENVI Humanities, Arts + Social Science Electives HIST Group A Electives - Africa

Spring 2025

SEM Section: 01 TF 1:10 pm - 2:25 pm Benjamin Twagira

AFR 336 (S) The Walter Rodney Seminar

Born in Guyana in 1942, Walter Rodney is one of the more important Africana Studies thinkers of the twentieth century. His work marks an inseparable relationship between Africana Studies and Marxism. This course will examine written and audiovisual materials from Rodney himself, as well as situate his work in the context of everything from British colonization of the Caribbean to the Russian Revolution to African anticolonialism to North American Black Power. The course will also introduce students to Rodney and his interlocutors, such as the members of the Institute of the Black World, the Rastafari, and CLR James. Rodney's thought and life, then, will be a vehicle to think about the development of Africana Studies.

Requirements/Evaluation: Essays

Prerequisites: None

Enrollment Limit: 13

Enrollment Preferences: Africana Studies, American Studies, and Global Studies majors and concentrators

Expected Class Size: 13

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

Distributions: (D2)

Attributes: AFR Core Electives

Spring 2025

SEM Section: 01 MR 1:10 pm - 2:25 pm Armond R. Towns

AFR 343 (S) Representations of Racial-Sexual Violence from Enslavement to Emancipation

Cross-listings: AMST 343 / WGSS 343 / INTR 343

Secondary Cross-listing

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

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

Requirements/Evaluation: weekly primary and response papers

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: preference given to juniors and seniors

Expected Class Size: 8

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

Distributions: (D2)

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

AMST 343(D2) WGSS 343(D2) INTR 343(D2) AFR 343(D2)

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

Not offered current academic year

AFR 349 Race, Gender, and Labor (DPE)

This course draws on approaches from sociology, labor studies, and Black studies to examine the historical and contemporary intersections of race, gender, and labor. In particular, we will explore the racial, classed, and gendered dimensions of the labor movement, historic economic shifts that impacted and reorganized U.S. labor regimes, Black labor in slavery's afterlife as it relates to prisons, and global analyses of racialized gendered labor regimes for migrant and immigrant labor within the Global South and the U.S. We will begin the course by grounding ourselves in the Black feminist framework of intersectionality, which will guide our analyses of the intersections of race, class, and gender in labor formations. We will then focus on the monumental shift in labor relations that enslaved Black people's toppling of the plantation system in the US South brought forth, as well as the technologies of re-enslavement instituted as a reaction to Black people's emancipation. After that, we will move through different themes and time periods, considering how race, gender, and class intersect in regimes of labor exploitation and the successes and setbacks of labor movements.

Requirements/Evaluation: Major course requirements include engagement in course discussions, reading reflections, a midterm paper, group presentations, and final research paper.

Prerequisites: None

Enrollment Limit: 15

Enrollment Preferences: Anthropology and Sociology, Women, Gender, and Sexuality Studies (WGSS) and/or Africana Studies majors

Expected Class Size: 15

Grading:

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: This course foregrounds intersectional subjectivities and perspectives. It provides interdisciplinary toolkits to strengthen students' ability to identify and address how unequal power dynamics sustain difference and inequity--e.g., in racial and gender pay gaps and inequalities in the globalized care economy--and to practice collective strategies for transformative social change, engaging with critical epistemologies developed by workers fighting for racial, gender, and economic justice.

Not offered current academic year

AFR 350 (F) The Nile (DPE)

Cross-listings: ARAB 308 / GBST 320 / ENVI 335 / HIST 308

Secondary Cross-listing

For millennia, the Nile River has sustained civilizations in eastern and northern Africa. It was on the banks of this river that the great Egyptian empires were founded that led to the building of some of humanity's most astounding structures and artworks. While the Nile seems eternal and almost beyond time and place, now in the 21st century, the Nile River is at a historical turning point. The water level and quality is dwindling while at the same time the number of people who rely on the river is ever increasing. This alarming nexus of demography, climate change, and economic development has led to increasingly urgent questions of the Nile's future. Is the Nile dying? How has the river, and people's relationship with it, changed over the last century? This course will consider the history of the Nile and its built and natural environment. After a brief overview of the role of the river in ancient Egypt, we will explore the modern political and cultural history of the Nile. By following an imaginary droplet flowing from tributaries until it makes its way into the Mediterranean Sea, we will learn about the diverse peoples and cultures along the way. We will evaluate the numerous attempts to manage and control the Nile, including the building of big dams, and the continuous efforts to utilize the river for economic development such as agriculture and the tourism industry. At the end of the semester we will consider the relationship of the major urban centers with the Nile and whether the tensions among Nile riparian states will lead to "water wars" in East Africa and the Middle East.

Requirements/Evaluation: short papers and final project/paper

Prerequisites: none, though background in Middle East history is preferable

Enrollment Limit: 19

Enrollment Preferences: History and Arabic Studies majors

Expected Class Size: 15

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

Distributions: (D2) (DPE)

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

ARAB 308(D2) GBST 320(D2) AFR 350(D2) ENVI 335(D2) HIST 308(D2)

Difference, Power, and Equity Notes: The course fulfills the DPE requirement because it evaluates the differing experiences of the Nile among different cultural groups. It will evaluate how the central government is constantly trying to change how people use their water and therefore over-determine how people interact with their natural environment.

Attributes: HIST Group E Electives - Middle East HIST Group P Electives - Premodern

Not offered current academic year

AFR 353 (F) Capitalism and Racism in the American Context and Beyond: A Global Approach (DPE)

Cross-listings: AMST 345 / GBST 344

Secondary Cross-listing

American Studies emerged with the idea that transdisciplinarity is crucial for comprehending the concept of America. Building on this framework, this course foregrounds transepistemology as an equally important method for understanding the dynamics of America, both locally and globally, at the level of the world-system. In addition to tracing the consubstantial genealogy of racism and capitalism, we will examine their local manifestations, mainly in Asia, Europe, Africa and America, as well as their current geopolitical, social and economic outcomes, especially the reproduction of systemic inequalities and domination. Through an interdisciplinary approach and engagement with a variety of resources from economics, anthropology, sociology, critical race theory, comparative ethnic studies and decolonial thinking, this course will address the following: i) review the different forms of economic organization of human societies throughout history (with special focus on the work of Karl Polanyi); ii) trace the epistemological origins of capitalism and investigate what makes capitalism and its crises unique; iii) trace the genealogy of the concepts of race, racism and discrimination; iv) interrogate the intersection of racism and capitalism in different traditions of thought and epistemologies in Asia, Europe, Africa, and the Americas. For example, we will read key texts from "French theory", (Deleuze, Foucault, etc.), US Black tradition, (W. E. B. Du Bois and Cedric Robison, etc.), Chinese social sciences (Li Shenming, Cheng Enfu, etc.) and African economy and anthropology (Mahdi Elmandjra, Cheikh Anta Diop, etc.) and Latin American decolonial philosophy (Quijano, Dussel, Mignolo, etc.) By doing this, we will situate the rupture that capitalism and racism introduced at the level of global history, which is the first step to conceptualizing racism and capitalism. After showing that the development of capitalism and racism are historically linked, we will proceed to examine the manifestations of their interaction at local and global levels. Locally, we

will focus on the effects of racism on the labor market: discrimination in hiring, wage discrimination, segregation, duality and stratification of the labor market, etc. We will also analyze how sexism and racism play out in the labor market in racialized communities. We will also reflect on the links between racism and politics and their effects on economic policies. From a more global perspective, we will analyze the roots of the global economic crisis and the resulting geopolitical issues at the international level and the racist dynamics they generate. Overall, as we will move through readings, we will situate the United States in a cross-regional perspective that would enable us to develop critical insights concerning links and convergences between capitalism and racism.

Requirements/Evaluation: Requirements: An active participation is required of students in terms of engaging in the in-class debates and weekly response paper as a feedback on the lectures as well as a final paper. Evaluation: Participation 25%; Weekly Response (350-500 words) 30%; Final Research Paper (12-15 pages) 45%

Prerequisites: None

Enrollment Limit: 20

Enrollment Preferences: American Studies majors and seniors

Expected Class Size: 20

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

Distributions: (D2) (DPE)

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

AFR 353(D2) AMST 345(D2) GBST 344(D2)

Difference, Power, and Equity Notes: This course addresses questions of difference, power, and equity through its examination of domination, racialization, the economics of discrimination, geopolitical and epistemological inequalities at the world-system level. Students will learn how racism and capitalism produce social categories, such as race, ethnicity, and class; how they interact with issues of gender; and how they perpetuate difference, power dynamics, and inequalities across these categories.

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora AMST Critical and Cultural Theory Electives AMST pre-1900 Requirement

Not offered current academic year

AFR 364 (S) Black Political Thought

Cross-listings: PSCI 361

Secondary Cross-listing

This seminar will introduce students to the study of Black Political Thought as a set of critical normative and diagnostic gestures that help theorize the Black experience. By thrusting students into the "problem space" of Black Political Thought, students will examine the historical and structural conditions, normative arguments, theories of action, ideological conflicts, and conceptual evolutions that help define African American political imagination. Students will take up the central philosophical questions that shaped the tradition from the early nineteenth century to the present by engaging historical thinkers like Anna Julia Cooper, W.E.B. DuBois, Frantz Fanon, Ida B. Wells-Barnett, and Ella Baker and contemporary theorists like Saidiya Hartman, Charles Mills, bell hooks, and Frank Wilderson--among others. Guided by a Black diasporic consciousness, students will explore the canon's structural and ideological accounts of slavery, colonialism, patriarchy, racial capitalism, Jim Crow, and state violence and, subsequently, critique and imagine visions of Black liberation. With a theoretical grounding in the "Black radical tradition," students will leave this course with the conceptual resources and philosophical tools needed to realize political theory's potential as an instrument they can employ in their daily lives to normatively and diagnostically evaluate political, economic, cultural, and social institutions.

Requirements/Evaluation: Weekly discussion questions; two (1-2 pages) short reading responses; and three essay-style writing assignments, including one short (3-4 pages), one medium (5-6 pages), and one longer (10-12 pages)

Prerequisites: at least one prior course in political theory or permission of the instructor

Enrollment Limit: 16

Enrollment Preferences: political theory concentrators, Political Science majors, Africana majors

Expected Class Size: 16

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

Distributions: (D2)

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

PSCI 361(D2) AFR 364(D2)

Attributes: AFR Core Electives AFR Theories, Methods, and Poetics PSCI Political Theory Courses

Not offered current academic year

AFR 365 (F) Race and Psychoanalysis: Slavery and the Psyche (DPE)

Cross-listings: ENGL 320 / AMST 365 / GBST 365

Secondary Cross-listing

This course explores slavery and the psyche through a constellation of Black diasporic literary, visual, and theoretical texts from the US, Caribbean, and Africa. Unwieldy and generative, the opacity of race within the field (and practice) of psychoanalysis shares a fraught intimacy with the co-constitutive terrains of violence and race that form the unconscious. Querying what escapes the hermeneutics of psychoanalysis and aesthetics in the fantasies race engenders, we will examine modernity's articulation of racialization through conceptualizations--both fantasmatic and real--of self, world, knowledge, and possibility. Course texts may include: Edwidge Danticat's *The Farming of Bones*, Adrienne Kennedy's *Funnyhouse of a Negro*, Bessie Head's *A Question of Power*, Arthur Jafa's *APEX and Love is the Message and the Message is Death*, Conceição Evaristo's *Ponciá Vicêncio*, Lars von Trier's *Manderlay*, Charles Burnett's *Killer of Sheep*, Derek Walcott's "Laventille"; and, selections from Sigmund Freud, Jacques Lacan, David Marriott, Kathleen Pogue White, Franz Fanon, Hortense Spillers, Nathan Gorelick, Jaqueline Rose, Jared Sexton, Melanie Klein, Jacques-Alain Miller, Melanie Suchet, and Jean Laplanche. Note: This course will reflect the Continental tradition in philosophy. Student should be familiar with the basic interventions of psychoanalysis.

Requirements/Evaluation: Weekly discussion posts and questions, 2 Papers, 10-12 pages, Research presentation

Prerequisites: One Writing Skills or writing intensive course; one intro course in one of following: American Studies, Africana Studies, Comparative Literature, English, Global Studies, Philosophy, Psychology, Women, Gender, and Sexuality Studies

Enrollment Limit: 15

Enrollment Preferences: Juniors or Seniors with majors or concentrations in any of the areas: American Studies, Africana Studies, Comparative Literature, English, Global Studies, Philosophy, Psychology, and Women's, Gender, and Sexuality Studies

Expected Class Size: 15

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

Distributions: (D2) (DPE)

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

ENGL 320(D1) AMST 365(D2) GBST 365(D2) AFR 365(D2)

Difference, Power, and Equity Notes: This course examines racialization as it relates to the racial violence of slavery on the psyche. Racialization as a process will be connected to concepts of self, world, and knowledge. Black diasporic literary, visual, and theoretical texts from the US, Caribbean, and Africa will be at the forefront of the course.

Attributes: AMST Critical and Cultural Theory Electives

Not offered current academic year

AFR 367 (S) Black History is Labor History (DPE) (WS)

Cross-listings: HIST 367

Secondary Cross-listing

This seminar explores labor history in relation to black people, spanning the colonial period to the early twenty-first century. It racializes the history of work by tracing the long story of black labor in the U.S. from the plantation to the plant. Whereas the bulk of the course will analyze black labor and labor movements in the twentieth century, specifically focusing on the push for economic inclusion and mobility amid employment, societal and union-related racial discrimination, we will examine what involuntary black labor meant in the context of slavery and the construction of a capitalist economy. Likewise, we will devote attention to black workers with regard to such topics as antiunionism, deindustrialization, economic inequality, Fordism, informal economies, Jim and Jane Crow, labor radicalism and violence, New Deal and welfare, the rise of civil rights unionism, and slavery and capitalism, among other themes.

Requirements/Evaluation: Students are expected to participate actively and will write two comparative essays (5-7 and 6-8 pages) and two primary source analyses (1-2 pages), all of which will be letter-graded and returned with comments. In addition, students will write a final research paper (10-12 pages) in consultation with the instructor and will be required to submit a topic proposal and outline, an annotated bibliography, and a peer-reviewed draft of the final paper.

Prerequisites: Recommended for students with sophomore standing or above and first-year students who both have taken a 200-level history course

and have received instructor permission to enroll into the course.

Enrollment Limit: 25

Enrollment Preferences: HIST and AFR majors followed by students with sophomore, junior, or senior standing. If the course is overenrolled, students will be given a questionnaire and only first-year students who have completed a 200-level history course will be enrolled.

Expected Class Size: 15

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

Distributions: (D2) (DPE) (WS)

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

HIST 367(D2) AFR 367(D2)

Writing Skills Notes: Students will be required to write two comparative essays (5-7 and 6-8 pages) and two primary source analyses (1-2 pages), all of which will be letter-graded and returned with comments. In addition, students will write a final research paper (10-12 pages). Throughout the semester, these writing assignments will total roughly 22-30 pages. Students can expect to have line-edited feedback on their papers with substantial and timely, writing-related suggestions for improvement.

Difference, Power, and Equity Notes: This course racializes the study of labor history, focusing on black people and their experiences in the United States from the plantation to the plant. It challenges students to confront and to redefine what it means to labor, grasping how slavery, segregation, and systemic inequalities amid black people's pursuit of citizenship, equality, and freedom have shaped their economic, political, and social conditions and identities.

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

Spring 2025

SEM Section: 01 MR 1:10 pm - 2:25 pm Tyran K. Steward

AFR 369 (S) African Art and the Western Museum (DPE) (WS)

Cross-listings: ARTH 308

Secondary Cross-listing

This tutorial provides a focused study of the issues associated with the exhibition of African objects within Western institutions from the formative period of the practice in the early 19th century to the modern era. Covering topics ranging from early collection and display methodologies to exhibition-based practice in the current digital era, this tutorial will provide an opportunity for robust discussion about the interactions that have occurred between the arts of Africa and the Western museum over the lengthy history of their engagement. Students will investigate the nature of the cross-cultural dialogues taking place and the politics of display at work in regional museum spaces that display African art towards fleshing out how exhibitions function through the strategic organization and display of objects. Further, students will explore how the dialogues created between objects, individuals, and space often speak to the voices and agendas that collide, collaborate, and even compete with each other within the environment of the museum.

Requirements/Evaluation: Targeted bi-monthly writing assignments (3-5 pages in length) and bi-monthly peer response paper (1 page in length)

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: Art History and African Studies Majors

Expected Class Size: 10

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

Distributions: (D2) (DPE) (WS)

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

AFR 369(D2) ARTH 308(D1)

Writing Skills Notes: Targeted bi-monthly writing assignments (3-5 pages in length) and bi-monthly peer response paper (1 page in length). Students can expect to receive timely comments on their writing skills, with suggestions for improvement from the instructor.

Difference, Power, and Equity Notes: This course explores issues of agency, authenticity, and appropriation as it applies to African artifacts displayed within the contexts of Western art museums. Through discussions of cultural capital, rights of seeing, and the politics of representation, students will analyze how the meaning of "African art" has been largely dictated by a Western museum culture and how this hegemony is currently

being disrupted through strategic exhibition and display practices and narratives.

Not offered current academic year

AFR 372 (F) Cuba, US, Africa, and Resistance to Black Enslavement, 1791-1991 (DPE)

Cross-listings: AMST 400 / GBST 400 / INTR 400 / PSCI 379

Secondary Cross-listing

This seminar focuses on the entwined histories of liberation movements against racism, enslavement, and imperialism in the US, Cuba and Africa. Readings include: Hugh Thomas, *Cuba: A History*; Che Guevara: *The Motorcycle Diaries*; Walter Rodney, *How Europe Underdeveloped Africa*; Laird Bergad, *The Comparative Histories of Slavery in Brazil, Cuba, and the United States*; Thomas Sankara, *Women's Liberation and the African Freedom Struggle*; Nelson Mandela and Fidel Castro, *How Far We Slaves Have Come!* Students will read and analyze texts, screen documentaries, collectively compile a comprehensive bibliography, and present group analyses. The seminar is open to all students; however, priority is given to seniors majoring in American Studies.

Requirements/Evaluation: Reading and analysis of texts, collective compilation of a comprehensive bibliography, presentation of group analyses; two brief papers due at midterm and the end of the semester

Prerequisites: None

Enrollment Limit: 12

Enrollment Preferences: Seniors majoring in American Studies

Expected Class Size: 12

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

Distributions: (D2) (DPE)

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

AMST 400(D2) AFR 372(D2) GBST 400(D2) INTR 400(D2) PSCI 379(D2)

Difference, Power, and Equity Notes: This course addresses international, anti-colonial solidarity between Blacks in the US, Cuba, Africa. It tracks the evolution of "racial capitalism," noting intersections between enslavers in the US and Cuba, and accumulation of wealth through the Atlantic slave trade. Students will analyze the powers of the enslaved, tracing history, political economies, culture, violence, and dispossession, to emphasize resistance to human bondage and successful and compromised revolutions in Cuba and the US.

Attributes: AMST 400-level Senior Seminars

Not offered current academic year

AFR 374 (S) Technologies of Race (DPE) (WS)

Cross-listings: AMST 372 / STS 373

Secondary Cross-listing

This course is an introduction to theories, methods, sources, and approaches for interdisciplinary research and creativity in and through the interdisciplinary field of American Studies. We will focus on the intersection of race, gender, sexuality, and disability with modern media technologies, from early photography in the mid-19th century to contemporary trends in machine learning and artificial intelligence. Through a process of shared inquiry, course participants will investigate the ways that historical legacies of oppression and futuristic speculation combine to shape human lives in the present under racial capitalism. Whether analyses of the automation of militarized border control in Texas, or of the ways that obsolete, racist concepts are embedded in machine vision and surveillance systems, the readings in the course will chart out the key moments in the co-evolution of race and technology in the Americas. Students will gain a working competence in all four tracks of the American Studies major (Space and Place; Comparative Studies in Race, Ethnicity, and Diaspora; Arts in Context; and Critical and Cultural Theory). Finally, we will also explore alternative paths toward a future where technology might help to effect the abolition of oppressive structures and systems, rather than continue to perpetuate them.

Requirements/Evaluation: Four papers, in-class writing/reflective work, and a final exam.

Prerequisites: none

Enrollment Limit: 16

Enrollment Preferences: AMST majors or prospective majors.

Expected Class Size: 16

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

Distributions: (D2) (DPE) (WS)

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

AMST 372(D2) STS 373(D2) AFR 374(D2)

Writing Skills Notes: Students in this course develop a capacity to write generative arguments in an interdisciplinary scholarly context. Students will receive feedback not only on structure, substance, and style, but also on how to best build a line of inquiry, how to gather high-quality evidence, and how to make one's thinking productively intersect with more than one scholarly or creative field.

Difference, Power, and Equity Notes: This course requires students to contextualize technologies historically and in relation to one another, with attention to their entanglements with racial discourses and racism. Students gain critical skills that equip them to imagine possible futures where technologies serve increasingly as abolitionist tools.

Attributes: AFR Theories, Methods, and Poetics AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora AMST Critical and Cultural Theory Electives AMST Space and Place Electives

Spring 2025

SEM Section: 01 MR 1:10 pm - 2:25 pm Brian Murphy

AFR 376 (S) Black Critical Theory, Black Avant-Garde (DPE)

Cross-listings: AMST 374 / ENGL 311

Secondary Cross-listing

What is the relationship between violence and what constitutes the Black avant-garde and Black critical theory? Is it possible to conceptualize the latter two without an investigation of Black rebellion and its relationship between Black artistic and intellectual production? Can one argue that Black critique is none other than Black experimentation in form, or that Black abstraction is the requisite effector for all modes of Black praxis and thought? This course will explore these questions through a study of Black continental and diasporic avant-garde texts in multiple mediums. Alongside, we will also consider the emergence of contemporary Black critical theory, chronicling its development as both experimental and critical. Through the works of historical subjects of experimentation also considered to be objects critiquing in experimental form, the course will approach Black avant-gardism and Black critical theory as a productive opportunity to think about Blackness as critique, as experimentation, and as theoría. This pairing of Black avant-gardes and Black critical theory takes "avant" at its root--indicating what precedes or takes precedent--and "garde" as what is preeminent, or what protects. As such, we will start with the question of whether blackness, as an ideological fiction produced through violent historical ideologies and practices, could ever, or ever not, be anything but avant-garde?

Requirements/Evaluation: Weekly discussion posts and questions, a research presentation, and two 10-12 page papers

Prerequisites: None

Enrollment Limit: 15

Enrollment Preferences: Preference will be given to AMST majors and prospective majors, as well as ENGL and AFR majors or prospective majors.

Expected Class Size: 15

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

Distributions: (D2) (DPE)

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

AMST 374(D2) ENGL 311(D1) AFR 376(D2)

Difference, Power, and Equity Notes: This course examines race through the lens of historic modalities of power and violence. Additionally, it attends to the artistic, political, and intellectual production of a racialized population responding to ideological and state technologies that not only create difference, but also perpetuate asymmetrical relations of power.

Attributes: AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora AMST Critical and Cultural Theory Electives

Not offered current academic year

AFR 377 (S) Policing, Punishment, and Protest in African American History

Cross-listings: HIST 369

Secondary Cross-listing

This seminar will examine the development of the criminal legal system in the United States from the early republic to the present. Topics of study will

include legacies of racial slavery; convict leasing; dynamics of gendered state violence; police tactics and technologies; the Great Migration and its impact on policing in the urban North; prisoner rights movements; urban rebellions; law and order politics; the Wars on Crime and Drugs and the rise of mass incarceration. This course will pay particular attention to the distinct relationships between domestic regimes of policing and imprisonment and various Black political struggles. By placing these topics in conversation with the history of African American life and politics, this course seeks to highlight the ways in which the criminalization of Black people has circumscribed Black citizenship and inspired successive insurgent movements for reform of the American carceral system.

Requirements/Evaluation: Students will be graded on class participation, reading responses, an Op-Ed paper (1200-1500 words), a book review (5-7 pages). In addition, students will work in groups to develop a podcast related to course themes.

Prerequisites: None

Enrollment Limit: 25

Enrollment Preferences: History and Africana Studies majors

Expected Class Size: 15-20

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

Distributions: (D2)

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

AFR 377(D2) HIST 369(D2)

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

Spring 2025

LEC Section: 01 MR 1:10 pm - 2:25 pm Andrew L. Grim

AFR 381 (F) Media and Society in Africa (DPE) (WS)

Cross-listings: GBST 480 / HIST 480

Secondary Cross-listing

The Media have long played important roles in African societies. As early as the second half of the 19th century, African intellectuals were using print technology to address the people. As radio technology was in its infancy during the first half of the twentieth century, Africans were gathering around re-diffusion stations and later around single receivers to listen to news and entertainment programming. In this tutorial, we will examine these histories of media and media technologies on the continent. Ultimately, we will explore the roles that media played in serving particular community needs and how communities also adapted new media technologies to fit local conditions. Media content has historically been determined based on standards beyond viewers', readers' and listeners' control. We will examine the influences that editors and political leaders on the continent have exerted on content as well as what forces they responded to. We will also further explore the media's role in major events on the continent, from governmental changes to the ending of apartheid in South Africa and the role that media have played in areas of conflict.

Requirements/Evaluation: Students will be evaluated based on a series of 5-7-page tutorial response papers and 2-page critiques, as well as preparedness for and performance in weekly tutorial discussions.

Prerequisites: This course open to all students

Enrollment Limit: 10

Enrollment Preferences: Preference will be given to history majors and students with prior experience with African history. If the course is over-enrolled, students may be asked to complete a questionnaire to determine enrollment

Expected Class Size: 10

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

Distributions: (D2) (DPE) (WS)

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

GBST 480(D2) HIST 480(D2) AFR 381(D2)

Writing Skills Notes: Students will alternate weekly between writing 5-7-page tutorial papers and 2-page critiques of their peers' writing. Formal writing assignments throughout the semester will total at least 40 pages. Students will receive regular feedback and critiques- both oral and written - from the professor, as well as oral critiques from tutorial partners.

Difference, Power, and Equity Notes: Modern media developed in Africa as means of control and cultivating dutiful colonial subjects. However,

media then emerged as sites of contestation and even tools with which colonial subjects challenged colonial rule. They have continued to be revealing sites for issues of gender, race, class, and ethnicity. As such, this course immensely explores diversity, power and equity and how these all-important societal concerns are expressed through the media in Africa.

Not offered current academic year

AFR 383 (S) The City in African American History

Cross-listings: HIST 371

Secondary Cross-listing

This course will explore African American urban life in the twentieth century. In particular we will examine the complicated role that cities have played in African American history, serving simultaneously as sites of exclusion and exploitation, and as sites of community organizing and institution building. Through engaging with a variety of case studies, students will examine the ways that African American struggles for equality and self-determination have shaped, and been shaped by, the urban environment in the modern US. Topics of study will include the Great Migration; redlining, real estate, and residential segregation; crime, policing, and surveillance; suburbanization, urban divestment, and the "urban crisis"; municipal politics and policy making.

Requirements/Evaluation: Active participation in class discussion, three 5-6 page essays, a digital history exercise, and a final 8-10 page independent research paper

Prerequisites: None

Enrollment Limit: 25

Enrollment Preferences: Preference to History majors and Africana Studies majors

Expected Class Size: 15-20

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

Distributions: (D2)

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

HIST 371(D2) AFR 383(D2)

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

Not offered current academic year

AFR 385 (S) Assata Shakur and the War on Terror

Since the 1970s, various US policing units, ranging from local New Jersey police to the FBI, have considered Assata Shakur a terrorist. Importantly, most scholarship on terrorism traces contemporary terrorism discourse to the 1970s. This course therefore approaches the trajectory of Assata Shakur through state archives as a guide for understanding developments in counterterrorism. Attention to her story illuminates the relationship between counterterrorism and the persistent question of armed resistance. It also highlights debates on the nature of black people's positioning in the US: as a racial group facing discrimination or as an internal colony? Archival materials like Shakur's letters from prison discussing Islam, her autobiography, and her other writings are an anchor for the course, giving a throughline to additional readings that will allow us to dive into a range of issues to which she is connected: Black land ownership in the South; the politics of the Black Liberation Army and similar Third World formations abroad; the influence of Black Islam through the story of the Shakur family; the experiences of women in prison; the role of Cuba, Algeria, and asylum across the Third World.

Requirements/Evaluation: Attendance/participation, presentation, and final paper

Prerequisites: None

Enrollment Limit: 13

Enrollment Preferences: Africana Studies, American Studies, and Religion majors and concentrators

Expected Class Size: 13

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

Distributions: (D2)

Attributes: AFR Black Landscapes

Spring 2025

AFR 387 (S) Love is Lifeforce: June Jordan's Living Room

This course is an immersive look at Black feminist poet June Jordan's intimate anti-imperialist work Living Room. Drawing on Jordan's belief that "poems are housework," and her vision of "living room" as form of accountable inclusive peace on earth, this course will include weekly opportunities for reflective writing* prompted by Jordan's work, real-time engagement with a wide range of community members beyond Williams who are inspired by Jordan's life and poetry. The mid-term assignment will be for each student to create a "breathing room" resource or peace practice that is shareable with other students and the world and the final assignment will be to facilitate a workshop for a community of your own accountability (with 1 or more real-time participants) drawing on at least one poem from Living Room.

Requirements/Evaluation: Weekly reflective writing, a mid-term assignment asking you to create a self-care/political warfare resource that is shareable with other students and the world, and a final assignment involving the facilitation of a workshop for a community of your own accountability (with 1 or more real-time participants). Evaluation based completely on participation in the workshops and the completion of the mid-term and final assignments.

Prerequisites: None

Enrollment Limit: 15

Enrollment Preferences: Should the course be overenrolled, preference will be given to Africana Studies students.

Expected Class Size: 15

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

Distributions: (D2)

Attributes: AFR Theories, Methods, and Poetics

Not offered current academic year

AFR 388 (S) "The Black Unicorn: Audre (Lorde) as Avatar"

This course is a deep and expansive dive into Black lesbian feminist socialist warrior mother poet Audre Lorde's transoceanic poetic work The Black Unicorn. Guided by Lorde's vision that her poems would not only offer beautiful images to readers but teach readers how to "re-feel" their own capacity for being alive, this course will include weekly opportunities for reflective writing prompted by Lorde's work, and real-time engagement with a wide range of community members beyond Williams who are inspired by Lorde's work. Reflective writing, as I use it, is a technology for participants to use writing to gain clarity on their own internal life, which is different from writing to demonstrate knowledge or to create beauty in the world. The fall and spring sections of the course will focus on different poems in The Black Unicorn, offering students either a fall, spring, or year-long journey into this extraordinary collection.

Requirements/Evaluation: Weekly reflective writing, a mid-term assignment asking you to create a self-care/political warfare resource that is shareable with other students and the world, and a final assignment involving the facilitation of a workshop for a community of your own accountability (with 1 or more real-time participants) drawing on at least one poem from The Black Unicorn. Evaluation based completely on participation in the workshops and the completion of the mid-term and final assignments.

Prerequisites: None

Enrollment Limit: 15

Enrollment Preferences: Should the course be overenrolled, preference will be given to Africana Studies students.

Expected Class Size: 15

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

Distributions: (D2)

Attributes: AFR Theories, Methods, and Poetics

Not offered current academic year

AFR 394 (S) Cold War Archaeology (DPE) (WS)

Cross-listings: AMST 412 / STS 412

Secondary Cross-listing

In this advanced American Studies course, we will examine Cold War history and culture with attention to the intersection of racialization and nuclear paranoia. The concurrent unfolding of the struggle for Civil Rights and the national strategy of Civil Defense played out against the backdrop of a global ideological battle, as the United States and the Soviet Union fought each other for planetary domination. From the scientific fantasy of bombproofing and "safety in space," to the fears of both racial and radioactive contamination that drove the creation of the American suburbs, the affective and material dimensions of nuclear weaponry have, from the beginning, been entangled with race. Drawing on the critical and analytical toolkits of American Studies and media archaeology, students will dig beneath the surface of received narratives about the arms race, the space race, and race itself. Students will uncover generative connections between mineral extraction, the oppression of Indigenous populations, the destructive legacies of "urban renewal," and the figure of the "typical American family" huddled in their backyard bunker. Finally, this course will examine the ways in which the Cold War exceeds its historical boundaries, entangles with the ideology and military violence of the Global War on Terror, and persistently shapes the present through its architectural, affective, and cultural afterlives.

Requirements/Evaluation: Three short papers, in-class writing/reflective work, and a final paper.

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: AMST majors or prospective majors.

Expected Class Size: 12

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

Distributions: (D2) (DPE) (WS)

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

AMST 412(D2) STS 412(D2) AFR 394(D2)

Writing Skills Notes: Students in this course develop a capacity to write generative arguments in an interdisciplinary scholarly context. Students will receive feedback not only on structure, substance, and style, but also on how to best build a line of inquiry, how to gather high-quality evidence, and how to make one's thinking productively intersect with more than one scholarly or creative field.

Difference, Power, and Equity Notes: This course requires students to contextualize historical events during the Cold War in relation to racialization, inequitable distributions of resources, and the stratification of national space in relation to risk and radioactivity. Students gain critical skills that equip them to see the ways in which the Cold War continues to shape processes of racialization, oppression, and imperial extraction, and spatial arrangements.

Attributes: AFR Black Landscapes AMST Comp Studies in Race, Ethnicity, Diaspora AMST Critical and Cultural Theory Electives AMST Space and Place Electives

Not offered current academic year

AFR 396 (S) Relationality and Its Antagonisms (DPE) (WS)

Cross-listings: AMST 428 / WGSS 428

Secondary Cross-listing

Relationality has been the defining approach, feature, and framework of ethnic studies since its inception in the late 1960s. Since then, notable scholars have applied multiple keywords, including difference, comparison, entanglements, cacophonies, and intimacies, to emphasize how processes of racialization and racial formation are not isolated and separate but inextricably linked and shaped by one another. Only from these distinct, uneven, yet shared positions of oppression, as scholars argue, solidarity across race, gender, class, sexuality, and location may emerge. At its crux, this seminar will underscore major tensions and antagonisms *against* frameworks of relationality. Tracing primary sources, cultural expressions, and literature within the traditions of ethnic studies and transnational/women of color feminisms, it will trace the shifts in approaches to relationality, especially as it relates to practices of reciprocity and community-building across difference. At the same time, it will turn to works that name relationality as what Frank B. Wilderson calls a "ruse," or trick, that subsumes the specific, exceptional position of blackness. Our units will include discussions of Afro-Pessimism, indigeneity, racialized settler colonialism as well as queer theory debates on queer presentism (i.e., a queer "no future") versus queer futurity. Studying the tensions that emerge from multiple, distinct, and contradictory planes of power, oppression, and temporalities, how do we assess, work through, and reconcile, if at all, relations deemed as "irreconcilable" across vectors of difference?

Requirements/Evaluation: in-class participation, paper presentation, peer feedback, writing webs (short series of writing exercises), and final project developed from original research and/or creative work

Prerequisites: AMST 101 or WGSS 101

Enrollment Limit: 12

Enrollment Preferences: AMST and WGSS seniors and juniors

Expected Class Size: 12

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

Distributions: (D2) (DPE) (WS)

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

AFR 396(D2) AMST 428(D2) WGSS 428(D2)

Writing Skills Notes: Students will regularly engage in a series of writing exercises and submit a longer paper presentation that will be peer reviewed and revised.

Difference, Power, and Equity Notes: The main objective of the course is to study and assess ethnic studies' approaches to questions of difference, particularly as it relates to theories of racialization and relationality across multiple nodes of power and oppression.

Attributes: AFR Theories, Methods, and Poetics AMST Comp Studies in Race, Ethnicity, Diaspora AMST Critical and Cultural Theory Electives AMST 400-level Senior Seminars WGSS Theory Courses

Spring 2025

SEM Section: 01 W 1:10 pm - 3:50 pm Kelly I. Chung

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

Of the many things that distinguish Africana Studies from other fields of knowledge, most remarkable are its creative uses and critiques of disciplinary perspectives. In some instances, a scholar in the field might move between disciplines; in others, a scholar might integrate two or more disciplines into one point of view. Disciplinary creativity accommodates the array of information--written texts, music, visual art, film--that contributes to our understanding of the African Diaspora. This seminar will illuminate the disciplinary nuances and challenges of studying people of African descent. After outlining genealogies of Africana Studies and the field's complicated relationships to social science disciplines, students will closely read classic texts by some of the pioneers in the field and explore their uses of disciplinary perspectives. In the latter half of the course, students will have the opportunity to design and conduct their own research projects with the aforementioned disciplinary concerns in mind.

Requirements/Evaluation: class participation, a couple of short papers and the completion of a final research paper or project

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: Africana Studies majors and concentrators

Expected Class Size: 10

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

Distributions: (D2)

Attributes: AFR Capstones AFR Core Electives AFR Theories, Methods, and Poetics AMST Comp Studies in Race, Ethnicity, Diaspora

Not offered current academic year

AFR 410 (S) CAPSTONE: Black Epistemologies

How do we know what we know? This course examines approaches to this question of epistemology in Black studies in comparative perspective. We read Black epistemologies in relation to other disciplines' and thinkers' approaches. The course examines overlap and departure across lines of difference. The work of intellectual giant W.E.B. Du Bois is an anchor for the course, given his wide-ranging career over many decades. We read his statistical work in relation to that of his European contemporaries on statistics. We also think about his relationship to sociology and relatedly ethnography, the autobiographical character of critical race theory, and the historiography of the Black radical tradition in which scholars like Cedric Robinson have situated Du Bois. We look at contemporary engagement with his work to think on trajectories of Black epistemologies from the early twentieth century until today.

Requirements/Evaluation: Attendance/participation, presentation, final paper

Prerequisites: None

Enrollment Limit: 13

Enrollment Preferences: Africana Studies majors and concentrators

Expected Class Size: 13

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

Distributions: (D2)

Attributes: AFR Capstones AFR Theories, Methods, and Poetics

Spring 2025

SEM Section: 01 W 1:10 pm - 3:50 pm Atiya Husain

AFR 440 (F) CAPSTONE: Performing Blackness

In modern parlance and scholarship, blackness is understood not as a biological but rather a socially constructed phenomenon. This course extends common perceptions by working from the foundational concept that blackness is not only social construction but also performance and lived experience. Using the lens of performance on racial identity foregrounds the active and shifting nature of race in contrast to the potentially passive, static connotation of construction. But what is this term performance that is now so widely used as to be an anathema? In this course, we explore performance broadly as entertainment, representation, social function, and lived experience. By the end of the course, students will analyze multiple performance types from theatrical and dance performance to performance of race in everyday life. They will also study and practice at least four core black performance studies methodologies: oral interpretation of literature, ethnography, written performance analysis, and embodied performance (i.e. movement, music and/or theatre). In this way, students will begin to understand performance as both subject matter and method. The course will be structured around discussions, written responses, and performance exercises that help students analyze and practice each methodology. At the end of the semester, students will create final creative research projects that articulate key theories of black performance studies and draw on at least one of the featured performance methodologies. While preference is given to Africana Studies concentrators, students are not required to have prior performance experience.

Requirements/Evaluation: class participation, performance exercises, response papers, and a final creative research project

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: Africana Studies majors and concentrators

Expected Class Size: 10

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

Distributions: (D2)

Attributes: AFR Black Landscapes AFR Capstones AFR Core Electives

Fall 2024

SEM Section: 01 W 1:10 pm - 3:50 pm Rashida K. Braggs

AFR 460 (S) Capstone: Documenting Black

Documenting Black begins with a shared understanding that depicting the stories and lives of Black folks is its own important and necessary creative form. In this Africana Studies capstone seminar we will focus on the art of documentary production as a means through which Black lives are illustrated. We will also explore the historical and conceptual framing of Black experience in the field of documentary studies, consider documentary techniques and methodologies, and discover how artists and creatives have used the medium of documentary to interpret Black diasporic life. This course is a practicum that will culminate with students writing, designing, editing, and producing a documentary short of 3-5 minutes.

Requirements/Evaluation: In addition to weekly course sessions, for the final project students will submit a documentary short of 3-5 minutes, which students will write, design, edit, and produce.

Prerequisites: Must be an Africana Studies concentrator

Enrollment Limit: 12

Enrollment Preferences: As this is a capstone designed for Africana Studies concentrators, priority will be given to third and fourth year students who have declared the concentration.

Expected Class Size: 10

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

Distributions: (D2)

Attributes: AFR Core Electives

Not offered current academic year

AFR 494 (F)(S) Honors Dossier

Candidates for honors in Africana Studies must do W31 for the winter study period and 494 the following spring.

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

Distributions: (D2)

Fall 2024

HON Section: 01 TBA Rashida K. Braggs

Spring 2025

HON Section: 01 TBA Rashida K. Braggs

AFR 497 (F) Independent Study: Africana Studies

Africana Studies independent study

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

Distributions: (D2)

Attributes: AFR Core Electives

Fall 2024

IND Section: 01 TBA Rashida K. Braggs

AFR 498 (S) Independent Study: Africana Studies

Africana Studies Independent Study

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

Distributions: (D2)

Attributes: AFR Core Electives

Spring 2025

IND Section: 01 TBA Rashida K. Braggs

Winter Study -----

AFR 30 (W) Sen Project: Africana Studies

To be taken by students registered for Africana Studies 491 who are candidates for honors.

Class Format: independent study

Grading: pass/fail only

Not offered current academic year

AFR 99 (W) Ind Study: Africana Studies

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

Class Format: independent study

Grading: pass/fail only

Not offered current academic year

AMERICAN STUDIES (Div II)

Chair: **Cassandra Cleghorn, Senior Lecturer**

- Stefan B. Aune, Visiting Assistant Professor of American Studies
- Maria Elena Cepeda, Professor of Latina/o Studies; affiliated with: Latina/o Studies, Women, Gender & Sexuality Studies, American Studies
- Souhail Chichah, Visiting Lecturer in American Studies
- Kelly I. Chung, Assistant Professor of American Studies
- Cassandra J. Cleghorn, Chair and Senior Lecturer in American Studies and English; affiliated with: English, American Studies
- Ethan Fukuto, Visiting Assistant Professor of American Studies
- Brian Murphy, Visiting Assistant Professor of American Studies
- Jan Padios, Associate Professor of the American Studies Program, Chair of the Asian American Studies Program; affiliated with: American Studies, Asian American Studies
- Mark T. Reinhardt, Class of 1956 Professor of American Civilization; affiliated with: Political Science, American Studies; on leave 2023-2024
- Christina E. Simko, Chair and Associate Professor of Sociology; affiliated with: Anthropology & Sociology, American Studies
- William Samuel Stahl, Visiting Assistant Professor of American Studies
- Selamawit D. Terrefe, Mellon Just Futures Fellow
- Dorothy J. Wang, Professor of American Studies; on leave 2023-2024
- Ricardo A Wilson, Associate Professor of English; affiliated with: English, American Studies; on leave 2023-2024

GENERAL PROGRAM DESCRIPTION

The American Studies Program, a ten-course major, uses interdisciplinary approaches to develop students' understanding of the complexity of the culture(s) usually labeled "American." Examining history, literature, visual media, performance, and other forms of expression, we explore the processes of cultural definition as contested by diverse individuals and groups. We ask new questions about aspects of American life long taken for granted; we also use American culture as a laboratory for testing classic and contemporary theories about how cultures work.

NON-MAJORS, FIRST-YEAR STUDENTS, AND SOPHOMORES

America: the Nation and Its Discontents, our introductory course, is open to non-majors including first-year students, who are especially encouraged to take the class. All elective courses are open to students who meet the requirements or prerequisites specified in the course description. American Studies 301, the junior seminar required of majors, is open to non-majors with permission of the instructor.

COURSES AND COURSE NUMBERING

American Studies offers courses at all levels. Our 100-level electives, which give preference to first-year students, explore a substantive topic in-depth without seeking to introduce the field as a whole. Our introductory course, AMST 101, explores broad patterns of power and imagination, struggle and social change in American culture but also introduces the interdisciplinary approach and diverse cultural artifacts, genres, and media that distinguish American Studies as a form of inquiry. Both this course and our occasional 200-level electives are appropriate for students at all levels, including first-years. The intermediate electives at the 300-level are offered primarily for juniors and seniors, although, when space and instructor policy permits, they are open to sophomores. All majors are required to take AMST 301, the junior seminar, which teaches students how to employ theories and methods central to the field. The 400-level courses designated as senior seminars are designed for senior majors, though other students (majors and non-majors) with appropriate preparation are typically welcome in these courses as well.

THE MAJOR

Required Courses

American Studies 101, America: the Nation and Its Discontents

American Studies 301, Junior Seminar

One 400-level course designated Senior Seminar

Elective Courses

Seven courses: four should be chosen from your primary specialization field; the remaining three electives must represent each of the remaining three fields, to ensure breadth of your study. At least one of your seven electives should cover pre-1900 American history or culture.

THE DEGREE WITH HONORS IN AMERICAN STUDIES

ELIGIBILITY AND APPLICATION FOR HONORS

Candidates for honors in American Studies will undertake a substantial, year-long, independent project during their senior year. Applicants should have a consistent record of high achievement in courses taken for the major, and normally will have done work in the field of study of their proposed thesis. Students who wish to write or produce an honors project should consult with both the chair and a prospective faculty adviser in the fall or winter of their junior year. Students who wish to pursue honors must submit a brief proposal describing their project to the Chair of the American Studies Program by the time of spring registration of their junior year. Final admission to the honors thesis program will depend on the AMST advisory committee's assessment of the qualifications of the student and the merits and feasibility of the project (including the availability of relevant faculty advisers). If your thesis is approved, you will enroll in AMST 491/Winter Study/AMST 492. These courses, taken together, count as one of your required electives.

TIMELINE FOR AMERICAN STUDIES HONORS THESIS STUDENTS

The fall and winter study deadlines vary widely, depending on your own rhythms, the timing of your meetings with your adviser, etc. The first part of the fall is typically devoted to refining the questions at the heart of your project, and the scope of your argument (including literature review, archival research, etc.) Most students begin this work over the summer. We encourage our students to start writing as soon as possible. Typically, we aim to have students write a draft of one substantive chapter and the introduction by the end of finals week in fall semester, though some have produced two substantive chapter drafts instead.

January is very important. Many pages of new writing and editing of previous work will can be done in this period. Occasionally, seniors will meet together in an informal thesis colloquium. The goal for Winter Study, generally speaking, is to know by the end of it what you will need to write in the last push as Spring semester begins. Your biggest push will come in February and March. All writing and revisions should be done by the end of spring break. Here are the approximate deadlines :

- Immediate after Spring Break: draft of entire thesis is due to your adviser and your two readers;
- Two – three weeks later: deadline for readers to respond to you with comments/suggestions;
- Wednesday of the last week of classes: final version of thesis due to readers.

Senior thesis writers will share their work with interested faculty and students in a public presentation in the last weeks of the spring semester. Designation of Honors or Highest Honors will be decided by the faculty at the end of the semester.

ADVISING

All majors will be assigned a faculty adviser. Majors must meet with their adviser during the first week of classes during the fall semester and at the time of the spring semester registration period in order to have their courses and plans for the American Studies major approved. Both majors and non- majors are encouraged to talk at any time with the program chair or other affiliated faculty about the major.

AMERICAN STUDIES AND OTHER PROGRAMS

Students majoring in American Studies are encouraged to consider pursuing concentrations in Africana Studies, Environmental Studies, Latina/o Studies, Performance Studies, and Women's, Gender and Sexuality Studies. Many of the courses counted for those concentrations may also earn credit toward the American Studies major.

STUDY AWAY FROM WILLIAMS

We encourage students to pursue cross-cultural comparative studies. A major in American Studies can be combined with study away from Williams for a semester or a year if plans are made carefully. Many courses that will be approved for College credit may also count toward the American Studies major. Many of the courses offered by Williams at Mystic Program also count toward the major. Please see the chair if you have questions about how your study abroad may enhance your American Studies experience.

Students planning to be away in the junior year should have taken American Studies 101 before they leave; those who can take the Junior Seminar before they go away are strongly encouraged to do so. Students should consult as early as possible with the chair or their adviser about their plans for fulfilling the requirements of the major.

SPECIALIZATION FIELDS

To provide focus for work in the major, each student will choose one of the specialization fields listed below and record this choice when registering for the major. (This commitment can be revised, in consultation with the chair.) At least four electives should be taken from this primary field.

ARTS IN CONTEXT

This specialization is for students interested in American arts, literature and media. Its approaches are interdisciplinary: it trains students to examine cultural artifacts with attention to aesthetic form and to the contexts—historical, social, political—that determine and situate those forms. Broadly, it asks how history has shaped the arts and media and how the arts and media have shaped how we think and who we are. Students in this specialization take courses across a range of genres and media: poetry, fiction, music, film and video, pop culture, visual culture, performance, experimental and activist art.

Elective Courses

Students may check with the program chair to see if other courses not listed here might count as electives.

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

Taught by: Meredith Coleman-Tobias

[Catalog details](#)

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

Taught by: TBA

[Catalog details](#)

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

Taught by: [VaNatta Ford](#)

[Catalog details](#)

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

Taught by: [VaNatta Ford](#)

[Catalog details](#)

[AFR 317 / AMST 317 / DANC 317 / ENGL 317 / THEA 317 / COMP 319 SEM Black Migrations: African American Performance at Home and Abroad](#)

Taught by: [Rashida Braggs](#)

[Catalog details](#)

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

Taught by: [Rashida Braggs](#)

[Catalog details](#)

[AMST 142 / STS 142 TUT AlterNatives: Indigenous Futurism and Science Fiction](#)

Taught by: TBA

[Catalog details](#)

[AMST 146\(S\) SEM Introduction to Native American and Indigenous Studies](#)

Taught by: [Stefan Aune](#)

[Catalog details](#)

[AMST 222 / MUS 217 / ENGL 221 / AFR 222\(S\) SEM Hip Hop Culture](#)

Taught by: [Brian Murphy](#)

[Catalog details](#)

[AMST 299 / ENGL 299 TUT Let the Record Show: U.S. Literature of Research and Witness](#)

Taught by: [Cassandra Cleghorn](#)

[Catalog details](#)

[AMST 326 / ENGL 316\(F\) SEM Unfinishing America](#)

Taught by: TBA

[Catalog details](#)

[AMST 372 / STS 373 / AFR 374\(S\) SEM Technologies of Race](#)

Taught by: [Brian Murphy](#)

[Catalog details](#)

[AMST 374 / ENGL 311 / AFR 376 SEM Black Critical Theory, Black Avant-Garde](#)

Taught by: [Selamawit Terrefe](#)

[Catalog details](#)

[AMST 375 / AAS 375 / WGSS 375\(S\) SEM Asian American Sexualities](#)

Taught by: [Kelly Chung](#)

[Catalog details](#)

[ARTH 264 / AMST 264 LEC American Art and Architecture, 1600 to Present](#)

Taught by: [Michael Lewis](#)

[Catalog details](#)

[ARTH 310 / WGSS 312 SEM An American Family and "Reality" Television](#)

Taught by: TBA

[Catalog details](#)

[CAOS 231 / ENGL 231\(F, S\) SEM Literature of the Sea](#)

Taught by: Ned Schaumberg

[Catalog details](#)

[COMP 242 / AMST 242 / GBST 242 / ENGL 250\(S\) SEM Americans Abroad](#)

Taught by: [Soledad Fox](#)

[Catalog details](#)

[ENGL 204\(F\) LEC Hollywood Film](#)

Taught by: [John Kleiner](#), [James Shepard](#)
[Catalog details](#)
[ENGL 220 / AFR 220 / AMST 220 SEM Introduction to African American Literature](#)

Taught by: TBA
[Catalog details](#)
[ENGL 238 / AFR 260\(F\) SEM 1930s Black Literature](#)

Taught by: [Ricardo A Wilson](#)
[Catalog details](#)
[ENGL 243 / COMP 268\(S\) TUT The Contemporary African American and Latin American Novella](#)

Taught by: [Ricardo A Wilson](#)
[Catalog details](#)
[ENGL 338 / AMST 338\(S\) SEM Literature of the American Renaissance](#)

Taught by: [John Limon](#)
[Catalog details](#)
[ENGL 418 / AMST 418 SEM Modernisms and the Archive](#)

Taught by: [Bethany Hicok](#)
[Catalog details](#)
[LATS 240 / COMP 210 / AMST 240\(S\) SEM Latinx Language Politics: Hybrid Voices](#)

Taught by: [Maria Elena Cepeda](#)
[Catalog details](#)
[LATS 348 / AMST 348 / COMP 348 SEM Drawing Democracy: Graphic Narratives as Democratic Ideals](#)

Taught by: [Nelly Rosario](#)
[Catalog details](#)
[MUS 151\(S\) LEC History of Jazz](#)

Taught by: [Kris Allen](#)
[Catalog details](#)
[MUS 211 / ANTH 211\(F\) SEM Music, Nationalism, and Popular Culture](#)

Taught by: [Corinna Campbell](#)
[Catalog details](#)
[MUS 252 / AFR 242 LEC Introduction to the Music of John Coltrane](#)

Taught by: [Kris Allen](#)
[Catalog details](#)
[MUS 254 / AFR 254 SEM Bebop: The \(R\)evolution of Modern Jazz](#)

Taught by: [Kris Allen](#)
[Catalog details](#)

COMPARATIVE STUDIES IN RACE, ETHNICITY, AND DIASPORA

This interdisciplinary specialization examines the role of race, ethnicity, and diasporic movements in the construction of American identities. Students explore how experiences and concepts of race and ethnicity are transformed through the processes of diaspora and immigration. These courses may encompass a broad spectrum of fields such as history, literature, religion, politics, anthropology, gender studies, media and the performing arts, among others. NOTE: Concentrators in this area are required to take a combination of courses that will allow them to comparatively assess the experiences of at least two ethno-racial groups in the Americas.

Elective Courses

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

Taught by: [Armond Towns](#)
[Catalog details](#)
[AFR 208 / AMST 208 / REL 262 TUT Time and Blackness](#)

Taught by: TBA
[Catalog details](#)
[AFR 211 / AMST 211 / ENVI 211 / SOC 211 LEC Race, Environment, and the Body](#)

Taught by: TBA
[Catalog details](#)
[AFR 252 / GBST 252 / AMST 255\(S\) LEC Patterns of African Diasporas to the U.S.](#)

Taught by: [Christopher Ndubuizu](#)
[Catalog details](#)
[AFR 255 / SOC 255 / ENVI 256 / AMST 257\(F\) LEC Race, Environment, and the Body](#)

Taught by: [Christopher Ndubuizu](#)
[Catalog details](#)
[AFR 302\(S\) SEM Complexion Complexities: Colorism in Literature, Lyrics & Everyday Life](#)

Taught by: [VaNatta Ford](#)
[Catalog details](#)
[AFR 317 / AMST 317 / DANC 317 / ENGL 317 / THEA 317 / COMP 319 SEM Black Migrations: African American Performance at Home and Abroad](#)

Taught by: [Rashida Braggs](#)

[Catalog details](#)

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

Taught by: TBA

[Catalog details](#)

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

Taught by: [VaNatta Ford](#)

[Catalog details](#)

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

Taught by: [Rashida Braggs](#)

[Catalog details](#)

[AFR 405 SEM CAPSTONE: Africana Studies and the Disciplines](#)

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

[Catalog details](#)

[AMST 125 / AAS 125\(F\) SEM Introduction to Asian American Studies](#)

Taught by: [Kelly Chung](#)

[Catalog details](#)

[AMST 142 / STS 142 TUT AlterNatives: Indigenous Futurism and Science Fiction](#)

Taught by: TBA

[Catalog details](#)

[AMST 146\(S\) SEM Introduction to Native American and Indigenous Studies](#)

Taught by: [Stefan Aune](#)

[Catalog details](#)

[AMST 203 SEM Militarism and American Culture](#)

Taught by: TBA

[Catalog details](#)

[AMST 218\(S\) SEM Black and Brown Jacobins](#)

Taught by: TBA

[Catalog details](#)

[AMST 222 / MUS 217 / ENGL 221 / AFR 222\(S\) SEM Hip Hop Culture](#)

Taught by: [Brian Murphy](#)

[Catalog details](#)

[AMST 326 / ENGL 316\(F\) SEM Unfinishing America](#)

Taught by: TBA

[Catalog details](#)

[AMST 329 / AFR 329 / THEA 329 / WGSS 369 SEM Marxist Feminisms: Race, Performance, Labor](#)

Taught by: [Kelly Chung](#)

[Catalog details](#)

[AMST 345 / GBST 344 / AFR 353 SEM Capitalism and Racism in the American Context and Beyond: A Global Approach](#)

Taught by: [Souhail Chichah](#)

[Catalog details](#)

[AMST 354\(S\) SEM Race/War: Critical Readings on Violence](#)

Taught by: [Stefan Aune](#)

[Catalog details](#)

[AMST 371 SEM Rebels, Guerillas, and Insurgents: Resistance and Repression in US History](#)

Taught by: TBA

[Catalog details](#)

[AMST 372 / STS 373 / AFR 374\(S\) SEM Technologies of Race](#)

Taught by: [Brian Murphy](#)

[Catalog details](#)

[AMST 373 / AAS 373 SEM US Empire in the Philippines: Capitalism, Colonialism, and Revolution](#)

Taught by: [Jan Padios](#)

[Catalog details](#)

[AMST 374 / ENGL 311 / AFR 376 SEM Black Critical Theory, Black Avant-Garde](#)

Taught by: [Selamawit Terrefe](#)

[Catalog details](#)

[AMST 375 / AAS 375 / WGSS 375\(S\) SEM Asian American Sexualities](#)

Taught by: [Kelly Chung](#)

[Catalog details](#)

[AMST 399 / AAS 399 / WGSS 399\(F\) SEM Marxist Feminisms: Race, Performance, Labor](#)

Taught by: [Kelly Chung](#)

[Catalog details](#)

[AMST 409 SEM Prehistories of the War on Terror](#)

Taught by: [Stefan Aune](#)

[Catalog details](#)

[AMST 412 / AFR 394 / STS 412 SEM Cold War Archaeology](#)

Taught by: [Brian Murphy](#)

[Catalog details](#)

[AMST 428 / AFR 396 / WGSS 428\(S\) SEM Relationality and Its Antagonisms](#)

Taught by: [Kelly Chung](#)

[Catalog details](#)

[AMST 435 Ghosts: Race, Memory, and Haunting in the United States](#)

Taught by: TBA

[Catalog details](#)

[ENGL 220 / AFR 220 / AMST 220 SEM Introduction to African American Literature](#)

Taught by: TBA

[Catalog details](#)

[HIST 152 / WGSS 152\(F\) SEM The Fourteenth Amendment and the Meanings of Equality](#)

Taught by: [Sara Dubow](#)

[Catalog details](#)

[LATS 105\(F\) LEC Latina/o Identities: Constructions, Contestations, and Expressions](#)

Taught by: [Maria Elena Cepeda](#), [Kevin Cruz Amaya](#)

[Catalog details](#)

[LATS 224 / AMST 224 / REL 224\(S\) LEC U.S. Latinx Religions](#)

Taught by: [Efrain Agosto](#)

[Catalog details](#)

[LATS 230 / AMST 247 / ENVI 257\(S\) LEC Cities, Suburbs, and Rural Places](#)

Taught by: [Edgar Sandoval](#)

[Catalog details](#)

[LATS 240 / COMP 210 / AMST 240\(S\) SEM Latinx Language Politics: Hybrid Voices](#)

Taught by: [Maria Elena Cepeda](#)

[Catalog details](#)

[LATS 254 / AAS 253 / AMST 253 SEM Embodied Knowledges: Latinx, Asian American, and Black American Writing on Invisible Disability](#)

Taught by: [Maria Elena Cepeda](#)

[Catalog details](#)

[LATS 286 / HIST 286 SEM Conquests and \(Im\)migrations: Latina/o History, 1848 to the Present](#)

Taught by: [Carmen Whalen](#)

[Catalog details](#)

[LATS 313 / AAS 313 / AMST 313 / WGSS 313 / AFR 326\(F\) SEM Gender, Race, and the Power of Personal Aesthetics](#)

Taught by: [Maria Elena Cepeda](#)

[Catalog details](#)

[LATS 318 / AMST 318 / REL 318 SEM Myths and the Making of Latine California](#)

Taught by: TBA

[Catalog details](#)

[LATS 335 / AMST 312 / WGSS 321\(S\) SEM Contemporary Immigration Landscapes](#)

Taught by: [Edgar Sandoval](#)

[Catalog details](#)

[LATS 348 / AMST 348 / COMP 348 SEM Drawing Democracy: Graphic Narratives as Democratic Ideals](#)

Taught by: [Nelly Rosario](#)

[Catalog details](#)

[MUS 151\(S\) LEC History of Jazz](#)

Taught by: [Kris Allen](#)

[Catalog details](#)

[PSCI 248 TUT The USA in Comparative Perspective](#)

Taught by: [James Mahon](#)

[Catalog details](#)

[PSCI 349 TUT Cuba and the United States](#)

Taught by: [James Mahon](#)

[Catalog details](#)

[PSYC 341 / WGSS 339\(F\) LEC The Social Psychology of Prejudice](#)

Taught by: [Steven Fein](#)

[Catalog details](#)

[REL 237 / AAS 237 / AFR 237 / AMST 237 SEM Islam in the United States: Race, Religion, Politics](#)

Taught by: [Zaid Adhami](#)

[Catalog details](#)

CRITICAL AND CULTURAL THEORY

Critical and cultural theory is for students who want their American Studies work to combine philosophy, aesthetics, and social thought. Its approach is methodological, conceptual, and problem-driven. Students combine courses in feminist theory, anti-imperial and postcolonial theory, literary theory, critical race theory, queer theory, psychoanalysis, Marxism, and other counter-traditions in political theory and philosophy.

Elective Courses

[AFR 252 / GBST 252 / AMST 255\(S\) LEC Patterns of African Diasporas to the U.S.](#)

Taught by: [Christopher Ndubuizu](#)

[Catalog details](#)

[AMST 218\(S\) SEM Black and Brown Jacobins](#)

Taught by: TBA

[Catalog details](#)

[AMST 329 / AFR 329 / THEA 329 / WGSS 369 SEM Marxist Feminisms: Race, Performance, Labor](#)

Taught by: [Kelly Chung](#)

[Catalog details](#)

[AMST 345 / GBST 344 / AFR 353 SEM Capitalism and Racism in the American Context and Beyond: A Global Approach](#)

Taught by: [Souhail Chichah](#)

[Catalog details](#)

[AMST 354\(S\) SEM Race/War: Critical Readings on Violence](#)

Taught by: [Stefan Aune](#)

[Catalog details](#)

[AMST 365 / ENGL 320 / AFR 365 / GBST 365 SEM Race and Psychoanalysis: Slavery and the Psyche](#)

Taught by: [Selamawit Terrefe](#)

[Catalog details](#)

[AMST 372 / STS 373 / AFR 374\(S\) SEM Technologies of Race](#)

Taught by: [Brian Murphy](#)

[Catalog details](#)

[AMST 373 / AAS 373 SEM US Empire in the Philippines: Capitalism, Colonialism, and Revolution](#)

Taught by: [Jan Padios](#)

[Catalog details](#)

[AMST 374 / ENGL 311 / AFR 376 SEM Black Critical Theory, Black Avant-Garde](#)

Taught by: [Selamawit Terrefe](#)

[Catalog details](#)

[AMST 375 / AAS 375 / WGSS 375\(S\) SEM Asian American Sexualities](#)

Taught by: [Kelly Chung](#)

[Catalog details](#)

[AMST 399 / AAS 399 / WGSS 399\(F\) SEM Marxist Feminisms: Race, Performance, Labor](#)

Taught by: [Kelly Chung](#)

[Catalog details](#)

[AMST 407\(F\) SEM Colonialism and Critical Theory](#)

Taught by: [Stefan Aune](#)

[Catalog details](#)

[AMST 409 SEM Prehistories of the War on Terror](#)

Taught by: [Stefan Aune](#)

[Catalog details](#)

[AMST 412 / AFR 394 / STS 412 SEM Cold War Archaeology](#)

Taught by: [Brian Murphy](#)

[Catalog details](#)

[AMST 428 / AFR 396 / WGSS 428\(S\) SEM Relationality and Its Antagonisms](#)

Taught by: [Kelly Chung](#)

[Catalog details](#)

[ANSO 305\(F\) SEM Social Theory](#)

Taught by: [Joel Lee](#)

[Catalog details](#)

[COMP 380 / ENGL 370 SEM Literary and Critical Theory in the Twentieth Century](#)

Taught by: [Christopher Bolton](#)

[Catalog details](#)

[ENGL 113 / AMST 113 / WGSS 113\(F\) SEM The Feminist Poetry Movement](#)

Taught by: [Bethany Hicok](#)

[Catalog details](#)

[ENGL 117 / COMP 117\(F\) SEM Introduction to Cultural Theory](#)

Taught by: [Christian Thorne](#)

[Catalog details](#)

[ENGL 208 / AMST 206 / STS 208 / WGSS 208\(S\) SEM Designer Genes](#)

Taught by: [Bethany Hicok](#)

[Catalog details](#)

[ENGL 302 / AMST 310 / WGSS 330 SEM "A language to hear myself": Advanced Studies in Feminist Poetry and Poetics](#)

Taught by: [Bethany Hicok](#)

[Catalog details](#)

[INTR 320 / AMST 308 / LEAD 319 / PSCI 376 SEM The Impact of Black Panther Party Intellectuals on Political Theory](#)

Taught by: [Joy James](#)

[Catalog details](#)

[INTR 343 / AFR 343 / AMST 343 / WGSS 343 TUT Representations of Racial-Sexual Violence from Enslavement to Emancipation](#)

Taught by: [Joy James](#)

[Catalog details](#)

[LATS 335 / AMST 312 / WGSS 321\(S\) SEM Contemporary Immigration Landscapes](#)

Taught by: [Edgar Sandoval](#)

[Catalog details](#)

[PHIL 228 / STS 228 / WGSS 228 LEC Feminist Bioethics](#)

Taught by: [Julie Pedroni](#)

[Catalog details](#)

[PHIL 379 / AMST 379\(S\) SEM American Pragmatism](#)

Taught by: [Steven Gerrard](#)

[Catalog details](#)

[POEC 250 / PSCI 238 / ECON 299\(F\) SEM Economic Liberalism and Its Critics](#)

Taught by: [James Mahon](#), [William Gentry](#)

[Catalog details](#)

[WGSS 202\(F, S\) SEM Foundations in Sexuality Studies](#)

Taught by: [Abram Lewis](#), [Gregory Mitchell](#)

[Catalog details](#)

SPACE AND PLACE

This route focuses on the human landscape and the built environment. Courses listed below variously undertake the reading of geographical regions, patterns of habitation, imagined spaces, property relations and/or artifacts.

Elective Courses

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

Taught by: TBA

[Catalog details](#)

[AFR 255 / SOC 255 / ENVI 256 / AMST 257\(F\) LEC Race, Environment, and the Body](#)

Taught by: [Christopher Ndubuizu](#)

[Catalog details](#)

[AFR 317 / AMST 317 / DANC 317 / ENGL 317 / THEA 317 / COMP 319 SEM Black Migrations: African American Performance at Home and Abroad](#)

Taught by: [Rashida Braggs](#)

[Catalog details](#)

[AMST 367 SEM Colonialism and the Environment](#)

Taught by: [Stefan Aune](#)

[Catalog details](#)

[AMST 371 SEM Rebels, Guerillas, and Insurgents: Resistance and Repression in US History](#)

Taught by: TBA

[Catalog details](#)

[AMST 372 / STS 373 / AFR 374\(S\) SEM Technologies of Race](#)

Taught by: [Brian Murphy](#)

[Catalog details](#)

[AMST 373 / AAS 373 SEM US Empire in the Philippines: Capitalism, Colonialism, and Revolution](#)

Taught by: [Jan Padios](#)

[Catalog details](#)

[AMST 412 / AFR 394 / STS 412 SEM Cold War Archaeology](#)

Taught by: [Brian Murphy](#)

[Catalog details](#)

[AMST 435 Ghosts: Race, Memory, and Haunting in the United States](#)

Taught by: TBA

[Catalog details](#)

[ARTH 264 / AMST 264 LEC American Art and Architecture, 1600 to Present](#)

Taught by: [Michael Lewis](#)

[Catalog details](#)

[ARTH 405 SEM Seminar in Architectural Criticism](#)

Taught by: [Michael Lewis](#)

[Catalog details](#)

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

Taught by: [Michael Conforti](#)

[Catalog details](#)

[CAOS 352 / HIST 352\(F, S\) SEM American Maritime History](#)

Taught by: [Sofia Zepeda](#)

[Catalog details](#)

[ENVI 101\(F, S\) LEC Nature and Society: An Introduction to Environmental Studies](#)

Taught by: [Giuseppina Forte](#)
[Catalog details](#)

[ENVI 269 / CAOS 269\(F\) LEC Environmental Law and Policy](#)

Taught by: [Lindi von Mutius](#)
[Catalog details](#)

[ENVI 402 / AMST 406\(F\) CON Environmental Planning Workshop: Community Project Experience](#)

Taught by: [Sarah Gardner](#)
[Catalog details](#)

[GEOS 301 / ENVI 331\(S\) LEC Geomorphology](#)

Taught by: [Chris Halsted](#)
[Catalog details](#)

[HIST 372\(F\) SEM The North American West: Histories and Meanings](#)

Taught by: [Karen Merrill](#)
[Catalog details](#)

[HIST 478 / AMST 478 / ENVI 478\(S\) SEM Cold War Landscapes](#)

Taught by: [Karen Merrill](#)
[Catalog details](#)

[HIST 491 / AMST 490 / ENVI 491\(S\) TUT The Suburbs](#)

Taught by: [Karen Merrill](#)
[Catalog details](#)

[LATS 230 / AMST 247 / ENVI 257\(S\) LEC Cities, Suburbs, and Rural Places](#)

Taught by: [Edgar Sandoval](#)
[Catalog details](#)

[LATS 318 / AMST 318 / REL 318 SEM Myths and the Making of Latine California](#)

Taught by: TBA
[Catalog details](#)

[LATS 335 / AMST 312 / WGSS 321\(S\) SEM Contemporary Immigration Landscapes](#)

Taught by: [Edgar Sandoval](#)
[Catalog details](#)

[LATS 421\(F\) SEM Latinx Geographies](#)

Taught by: [Edgar Sandoval](#)
[Catalog details](#)

[PSCI 349 TUT Cuba and the United States](#)

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

[PSYC 346 / ENVI 346 SEM Environmental Psychology](#)

Taught by: [Kenneth Savitsky](#)
[Catalog details](#)

[SOC 216 SEM The City](#)

Taught by: [Marketa Rulikova](#)
[Catalog details](#)

AMST 101 (F)(S) America: The Nation and Its Discontents (DPE) (WS)

This course introduces students to the capacious and extraordinarily varied interdisciplinary field of American Studies. First institutionalized in the mid-twentieth century, American Studies once bridged literature and history in an attempt to discover a singular American identity. Over 80 years later, many American Studies scholars reject this exceptionalizing rhetoric, working instead to understand how genocide, enslavement, colonization, and militarism/war are foundational to the formation of the U.S. nation-state, and how marginalized and minoritized peoples have survived through, rebelled against, and created new visions for collectivity, relationality, and community. In this course, students will be introduced to the dynamic ways American Studies work links to ethnic studies; women, gender, and sexuality studies; literary studies, political science; critical geography; critical media studies; disability studies; history; anthropology; sociology; art; and more. We will anchor this array of approaches by examining beliefs, practices, places, and migrations that have shaped and been shaped by the U.S., and we will pay particular attention to the people who labor for, have been racialized by, and who think critically about "America." Through close reading; discussions; and analyses of music, art, and film, we will collectively reckon with the questions of who and what makes "America" -- hemispherically, transnationally, globally. In the process, students will be encouraged to co-create a learning experience rooted in praxis, political consciousness, intersectionality, and mutual support.

Requirements/Evaluation: Four 4-5 page papers (with attention to revision process), one project with oral presentation, and a longer, final essay.

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: first- and second-year students

Expected Class Size: 20

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

Unit Notes: Core Course

Distributions: (D2) (DPE) (WS)

Writing Skills Notes: This Writing Skills course will include multiple papers, with attention to revision, as well as an oral presentation, and a longer, final essay. Attention will be paid to the process of composing a persuasive, interpretive essay based in close analysis of texts.

Difference, Power, and Equity Notes: This course requires students to think critically about the meanings of "America" and about the consequences and costs of racialization and other processes for making social differences. Students learn to discern the ways in which historical legacies of oppression continue in the present, and consider the mutual interrelation of local, national, and global contexts and events.

Fall 2024

SEM Section: 01 TR 9:55 am - 11:10 am Brian Murphy

Spring 2025

SEM Section: 01 MR 2:35 pm - 3:50 pm Cassandra J. Cleghorn

AMST 107 (F) Arts of Ancestral Native and Indigenous North America

Cross-listings: ARTH 107

Secondary Cross-listing

This course introduces students to the art and architecture of ancestral Indigenous and Native North America. It will consider the artistic productions of several pre-contact and early colonial cultures that emerged in the regions now referred to as Mesoamerica, the "United States," and "Canada." Cultures to be addressed include Olmec, Maya, Teotihuacan, Zapotec, Mexica (Aztec), Chaco, Mississippian, Inuit, and Native Hawaiian, among others. Students will learn not only about these cultures but also the sources and methods by which present-day scholars have come to know of their complexity. Artforms to be addressed will include ceramics, murals, sculpture, inscriptions, feather work, shell work, sacred architecture, residential architecture, and urbanism. This is one half of a two-course sequence that also includes, "Arts of Ancestral Native and Indigenous South America and the Caribbean," (Spring 2024) and may be taken in any order or independently.

Requirements/Evaluation: Weekly readings (50 pages); Regular attendance at lectures (20%); Four 2-page artwork analysis essays due at regular intervals throughout the semester (40%); One 6-8-page final essay on a thematic topic of the student's choice (40%).

Prerequisites: None

Enrollment Limit: 45

Enrollment Preferences: Art History majors and first year students

Expected Class Size: 45

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

Distributions: (D2)

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

AMST 107(D2) ARTH 107(D1)

Attributes: ARTH pre-1800

Fall 2024

LEC Section: 01 TR 9:55 am - 11:10 am Trenton D. Barnes

AMST 108 (S) Arts of Ancestral Native and Indigenous South America and the Caribbean

Cross-listings: ARTH 108

Secondary Cross-listing

This course introduces students to the art and architecture of ancestral Indigenous and Native South America. It will consider the artistic productions of several pre-contact and early colonial cultures that emerged in the Andes, Amazonia, the Southern Cone, and the Caribbean. Cultures to be addressed include Chavin, Nazca, Moche, Tiwanaku, Inca, Casarabe, Tupi-Guarani, Cocola, Taíno, and Mapuche, among others. Students will learn

not only about these cultures but also the sources and methods by which present-day scholars have come to know of their complexity. Artforms to be addressed will include ceramics, murals, sculpture, khipu, tocapu, feather work, shell work, sacred architecture, residential architecture, and settlement. This is one half of a two-course sequence that also includes, "Arts of Ancestral Native and Indigenous North America," and may be taken in any order or independently.

Requirements/Evaluation: Weekly readings (50 pages); Regular attendance at lectures (20%); Four 2-page artwork analysis essays due at regular intervals throughout the semester (40%); One 6-8-page final essay on a thematic topic of the student's choice (40%).

Prerequisites: None

Enrollment Limit: 45

Enrollment Preferences: Art majors and first year students.

Expected Class Size: 45

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

Distributions: (D2)

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

ARTH 108(D1) AMST 108(D2)

Spring 2025

LEC Section: 01 MR 1:10 pm - 2:25 pm Trenton D. Barnes

AMST 113 (F) The Feminist Poetry Movement (DPE) (WS)

Cross-listings: ENGL 113 / WGSS 113

Secondary Cross-listing

Feminist poetry and feminist politics were so integrated in the 1960s and 1970s in America that critical essays on poets, such as Adrienne Rich and Audre Lorde, appeared in the same handbook that listed such resources for women as rape crisis centers and health clinics. This course will map the crucial alliance between feminist politics (and its major cultural and political gains) and the feminist poetry movement that became a major "tool" for building, organizing, and theorizing second-wave feminism. In order to track this political and poetic revolution, we will take an interdisciplinary approach that brings together historical, critical, and literary documents (including archival ones) and visual products (through the Object Lab of the Williams College Art Museum) that recreate the rich context of the period and help us consider the important social nature of aesthetic production. At the center of the course will be writings of major poets of the period, as well as anthologies and feminist periodicals that published their work and created a significant forum and shared space for women to articulate the politics and poetics of change. These periodicals and anthologies will also help us track the diversity of the feminist poetry movement and its intersection with issues of race, class, ethnicity, and sexuality. Ultimately, we will want to consider how poetry serves as an important tool for thinking through questions of power and injustice and what role it plays in creating necessary imaginative space in the world for expression, critique, and change.

Class Format: discussion, some lecture, project work in archives and art gallery

Requirements/Evaluation: two-three short analysis papers, creative (1-2 pages), curated final project (archival exhibit and digital project), presentations

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: first years

Expected Class Size: 19

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

Distributions: (D2) (DPE) (WS)

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

AMST 113(D2) ENGL 113(D1) WGSS 113(D2)

Writing Skills Notes: Writing skills taught through a series of assignments evenly spaced throughout the semester: two to three four-to-five-page graded papers, one creative assignment, and a final digital research project (8-10-page equivalent; peer reviewed). Students receive critical feedback on written assignments a week prior to due date through conferences and Google Docs and on final graded assignments within one week with sufficient time between assignments to improve the next assignment.

Difference, Power, and Equity Notes: The course examines the effects of class, race, ethnicity, gender, and sexuality on both poetry and the movement and how women negotiated their differences within the movement, as well as in response to the dominant patriarchal culture. This course employs critical tools (feminist theory, archival research, poetics, close reading, comparative approaches) to help students question and articulate the social injustices that led to the poetry and poetics of the Women's Liberation Movement.

Attributes: AMST Critical and Cultural Theory Electives ENGL Criticism Courses EXPE Experiential Education Courses WGSS Racial Sexual + Cultural Diversity Courses WGSS Theory Courses

Fall 2024

SEM Section: 01 TF 2:35 pm - 3:50 pm Bethany Hicok

AMST 125 (F) Introduction to Asian American Studies (DPE)

Cross-listings: AAS 125

Primary Cross-listing

Who or what constitutes the term "Asian American"? Leading with this provocation, this course offers an introductory overview of the interdisciplinary discipline of Asian American Studies, tracing its formation and evolution from the late 1960s onward. Focusing on an array of foundational texts, cultural production, and primary sources, we will ask who has been included/excluded from this term, what the bounds are (if any), and how others approach and negotiate this term. As such, we will analyze its shifting constructions and enactments alongside other markers of difference from the nineteenth century to the present. In particular, we will be attentive to how these constructions have been shaped both relationally through other racial formations as well as overlapping systems of power, including settler colonialism, U.S. war and empire, capitalism, and globalization within and beyond the U.S. With this, we will examine how this term has been widely undone and remade via political activism, visual and performance art, plays, media, poetry, etc. The aim of this course is not to identify a single or right definition of the term "Asian American" but to collectively assess and explore the limits, reaches, utility, and expansiveness of it.

Requirements/Evaluation: weekly readings, in-class discussions, weekly discussion posts, two papers, and a final paper or creative project

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: first-year students, AAS concentrators or prospective concentrators, AMST majors or prospective majors

Expected Class Size: 18

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

Distributions: (D2) (DPE)

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

AMST 125(D2) AAS 125(D2)

Difference, Power, and Equity Notes: This course examines "Asian" and Asian American" as categories of racial difference constructed through various structures of power. Students in the course are asked to unpack how constructions of this difference have changed over time and produced uneven power relations and access to resources.

Attributes: AAS Core Electives AAS Gateway Courses AMST Comp Studies in Race, Ethnicity, Diaspora

Fall 2024

SEM Section: 01 TF 1:10 pm - 2:25 pm Kelly I. Chung

AMST 135 (F) Queen Sugar and Black Study

Cross-listings: AFR 135

Secondary Cross-listing

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

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

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

Prerequisites: none

Enrollment Limit: 15

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

Expected Class Size: 15

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

Distributions: (D2)

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

AFR 135(D2) AMST 135(D2)

Attributes: AFR Core Electives AFR Culture, Performance, and Popular Technologies

Not offered current academic year

AMST 142 (S) AlterNatives: Indigenous Futurism and Science Fiction (DPE)

Cross-listings: STS 142

Primary Cross-listing

Indigenous people occupy a paradoxical position in time. As survivors of genocide, they are already post-apocalyptic, occupying what could be called "their ancestors' dystopia." But Indigenous people are also imagined to exist frozen in history, merely one step in the ceaseless march of civilization that brought us to the present. This tutorial explores how contemporary Native science and speculative fiction imagines and enacts futurity from this dynamic temporal position. Looking across numerous national and transnational Indigenous contexts, we will survey a diverse range of media, including short stories, novels, visual art, video games, films, and online platforms like Second Life. Pairing these with works in Science and Technology Studies (STS) and Native American and Indigenous Studies (NAIS), we will explore concepts like the Native "slipstream," eco-erotics, post-post-apocalyptic stress, Native pessimism, biomedical speculative horror, and what it would be like to fly a canoe through outer space.

Requirements/Evaluation: participation, weekly 2- to 4-page written responses to class readings, short fiction prompts, and/or your partner's writing

Prerequisites: permission of instructor

Enrollment Limit: 10

Enrollment Preferences: first and second year students, American Studies majors, Science and Technology Studies concentrators

Expected Class Size: 10

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

Distributions: (D2) (DPE)

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

STS 142(D2) AMST 142(D2)

Difference, Power, and Equity Notes: Students in this course will explore the relationship between political violence, resistance, and speculation. We will develop close reading practices, analytical methods, and careful discussion dynamics to enable students to make sense and use of concepts like futurity, race, settler colonialism, gender, and technological determinism.

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

Not offered current academic year

AMST 146 (S) Introduction to Native American and Indigenous Studies (DPE)

Consider just the last few years... during the 2016 presidential campaign then-candidate Donald Trump called Senator Elizabeth Warren "Pocahontas," a disparaging reference to Warren's claim to Native American heritage. In 2017, Los Angeles became the largest US city to rename "Columbus Day" to "Indigenous Peoples Day." Indigenous-led resistance to oil pipelines continues in multiple locations, and in 2022 Washington DC's professional football team abandoned their old name, a racial slur for Native Americans, rebranding as the Washington Commanders. Struggles in Indian Country over politics, natural resources, and representation have become increasingly visible. This course will prepare students to better understand contemporary indigenous issues. Course content will actively work against the myth that Native American history ended in 1890 with the

end of militant Native resistance to US expansion. Instead, we will ask: Who are indigenous peoples? How is their status and identity determined? How do Indian nations sit within and in relation to state and federal governments? What are the pressing issues of the present moment? What are the histories that make sense of those issues? How do we explain that curious American urge to claim "Indian blood" and to create novels and films about Indians? Course topics will include colonialism, tribal sovereignty, Native American art, literature, and culture, activism and "Red Power," struggles over natural resources, gender and sexuality, representations of indigenous people in popular culture, and more. We will enrich our classroom activities with visits to the Williams College Special Collections and the Williams College Museum of Art. This course offers a broad introductory survey of these and other issues as it explores the development and current state of the interdisciplinary field known as Native and Indigenous Studies.

Requirements/Evaluation: Assignments will include weekly discussion, responses to assigned readings, short papers, and essay exams for the midterm and final.

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: American Studies majors or first- and second-year students

Expected Class Size: 20

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

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: This course focuses on race, indigeneity, and the ongoing forms of colonialism that infringe on the sovereignty of indigenous nations. Students in the course are asked to explore how difference, power, and inequality have shaped the history of the United States and other settler-colonies.

Attributes: AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora AMST pre-1900 Requirement

Spring 2025

SEM Section: 01 MW 11:00 am - 12:15 pm Stefan B. Aune

AMST 150 (F) Data for Justice (DPE) (QFR)

Cross-listings: STS 150 / SOC 150 / WGSS 150 / INTR 150

Secondary Cross-listing

This course is a unique and inclusive introduction to data science where quantitative thinking, programming, and social justice intertwine. We will build our data science skills using R, a popular open-source data science tool. We will focus on essential stages of data analysis, including data acquisition, cleaning, wrangling, visualization, and exploration. But rather than divorcing these techniques from the social issues they can help illuminate, we ground them in a social justice context. Overall, we will apply data science skills to topics drawn from criminal justice, environmental justice, diversity and inclusion in arts and media, education equity, and much more, with the goal of growing our collective capacity to use data science as a tool for social good. During a time when humans are increasingly subjugated to data-driven algorithmic decisions, when there are social media accounts dedicated to highlighting misuses of data, and when artificial intelligence makes faking data a nearly trivial task, using data to ethically and carefully promote justice is more important than ever.

Class Format: This course is taught in a highly interactive format and will frequently use a flipped-classroom approach. Students should expect substantial time devoted to in-class collaboration.

Requirements/Evaluation: Students will complete regularly assigned activities, problem sets, and other assessments. To move towards a non-hierarchical, transparent, and egalitarian grading system, the instructor adopts a mastery-based approach.

Prerequisites: None. This course assumes no prior knowledge of data science or R programming. An interest in social justice and a willingness to engage intensively with data and computing are essential.

Enrollment Limit: 18

Enrollment Preferences: Students without prior college-level courses in statistics and programming.

Expected Class Size: 18

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

Distributions: (D2) (DPE) (QFR)

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

STS 150(D2) AMST 150(D2) SOC 150(D2) WGSS 150(D2) INTR 150(D2)

Difference, Power, and Equity Notes: This course uses data science as a lens for injustice in spheres such as criminal justice, environmental justice, diversity and inclusion in arts and media, education equity. We will consider race, gender, LGBTQ+, disability, and other axes of identity. Additionally, we will adopt a data-critical perspective, thinking about how social forces shape data and our understanding of it.

Quantitative/Formal Reasoning Notes: This course teaches quantitative tools in R, a widely-adopted data science platform. We will focus on essential stages of data analysis, including data acquisition, cleaning, wrangling, visualization, and exploration.

Fall 2024

LEC Section: 01 TR 9:55 am - 11:10 am Chad M. Topaz

LEC Section: 02 TR 11:20 am - 12:35 pm Chad M. Topaz

AMST 164 (F) Communications in Early America (DPE) (WS)

Cross-listings: HIST 163

Secondary Cross-listing

How did the multiplicity of people who shaped "early" North America communicate with each other, across profound linguistic, cultural, social, political, and spiritual differences? What strategies did they use to forge meaning and connections in times of tremendous transformation, while maintaining vital continuities with what came before? This course examines histories of communication in North America and the technologies that communities have developed to record, remember, advocate, persuade, resist, and express expectations for the future. Using a continental and transoceanic lens of "Vast Early America," we will take up Indigenous oral traditions, Traditional Ecological Knowledge, wampum belts, and winter counts as expressions of ethics, identity, relationality, and diplomacy among sovereign Native/Indigenous nations. We will reflect on artistic and natural science paintings, engravings, and visual culture that circulated widely; and diaries and journals as forms of personal as well as collective memory. We will work with political orations, newspapers, pamphlets, and other forms of print culture that galvanized public opinion in the Age of Atlantic Revolutions; memorials and monuments that communities have created to honor ancestors and significant events; material culture such as baskets and weavings that signified through their imagery and physical forms; and social critique and visions of justice in the verse and prose of Phillis Wheatley Peters and William Apess. These materials take us into the complexities of individuals' and communities' interactions and relations of power. They also illuminate spaces of potential or realized solidarity, alliance, and co-building of new worlds. Throughout we will work together to understand different methodologies, theories, practices, and ethics involved in approaching the past. We will at every turn be attuned to the ongoing significances of these experiences among communities in the twenty-first century.

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

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: limited to first- and second-year students who have not yet taken a 100-level course in History or American Studies; juniors and seniors only with the permission of the instructor

Expected Class Size: 19

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

Distributions: (D2) (DPE) (WS)

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

AMST 164(D2) HIST 163(D2)

Writing Skills Notes: Short essays (3-5 pages) spaced throughout the semester with instructor feedback on writing skills as well as historical content; written reflection and analysis related to museum/archives visit with original materials; final essay (8-10 pages) due at end of semester that synthesizes findings from across the whole semester and allows students to closely examine primary/secondary sources; regular opportunities to conference with instructor about writing ideas and drafts.

Difference, Power, and Equity Notes: This course centers experiences of diverse people in early America including substantial focus on Native American/Indigenous and African American communities. It introduces foundational methods for historical and interdisciplinary study, including decolonizing methodologies from Native American and Indigenous Studies (NAIS) and African American histories; critical vantages on Euro-American settler colonialism; and scholarship on complex entanglements in multiracial and multiethnic communities

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

Fall 2024

SEM Section: 01 MR 2:35 pm - 3:50 pm Christine DeLucia

AMST 166 (F) Being Muslim, Being American: American Muslim Literature in the 21st century (DPE)

Cross-listings: COMP 166 / ENGL 268 / REL 166

Secondary Cross-listing

Islam and Muslims in the United States are the subject of extensive public scrutiny and media coverage in broader public discourses. It is less common, however, to hear Muslims' own voices speak about their lives, experiences, beliefs, and commitments. This course will take a literary approach to exploring American Muslims' own narratives about themselves, which will serve as an introduction to religion in contemporary U.S. culture. We will address questions such as: How do American Muslims attempt to fashion their identity in the wake of 9/11? What are the pressures and demands of American national belonging and cultural citizenship that Muslims must navigate? How are race, gender, ethnic heritage, and immigration definitive of Muslim experiences and self-understandings? How are Muslims approaching the tensions between communal belonging and individuality? What are the competing claims and contestations about authentic expressions of Islam? We will be engaging such themes through an analysis of popular memoirs, autobiographies, novels, short stories, poetry, films, and comedy.

Requirements/Evaluation: regular reading responses, short midterm essays, and final paper

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: First-year students and sophomores

Expected Class Size: 15

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

Distributions: (D2) (DPE)

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

AMST 166(D2) COMP 166(D1) ENGL 268(D1) REL 166(D2)

Difference, Power, and Equity Notes: This course will explore the intersections of power in American Muslim life, such as: Muslims as a religious minority in the context of the War on Terror; racial and ethnic differences in Muslim communities; immigration and national belonging; competing claims to religious authenticity and authority; and conflicting gendered norms. Students will learn to identify these multiple layers and configurations in the texts, and how to analyze their workings in nuanced multidimensional ways.

Not offered current academic year

AMST 201 (F) Cold War Intellectuals: Civil Rights, Writers and the CIA (DPE)

Cross-listings: LEAD 220 / INTR 220 / PSCI 221 / AFR 224

Secondary Cross-listing

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

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

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: Juniors and Seniors.

Expected Class Size: 10

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

Distributions: (D2) (DPE)

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

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

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

Not offered current academic year

AMST 203 (S) Militarism and American Culture (DPE)

This course examines the impact of warfare on the history of the United States. Considering a range of conflicts, from the violence of European colonialism to the ongoing War on Terror, the course pays particular attention to the ways in which military violence has shaped (and been shaped by) American culture. In particular, students will engage with texts that interrogate the relationship between race and violence in US history. Students will analyze shifting representations of war through engagement with cultural texts such as film, television, literature, and comics. The scope will be broad, with attention paid to larger conflicts such as the World Wars and the Cold War, as well the lesser-known wars and occupations that have continually occupied the US military.

Requirements/Evaluation: Assignments will include daily discussion, short papers, and essay exams for the midterm and final.

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: American Studies majors and students that have taken introductory AMST or History courses.

Expected Class Size: 20

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

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: Readings, assignments, and discussions in the course will focus on the relationship between race, class, gender, sexuality, and expansion of US power. In particular, students will engage with texts that interrogate the relationship between race and violence in US history, a relationship implicated in many of the topics we will focus on, including the "Indian Wars" of US continental expansion, the seizure of overseas territories such as the Philippines, and encounters with the Middle East.

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora AMST pre-1900 Requirement

Not offered current academic year

AMST 206 (S) Designer Genes (DPE)

Cross-listings: ENGL 208 / STS 208 / WGSS 208

Secondary Cross-listing

In this course, we explore cultural texts that attempt to come to terms with--or exploit--the revolution in contemporary genetics with a particular focus on gender, race, class, and sexuality. The mapping of the human genome in 2001 opened incredible opportunities for medicine, law, and society, but it also, as Alice Wexler has written, "opened a vast arena for contests of power over what it means to be human, who has the power to define what is normal, [and] who has access to what resources and when." Wexler was writing before the final sequencing of the human genome. Now we have CRISPR technology, ushering in a new, more pressing set of ethical concerns. We are currently in the midst of a "global race to genetically modify humans," as the anthropologist Eben Kirksey has documented in his new book *The Mutant Project*. How will we come to define the human? Who gets to decide? Our writers and filmmakers make clear that genetic medicine cannot be thought apart from a profit-driven American health care system or family and gender dynamics. Joanna Rudnick's documentary *In the Family*, for instance, explores the personal and political issues associated with hereditary breast cancer and the patenting of genes. Octavia Butler's Afro-futurist novel *Dawn* explores black female sexuality, reproduction, and the survival of the species in her character's encounter with a genetically enhanced alien species. The film *Gattaca* shows us a fully realized dystopian society where genetically modified humans are the norm--a society that now "has discrimination down to a science." The transgender artist Tamara Pertamina, on the other hand, "hopes to decolonize the science of genetic engineering," as Kirksey has written, with her performance artist projects. Our texts come from a number of different genres, including the memoir, science fiction, film, documentary, art, and non-fiction writing at the intersections of science, medicine, philosophy, anthropology, and law.

Requirements/Evaluation: Personal essay, short analysis papers, final research group project

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: None; if class is overenrolled, professor will ask for statements of interest.

Expected Class Size: 25

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

Distributions: (D2) (DPE)

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

ENGL 208(D1) STS 208(D2) WGSS 208(D2) AMST 206(D2)

Difference, Power, and Equity Notes: This course asks students to think deeply about questions of social justice in the context of the revolution in modern genetics. Race, class, gender, and sexuality all play a role in who has access to new life-saving technologies, and how these technologies are used. This course employs critical tools (feminist and queer theory, ethics' case studies, close reading) to help students question and articulate the social injustices at play in scientific research and bioengineering.

Attributes: AMST Critical and Cultural Theory Electives ENGL Criticism Courses ENGL Literary Histories C WGSS Racial Sexual + Cultural Diversity Courses

Spring 2025

SEM Section: 01 TF 2:35 pm - 3:50 pm Bethany Hicok

AMST 208 (S) Time and Blackness

Cross-listings: REL 262 / AFR 208

Secondary Cross-listing

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

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

Prerequisites: none

Enrollment Limit: 10

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

Expected Class Size: 10

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

Distributions: (D2)

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

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

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

Not offered current academic year

AMST 209 (F) Latinx Visual Arts

Cross-listings: LATS 205 / ARTH 201

Secondary Cross-listing

This course introduces students to Latinx visual arts and the histories of the communities from where this artistic production emerges. Latinx art and artists have gained significant attention and inclusion in the art world. For example, the opening of the Cheech Marin Center for Chicano Art and Culture reignited interest in Chicana/o art and revamped pressure on peer institutions to diversify their collections, exhibitions, and programming. While this renewed interest is positive, this context runs the risk of framing Latinx art as a new and an emergent category, thus dismissing a longer

history of visual arts within Latinx communities across the U.S. This course offers an historically grounded introduction to Latinx visual art by placing the artistic production for the groups included under the label "Latinx" in their social, political and historical contexts. The course provides students with the visual arts vocabulary and theoretical skills to analyze visual art forms including sculptures, murals, posters, performances, and altars, while exploring their relevance to Latinx communities and American art. In debunking the notion of Latinx art as a new phenomenon, students will understand the conditions, struggles, and modes of resistance that inspire Latinx visual arts production in the U.S. since the 19th century and into our contemporary moment. Students will deepen their visual art literacy, enrich their understanding of the histories encapsulated by the term "Latinx," and develop their appreciation for the visual arts.

Requirements/Evaluation: Discussion participation, weekly reading responses, two 3-6-page essays, and a final 8-10 page paper.

Prerequisites: None

Enrollment Limit: 25

Enrollment Preferences: Latina/o Studies concentrators and Art majors

Expected Class Size: 25

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

Distributions: (D2)

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

AMST 209(D2) LATS 205(D2) ARTH 201(D1)

Attributes: LATS Core Electives

Fall 2024

LEC Section: 01 TR 9:55 am - 11:10 am Kevin W. Cruz Amaya

AMST 211 (S) Race, Environment, and the Body

Cross-listings: ENVI 211 / SOC 211 / AFR 211

Secondary Cross-listing

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

Class Format: discussion

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

Prerequisites: none

Enrollment Limit: 20

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

Expected Class Size: 20

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

Distributions: (D2)

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

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

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

Not offered current academic year

AMST 213 (F) Asian/American Identities in Motion (DPE)

Cross-listings: AAS 216 / DANC 216 / GBST 214 / ASIA 216 / THEA 216

Secondary Cross-listing

The course aims to explore dance and movement-based performances as mediums through which identities in Asian and Asian American (including South Asian) communities are cultivated, expressed, and contested. Students will engage with how social and historical contexts influence the processes through which dance practices are invested with particular sets of meanings, and how artists use performance to reinforce or resist stereotypical representations. Core readings will be drawn from Dance, Performance, Asian, and Asian American Studies to engage with issues such as nation formation, racial and ethnic identity politics, appropriation, tradition and innovation among other topics. This is primarily a discussion-based seminar course, and might also include screenings, movement workshops, and discussion with guest artists and scholars. No previous dance experience is required.

Requirements/Evaluation: reading responses, in-class writing assignments, participation in discussions and presentations, two 5-6 page essays, and a final cumulative essay assignment.

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: first years and sophomores

Expected Class Size: 10

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

Distributions: (D2) (DPE)

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

AAS 216(D2) AMST 213(D2) DANC 216(D1) GBST 214(D2) ASIA 216(D1) THEA 216(D1)

Difference, Power, and Equity Notes: This course introduces students to the role of performance in nation formation in Asia and the history of Asian Americans in the US through analysis of dance practices. Student will explore how race was central to the formation of Asian and the American nations, and how social and legal discriminatory practices against minorities influence identity and popular cultural practices. The assigned material provide examples of how artists address these inequalities and differences in social power.

Attributes: AAS Core Electives AAS Gateway Courses

Fall 2024

SEM Section: 01 WF 11:00 am - 12:15 pm Munjulika R. Tarah

AMST 218 (S) Black and Brown Jacobins (DPE) (WS)

What does it take to be free in the free world? In this class we explore the dark side of democracy. The title is inspired by C.L.R. James' famous book, *Black Jacobins*, about the Haitian Revolution (1791-1804). This revolution was the most successful revolt of the enslaved in recorded history. But the irony is that their oppressors were the leaders of the French Revolution across the Atlantic. Those who proclaimed "liberty, equality, fraternity" for themselves violently denied them to others. There is a similar dismal irony to the American Revolution, as captured by the title of Frederick Douglass' famous 1852 speech, "What to the Slave Is the Fourth of July?" Not even the Civil War could resolve this issue, as demonstrated by the failure of Reconstruction and the rise of Jim Crow. To revisit this history, we will read W.E.B. Du Bois' great book, *Black Reconstruction in America*. Alongside a selection of readings by canonical postcolonial writers and current political theorists, James and Du Bois provoke us to ask what it would take for the democratic world to be truly free.

Requirements/Evaluation: Mandatory in-class free writing, three position papers, three mandatory in-class debates, final exam

Prerequisites: None

Enrollment Limit: 15

Enrollment Preferences: AMST majors or prospective majors

Expected Class Size: 12

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

Distributions: (D2) (DPE) (WS)

Writing Skills Notes: "Black and Brown Jacobins" is a writing-intensive course focused on persuasive argumentation. Each day in class will begin with 5-10 minutes of free writing in response to a prompt. At the end of each unit, students must complete a position paper (three in total). These papers will be accompanied by in-class debates in which students will be asked to argue both sides of the prompt they have been given.

Difference, Power, and Equity Notes: "Black and Brown Jacobins" calls into question the success of modern democracy from the perspective of

minoritized groups, in particular Black Americans and Afro-Caribbeans. Students will grapple with the legacy of enslavement in the Americas, the Haitian Revolution (1791-1804), the American Civil War and Reconstruction (1861-1877), Jim Crow, and our current era of mass incarceration. The question driving this course is, what does it take to be free in the free world?

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora AMST Critical and Cultural Theory Electives AMST pre-1900 Requirement

Spring 2025

SEM Section: 01 TR 9:55 am - 11:10 am

AMST 220 (S) Introduction to African American Literature

Cross-listings: ENGL 220 / AFR 220

Secondary Cross-listing

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

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

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: English majors

Expected Class Size: 25

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

Distributions: (D2)

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

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

Attributes: AFR Interdepartmental Electives AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora ENGL Literary Histories C

Not offered current academic year

AMST 222 (S) Hip Hop Culture (DPE) (WS)

Cross-listings: ENGL 221 / AFR 222 / MUS 217

Primary Cross-listing

The course examines how young people of color created hip hop culture in the postindustrial ruins of New York City, a movement that would eventually grow into a global cultural industry. Hip hop music producers have long practiced "diggin' in the crates"--a phrase that denotes searching through record collections to find material to sample. In this course, we will examine the material and technological history of hip hop culture, with particular attention to hip hop's tendency to sample, remix, mash-up, and repurpose existing media artifacts to create new works or art. We will use a media archaeological approach to examine the precise material conditions that first gave rise to graffiti art, deejaying, rapping, and breakdancing, and to analyze hip hop songs, videos, and films. Media archaeology is a critical and artistic practice that seeks to interpret the layers of significance embedded in cultural artifacts. How does hip hop archaeology remix the past, the present, and the future? How do the historical, political, and cultural coding of hip hop artifacts change as they increasingly become part of institutional collections, from newly established hip hop archives at Cornell and Harvard to the Smithsonian National Museum of African American History and Culture?

Requirements/Evaluation: Four papers, project with presentation, and a final exam.

Prerequisites: None

Enrollment Limit: 19

Enrollment Preferences: AMST majors or prospective majors

Expected Class Size: 19

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

Distributions: (D2) (DPE) (WS)

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

AMST 222(D2) ENGL 221(D1) AFR 222(D2) MUS 217(D1)

Writing Skills Notes: Students in this course develop a capacity to write generative arguments in an interdisciplinary scholarly context. Students will receive feedback not only on structure, substance, and style, but also on how to best build a line of inquiry, how to gather high-quality evidence, and how to make one's thinking productively intersect with more than one scholarly or creative field.

Difference, Power, and Equity Notes: This course requires students to use an effective descriptive and critical vocabulary to discuss and analyze artifacts of hip hop culture, with attention to race, gender, class, sexuality, and other categories of social difference. They must understand the material, technological, historical, and cultural contexts that gave rise to hip hop culture, and proficiently synthesize scholarly perspectives related to the formation and transformations of hip hop from the early 70s to the early 21st cent.

Attributes: AFR Culture, Performance, and Popular Technologies AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora

Spring 2025

SEM Section: 01 TR 11:20 am - 12:35 pm Brian Murphy

AMST 224 (S) U.S. Latinx Religions

Cross-listings: LATS 224 / REL 224

Secondary Cross-listing

In this course, we will engage aspects of Latina/o/x/e religious beliefs, experiences, practices, and expressions in the United States of America. Given the diversity of Latinx communities and religious lives in the U.S.A., we consider select contexts that help us understand the challenges of studying and defining the "religious" and its hybridity in Latinx contexts. We will survey certain selected religious traditions and practices in Latinidad -- such as popular devotions to La Virgen de Guadalupe, healing traditions and *curanderismo*, home altar traditions, Latinx Pentecostalism, crypto-Judaism, Latinx Muslims, and African-rooted spiritualities such as Santería. In addition, we will study Latinx approaches to traditional US religious expressions of Roman Catholicism and Protestantism. By focusing on particular moments of religious expression as elucidated in specific historiographies, ethnographies, art, literature, film, we will seek to garner a greater understanding of how Latinx communities express and practice their religious traditions and spiritualities.

Class Format: discussion

Requirements/Evaluation: class participation, discussion forum posts, a 3-4 short essay on the nature of Latinx spirituality; a 5-page essay on a religious tradition previously unfamiliar to the student, and an 8-10-page final research paper doing comparative religious study.

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: LATS concentrators and AMST and REL majors

Expected Class Size: 15-20

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

Distributions: (D2)

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

AMST 224(D2) LATS 224(D2) REL 224(D2)

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora LATS Core Electives

Spring 2025

LEC Section: 01 TR 11:20 am - 12:35 pm Efrain Agosto

AMST 225 Black Outside the U.S.

This course explores multiple ways Black identity evolves, adapts and is experienced differently depending on location. Students analyze Black experience in the U.S., France and Senegal through a range of texts from books and social media to music and film. One key aspect of the course is a study abroad trip to Senegal, which increases cultural awareness through experiential learning. This combination of textual learning with experiential

knowledge exemplifies how language, religion, gender, geography, and performance shape one's racial identity. In the first section of the course, students investigate Black experience in the U.S., focusing on such topics as the one-drop rule, racial profiling and where mixed people fit within Black/White tensions. The second section highlights the politics of language in France. Students explore how words like "Black," "noir" and "race" have strong political connotations in France and spur both resistance to and alliance with Black American civil rights history. In the third part of the course, students visit Dakar, Senegal, and analyze Blackness through their own observations and encounters. Their trip insights jumpstart the final focus of the course on Senegal. Students investigate the influence of French colonialism on Black identity in Senegal, which makes the two geographical experiences of Blackness very different but still forever linked.

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

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

Prerequisites: none

Enrollment Limit: 8

Enrollment Preferences: students who have taken other AFR courses, Francophone speakers and students

Expected Class Size: 8

Grading:

Distributions: (D2)

Attributes: AFR Core Electives GBST Borders, Exiles + Diaspora Studies

Not offered current academic year

AMST 226 (S) Gender and the Dancing Body (DPE)

Cross-listings: DANC 226 / WGSS 226 / THEA 226

Secondary Cross-listing

This course posits that the dancing body is a particularly rich site for examining the history of gender in America and beyond. The aim of the course is to explore ideas related to gender as prescribed by dominant cultural, social, and religious institutions, and how dance has been used to challenge those normative ideologies. We will examine a wide range of dance genres, from stage performances to popular forms to dance on television, with particular attention to the intersections of race and class with gender. This is primarily a discussion-based seminar course and may also include film screenings, movement workshops, discussions with guest artists and scholars. No previous dance experience required.

Requirements/Evaluation: participation in discussions and presentations, reading responses, in-class writing assignments, two 5-6 page essays, and a final cumulative essay.

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: first years and sophomores

Expected Class Size: 10-15

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

Distributions: (D2) (DPE)

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

DANC 226(D1) AMST 226(D2) WGSS 226(D2) THEA 226(D1)

Difference, Power, and Equity Notes: In the course, students will explore the concept of gender as a social construction and how the body's historical associations to markers of gender and sexuality lead to differences in socio-political power. The assigned texts and viewings provide examples of how bodies and their movements make meaning in a network of power relationships, and how artists use dance to address social inequalities such as sexism, racism, and transmisogyny, to imagine a more just world.

Spring 2025

SEM Section: 01 WF 11:00 am - 12:15 pm Munjulika R. Tarah

AMST 232 Bewilderment: Contemporary U.S. Poetry and the Ethics of Unknowing (DPE) (WS)

"I perceive I have not really understood any thing, not a single object, and that no man ever can," wrote Walt Whitman in a great poem of 1860. "Tell

all the truth, but tell it slant," answered Emily Dickinson a few years later, as if suggesting a strategy for how to write one's way into Whitman's radical uncertainty. These articulations of knowing and unknowing, of telling and untelling, continue to thread their way into U.S. poetry today. This course will explore bewilderment as both a poetic strategy and an ethical position. How do error, randomness, contradiction, obliquity, and dissociation serve the poem and the poet? How do such strategies counter ideas of literary mastery, heroism, virtuosity, privilege and celebrity? What are the political possibilities of such counter stances, especially as embodied and expressed by poets who speak from outside the stronghold of the white male establishment? We will primarily read from recently published work in the U.S., but will also be interested to track the literary traditions that have shaped how contemporary poets think and write. Authors read may include: Wanda Coleman, Eileen Myles, Anne Carson, Layli Long Soldier, Vanessa Angelica Villarreal, Fanny Howe, Terrance Hayes, Jennifer Chang, Tiana Clark, Brenda Hillman, Jane Wong, Tommy Pico, Paisley Rekdahl, Brian Teare, Diana Khoi Nguyen, and C. D. Wright.

Requirements/Evaluation: Classroom participation in discussion, several papers of graduated lengths and complexity (for a total of 20 pages of writing).

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

Enrollment Limit: 19

Enrollment Preferences: potential sophomore English majors have first choice, then prospective or current American Studies majors

Expected Class Size: 19

Grading:

Distributions: (D1) (DPE) (WS)

Writing Skills Notes: Gateway courses in English traditionally emphasize writing skills, and this course is no exception. Attention will be paid to drafts and revisions of essays.

Difference, Power, and Equity Notes: The vast majority of works read are authored by poets outside the white male straight cisgender establishment. More importantly, we will constantly engage the question of how poetry may serve the needs of equity and inclusion in the U.S. contemporary literary marketplace.

Attributes: ENGL 200-level Gateway Courses

Not offered current academic year

AMST 233 (S) Memory and Forgetting (DPE)

Cross-listings: SOC 230

Secondary Cross-listing

On the surface, remembering generally confronts us as a deeply personal act. What is more private than nostalgic reverie or the secrets of a dark and painful past? Yet even "individual" memories take shape through social frameworks, and we also remember "collectively" through shared myths, narratives, traditions, and the like. This course will explore the social dimensions of memory and remembering as well as their inevitable counterpart--forgetting. How do social frameworks inform our individual understandings of the past and shape our sense of selfhood? How and why are figures from the past cast as heroes or villains? How do collectivities celebrate past glories, and how do they deal with shameful or embarrassing episodes? How do economic and political power relations shape struggles over the past? In an increasingly global society, can we speak of "cosmopolitan" or "transcultural" forms of memory? Topics will include autobiographical memory and self-identity; memorials, museums, and monuments; reputations, commemorations, and collective trauma; silence, denial, and forgetting; and transitional justice, official apologies, and reparations.

Requirements/Evaluation: thoughtful and consistent class participation; an autobiographical essay (4-5 pages); four response papers (2 pages each); and a research paper (8-10 pages) with class presentation

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: if overenrolled, students will be asked to submit a short statement of interest

Expected Class Size: 19

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

Distributions: (D2) (DPE)

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

SOC 230(D2) AMST 233(D2)

Difference, Power, and Equity Notes: This course pays particular attention to how power and inequality shape narratives about the past. We will

examine and compare several efforts to transform national memories, such as the Equal Justice Initiative memorial in the United States and the Truth and Reconciliation Commission in South Africa. In doing so, we will also consider the role of memory and memorialization in broader processes of social change.

Not offered current academic year

AMST 237 (F) Islam in the United States: Race, Religion, Politics (DPE)

Cross-listings: AFR 237 / REL 237 / AAS 237

Secondary Cross-listing

Malcolm X is one of the most iconic yet controversial figures in the black freedom struggle in the United States. He is also arguably the most prominent and influential Muslim in the history of the United States. His story and legacy powerfully illustrate the complex intersections of Muslim identity, political resistance, and national belonging. From the early period of "Black Muslim" movements represented by Malcolm X, to the current "War on Terror" era, American Muslims have faced a complex intersection of exclusions and marginalization, in relation to national belonging, race, and religion. Taking Malcolm X as our point of departure, this course examines how American Muslims have navigated these multiple layers of marginalization. We will therefore consider how the broader socio-political contexts that Muslims are a part of shape their visions of Islam, and how they contest these competing visions among themselves. In so doing, we will examine the complex relation between religion, race, and politics in the United States. Throughout the course, we will be engaging with historical and anthropological material, autobiographies, documentaries, films, historical primary-source documents, music, and social media materials. The course fosters critical thinking about diversity by challenging assumptions of who Muslims are, what being American means, and what Islam is. It also focuses on the complex interaction of different dimensions of diversity, from religion to ideology, race, nationality, ethnicity, culture, gender, and language.

Requirements/Evaluation: regular reading responses, 2 midterm essays, final exam

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: Majors and concentrators in REL, AFR, and AMST

Expected Class Size: 20

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

Distributions: (D2) (DPE)

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

AFR 237(D2) REL 237(D2) AMST 237(D2) AAS 237(D2)

Difference, Power, and Equity Notes: The course fosters critical thinking about diversity by challenging assumptions of who Muslims are, what being American means, and what Islam is. It also focuses on the complex interaction of different dimensions of diversity, from religion to ideology, race, nationality, ethnicity, culture, gender, and language.

Attributes: AAS Non-Core Electives AMST Comp Studies in Race, Ethnicity, Diaspora

Not offered current academic year

AMST 240 (S) Latinx Language Politics: Hybrid Voices

Cross-listings: LATS 240 / COMP 210

Secondary Cross-listing

In this interdisciplinary course we focus on questions of language and identity in the contemporary cultural production and lived experience of various Latinx communities. We consider the following questions and more: In what ways does Spanish shift as it crosses over to the US from Latin America and the Caribbean? How does Latinx identity challenge traditional notions of the relationship between language, culture, and nation? How does careful attention to language elucidate the dynamics of gender and sexuality in the Latinx community? How are cultural values and material conditions expressed through Latinx linguistic practices? In what ways might Latinx literary and linguistic practices serve as tools for social change? Departing from an overview of common linguistic ideologies, we will examine code-switching or Spanglish, bilingual education, linguistic public policy, the English Only movement, and Latinx linguistic attitudes and creative responses to linguistic colonialism. In addition to a consideration of language and identity grounded in sociolinguistics, anthropological linguistics, Latinx studies, and cultural studies, we will survey a variety of literary genres including memoir, novel, and poetry. Both directly and/or indirectly, these texts address Latinx language politics, as well as the broader themes of power, difference, and hybridity.

Requirements/Evaluation: participation, two essays, final written reflection

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: Latina/o Studies concentrators, then American Studies majors and Comparative Literature majors by seniority

Expected Class Size: 12

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

Distributions: (D2)

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

LATS 240(D2) AMST 240(D2) COMP 210(D1)

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

Spring 2025

SEM Section: 01 TF 2:35 pm - 3:50 pm Maria Elena Cepeda

AMST 242 (S) Americans Abroad (DPE)

Cross-listings: GBST 242 / COMP 242 / ENGL 250

Secondary Cross-listing

This course will explore some of the many incarnations of American experiences abroad from the end of the 19th century to the present day. Materials will be drawn from novels, short stories, films, and nonfiction about Americans in Europe in times of war, peace, and pandemic. We will compare and contrast the experiences of novelists, soldiers, students, war correspondents, jazz musicians, and adventurers. What has drawn so many Americans to Europe? What is the difference between a tourist, an expat, and an émigré? What are the profound, and often comic, gaps between the traveler's expectations and the reality of living in, say, Paris or a rural village in Spain? What are the misadventures and unexpected rewards of living, working, writing, or even falling in love in translation? How did recent lockdowns and border closings impact and/or interrupt these complex experiences? Authors may include: Edith Wharton, Henry James, Langston Hughes, Martha Gellhorn, Ernest Hemingway, Elaine Dundy, Richard Wright, and Ben Lerner. Additional reading will be drawn from historical and critical works. All readings will be in English. This comparative course is designed to highlight the challenges and benefits of cultural immersion abroad. It will focus on the linguistic, emotional, intellectual, and social adaptation skills that are required to understand others, and oneself, in new contexts. Many of the authors and artists we will study chose, or were forced to, leave oppressive situations in the United States where their futures were limited due to factors related to politics, gender, race or class (and combinations thereof). We will study their dislocation, and freedom, and struggles to reshape their (and our) concept of "home" into something that reflects individual identity, and not one imposed by any national culture--American or foreign.

Requirements/Evaluation: Each student will give an in-class presentation and complete 3 writing assignments totaling 20 pages; one of these writing assignments will be a personal travel narrative based on the student's own experiences.

Prerequisites: Any literature course at Williams or permission of instructor.

Enrollment Limit: 18

Enrollment Preferences: Comparative Literature, English or American Studies majors, and/or students who have studied away or plan on doing so, and/or students who are from international and/or bilingual (or multilingual) backgrounds.

Expected Class Size: 18

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

Distributions: (D2) (DPE)

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

GBST 242(D2) AMST 242(D2) COMP 242(D1) ENGL 250(D1)

Difference, Power, and Equity Notes: We will read and analyze primary materials and literature that reflect on Americans who chose, or were forced to, reinvent themselves abroad to escape oppressive situations in the United States related to gender, class, race, or political views. The socio-historical context of each writer will be crucial to understanding their situations. Students will write critical papers, and their own narrative in which they reflect on a situation of personal dislocation, either while traveling, or at home.

Attributes: AMST Arts in Context Electives GBST Borders, Exiles + Diaspora Studies

Spring 2025

AMST 244 (F) What They Saw in America

Cross-listings: SOC 244 / HIST 366

Secondary Cross-listing

This course traces the travels and writings of important observers of the United States, including Alexis de Tocqueville, Max Weber, G.K. Chesterton, Sayyid Qutb, and Wang Huning. The course will consider their respective journeys: Where did they go? With whom did they talk? What did they see? The historical scope and varying national origins of the observers provide a unique and useful outsider's view of America--one that sheds light on persisting qualities of American national character and gives insight into the nature and substance of international attitudes toward the United States over time. The course will analyze the common themes found in the visitors' respective writings about America and will pay particular attention to their insights on religion, democracy, agrarianism, capitalism, and race.

Requirements/Evaluation: A midterm examination, two short essays, and a final paper.

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: Priority given to Sociology, History, Anthropology, and American Studies majors.

Expected Class Size: 15

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

Distributions: (D2)

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

SOC 244(D2) HIST 366(D2) AMST 244(D2)

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

Fall 2024

SEM Section: 01 MR 1:10 pm - 2:25 pm James L. Nolan

AMST 247 (S) Cities, Suburbs, and Rural Places (DPE)

Cross-listings: ENVI 257 / LATS 230

Secondary Cross-listing

Long associated with cities in the scholarly and popular imagination, transnational migrants have increasingly settled in U.S. suburbs and rural localities and have made these places home. Through the lens of new destinations for im/migrants, this course introduces spatial methods, perspectives, and concepts to understand cities, suburbs, and rural places. We ask how geographically specific forces and actors shape migrants' living conditions, as well as consider the spatially uneven outcomes of complex processes like globalization. We analyze how different actors discursively and materially demarcate who belongs and who does not, and how these boundaries shape migrants' everyday practices. This interdisciplinary course highlights the legal, economic, political, environmental, social, and cultural dimensions of how transnational migrants become part of and create homes in new destinations. Through a range of textual materials (academic, literary, popular, visual), we explore the construction of landscapes, how people shape space at local and regional scales, and where people do life's work and come together to build cultural space. Rooted in critical race geographies, case studies are comparative across different racial and ethnic groups in the U.S. West, South, Midwest, and Northeast. This course will be mostly discussion-based, grading based on participation, short writing exercises, four assignments, and a final project.

Class Format: This is also a discussion course. While I will spend some time at the beginning of the class lecturing, most of the time will be spent in class discussions.

Requirements/Evaluation: Grading based on participation, short writing exercises, four assignments, and a final project. All writing materials and exams are based on coursework.

Prerequisites: None

Enrollment Limit: 25

Enrollment Preferences: LATS concentrators or those intending to become LATS concentrators

Expected Class Size: 25

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

Distributions: (D2) (DPE)

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

ENVI 257(D2) AMST 247(D2) LATS 230(D2)

Difference, Power, and Equity Notes: Students examine how race, gender, sexuality, class, and documentation status also impact how immigrants 'transition' to new migration destinations. We consider how the exercise of unequal power affects migration, settlement, and place-making. Students analyze representations and demographic data to determine how people are portrayed and what their material conditions are.

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora AMST Space and Place Electives ENVI Humanities, Arts + Social Science Electives LATS Core Electives

Spring 2025

LEC Section: 01 TR 9:55 am - 11:10 am Edgar Sandoval

AMST 250 (S) Penning the Path: Writing and Publishing Black Studies

Cross-listings: GBST 249 / AFR 249

Secondary Cross-listing

Since the mid-20th century, Black intellectuals from Africa and the Diaspora have founded seminal journals within and beyond academic boundaries. Despite being separated by global distances and different contexts, these initiatives have decisively contributed to the emergence and consolidation of Black and Pan-African studies. *Presence Africaine*, founded in Paris in 1947 by Senegalese intellectual Alioune Diop; *Quilombo*, first published in 1948 by the Afro-Brazilian intellectual Abdias do Nascimento; and *The Black Scholar*, founded in California in 1969 by Robert Chrisman, Nathan Hare, and Allan Ross are just a few groundbreaking examples. From this global perspective, students will explore these and other cornerstone journals which paved the way for the emergence of Black and Pan-African Studies in the US and abroad. Additionally, the course aims to encourage students to be part of a collective effort to relaunch Kaleido[scopes]: Diaspora Re-imagined, a student led-journal created in 2014 in the Africana Studies Department by Sevonna Brown ('15), Ahmad Greene-Hayes ('16), and Nneka Dennie ('13). Students will receive guidance and mentoring to conceive and write articles, essays, audiovisual creations, and interviews with students and intellectuals from the African continent and the Diaspora in the Americas and the Caribbean.

Class Format: Students will be required to develop and give a class presentation focused on pioneering Black Studies journals.

Requirements/Evaluation: Class participation and attendance (asking questions and leading discussions); weekly e-reading response papers (300-500 words); formal class presentation (individually or in groups); final projects (such as essays, papers, interviews, and audiovisual creations) aimed to be published in the new edition of Kaleido[scopes]: Diaspora Re-imagined (Spring 2024).

Prerequisites: None

Enrollment Limit: 15

Enrollment Preferences: Students interested in expanding their knowledge and skills in writing and publishing, focusing on Black Studies/Africana journals. Should the course be overenrolled, preference will be given to Africana Studies students.

Expected Class Size: 10-15

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

Distributions: (D2)

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

GBST 249(D2) AFR 249(D2) AMST 250(D2)

Attributes: AFR Culture, Performance, and Popular Technologies

Not offered current academic year

AMST 252 (F) Im/mobilities (DPE) (WS)

Cross-listings: AAS 252 / SOC 252

Secondary Cross-listing

We think of the freedom to move as a mark of privilege. In the United States, passing a driving test, owning a car, and getting a passport are milestones that signal modernity and freedom. Likewise, we think of restrictions on movement as the domain of the underprivileged, such as the

current and formerly incarcerated. But as the Covid-19 pandemic revealed, there have always been two sides to immobility: privileged as well as involuntary immobility. There are correspondingly two sides to mobility: those who move because they want to and others because they have no choice. In this class, students will explore conceptions of mobility as adventurous, free, and modern (as with jet-setting international elites). They will compare and contrast when mobility can be threatening, exclusionary, and limited (as recognized by the Black Lives Matter movement). This class invites students to interpret their environment through the lens of mobility and inequality. Drawing on sociology, anthropology, cultural studies, geography, and migration studies, this interdisciplinary course offers a beginning conversation on the causes and consequences of the freedom to move--or to stay still.

Requirements/Evaluation: Thoughtful and consistent class participation, several short reflection papers, two drafts of an opinion essay, class presentation

Prerequisites: None

Enrollment Limit: 15

Enrollment Preferences: Given to first-year students and sophomores, particularly those who have demonstrated an interest in AAS/SOC. If the course overenrolls, the instructor will send out a Google Form to make enrollment decisions.

Expected Class Size: 15

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

Distributions: (D2) (DPE) (WS)

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

AMST 252(D2) AAS 252(D2) SOC 252(D2)

Writing Skills Notes: Emphasis on the processes of writing and revising, several short papers on which students will receive close feedback, and drafts of a final written assessment

Difference, Power, and Equity Notes: This course explores a politics of im/mobilities: how we move through space through different bodies at the intersection of race, class, gender, ability, and citizenship. Students will use their own bodies as research sites for deepening their understanding of how we navigate the freedom to move or stay still.

Fall 2024

SEM Section: 01 MR 2:35 pm - 3:50 pm Phi H. Su

AMST 253 (F) Embodied Knowledges: Latinx, Asian American, and Black American Writing on Invisible Disability (DPE)

Cross-listings: LATS 254 / AAS 253

Secondary Cross-listing

This interdisciplinary course assumes an expansive approach towards disability, defining it not exclusively as a legible identity that one can lay claim to, but rather as an identity grounded in one's relationship to power (Kim and Schalk, 2020). This course centers on the critical role of lived experience as a key site of everyday theorization for the multiply marginalized, and specifically on the ways in which invisibly disabled Latinx, Asian American, and Black American individuals write the self. As scholars in disability studies argue, self-representations of disabled individuals carry the potential for us as a society to move beyond the binary narratives of "tragedy or inspiration" so often associated with disability. Rather, the self-produced narratives of US disabled writers of color offer a much more nuanced portrayal of everyday life with disability/ies for the multiply marginalized. Much like invisible disability itself, these self-representations ultimately refute traditional depictions of disability, and underscore the ways in which the body/mind serves as a rich, albeit often overlooked, site of knowledge. Embodied Knowledges draws on the insights of disability studies, crip studies, anthropology, literary studies, medicine, psychology, education, cultural studies, ethnic studies, American studies, gender and sexuality studies, sociology, and trauma studies. We will examine the works of Latinx, Asian American, and Black American writers and scholars others in relationship to one another, and as points of departure for examining issues such as the relationship between immigration and disability; intergenerational trauma; the impacts of paradigms such as the Model Minority Myth and notions of cultural deficit; passing; the politics of disability disclosure, the paradoxes of invisible disability; invisible disability in academic spaces; the role of culture and categories of difference such as race, gender, class and immigration status in societal approaches to and understandings of invisible disability; and future visions in the realm of disability justice and care work.

Requirements/Evaluation: Two 5-6 page essays; One group question assignment; Final reflection document

Prerequisites: None.

Enrollment Limit: 12

Enrollment Preferences: Preference given to majors or concentrators in LATS, AMST, and AAST, in order of seniority.

Expected Class Size: 12

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

Distributions: (D2) (DPE)

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

AMST 253(D2) LATS 254(D2) AAS 253(D2)

Difference, Power, and Equity Notes: This course takes up issues of difference and power in every one of its readings and materials. In particular, we examine the intersection of race, ethnicity, dis/ability, gender, sexuality and nation in our discussions of how disability helps to define our understanding of US identity and citizenship, particularly for US communities of color.

Attributes: AAS Non-Core Electives AMST Comp Studies in Race, Ethnicity, Diaspora LATS Comparative Race + Ethnic Studies Electives LATS Core Electives

Not offered current academic year

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

Cross-listings: LEAD 254 / HIST 254

Secondary Cross-listing

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

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

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

Prerequisites: none

Enrollment Limit: 40

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

Expected Class Size: 30-40

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

Distributions: (D2) (DPE)

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

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

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

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

Not offered current academic year

AMST 255 (S) Patterns of African Diasporas to the U.S.

Cross-listings: AFR 252 / GBST 252

Secondary Cross-listing

Migration remains an integral aspect of Black experiences. This comprehensive course, formerly titled "Black Migrations: Histories of African Diaspora in the US," centers the histories of Black migration to and within the United States. Migration includes the involuntary, forceful movement of populations, but it also comprises voluntary movement of populations that seek new economic opportunities. Therefore, this course covers three historical periods of migration: 17th- 19th century (Transatlantic slave trade), early 20th century (Great Migration and the arrival of Caribbean migrants to major urban centers in the United States), and the late 20th and early 21st century (Migration continental Africans to the US). This course will ask the following questions as it relates to Black migration: What were the social, political, and economic factors that contributed to the migration of Black populations to and within the US especially in the 20th and 21st century? How do current-day Black migration patterns differ from earlier periods? In what ways can migration be utilized as a form of resistance to oppression both domestically and internationally?

Class Format: discussion

Requirements/Evaluation: Class participation, weekly response papers (2 pages), and a final paper.

Prerequisites: None

Enrollment Limit: 20

Enrollment Preferences: Preference given to AFR majors

Expected Class Size: 20

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

Distributions: (D2)

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

AFR 252(D2) GBST 252(D2) AMST 255(D2)

Attributes: AFR Core Electives AMST Comp Studies in Race, Ethnicity, Diaspora AMST Critical and Cultural Theory Electives AMST pre-1900 Requirement

Spring 2025

LEC Section: 01 TF 1:10 pm - 2:25 pm Christopher O. Ndubuizu

AMST 257 (F) Race, Environment, and the Body

Cross-listings: SOC 255 / AFR 255 / ENVI 256

Secondary Cross-listing

This course examines the relationship between structural racism and racial/ethnic health disparities. Through class discussions of readings and media images, we will explore three topics: 1) how racism intersects with classism, sexism, and xenophobia to govern the implementation of local, state and federal health care policies; 2) how the uneven enforcement of health care policies ultimately produces differences in mortality, morbidity, and quality of life among various populations; and 3) anti-racist public health scholarship that offers strategies for creating racial health equity.

Class Format: Discussion

Requirements/Evaluation: Class participation, 2-3 short papers (5-7 pages), and a final presentation

Prerequisites: None

Enrollment Limit: 20

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

Expected Class Size: 20

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

Distributions: (D2)

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

SOC 255(D2) AFR 255(D2) AMST 257(D2) ENVI 256(D2)

Attributes: AFR Core Electives AMST Comp Studies in Race, Ethnicity, Diaspora AMST Space and Place Electives ENVI Humanities, Arts + Social

Fall 2024

LEC Section: 01 TF 1:10 pm - 2:25 pm Christopher O. Ndubuizu

AMST 264 (F) American Art and Architecture, 1600 to Present

Cross-listings: ARTH 264

Secondary Cross-listing

American art is often looked at as a provincial version of the real thing--i.e., European art--and found wanting. This course examines American architecture, painting, and sculpture on its own terms, in the light of the social, ideological and economic forces that shaped it. Special attention will be paid to such themes as the Puritan legacy and attitudes toward art; the making of art in a commercial society; and the tension between the ideal and the real in American works of art.

Requirements/Evaluation: 15-page research paper (divided into an annotated bibliography, first draft and revised draft); weekly study questions on the readings; final 15-minute oral exam

Enrollment Limit: 60

Expected Class Size: 60

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

Distributions: (D2)

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

AMST 264(D2) ARTH 264(D1)

Attributes: AMST Arts in Context Electives AMST Space and Place Electives ARTH post-1600 Courses

Not offered current academic year

AMST 267 (F) The Roaring Twenties and the Rough Thirties

Cross-listings: HIST 266

Secondary Cross-listing

This course will probe the domestic history of the U.S. from 1919 to 1939 and the cultural, economic, political, and social changes accompanying America's evolution into a modern society. Themes include: developments in work, leisure, and consumption; impact of depression on the organization of the public and private sectors; persistence of traditional values such as individualism and the success ethos in shaping responses to change; and the evolving diversity of America and the American experience.

Requirements/Evaluation: Students will be graded on class participation and will have two take-home essay examinations (a midterm and a final, each 6-8 pages). In addition, students will write two short response papers and will complete an interpretative essay (5-7 pages) focused on art from the WPA Federal Art Project.

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: HIST and AMST majors as well as students with demonstrated interest in the material

Expected Class Size: 15

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

Distributions: (D2)

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

HIST 266(D2) AMST 267(D2)

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

Fall 2024

SEM Section: 01 MWF 11:00 am - 12:15 pm Tyran K. Steward

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

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

Secondary Cross-listing

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

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

Prerequisites: none

Enrollment Limit: 20

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

Expected Class Size: 20

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

Distributions: (D2)

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

AFR 283(D2) AMST 283(D2) ENGL 286(D1) WGSS 283(D2)

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

Not offered current academic year

AMST 284 (F)(S) Asian American History (DPE)

Cross-listings: AAS 284 / HIST 284

Secondary Cross-listing

This course offers an overview of Asian American history from the late seventeenth century to the present. It will cover the earliest Asian migration and settlement in the U.S., the rise of anti-Asian movements, the experiences of Asian Americans during World War II and the Cold War, the emergence of the Asian American movement in the 1960s, the post-1965 Asian immigration, and the War on Terror. We will investigate broader themes including labor, citizenship, political resistance, gender and sexuality, community formation, empire, and transnationalism. We will also consider key contemporary issues, including race and ethnic relations, anti-Asian harassment and violence, and the legacy of U.S. colonialism in Asia-Pacific. Along the way, we will engage classic and recent scholarship in the field, and form our own interpretations of the past based on a wide range of sources--including films, novels, newspapers, government documents, political cartoons, and more. Throughout, the course advances the argument that citizenship and belonging in the U.S. cannot be fully understood without accounting for the experiences of Asian Americans.

Requirements/Evaluation: Attendance and participation in discussion, weekly reading responses (2 pages), midterm exam, and final in-class exam and take-home essay (7-10 pages)

Prerequisites: None

Enrollment Limit: 30

Enrollment Preferences: Preference given to History majors and Asian American Studies concentrators.

Expected Class Size: 25-30

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

Distributions: (D2) (DPE)

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

AMST 284(D2) AAS 284(D2) HIST 284(D2)

Difference, Power, and Equity Notes: This course introduces students to the incredible diversity of Asian Americans. It guides students through an examination of the historical events, policies and dynamics that have marginalized Asian American communities based on race, ethnicity, class,

gender, sexuality, citizenship, and other forms of difference. It also explores the diverse ways that Asian Americans have sought inclusion and belonging in the U.S.

Attributes: AAS Core Electives AAS Gateway Courses HIST Group F Electives - U.S. + Canada

Fall 2024

LEC Section: 01 TR 11:20 am - 12:35 pm Hongdeng Gao

Spring 2025

LEC Section: 01 TR 9:55 am - 11:10 am Hongdeng Gao

AMST 299 (F) Let the Record Show: U.S, Literature of Research and Witness (DPE) (WS)

Cross-listings: ENGL 299

Primary Cross-listing

This is a course on the literature of research and witness in the U.S., from 1853 to the present. We will train our attention on works of long form journalism that stand at the intersection of reportage, archival history, documentary nonfiction, narrative and activism. The writers we study present quantitative and qualitative data that document the existence and effects of systemic racism, xenophobia, sexism, homophobia and uneven economic development. How have American writers defied disciplinary boundaries to speak truth to power? What critical reading skills are mobilized by books of sweeping scope and unflinching detail? The course will be taught in reverse chronological order. Readings include: Sarah Schulman, *Let the Record Show*; Layli Long Soldier, *Whereas*; Nicholas Lemann, *The Promised Land*; Theresa Hak Kyung Cha, *Dictee*; James Agee, *Let Us Now Praise Famous Men*; Tillie Olsen, *Yonnondio*; Ida B. Wells, *A Red Record*; and Harriet Beecher Stowe, *Key to Uncle Tom's Cabin*.

Requirements/Evaluation: Evaluation will be based on class participation, writing and discussion. According to the tutorial format, you will be assigned a semester-long partner. You will be expected to write a critical paper every other week, alternating with the critical response to your partner's work.

Prerequisites: None

Enrollment Limit: 10

Enrollment Preferences: This is a tutorial for sophomores. Priority will be given to potential American Studies majors, especially those who have taken AMST101; potential English majors will be considered as space is available.

Expected Class Size: 10

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

Distributions: (D2) (DPE) (WS)

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

AMST 299(D2) ENGL 299(D1)

Writing Skills Notes: As per traditional tutorial format, this course will be writing intensive. Every week, one student will write a 5-page paper responding to the readings of the week; the other student will craft a response (a combination of written notes and critical conversation). The total amount of writing for each student will thus be upwards of 30 pages. There will be considerable attention given to argument, use of evidence, etc. The option to revise a paper will always be available.

Difference, Power, and Equity Notes: This course shares the core mission of the DPE initiative: to teach students how to "analyze the shaping of social differences, dynamics of unequal power, and processes of change." The course is built around U.S. texts that speak truth to power. Researching and exposing the quantitative and qualitative data that prove the existence and effects of systemic racism, xenophobia, sexism, homophobia and uneven economic development, the writers we will study merge research, writing and activism.

Attributes: AMST Arts in Context Electives

Not offered current academic year

AMST 301 (F)(S) Theories and Methods in American Studies (Junior Seminar)

This seminar serves as an introduction to theories, methods, sources, and approaches for interdisciplinary research and creativity in and through the interdisciplinary field of American Studies. We will study diverse ways of "doing" American Studies work (including but not limited to visual studies, ethnography, literary studies, theory, or museum studies) and how this work speaks to various intellectual and political priorities within the field. Through readings, discussions, and unit assignments, students will not only deepen their knowledge of American Studies but will also have concrete

opportunities to research, explore, experiment, construct arguments, and play. In the process, students will gain a working competence in all four tracks of the major (Space and Place; Comparative Studies in Race, Ethnicity, and Diaspora; Arts in Context; and Critical and Cultural Theory). Topics in the course may include environmental justice, racial formation, social movements, the prison industrial complex, infrastructure, or the aesthetics and form of minority literature.

Requirements/Evaluation: Three short papers, quiz, in-class writing/reflective work, and final research paper.

Prerequisites: AMST 101 or permission of instructor

Enrollment Limit: 15

Enrollment Preferences: Juniors and seniors majoring in American Studies; sophomores planning to declare the major (especially those thinking of going abroad in their junior year)

Expected Class Size: 12

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

Unit Notes: Required for American Studies major

Distributions: (D2)

Fall 2024

SEM Section: 01 TR 11:20 am - 12:35 pm Brian Murphy

Spring 2025

SEM Section: 01 Cancelled

AMST 305 (F) The Gay Menagerie: Gay Male Subcultures (DPE)

Cross-listings: ANTH 305 / WGSS 305 / THEA 304

Secondary Cross-listing

Bears. Cubs. Otters. Pups. Twinks. Radical Fairies. Leathermen. Mollies. Drag queens. Dandies. Sisters of Perpetual Indulgence. Gay men, including gay trans men, have organized themselves into various subcultures within their community for centuries. This seminar is devoted to exploring these subcultures in (a mostly US-context) in greater detail using ethnographic texts, anthropological studies, historical accounts (including oral histories), and media. Topics include cruising and flagging, the anthropological significance of gay bars, histories of bath house culture, rural vs urban queer experiences, the ball scene, drag, diva worship, the reclamation of "fabulousness and faggotry," the leadership roles of trans women and effeminate gay men in activist movements, gay gentrification, the growth of gay consumerism/ gay tourism/homonationalism, hierarchies of masculinity in the gay community (i.e., masc for masc culture), HIV/AIDS and the politics of PrEP, chemsex, the role of racialized dating "preferences," genealogies of BDSM and leather culture, sexual health and discourses of "risk," the politics of barebacking and other sexual practices, queering consent, and the effects of hookup apps on gay culture. In addition to lectures, and discussions, there will also be some low-key performance-studies based exercises in queer praxis (e.g., drag workshops, mock debates, animal improvisation, role playing, etc.)

Class Format: There will be some minor performance elements such as workshops during class.

Requirements/Evaluation: Quizzes, journaling assignment, short diva report, 10 page research paper on a gay subcultural group

Prerequisites: None; WGSS 202 (Foundations in Sexuality Studies) will be helpful but is not required

Enrollment Limit: 12

Enrollment Preferences: WGSS majors; in the event of over-enrollment there statements of interest will be solicited

Expected Class Size: 12

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

Distributions: (D2) (DPE)

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

ANTH 305(D2) AMST 305(D2) WGSS 305(D2) THEA 304(D1)

Difference, Power, and Equity Notes: This course examines the how marginalized communities respond to their oppression through creative forms. It takes as central to its curriculum the role of sexual diversity and the relationship of the gay community to power through the central idiom of "difference."

Attributes: WGSS Racial Sexual + Cultural Diversity Courses

Not offered current academic year

AMST 308 (S) The Impact of Black Panther Party Intellectuals on Political Theory (DPE) (WS)

Cross-listings: INTR 320 / LEAD 319 / PSCI 376

Secondary Cross-listing

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

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

Prerequisites: None.

Enrollment Limit: 19

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

Expected Class Size: 19

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

Distributions: (D2) (DPE) (WS)

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

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

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

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

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

Not offered current academic year

AMST 310 (S) "A language to hear myself": Advanced Studies in Feminist Poetry and Poetics (DPE)

Cross-listings: WGSS 330 / ENGL 302

Secondary Cross-listing

The title of this course comes from Adrienne Rich's 1969 poem "Tear Gas," grounding our study in 1960s, 70s, and 80s feminist activist poetry but also in our current moment to answer a fundamental question: what can poetry do for us? In this period, feminist activist poets were at the center of a revolutionary social justice movement that changed the world. Feminist presses published much of the new poetry. This course focuses on the theory and practice of feminist poetry and print culture during this period, and how feminist experiments in language changed how we understand American poetry. We focus on the theoretical writings and poetry chapbooks of a diverse group of poets who powered the movement, including Audre Lorde, Mitsuye Yamada, Nelly Wong, Robin Morgan, June Jordan, Joy Harjo, Gloria Anzaldúa, Sonia Sanchez, Adrienne Rich, Judy Grahn, and Pat Parker. We also read the work of some later feminist theorists, such as Sara Ahmed. We spend time in the archives, analyzing documents from the period, including feminist magazines and original publications of poetry chapbooks often published by the period's many feminist presses and consider how such attention allows us to construct alternative narratives for feminism and American poetry. Writing at the intersections of race, class, gender, and sexuality, and of multiple social justice movements (Civil Rights, anti-Vietnam War, LGBTQ activism, and Black Power), these poets gave us a new language to "hear," not only ourselves, but the experience and pain of others, and, in so doing, they moved personal experience into public discourse around issues of inequality and human flourishing in a democratic society.

Requirements/Evaluation: short analysis papers (4-5 pages), creative (1-2 pages), Perusal annotations, longer final researched paper (10-12 pages) or alternative digital project, curated exhibition of archival materials in Special Collections

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

Enrollment Limit: 25

Enrollment Preferences: English, Women's, Gender, and Sexuality Studies, American Studies majors

Expected Class Size: 25

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

Distributions: (D2) (DPE)

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

WGSS 330(D2) ENGL 302(D1) AMST 310(D2)

Difference, Power, and Equity Notes: The course examines the effects of class, race, ethnicity, gender, and sexuality on both poetry and the feminist movement and how women negotiated their differences within the movement, as well as in response to the dominant patriarchal culture. This course employs critical tools (feminist theory, archival research, poetics, close reading, comparative approaches) to help students question and articulate the social injustices that led to the poetry and poetics of the period.

Attributes: AMST Critical and Cultural Theory Electives ENGL Criticism Courses ENGL Literary Histories C WGSS Racial Sexual + Cultural Diversity Courses WGSS Theory Courses

Not offered current academic year

AMST 311 Four Poets: Gwendolyn Brooks, Frank O'Hara, Sylvia Plath, and Amiri Baraka

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

Requirements/Evaluation: Two short papers (4-5 pp.) = 25%; One final paper (8-10 pp.) = 50%; Two short response papers = 15%; Participation = 10%

Prerequisites: None

Enrollment Limit: 15

Enrollment Preferences: AMST majors

Expected Class Size: 15

Grading:

Distributions: (D2)

Not offered current academic year

AMST 312 (S) Contemporary Immigration Landscapes

Cross-listings: LATS 335 / WGSS 321

Secondary Cross-listing

What is the relationship between racial formations, transnational migrations, and power in the United States? How do geometries of power shape our relationship to place? How do people navigate and resist the exercise of unequal power relations? This course examines geographies of transnational migration, bringing together insights from critical race theory, queer theory, and postcolonial theories to enrich our understanding of human geography. Theories on belonging, identity, and power will serve as a bridge between the state's role in structuring the lives of transnational migrants and the politics of conceiving futures as alternatives to current political geographic imaginations in the U.S. immigration landscape. Through an interdisciplinary exploration of 'migration,' we will examine the depth and range of migrants' experiences (such as through Javier Zamora's *Solito: A Memoir*) and how these communities' lives are structured through various axes of difference, such as race, gender, sexuality, class, and documentation status. We will give attention to the variegated landscape of immigration enforcement and its relationship to issues of labor, political economy, and incarceration, among others. Through materials that embrace both social science and humanities approaches, this course will help students develop a critical understanding of how space matters when considering transnational processes of migration as well as migrant communities' political practices throughout the US. This course asks students to compare and contrast the intellectual genealogies covered and apply these theories of identity and power to case studies that focus on political interventions for social justice (such as UndocuQueers in the immigrant justice movement).

Requirements/Evaluation: Your learning is evaluated through class participation (discussion, responses, & in-class worksheets), three assignments,

and a final project.

Prerequisites: None

Enrollment Limit: 25

Enrollment Preferences: LATS concentrators or those intending to concentrate

Expected Class Size: 20

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

Distributions: (D2)

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

AMST 312(D2) LATS 335(D2) WGSS 321(D2)

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

Spring 2025

SEM Section: 01 MR 1:10 pm - 2:25 pm Edgar Sandoval

AMST 313 (F) Gender, Race, and the Power of Personal Aesthetics

Cross-listings: WGSS 313 / AFR 326 / LATS 313 / AAS 313

Secondary Cross-listing

This media/cultural studies course focuses on the politics of personal style amongst women of color in the US and around the globe in the digital era. We undertake a comparative, transnational exploration of the ways in which categories of difference such as gender, disability, sexuality, class, and ethno-racial identity inform normative beauty standards and ideas about the body. The class pays particular attention to the ways in which neoliberal capitalism shapes contemporary understandings of gendered bodies and the self. We examine an array of materials from across the disciplines including commercial websites, music videos, photography, histories, film, television, personal narratives, ethnographies, and sociological case studies. Departing from the assumption that personal aesthetics are intimately tied to issues of power and privilege, we engage the following questions, among others: What are some of the everyday functions of personal style among women of color in the US and globally? How do Latina/x, Black, Arab American, and Asian American personal aesthetics reflect the specific circumstances of their creation, and the unique histories of these racialized communities? What role do transnational media and popular culture play in the development and circulation of gendered, raced, and sexualized aesthetic forms? How might the belief in personal style as an activist strategy complicate traditional understandings of feminist political activity? And what do the combined insights of ethnic studies, feminist studies, cultural studies, media studies, queer studies and disability studies contribute to our comprehension of gendered Asian American, Arab American, Black, and Latina/x bodies?

Requirements/Evaluation: participation, one student-led discussion period, two written essays of 5-6 pages, final written reflection.

Prerequisites: LATS 105, AMST 201, AFR 200, WGSS 101 or permission of instructor; first year students are not permitted to take this course.

Enrollment Limit: 12

Enrollment Preferences: Latina/o Studies concentrators, American Studies majors, Africana Studies majors, and Women's, Gender and Sexuality Studies majors by seniority. If the class is overenrolled students may be asked to submit a brief writing sample.

Expected Class Size: 12

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

Distributions: (D2)

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

WGSS 313(D2) AFR 326(D2) LATS 313(D2) AMST 313(D2) AAS 313(D2)

Attributes: AAS Non-Core Electives AMST Comp Studies in Race, Ethnicity, Diaspora LATS Core Electives WGSS Racial Sexual + Cultural Diversity Courses WGSS Theory Courses

Fall 2024

SEM Section: 01 TF 2:35 pm - 3:50 pm Maria Elena Cepeda

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

Cross-listings: THEA 317 / DANC 317 / AFR 317 / ENGL 317 / COMP 319

Secondary Cross-listing

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

Class Format: discussion

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

Prerequisites: none; open to all

Enrollment Limit: 15

Enrollment Preferences: Africana Studies majors and concentrators; Dance and Theatre majors; American Studies, Comparative Literature, and English majors

Expected Class Size: 10

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

Distributions: (D2)

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

THEA 317(D1) DANC 317(D1) AFR 317(D2) AMST 317(D2) ENGL 317(D1) COMP 319(D1)

Attributes: AFR Core Electives AFR Culture, Performance, and Popular Technologies AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora AMST Space and Place Electives GBST Borders, Exiles + Diaspora Studies

Not offered current academic year

AMST 318 (S) Myths and the Making of Latine California (WS)

Cross-listings: LATS 318 / REL 318

Secondary Cross-listing

California is home not only to the largest ethnic Mexican population in the USA but also to the largest Central American population, while also being home to long-standing Latine communities hailing from Chile to Cuba. Since the era of Spanish colonization, especially starting in 1769, California has been woven into fantastic imaginations among many peoples in the Americas. Whether imagined as Paradise or Hell, as environmental disaster or agricultural wonderland, as a land of all nations or a land of multiracial enmity, many myths have been inscribed onto and pursued within the space we call California. In a state whose name comes from an early modern Spanish novel, how did certain narratives of California come to be, who has imagined California in certain ways, and why? What impact have these myths had on different Latine populations in the history of California, and how have different Latines shaped, contested, and remade these myths as well as the California landscape that they share with other peoples? In this course, we consider "myth" as a category of socially powerful narratives and not just a simple term that refers to an "untrue story." We examine myths by focusing on a few specific moments of interaction between the Latine peoples who have come to make California home and the specific places in which they have interacted with each other. Of special interest are select creation stories (found in Jewish, Christian, and Indigenous traditions), imaginations of the Spanish missions, the Gold Rush, agricultural California, wilderness California, California as part of Greater México, California as "sprawling, multicultural dystopia," and California as "west of the west," including its imagination as a technological and spiritual "frontier."

Requirements/Evaluation: this course will be mostly discussion oriented, with grading based upon participation, short writing exercises, one 3-page review essay with mandatory revision, one 5- to 8-page midterm review essay, and a final 10- to 15-page comparative review essay

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Latina/o Studies concentrators, Religion majors, American Studies majors, Environmental Studies majors and

concentrators, Comparative Literature majors

Expected Class Size: 15

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

Distributions: (D2) (WS)

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

LATS 318(D2) AMST 318(D2) REL 318(D2)

Writing Skills Notes: The students are expected to engage in regular writing of response papers, a mandatory revision of their first essay after receiving instructor feedback, a second essay, and a scaffolded final project with instructor and peer feedback at different stages. Attention to writing and the ways that writing interacts with myths, peoples, and place-making is part of the practice and the theoretical orientation of the course.

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora AMST Space and Place Electives ENVI Humanities, Arts + Social Science Electives LATS Core Electives

Not offered current academic year

AMST 320 (S) Dangerous Bodies: Black Womanhood, Sexuality & Popular Culture

Cross-listings: AFR 320 / WGSS 320

Secondary Cross-listing

Whether presented as maternal saints, divas, video vixens, or bitches, black female celebrities navigate a tumultuous terrain in popular culture. This course considers the ways that black female celebrities such as Oprah, Rihanna, Nicki Minaj, Beyoncé, Janet Jackson, and Michelle Obama negotiate womanhood and sexuality, and the popular landscapes through which we witness that negotiation. It also engages contemporary black feminist scholarship, which most frequently presents the presentation of black female bodies in popular media forms as exploitive. We will review historical stereotypes of black women in popular media forms, discuss the history of the "politics of respectability" within black culture, engage black feminist responses to these types, and examine theoretical approaches to assess social constructions of womanhood and sexuality. We will also consider provocative questions relevant to discussions of contemporary black sexual politics: Should we view these women as feminists? Are they merely representatives of cultural commodification and control of black women's bodies? Do these women best exemplify the reiteration of problematic characterizations? Are they positive models for demonstrating female empowerment, agency, or "fierceness?" This course explores the histories of representation of black female figures in popular culture, and in so doing, troubles contemporary considerations of black womanhood and sexuality.

Requirements/Evaluation: evaluation will be based on attendance/participation, short response papers, and a midterm and final portfolio

Prerequisites: none

Enrollment Limit: 19

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

Expected Class Size: 15

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

Distributions: (D2)

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

AFR 320(D2) AMST 320(D2) WGSS 320(D2)

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

Not offered current academic year

AMST 323 (S) Comic Lives: Graphic Novels & Dangerous Histories of the African Diaspora

Cross-listings: ENGL 356 / ARTH 223 / AFR 323 / COMP 322

Secondary Cross-listing

This course explores how the graphic novel has been an effective, provocative and at times controversial medium for representing racialized histories. Drawing on graphic novels such as the late Congressman John Lewis' *March* and Ebony Flowers' *Hot Comb*, this course illustrates and critiques multiple ways the graphic novel commingles word and image to create more sensorial access into ethnic traumas, challenges and interventions in critical moments of resistance throughout history. Students will practice analyzing graphic novels with the help of critical essays, reviews and film; the chosen texts will center on Africana cultures, prompting students to consider how the graphic novel may act as a useful alternate history for marginalized peoples. During the course, students will build comic creation and analysis skills through short exercises, eventually building up to the

final project of a graphic short story that illustrates historical and/or autobiographical narratives. No art experience is required, only an openness to expanding one's visual awareness and composition skills. This course is often taught in collaboration with the Williams College Museum of Art's Object Lab program, which allows the class to have its own space and art objects that are directly related to the course topic. This class may feature Object Lab participation, film screenings, and collaborations with guest speakers.

Requirements/Evaluation: class participation, written responses, student-led facilitation, one 3-page graphic analysis, one 6- to 8-page essay, and a final project (producing a graphic short story)

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: If the enrollment limit is exceeded, preference will be given to Africana Studies concentrators or students who have taken AFR 200, the department's introductory course.

Expected Class Size: 20

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

Unit Notes: this course is part of the Gaudino Danger Initiative

Distributions: (D2)

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

ENGL 356(D1) ARTH 223(D1) AFR 323(D2) AMST 323(D2) COMP 322(D1)

Attributes: AFR Core Electives AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora GBST Borders, Exiles + Diaspora Studies

Spring 2025

SEM Section: 01 TR 9:55 am - 11:10 am Rashida K. Braggs

AMST 326 (F) Unfinishing America (DPE) (WS)

Cross-listings: ENGL 316

Primary Cross-listing

The Great American Novel is a moribund cliché. Few would argue that any one work of fiction could capture the essence of American life. In this class, we will flip the Great American Novel on its head by reading Ralph Ellison's unfinished second novel. After publishing the acclaimed *Invisible Man* in 1952, Ellison seemed poised to deliver the next Great American Novel. But he never did. When he died in 1994, 42 years later, he left behind thousands of pages of material, but no finished second novel. Why wasn't he able to finish it? Some of it was bad luck. Some of it was a struggle with genre and form. However, perhaps the real reason Ellison's novel proved impossible is what it was trying to say. This is a book about the historical trauma of racism. Therefore, the thesis of this class is that the Great American Novel cannot be written as long as American history remains whitewashed. Ellison's manuscript shows this in surprising ways, from its depiction of racial passing and the taboo of interracial sex to its extended exploration of Black and Indigenous cultures in the former Oklahoma Territory. In addition to Ellison, we will read the work of the Chicano author Tomás Rivera, whose fragmentary fictions provoke similar questions. This class culminates in a final project that asks students to "unfinish" an American cultural object.

Requirements/Evaluation: Class participation, Discussion facilitation, "Show and Tell" presentation of a cultural object, Reader's Guide, Final Project

Prerequisites: None

Enrollment Limit: 15

Enrollment Preferences: Sophomores, Juniors, and Seniors

Expected Class Size: 10-15

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

Distributions: (D2) (DPE) (WS)

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

ENGL 316(D1) AMST 326(D2)

Writing Skills Notes: Each student will be responsible for producing a reader's guide to Ellison's unfinished second novel. Students will write, rewrite, and revise their reader's guide throughout the semester. Three drafts will be due throughout the semester. A quality reader's guide will highlight the book's main themes, profile the main characters, and retrace the book's development. Students will also complete one draft of a guide to Rivera's

novella, due at the end of the semester.

Difference, Power, and Equity Notes: "Unfinishing America" satisfies the Difference, Power and Equity requirement because it calls into question mainstream American culture from Black, Chicano, and Indigenous perspectives. It interrogates the relations of power that have driven American history, from the Civil War and Westward expansion in the 19th century to the struggle for Civil Rights against Jim Crow in the 20th. Finally, it asks what it would mean to have true equity amidst great diversity in American culture.

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

Fall 2024

SEM Section: 01 TF 2:35 pm - 3:50 pm

AMST 329 (S) Marxist Feminisms: Race, Performance, Labor (DPE) (WS)

Cross-listings: THEA 329 / AFR 329 / WGSS 369

Primary Cross-listing

This seminar provides an overview of queer, black and women of color feminist, decolonial, and critical ethnic studies critiques of orthodox Marxism. Beginning with core texts from the tradition, including *Capital Volume I*, we will examine a range of social positions and modes of extraction that complicate Marx's emphasis on the white male industrial factory worker. Every week, we will focus on texts that foreground conditions of reproduction, racial slavery, care and domestic work, indentured servitude, immigrant labor, land expropriation, and sex work among others. Throughout the seminar and particularly at the close of it, we will turn to critical perspectives and aesthetic practices that not only respond to these conditions but also incite new social relations and ways of being in the world. As such, this seminar will equip students with critical understandings of how racial capitalism has fundamentally relied on the mass elimination, capture, recruitment, and displacement of different racialized, gendered, and abled bodies in and beyond the U.S. as well as how the capitalist system of value and life under these conditions can and must be undone and reimaged.

Requirements/Evaluation: in-class participation, short presentation, weekly posts, paper, and final project (paper, community resource distribution proposal, and creative project options)

Prerequisites: previous coursework in AMST, WGSS, AFR, THEA, or LATS

Enrollment Limit: 15

Enrollment Preferences: AMST, AFR, WGSS, THEA juniors and seniors, AAS concentrators

Expected Class Size: 15

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

Distributions: (D2) (DPE) (WS)

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

THEA 329(D1) AMST 329(D2) AFR 329(D2) WGSS 369(D2)

Difference, Power, and Equity Notes: This course satisfies the DPE requirement as it explores difference, power, and equity by asking how racial, gendered, sexual, and class differences are produced, whose voices are centered and whose are excluded, and what forms of labor is valued over other forms.

Attributes: WGSS Theory Courses

Not offered current academic year

AMST 334 (S) Sexual Economies (DPE)

Cross-listings: ANTH 301 / WGSS 301

Secondary Cross-listing

This course examines various forms of sexual labor around the world in order to better understand how gendered and sexual performances are used in a variety of cultures and contexts for material benefit. Our topics include "traditional" forms of sex work such as street prostitution, pornography, and escorting as well as other forms of sexualized performances for benefit such as stripping or camming. We also discuss current issues and debates about discourses of "sex trafficking." Course readings come from a range of fields, but focus most heavily on anthropology, sociology, American studies, and gender studies. The readings for this class will frequently foreground the lived experiences of sex workers from a variety of nations, races, classes, religions, and backgrounds in order to explore the broader social implications of our subject matter. The format is largely discussion-based, with short lectures supplementing the reading with summaries of current scholarly and activist debates. We have a variety of guest speakers to share

their diverse lived experiences related to this topic.

Requirements/Evaluation: short-quizzes, reflection papers, participation, short Marco Polo video posts (app 3 min each)

Prerequisites: none, though WGSS 101 and/or 202 may be helpful, but not required

Enrollment Limit: 15

Enrollment Preferences: based on statement of interest, brief interviews if necessary

Expected Class Size: 15

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

Distributions: (D2) (DPE)

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

ANTH 301(D2) AMST 334(D2) WGSS 301(D2)

Difference, Power, and Equity Notes: We pay particular attention to the intersecting questions of race, sexuality, gender, and class as we explore the political economy of commercial sex. The course teaches students to examine the underlying political and economic structures that create systems of privilege and power, thereby complicating questions and assumptions about sexual consent, coercion, agency, and empowerment with particular attention to race and gender in comparative transnational contexts.

Attributes: WGSS Racial Sexual + Cultural Diversity Courses

Spring 2025

SEM Section: 01 MW 7:00 pm - 8:15 pm Gregory C. Mitchell

AMST 338 (S) Literature of the American Renaissance

Cross-listings: ENGL 338

Secondary Cross-listing

The term "American Renaissance" refers to a period of US writing, primarily a couple of decades before the Civil War but extending after it: the time of Poe, Emerson, Thoreau, Hawthorne, Melville, Dickinson, Whitman, Jacobs, and Douglass. At stake throughout was the soul of the nation in a time of exuberant political expansion, spiritual optimism, social experimentation, deadening social conventionality, spiritual constriction, labor exploitation, and slavery. The question repeatedly asked was what it means to be free. The question is personal, political, social, and spiritual, and always, for writers, literary: what are the limits or possibilities of writing freely? The course is foundational for any understanding of American literature of the 20th- and 21st centuries.

Requirements/Evaluation: Three papers: 4 pp., 5 pp., 6-8 pp. Active class participation is expected and rewarded.

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

Enrollment Limit: 25

Enrollment Preferences: English majors; prospective English majors; American Studies majors; Comparative Literature majors

Expected Class Size: 20

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

Distributions: (D2)

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

ENGL 338(D1) AMST 338(D2)

Attributes: AMST Arts in Context Electives ENGL Literary Histories B

Spring 2025

SEM Section: 01 TR 11:20 am - 12:35 pm John K. Limon

AMST 342 (S) Central American Visual Cultures (DPE)

Cross-listings: LATS 345

Secondary Cross-listing

This course explores who U.S.-Central Americans are through their visual cultural production, as well as how US-Central Americans have been portrayed by others. Recently, Central Americans have gained visibility in the U.S. public sphere as mainstream media coverage of the "crisis at the border" has sensationalized the arrival of migrant caravans. The images and visuals resulting from mainstream coverage has led to monolithic representations of Central Americans framing them as "illegal aliens," violent gang members, or agentless victims. By engaging with visual culture ranging from social media, films, and zines, we challenge these monolithic perceptions and representations of Central Americans by pursuing the following set of questions: How have others visualized Central Americans and what has been the effect on lived experiences of U.S. Central Americans? How do U.S.-Central American communities visualize their identity formation in the U.S.? What is the role of visual culture in their resistance to racism, classism, sexism, and other structures of marginalization in the U.S.? As part of this course, we explore the range of social, political, economic, and historical forces that have pushed migration from each of the countries in the isthmus and the formation of their respective diasporas in the U.S.

Requirements/Evaluation: Discussion participation, weekly reading responses, two 3-6-page essays, and a final 8-10 page paper.

Prerequisites: None

Enrollment Limit: 25

Enrollment Preferences: Latina/o Studies concentrators and AMST majors

Expected Class Size: 25

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

Distributions: (D2) (DPE)

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

LATS 345(D2) AMST 342(D2)

Difference, Power, and Equity Notes: The course critically reflects on how others have visualized Central Americans and how Central American communities use visual culture to assert their differences and contest the power dynamics that shape their lived experiences.

Attributes: LATS Core Electives

Spring 2025

SEM Section: 01 MR 2:35 pm - 3:50 pm Kevin W. Cruz Amaya

AMST 343 (S) Representations of Racial-Sexual Violence from Enslavement to Emancipation

Cross-listings: WGSS 343 / INTR 343 / AFR 343

Secondary Cross-listing

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

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

Requirements/Evaluation: weekly primary and response papers

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: preference given to juniors and seniors

Expected Class Size: 8

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

Distributions: (D2)

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

AMST 343(D2) WGSS 343(D2) INTR 343(D2) AFR 343(D2)

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

Not offered current academic year

AMST 345 (F) Capitalism and Racism in the American Context and Beyond: A Global Approach (DPE)

Cross-listings: AFR 353 / GBST 344

Primary Cross-listing

American Studies emerged with the idea that transdisciplinarity is crucial for comprehending the concept of America. Building on this framework, this course foregrounds transepistemology as an equally important method for understanding the dynamics of America, both locally and globally, at the level of the world-system. In addition to tracing the consubstantial genealogy of racism and capitalism, we will examine their local manifestations, mainly in Asia, Europe, Africa and America, as well as their current geopolitical, social and economic outcomes, especially the reproduction of systemic inequalities and domination. Through an interdisciplinary approach and engagement with a variety of resources from economics, anthropology, sociology, critical race theory, comparative ethnic studies and decolonial thinking, this course will address the following: i) review the different forms of economic organization of human societies throughout history (with special focus on the work of Karl Polanyi); ii) trace the epistemological origins of capitalism and investigate what makes capitalism and its crises unique; iii) trace the genealogy of the concepts of race, racism and discrimination; iv) interrogate the intersection of racism and capitalism in different traditions of thought and epistemologies in Asia, Europe, Africa, and the Americas. For example, we will read key texts from "French theory", (Deleuze, Foucault, etc.), US Black tradition, (W. E. B. Du Bois and Cedric Robison, etc.), Chinese social sciences (Li Shenming, Cheng Enfu, etc.) and African economy and anthropology (Mahdi Elmandjra, Cheikh Anta Diop, etc.) and Latin American decolonial philosophy (Quijano, Dussel, Mignolo, etc.) By doing this, we will situate the rupture that capitalism and racism introduced at the level of global history, which is the first step to conceptualizing racism and capitalism. After showing that the development of capitalism and racism are historically linked, we will proceed to examine the manifestations of their interaction at local and global levels. Locally, we will focus on the effects of racism on the labor market: discrimination in hiring, wage discrimination, segregation, duality and stratification of the labor market, etc. We will also analyze how sexism and racism play out in the labor market in racialized communities. We will also reflect on the links between racism and politics and their effects on economic policies. From a more global perspective, we will analyze the roots of the global economic crisis and the resulting geopolitical issues at the international level and the racist dynamics they generate. Overall, as we will move through readings, we will situate the United States in a cross-regional perspective that would enable us to develop critical insights concerning links and convergences between capitalism and racism.

Requirements/Evaluation: Requirements: An active participation is required of students in terms of engaging in the in-class debates and weekly response paper as a feedback on the lectures as well as a final paper. Evaluation: Participation 25%; Weekly Response (350-500 words) 30%; Final Research Paper (12-15 pages) 45%

Prerequisites: None

Enrollment Limit: 20

Enrollment Preferences: American Studies majors and seniors

Expected Class Size: 20

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

Distributions: (D2) (DPE)

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

AFR 353(D2) AMST 345(D2) GBST 344(D2)

Difference, Power, and Equity Notes: This course addresses questions of difference, power, and equity through its examination of domination, racialization, the economics of discrimination, geopolitical and epistemological inequalities at the world-system level. Students will learn how racism and capitalism produce social categories, such as race, ethnicity, and class; how they interact with issues of gender; and how they perpetuate difference, power dynamics, and inequalities across these categories.

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora AMST Critical and Cultural Theory Electives AMST pre-1900 Requirement

Not offered current academic year

AMST 348 (S) Drawing Democracy: Graphic Narratives as Democratic Ideals

Cross-listings: COMP 348 / LATS 348

Secondary Cross-listing

This course examines the graphic narrative in terms of how each author/illustrator employs narrative elements (plotting, structure, characterization, text, and visuals) to express social realities within the context of democratic ideals. Regular assignments and in-class exercises throughout the course offer students the opportunity to create their own graphic narratives.

Requirements/Evaluation: attendance and class participation, short writing exercises, 4-5 page midterm paper (close-reading a text), 10-15 page final creative paper

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: LATS concentrators

Expected Class Size: 19

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

Distributions: (D2)

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

COMP 348(D1) AMST 348(D2) LATS 348(D2)

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

Not offered current academic year

AMST 354 (S) Race/War: Critical Readings on Violence (DPE)

We live in a moment where the media visibility of warfare is surging. On both mainstream media outlets and social media platforms often-pervasive depictions of violence challenge our ability to analyze, historicize, and empathize. This course will step back and explore a longer history of military violence and its connection to key American Studies concepts including race, empire, settler colonialism, and more. We will interrogate a mix of historical, literary, and theoretical texts that offer tools for analyzing the tangled intersections of race and violence, with an emphasis on the history of the United States and its militarized relationship to the rest of the world. Course texts will invite us to investigate how categories like "civilized" and "savage" have intersected with concepts like the "rules of war," international law, and forms of violence that draw the label "race war." Course topics will include Native resistance to US continental expansion, overseas US imperialism in the late-nineteenth and early-twentieth centuries, indiscriminate violence during World War II, the relationship of Cold War foreign policy to the Global War on Terror, and more. Students can expect to engage a range of sources, including archival materials, legal texts, novels, films, video games, and much more.

Requirements/Evaluation: Requirements will include participatory discussion, selected responses to assigned readings, essay exams, and papers.

Prerequisites: none.

Enrollment Limit: 20

Enrollment Preferences: Junior/Senior students, and sophomores with previous coursework in American Studies and related disciplines.

Expected Class Size: 20

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

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: This course centers race as a key category in the history of militarized violence, both in the United States and throughout the rest of the world. Students will analyze how difference and power have contributed to the history of violence, and the role these histories have played in inequitable power relations.

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora AMST Critical and Cultural Theory Electives AMST pre-1900 Requirement

Spring 2025

SEM Section: 01 W 1:10 pm - 3:50 pm Stefan B. Aune

AMST 358 (F) Performing Masculinity in Global Popular Culture (DPE)

Cross-listings: WGSS 347 / SOC 340 / THEA 341 / LATS 341

Secondary Cross-listing

This course examines popular cultural contexts, asking what it means to be a man in contemporary societies. We focus on the manufacture and marketing of masculinity in advertising, fashion, TV/film, theater, popular music, and the shifting contours of masculinity in everyday life, asking: how does political economy change the ideal shape, appearance, and performance of men? How have products - ranging from beer to deodorant to cigarettes -- had their use value articulated in gendered ways? Why must masculinity be the purview of "males" at all; how can we change discourses to better include performances of female masculinities, butch-identified women, and trans men? We will pay particular attention to racialized, queer, and subaltern masculinities. Some of our case studies include: the short half-life of the boy band in the US and in Asia, hip hop masculinities, and the

curious blend of chastity and homoeroticism that constitutes masculinity in the contemporary vampire genre. Through these and other examples, we learn to recognize masculinity as a performance shaped by the political economy of a given culture.

Requirements/Evaluation: masculinity reflections, mid-term essay exam (or quizzes), visual rhetorical analyses of pop culture images

Prerequisites: none; WGSS 202 would be helpful

Enrollment Limit: 15

Enrollment Preferences: a short statement of interest will be solicited; a subsection of applicants may be interviewed

Expected Class Size: 15

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

Distributions: (D2) (DPE)

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

AMST 358(D2) WGSS 347(D2) SOC 340(D2) THEA 341(D1) LATS 341(D2)

Difference, Power, and Equity Notes: This course examines the construction of masculinity as it relates to intersecting identities such as race, sexuality, class, and global political economic considerations. Key to understanding masculinity are questions about the diversity of experiences of masculinity, cultural variations of gender norms, privilege, agency, patriarchy, heteronormativity, and interlocking systems of oppression.

Attributes: EXPE Experiential Education Courses FMST Related Courses LATS Comparative Race + Ethnic Studies Electives

Not offered current academic year

AMST 360 (F) The Atlantic World: Connections, Crossings, and Confluences (DPE)

Cross-listings: HIST 361 / CAOS 361

Secondary Cross-listing

This course considers the Atlantic World as both a real place and a concept: an ocean surrounded and shaped by diverse people and communities, and an imagined space of shared and competing affiliations. Moving from "time out of mind" to the early nineteenth century, it examines ecological, cultural, political, economic, intellectual, and spiritual transits as well as exchanges among Indigenous/Native American, African and African American, Asian and Asian American, and Euro-colonial people. It introduces conceptual dimensions of this Atlantic paradigm and case studies that illuminate its human subtleties, with the goal of examining "early American" histories through transnational and transoceanic lenses. The course takes an interdisciplinary approach to these intertwined histories, and reckons with how the very construction of "history" has, at different turns, affected what is shared, known, valued, and commemorated--or overwritten, denied, or seemingly silenced. Attentive to the structures of power that inflect every part of Atlantic histories, it offers specific ethical frameworks for approaching these topics. Blending methods grounded in oral traditions and histories, place-based knowledge systems, documentary/written archives, songs, archaeology, material culture, and other forms of expression and representation, it invites class members to revisit the nature and meanings of these connected spaces. The course consistently connects historical experiences with the twenty-first century, and how communities today are grappling with the afterlives and ongoing effects of these Atlantic pasts through calls to action for reparations, repatriation and rematriation, Land Back, climate justice, and other forms of accountability. The course also provides an opportunity to engage with original materials pertaining to Atlantic World histories in the Williams College Archives/Special Collections and Art Museum.

Requirements/Evaluation: active participation in class discussion, several short essays based on readings and discussion topics, museum/archives assignment, final essay/project

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: If the course over-enrolls, preference is for sophomore, junior, and senior History and American Studies majors

Expected Class Size: 25

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

Distributions: (D2) (DPE)

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

AMST 360(D2) HIST 361(D2) CAOS 361(D2)

Difference, Power, and Equity Notes: This course examines the formation and articulation of racial, ethnic, cultural, and other forms of difference across the Atlantic World, and ways that people from Indigenous, African/American, and Asian/American communities have engaged with and challenged European colonization. It devotes substantial time to critical methodologies that re-center voices oftentimes treated as "silenced" or

"absent" in colonial literatures, and helps students build fluencies in approaching and interpreting them.

Attributes: GBST Borders, Exiles + Diaspora Studies HIST Group F Electives - U.S. + Canada HIST Group G Electives - Global History HIST Group P Electives - Premodern

Fall 2024

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

AMST 361 (S) Marking Presence: Reading (Dis)ability in/to Latinx Media (DPE)

Cross-listings: WGSS 361 / LATS 344

Secondary Cross-listing

This course explores the intersection of (dis)ability and Latinx identity in the contemporary US context. Employing Angharad Valdivia's (2020) notion of "marking presence" to describe the intentional ways in which Latinx subjects gain and hold on to mainstream media space, the class places the fields of Disability Studies, Latinx Studies, Gender Studies and Media Studies into conversation. We address the following questions and others: What does media reveal to us about the place of (dis)ability and Latinidad in contemporary US life, particularly as these categories intersect with questions of gender, sexuality, national identity and citizenship? How might we read Latinidad and (dis)ability *into* media texts in which they are not otherwise centered? What are the advantages of deploying mainstream media presence as a claim to power for disabled Latinx individuals, particularly those who are multiply marginalized? What are the limitations of such an approach? We will focus on these questions, as well as deploy various media examples (podcasts, social media, film, television and music) alongside scholarly texts to explore topics impacting the Latinx communities such as the relationship between the relationship between immigration and (dis)ability, intergenerational trauma and migration, the gendered archetype of the Latina "Loca," (dis)ability in academia, the politics of self-care amongst Latinxs in the neoliberal context, and the very legal, cultural, and social category of "(dis)abled" itself within dominant society as well as in Latinx communities.

Requirements/Evaluation: Two short (5-6 page) essays; One media analysis exercise; One online group project; One final reflection letter.

Prerequisites: None.

Enrollment Limit: 12

Enrollment Preferences: Preference given to LATS concentrators, AMST majors and WGSS majors by seniority.

Expected Class Size: 12

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

Distributions: (D2) (DPE)

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

WGSS 361(D2) LATS 344(D2) AMST 361(D2)

Difference, Power, and Equity Notes: At its core, this course is about understanding difference and relationships of power through an intersectional lens and via the prism of everyday media. In each class we will be discussing issues directly revolving around questions of race, ethnicity, (dis)ability, gender, sexuality, and nation. Students will be expected to incorporate an analysis of these issues in their written and oral work for the course.

Attributes: LATS Core Electives

Not offered current academic year

AMST 362 (S) "Rebel Ecologies": Black and Indigenous Struggles for Land and Life"

Cross-listings: WGSS 362 / AFR 300 / ENVI 300

Secondary Cross-listing

This course will ask, what other socioecological models exist? We will weave together a study of differing, yet often converging or synergistic traditions of Black/Womanist eco-feminism that often confronts the social constructions of race, gender, class and sexuality, dominant religion as a means of social control, imperialism, capitalism, and colonialism; Ecosocialism which often frames ecology in terms of a mode of production beyond or outside of capitalism; and Indigenous perspectives on resistance to capitalist extraction, imperialism, and colonialism. Given ongoing struggles against the extraction of land and labor, the urgent calls raised in the present-day "climate strike," the COVID-19 Pandemic, Black-led pandemic rebellions, along with long(er) histories of land-based peoples around the planet opposing racial capitalism, settler colonialism, and imperialism, this class will explore not only what those in opposition to both extractivism and expropriation resist, but also what we want. We will critique binaries, settler notions of time and explore theories of change. Additionally, this class will look to an array of literature, film, sound, and other forms of cultural production in order to not just "locate," but describe and reveal rebel ecological visions emerging "from below." Ultimately this class will consider how the above ecological

praxis can work simultaneously and within a sense of plurality, examining what we can learn from the work of activists, intellectuals, and defenders on the frontline. This course is an extension of Dr. Guess' concept of a "rebel ecology."

Requirements/Evaluation: The following requirements serve as the basis for course evaluation: Attendance and Participation 30%; Serve as Discussion Leader at least twice 20%; Weekly 500-word Literature Review 20%; One Final Project, which can take any number of forms, including the conventional research paper (8-12 double-spaced pages plus bibliography). More projects might include, an annotated bibliography of 7 texts, film analysis, syllabus, book review, a written play, an op-ed, etc. We will discuss further possibilities in class.

Prerequisites: None

Enrollment Limit: 10

Enrollment Preferences: If the course is overenrolled, preference will be given to Africana studies concentrators.

Expected Class Size: 7

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

Distributions: (D2)

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

WGSS 362(D2) AFR 300(D2) ENVI 300(D2) AMST 362(D2)

Not offered current academic year

AMST 363 (S) Data for Justice Research Practicum (DPE) (QFR)

Cross-listings: WGSS 363 / STS 363 / INTR 350

Secondary Cross-listing

Civil rights activist, educator, and investigative journalist Ida B. Wells said that "the way to right wrongs is to shine the light of truth upon them." In this inclusive, collaborative, research-based course, students will bring statistical, computational, and/or mathematical approaches to bear on issues of social justice. Guided closely by the instructor, students will work in groups to carry out original research in an area such as criminal justice, education equity, environmental justice, health care equity, economic justice, or inclusion in arts/media. Prior research experience is not required; one goal of this course is to build skills for advanced research.

Class Format: This course is an intensive research practicum. Formation of research groups and selection of research topics will be facilitated by the instructor. The primary modality of work is peer collaboration.

Requirements/Evaluation: To move towards a non-hierarchical, transparent, and egalitarian grading system, the instructor adopts a mastery-based, ungraded assessment framework.

Prerequisites: INTR 150 (Data for Justice), or prior equivalent exposure to computing, statistics, and social justice topics as approved by the instructor.

Enrollment Limit: 10

Enrollment Preferences: Students who have a declared major in Division I or II, who meet the prerequisites of the course, and who fill out the instructor's preregistration survey (contact the instructor for link).

Expected Class Size: 10

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

Distributions: (D2) (DPE) (QFR)

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

WGSS 363(D2) STS 363(D2) INTR 350(D2) AMST 363(D2)

Difference, Power, and Equity Notes: Students will research issues of social justice in areas such as criminal justice, arts/media, environmental justice, education, and health care, and along identity axes such as gender, race/ethnicity, disability status, and sexual orientation.

Quantitative/Formal Reasoning Notes: Students will use multiple mathematical, statistical, and computational frameworks to acquire, model, and analyze real-world data.

Spring 2025

SEM Section: 01 TR 9:55 am - 11:10 am Chad M. Topaz

SEM Section: 02 TR 11:20 am - 12:35 pm Chad M. Topaz

AMST 364 (F) Trans Film and Media (DPE)

Cross-listings: WGSS 311

Secondary Cross-listing

This course provides an introduction to contemporary trans culture and politics via the lens of film and other (mostly visual) media. We'll focus mainly on media production in the U.S. since the early 1990s, as this moment is usually understood as inaugurating contemporary "transgender" politics; additionally, the 90s saw a profusion of diversity in popular representation generally. This class has two main priorities: first, to use visual media as a lens for surveying major developments in trans studies, politics, and representation over the last few decades; second, to develop a critical repertoire for thinking about our current conjuncture of "trans visibility" in particular. By tracking a longer history of both popular and alternative trans media production, this course will question the vanguardism and celebratory progress narratives associated with "trans tipping point" visibility conditions. Drawing from perspectives in WGSS, American studies, and ethnic studies, we will especially situate trans representation in relation to the institutionalization of minority difference under neoliberal capitalism. In line with scholarship, we'll approach trans representation as interlocking with structures like race, heteropatriarchy, dis/ability, immigration, and nationality and empire.

Class Format: There will also be some lecturing.

Requirements/Evaluation: Students will have ongoing short discussion post assignments, one midterm essay of 5-6 pages, and a final group media-making project with min. 6 pages of analytic writing to accompany their creative work.

Prerequisites: WGSS 101 or 202 would be helpful but are not required. Other background in WGSS or the humanities is also helpful.

Enrollment Limit: 20

Enrollment Preferences: Enrollment preference can go to WGSS majors and 3rd & 4th years. Statements of interest are welcome.

Expected Class Size: 20

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

Materials/Lab Fee: For some proprietary media content, students will need subscriptions to popular streaming services (eg Netflix, Amazon, HBO Max). See WGSS chair about financial aid waivers and alternatives if this feels cost prohibitive.

Distributions: (D2) (DPE)

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

WGSS 311(D2) AMST 364(D2)

Difference, Power, and Equity Notes: This course provides a survey of issues facing marginalized trans communities via the lens of visual media, with an emphasis on how structures of power shaping trans experience intersect with the politics of race, capital, disability, migration, and other axes of social difference.

Fall 2024

SEM Section: 01 M 7:00 pm - 9:40 pm Abram J. Lewis

AMST 365 (F) Race and Psychoanalysis: Slavery and the Psyche (DPE)

Cross-listings: ENGL 320 / GBST 365 / AFR 365

Primary Cross-listing

This course explores slavery and the psyche through a constellation of Black diasporic literary, visual, and theoretical texts from the US, Caribbean, and Africa. Unwieldy and generative, the opacity of race within the field (and practice) of psychoanalysis shares a fraught intimacy with the co-constitutive terrains of violence and race that form the unconscious. Querying what escapes the hermeneutics of psychoanalysis and aesthetics in the fantasies race engenders, we will examine modernity's articulation of racialization through conceptualizations--both fantasmatic and real--of self, world, knowledge, and possibility. Course texts may include: Edwidge Danticat's *The Farming of Bones*, Adrienne Kennedy's *Funnyhouse of a Negro*, Bessie Head's *A Question of Power*, Arthur Jafa's *APEX and Love is the Message and the Message is Death*, Conceição Evaristo's *Ponciá Vicêncio*, Lars von Trier's *Manderlay*, Charles Burnett's *Killer of Sheep*, Derek Walcott's "Laventille"; and, selections from Sigmund Freud, Jacques Lacan, David Marriott, Kathleen Pogue White, Franz Fanon, Hortense Spillers, Nathan Gorelick, Jaqueline Rose, Jared Sexton, Melanie Klein, Jacques-Alain Miller, Melanie Suchet, and Jean Laplanche. Note: This course will reflect the Continental tradition in philosophy. Student should be familiar with the basic interventions of psychoanalysis.

Requirements/Evaluation: Weekly discussion posts and questions, 2 Papers, 10-12 pages, Research presentation

Prerequisites: One Writing Skills or writing intensive course; one intro course in one of following: American Studies, Africana Studies, Comparative Literature, English, Global Studies, Philosophy, Psychology, Women, Gender, and Sexuality Studies

Enrollment Limit: 15

Enrollment Preferences: Juniors or Seniors with majors or concentrations in any of the areas: American Studies, Africana Studies, Comparative Literature, English, Global Studies, Philosophy, Psychology, and Women's, Gender, and Sexuality Studies

Expected Class Size: 15

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

Distributions: (D2) (DPE)

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

ENGL 320(D1) AMST 365(D2) GBST 365(D2) AFR 365(D2)

Difference, Power, and Equity Notes: This course examines racialization as it relates to the racial violence of slavery on the psyche. Racialization as a process will be connected to concepts of self, world, and knowledge. Black diasporic literary, visual, and theoretical texts from the US, Caribbean, and Africa will be at the forefront of the course.

Attributes: AMST Critical and Cultural Theory Electives

Not offered current academic year

AMST 366 Music in Asian American History (DPE) (WS)

Is "Asian American music" all music made by Asian Americans, music by Asian Americans specifically drawing on Asian heritage, or music engaging with Asian American issues? This course embraces all three definitions and the full diversity of Asian American musical experience. We will study the historical soundscapes of immigrant communities (Chinese opera in North America; Southeast Asian war refugees) and how specific traumatic political events shaped musical life (Japanese American internment camps). We will encounter works by major classical composers (Chou Wen-Chung; Chen Yi; Tan Dun; Bright Sheng) and will investigate the careers and reception of prominent classical musicians (Midori; Seiji Ozawa; Yo-Yo Ma). Afro-Asian fusions, inspired by civil rights protest movements, manifested in jazz (Jon Jang; Fred Ho; Anthony Brown; Hiroshima; Vijay Iyer) and hip hop (MC Jin; Awkwafina; Desi rappers). Asian Americans have been active in popular music at home and abroad (Don Ho; Yoko Ono; Wang Leehom; Mitski). Finally, we will investigate communal forms of Asian American music making that have crossed racialized and gendered boundaries (taiko drumming; Indonesian gamelan; belly dance; Suzuki method). This seminar is designed to develop research skills, as we pursue original fieldwork, archival research, and oral history interviews.

Requirements/Evaluation: Active class participation; two short papers (5-6 pp.) and a research term paper (12-15 pp.).

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: Students with curricular experience in Asian American history or music studies.

Expected Class Size: 10

Grading:

Distributions: (D1) (DPE) (WS)

Writing Skills Notes: Students will write three papers during the semester: two 5-6 page papers and a 12-15 page research paper, written in stages. Students will receive detailed comments on each paper and at each stage of the research paper process, allowing them to build upon those comments in subsequent writing assignments.

Difference, Power, and Equity Notes: Political and cultural forces of exclusion not only determined Asian American musical participation in American music history but have shaped Asian American styles of music. We will study the history of Asian American political struggles as they have intersected with music and how Asian Americans have at certain points sought allegiance through music with other marginalized groups. We will explore as well popular media representations of Asian American musicians revealing race-based assumptions.

Attributes: AAS Core Electives MUS Music History: 1900-Present

Not offered current academic year

AMST 367 (F) Colonialism and the Environment (DPE)

In this course students will explore the intersections of environmental history and the history of colonialism in the United States. We will examine how scholars have crafted narratives that focus on "nature"--both as a cultural concept and as a set of biological processes and systems. Readings and assignments will analyze the ways in which these different "natures" have acted as both agents and objects of historical change. We will pay particular attention to how different environments were impacted by the Euro-American conquest of indigenous homelands. Course topics will include (but are not limited to) European settlement in New England, the North American fur trade, US continental expansion and the destruction of the bison, the

transcontinental railroad, the creation of the National Park system, Native American environmental activism, and paramilitary responses to struggles over natural resources (such as the Dakota Access Pipeline protests).

Requirements/Evaluation: Assignments will include participatory discussion, weekly responses to assigned readings, short papers, and a semester-long research project.

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: preference for upper-level (Junior/Senior) students

Expected Class Size: 20

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

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: This course focuses on race, colonialism, and the inequalities that can result from ecological changes that impact how communities live and interact with the natural world. Students in the course are asked to explore how difference, power, and inequality have shaped the environmental history of the United States.

Attributes: AMST Space and Place Electives

Not offered current academic year

AMST 369 (S) Gender, Sexuality & Disability (DPE)

Cross-listings: WGSS 332

Secondary Cross-listing

From classical mythology to reality TV, bodies and minds that depart from the ordinary have long been sources of popular fascination. In recent history, people marked as "disabled" have been subject to medical scrutiny, labeled deficient or defective, and often barred from full participation in society. And yet, what counts as "disability"--and who counts as disabled--varies greatly depending on cultural and historical context. Arguably, disability has more to do with social conditions than with any innate characteristics of disabled people themselves. This class introduces disability studies, situating disability within its historical, political, and cultural contexts. As a GWSS course, we'll center queer and feminist perspectives; this class also emphasizes recent work. Echoing arguments in gender and sexuality studies, scholars have insisted that disability is not a natural or biological fact, but a socially constructed category. As such, scholars and activists have challenged medical models that conceptualize disability as an individual defect in need of elimination. They have also questioned the idea that disability is simply a minority identity -- to the contrary, disability is a condition that most humans will experience at some point in our lives. This class frames "disability" broadly--encompassing not just conditions of physical impairment, but a wide range of bodily, sensory, cognitive, emotional, and behavioral differences and capacities. This class also centers how disability is produced intersectionally through regimes like race, capitalism, and empire. Topics include: theories of embodiment, eugenics, institutionalization and incarceration, neurodivergence, mad studies, the politics of health, storytelling and narrative, disability justice activism, neoliberalism, biopolitics, and crip theory. Along with scholarly writings, we'll consider activist texts, popular press, fiction, memoir, and a variety of other media.

Requirements/Evaluation: Students will submit ongoing brief/informal forum posts, midterm essay, and a longer final research project (10-12 pgs); students will also work in small groups to facilitate a section of class twice per term.

Prerequisites: WGSS 101-level familiarity would be helpful, but is not required.

Enrollment Limit: 20

Enrollment Preferences: Preference to majors, 3rd and 4th year students.

Expected Class Size: 15

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

Distributions: (D2) (DPE)

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

WGSS 332(D2) AMST 369(D2)

Difference, Power, and Equity Notes: This class surveys the politics of disability in recent U.S. history, illustrating axes of difference and privilege based on ability as it intersects with various racial, gender, and other identities.

Attributes: PHLH Bioethics + Interpretations of Health

Spring 2025

SEM Section: 01 MR 2:35 pm - 3:50 pm Abram J. Lewis

AMST 370 (S) Visual Politics

Cross-listings: ARTH 337 / PSCI 337

Secondary Cross-listing

Even casual observers know that appearances matter politically and that the saturation of politics by visual technologies, media, and images has reached unprecedented levels. Yet the visual dimensions of political life are at best peripheral topics in contemporary political science and political theory. This seminar explores how our understanding of politics and political theory might change if visibility were made central to our inquiries. Treating the visual as a site of power and struggle, order and change, we will examine not only how political institutions and conflicts shape what images people see and how they make sense of them but also how the political field itself is visually constructed. Through these explorations, which will consider a wide variety of visual artifacts and practices (from 17th century paintings to the optical systems of military drones and contemporary forms of surveillance), we will also take up fundamental theoretical questions about the place of the senses in political life. Readings may include excerpts from ancient and modern theorists, but our primary focus will be contemporary and will bring political theory into conversation with other fields, particularly art history and visual studies but also film and media studies, psychoanalysis, neuroscience, and STS. Possible authors include Arendt, Bal, Belting, Benjamin, Browne, Buck-Morss, Butler, Campt, Clark, Cray, Debord, Deleuze, Fanon, Foucault, Freedberg, Hobbes, Kittler, Mercer, Mitchell, Mulvey, Plato, Rancière, Scott, Sexton, Starr, Virilio, Warburg, and Zeki.

Requirements/Evaluation: regular, engaged class participation, several Glow posts, and *either* three 7- to 8-page papers *or* on short and one much longer paper.

Prerequisites: at least one prior course in political theory, cultural theory, visual studies, or art history; or permission of instructor

Enrollment Limit: 16

Enrollment Preferences: Political Science and Art History majors (including students in the grad program); then qualified students from all disciplines welcome, space permitting

Expected Class Size: 16

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

Distributions: (D2)

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

ARTH 337(D1) AMST 370(D2) PSCI 337(D2)

Attributes: PSCI Political Theory Courses

Not offered current academic year

AMST 371 (S) Rebels, Guerillas, and Insurgents: Resistance and Repression in US History (DPE)

This course examines histories of resistance and repression throughout US history. We will consider the role of militancy in social or revolutionary movements, how states deploy power to respond to those movements, and debates around "violence" and political action. Wide ranging in both chronology and topic, course materials will explore slavery, piracy, indigenous resistance to US continental expansion, the expansion of US empire to places like Hawaii and the Philippines, social movements focused on race, class, gender, sexuality, and citizenship, as well as struggles over environmental justice and indigenous sovereignty. The course will also interrogate the rise of far-right paramilitary violence in the United States and the backlash to the social movements of the 1960s and 70s. Students will develop their skills in reading, writing, and communication, and classes will emphasize engagement with primary sources, cultural texts, and different forms of media.

Requirements/Evaluation: Assignments will include participatory discussion, short papers, a midterm, and a final exam.

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: Preference for upper-level (Junior/Senior) students, and students that have taken introductory courses in American Studies, History, and other Humanities disciplines

Expected Class Size: 20

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

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: This course focuses on resistance to different forms of inequality throughout US history. Students will gain a greater understanding of how race, gender, sexuality, class, and citizenship have been debated, contested, and reified through processes of resistance and repression. The course materials will seek to highlight the voices of groups and individuals that have often been left out of mainstream historical narratives.

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora AMST pre-1900 Requirement AMST Space and Place Electives

Not offered current academic year

AMST 372 (S) Technologies of Race (DPE) (WS)

Cross-listings: STS 373 / AFR 374

Primary Cross-listing

This course is an introduction to theories, methods, sources, and approaches for interdisciplinary research and creativity in and through the interdisciplinary field of American Studies. We will focus on the intersection of race, gender, sexuality, and disability with modern media technologies, from early photography in the mid-19th century to contemporary trends in machine learning and artificial intelligence. Through a process of shared inquiry, course participants will investigate the ways that historical legacies of oppression and futuristic speculation combine to shape human lives in the present under racial capitalism. Whether analyses of the automation of militarized border control in Texas, or of the ways that obsolete, racist concepts are embedded in machine vision and surveillance systems, the readings in the course will chart out the key moments in the co-evolution of race and technology in the Americas. Students will gain a working competence in all four tracks of the American Studies major (Space and Place; Comparative Studies in Race, Ethnicity, and Diaspora; Arts in Context; and Critical and Cultural Theory). Finally, we will also explore alternative paths toward a future where technology might help to effect the abolition of oppressive structures and systems, rather than continue to perpetuate them.

Requirements/Evaluation: Four papers, in-class writing/reflective work, and a final exam.

Prerequisites: none

Enrollment Limit: 16

Enrollment Preferences: AMST majors or prospective majors.

Expected Class Size: 16

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

Distributions: (D2) (DPE) (WS)

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

AMST 372(D2) STS 373(D2) AFR 374(D2)

Writing Skills Notes: Students in this course develop a capacity to write generative arguments in an interdisciplinary scholarly context. Students will receive feedback not only on structure, substance, and style, but also on how to best build a line of inquiry, how to gather high-quality evidence, and how to make one's thinking productively intersect with more than one scholarly or creative field.

Difference, Power, and Equity Notes: This course requires students to contextualize technologies historically and in relation to one another, with attention to their entanglements with racial discourses and racism. Students gain critical skills that equip them to imagine possible futures where technologies serve increasingly as abolitionist tools.

Attributes: AFR Theories, Methods, and Poetics AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora AMST Critical and Cultural Theory Electives AMST Space and Place Electives

Spring 2025

SEM Section: 01 MR 1:10 pm - 2:25 pm Brian Murphy

AMST 373 (F) US Empire in the Philippines: Capitalism, Colonialism, and Revolution (DPE)

Cross-listings: AAS 373

Primary Cross-listing

When the United States of America took official colonial control of the Philippines in 1898, Filipinos had already been fighting an anti-colonial struggle against Spain for several years. With the start of the Philippine-American War in 1899, that fight continued. Keeping the always-present possibilities of Filipino revolt in mind, this course takes an interdisciplinary approach to the study of U.S. empire-building in the Philippines from the late-nineteenth to the mid-twentieth centuries. We will frame our understanding in terms of racial capitalism and the colonality of power, with particular attention to the

materiality of empire -- infrastructure, architecture, financing, markets, and population management -- and U.S. empire's production of racial, gender, indigenous, religious, and sexual categories and difference. Our readings may be drawn from critical ethnic studies, gender & sexuality studies, American studies, postcolonial theory, Black studies, disability studies, and more. Topics include the military "management" of Muslim, Christian, and animist groups, the Katipunan society, interracial intimacies, and early 20th century Filipino migration to the United States. Students are expected to take an active role in discussion, but no prior knowledge of the Philippines is expected.

Requirements/Evaluation: Evaluation will be based on a semi-self-paced portfolio model: by two different points in the semester, students will be responsible for handing in a collection of 1-2 page response papers, discussion posts, discussion questions, and/or a paper analyzing a primary source or theoretical argument. The minimum requirement is a word count e.g. 3,000 words by 10/15, another 3,000 by 11/15. For the final, students will collect their work, revise at least 30% of it according to professor and peer feedback, and write a final reflection paper. In pairs, students will also lead discussion during one or more class sessions.

Prerequisites: None

Enrollment Limit: 15

Enrollment Preferences: First priority will go to AAS concentrators and AMST prospective and declared majors

Expected Class Size: 10-15

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

Distributions: (D2) (DPE)

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

AMST 373(D2) AAS 373(D2)

Difference, Power, and Equity Notes: This course examines the creation and maintenance of racial, indigenous, religious, gender, sexual, and abilist categories in the context of world-historic systems of power, namely capitalism and colonialism. It tracks the unequal relations of power between American colonizers and Filipino colonized subjects, while keeping live the inherent power of Filipino people for revolt.

Attributes: AAS Core Electives AMST Comp Studies in Race, Ethnicity, Diaspora AMST Critical and Cultural Theory Electives AMST Space and Place Electives

Not offered current academic year

AMST 374 (S) Black Critical Theory, Black Avant-Garde (DPE)

Cross-listings: ENGL 311 / AFR 376

Primary Cross-listing

What is the relationship between violence and what constitutes the Black avant-garde and Black critical theory? Is it possible to conceptualize the latter two without an investigation of Black rebellion and its relationship between Black artistic and intellectual production? Can one argue that Black critique is none other than Black experimentation in form, or that Black abstraction is the requisite effector for all modes of Black praxis and thought? This course will explore these questions through a study of Black continental and diasporic avant-garde texts in multiple mediums. Alongside, we will also consider the emergence of contemporary Black critical theory, chronicling its development as both experimental and critical. Through the works of historical subjects of experimentation also considered to be objects critiquing in experimental form, the course will approach Black avant-gardism and Black critical theory as a productive opportunity to think about Blackness as critique, as experimentation, and as theoría. This pairing of Black avant-gardes and Black critical theory takes "avant" at its root--indicating what precedes or takes precedent--and "garde" as what is preeminent, or what protects. As such, we will start with the question of whether blackness, as an ideological fiction produced through violent historical ideologies and practices, could ever, or ever not, be anything but avant-garde?

Requirements/Evaluation: Weekly discussion posts and questions, a research presentation, and two 10-12 page papers

Prerequisites: None

Enrollment Limit: 15

Enrollment Preferences: Preference will be given to AMST majors and prospective majors, as well as ENGL and AFR majors or prospective majors.

Expected Class Size: 15

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

Distributions: (D2) (DPE)

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

AMST 374(D2) ENGL 311(D1) AFR 376(D2)

Difference, Power, and Equity Notes: This course examines race through the lens of historic modalities of power and violence. Additionally, it attends to the artistic, political, and intellectual production of a racialized population responding to ideological and state technologies that not only create difference, but also perpetuate asymmetrical relations of power.

Attributes: AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora AMST Critical and Cultural Theory Electives

Not offered current academic year

AMST 375 (S) Asian American Sexualities (DPE)

Cross-listings: WGSS 375 / AAS 375

Primary Cross-listing

Perceived as objects of sexual use and perversity, how might Asian/Asian American subjects contend with these projections and enact their own genders and sexualities? Anchored in this question, this theory-intensive seminar will provide a study of seminal and recent scholarship at the intersections of Asian American Studies, feminist criticism, and queer theory that focus on or are read in tandem with a collection of cultural expressions, including film, sculpture, poetry, drag performance, music, manifestos, and visual and performance art. To first root us, the seminar will introduce key uses and theorizations of sex/gender, sexuality, and queerness. Then, across the semester, we will focus on deployments of them through a range of topics, including sexual subjugation and activism of "comfort women," orientalism/ornamentalism, the queering of Sikh, South Asian, and Muslim Americans post-9/11, western demands to "come out," representations in pornography, lesbian invisibility, devaluation of trans* lives, etc., exploring questions of racialized, gendered, and sexual subordination alongside power, pleasure, play, and critique. To this end, we will approach gender and sexuality not as identity categories that one is or has but socially and biologically construed categories, loci for intervention and play, anti-normative positions, lived experiences, and ever-evolving processes of doing, becoming, and unbecoming.

Requirements/Evaluation: in-class discussion, weekly posts, short presentation, one paper, and one longer paper or creative assignment that will be peer reviewed and revised

Prerequisites: AMST 125 or WGSS 101/202

Enrollment Limit: 15

Enrollment Preferences: AMST/WGSS majors and AAS concentrators will be given priority; prospective AA concentrators

Expected Class Size: 15

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

Distributions: (D2) (DPE)

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

AMST 375(D2) WGSS 375(D2) AAS 375(D2)

Difference, Power, and Equity Notes: This course examines the terms Asian American, gender, sexuality, and ability as categories of social difference and oppression. Throughout the course, students will unpack how these categories have been made, unmade, and remade in relationship to ongoing issues of sexual violence, colonialism, racial capitalism, and empire.

Attributes: AAS Core Electives AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora AMST Critical and Cultural Theory Electives

Spring 2025

SEM Section: 01 TF 1:10 pm - 2:25 pm Kelly I. Chung

AMST 379 (S) American Pragmatism

Cross-listings: PHIL 379

Secondary Cross-listing

Along with jazz, pragmatism stands as the greatest uniquely American contribution to world culture. As the music wails in the background, we will study the classic pragmatists: William James, C. S. Peirce, and John Dewey. We will continue with the contemporary inheritors of the tradition: Cornel West, Richard Rorty, and Hilary Putnam. Although it has influenced both analytic and continental philosophy, pragmatism is a powerful third philosophical movement. Always asking what practical difference would it make, our authors investigate the central questions and disputes of philosophy, from epistemology and metaphysics to ethics and religion. Rather than seeing philosophy as an esoteric discipline, the pragmatic philosophers (with the possible exception of Peirce) see philosophy as integral to our culture and see themselves as public intellectuals.

Requirements/Evaluation: final paper, several short assignments

Prerequisites: at least three PHIL courses

Enrollment Limit: 25

Enrollment Preferences: Philosophy and American Studies majors, then seniors and juniors of any major

Expected Class Size: 12-15

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

Distributions: (D2)

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

PHIL 379(D2) AMST 379(D2)

Attributes: AMST Critical and Cultural Theory Electives PHIL History Courses TEAC Related Courses

Spring 2025

SEM Section: 01 TR 9:55 am - 11:10 am Steven B. Gerrard

AMST 383 (F) Comparative History of Science and Medicine in Asian/Pacific America, 1800-Present (DPE)

How have scientific knowledge and medicine been tools of exclusion, violence, and imperial control against Asian Americans, as well as indigenous peoples, Black, Latinx, and white migrants, and their descendants? How have these groups negotiated and resisted encounters with such knowledge from the 19th century to the present? This seminar explores these questions by examining a series of case studies--including American colonial medicine and science in the Philippines and Hawai'i, Cold War migration of Chinese scientists and South Asian doctors to the U.S., and the politics of HIV/AIDS, psychiatry, and culturally competent care in Black, Asian, and Cuban migrant communities. Together, we will survey the literature in history, English, Global Health, Sociology, and other fields and consider how the Asian/Pacific American experience in science and medicine has been integral to, as well as informed by, the experiences of other groups in the transpacific world. Students will leave this course with interdisciplinary tools for understanding present-day health inequities in underserved Asian/Pacific American communities and other marginalized groups.

Requirements/Evaluation: Attendance and active participation in discussion, three response papers (3-4 pages), and final research paper (12-15 pages), as well as topic proposal, annotated bibliography, outline, and draft of the final paper

Prerequisites: None

Enrollment Limit: 25

Enrollment Preferences: Preference to History majors, Asian American Studies concentrators, and Public Health concentrators

Expected Class Size: 20-25

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

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: This course explores how knowledge about science and medicine has been constituted and remade over time by various groups in the transpacific world to exert power over others on the structural, community and individual levels. We will also consider how individuals who experienced violence and inequities as a result of encounters with such knowledge challenged definitions and practices of science and medicine.

Attributes: AAS Core Electives HIST Group F Electives - U.S. + Canada PHLH Social Determinants of Health

Fall 2024

SEM Section: 01 W 7:00 pm - 9:40 pm Hongdeng Gao

AMST 384 (S) Asia and Asian Americans During the Cold War (DPE)

Cross-listings: HIST 364 / AAS 364

Secondary Cross-listing

This course traces how American geopolitical interests and involvement in Asia during the Cold War affected Asian Americans. It examines the history of the Cold War as a period of U.S. imperial expansion as well as a time when various actors and organizations, especially those of Asian descent, harnessed the East-West rivalry to advance their own agendas. We will consider how diverse diplomatic strategies including militarization, educational

exchange, and immigration reform shaped East, South, and Southeast Asian migrations to and settlement in the United States and the social and material lives of these diverse communities. Case studies include transnational adoptees from Korea, Hmong and Vietnamese refugees in the U.S. and across Guam and Israel-Palestine, Black, Latinx, and Asian American activists who traveled to Vietnam, educated Indian and Pakistani immigrants, and American-born individuals of Japanese ancestry in Japan. We will also explore how individuals of Asian descent leveraged Cold War geopolitics and forged cross-ethnic, cross-class alliances to advocate for social change both at home and abroad.

Requirements/Evaluation: Attendance and active participation in discussion, three response papers (3-4 pages), and final research paper (12-15 pages), as well as topic proposal, annotated bibliography, outline, and draft of the final paper

Prerequisites: None

Enrollment Limit: 25

Enrollment Preferences: History majors and Asian American studies concentrators

Expected Class Size: 15

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

Distributions: (D2) (DPE)

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

HIST 364(D2) AAS 364(D2) AMST 384(D2)

Difference, Power, and Equity Notes: This course will examine how various global and local actors competed for power in Asia and the U.S. during the Cold War. It will consider how new political and economic decisions by policymakers created and reinforced inequalities rooted in race, gender, class and other forms of difference. It will also examine how grassroots changemakers, whom we know little about, creatively and comprehensively navigated and changed the political and social landscapes in and outside of the U.S.

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

Spring 2025

SEM Section: 01 W 7:00 pm - 9:40 pm Hongdeng Gao

AMST 390 (F) Feminist and Queer Horror Films (DPE)

Cross-listings: WGSS 398 / ENGL 333 / COMP 390 / THEA 390

Secondary Cross-listing

This course focuses on pairing theoretical readings with a variety of horror films with feminist or queer themes. Many tropes are associated with this genre - "the final girl" in slasher movies, "the transvestite murderer," femme lesbian vampires, supernatural BDSM figures, vampires as allegories for HIV/AIDS, werewolves as metaphors for FTM gender transitions or puberty, lonely mothers in creaky houses as unreliable narrators, Satanic spawn, and creepy long-haired girls. Some films reinforce gender stereotypes while others snap on more explicitly feminist and queer lenses. This course functions as a survey of many different genres, introducing students to classic 1970s films and working up to the present day and we will learn how these tropes developed and then were subverted by more modern day films such as those by A24 Studios and the new renaissance of Black horror, etc. Most films will focus on the US, with some notable exceptions in Japan, Spain, and elsewhere globally. There will be graphic content. You must be 18 or over to take this class.

Requirements/Evaluation: Class participation, short reflection papers, 2-3 extemporaneous oral class responses, several creative assignments.

Prerequisites: None. Prior WGSS courses will be helpful.

Enrollment Limit: 15

Enrollment Preferences: Stage 1 is a statement of interest form; Stage 2 will be a very brief interview. There is NO preference by major or class year.

Expected Class Size: 15

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

Materials/Lab Fee: Some of the creative assignments will have an "artsy-craftsy" component, but should not cost more than 25 dollars total per student per semester, though amounts will vary depending on how the student chooses to execute the assignment.

Distributions: (D2) (DPE)

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

WGSS 398(D2) ENGL 333(D1) AMST 390(D2) COMP 390(D1) THEA 390(D1)

Difference, Power, and Equity Notes: This course necessarily examines power when it comes to gender and sexuality - who has it? what do they do with it? how does this power turn deadly? how can agency be regained? Horror is almost never about equitable situations but rather the imbalance that comes from difference (along whatever axis) causing a lack of equity.

Attributes: WGSS Racial Sexual + Cultural Diversity Courses

Fall 2024

SEM Section: 01 MW 7:00 pm - 8:15 pm Gregory C. Mitchell

AMST 397 (F) Independent Study: American Studies

American Studies independent study

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

Distributions: (D2)

Fall 2024

IND Section: 01 TBA Cassandra J. Cleghorn

AMST 398 (S) Independent Study: American Studies

American Studies independent study

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

Distributions: (D2)

Spring 2025

IND Section: 01 TBA Cassandra J. Cleghorn

AMST 399 (F) Marxist Feminisms: Race, Performance, Labor (DPE)

Cross-listings: AAS 399 / WGSS 399

Primary Cross-listing

This seminar provides an overview of queer, black and women of color feminist, decolonial, and critical ethnic studies critiques of orthodox Marxism. Beginning with core texts from the tradition, including *Capital Volume I*, we will examine a range of social positions and modes of extraction that complicate Marx's emphasis on the white male industrial factory worker. Every week, we will focus on texts that foreground conditions of reproduction, racial slavery, care and domestic work, indentured servitude, immigrant labor, land expropriation, and sex work among others. Throughout the seminar and specifically at the close of it, we will turn to critical perspectives and aesthetic practices that not only respond to these conditions but also incite new social relations and ways of being in the world. As such, this seminar will equip students with critical understandings of how racial capitalism has fundamentally relied on the mass elimination, capture, recruitment, and displacement of different racialized, gendered, and abled bodies in and beyond the U.S. as well as how the capitalist system of value and life under these conditions can and must be undone and reimaged.

Requirements/Evaluation: in-class participation, short presentation, weekly posts, paper, and final project (paper, community resource distribution proposal, and creative project options)

Prerequisites: AMST 101, AMST/AAS 125, or similar courses

Enrollment Limit: 15

Enrollment Preferences: AMST and WGSS juniors and seniors, AAS concentrators

Expected Class Size: 15

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

Distributions: (D2) (DPE)

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

AAS 399(D2) AMST 399(D2) WGSS 399(D2)

Difference, Power, and Equity Notes: This course satisfies the DPE requirement as it explores difference, power, and equity by asking how racial,

gendered, sexual, and class differences are produced, whose voices are centered and whose are excluded, and what forms of labor are valued over others.

Attributes: AAS Core Electives AMST Comp Studies in Race, Ethnicity, Diaspora AMST Critical and Cultural Theory Electives WGSS Theory Courses

Fall 2024

SEM Section: 01 W 1:10 pm - 3:50 pm Kelly I. Chung

AMST 400 (F) Cuba, US, Africa, and Resistance to Black Enslavement, 1791-1991 (DPE)

Cross-listings: AFR 372 / GBST 400 / INTR 400 / PSCI 379

Secondary Cross-listing

This seminar focuses on the entwined histories of liberation movements against racism, enslavement, and imperialism in the US, Cuba and Africa. Readings include: Hugh Thomas, *Cuba: A History*; Che Guevara: *The Motorcycle Diaries*; Walter Rodney, *How Europe Underdeveloped Africa*; Laird Bergad, *The Comparative Histories of Slavery in Brazil, Cuba, and the United States*; Thomas Sankara, *Women's Liberation and the African Freedom Struggle*; Nelson Mandela and Fidel Castro, *How Far We Slaves Have Come!* Students will read and analyze texts, screen documentaries, collectively compile a comprehensive bibliography, and present group analyses. The seminar is open to all students; however, priority is given to seniors majoring in American Studies.

Requirements/Evaluation: Reading and analysis of texts, collective compilation of a comprehensive bibliography, presentation of group analyses; two brief papers due at midterm and the end of the semester

Prerequisites: None

Enrollment Limit: 12

Enrollment Preferences: Seniors majoring in American Studies

Expected Class Size: 12

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

Distributions: (D2) (DPE)

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

AMST 400(D2) AFR 372(D2) GBST 400(D2) INTR 400(D2) PSCI 379(D2)

Difference, Power, and Equity Notes: This course addresses international, anti-colonial solidarity between Blacks in the US, Cuba, Africa. It tracks the evolution of "racial capitalism," noting intersections between enslavers in the US and Cuba, and accumulation of wealth through the Atlantic slave trade. Students will analyze the powers of the enslaved, tracing history, political economies, culture, violence, and dispossession, to emphasize resistance to human bondage and successful and compromised revolutions in Cuba and the US.

Attributes: AMST 400-level Senior Seminars

Not offered current academic year

AMST 406 (F) Environmental Planning Workshop: Community Project Experience

Cross-listings: ENVI 402

Secondary Cross-listing

In this class you apply your education to effect social and environmental change in the Berkshires. Students work in small collaborative groups to address pressing issues facing the region. Class teams partner with community organizations and local & county governments to conduct applied research and to develop solutions. Students will learn experientially and contribute to the community. The field of environmental planning encompasses the *built environment* (eg: housing, zoning, transportation, renewable energy, waste, neighborhood design), the *natural environment* (eg: farmland, ecosystems, habitat, natural resources, air and water pollution and climate change), and the *social environment* (eg: spatial geography, racial zoning, recreation, placemaking, ecojustice, food security, and public health). Skills taught include land use planning, community-based research, basic GIS mapping, developing/conducting surveys, interview technique, project management, public presentations and professional report-writing. The class culminates in presentations to the client organizations. Class hours include time for team project work, client meetings and team meetings with the professor. Recent project topics: <https://ces.williams.edu/environmental-planning-papers/>

Class Format: The weekly conference session (1 hour) is dedicated to site visit field trips, team project work, client meetings and team meetings with

professor.

Requirements/Evaluation: Response papers (three 1-page papers), in-class exercises, class discussion, small group work, public meeting attendance, project work, final report (due in segments during semester) and final presentation.

Prerequisites: ENVI 101 recommended; open to juniors and seniors.

Enrollment Limit: 16

Enrollment Preferences: Environmental Studies majors and concentrators, American Studies majors, Maritime Studies concentrators.

Expected Class Size: 16

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

Unit Notes: Course fulfills senior seminar requirement for Environmental Studies Majors & Environmental Studies Concentrators. American Studies Space & Place elective. Course is an Environmental Studies Concentration elective (ENVI Policy and ENVI Humanities, Arts + Social Science) and Environmental Studies Major elective.

Distributions: (D2)

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

ENVI 402(D2) AMST 406(D2)

Attributes: AMST Space and Place Electives ENVI Core Courses ENVI Humanities, Arts + Social Science Electives ENVI Environmental Policy ENVI Senior Seminar EVST Core Courses EVST Senior Seminar EXPE Experiential Education Courses

Fall 2024

SEM Section: 01 W 1:10 pm - 3:50 pm Sarah Gardner

CON Section: 02 T 1:10 pm - 2:10 pm Sarah Gardner

CON Section: 03 R 1:10 pm - 2:10 pm Sarah Gardner

AMST 407 (F) Colonialism and Critical Theory (DPE) (WS)

French philosopher Michel Foucault argued that "racism first develops with colonization, or in other words, with colonizing genocide." Many prominent philosophers have developed intellectual tools that can help us better understand the ongoing colonialisms that impact our world. At the same time, many of these same theorists--Foucault included--are criticized for failing to pay adequate attention to the colonialism that shaped their historical moments. Taking this paradox as our jumping-off point, this course will examine prominent philosophical and theoretical texts and assess their utility for understanding processes of colonialism, imperialism, and militarism. We will also explore how the interventions of Postcolonial Theory and Critical Indigenous Theory highlight gaps in prominent theories of political-economy, ideology, biopower, race, gender, sexuality, and more. How do ideas like orientalism, settler-colonialism, sovereignty, or decolonization challenge the traditional "canon" of critical theory? How do intellectual ideas evolve over time, and how can we use these tools to make sense of a complex world too-often organized around fundamental inequalities? In our class meetings students will develop the reading and discussion practices necessary to parse dense theoretical texts, and practice deploying theoretical concepts to better understand complex philosophical, ethical, and political questions. Since this course counts as a Senior Seminar (core course), writing will be organized around a longer, more intense research project that follows from a student's particular interests.

Requirements/Evaluation: Assignments will include participatory discussion, weekly responses to assigned readings, a midterm essay exam, and a final paper.

Prerequisites: Introductory course in American Studies, History, Native and Indigenous Studies, English, or Philosophy; or some prior coursework on colonialism, postcolonial theory, or critical theory

Enrollment Limit: 15

Enrollment Preferences: AMST senior major, but anyone with upper-level humanities training welcome

Expected Class Size: 15

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

Distributions: (D2) (DPE) (WS)

Writing Skills Notes: This course will develop student writing skills through short reading-response papers and smaller "low stakes" writing assignments, combined with a semester-long project that will break the research and writing process into manageable components, including revision and peer review.

Difference, Power, and Equity Notes: This course explores the intersections of race, gender, sexuality, class, and other social structures often

organized around inequality. Students will develop tools to analyze how power shapes the differences produced by colonialism and similar historical processes.

Attributes: AMST Critical and Cultural Theory Electives AMST 400-level Senior Seminars

Fall 2024

SEM Section: 01 MW 11:00 am - 12:15 pm Stefan B. Aune

AMST 409 (F) Prehistories of the War on Terror (DPE) (WS)

On September 11th, 2001, members of the terrorist organization Al-Qaeda hijacked four airplanes and crashed them into the World Trade Center, the Pentagon, and rural Pennsylvania. For many Americans this tragedy seemed to come out of nowhere. In an attempt to historicize these shocking events, and the global wars that resulted from them, this course will examine the prehistories of the War on Terror. We will study the United States' emergence as a global power after World War II, US foreign policy and its relationship to the Middle East, and the political and cultural currents that informed American responses to the events of 9/11. We will also explore the history of the War on Terror itself. Topics will include the Cold War, the environmental history of oil, the history of terrorism, the relationship between race and war, and the invasions of Afghanistan and Iraq.

Requirements/Evaluation: Assignments will include participatory discussion, daily responses to assigned readings, short papers, and a research paper.

Prerequisites: Introductory course in American Studies or History; or some prior coursework on US history, empire, foreign relations, race, environment, and violence.

Enrollment Limit: 15

Enrollment Preferences: American Studies majors and students that have completed upper-level coursework in American Studies, History and related fields.

Expected Class Size: 15

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

Distributions: (D2) (DPE) (WS)

Writing Skills Notes: In this workshop-style course students will focus on developing their skills in reading primary and secondary literature, advancing historical arguments, conducting research, engaging in discussion, and producing academic writing. Short writing assignments, peer review, and revision will break down the research process into manageable parts, scaffolding to a final research paper.

Difference, Power, and Equity Notes: This course explores the intersections of race, gender, sexuality, class, and other social structures often organized around inequality, with an emphasis on the Cold War and War on Terror. Students will develop tools to analyze how power shapes the differences produced by colonialism, empire, global capitalism, and similar historical processes.

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora AMST Critical and Cultural Theory Electives AMST 400-level Senior Seminars

Not offered current academic year

AMST 412 (S) Cold War Archaeology (DPE) (WS)

Cross-listings: STS 412 / AFR 394

Primary Cross-listing

In this advanced American Studies course, we will examine Cold War history and culture with attention to the intersection of racialization and nuclear paranoia. The concurrent unfolding of the struggle for Civil Rights and the national strategy of Civil Defense played out against the backdrop of a global ideological battle, as the United States and the Soviet Union fought each other for planetary domination. From the scientific fantasy of bombproofing and "safety in space," to the fears of both racial and radioactive contamination that drove the creation of the American suburbs, the affective and material dimensions of nuclear weaponry have, from the beginning, been entangled with race. Drawing on the critical and analytical toolkits of American Studies and media archaeology, students will dig beneath the surface of received narratives about the arms race, the space race, and race itself. Students will uncover generative connections between mineral extraction, the oppression of Indigenous populations, the destructive legacies of "urban renewal," and the figure of the "typical American family" huddled in their backyard bunker. Finally, this course will examine the ways in which the Cold War exceeds its historical boundaries, entangles with the ideology and military violence of the Global War on Terror, and persistently shapes the present through its architectural, affective, and cultural afterlives.

Requirements/Evaluation: Three short papers, in-class writing/reflective work, and a final paper.

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: AMST majors or prospective majors.

Expected Class Size: 12

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

Distributions: (D2) (DPE) (WS)

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

AMST 412(D2) STS 412(D2) AFR 394(D2)

Writing Skills Notes: Students in this course develop a capacity to write generative arguments in an interdisciplinary scholarly context. Students will receive feedback not only on structure, substance, and style, but also on how to best build a line of inquiry, how to gather high-quality evidence, and how to make one's thinking productively intersect with more than one scholarly or creative field.

Difference, Power, and Equity Notes: This course requires students to contextualize historical events during the Cold War in relation to racialization, inequitable distributions of resources, and the stratification of national space in relation to risk and radioactivity. Students gain critical skills that equip them to see the ways in which the Cold War continues to shape processes of racialization, oppression, and imperial extraction, and spatial arrangements.

Attributes: AFR Black Landscapes AMST Comp Studies in Race, Ethnicity, Diaspora AMST Critical and Cultural Theory Electives AMST Space and Place Electives

Not offered current academic year

AMST 413 (S) Dreaming Latina/x Feminist Disability Studies (DPE) (WS)

Cross-listings: WGSS 475 / LATS 475

Secondary Cross-listing

In this course we will defy the traditional notion that disabled and queer people of color have no right to future dreams, as we collectively imagine how the emergent field of Latina/x feminist disability studies might take shape. What are the sites of focus, methods, and political commitments of Latina/x feminist disability studies? Where is the power in meaningfully uniting an analysis of disability to one of sexuality and gendered Latinidad? How does a Latina/x-centric approach productively inform our understanding of disability? What is the political potential of Latina/x feminist disability studies -- not exclusively as a set of theories, but also as a mindset and an everyday call to action? If we were to collectively compose a manifesto for Latina/x feminist disability studies, what might it contain? How might we actively cultivate a community of care in the classroom as well as other spaces at Williams? Just what might Latina/x feminist disability justice dreams look like? How might Latina/x feminist disability justice dreams *feel*? Feminist, queer, and disabled crip-of-color scholars have recently called for a more meaningful engagement with race in feminist disability studies. Simultaneously, we have also witnessed a small but steady growth in the amount of Latinx studies scholarship that thoughtfully integrates questions of disability. This interdisciplinary course responds to these important shifts in its focus on a series of topics bridging Latinx studies, gender studies, queer studies, crip studies, and critical disability studies. These include but are not limited to the body, the environment, temporality, labor, citizenship, dependency, and visibility/invisibility. Through these topics, we will explore the ways in which the different approaches to these specific issues across Latinx, critical disability, crip, queer and gender studies are in fruitful conversation with one another -- and sometimes even at odds -- as we actively interrogate the intersections of gender, race, ethnicity, sexuality, and disability within the everyday.

Requirements/Evaluation: Major assignments for this course include a semester-long independent research paper (15-20 pages) broken up into steps, participation in crafting the class manifesto, a semester-long collaborative artistic exercise, and a final reflection document (3-4 pages).

Prerequisites: None.

Enrollment Limit: 12

Enrollment Preferences: Priority given to LATS concentrators by seniority, followed by WGSS and AMST majors by seniority.

Expected Class Size: 12

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

Materials/Lab Fee: Lab fee: \$200 for art supplies per student

Distributions: (D2) (DPE) (WS)

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

WGSS 475(D2) LATS 475(D2) AMST 413(D2)

Writing Skills Notes: We focus on building writing and interdisciplinary research skills, with a particular emphasis on the processes of research, revision, and collaborative writing. The primary research paper (an independent project of 15-20 pages) is divided into stages, and students are

required to revise and resubmit their work at various junctures in the research process. The written class manifesto requires students to compose a document together, revising their work as a group over the course of the semester.

Difference, Power, and Equity Notes: This course privileges an intersectional analysis regarding questions of race, ethnicity, gender, sexuality, and disability. It obligates students to consider how these categories of difference actively work in tandem with one another in everyday US Latina/x and transnational (US-Latin America and the Caribbean) contexts. This seminar also underscores how these categories of difference are actually products of a given historical and political moment.

Attributes: LATS 400-level Seminars

Spring 2025

SEM Section: 01 TF 1:10 pm - 2:25 pm Maria Elena Cepeda

AMST 414 (S) Race and Performance (DPE) (WS)

Cross-listings: WGSS 414 / AAS 414

Primary Cross-listing

How does one "do" race? This seminar offers a survey of foundational and emergent scholarship at the nexus of performance studies, critical ethnic studies, and gender and sexuality studies alongside contemporary visual and performance art works. It will explore how the framework of performance destabilizes notions of race, gender, and sexuality as identities that are inherent to us and approaches them as ones we enact, do, and undo. We will begin the course by tracing key concepts in performance studies (i.e., performance, performative, performativity) before examining a range of performances that respond to and negotiate life under the ongoing conditions of racial capitalism, empire, anti-blackness, and settler colonialism. To this end, we will focus on how qualities attributed to racialized and gendered bodies, such as silence, diseased, patience, depression, passivity, and aloofness, are retooled as feminist and queer of color actions or positions.

Requirements/Evaluation: in-class discussion, weekly posts, class presentation, short written assignments, and final project (with creative option)

Prerequisites: AMST 101 or WGSS 101/202 and upper level courses in AMST, WGSS, or related fields

Enrollment Limit: 12

Enrollment Preferences: AMST seniors and juniors; WGSS seniors and juniors; AAS concentrators

Expected Class Size: 12

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

Distributions: (D2) (DPE) (WS)

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

WGSS 414(D2) AAS 414(D2) AMST 414(D2)

Writing Skills Notes: Weekly discussion posts, short writing assignments that will lead to the final assignment, and a self-assessment reflection. Additionally, students will draft and present an object-based analysis paper (incorporating primary and secondary materials), give and receive peer feedback, and submit a final, edited version.

Difference, Power, and Equity Notes: This course centrally examines the nexus of race, gender, sexuality, class, and ability and explores a bevy of strategies deployed to respond to overlapping structures of power, including racial capitalism, settler colonialism, anti-blackness, and empire.

Attributes: AAS Capstone AMST 400-level Senior Seminars WGSS Theory Courses

Not offered current academic year

AMST 418 (S) Modernisms and the Archive

Cross-listings: ENGL 418

Secondary Cross-listing

This seminar positions us at the intersection of archival theory, print culture, and literary study in order to chart new pathways for understanding the making of modern poetry and poetics during the period of literary history (from 1900 to 1945) that we most closely associate with the term Modernism. Modernist Studies is at the moment undergoing a major and exciting shift made possible by digital archives that allow us to access and document the rich intertextual experience of reading Modernism as it unfolded in the influential little magazines that came to define Modernisms. Some, like Poetry magazine, defined the new poetry strictly along aesthetic lines and treated these publications as collectible objects. Others, such as The Crisis, brought together poetry and the politics of race and social justice and encouraged, as Bartholomew Brinkman has argued, "both aesthetic and socially

engaged readings." We take advantage of digital archives, as well as physical ones, in order to tell new stories about both familiar and unfamiliar writers that can be discovered at the intersections of literary history and archives. Students will also have the opportunity to work in the Sterling Brown archive here at Williams. Recently acquired by Williams College Library Special Collections, this significant archive documents the life, work, and poetic practice of African-American writer and educator Sterling Brown, whose poetry and prose spans nearly five decades of the twentieth century, yet Brown has often been left out of the narrative we tell about modern poetry. Work in the Sterling Brown archive will culminate in a curated public exhibition featuring your discoveries. Iain Bailey has argued that we should think of the archive "as a place of work, rather than as a cache from which to draw certainties." With this caveat in mind and in the spirit of discovery, we will act over the course of the semester as investigators, curators, collaborators, and inquirers in the workshop of literary production and its aesthetic products.

Requirements/Evaluation: Short papers, archival presentations, final paper or digital project (12-15 pages)

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

Enrollment Limit: 15

Enrollment Preferences: English Majors, American Studies Majors

Expected Class Size: 15

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

Distributions: (D2)

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

AMST 418(D2) ENGL 418(D1)

Attributes: AMST Arts in Context Electives ENGL Criticism Courses ENGL Literary Histories C

Not offered current academic year

AMST 427 (F) Anticolonial Approaches to the Arts of Ancestral Indigenous Americans

Cross-listings: ARTH 428

Secondary Cross-listing

Approaches to the study of the arts of Ancestral Americans have traditionally emanated in both their conceptions and practices from settler colonialism, resulting in often hostile relations between investigators and descendant communities, the exclusion of Indigenous researchers, their sovereignties and knowledge regimes, and substantial distortions to historical understandings of the past. This course takes art histories of the Ancient Americas as its site for intervention as a means of introducing students to the oftentimes challenging labors of anticolonialism and the pursuit of the repair of past harms. Over the semester, students will learn how colonialism and its epistemologies have guided the formation of the field; how they can prioritize Indigenous and Native American ways of knowing and thinking in their understandings and research; how they can ethically conduct research without disturbing Ancestral American remains and the sovereignties of their descendants; and learn to make meaningful contributions to the projects of decolonization and repair.

Requirements/Evaluation: Weekly readings (100-200 pages); Participation -- regular attendance, contribution to in-class discussions, and demonstrated knowledge of readings (30%); One 10-12-page final essay, 3-page portions of which will be submitted for instructor feedback at monthly intervals (45%); Contribution to a collectively written class report through: 1) The co-authoring with a classmate of one report subsection of 2-3 pages (15%) and 2) Peer-review of subsections authored by other classmates (10%).

Prerequisites: None

Enrollment Limit: 12

Enrollment Preferences: Priority given to art history majors.

Expected Class Size: 12

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

Distributions: (D2)

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

ARTH 428(D1) AMST 427(D2)

Fall 2024

SEM Section: 01 R 1:10 pm - 3:50 pm Trenton D. Barnes

AMST 428 (S) Relationality and Its Antagonisms (DPE) (WS)

Cross-listings: AFR 396 / WGSS 428

Primary Cross-listing

Relationality has been the defining approach, feature, and framework of ethnic studies since its inception in the late 1960s. Since then, notable scholars have applied multiple keywords, including difference, comparison, entanglements, cacophonies, and intimacies, to emphasize how processes of racialization and racial formation are not isolated and separate but inextricably linked and shaped by one another. Only from these distinct, uneven, yet shared positions of oppression, as scholars argue, solidarity across race, gender, class, sexuality, and location may emerge. At its crux, this seminar will underscore major tensions and antagonisms *against* frameworks of relationality. Tracing primary sources, cultural expressions, and literature within the traditions of ethnic studies and transnational/women of color feminisms, it will trace the shifts in approaches to relationality, especially as it relates to practices of reciprocity and community-building across difference. At the same time, it will turn to works that name relationality as what Frank B. Wilderson calls a "ruse," or trick, that subsumes the specific, exceptional position of blackness. Our units will include discussions of Afro-Pessimism, indigeneity, racialized settler colonialism as well as queer theory debates on queer presentism (i.e., a queer "no future") versus queer futurity. Studying the tensions that emerge from multiple, distinct, and contradictory planes of power, oppression, and temporalities, how do we assess, work through, and reconcile, if at all, relations deemed as "irreconcilable" across vectors of difference?

Requirements/Evaluation: in-class participation, paper presentation, peer feedback, writing webs (short series of writing exercises), and final project developed from original research and/or creative work

Prerequisites: AMST 101 or WGSS 101

Enrollment Limit: 12

Enrollment Preferences: AMST and WGSS seniors and juniors

Expected Class Size: 12

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

Distributions: (D2) (DPE) (WS)

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

AFR 396(D2) AMST 428(D2) WGSS 428(D2)

Writing Skills Notes: Students will regularly engage in a series of writing exercises and submit a longer paper presentation that will be peer reviewed and revised.

Difference, Power, and Equity Notes: The main objective of the course is to study and assess ethnic studies' approaches to questions of difference, particularly as it relates to theories of racialization and relationality across multiple nodes of power and oppression.

Attributes: AFR Theories, Methods, and Poetics AMST Comp Studies in Race, Ethnicity, Diaspora AMST Critical and Cultural Theory Electives AMST 400-level Senior Seminars WGSS Theory Courses

Spring 2025

SEM Section: 01 W 1:10 pm - 3:50 pm Kelly I. Chung

AMST 435 Ghosts: Race, Memory, and Haunting in the United States (DPE)

This course explores interdisciplinary scholarship, literature, and artistic work related to race, memory, and haunting in the United States. Across diverse historical moments and sites of cultural production, ghosts and other absent presences are conjured to mediate the meanings of race, gender, colonialism, enslavement, patriotism, and other keywords in American Studies. From plantations and abandoned prisons, to battlefields and sites held sacred by indigenous communities, the contemporary ghost tourism industry offers a blend of history, national mythology, and popular beliefs about paranormal activity to reshape national memory. During the 19th century, activities such as spirit photography, telepathic experiments, and seances engaged with ghostly phenomena. In the 21st century, digital technologies have the capacity to resurrect dead musicians and other cultural icons as "holograms" or "digital humans" that can interact with the living. In a series of self-designed, analytical essays, students will explore how haunting has played an important role in the formation of American identities, how various kinds of ghosts come to life through texts, material culture, performance, and technology, and how the past can be reimagined to generate new understandings of the present and the future.

Requirements/Evaluation: Four papers, in-class writing/reflective work, and a presentation.

Prerequisites: At least sophomore standing, permission of instructor (please email instructor a brief paragraph explaining your interest in the course)

Enrollment Limit: 12

Enrollment Preferences: American Studies majors or prospective majors

Expected Class Size: 12

Grading:

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: This course requires students to explore the history and afterlife of racialized, gendered, and otherwise inequitable social arrangements and labor systems in the United States. Students analyze historical narratives that operate through combinations of text, material culture, performance, tourism, and digital technology, and learn about scholarly and creative interventions for reshaping memory, questioning power, and building narratives that offer a fuller picture of the past.

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora AMST Space and Place Electives

Not offered current academic year

AMST 455 (F) Material Cultures in North American History (DPE)

Cross-listings: HIST 455

Secondary Cross-listing

Material culture studies consider the dynamic relationships that people develop with the physical world. Tangible items like clothing, furniture, tools, and the built environment are all shaped by communities' identities, aspirations, resources, struggles, and forms of power. This course approaches North American histories through the lens of materiality, and examines how interdisciplinary methodologies can illuminate multiple or alternate understandings of the past--and its continuing impacts in the twenty-first century. While many historians emphasize written archives and documents as primary sources, scholars and practitioners of material culture studies center everyday as well as exceptional material items that communities have produced and interacted with over many generations. Equally important are the afterlives of these items. At different turns, and across time, social groups have cherished certain belongings; contested, rejected, or remade them; ascribed and activated meanings that may be very different from what the original makers conceived. These continuing transits compel reckoning with major issues of justice, rights, restitution, and sovereignty. The course traces key theories, ethics, and practices of caretaking, preservation, repatriation, curation, creative re-making, and digitization. Members will participate in a series of visits to area museums, collections, and meaningful places to deepen skills of critical analysis. The scope of the course is North American and at times transoceanic. It also includes substantial focus on our location in the Northeast and local formations of materiality and memory, as well as topics in Native American and Indigenous Studies, settler colonialism, and decolonizing approaches. Class members will build familiarity with appropriate techniques for approaching and handling different forms of material culture. They will also cultivate skills for developing and carrying out an original research project; and explore diverse modes of analysis and expression for representing the stories of materials and the communities who engage with them.

Requirements/Evaluation: Active participation in class discussion and visits, reading reflections, in-class presentation, research project prospectus, research project

Prerequisites: Two prior courses in American History, American Studies, Native American and Indigenous Studies, or a related area

Enrollment Limit: 15

Enrollment Preferences: If overenrolled, junior and senior History and American Studies majors

Expected Class Size: 15

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

Distributions: (D2) (DPE)

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

HIST 455(D2) AMST 455(D2)

Difference, Power, and Equity Notes: This course examines diverse communities' historical experiences across North America in conjunction with resistances to Euro-American settler colonialism. It introduces students to foundational methodologies in material culture studies including decolonizing approaches, and explores key topics about caretaking, interpretation, and repatriation to descendant communities, such as the Native American Graves Protection and Repatriation Act.

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

Not offered current academic year

AMST 478 (S) Cold War Landscapes

Cross-listings: ENVI 478 / HIST 478

Secondary Cross-listing

The Cold War between the United States and the Soviet Union set in motion dramatic changes to the natural and built environments of many nations between 1945 and 1991. Nuclear test and missile launch sites, naval installations, military production operations, and border securitizations are just a few of the most obvious ways in which the stand-off between the two countries altered rural and urban landscapes around the world. But one can also see the Cold War as setting in motion less immediately direct but nonetheless profound changes to the way that many people saw and planned for the environments around them, as evidenced, for instance, by the rise of the American suburb, the reconstruction of postwar Europe, and agricultural and industrial initiatives in nations across the globe. We will begin this seminar by exploring several distinct "Cold War landscapes" in the United States and North America. We will then move on to examining others in Europe and the Soviet Union. Our approach to our topics will be interdisciplinary throughout the semester, with the additional goal of helping students frame their final projects. Students are encouraged to write their research papers on any geographical area of the world that interests them.

Requirements/Evaluation: Class participation and semi-weekly critical writing on the reading; students will also be expected to keep up through the stages of the research paper process, which will involve submitting a short research plan, annotated bibliography, outline, and a rough draft, as well as the final 20- to 25-page paper.

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: History, ENVI, and AMST majors if over-enrolled

Expected Class Size: 10

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

Distributions: (D2)

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

AMST 478(D2) ENVI 478(D2) HIST 478(D2)

Attributes: AMST Space and Place Electives ENVI Humanities, Arts + Social Science Electives HIST Group C Electives - Europe and Russia HIST Group F Electives - U.S. + Canada

Spring 2025

SEM Section: 01 TF 2:35 pm - 3:50 pm Karen R. Merrill

AMST 490 (S) The Suburbs (WS)

Cross-listings: ENVI 491 / HIST 491

Secondary Cross-listing

The suburbs transformed the United States. At the broadest level, they profoundly altered spatial residential geography (especially in terms of race), consumer expectations and behavior, governmental policies, cultural norms and assumptions, societal connections, and Americans' relationship to nature. More specifically, the different waves of post-World War II suburban development have both reflected large-scale shifts in how power and money have operated in the American political economy; and set in motion deep-seated changes in electoral politics, in Americans' understandings of how their income should be used, and in how the built landscape should be re-imagined. This tutorial will explore the rich historical literature that has emerged over the last twenty years to provide students with a history of the suburbs, to see the suburbs as more than simply collections of houses that drew individual homeowners who wanted to leave urban areas. We will focus most of our attention on the period from 1945 through the 1980s. Some of the questions we will consider will include: how did the first wave of suburban development bring together postwar racial and Cold War ideologies? Is it possible, as one historian has argued, that suburbs actually created the environmental movement of the 1960s? And how have historians understood the role that suburbs played in America's conservative political turn, leading to the election of Ronald Reagan?

Class Format: Students will meet with the professor either in assigned pairs or "trios" at a regularly scheduled time each week. Students in pairs will meet for one hour; students in trios will meet for 75 minutes.

Requirements/Evaluation: This class follows a typical tutorial format; every other week, students will write and present orally a 5- to 7-page essay on the assigned readings; on alternate weeks, students will write a 2-page critique. During two of the weeks of the semester (around the middle of the semester and at the end), all students will write papers that explore a common question or theme.

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: History majors and students with course work related to the topic.

Expected Class Size: 10

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

Distributions: (D2) (WS)

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

ENVI 491(D2) AMST 490(D2) HIST 491(D2)

Writing Skills Notes: Students will reflect on what their writing goals are for the semester, and they will receive feedback on their writing from the professor and from their tutorial partner. The final writing assignment will afford students the chance also to reflect back on their previous papers and the semester's course content.

Attributes: AMST Space and Place Electives ENVI Humanities, Arts + Social Science Electives HIST Group F Electives - U.S. + Canada

Spring 2025

TUT Section: T1 TBA Karen R. Merrill

AMST 491 (F) Senior Honors Project: American Studies

This seminar is the first half of a year-long seminar that is required of AMST seniors who have been approved to write an honors thesis (critical-analytical, research-focused, creative, performative, or hybrid). Students will share work, critique each other's proposals and drafts, and support each other in the process of producing a thesis project. Although each student's major work for the year will be focusing on a specific topic with an advisor, the instructor of the honors seminar will offer helpful guidance on more general concerns such as conceptual approaches, research methodologies, creative exploration, the honing of arguments, writing issues, and other theoretical and practical questions. Satisfactory completion of the course will be required for students to continue on in the honors program.

Requirements/Evaluation: Satisfactory completion of the course will be required for students to continue on in the honors program.

Prerequisites: AMST seniors who have been approved to write an honors thesis (critical-analytical, research-focused, creative, performative, or hybrid).

Enrollment Limit: 10

Enrollment Preferences: AMST Seniors

Expected Class Size: 5

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

Distributions: (D2)

Fall 2024

HON Section: 01 TBA Stefan B. Aune

AMST 492 (S) Senior Honors Project: American Studies

This seminar is the second half of a year-long seminar that is required of AMST seniors who have been approved to write an honors thesis (critical-analytical, research-focused, creative, performative, or hybrid). Students will share work, critique each other's proposals and drafts, and support each other in the process of producing a thesis project. Although each student's major work for the year will be focusing on a specific topic with an advisor, the instructor of the honors seminar will offer guidance on more general concerns such as conceptual approaches, research methodologies, creative exploration, the honing of arguments, writing issues, and other theoretical and practical questions. Guest speakers may also be invited to talk to the class.

Requirements/Evaluation: Attendance, participation, timely progress on the thesis project

Prerequisites: Senior AMST majors who have been approved to write an honors thesis

Enrollment Limit: 10

Enrollment Preferences: This course is limited to senior AMST majors who have been approved to write an honors thesis.

Expected Class Size: 5

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

Distributions: (D2)

Spring 2025

HON Section: 01 TBA Cassandra J. Cleghorn

Winter Study -----

AMST 30 (W) Senior Honors: American Studies

To be taken by students registered for American Studies 491 or 492.

Class Format: independent study

Grading: pass/fail only

Not offered current academic year

AMST 99 (W) Independent Study: American Studies

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

Class Format: independent study

Grading: pass/fail only

Not offered current academic year

ANTHROPOLOGY AND SOCIOLOGY (Div II)

Chair: Professor James Nolan

- Zaid Adhami, Assistant Professor of Religion and Faculty Affiliate in Anthropology & Sociology; affiliated with: Religion, Anthropology & Sociology
- Bhumika Chauhan, Visiting Lecturer in Sociology
- David B. Edwards, James N. Lambert '39 Professor of Anthropology
- Antonia E. Foias, Preston S. Parish '41 Third Century Professor of Anthropology; on leave Spring 2024
- Venus M. Green, Gaius Charles Bolin Fellow in the Department of Anthropology and Sociology
- Kim Gutschow, Senior Lecturer in Religion and Anthropology/Sociology; affiliated with: Religion, Anthropology & Sociology
- Nicolas C. Howe, Professor of Environmental Studies and Faculty Affiliate in Anthropology and Sociology; affiliated with: Center for Environmental Studies, Anthropology & Sociology; on leave Spring 2024
- Peter Just, Professor of Anthropology
- Kamal A. Kariem, Gaius Charles Bolin Fellow in the Department of German and Russian and Faculty Affiliate in Anthropology and Sociology; affiliated with: German and Russian, Anthropology & Sociology
- Joel Lee, Associate Professor of Anthropology; on leave 2023-2024
- James A. Manigault-Bryant, Chair and Professor of Africana Studies and Faculty Affiliate in Anthropology and Sociology and Religion; affiliated with: Africana Studies, Religion, Anthropology & Sociology
- Gregory C. Mitchell, Professor of Women's, Gender and Sexuality Studies and Faculty Affiliate in Anthropology/Sociology; affiliated with: Women, Gender & Sexuality Studies, Anthropology & Sociology; on leave 2023-2024
- James L. Nolan, Washington Gladden 1859 Professor of Sociology
- Marketa Rulikova, Visiting Assistant Professor of Sociology
- Olga Shevchenko, Paul H. Hunn '55 Professor in Social Studies; on leave Fall 2023
- Christina E. Simko, Chair and Associate Professor of Sociology; affiliated with: Anthropology & Sociology, American Studies
- Ben Snyder, Associate Professor of Sociology
- Phi H. Su, Assistant Professor of Sociology; affiliated with: Anthropology & Sociology, Science & Technology Studies

The disciplines of anthropology and sociology aim to teach students how to enter into the social/cultural worlds of others, how to grasp those worlds from the viewpoints of their inhabitants, and how to articulate those denizens' habits of mind, worldviews, and values to broader audiences.

Anthropology critically analyzes social forms and practices in all their local and global diversity, illuminating the cultural grounding of the ideologies, narratives, and structures in which we are all implicated. **Archaeology** extends this analysis to social formations of the historical and prehistorical past. **Sociology** studies the nature and trajectories of modernity, examining the intricacies of industrial and post-industrial societies and the dilemmas that confront individuals in modern social systems. These disciplines introduce students to classical and contemporary theories that illuminate the contours and contradictions of social experience. The Anthropology & Sociology program promotes a critical engagement with these theories while at the same time bringing evidence and case studies into conversation with theory.

The Department emphasizes qualitative fieldwork in its many forms. We teach students how to formulate, frame, and address intellectual problems. We also teach students the empirical methods widely used in anthropology, sociology, and other related disciplines, including, but not limited to ethnography, participant observation, interviewing, discourse and visual analysis, archival research, oral history, and archaeological methods.

Because the program emphasizes critical thinking skills to assess social claims made by others, and the application of anthropological and sociological skills to present day concerns, undergraduate training in Anthropology or Sociology has proven invaluable to majors pursuing a range of careers, including public policy, diplomacy, international development, marketing, social media development, K-12 education, journalism, medicine, and law.

MAJORS

The department offers separate majors in both Anthropology and Sociology, with a broad and diverse array of courses in both disciplines. The

department is committed, however, to the unity of the social sciences. To this end, Anthropology and Sociology offer joint core courses in methodology and theory, as well as several elective courses in common. All joint courses are designated "ANSO."

Requirements

For the degree in Anthropology or Sociology, students must complete a minimum of nine courses as outlined below:

Core Courses

Majors in both disciplines must take a sequence of four core courses. Three of these are joint (ANSO) courses. The sequences are:

Anthropology

ANTH 101 How to Be Human

Sociology

SOC 101 Invitation to Sociology

Joint Courses

ANSO 205 Ways of Knowing

ANSO 305 Social Theory

ANSO 402 Senior Seminar

Elective Courses

Majors in Anthropology or Sociology must take five elective courses from the course listings of their respective disciplines or from the joint ANSO listings. Two of the courses chosen are normally at the 300 level or above. In close consultation with their departmental advisors, students may take some selected courses from other disciplines to fulfill major requirements in either Anthropology or Sociology.

Majors in each wing of the department are allowed to count up to two courses in the other wing towards fulfillment of their major requirements.

STATISTICS AND DATA ANALYSIS

In addition to the nine total courses required for the major, it is recommended that Anthropology and Sociology majors take Statistics 101 or a comparable course in statistics and data analysis.

AREA STUDIES CONCENTRATION

Students who wish to combine a major in Anthropology or Sociology with an Area Studies concentration are encouraged to do so. Courses taken to satisfy an Area Studies requirement may be counted toward the major with prior approval of a student's departmental advisor. The only exception to this rule is the Area Studies senior seminar, which cannot ordinarily be counted toward the Anthropology or Sociology degree.

LANGUAGE STUDY, STUDY ABROAD, AND WINTER STUDY

Departmental advisors will help interested students integrate a major with study abroad, foreign language study, or field research during the winter study period. The department encourages Williams students to take advantage of established foreign study programs in Egypt, Japan, India, Hong Kong, and other countries. Because some foreign study programs do not offer courses that can be counted toward the Anthropology or Sociology degrees, however, sophomores planning to study abroad in junior year must consult with the departmental advisor before declaring a major.

FAQ

Students **MUST** contact departments/programs **BEFORE** assuming study away credit will be granted toward the major or concentration.

Can your department or program typically pre-approve courses for major/concentration credit?

Yes. In some cases, provisional approval can be granted (students should be sure to contact the department for details). We welcome discussions of curricular plans for those major who travel abroad in their junior year. However, typically, students don't have access to all the salient information until **AFTER** they have taken the course.

What criteria will typically be used/required to determine whether a student may receive major/concentration credit for a course taken while on study away?

Course title and description, and complete syllabus including readings/assignments. The syllabus and readings/assignment information is required in cases when the course title and description are not sufficient to ascertain whether a course should count towards the major. We also request information on course hours.

Does your department/program place restrictions on the number of major/concentration credits that a student might earn through study away?

Yes. We credit two, and in special cases three courses.

Does your department/program place restrictions on the types of courses that can be awarded credit towards your major?

Yes. The expectation is for an intellectually rigorous semester-long course with a paper/exam component.

Are there specific major requirements that cannot be fulfilled while on study away?

Yes. ANSO 205, ANSO 305 and ANSO 402 are almost always taken in the department.

Are there specific major requirements in your department/program that students should be particularly aware of when weighing study away options? (Some examples might include a required course that is always taught in one semester, laboratory requirements.)

Yes. ANSO 305 is offered in the fall and ANSO 205 and ANSO 402 only in the spring. We advise our majors to be aware if they plan to spend all or part of their junior year abroad.

Give examples in which students thought or assumed that courses taken away would count toward the major or concentration and then learned they wouldn't:

In one case, a student had assumed that he could take the equivalent of ANSO 205 abroad, and was disappointed to discover that was not the case. He ended up taking ANSO 205 his senior year.

THE DEGREE WITH HONORS IN ANTHROPOLOGY OR SOCIOLOGY

Honors and highest honors are normally awarded for the completion of a year-long research project that has resulted in an original thesis of high quality. Students wishing to write an honors thesis should engage a member of the department faculty as a Thesis Advisor as soon as possible and must submit a proposal for the thesis for department approval no later than the end of spring reading period of the junior year. If the proposal is approved, they will be permitted to register for Anthropology and Sociology 493-W31-494, during which they will write and defend a thesis. If their overall work in the major continues to be of high quality and the thesis is deemed of a similar quality, they may be awarded honors or highest honors in Anthropology or Sociology.

ANSO 205 (S) Ways of Knowing

An applied exploration of how one makes sense of the social world through fieldwork. Some of the key questions of the course are: What are the philosophical and epistemological underpinnings of social inquiry? How does one frame intellectual problems and go about collecting, sifting, and assessing field materials? How do qualitative and quantitative approaches to social inquiry differ? How are they similar? What is the importance of history to sociological and anthropological research? How do social researchers use archival and other documentary materials to interpret society? What is the relationship between empirical data and the generation of social theory? What are the ethical dilemmas of fieldwork and of other kinds of social research? How do researchers' personal biographies and values shape their work? We will approach these problems both abstractly and concretely, through readings in epistemology as well as a series of case studies, drawing upon the field experiences of departmental faculty and guest speakers. The course will also feature hands-on training in field methods, in which students design and undertake their own pilot field projects.

Requirements/Evaluation: full participation in the seminar, several short written assignments, and a final research essay/proposal

Prerequisites: ANTH 101 or SOC 101 or permission of instructor

Enrollment Limit: 19

Enrollment Preferences: Anthropology and Sociology majors

Expected Class Size: 19

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

Distributions: (D2)

Attributes: EXPE Experiential Education Courses

Spring 2025

SEM Section: 01 TF 1:10 pm - 2:25 pm Ben Snyder

ANSO 305 (F) Social Theory

An introduction to social theory in anthropology and sociology, with strong emphasis on enduring themes that cut across disciplinary divides. How does social theory help us critically analyze the world in which we find ourselves? How do social thinkers construe "society" and "culture," and have these constructions withstood challenges over time? What role does human agency play in the unfolding of social life, and where does that sense of agency come from in the first place? What are the forces that animate social interaction on the level of individuals, social groups and complex units like nation-states? What are the possibilities and limits of systematic approaches to the study of human social experience? The course emphasizes

differences between interpretive frameworks as well as the common elements that contribute to a deeper understanding of the social world.

Requirements/Evaluation: full participation in the seminar, regular reading response memos, a class presentation and three papers

Prerequisites: ANTH 101 or SOC 101, ANSO 205, or permission of the instructor

Enrollment Limit: 19

Enrollment Preferences: Anthropology and Sociology majors

Expected Class Size: 15

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

Unit Notes: AMST Critical and Cultural Theory Electives

Distributions: (D2)

Attributes: AMST Critical and Cultural Theory Electives

Fall 2024

SEM Section: 01 TR 9:55 am - 11:10 am Joel Lee

ANSO 402 (S) Senior Seminar

This capstone seminar combines substantive discussion and individual research. Half of the course will be dedicated to discussion of topics of enduring significance to both anthropology and sociology. Through readings and class discussions of selected publications, we will address current debates, dilemmas, and developments in anthropology and sociology. The other half of the course will be devoted to original individual student projects involving qualitative social science methods (such as participant-observation, archival study, discourse analysis, material culture analysis or ethnographic interviews, among other possibilities). At the end of the course, students will present their projects to the seminar.

Requirements/Evaluation: several short response papers, participation, individual research project (resulting in 15 page paper), and class presentation

Prerequisites: only senior majors in Anthropology and Sociology, or permission of instructor

Enrollment Limit: 19

Enrollment Preferences: Anthropology and Sociology majors

Expected Class Size: 19

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

Distributions: (D2)

Attributes: EXPE Experiential Education Courses

Spring 2025

SEM Section: 01 W 1:10 pm - 3:50 pm Phi H. Su

ANTHROPOLOGY AND SOCIOLOGY (Div II)

ANTHROPOLOGY

Chair: Professor James Nolan

- Zaid Adhami, Assistant Professor of Religion and Faculty Affiliate in Anthropology & Sociology; affiliated with: Religion, Anthropology & Sociology
- Bhumika Chauhan, Visiting Lecturer in Sociology
- David B. Edwards, James N. Lambert '39 Professor of Anthropology
- Antonia E. Foias, Preston S. Parish '41 Third Century Professor of Anthropology; on leave Spring 2024
- Venus M. Green, Gaius Charles Bolin Fellow in the Department of Anthropology and Sociology
- Kim Gutschow, Senior Lecturer in Religion and Anthropology/Sociology; affiliated with: Religion, Anthropology & Sociology
- Nicolas C. Howe, Professor of Environmental Studies and Faculty Affiliate in Anthropology and Sociology; affiliated with: Center for Environmental Studies, Anthropology & Sociology; on leave Spring 2024
- Peter Just, Professor of Anthropology
- Kamal A. Kariem, Gaius Charles Bolin Fellow in the Department of German and Russian and Faculty Affiliate in Anthropology and Sociology; affiliated with: German and Russian, Anthropology & Sociology
- Joel Lee, Associate Professor of Anthropology; on leave 2023-2024
- James A. Manigault-Bryant, Chair and Professor of Africana Studies and Faculty Affiliate in Anthropology and Sociology and Religion; affiliated with: Africana Studies, Religion, Anthropology & Sociology
- Gregory C. Mitchell, Professor of Women's, Gender and Sexuality Studies and Faculty Affiliate in Anthropology/Sociology; affiliated with: Women, Gender & Sexuality Studies, Anthropology & Sociology; on leave 2023-2024
- James L. Nolan, Washington Gladden 1859 Professor of Sociology
- Marketa Rulikova, Visiting Assistant Professor of Sociology
- Olga Shevchenko, Paul H. Hunn '55 Professor in Social Studies; on leave Fall 2023
- Christina E. Simko, Chair and Associate Professor of Sociology; affiliated with: Anthropology & Sociology, American Studies
- Ben Snyder, Associate Professor of Sociology
- Phi H. Su, Assistant Professor of Sociology; affiliated with: Anthropology & Sociology, Science & Technology Studies

The disciplines of anthropology and sociology aim to teach students how to enter into the social/cultural worlds of others, how to grasp those worlds from the viewpoints of their inhabitants, and how to articulate those denizens' habits of mind, worldviews, and values to broader audiences.

Anthropology critically analyzes social forms and practices in all their local and global diversity, illuminating the cultural grounding of the ideologies, narratives, and structures in which we are all implicated. **Archaeology** extends this analysis to social formations of the historical and prehistorical past. **Sociology** studies the nature and trajectories of modernity, examining the intricacies of industrial and post-industrial societies and the dilemmas that confront individuals in modern social systems. These disciplines introduce students to classical and contemporary theories that illuminate the contours and contradictions of social experience. The Anthropology & Sociology program promotes a critical engagement with these theories while at the same time bringing evidence and case studies into conversation with theory.

The Department emphasizes qualitative fieldwork in its many forms. We teach students how to formulate, frame, and address intellectual problems. We also teach students the empirical methods widely used in anthropology, sociology, and other related disciplines, including, but not limited to ethnography, participant observation, interviewing, discourse and visual analysis, archival research, oral history, and archaeological methods.

Because the program emphasizes critical thinking skills to assess social claims made by others, and the application of anthropological and sociological skills to present day concerns, undergraduate training in Anthropology or Sociology has proven invaluable to majors pursuing a range of careers, including public policy, diplomacy, international development, marketing, social media development, K-12 education, journalism, medicine, and law.

MAJORS

The department offers separate majors in both Anthropology and Sociology, with a broad and diverse array of courses in both disciplines. The department is committed, however, to the unity of the social sciences. To this end, Anthropology and Sociology offer joint core courses in methodology and theory, as well as several elective courses in common. All joint courses are designated "ANSO."

Requirements

For the degree in Anthropology or Sociology, students must complete a minimum of nine courses as outlined below:

Core Courses

Majors in both disciplines must take a sequence of four core courses. Three of these are joint (ANSO) courses. The sequences are:

Anthropology

ANTH 101 How to Be Human

Sociology

SOC 101 Invitation to Sociology

Joint Courses

ANSO 205 Ways of Knowing

ANSO 305 Social Theory

ANSO 402 Senior Seminar

Elective Courses

Majors in Anthropology or Sociology must take five elective courses from the course listings of their respective disciplines or from the joint ANSO listings. Two of the courses chosen are normally at the 300 level or above. In close consultation with their departmental advisors, students may take some selected courses from other disciplines to fulfill major requirements in either Anthropology or Sociology.

Majors in each wing of the department are allowed to count up to two courses in the other wing towards fulfillment of their major requirements.

STATISTICS AND DATA ANALYSIS

In addition to the nine total courses required for the major, it is recommended that Anthropology and Sociology majors take Statistics 101 or a comparable course in statistics and data analysis.

AREA STUDIES CONCENTRATION

Students who wish to combine a major in Anthropology or Sociology with an Area Studies concentration are encouraged to do so. Courses taken to satisfy an Area Studies requirement may be counted toward the major with prior approval of a student's departmental advisor. The only exception to this rule is the Area Studies senior seminar, which cannot ordinarily be counted toward the Anthropology or Sociology degree.

LANGUAGE STUDY, STUDY ABROAD, AND WINTER STUDY

Departmental advisors will help interested students integrate a major with study abroad, foreign language study, or field research during the winter study period. The department encourages Williams students to take advantage of established foreign study programs in Egypt, Japan, India, Hong Kong, and other countries. Because some foreign study programs do not offer courses that can be counted toward the Anthropology or Sociology degrees, however, sophomores planning to study abroad in junior year must consult with the departmental advisor before declaring a major.

FAQ

Students **MUST** contact departments/programs **BEFORE** assuming study away credit will be granted toward the major or concentration.

Can your department or program typically pre-approve courses for major/concentration credit?

Yes. In some cases, provisional approval can be granted (students should be sure to contact the department for details). We welcome discussions of curricular plans for those major who travel abroad in their junior year. However, typically, students don't have access to all the salient information until **AFTER** they have taken the course.

What criteria will typically be used/required to determine whether a student may receive major/concentration credit for a course taken while on study away?

Course title and description, and complete syllabus including readings/assignments. The syllabus and readings/assignment information is required in cases when the course title and description are not sufficient to ascertain whether a course should count towards the major. We also request information on course hours.

Does your department/program place restrictions on the number of major/concentration credits that a student might earn through study away?

Yes. We credit two, and in special cases three courses.

Does your department/program place restrictions on the types of courses that can be awarded credit towards your major?

Yes. The expectation is for an intellectually rigorous semester-long course with a paper/exam component.

Are there specific major requirements that cannot be fulfilled while on study away?

Yes. ANSO 205, ANSO 305 and ANSO 402 are almost always taken in the department.

Are there specific major requirements in your department/program that students should be particularly aware of when weighing study away options? (Some examples might include a required course that is always taught in one semester, laboratory requirements.)

Yes. ANSO 305 is offered in the fall and ANSO 205 and ANSO 402 only in the spring. We advise our majors to be aware if they plan to spend all or part of their junior year abroad.

Give examples in which students thought or assumed that courses taken away would count toward the major or concentration and then learned they wouldn't:

In one case, a student had assumed that he could take the equivalent of ANSO 205 abroad, and was disappointed to discover that was not the case. He ended up taking ANSO 205 his senior year.

THE DEGREE WITH HONORS IN ANTHROPOLOGY OR SOCIOLOGY

Honors and highest honors are normally awarded for the completion of a year-long research project that has resulted in an original thesis of high quality. Students wishing to write an honors thesis should engage a member of the department faculty as a Thesis Advisor as soon as possible and must submit a proposal for the thesis for department approval no later than the end of spring reading period of the junior year. If the proposal is approved, they will be permitted to register for Anthropology and Sociology 493-W31-494, during which they will write and defend a thesis. If their overall work in the major continues to be of high quality and the thesis is deemed of a similar quality, they may be awarded honors or highest honors in Anthropology or Sociology.

ANTH 101 (F)(S) How To Be Human (DPE)

Is there such a thing as 'human nature'? This course is an introduction to cultural anthropology (also known as social or socio-cultural anthropology), the study of human society in all its profound variety. Through deep, sustained, systematic participation in and observation of a particular social context, anthropologists seek to comprehend and illuminate the human condition. Anthropologists' insights into the ways in which human institutions - language, economy, religion, social stratification, law, sexuality, art, the state, and many more - are culturally constructed and reproduced have transformed the way the world is understood. Puncturing ethnocentrism, anthropology's attentiveness to the ideas and practices of cultures in every part of the globe vastly enriches the archive of human answers to human problems. The distinctive methods of the discipline enable anthropologists to discover patterns and phenomena not discernible in other modes of enquiry. With such findings anthropologists are able to make critical interventions in public discourse and to demonstrate how deeply we are all shaped by cultural forces.

Requirements/Evaluation: weekly posts in response to readings, two group presentations, several short writing exercises, final exam

Prerequisites: none

Enrollment Limit: 30

Enrollment Preferences: first-year students and sophomores

Expected Class Size: 30

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

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: The course is an introduction to cultural anthropology and deals extensively with race, ethnicity, religion, gender, etc., as cultural constructs creating social difference, hierarchies of power, and the creation of inequities in communities and societies. Readings in ethnography, social theory, and sociology are designed to give students a deeper appreciation of all these issues.

Fall 2024

LEC Section: 01 TR 8:30 am - 9:45 am David B. Edwards

Spring 2025

LEC Section: 01 TR 9:55 am - 11:10 am Joel Lee

ANTH 103 (F) Pyramids, Bones, and Sherds: What is Archaeology?

Anthropology examines not only living societies, but also prehistoric cultures whose remains are found worldwide. This course will present how archaeology reconstructs the various aspects of human society from the physical record of prehistory. How do we study the subsistence and settlement patterns, the political and social organization, and the economy and ideology of prehistoric societies who have left behind mute material records? The objective of anthropological archaeology is to bring to life these prehistoric cultures through archaeological analysis. The different goals, approaches and methodologies of modern archaeology will be discussed theoretically and then applied to case studies.

Requirements/Evaluation: class presentations, two 12-15pp analytical papers, midterm and final exams

Prerequisites: none

Enrollment Limit: 30

Enrollment Preferences: First and second year students.

Expected Class Size: 19

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

Distributions: (D2)

Not offered current academic year

ANTH 162 (S) Languages of East Asia

Cross-listings: ASIA 162 / CHIN 162 / GBST 162

Secondary Cross-listing

A survey of the Chinese, Japanese, and Korean languages in their linguistic and cultural context. Working with various types of multimedia including audio, video, animation, and texts, we'll take up the phonetics, phonology, morphology, syntax, and lexicon of these three major East Asian languages, including also their history and writing systems as well as how they function in the societies where they are spoken. Though the emphasis of the course is on linguistic description and analysis, there will also be an applied component, as part of which we'll learn several dozen common expressions in each language. Some of the questions to be discussed are: What are the similarities and differences among these three languages? How are and how aren't they related? How did the modern standard form of each develop and what is its relationship to any non-standard languages or dialects? How do these three languages reflect sociolinguistic phenomena such as gender, class, and politeness? How do the writing systems of these languages function and what is the role of Chinese characters in them? What has been the influence of Classical Chinese on Modern Chinese, Japanese, and Korean? How have these languages changed due to influence from English and other languages? How are they used in Asian American speech communities? And what are the prospects for their future development, including the influence of computers and digital communications? While this course is not intended as a comprehensive introduction to linguistics, it does introduce many basic terms and concepts from that discipline.

Class Format: combination of lecture, discussion, and language practice

Requirements/Evaluation: three quizzes, two 2- to 3-page papers, an oral presentation, and an 8- to 10-page term paper

Prerequisites: none (lectures, class discussions, and readings in English; no prior background in linguistics or any Asian language required)

Enrollment Limit: 20

Enrollment Preferences: open to all with preference to first-year students and sophomores as well as majors/concentrators in CHIN, JAPN, EALC, ANTH, ASIA and GBST

Expected Class Size: 15

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

Distributions: (D2)

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

ANTH 162(D2) ASIA 162(D1) CHIN 162(D1) GBST 162(D2)

Attributes: Linguistics

Not offered current academic year

ANTH 208 (F) The U.S. and Afghanistan: A Post-Mortem (DPE)

Cross-listings: ASIA 208 / GBST 208

Primary Cross-listing

The United States attacked and defeated the Afghan Taliban regime over in the course of a few short weeks in 2001. Within a few years, the finality of that victory was brought into question as the Taliban regrouped and eventually reasserted itself as a formidable guerilla army that the U.S. military could not easily defeat. At the same time that it was facing a more difficult military challenge than anticipated, the United States got bogged down in the process of nation-building, as well as efforts at social reform. This course examines the history of American involvement in Afghanistan, beginning with the Cold War when the U.S. used Afghanistan as a test case for new models of political modernization and economic development. We will go on to discuss the U.S. support for Islamist political parties during the Soviet occupation of Afghanistan in the 1980s and the consequent rise of the Taliban, and the role of Afghanistan in the September 11th attacks and the "War on Terror" that followed. The course will conclude with a consideration of the impact and legacy of the two decades of nation-building and social reform carried out by the United States since 9/11.

Requirements/Evaluation: grading will be determined by class participation, two short (500 word) essays, and a 15-page research paper

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: Anthropology and Sociology majors, Global Studies concentrators, Political Science and Asian Studies majors will get preference

Expected Class Size: 15-20

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

Distributions: (D2) (DPE)

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

ASIA 208(D2) GBST 208(D2) ANTH 208(D2)

Difference, Power, and Equity Notes: Among the topics relevant to power and difference to be considered in this course are the American support and later disavowal of Islamist political parties to advance US geopolitical goals, public relations efforts "to save Afghan women" after 9/11, and the uses and misuses of American military, economic, and political power to build a western-style democratic government and bring western-oriented social reforms to a society radically different from U.S. society.

Not offered current academic year

ANTH 209 (F) Siberia: Region Making and Imperial Imagination in Russia

Cross-listings: RUSS 209

Primary Cross-listing

Siberia is often framed as an essential part of Russia and a repository of all that is Russian. However, imaginations of Siberia also paint contradictory images of the region: as a heaven or a hell, a wasteland or a breadbasket, a place of freedom or a place of imprisonment, a Russian colony or as the Russian heartland. This course takes as its root that Siberia is not any one thing and not any one place. Rather, Siberia is an idea and set of representations that change over time. In this course, we will analyze and unpack this idea. The course asks: what is Siberia; how did Siberia become so integral to Russia and ideas of Russianness; who defines Siberia; what are the images of Siberia and for whom do they matter; and what do these imaginations of Siberia facilitate and obscure? To answer these questions, we will engage in an interdisciplinary study of Siberia incorporating ethnography, history, film, and literature. The primary goal of the course is to expose students to the various ways Siberia has been imagined, who it has been imagined and represented by, and how these imaginations and representations have lives of their own. In doing so, the course will help students view Russia through its peripheries rather than through Moscow and Saint Petersburg and will enable students to grapple with how "regions" are created.

Requirements/Evaluation: Regular GLOW posts and participation in classroom discussion, a midterm paper, and a hybrid reflective and analytic paper comparing imaginations of Siberia with place from their own life that has been highly imagined.

Prerequisites: None

Enrollment Limit: 19

Enrollment Preferences: Majors in Anthropology and Sociology and majors and certificate-seekers in Russian.

Expected Class Size: 15

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

Distributions: (D2)

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

RUSS 209(D1) ANTH 209(D2)

Fall 2024

SEM Section: 01 TF 2:35 pm - 3:50 pm Kamal A. Kariem

ANTH 211 (F) Music, Nationalism, and Popular Culture (DPE)

Cross-listings: MUS 211

Secondary Cross-listing

This course surveys the manner, function, and contexts through which sound and ideas of national belonging are linked. We will consider influential and iconic musicians (e.g. Umm Kalthoum, Amalia Rodriguez, Bob Marley, Carlos Gardel), international forums for the expression of national sentiment (the Olympics, World Cup, and Eurovision competitions), and a wide range of instruments, genres, and anthems that are strong conduits for national sentiment. Drawing on the work of critical theorists including Benedict Anderson, Michael Herzfeld, and Homi K. Bhabha, we will pursue a number of analytical questions: What parallels exist between musical and political structure? How do nations adjust as their policies and demographics change? How are cultural forms implicated in postcolonial nation building projects? What marginal populations or expressive forms are included, excluded, or appropriated in the formation of national identity? Finally, what differences emerge as we change our focus from a national to an international perspective, or from officially endorsed representations of national culture to unofficial popular forms of entertainment?

Requirements/Evaluation: Class participation, regular short (1 page) written responses, two 5- to 6-page papers, a Final Paper/Project

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: Upperclass students and music majors

Expected Class Size: 20

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

Distributions: (D2) (DPE)

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

MUS 211(D1) ANTH 211(D2)

Difference, Power, and Equity Notes: Owing to its global focus and attention to power and privilege in political and musical structures, this course meets the DPE requirement. Topics include the use of music for social control and subversion in Mobutu's Zaire, its affective power in U.S. campaign ads, and the ways in which constructions of 'folk music' impact power differentials in a national political structure. Assignments help students develop an awareness of the specific strategies whereby music mobilizes national ideologies.

Attributes: AMST Arts in Context Electives MUS Ethnomusicology

Fall 2024

SEM Section: 01 TF 1:10 pm - 2:25 pm Corinna S. Campbell

ANTH 214 (F) The Rise and Fall of Civilizations

Cross-listings: ENVI 224

Primary Cross-listing

Over the centuries, philosophers and historians have asked how societies evolved from simple hunter-gatherer bands to complex urban civilizations. Human prehistory and history have shown the repeated cycles of the rise, expansion and collapse of early civilizations in both the Old and New World. What do the similarities and differences in the development of these first civilizations tell us about the nature of societal change, civilization and the state, and human society itself? The course will examine these issues through an introductory survey of the earliest civilizations in Mesopotamia, Egypt, India, Mesoamerica and South America. Classical and modern theories on the nature, origin, and development of the state will be reviewed in light of the archaeological evidence.

Class Format: Class discussion and debates will complement lectures based on powerpoint presentation.

Requirements/Evaluation: midterm, final exam, 15pp analytical paper, two quizzes

Prerequisites: none

Enrollment Limit: 30

Enrollment Preferences: First and second years.

Expected Class Size: 19

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

Distributions: (D2)

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

ENVI 224(D2) ANTH 214(D2)

Attributes: ENVI Humanities, Arts + Social Science Electives

Not offered current academic year

ANTH 216 (F) Cities and Urbanism of the Ancient World (WS)

Cross-listings: GBST 216

Primary Cross-listing

This is a course on cities in the ancient world, which will examine four major ancient urban centers (Nineveh and Nimrud, Iraq; Teotihuacan, Mexico; and Angkor, Cambodia) and end with a sustained, in-depth exploration of urbanism in prehispanic Maya civilization. As more and more people move into cities across the world, human societies are becoming forever transformed. This transformation into an urban globalized world has ancient roots at the beginning of the first civilizations in Euroasia and the Americas. We will delve into the nature of the urban transformation by first exploring sociological and anthropological definitions of urbanism, and recent studies of modern urbanism. We will look at Nineveh, Nimrud, Teotihuacan, and Angkor to consider how ancient urbanism was distinct from modern cities, while at the same time, ancient urbanites had to deal with similar issues as residents of modern cities. We will then examine in more depth the cities of prehispanic Maya civilization, answering such questions as: how different were Maya cities from other premodern ones? Is there one type of Maya city or many? How different was life in Maya cities from life in Maya villages? What were the power structures of Maya cities? How common were immigrants and slaves in these ancient cities?

Requirements/Evaluation: 5-page papers every other week, oral responses on alternate weeks; tutorial attendance is required.

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: first years, sophomores, or majors in Anthropology or Sociology

Expected Class Size: 10

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

Distributions: (D2) (WS)

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

GBST 216(D2) ANTH 216(D2)

Writing Skills Notes: Throughout the semester, writing skills (developing an argument, construction of paragraphs, use of case studies) will be emphasized. An opportunity to rewrite at least one tutorial paper will allow students to actively apply what they are learning.

Attributes: GBST Urbanizing World

Fall 2024

TUT Section: T1 TBA Antonia E. Foias

ANTH 217 (S) Indigeneity Today: Comparative Indigenous Identities in the US and Russia (DPE) (WS)

Cross-listings: RUSS 217

Primary Cross-listing

Indigenous movements for land, rights, and cultural preservation have spread to and originated in all corners of the world. However, the global nature of these movements at times obscures ways of being Indigenous in differing contexts. This course analyzes Indigeneity in both the United States and Russia today. Through reading and analyzing ethnography, theory, and literature, it focuses on Indigenous peoples in a comparative context. Rather than prioritizing concern with Indigenous peoples emerging from the US, it attempts to demonstrate what Indigeneity has been in both the United States and Russia and what it is and means today. It asks the following questions: what is Indigeneity and who is Indigenous; how is Indigenous identity constructed and by whom; and what convergences and divergences exist in Indigeneity between the US and Russia or for that matter in other contexts? To help answer these questions, in this course we will grapple with Indigeneity as a social category and other social formations, especially

ethnicity, nationality, and race. Topics include: Indigeneity and the State, Revitalization and Resurgence, Indigenous People and Nature Protection, and Hemispheric and Global Indigeneities.

Requirements/Evaluation: 10 posts to the course Glow discussion page, 3 times leading class discussion on the assigned readings, 1 short presentation, 1 extended portfolio project with regular shorter and longer writing submissions, and 1 final paper and final presentation (as the final part of the portfolio).

Prerequisites: None

Enrollment Limit: 16

Enrollment Preferences: Majors and certificate-seekers in Russian, then majors in Anthropology and Sociology, and then Global Studies concentrators

Expected Class Size: 12-15

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

Distributions: (D2) (DPE) (WS)

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

RUSS 217(D1) ANTH 217(D2)

Writing Skills Notes: This course has the following assignments: Weekly post to the Glow discussion page, 1 extended project with regular writing submissions, 1 final paper and final presentation. For the extended project, we will have instructor feedback for all project assignments. In instructor feedback, comprehension of the material and the content of the writing, improvement in writing style and clarity, and development of voice will be discussed. There will also be peer feedback/review.

Difference, Power, and Equity Notes: In the course, students will learn about Indigeneity as a context-specific social formation. It understands Indigeneity as a category of difference with past and present importance. We will read about, discuss, and write about Indigeneity as a social category, along with other social categories it arose alongside (such as race, ethnicity, and nationality), and how it has been mobilized by both those who identify as Indigenous and by those who designate others as Indigenous.

Spring 2025

SEM Section: 01 TF 2:35 pm - 3:50 pm Kamal A. Kariem

ANTH 219 (S) The Art and Archeology of Maya Civilization

Cross-listings: ARTH 209 / GBST 209

Primary Cross-listing

The ancient Maya civilization was one of the most sophisticated and complex cultures of prehispanic Central America. Its complex calendrics, astronomy, mathematics, art and hieroglyphic writing system are celebrated worldwide. The course will examine the trajectory and nature of ancient Maya civilization from the combined perspectives of archaeology and art history. The origins and evolution of the Maya states during the Preclassic period (1000 B.C.-A.D. 250) will be explored through the rich archaeological remains and Preclassic art styles. The Classic Maya civilization (A.D. 250-1000) will then be presented through a detailed survey of the archaeology, art and hieroglyphic texts of this period. Finally, the collapse of Classic Maya civilization and its transformation and endurance during the Postclassic period and under early Spanish rule (A.D. 1000-1600) will be critically evaluated through a review of the archaeological, iconographic, and ethnohistorical evidence.

Class Format: lecture/discussion

Requirements/Evaluation: midterm and final exams, hieroglyphic project, 15pp research paper

Prerequisites: none, but an introductory ARTH or ANTH course recommended

Enrollment Limit: none

Enrollment Preferences: Anthropology/Sociology and Art History majors

Expected Class Size: 16

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

Distributions: (D2)

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

ANTH 219(D2) ARTH 209(D1) GBST 209(D2)

Spring 2025

LEC Section: 01 TF 1:10 pm - 2:25 pm Antonia E. Foias

ANTH 225 (F) Ways of Seeing

This course examines the potential of images for revealing aspects of cultural normally obscured by the written word and for transmitting different, sometimes undervalued insights and knowledge of the social world. The central focus of this course is documentary film, and we will consider both the theory and practice of the documentary in the United States and abroad as it has evolved over time and as it is evident in contemporary filmmaking. In the course of the semester, we will examine some of the ways in which filmmakers, and ethnographic filmmakers in particular, have approached the task of documenting and understanding different aspects of social reality. Among the questions that we will consider are the following: What is the relationship between written texts and images? What is it that documentary films "document?" What is the relationship between images and stories, and should the techniques used in fiction films to construct voice, point of view, identification, narrative sequence, etc. apply as well in the creation of nonfiction films? What is the role of film in anthropology, and how does ethnographic filmmaking relate to anthropology and to the broader documentary film tradition? In the last part of the course, we will consider the proliferation of cell phone videos and platforms such as Youtube and Instagram and their significance for the documentary film genre more generally.

Requirements/Evaluation: Weekly response/critiques of assigned films, a longer written paper (10-12 pages) or video essay of comparable scope

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: Anthropology/Sociology majors, open to first-year students

Expected Class Size: 12

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

Distributions: (D2)

Attributes: FMST Core Courses

Fall 2024

SEM Section: 01 TR 11:20 am - 12:35 pm David B. Edwards

ANTH 238 (F) Black Voices in Anthropology

Cross-listings: GBST 238 / AFR 238

Secondary Cross-listing

What names and faces come to your mind when you think about Anthropology? The course introduces students to the lives and work of pioneering Black anthropologists whose contributions are still unknown or overlooked. Through different styles, methods, and theoretical approaches, each of these intellectuals has developed antiracist perspectives on foundational topics in the Social Sciences and the Humanities, contributing to advancing the study of the African continent and the Black Diaspora. Throughout the classes, students will learn about each author's journeys, which can spark significant changes in how we think about our roles as social scientists within and outside academic boundaries.

Class Format: Students will be required to develop and give a class presentation focused on contemporary Black anthropologists from Africa and the Diaspora.

Requirements/Evaluation: Class participation and attendance (asking questions and leading discussions); weekly e-reading response papers (300-500 words); formal class presentation (individually or in groups); and a final essay or research paper (5-10 pages).

Prerequisites: None

Enrollment Limit: 20

Enrollment Preferences: Should the course be overenrolled, preference will be given to majors and concentrators in Africana Studies, Sociology, and Anthropology.

Expected Class Size: 15

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

Distributions: (D2)

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

ANTH 238(D2) GBST 238(D2) AFR 238(D2)

Attributes: AFR Black Landscapes

Not offered current academic year

ANTH 240 (S) Work as a Cultural System (DPE)

"You know my reputation," sang Billy Joe Shaver, "I am everything I do." In many ways we are *homo faber*, the species that *makes* its world and we are defined by what we make, by the work we do. This course will undertake a broad survey of work as cultural systems across time and space. How do societies define work, how do they organize it? Who controls the processes of work, who controls the product of work? When is work an act of pure creation and when is it stultifying labor? How is work enabled and how is it compensated? What defines the difference between work and leisure and how are they valued? How does control over access to work, the organization of work, and the appropriation of its products determine difference, power, and equity in a society? These questions will guide an examination of work drawing on works of philosophy, history, ethnography, literature, and film examining people at work ranging from hunter-gatherers to tin miners, from slaves to corporate managers, from merchant mariners in the age of sail to physicians struggling to adapt to computerized medical records.

Requirements/Evaluation: students will compose several response papers, a take-home midterm exam and a final research paper of 15-20 pages

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Anthropology and Sociology majors

Expected Class Size: 15

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

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: Access to work, control over the work process, control over the fruits of labor, and compensation for work, are a principal means for creating and maintaining social difference, power, and equity. It is impossible to seriously study the nature of work without discussing these topics. By placing the universal experience of work in a broad spatial and temporal context students will discover an enhanced analytical ability to critically understand their own experiences of work and those of others.

Spring 2025

SEM Section: 01 TR 8:30 am - 9:45 am Peter Just

ANTH 243 (S) Reimagining Rivers (DPE) (WS)

Cross-listings: ENVI 243

Secondary Cross-listing

In the era of climate change and widening inequality, how we live with rivers will help define who we are. Rivers are the circulatory systems of civilization, yet for much of modern history they have been treated as little more than sewers, roads, and sources of power. Today they are in crisis. Rivers and the people who rely on them face a multitude of problems, including increased flooding, drought, pollution, and ill-conceived dams. These problems will threaten human rights, public health, political stability, and ecological resilience far into the future unless we learn to manage rivers more justly and sustainably. Can we reimagine rivers before it is too late? This course will pursue this question by examining the social, cultural, and political dimensions of conflict over rivers in the twentieth and twenty-first centuries. Drawing on scholarship from a wide range of social science and humanities disciplines and focusing on case studies in Asia, Africa, Europe, and the Americas, it will explore a diverse array of sources: film, fiction, ethnography, history, journalism, and more.

Requirements/Evaluation: Each week, each student will either write a 5-page essay on assigned readings or write a 2-page critique of a partner's paper.

Prerequisites: None

Enrollment Limit: 10

Enrollment Preferences: Environmental Studies majors and concentrators

Expected Class Size: 10

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

Distributions: (D2) (DPE) (WS)

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

ENVI 243(D2) ANTH 243(D2)

Writing Skills Notes: Students take turns writing 5-page essays and 2-page responses to those essays, with each writing 6 in total. For each five-page paper, I meet with the student to discuss technical aspects of the paper and specific ways in which it could be improved. At the end of the semester, students have the option of handing in one revised paper as part of a portfolio of papers from throughout the semester. This enables me to have an ongoing, in-depth discussion with each student about their writing skills.

Difference, Power, and Equity Notes: This course focuses on the role of rivers in struggles over cultural difference, social power, and environmental equity. Throughout the course, students read and write extensively about environmental justice, and they engage with diverse theoretical approaches to studying the intersection of water, power, and social identity. Our focus from beginning to end is on the profound impact of river management on the lives of marginalized indigenous, agrarian, and urban communities.

Attributes: ENVI Humanities, Arts + Social Science Electives

Spring 2025

TUT Section: T1 TBA Nicolas C. Howe

ANTH 249 (S) The Sacred in South Asia

Cross-listings: ASIA 242 / REL 149

Primary Cross-listing

Is religious identity necessarily singular and unambiguous? The jinn - Islamic spirits born of fire - are sought out for their healing and other powers not only by Muslims in India, but by Hindus, Christians and Sikhs, as well. In parts of Bengal statues of the Hindu goddess Durga are traditionally sculpted by Muslim artisans. Buddhist pilgrimage sites in Sri Lanka contain tombs of Muslim Sufi saints and shrines of Hindu deities. South Asia - where a fifth of humanity lives - provides some of the most striking examples of pluralism and religiously composite culture in our contemporary world. Yet at the same time, strident religious majoritarianism has been a defining feature of the politics of India, Pakistan and Sri Lanka for decades, and haunts Nepal and Bangladesh as well. Are these two modes of religious being - pluralistic and composite on the one hand, singular and majoritarian on the other - reflective of two different conceptions of selfhood? What if we turn from questions of community and identity to questions of unseen power and the sacred? This course is an exploration of lived religion in South Asia. It is simultaneously a study of popular Hinduism, Buddhism and Islam and an introduction to the anthropology of religion. Centered on in-depth studies of popular sites of 'syncretic' ritual practice (shared across religious difference) as well as studies of mass mobilizations that seek to align the religious community with the nation, we approach from multiple angles what the sacred might mean in modernity.

Requirements/Evaluation: weekly (1 page) posts on readings, two short (5 page) papers, and one (12-14 page) final research paper.

Prerequisites: Interest in the topic!

Enrollment Limit: 20

Enrollment Preferences: Students in all fields of study are most welcome; if overenrolled, priority will be given to majors in Anthropology, Sociology, Religion and Asian Studies.

Expected Class Size: 15

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

Distributions: (D2)

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

ASIA 242(D2) REL 149(D2) ANTH 249(D2)

Attributes: GBST South + Southeast Asia Studies

Not offered current academic year

ANTH 254 (S) Food, Forests, & Fungi: Environmental Health in the Anthropocene (DPE) (WS)

Cross-listings: STS 254 / ENVI 254

Primary Cross-listing

This tutorial will examine the impacts of the climate crisis on human, environmental, and planetary health via the lens of food systems & plant medicines in the Anthropocene. We use anthropological, environmental, evolutionary, & ecological approaches to explore the ecosystems connecting

humans, plants, animals, and fungi that have been massively disrupted by systems of industrial agriculture, industrial forestry, corporate food systems, and corporate biomedicine. We will dwell on the growing signs of our climate catastrophe including the sharp rise of global temperatures, floods, hurricanes, alongside declining freshwater reserves, melting cryosphere, and falling crop yields, that are helping produce a growing wave of hunger and climate refugees in every world region. Along the way, we will hear from and read about youthful climate activists from Extinction Rebellion, Ende Gelände, Fridays for the Future, 350.org, and the Sunrise Movement who are designing and implementing innovative, local, and sustainable solutions to inaction, apathy, and inertia even as situations of internal migration or displacement, food scarcity, food sovereignty, water shortages, and other climate-related disruptions are increasing in both developing and developed parts of our globe. We learn how activist narratives intersect with wider movements to promote more local and circular economies of regenerative agriculture and forestry, ethically produced and sourced organic food, wild & cultivated botanicals, and complementary medicines that are healing both humans and the planet.

Requirements/Evaluation: Weekly attendance, reading 200-300 pages/week, weekly lead essays or oral responses to texts, showing up in mind & body each week.

Prerequisites: none, but a class in ENVI or ANTH preferred

Enrollment Limit: 10

Enrollment Preferences: ANTH, ENVI, STS majors and concentrators

Expected Class Size: 10

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

Distributions: (D2) (DPE) (WS)

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

STS 254(D2) ANTH 254(D2) ENVI 254(D2)

Writing Skills Notes: Students will write essays: either a lead essay of 1400 words, or written & oral feedback on the lead essay plus an oral response to text. Students receive intensive weekly feedback on their essays and a mid semester writing chat with instructor to negotiate and understand strengths and weaknesses of their writing.

Difference, Power, and Equity Notes: We will examine the ways that food systems reproduce social and structural inequalities within public health, environmental health, climate health. We also examined the interconnected nature of the health of our planet, food systems, forests, and fungal networks and how climate activism and action can fight unequal access to food, forests, nature, and health.

Attributes: ENVI Humanities, Arts + Social Science Electives PHLH Nutrition, Food Security+Environmental Health

Not offered current academic year

ANTH 255 (F) Buddhism: Ideas and Practices

Cross-listings: ASIA 255 / REL 255

Secondary Cross-listing

This course introduces students to Buddhism by examining its ideas and practices as they have taken place in actual social contexts rather than as disembodied textual objects. After examining the main ideas and narratives of the tradition, we turn our attention to Thailand where we examine how these ideas and narratives have shaped a whole range of practices, from meditation to shamanistic rituals. We then consider the transformations that Buddhism is undergoing in contemporary society, examining the rise of meditation movement, the changing role of monks and laity, the resurgence of the nun order, the rise of Buddhist social activism and the development of new Buddhist social philosophies. We ask questions such as: How can Buddhism adapt to a modern global consumerist society? What are the transformations involved in this process and the role that Buddhism can play in such a global society? Should Buddhists take advantage of the opportunities of this new global culture or should they adopt a critical stance toward its consumerist values?

Class Format: discussion

Requirements/Evaluation: full attendance and active participation; two essays

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: religion majors or future religion majors

Expected Class Size: 25

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

Distributions: (D2)

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

ANTH 255(D2) ASIA 255(D2) REL 255(D2)

Attributes: GBST South + Southeast Asia Studies PHIL Related Courses

Fall 2024

LEC Section: 01 MWF 8:30 am - 9:45 am Georges B. Dreyfus

ANTH 258 (F) Buddhism, Social Change, & Reproductive Justice in the Anthropocene (DPE) (WS)

Cross-listings: REL 258 / WGSS 225 / ASIA 258

Primary Cross-listing

This course considers how three women profoundly shaped the Buddha's life and legacy in terms of social change & reproductive justice. Our central characters are Maya--the Buddha's mother, who died shortly after delivering him; Pajapati--the Buddha's stepmother & aunt who raised him; and Yasodhara--his wife, whom he abandoned when he left home to seek enlightenment. We explore the classical Buddhist discourses and modern biographies to explore how these three women impacted what the Buddha taught and practiced in terms of social and gender justice. These women helped shape the Buddha's radical decision to found the first renunciate order for women in Asian history and helped shape Buddhist attitudes towards female empowerment, bodily autonomy, and reproductive justice for that past 2500 years. Our historical genealogy will explore how Buddhism continues to disrupt modern hierarchies of sex, gender, caste, & class while claiming reproductive and social justice. Along the way we consider: How did these three women reject existing social hierarchies in the Buddha's day and with what impacts for modern Buddhist practices and institutions? How do the social transformations of the Buddha's day still impact modern struggles for gender justice & reproductive justice in the Anthropocene?

Requirements/Evaluation: Attendance, writing weekly essays or written feedback. There are no grades first half of the semester but weekly feedback on writing.

Prerequisites: none, but a course in ANTH or REL is preferred

Enrollment Limit: 10

Enrollment Preferences: ANTH, REL, WGSS majors and ASIA concentrators

Expected Class Size: 10

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

Distributions: (D2) (DPE) (WS)

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

REL 258(D2) ANTH 258(D2) WGSS 225(D2) ASIA 258(D2)

Writing Skills Notes: We write every week--either 1500 word lead essays, or written feedback (and oral responses) to the lead essay and weekly text. We have a mid semester 'writing chat' with the instructor where we discuss strengths and weakness of individual student writing.

Difference, Power, and Equity Notes: We explore the three women who left a lasting legacy on the Buddha's teachings and practices in terms of gender egalitarianism, social justice, and reproductive justice. Our historical genealogy explores how Buddhism continues to disrupt modern hierarchies of sex, gender, caste, & class while claiming reproductive and social justice.

Not offered current academic year

ANTH 260 (F) Great Dramas of Archaeology

Was the tomb of Tutankhamun cursed? How did Esamun, Priest of Amun (c. 1100 BC) live in the Great Temple of Amun? How was his body mummified? Was Otzi the Ice Man (discovered in the Italian Alps) tattooed? Has Lidar (remote mapping using laser light) revolutionized archaeology? Was Yax Nuun Ayiin (one of the most important kings of the Maya city of Tikal) a foreigner? These are some of the questions and case studies of the course as we examine how great discoveries or new technologies have transformed archaeology over the last century. At the same time, these case studies will provide a window into ancient lives and livelihoods, as well as into how archaeologists reconstruct the past. We will pay particular attention to the perspectives of the less powerful, including women, children, and immigrants or foreigners. The course will provide hands-on experience with ArcGIS and Lidar data.

Requirements/Evaluation: two 5pp response papers; ArcGIS/Lidar-based project; class presentation and participation

Prerequisites: None

Enrollment Limit: 15

Enrollment Preferences: first preference to first years or sophomores; second preference to ANSO majors

Expected Class Size: 15

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

Distributions: (D2)

Fall 2024

SEM Section: 01 TF 2:35 pm - 3:50 pm Antonia E. Foias

ANTH 262 (S) Language and Power (DPE)

"A language is a dialect with an army." This (originally Yiddish) aphorism points to ways in which language, often imagined to be a neutral or apolitical medium of communication, proves in practice to be a social domain fully implicated in the operations of power. How do we include, exclude, or accumulate cultural capital by the way that we talk? When a language is a goddess (as with Tamil), what forms of linguistic community follow? How is structural inequality sustained or subverted by language practices, and how can speech transform the world? This introduction to linguistic anthropology draws together classic works of linguistic and semiotic theory with studies of the politics of actual speech grounded in rich and particular cultural and historical contexts, from witchcraft accusations in rural France to the partition of Hindi and Urdu in colonial India. Students will gain familiarity with key concepts (speech acts, performatives, code-switching, language ideology), themes and debates in the social scientific study of language. The course is global in orientation, with special attention to South Asia. Assignments include in-class presentations and short response papers; students will also study language policy in a place of importance to them and make recommendations toward improving inclusivity. Finally students will conduct individual ethnographic projects analyzing a distinctive speech genre of their choice.

Requirements/Evaluation: In-class presentations, short response papers, short study of language policy, and an ethnographic final project (roughly 12 page paper).

Prerequisites: None.

Enrollment Limit: 16

Enrollment Preferences: Students in all fields of study are most welcome. If overenrolled, priority will be given to Anthropology or Sociology majors, Asian Studies concentrators, and final-year students.

Expected Class Size: 16

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

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: The course attends to the operations of power in several linguistic domains: colonial language policy in South Asia, everyday racism and "mock Spanish" in the United States, and conflict between users of "dialect" and "standard" in multiple language contexts. In their ethnographic projects students will carefully analyze the operations of power in language use in our own local community.

Attributes: Linguistics

Spring 2025

LEC Section: 01 MWF 8:30 am - 9:45 am Joel Lee

ANTH 269 (F) Mindfulness Examined: Meditation, Emotion, and Affective Neuroscience (DPE) (WS)

Cross-listings: ASIA 269 / STS 269 / REL 269

Secondary Cross-listing

This course asks students to practice and study mindfulness while observing their own minds, emotions, and behavior for an entire semester. We examine the historic roots and current applications of mindfulness, both as a Buddhist meditation practice as well as a secular tool to improve our awareness of awareness. Throughout, we are interested in the nexus of mind, brain, and emotions and the ways that mindfulness has been studied within contemplative and affective neuroscience, integrative neurobiology, and evolutionary psychology. How and why has the research on mindfulness and other meditative practices exploded since 2000? How has this research helped us understand and explain how our minds as well as brains shape everyday emotions and behaviors? We examine the ways evolutionary psychologists, clinical psychiatrists, neuroscientists, clinicians, and medical anthropologists have studied and applied mindfulness to better understand human emotions. We consider the applications of mindfulness for clinicians, therapists, and educators--all of whom attend to how emotions impact interpersonal relationships. We will train in a variety of meditation practices all semester, while learning to better appreciate our own minds, emotions, and relationships.

Requirements/Evaluation: weekly tutorial papers and discussion

Prerequisites: A prior class or some experience with meditation is recommended

Enrollment Limit: 10

Enrollment Preferences: ANTH, SOC, REL, ASST majors; PHLH, STS concentrators; seniors and juniors

Expected Class Size: 10

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

Distributions: (D2) (DPE) (WS)

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

ASIA 269(D2) STS 269(D2) REL 269(D2) ANTH 269(D2)

Writing Skills Notes: This class will involve weekly tutorial essays or oral responses, intensive written feedback on every essay, and a mid-semester 'writing chat' with the instructor.

Difference, Power, and Equity Notes: This class fulfills the Difference, Power, and Equity requirement because it will explore the ways that mindfulness can address the growing epidemic of anxiety, depression, and other mental health issues we find in the US today. We study mindfulness from an intersectional perspective and relate its benefits to intersecting inequities and intergenerational trauma in the US today.

Attributes: GBST South + Southeast Asia Studies PHLH Social Determinants of Health

Not offered current academic year

ANTH 299 (F) Ritual, Power and Transgression

Cross-listings: REL 274

Primary Cross-listing

The focus of this course is on the role of ritual in harnessing political power. In the first part of the semester, we examine some of the ways in which different cultures manufacture social order and political power through categories of inclusion and exclusion, clean and dirty, proper and improper, and licit and illicit. We will be particularly attuned to the ways in which these categories are performed through and maintained by rituals and how bodies are deployed in ritual spaces as instruments of persuasion and control. We will also look in depth at a variety of ritual forms, including scapegoating and sacrifice, and how they serve as engines of political control and protest, and we will examine the uses of dead bodies and memorials as vehicles for gaining and maintaining political power and the destruction and desecration of bodies and memorials as a form of political protest and dissent. Throughout the semester, we will be relating theoretical texts and historical cases to current political struggles in this country and abroad.

Requirements/Evaluation: class participation, biweekly responses to instructor prompts, two short (500 words) response papers, and one 12-page (2400 words) research paper

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: ANSO and REL majors, open to first-years

Expected Class Size: 20

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

Distributions: (D2)

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

REL 274(D2) ANTH 299(D2)

Not offered current academic year

ANTH 301 (S) Sexual Economies (DPE)

Cross-listings: AMST 334 / WGSS 301

Secondary Cross-listing

This course examines various forms of sexual labor around the world in order to better understand how gendered and sexual performances are used in a variety of cultures and contexts for material benefit. Our topics include "traditional" forms of sex work such as street prostitution, pornography, and escorting as well as other forms of sexualized performances for benefit such as stripping or camming. We also discuss current issues and debates about discourses of "sex trafficking." Course readings come from a range of fields, but focus most heavily on anthropology, sociology, American

studies, and gender studies. The readings for this class will frequently foreground the lived experiences of sex workers from a variety of nations, races, classes, religions, and backgrounds in order to explore the broader social implications of our subject matter. The format is largely discussion-based, with short lectures supplementing the reading with summaries of current scholarly and activist debates. We have a variety of guest speakers to share their diverse lived experiences related to this topic.

Requirements/Evaluation: short-quizzes, reflection papers, participation, short Marco Polo video posts (app 3 min each)

Prerequisites: none, though WGSS 101 and/or 202 may be helpful, but not required

Enrollment Limit: 15

Enrollment Preferences: based on statement of interest, brief interviews if necessary

Expected Class Size: 15

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

Distributions: (D2) (DPE)

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

ANTH 301(D2) AMST 334(D2) WGSS 301(D2)

Difference, Power, and Equity Notes: We pay particular attention to the intersecting questions of race, sexuality, gender, and class as we explore the political economy of commercial sex. The course teaches students to examine the underlying political and economic structures that create systems of privilege and power, thereby complicating questions and assumptions about sexual consent, coercion, agency, and empowerment with particular attention to race and gender in comparative transnational contexts.

Attributes: WGSS Racial Sexual + Cultural Diversity Courses

Spring 2025

SEM Section: 01 MW 7:00 pm - 8:15 pm Gregory C. Mitchell

ANTH 305 (F) The Gay Menagerie: Gay Male Subcultures (DPE)

Cross-listings: AMST 305 / WGSS 305 / THEA 304

Secondary Cross-listing

Bears. Cubs. Otters. Pups. Twinks. Radical Fairies. Leathermen. Mollies. Drag queens. Dandies. Sisters of Perpetual Indulgence. Gay men, including gay trans men, have organized themselves into various subcultures within their community for centuries. This seminar is devoted to exploring these subcultures in (a mostly US-context) in greater detail using ethnographic texts, anthropological studies, historical accounts (including oral histories), and media. Topics include cruising and flagging, the anthropological significance of gay bars, histories of bath house culture, rural vs urban queer experiences, the ball scene, drag, diva worship, the reclamation of "fabulousness and faggotry," the leadership roles of trans women and effeminate gay men in activist movements, gay gentrification, the growth of gay consumerism/ gay tourism/homonationalism, hierarchies of masculinity in the gay community (i.e., masc for masc culture), HIV/AIDS and the politics of PrEP, chemsex, the role of racialized dating "preferences," genealogies of BDSM and leather culture, sexual health and discourses of "risk," the politics of barebacking and other sexual practices, queering consent, and the effects of hookup apps on gay culture. In addition to lectures, and discussions, there will also be some low-key performance-studies based exercises in queer praxis (e.g., drag workshops, mock debates, animal improvisation, role playing, etc.)

Class Format: There will be some minor performance elements such as workshops during class.

Requirements/Evaluation: Quizzes, journaling assignment, short diva report, 10 page research paper on a gay subcultural group

Prerequisites: None; WGSS 202 (Foundations in Sexuality Studies) will be helpful but is not required

Enrollment Limit: 12

Enrollment Preferences: WGSS majors; in the event of over-enrollment there statements of interest will be solicited

Expected Class Size: 12

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

Distributions: (D2) (DPE)

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

ANTH 305(D2) AMST 305(D2) WGSS 305(D2) THEA 304(D1)

Difference, Power, and Equity Notes: This course examines the how marginalized communities respond to their oppression through creative forms. It takes as central to its curriculum the role of sexual diversity and the relationship of the gay community to power through the central idiom of

"difference."

Attributes: WGSS Racial Sexual + Cultural Diversity Courses

Not offered current academic year

ANTH 322 (F) Waste and Value

Cross-listings: GBST 322 / ENVI 322

Primary Cross-listing

What is trash and what is treasure? In what ways does value depend upon and necessitate waste, and how is the dialectic between the two inflected by culture? When we 'throw away' things at Williams College, where exactly do they go, and who handles them 'down the line'? What are the local and global economies of waste in which we are all embedded and how are they structured by class, race, caste, gender and nation? In this seminar we critically examine the production of waste - both as material and as category - and its role in the production of value, meaning, hierarchy and the environment. Readings include ethnographic accounts of sanitation labor and social hierarchy; studies of the political and environmental consequences of systems of waste management in the colonial period and the present; and theoretical inquiries into the relation between filth and culture, including work by Mary Douglas, Dipesh Chakrabarty and Karl Marx. Geographically the foci are South Asia and North America. There is also a fieldwork component to the course. In fieldtrips we follow the waste streams flowing out of Williams - to an incinerator, a sewage treatment plant, recycling and composting facilities and other sites - and students explore in individual, participant-observation-based research projects the everyday social life of waste in our communities.

Requirements/Evaluation: regular posting of critical response papers, field notes on waste streams, research-based final paper

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: All students are welcome to the course. If overenrolled, preference will be given to majors in Anthropology and Sociology and concentrators in Environmental Studies and Asian Studies.

Expected Class Size: 12

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

Distributions: (D2)

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

GBST 322(D2) ENVI 322(D2) ANTH 322(D2)

Attributes: ENVI Humanities, Arts + Social Science Electives

Fall 2024

SEM Section: 01 W 1:10 pm - 3:50 pm Joel Lee

ANTH 324 (S) Empires of Antiquity

Cross-listings: GBST 324

Primary Cross-listing

Cycles of rise and collapse of civilizations are common in our human past. Among the most fascinating cases are those of empires, conquest-based states that encompass a number of different ethnicities, polities and peoples. However, their rise and often rapid collapse begs an important question: how stable have empires been in human prehistory? Are they intrinsically unstable political forms? The course will address these questions by examining the major empires of the Old and New World in pre-modern history: Persian; Assyrian; Mongol; Roman; Qin Chinese; Ottoman; Aztec; and Inca empires. Using readings by political scientists, historians, epigraphers, archaeologists and political anthropologists, we will consider the causes of the expansion and collapse of these empires. We will also explore their sociopolitical and economic structures as mechanisms for their maintenance in order to provide a cross-cultural comparison of the differential success and final decline of all these empires.

Class Format: seminar

Requirements/Evaluation: research paper, class presentation and active participation

Prerequisites: none; open to first-year students

Enrollment Limit: 25

Enrollment Preferences: ANSO majors

Expected Class Size: 15

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

Distributions: (D2)

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

ANTH 324(D2) GBST 324(D2)

Spring 2025

SEM Section: 01 TF 2:35 pm - 3:50 pm Antonia E. Foias

ANTH 334 (S) Imagining Joseph

Cross-listings: REL 334 / COMP 334 / JWST 334

Primary Cross-listing

Beloved son, rival brother, faithful servant, dreamer, seer, object of desire, lover, husband, bureaucrat, Joseph is one of the most fully-limned and compelling figures in the Jewish, Christian, and Muslim scriptural traditions. The story of Joseph unfolds over fourteen chapters in the Hebrew Bible, and is the subject of the fourth longest sura in the Qur'an. Through millennia, the story of Joseph has inspired a wealth of interpretations, commentary, apocrypha, re-tellings, and back-story, including an apocryphal book of scripture about Joseph and his wife, Asenath, Sufi poetry about Joseph and Zuleikha (Potiphar's wife), a trilogy by the 20th century German novelist Thomas Mann, a musical by Andrew Lloyd Weber, and many expressions in Western visual art. The course will explore these various expressions, looking to them for the ways in which Joseph has captured the imaginations of peoples and cultures across time and space. The course will be organized as a collaborative seminar in which the class will read the foundational scriptures together, followed by thematic discussions to which students will contribute insights from their own readings of particular peripheral texts. Students will learn the pleasures of close and intense exegetical reading in approaching the Hebrew Bible and Qur'an, as well as the more expansive pleasures of linking post-scriptural expressions together.

Requirements/Evaluation: occasional response papers; substantial final project and paper; class participation

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: based on responses to a questionnaire

Expected Class Size: 12

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

Distributions: (D2)

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

REL 334(D2) ANTH 334(D2) COMP 334(D1) JWST 334(D2)

Attributes: JWST Core Electives

Spring 2025

SEM Section: 01 W 1:10 pm - 3:50 pm Peter Just

ANTH 345 Political Life in India (DPE)

In 2020, tens of thousands of farmers parked their tractors on major highways leading into India's national capital of Delhi, erected a city of tents and camped out until--sixteen months later--the legislation they were protesting was repealed. Beyond elections, how are politics practiced in the world's largest democracy? In the birthplace of the fast-unto-death, the *rasta roko* (human road blockade), the relay hunger strike and Gandhian non-violent resistance, what does democracy look like beyond voting, and what might we learn from India's distinctive modes of mass mobilization and traditions of political imagination? How do everyday practices conducive to religious, linguistic and ethnic pluralism contend with the rise of Hindu nationalism? This course explores political culture in postcolonial India by way of case studies of three ongoing foci of collective struggle: caste inequality, religious majoritarianism, and environmental injustice. Readings will include ethnographies of popular mobilizations on these issues and students will individually research a particular contemporary movement.

Requirements/Evaluation: Weekly writings in response to readings; periodic leading class discussion; assorted short writing assignments; individual research project culminating in a 12 page paper and presentation.

Prerequisites: Background knowledge of South Asia will be helpful in this course but is not a prerequisite.

Enrollment Limit: 12

Enrollment Preferences: All students are most welcome in the course. If overenrolled, preference will be given to majors in Anthropology and Sociology and concentrators in Asian Studies.

Expected Class Size: 12

Grading:

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: Caste inequality, religious majoritarianism and environmental injustice are issues at the core of this course. This course examines these social injustices in postcolonial India in detail, interrogating the structures of power that underpin them, and investigates how people collectively mobilize to attempt to bring about substantive equality.

Not offered current academic year

ANTH 360 (S) Lessons Learned from Afghanistan on Governance and Development

Following the Taliban takeover and the US withdrawal, Americans have been quick to wipe from memory that the twenty year-long conflict in Afghanistan. This case of willful amnesia is unfortunate, not least because ignoring history ensures that past mistakes will be repeated. Without question, much went wrong, and it's important to learn from those mistakes. It's also the case that much went right, and it's equally important to recognize what was achieved in Afghanistan, even if those accomplishments have been overshadowed by the events of last summer. This course seeks to recover from the detritus of state collapse both the positive and negative lessons that can be learned from America's engagement in Afghanistan. This course will include students from Williams and the American University of Afghanistan (AUAF), and will be taught in collaboration with a team of Afghan alumni from Williams' Center for Development Economics who were directly involved in the state-building project in Afghanistan over the last two decades.

Class Format: The class will be held in collaboration with the American University of Afghanistan (AUAF), and AUAF students will also be participating in this class.

Requirements/Evaluation: Students will be expected to actively participate in class discussions and post responses and questions on each week's topic. Williams and AUAF students will work together in the preparation of their final projects, which will be research papers on a topic chosen and developed in consultation with the instructor.

Prerequisites: None

Enrollment Limit: 15

Enrollment Preferences: There will be 15 Williams students and 15 AUAF students in the class. Enrollment preference for Williams students will be given to ANSO majors and students who have taken courses related to the subject matter of the course.

Expected Class Size: 15

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

Distributions: (D2)

Not offered current academic year

ANTH 371 (S) Campus and Community Health in Disruptive Times (DPE) (WS)

Cross-listings: WGSS 371 / STS 370

Primary Cross-listing

We study and seek "campuses where students feel enabled to develop their life projects, building a sense of self-efficacy and respecting others, in community spaces that work to diminish rather than augment power asymmetries." --*Sexual Citizens* (Hirsch and Khan, 2020). Students will design and pursue innovative ethnographic projects that explore campus or community health. We will learn ethnographic techniques such as observant participation, interviewing, focus groups, qualitative surveys, as well as design thinking and data visualization skills. We use and critique the methods of medical anthropology and medical sociology in order to hone our skills in participatory research. Every week, we collaborate with and share our research with our participants and peers both inside and outside class through a variety of innovative exercises. We attend to the parallel roles of narrative and listening in both medicine and ethnography, as we contrast the discourse of providers & patients along with researchers & participants. We aim to understand the strengths and limits of ethnographic inquiry while privileging marginalized voices and attending to power and identity within our participatory research framework. We recognize that our campus health projects are always already shaped by power and privilege, as we examine the ways that daily life, individual practices, and collective institutions shape health on and off campus. Our ethnographic case studies

explore how systemic inequalities of wealth, race, gender, sex, ethnicity, and citizenship shape landscapes of pediatric care, mental health, maternity care, and campus sexual assault in the US and elsewhere. We consider how lived practices shape health access & outcomes as well as well-being in our communities and on our campus.

Requirements/Evaluation: Weekly attendance, 3 written fieldnotes (3000 words), weekly writing & fieldwork exercises in class and out of class, a final presentation that includes data visualizations and analysis of research findings.

Prerequisites: A course in Anthropology, Sociology, STS or in DIV II is strongly recommended

Enrollment Limit: 19

Enrollment Preferences: Majors in Anthropology, Sociology, WGSS; Concentrators in PH, STS, ASIA, ENVI

Expected Class Size: 19

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

Distributions: (D2) (DPE) (WS)

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

ANTH 371(D2) WGSS 371(D2) STS 370(D2)

Writing Skills Notes: This class assignments includes over 9,000 words of essay assignments, and will help students develop critical writing skills, including use of rhetoric, evidence, argument, synthesizing data, logic, and anticipating counter-arguments.

Difference, Power, and Equity Notes: This class uses experiential learning to examine the intersectionality of race, class, gender, & sexuality in impacting healthcare and health outcomes. It explores the ways that intersectionality and implicit bias shapes health and well-being in patient/provider encounters as well as ethnographic research. It engages with and critiques efforts to 'improve' community and individual health outcomes in the US and elsewhere across the globe.

Attributes: ENVI Humanities, Arts + Social Science Electives EXPE Experiential Education Courses PHLH Methods in Public Health WGSS Racial Sexual + Cultural Diversity Courses

Not offered current academic year

ANTH 397 (F) Independent Study: Anthropology

Anthropology independent study.

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

Distributions: (D2)

Fall 2024

IND Section: 01 TBA Christina E. Simko

ANTH 398 (S) Independent Study: Anthropology

Anthropology independent study.

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

Distributions: (D2)

Spring 2025

IND Section: 01 TBA Christina E. Simko

ANTH 493 (F) Senior Thesis: Anthropology

Anthropology senior thesis; this is part of a full-year thesis (493-494).

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

Distributions: (D2)

Fall 2024

HON Section: 01 TBA Christina E. Simko

ANTH 494 (S) Senior Thesis: Anthropology

Anthropology senior thesis; this is part of a full-year thesis (493-494).

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

Distributions: (D2)

Spring 2025

HON Section: 01 TBA Christina E. Simko

Winter Study -----

ANTH 31 (W) Senior Thesis: Anthropology

To be taken by students registered for Anthropology 493-494.

Class Format: thesis

Grading: pass/fail only

Not offered current academic year

ANTH 99 (W) Independent Study: Anthropology

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

Class Format: independent study

Grading: pass/fail only

Not offered current academic year

ANTHROPOLOGY AND SOCIOLOGY (Div II)

SOCIOLOGY

Chair: Professor James Nolan

- Zaid Adhami, Assistant Professor of Religion and Faculty Affiliate in Anthropology & Sociology; affiliated with: Religion, Anthropology & Sociology
- Bhumika Chauhan, Visiting Lecturer in Sociology
- David B. Edwards, James N. Lambert '39 Professor of Anthropology
- Antonia E. Foias, Preston S. Parish '41 Third Century Professor of Anthropology; on leave Spring 2024
- Venus M. Green, Gaius Charles Bolin Fellow in the Department of Anthropology and Sociology
- Kim Gutschow, Senior Lecturer in Religion and Anthropology/Sociology; affiliated with: Religion, Anthropology & Sociology
- Nicolas C. Howe, Professor of Environmental Studies and Faculty Affiliate in Anthropology and Sociology; affiliated with: Center for Environmental Studies, Anthropology & Sociology; on leave Spring 2024
- Peter Just, Professor of Anthropology
- Kamal A. Kariem, Gaius Charles Bolin Fellow in the Department of German and Russian and Faculty Affiliate in Anthropology and Sociology; affiliated with: German and Russian, Anthropology & Sociology
- Joel Lee, Associate Professor of Anthropology; on leave 2023-2024
- James A. Manigault-Bryant, Chair and Professor of Africana Studies and Faculty Affiliate in Anthropology and Sociology and Religion; affiliated with: Africana Studies, Religion, Anthropology & Sociology
- Gregory C. Mitchell, Professor of Women's, Gender and Sexuality Studies and Faculty Affiliate in Anthropology/Sociology; affiliated with: Women, Gender & Sexuality Studies, Anthropology & Sociology; on leave 2023-2024
- James L. Nolan, Washington Gladden 1859 Professor of Sociology
- Marketa Rulikova, Visiting Assistant Professor of Sociology
- Olga Shevchenko, Paul H. Hunn '55 Professor in Social Studies; on leave Fall 2023
- Christina E. Simko, Chair and Associate Professor of Sociology; affiliated with: Anthropology & Sociology, American Studies
- Ben Snyder, Associate Professor of Sociology
- Phi H. Su, Assistant Professor of Sociology; affiliated with: Anthropology & Sociology, Science & Technology Studies

The disciplines of anthropology and sociology aim to teach students how to enter into the social/cultural worlds of others, how to grasp those worlds from the viewpoints of their inhabitants, and how to articulate those denizens' habits of mind, worldviews, and values to broader audiences.

Anthropology critically analyzes social forms and practices in all their local and global diversity, illuminating the cultural grounding of the ideologies, narratives, and structures in which we are all implicated. **Archaeology** extends this analysis to social formations of the historical and prehistorical past. **Sociology** studies the nature and trajectories of modernity, examining the intricacies of industrial and post-industrial societies and the dilemmas that confront individuals in modern social systems. These disciplines introduce students to classical and contemporary theories that illuminate the contours and contradictions of social experience. The Anthropology & Sociology program promotes a critical engagement with these theories while at the same time bringing evidence and case studies into conversation with theory.

The Department emphasizes qualitative fieldwork in its many forms. We teach students how to formulate, frame, and address intellectual problems. We also teach students the empirical methods widely used in anthropology, sociology, and other related disciplines, including, but not limited to ethnography, participant observation, interviewing, discourse and visual analysis, archival research, oral history, and archaeological methods.

Because the program emphasizes critical thinking skills to assess social claims made by others, and the application of anthropological and sociological skills to present day concerns, undergraduate training in Anthropology or Sociology has proven invaluable to majors pursuing a range of careers, including public policy, diplomacy, international development, marketing, social media development, K-12 education, journalism, medicine, and law.

MAJORS

The department offers separate majors in both Anthropology and Sociology, with a broad and diverse array of courses in both disciplines. The department is committed, however, to the unity of the social sciences. To this end, Anthropology and Sociology offer joint core courses in methodology and theory, as well as several elective courses in common. All joint courses are designated "ANSO."

Requirements

For the degree in Anthropology or Sociology, students must complete a minimum of nine courses as outlined below:

Core Courses

Majors in both disciplines must take a sequence of four core courses. Three of these are joint (ANSO) courses. The sequences are:

Anthropology

ANTH 101 How to Be Human

Sociology

SOC 101 Invitation to Sociology

Joint Courses

ANSO 205 Ways of Knowing

ANSO 305 Social Theory

ANSO 402 Senior Seminar

Elective Courses

Majors in Anthropology or Sociology must take five elective courses from the course listings of their respective disciplines or from the joint ANSO listings. Two of the courses chosen are normally at the 300 level or above. In close consultation with their departmental advisors, students may take some selected courses from other disciplines to fulfill major requirements in either Anthropology or Sociology.

Majors in each wing of the department are allowed to count up to two courses in the other wing towards fulfillment of their major requirements.

STATISTICS AND DATA ANALYSIS

In addition to the nine total courses required for the major, it is recommended that Anthropology and Sociology majors take Statistics 101 or a comparable course in statistics and data analysis.

AREA STUDIES CONCENTRATION

Students who wish to combine a major in Anthropology or Sociology with an Area Studies concentration are encouraged to do so. Courses taken to satisfy an Area Studies requirement may be counted toward the major with prior approval of a student's departmental advisor. The only exception to this rule is the Area Studies senior seminar, which cannot ordinarily be counted toward the Anthropology or Sociology degree.

LANGUAGE STUDY, STUDY ABROAD, AND WINTER STUDY

Departmental advisors will help interested students integrate a major with study abroad, foreign language study, or field research during the winter study period. The department encourages Williams students to take advantage of established foreign study programs in Egypt, Japan, India, Hong Kong, and other countries. Because some foreign study programs do not offer courses that can be counted toward the Anthropology or Sociology degrees, however, sophomores planning to study abroad in junior year must consult with the departmental advisor before declaring a major.

FAQ

Students **MUST** contact departments/programs **BEFORE** assuming study away credit will be granted toward the major or concentration.

Can your department or program typically pre-approve courses for major/concentration credit?

Yes. In some cases, provisional approval can be granted (students should be sure to contact the department for details). We welcome discussions of curricular plans for those major who travel abroad in their junior year. However, typically, students don't have access to all the salient information until **AFTER** they have taken the course.

What criteria will typically be used/required to determine whether a student may receive major/concentration credit for a course taken while on study away?

Course title and description, and complete syllabus including readings/assignments. The syllabus and readings/assignment information is required in cases when the course title and description are not sufficient to ascertain whether a course should count towards the major. We also request information on course hours.

Does your department/program place restrictions on the number of major/concentration credits that a student might earn through study away?

Yes. We credit two, and in special cases three courses.

Does your department/program place restrictions on the types of courses that can be awarded credit towards your major?

Yes. The expectation is for an intellectually rigorous semester-long course with a paper/exam component.

Are there specific major requirements that cannot be fulfilled while on study away?

Yes. ANSO 205, ANSO 305 and ANSO 402 are almost always taken in the department.

Are there specific major requirements in your department/program that students should be particularly aware of when weighing study away options? (Some examples might include a required course that is always taught in one semester, laboratory requirements.)

Yes. ANSO 305 is offered in the fall and ANSO 205 and ANSO 402 only in the spring. We advise our majors to be aware if they plan to spend all or part of their junior year abroad.

Give examples in which students thought or assumed that courses taken away would count toward the major or concentration and then learned they wouldn't:

In one case, a student had assumed that he could take the equivalent of ANSO 205 abroad, and was disappointed to discover that was not the case. He ended up taking ANSO 205 his senior year.

THE DEGREE WITH HONORS IN ANTHROPOLOGY OR SOCIOLOGY

Honors and highest honors are normally awarded for the completion of a year-long research project that has resulted in an original thesis of high quality. Students wishing to write an honors thesis should engage a member of the department faculty as a Thesis Advisor as soon as possible and must submit a proposal for the thesis for department approval no later than the end of spring reading period of the junior year. If the proposal is approved, they will be permitted to register for Anthropology and Sociology 493-W31-494, during which they will write and defend a thesis. If their overall work in the major continues to be of high quality and the thesis is deemed of a similar quality, they may be awarded honors or highest honors in Anthropology or Sociology.

SOC 101 (F)(S) Invitation to Sociology (DPE)

This course provides students with an introduction to sociological analysis and an overview of sociology as a discipline. We will focus on the relationship of individuals to the social world and become acquainted with systematic institutional analysis. Students will explore the intersection of biography, history, culture, and social structure as seen in the work of classical and contemporary social thinkers, including Marx, Durkheim, Weber, Simmel, Du Bois, and Goffman. Special consideration will be given to the social and cultural problems of capitalism, rationality and irrationality in modern institutions and organizations, the psychological dilemmas facing the individual in modern society, and the problem of social order and conflict. Students will emerge from the semester equipped with an analytical lens that will enable them to see the social world -- ranging from everyday interactions to broad political struggle -- in a new light.

Requirements/Evaluation: Thoughtful and consistent participation, several research memos and presentations, book review, final research paper

Prerequisites: none

Enrollment Limit: 30

Enrollment Preferences: strictly limited to first-year students and sophomores (with exceptions for declared ANTH or SOC majors)

Expected Class Size: 30

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

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: This course interrogates the social construction of identities, and how these differences manifest unequally in institutions.

Fall 2024

LEC Section: 01 MW 11:00 am - 12:15 pm Christina E. Simko

LEC Section: 02 TF 1:10 pm - 2:25 pm Ben Snyder

Spring 2025

LEC Section: 01 TR 11:20 am - 12:35 pm Olga Shevchenko

SOC 150 (F) Data for Justice (DPE) (QFR)

Cross-listings: STS 150 / AMST 150 / WGSS 150 / INTR 150

Secondary Cross-listing

This course is a unique and inclusive introduction to data science where quantitative thinking, programming, and social justice intertwine. We will build our data science skills using R, a popular open-source data science tool. We will focus on essential stages of data analysis, including data acquisition, cleaning, wrangling, visualization, and exploration. But rather than divorcing these techniques from the social issues they can help illuminate, we ground them in a social justice context. Overall, we will apply data science skills to topics drawn from criminal justice, environmental justice, diversity and inclusion in arts and media, education equity, and much more, with the goal of growing our collective capacity to use data science as a tool for social good. During a time when humans are increasingly subjugated to data-driven algorithmic decisions, when there are social media accounts dedicated to highlighting misuses of data, and when artificial intelligence makes faking data a nearly trivial task, using data to ethically and carefully promote justice is more important than ever.

Class Format: This course is taught in a highly interactive format and will frequently use a flipped-classroom approach. Students should expect substantial time devoted to in-class collaboration.

Requirements/Evaluation: Students will complete regularly assigned activities, problem sets, and other assessments. To move towards a non-hierarchical, transparent, and egalitarian grading system, the instructor adopts a mastery-based approach.

Prerequisites: None. This course assumes no prior knowledge of data science or R programming. An interest in social justice and a willingness to engage intensively with data and computing are essential.

Enrollment Limit: 18

Enrollment Preferences: Students without prior college-level courses in statistics and programming.

Expected Class Size: 18

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

Distributions: (D2) (DPE) (QFR)

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

STS 150(D2) AMST 150(D2) SOC 150(D2) WGSS 150(D2) INTR 150(D2)

Difference, Power, and Equity Notes: This course uses data science as a lens for injustice in spheres such as criminal justice, environmental justice, diversity and inclusion in arts and media, education equity. We will consider race, gender, LGBTQ+, disability, and other axes of identity. Additionally, we will adopt a data-critical perspective, thinking about how social forces shape data and our understanding of it.

Quantitative/Formal Reasoning Notes: This course teaches quantitative tools in R, a widely-adopted data science platform. We will focus on essential stages of data analysis, including data acquisition, cleaning, wrangling, visualization, and exploration.

Fall 2024

LEC Section: 01 TR 9:55 am - 11:10 am Chad M. Topaz

LEC Section: 02 TR 11:20 am - 12:35 pm Chad M. Topaz

SOC 201 (S) Science, Technology, and Human Values

Cross-listings: STS 101

Secondary Cross-listing

This course offers an introduction to science and technology studies. Attention will be devoted to exploring the nature of science and technology, their relationships to and interactions with one another, society and the natural world, and the influences these interactions exert in shaping what humans value. With widespread use of new social media, controversial developments in such bio-technical practices as gene-editing and the cloning of mammals, rapid advances in various forms of technological surveillance, and the increasing sophistication of technological weaponry in the military, the triumph of technology remains a defining feature of modern life. For the most part, modern humans remain unflinchingly confident in the possibilities technology holds for continuing to improve the human condition. As with other features of modernity, however, technology has also had significant, albeit largely unanticipated, social consequences. This course will focus on the less often examined latent functions of science and technology in modern society. It will consider, for example, the social effects of technology on community life, on privacy, and on how people learn, think, understand the world, communicate, and organize themselves. The course will also examine the effects of technology on medicine, education, criminal law, and agriculture and will consider such counter-cultural reactions to technology as the Luddite movement in early nineteenth century England, Amish agrarian practices, and the CSA (community supported agriculture) movement.

Requirements/Evaluation: A midterm, final, and two short papers.

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: first-years and sophomores

Expected Class Size: 20

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

Distributions: (D2)

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

STS 101(D2) SOC 201(D2)

Spring 2025

SEM Section: 01 TR 11:20 am - 12:35 pm James L. Nolan

SOC 211 (S) Race, Environment, and the Body

Cross-listings: ENVI 211 / AMST 211 / AFR 211

Secondary Cross-listing

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

Class Format: discussion

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

Prerequisites: none

Enrollment Limit: 20

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

Expected Class Size: 20

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

Distributions: (D2)

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

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

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

Not offered current academic year

SOC 216 (F) The City

Modern humans have moved to the city, a site with concentrated powers of various kinds, this move has effected irreversible change in human life. We will examine these forces through readings in urban theories as well as ethnographic studies. We will address themes such as the organization of urban life, the political economy of cities, housing and homelessness, and urban planning. The city is also the chief site of cultural production and meaning, and our scope of interest will range from studying subcultures, to reading graffiti, to analyzing monuments. Bearing in mind the inexorable social change of past decades, we will reconsider some classical thought on urban life in the context of postmodern discourse, conceptualize the post-industrial and global city, and conclude with an examination of the problems faced by cities in developing countries. This course is designed to provide students with a comprehensive introduction to urban studies. Students will become familiarized with both classical and modern urban theories, and in reading ethnographies they will have an opportunity to understand some fundamental methodological approaches to the study of the city.

Requirements/Evaluation: response papers, mid term exam and final research paper

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: Anthropology and Sociology majors

Expected Class Size: 15

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

Distributions: (D2)

Attributes: AMST Space and Place Electives GBST Urbanizing World

Not offered current academic year

SOC 218 (S) Law and Modern Society

This class is designed to introduce students to the field of law and society. The course begins with an overview of the various theoretical perspectives on the subject, including Durkheimian, Marxist, Foucauldian, and Weberian analyses of law and society; as well as the work of those following in the different theoretical schools established by these scholars. Informed by the theoretical overview, the next part of the course considers empirical research in selected areas of law, including tort law, criminal trial procedures, "community justice," jury trials, and the adjudication of drug offenses. Recognizing that understandings of our own legal practices are enlightened through comparisons to other legal systems, the second half of the course is primarily historical/comparative in focus. In this section, through an exploration of several case studies, American legal processes and habits are compared with related legal practices in such places as Japan, England, Scotland, Ireland, Australia, Germany, Norway, and Canada.

Class Format: discussion

Requirements/Evaluation: a short paper and midterm and final exams

Prerequisites: none

Enrollment Limit: 30

Enrollment Preferences: Priority given to sociology majors.

Expected Class Size: 30

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

Distributions: (D2)

Attributes: JLST Interdepartmental Electives

Spring 2025

LEC Section: 01 MR 1:10 pm - 2:25 pm James L. Nolan

SOC 219 (F) Images and Society

"This is obvious!" is what we say when we believe our point is irrefutable. But images are far less obvious than we may like to think. This course will create a forum for discussing the role of images in our lives, as well as the place of the visual in social inquiry. It will explore the variety of ways in which images--and even vision itself--are shaped by the social and cultural context in which they are embedded, develop skills for critical analysis of existing representations, and address the analytical possibilities and limitations of the study of signs and images. The course will touch upon a range of visual material, from advertising to paintings, but the bulk of the course is dedicated to photography, both as an object of visual analysis and as, increasingly, a research method in social sciences. Topics for discussion include debates around truth in photography and the politics of representation, changing uses of photography in institutional settings, different photographic cultures and their anthropological and sociological significance, as well as the use of photography in social research. Primary sources for the discussions will be drawn from a variety of spheres, from Soviet propaganda posters to Indian studio portraiture, and will include the images we encounter in everyday life, media, politics, academia, "high" art and popular culture.

Requirements/Evaluation: active class participation, several short papers, and a final project

Prerequisites: none; open to all

Enrollment Limit: 15

Enrollment Preferences: Anthropology and Sociology majors

Expected Class Size: 15

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

Distributions: (D2)

Attributes: FMST Related Courses

Fall 2024

SEM Section: 01 MR 2:35 pm - 3:50 pm Olga Shevchenko

SOC 221 (F) Money and Intimacy

Does money matter in affectionate relationships? Can dollars buy love and care? What impact does market economics have on intimate relationships? This course will examine these questions and their relevance over the course of history, considering what forces have contributed to the shift in thinking about them, and, most importantly, how sociological research and knowledge helps us understand their current status. We will look into a wide range of aspects of private life that require actors to mix personal affairs with financial transactions, including romantic encounters, marriages (and divorces), families of various kinds and compositions, child adoptions, and outsourced care for dependents to name just a few. Intimacy carries different value and content in these contexts, as so does handling exchanges within them, and negotiating the balance of intimate and economic exchanges also necessitates applying diverse strategies *vis-à-vis* the external social world. The course will simultaneously look into the changing character of the economy as it has responded to shifting social values. We will specifically focus on how previously private concerns have penetrated the public sphere and shaped the evolution of what has been dubbed 'emotional capitalism'. People skills, teamwork, emotional labor, commodification of intimacy, care, sex, and body parts, are only few examples of the central concepts at stake. Naturally, a reflection on the growth of new technologies and social media will enrich many of the discussed themes.

Requirements/Evaluation: Each student will be expected to write a final research paper. Other requirements will include response papers to assigned readings and films, as well as contributions to both classroom and Glow discussions. There will be no final exam.

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: Anthropology and Sociology majors

Expected Class Size: 20

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

Distributions: (D2)

Not offered current academic year

SOC 224 (F) Going Nuclear: American Culture in the Atomic Age

Cross-listings: HIST 273 / STS 224

Primary Cross-listing

This course will examine the historical development and use of the nuclear bomb. Among other features of the early atomic age, the course will look at the Manhattan Project, the delivery of the bombs for combat, the destructive effects of the bomb's initial use in Hiroshima and Nagasaki, and the ongoing testing of nuclear weapons in the Marshall Islands after WWII. The class will investigate the role of the nuclear arms race in the Cold War, the consequences of nuclear production on specific communities, and the implications of the atomic age on our critical understanding of technological innovation more generally. We will also consider the saliency of competing narratives interpreting America's decision (and continuing policies) to build, use, and stockpile nuclear weapons. Employing both sociological and historical perspectives, we will explore the interactions between science, politics, and culture in the nuclear age.

Requirements/Evaluation: a midterm, a final exam, and a 10- to 12-page research paper

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: Preference given to sociology and history majors.

Expected Class Size: 20

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

Distributions: (D2)

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

HIST 273(D2) STS 224(D2) SOC 224(D2)

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

Fall 2024

LEC Section: 01 TR 11:20 am - 12:35 pm James L. Nolan

SOC 226 (F) The Working Globe: North and South Workers in Globalized Production (DPE)

Cross-listings: GBST 226

Primary Cross-listing

The course introduces students to the concept of globalization of production by focusing on how workers from distant cities and villages across the Global North and South are joined together in the same transnational labor processes. We will reflect on case studies that trace the real-world production of everyday goods and services like automobiles, garments, retail, and electronics. We will map global supply chains and investigate how they exploit and reproduce global inequalities. Focusing specifically on the labor process and on the condition of workers, students will acquire a grounded perspective on the global economy, as well as on the dynamics underlying precarity, deindustrialization, and uneven development. The key guiding concern for the course will be to understand the relationship between workers of the North and South: Does global production place these workers in a relation of fundamental conflict, or can a community of interest emerge between them?

Class Format: Assignments will require group work and presentations

Requirements/Evaluation: Class participation; 1-2 group presentations; 1 final paper

Prerequisites: None, open to all students

Enrollment Limit: 20

Enrollment Preferences: Preference given to ANTH/SOC majors and GBST concentrators

Expected Class Size: 20

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

Distributions: (D2) (DPE)

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

GBST 226(D2) SOC 226(D2)

Difference, Power, and Equity Notes: Primarily the course investigates how historical inequalities between countries are reproduced by centering production relations and the site of work. Students will delve deeply into the inequality between workers of the global North and South, and they will also encounter situations where these differences intersect with racial and gendered dynamics.

Not offered current academic year

SOC 228 (S) The Panopticon: Surveillance, Power, and Inequality (DPE)

Cross-listings: STS 229

Primary Cross-listing

Surveillance is built into the very fabric of modern life. From CCTV cameras, to supermarket loyalty cards, to the massive gathering of personal data on social media sites, people participate in today's "surveillance societies" just by doing everyday activities. This course uses the metaphor of the "Panopticon" as a doorway to engagement with traditional and new forms of surveillance. First described by philosopher and social theorist Jeremy Bentham, the Panopticon is a physical structure that enables one observer to see all inhabitants without those inhabitants knowing when they are being observed. In *Discipline and Punish*, Michel Foucault famously expanded thinking on the Panopticon as a metaphor for the "disciplinary" power that lies at the heart of inequality in modern society. Since Bentham and Foucault's time, however, surveillance technologies have changed significantly. To what extent does the concept of the Panopticon give us purchase on today's surveillance societies? How does watching people with new digital and algorithmic surveillance technologies shape the exercise of power and, in turn, (re)produce forms of inequality? Can privacy, convenience, and safety ever be truly balanced? Topics include: the historical origins and expansion of surveillance in modern societies, policing and state surveillance, and social media surveillance.

Requirements/Evaluation: participation, reading responses, midterm essay, final paper

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: Anthropology and Sociology majors

Expected Class Size: 15

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

Distributions: (D2) (DPE)

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

STS 229(D2) SOC 228(D2)

Difference, Power, and Equity Notes: This course explores how power is distributed unequally through the mechanism of surveillance technologies, particularly in regard to racial and class differences. Among other topics, it will consider the concrete case of surveillance by police in Baltimore City and the question of if and when surveillance is appropriate there, given the city's ongoing crisis of citizen and police violence. Students will discuss police surveillance in a context shaped by racial segregation and class inequality.

Spring 2025

SEM Section: 01 MR 2:35 pm - 3:50 pm Ben Snyder

SOC 230 (S) Memory and Forgetting (DPE)

Cross-listings: AMST 233

Primary Cross-listing

On the surface, remembering generally confronts us as a deeply personal act. What is more private than nostalgic reverie or the secrets of a dark and painful past? Yet even "individual" memories take shape through social frameworks, and we also remember "collectively" through shared myths, narratives, traditions, and the like. This course will explore the social dimensions of memory and remembering as well as their inevitable counterpart--forgetting. How do social frameworks inform our individual understandings of the past and shape our sense of selfhood? How and why are figures from the past cast as heroes or villains? How do collectivities celebrate past glories, and how do they deal with shameful or embarrassing episodes? How do economic and political power relations shape struggles over the past? In an increasingly global society, can we speak of "cosmopolitan" or "transcultural" forms of memory? Topics will include autobiographical memory and self-identity; memorials, museums, and monuments; reputations, commemorations, and collective trauma; silence, denial, and forgetting; and transitional justice, official apologies, and reparations.

Requirements/Evaluation: thoughtful and consistent class participation; an autobiographical essay (4-5 pages); four response papers (2 pages each); and a research paper (8-10 pages) with class presentation

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: if overenrolled, students will be asked to submit a short statement of interest

Expected Class Size: 19

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

Distributions: (D2) (DPE)

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

SOC 230(D2) AMST 233(D2)

Difference, Power, and Equity Notes: This course pays particular attention to how power and inequality shape narratives about the past. We will examine and compare several efforts to transform national memories, such as the Equal Justice Initiative memorial in the United States and the Truth and Reconciliation Commission in South Africa. In doing so, we will also consider the role of memory and memorialization in broader processes of social change.

Not offered current academic year

SOC 241 (S) Meritocracy

Cross-listings: PSCI 241

Secondary Cross-listing

Although fewer than 1% of Americans have a degree from the country's top 30 colleges and universities, 39% of Fortune 500 CEOs, 41% of federal judges, 44% of the writing and editorial staff at the *New York Times*, 64% of Davos attendees, and 100% of Supreme Court justices do. Is this a

positive sign that the United States is governed by its most talented and capable members who have risen through hard work and equal opportunity? Or a negative one pointing to the power of a corrupt and self-selecting elite? This course explores the theme of meritocracy--rule by the intelligent--in comparative perspective. We will look at both old and new arguments regarding the proper role and definition of merit in political society as well as take the measure of meritocracy in present-day Singapore, France, and the United States. The course concludes with a focus on the current debate over American meritocracy and inequality.

Requirements/Evaluation: one short paper, one long paper, take-home final exam, discussion questions, class participation

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Political Science and Sociology majors, first-years and sophomores intending a Political Science or Sociology major

Expected Class Size: 19

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

Distributions: (D2)

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

SOC 241(D2) PSCI 241(D2)

Attributes: POEC Depth PSCI American Politics Courses PSCI Comparative Politics Courses

Not offered current academic year

SOC 244 (F) What They Saw in America

Cross-listings: HIST 366 / AMST 244

Primary Cross-listing

This course traces the travels and writings of important observers of the United States, including Alexis de Tocqueville, Max Weber, G.K. Chesterton, Sayyid Qutb, and Wang Huning. The course will consider their respective journeys: Where did they go? With whom did they talk? What did they see? The historical scope and varying national origins of the observers provide a unique and useful outsider's view of America--one that sheds light on persisting qualities of American national character and gives insight into the nature and substance of international attitudes toward the United States over time. The course will analyze the common themes found in the visitors' respective writings about America and will pay particular attention to their insights on religion, democracy, agrarianism, capitalism, and race.

Requirements/Evaluation: A midterm examination, two short essays, and a final paper.

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: Priority given to Sociology, History, Anthropology, and American Studies majors.

Expected Class Size: 15

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

Distributions: (D2)

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

SOC 244(D2) HIST 366(D2) AMST 244(D2)

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

Fall 2024

SEM Section: 01 MR 1:10 pm - 2:25 pm James L. Nolan

SOC 246 (F) Goals Points Seconds

Sport is sometimes dubbed a civic religion in America. Figuratively, it has its values to uphold and rituals to follow, its professional sport gods to worship. Engaging in sports -- whether actively as athletes or passively as fans -- supplies a sense of personal identity, provides a basis for community, and even injects meaning into their lives. In the broader society, the world of sport anchors social hierarchies and mirrors other social dynamics. Through the analysis of the world of sports and athletics, broader social trends and trajectories can be traced. While some of these trends are a century old, some of them have evolved relatively recently, as sport has moved beyond its traditional role as ritual and recreation and become a

centerpiece of capitalism and consumer culture. Particular attention will be paid to changing values and practices associated with amateur and professional sports, the transformation of collegiate sports, social mobility through athletics, the role of media and marketing, the rise of sports betting, esports, and the culture of sports celebrity and fandom.

Requirements/Evaluation: 12-page research paper; 2 response papers; group project; active participation in discussions

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: seniors; juniors; if relevant no more than 2 students per athletic team (lottery would be applied)

Expected Class Size: 20

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

Distributions: (D2)

Fall 2024

SEM Section: 01 TF 1:10 pm - 2:25 pm Marketa Rulikova

SOC 252 (F) Im/mobilities (DPE) (WS)

Cross-listings: AMST 252 / AAS 252

Primary Cross-listing

We think of the freedom to move as a mark of privilege. In the United States, passing a driving test, owning a car, and getting a passport are milestones that signal modernity and freedom. Likewise, we think of restrictions on movement as the domain of the underprivileged, such as the current and formerly incarcerated. But as the Covid-19 pandemic revealed, there have always been two sides to immobility: privileged as well as involuntary immobility. There are correspondingly two sides to mobility: those who move because they want to and others because they have no choice. In this class, students will explore conceptions of mobility as adventurous, free, and modern (as with jet-setting international elites). They will compare and contrast when mobility can be threatening, exclusionary, and limited (as recognized by the Black Lives Matter movement). This class invites students to interpret their environment through the lens of mobility and inequality. Drawing on sociology, anthropology, cultural studies, geography, and migration studies, this interdisciplinary course offers a beginning conversation on the causes and consequences of the freedom to move--or to stay still.

Requirements/Evaluation: Thoughtful and consistent class participation, several short reflection papers, two drafts of an opinion essay, class presentation

Prerequisites: None

Enrollment Limit: 15

Enrollment Preferences: Given to first-year students and sophomores, particularly those who have demonstrated an interest in AAS/SOC. If the course overenrolls, the instructor will send out a Google Form to make enrollment decisions.

Expected Class Size: 15

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

Distributions: (D2) (DPE) (WS)

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

AMST 252(D2) AAS 252(D2) SOC 252(D2)

Writing Skills Notes: Emphasis on the processes of writing and revising, several short papers on which students will receive close feedback, and drafts of a final written assessment

Difference, Power, and Equity Notes: This course explores a politics of im/mobilities: how we move through space through different bodies at the intersection of race, class, gender, ability, and citizenship. Students will use their own bodies as research sites for deepening their understanding of how we navigate the freedom to move or stay still.

Fall 2024

SEM Section: 01 MR 2:35 pm - 3:50 pm Phi H. Su

SOC 255 (F) Race, Environment, and the Body

Cross-listings: AFR 255 / AMST 257 / ENVI 256

Secondary Cross-listing

This course examines the relationship between structural racism and racial/ethnic health disparities. Through class discussions of readings and media images, we will explore three topics: 1) how racism intersects with classism, sexism, and xenophobia to govern the implementation of local, state and federal health care policies; 2) how the uneven enforcement of health care policies ultimately produces differences in mortality, morbidity, and quality of life among various populations; and 3) anti-racist public health scholarship that offers strategies for creating racial health equity.

Class Format: Discussion

Requirements/Evaluation: Class participation, 2-3 short papers (5-7 pages), and a final presentation

Prerequisites: None

Enrollment Limit: 20

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

Expected Class Size: 20

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

Distributions: (D2)

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

SOC 255(D2) AFR 255(D2) AMST 257(D2) ENVI 256(D2)

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

Fall 2024

LEC Section: 01 TF 1:10 pm - 2:25 pm Christopher O. Ndubuizu

SOC 262 (F) Paper Trails (DPE)

Cross-listings: STS 262 / GBST 262

Primary Cross-listing

Long before the invention of the passport, states or state-like entities sought to document and manage populations and discipline bodies. This course invites students to critically reflect on documentation practices and systemic violence, particularly against racial, ethnic, sexual, and political minorities. Students will explore identity-making through documentary practices such as the three-generation life history, a biographical form that Soviet-allied countries used to reward loyalty and punish disloyalty. Labels, such as a criminal record or pre-existing health conditions, also trail or precede individuals their whole lives. Students will grapple with what happens when the paper trail goes cold--when identification documents are invalidated, birth certificates withheld, household registries purged, and archives destroyed. Students will explore the rise of surveillance and biometric data alongside the actors, technologies, and industries that try to circumvent them in places such as the Xinjiang Uyghur Autonomous Region and along the US-Mexico border. In this project-based course, students will exhume paper trails and imagine alternative ways to create, alter, and subvert them.

Requirements/Evaluation: thoughtful and consistent class participation, facilitation of guest speakers, Special Collections visit, project memos, and final project and presentations

Prerequisites: None

Enrollment Limit: 15

Enrollment Preferences: Anthropology and sociology majors, Global Studies concentrators; Science and Technology Studies concentrators. If the course overenrolls, the instructor will send out a Google Form to make enrollment decisions.

Expected Class Size: 15

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

Distributions: (D2) (DPE)

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

SOC 262(D2) STS 262(D2) GBST 262(D2)

Difference, Power, and Equity Notes: In this course, students will interrogate some of the key documents that structure our lives and serve as tools for waging systemic violence against ethnic, racial, sexual, and political minorities. Students will synthesize and apply these lessons about

bureaucratic documentation toward the benefit of a community partner.

Fall 2024

SEM Section: 01 MWF 8:30 am - 9:45 am Phi H. Su

SOC 291 (F) Religion and Ecology in America (WS)

Cross-listings: ENVI 291 / REL 291

Secondary Cross-listing

This course examines the relationship between religious and environmental thought in American cultural history. Exploring a broad range of practices, stories, and beliefs, we will examine the spiritual roots and branches of modern environmentalism. Rather than survey the formal teachings of organized religious groups, we will explore the creation and contestation of environmental meaning in the public sphere through literature, art, philosophy, and popular culture. How have religious writers, thinkers, and artists shaped the way we think about nature? How have they shaped the way we think about politics, science, and social justice? In pursuit of these questions, we will consider a diverse array of topics and cases, including struggles to protect Native American sacred places, the role of Black churches in fighting environmental racism, Protestant outdoorsmanship, Catholic climate activism, Jewish eco-mysticism, atheist biological theory, Buddhist eco-spirituality, and more.

Requirements/Evaluation: Each week each student will either write a 5- to 7-page essay on assigned readings or offer a 2-page critique of their partner's paper.

Prerequisites: None

Enrollment Limit: 10

Enrollment Preferences: Environmental Studies majors and concentrators

Expected Class Size: 10

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

Distributions: (D2) (WS)

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

ENVI 291(D2) REL 291(D2) SOC 291(D2)

Writing Skills Notes: Each student will write five five-page papers and five two-page papers in this class. They will be given extensive weekly feedback on their writing in the form of one-on-one meetings and written comments, and they will be given multiple opportunities for revision. Emphasis will be placed on the mechanics of argumentation, logic and rhetoric, and the development of a distinctive voice.

Attributes: ENVI Humanities, Arts + Social Science Electives

Fall 2024

TUT Section: T1 TBA Nicolas C. Howe

SOC 301 (S) Social Construction (DPE)

Cross-listings: COMP 315 / WGSS 302 / STS 301 / REL 301

Secondary Cross-listing

"Social construction" can often seem like the great collegial insight. By now, you've all heard that categories such as race, gender, and sexuality are in some sense not part of nature, but instead are created and maintained socially or culturally. The idea of social construction has been vital to critical race theory and queer theory, and, in this course, we will push ourselves into philosophy of science to see whether or not these same insights apply to everything. If we know that "Whiteness," "heterosexuality," and "masculinity," for instance, are all socially constructed, we will ask if the same is true of "electrons," "money," "the solar system," and "climate change." Can it be that all of our reality is socially constructed? Or does social construction have limits? If so, what are they? We will also ask more fundamental questions, such as: What does it mean to say something is socially constructed? How does social construction relate to claims that an aspect of the world is "real" or "not real?" Is social construction a theory about language, power, culture, societies, human perceptions, or the limits of science? What kind of political, ethical, ontological, or epistemological work do theories of social construction do? We will begin with different accounts of the social construction of race, gender, and sexuality. In the second part of the course, we will dig deeper into philosophical debates about social construction as such. Then we will explore constructionism about natural science. In the last part of the course, we will change gears and explore look at cutting-edge work in the theory of social science aimed at explaining the construction and

ontology of social worlds. The class will culminate in a project in which students will put their social construction theories into practice.

Requirements/Evaluation: regular attendance and participation, short weekly reflection papers, a 8-10 page research paper, and final project

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: Preference will be given to majors and concentrators from STS, ANSO, COMP, REL, PHIL, WGSS, AAS, LATS, JWST, and AFR. If the class is overenrolled students will be asked to submit an email about themselves and why they want to take the course.

Expected Class Size: 15

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

Distributions: (D2) (DPE)

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

COMP 315(D1) WGSS 302(D2) STS 301(D2) SOC 301(D2) REL 301(D2)

Difference, Power, and Equity Notes: Central to REL 301 will be an analysis of the social construction of race, gender, and sexuality. It will show how power and difference are tied up in their construction and maintenance of these categories. Students will be taught how to critically analyze race, gender, and sexuality as well as social construction as such. Students will also learn sophisticated tools for studying systems of social power and difference.

Attributes: PHIL Related Courses

Spring 2025

SEM Section: 01 W 1:10 pm - 3:50 pm Jason Josephson Storm

SOC 303 (S) Cultures of Climate Change

Cross-listings: ENVI 303

Secondary Cross-listing

This course asks why people think and talk about climate change in such very different ways. Climate change is a physical phenomenon that can be observed, quantified, and measured. But it is also an idea, and as such it is subject to the vagaries of cultural interpretation. Despite scientific agreement about its existence and its causes, many people do not see climate change as a serious problem, or as a problem at all. Many others see it as the most serious problem our species has ever faced. What are the sources of this disparity? Why can't we agree about what climate change means? How does something as complex as climate change become a "problem" in the first place? And what can its many proposed "solutions" tell us about the role of culture in environmental policy, politics, and decision-making. This course will explore a broad array of factors, from religion to race, class to colonialism. Emphasizing ethnographic and historical accounts of climate change as lived experience, it will apply a range of theories from the social sciences and humanities to case studies from around the world.

Requirements/Evaluation: a 15- to 18-page research paper and several shorter writing assignments

Prerequisites: ENVI 101 or permission of instructor

Enrollment Limit: 19

Enrollment Preferences: Environmental Studies majors and concentrators first; Anthropology and Sociology majors second

Expected Class Size: 19

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

Distributions: (D2)

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

SOC 303(D2) ENVI 303(D2)

Attributes: ENVI Humanities, Arts + Social Science Electives

Not offered current academic year

SOC 308 (S) What is Power?

Cross-listings: STS 308 / REL 308

Secondary Cross-listing

What is power? Despite the importance of notions of power across the social sciences, there is a broad lack of consensus. Is power essentially domination or resistance? Is it freedom, empowerment, privilege, or oppression? Are there forms of unequal social power which are morally neutral or even good? Is power the kind of thing held by individuals, races, genders, classes, discourses, causal mechanisms, institutions, or social structures? What is the connection between social and physical power? Does power obey laws? How does power relate to technology? Or knowledge? Or agency? Or ideology? This course begins with the observation that power is often described as a causal relation--an individual's power is supposed to equal their capacity to produce a change in someone else's behavior. This suggests that the better we can understand the nature of cause and effect, the better we can understand power. Fortunately, in recent decades philosophers have made significant progress in theorizing causation. Hence, this seminar will put two very different bodies of theory in conversation: **critical theory about power** and **philosophy of science about cause and effect**. We will touch on classic philosophical accounts of power and causation, but focus our attention on more recent developments in philosophy of science, political theory, and other fields. The insights we gain in this course from analyzing the nature of power should empower us to more effectively transform society. It will help students in the social sciences to understand the nature of causation in the social world, and it will help students interested in political action to better understand the nature of power. Thinkers to be considered may include: Aristotle, Amy Allen, Hannah Arendt, Bourdieu, Judith Butler, Nancy Cartwright, Foucault, Gramsci, Byung-Chul Han, Han Feizi, Giddens, Steven Lukes, Machiavelli, J.L. Mackie, Marx, Nietzsche, and Max Weber. **(Note that in 2023 this course will also fulfill the senior seminar requirement for STS)**

Requirements/Evaluation: critical annotations for every class, midterm review essay (4-6 pages), final essay (10-12 pages)

Prerequisites: None.

Enrollment Limit: 15

Enrollment Preferences: STS concentrators, then Religion, Sociology, and Political Science majors.

Expected Class Size: 14

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

Distributions: (D2)

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

STS 308(D2) REL 308(D2) SOC 308(D2)

Attributes: PHIL Related Courses STS Senior Seminars

Not offered current academic year

SOC 313 (S) The 626 (DPE)

Cross-listings: AAS 312

Primary Cross-listing

Ryka Aoki's *Light from Uncommon Stars* is "a defiantly joyful adventure in California's San Gabriel Valley, with cursed violins, Faustian bargains, and queer alien courtship over fresh-made doughnuts." What sociological insight could a sci-fi novel about intense extracurricular pressure, food, and foreignness have to offer about the San Gabriel Valley, area code 626? In this course, we take the fantastical characters and plots of Aoki's novel as an invitation to delve into the histories of Asian American settlement to Gabrielino/Tongva lands on the eastern fringes of present-day Los Angeles County. The multilingual boba shops, restaurants, and store fronts throughout the valley mask a history of violent backlash and English-only initiatives. Media reports of academic and musical prodigies skew a broader socioeconomic picture that includes crimmigration, deportation, and xenophobia. And the figure of an intergalactic refugee mother exposes the toll that crossing borders takes on individuals, families, and communities. In this project-based course, we survey the formation of a particular place and its surroundings. In doing so, students grapple with general questions such as: How does migration shape intergenerational dynamics? When and with what tools do people confront racism and intersecting forms of discrimination? How do ethnic enclaves form and fracture? And how do communities mobilize for political rights?

Requirements/Evaluation: thoughtful and consistent participation; mock film festival screening and vote; regular writing assignments; teach-ins

Prerequisites: N/A

Enrollment Limit: 15

Enrollment Preferences: ANSO majors and AAS concentrators. If the course overenrolls, the instructor will send out a Google Form to make enrollment decisions.

Expected Class Size: 15

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

Distributions: (D2) (DPE)

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

SOC 313(D2) AAS 312(D2)

Difference, Power, and Equity Notes: This course explores the making of the San Gabriel Valley as the "Asian American Holy Land." It delves into actors' diverse responses to the model minority stereotype, class, and belonging. Students will evaluate (pan)ethnicity as something to be explained, rather than explanatory, and consider the gaps between diversity and inclusion versus equity in the so-called majority-minority context of the 626.

Attributes: AAS Core Electives

Spring 2025

SEM Section: 01 TF 2:35 pm - 3:50 pm Phi H. Su

SOC 320 (S) Thinking the Family Album

What is a family? How does it function as a metaphor, and is this metaphor a political one? How does the family remember, and how does it tell its own story? What do everyday forms of family memory, like scrapbooks and family photo albums, do to shape the family? Are they a thing of the past? What comes to replace them? Who talks through them, and who is there to listen? And how can we reclaim the many untold stories and unheard voices by engaging with the idea of a family album? This course will convene as a seminar in which the participants will engage with the notion of the family as a social institution, and with the genre of family photography as one of the key practices through which this institution is experienced and upheld. We will pay particular attention to the idea of a family album, as an object and as a metaphor, as expressed in the controversial exhibition *The Family of Man* (1955) and its critical reception, or in the ongoing participatory project *Family Pictures USA* by Thomas Allen Harris. The seminar's goal is to unsettle the uniform notion of the family, and to experiment with ways of making the genre of family photography better reflect the difficult and varied histories that the notion of the family may conceal.

Requirements/Evaluation: Thoughtful and consistent class participation, three position papers and a final project

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: Anthropology and Sociology majors

Expected Class Size: 15

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

Distributions: (D2)

Spring 2025

SEM Section: 01 MR 2:35 pm - 3:50 pm Olga Shevchenko

SOC 329 (F) Capitalism and the Future of Work

What does it mean to work? How does capitalism shape the way we work? What might work look like in the future? In this three-part course, students engage with global capitalism's past, present, and future, asking analytic and normative questions about work and the trajectory of capitalism. The first part of the course examines the historical origins of capitalism and leading theories about what capitalism is and how it stratifies the world into racialized social classes. A central theme in part one will be how capitalist labor relations shape meaning and subjectivity, particularly the experience of dignity. In part two, we examine recent and emerging trends in capitalist labor, such as the death of the career, the rise of the "gig" economy, platform capitalism, and even the seemingly inevitable end of work itself as entire occupations become automated by machine learning. A key question will be how these transformations exacerbate and/or alleviate longstanding inequalities from capitalism's 19th century past. The course concludes by asking students to imagine a better vision for work in the next century. Should we continue to work at all? What kinds of productive activity should we value, and how would we go about taming, eroding, or even smashing capitalism to allow them to flourish?

Requirements/Evaluation: participation, reading responses, midterm paper, final paper

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: Anthropology and Sociology majors

Expected Class Size: 15

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

Distributions: (D2)

Fall 2024

SEM Section: 01 TF 2:35 pm - 3:50 pm Ben Snyder

SOC 331 (S) Automation in an Unequal Society (DPE)

Cross-listings: STS 331

Primary Cross-listing

Could you be competing for a job--even after getting a college degree--with a robot or an AI-powered chatbot? As technologies advance, every few years debates emerge: will this new kind of automation increase unemployment, or will it generate new kinds of jobs? Will these new jobs be more interesting and high paying, or will they be boring and poorly paid? To think these questions through, in this course we will study some key attempts to understand the socio-economic and political determinants as well as the repercussions of automation. We will delve into the micro-level dynamics operating between machines and workers involved in concrete production processes. We will also explore the macro-level trends in national and global inequality that social scientists associate with automation. In our investigation of both macro- and micro-levels, we will focus on how the risks and benefits of automation get distributed unevenly along already existing axes of class, race, gender, etc.

Requirements/Evaluation: Class participation; 1 mid-term paper proposal; 1 final paper

Prerequisites: none, open to all students

Enrollment Limit: 20

Enrollment Preferences: Preference given to ANTH/SOC majors and STS concentrators

Expected Class Size: 20

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

Distributions: (D2) (DPE)

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

SOC 331(D2) STS 331(D2)

Difference, Power, and Equity Notes: The course is centrally concerned with the iniquitous distribution of risks and benefits of automation. Students will gain familiarity with how social scientists study the impacts of automation on class, racial, and gendered dynamics. We will consider how automation may disempower certain workers, and deepen already existing social segmentations.

Not offered current academic year

SOC 335 (F) Nowheres (DPE)

Cross-listings: GBST 335

Primary Cross-listing

We live in a world of nation-states. The world map, according to journalist Joshua Keating, is "itself as an institution, an exclusive club of countries" that rarely accepts new members. Throughout the course, we question how countries conquered the world and became the taken-for-granted political unit. We do so, paradoxically, by looking at contemporary nations that do not appear on the world map. These include nations without statehood, such as Somaliland; those that span countries, including indigenous nations across the US and Canada; and nations that have lost their countries, such as Palestine and South Vietnam. By interrogating "nowheres," we tease out what it means to be a country, and pinpoint when and why the definitions do not apply uniformly. Students will reflect on why the world map has been so remarkably static since the end of the Cold War. We will further probe the social, political, and human costs of the exceptions to this general rule. Students will raise questions and attempt answers to what our interconnected world means for "nowheres" looming on the horizon--nation-states that, as a result of climate change, will soon vanish.

Requirements/Evaluation: Thoughtful and consistent class participation, visits to Sawyer Library and WCMA, three short response papers, and a final assessment on a "nowhere" of students' choosing

Prerequisites: None

Enrollment Limit: 15

Enrollment Preferences: Anthropology and Sociology majors, Global Studies concentrators

Expected Class Size: 15

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

Distributions: (D2) (DPE)

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

SOC 335(D2) GBST 335(D2)

Difference, Power, and Equity Notes: This course asks students to grapple with the asymmetries of modern statehood--why some places meet the criteria for statehood but are denied it, while others fall short of formal definitions but are still considered states. Students will assess the stakes of statehood for places that cannot achieve it or do not aspire to. They will creatively marshal these lessons to become the class expert on a "nowhere" that provides us with a lens for interrogating the world map as it currently exists.

Not offered current academic year

SOC 340 (F) Performing Masculinity in Global Popular Culture (DPE)

Cross-listings: AMST 358 / WGSS 347 / THEA 341 / LATS 341

Secondary Cross-listing

This course examines popular cultural contexts, asking what it means to be a man in contemporary societies. We focus on the manufacture and marketing of masculinity in advertising, fashion, TV/film, theater, popular music, and the shifting contours of masculinity in everyday life, asking: how does political economy change the ideal shape, appearance, and performance of men? How have products - ranging from beer to deodorant to cigarettes -- had their use value articulated in gendered ways? Why must masculinity be the purview of "males" at all; how can we change discourses to better include performances of female masculinities, butch-identified women, and trans men? We will pay particular attention to racialized, queer, and subaltern masculinities. Some of our case studies include: the short half-life of the boy band in the US and in Asia, hip hop masculinities, and the curious blend of chastity and homoeroticism that constitutes masculinity in the contemporary vampire genre. Through these and other examples, we learn to recognize masculinity as a performance shaped by the political economy of a given culture.

Requirements/Evaluation: masculinity reflections, mid-term essay exam (or quizzes), visual rhetorical analyses of pop culture images

Prerequisites: none; WGSS 202 would be helpful

Enrollment Limit: 15

Enrollment Preferences: a short statement of interest will be solicited; a subsection of applicants may be interviewed

Expected Class Size: 15

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

Distributions: (D2) (DPE)

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

AMST 358(D2) WGSS 347(D2) SOC 340(D2) THEA 341(D1) LATS 341(D2)

Difference, Power, and Equity Notes: This course examines the construction of masculinity as it relates to intersecting identities such as race, sexuality, class, and global political economic considerations. Key to understanding masculinity are questions about the diversity of experiences of masculinity, cultural variations of gender norms, privilege, agency, patriarchy, heteronormativity, and interlocking systems of oppression.

Attributes: EXPE Experiential Education Courses FMST Related Courses LATS Comparative Race + Ethnic Studies Electives

Not offered current academic year

SOC 348 (F) Altering States: Post-Soviet Paradoxes of Identity and Difference (DPE) (WS)

Cross-listings: GBST 348 / RUSS 348

Primary Cross-listing

Critics and apologists of Soviet-style socialism alike agree that the Soviet ideology was deeply egalitarian. Putting aside for a moment the very reasonable doubts about how justified this perception actually was, it is still worth asking, how did people who lived in the world in which differences in rank, class, gender or ethnicity were not supposed to matter, make sense of their post-socialist condition, one in which new forms of difference emerged, and old ones assumed greater prominence? And how do these encounters with difference impact current events, such as Russia's invasion of Ukraine, or the lingering tensions between East and West Germans? This tutorial will examine new dilemmas through ethnographic studies and documentary films that aim to capture in real time the process of articulating and grappling with newly discovered divides. We will focus especially closely on Ukraine and Russia, but will also read comparative studies, as well as works on East Germany and Georgia. This course fulfills the DPE requirement by exploring comparatively the ways in which people in different countries made sense of the social, cultural and political heterogeneity of the post-socialist condition.

Requirements/Evaluation: 5-page paper every other week, written comments on the partner's paper in alternate weeks

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: Anthropology, Sociology, and Russian majors

Expected Class Size: 10

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

Distributions: (D2) (DPE) (WS)

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

GBST 348(D2) RUSS 348(D1) SOC 348(D2)

Writing Skills Notes: This is a tutorial course, with plenty of opportunities to work on writing and argumentation. Tutorial papers receive written feedback from both the instructor and the tutorial partner, and are workshopped during the tutorial meetings.

Difference, Power, and Equity Notes: Students will learn to identify and interrogate processes of social differentiation and exclusion as they take place across Russia and Eastern Europe. We will also train ourselves to identify parallels, as well as differences, between responses to the social and economic uncertainty ushered by the fall of socialism, and the discontents triggered by similar conditions closer to home.

Attributes: GBST Russian + Eurasian Studies

Fall 2024

TUT Section: T1 M 7:00 pm - 9:40 pm Olga Shevchenko

SOC 349 (S) Race, Gender, and Labor (DPE)

This course draws on approaches from sociology, labor studies, and Black studies to examine the historical and contemporary intersections of race, gender, and labor. In particular, we will explore the racial, classed, and gendered dimensions of the labor movement, historic economic shifts that impacted and reorganized U.S. labor regimes, Black labor in slavery's afterlife as it relates to prisons, and global analyses of racialized gendered labor regimes for migrant and immigrant labor within the Global South and the U.S. We will begin the course by grounding ourselves in the Black feminist framework of intersectionality, which will guide our analyses of the intersections of race, class, and gender in labor formations. We will then focus on the monumental shift in labor relations that enslaved Black people's toppling of the plantation system in the US South brought forth, as well as the technologies of re-enslavement instituted as a reaction to Black people's emancipation. After that, we will move through different themes and time periods, considering how race, gender, and class intersect in regimes of labor exploitation and the successes and setbacks of labor movements.

Requirements/Evaluation: Major course requirements include engagement in course discussions, reading reflections, a midterm paper, group presentations, and final research paper.

Prerequisites: None

Enrollment Limit: 15

Enrollment Preferences: Anthropology and Sociology, Women, Gender, and Sexuality Studies (WGSS) and/or Africana Studies majors

Expected Class Size: 15

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

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: This course foregrounds intersectional subjectivities and perspectives. It provides interdisciplinary toolkits to strengthen students' ability to identify and address how unequal power dynamics sustain difference and inequity--e.g., in racial and gender pay gaps and inequalities in the globalized care economy--and to practice collective strategies for transformative social change, engaging with critical epistemologies developed by workers fighting for racial, gender, and economic justice.

Spring 2025

SEM Section: 01 TF 1:10 pm - 2:25 pm Venus M. Green

SOC 362 (S) Stories We Tell

Cross-listings: COMP 362

Primary Cross-listing

From The Moth to StoryCorps to Williams College's own Storytime, stories are ubiquitous in contemporary society. Indeed, sociologists have argued that social life is itself "storied"--that we locate ourselves within familiar narrative structures, using them to "construct" identities and "tell" our lives.

Stories, in this view, are not only the stuff of literature, but also the very fabric of social life: the foundation for individual and collective identities. This course grapples with the role of stories and storytelling in modern social life. What role do stories play in constituting personal identity? What cultural templates structure the stories we tell? Why are memoirs so popular, and how can we explain the more recent resurgence of interest in oral forms of storytelling? What role does storytelling play in politics and social movements? Specific topics will include confessional culture, podcasts, memoir, politics, and social change. Along the way, we will pay explicit attention to medium, and consider how sociologists might learn from journalists, documentarians, and memoirists to convey stories from their own research.

Requirements/Evaluation: occasional discussion questions, one 2-page reflective essay, one 6-8 page paper, and a final project (either a 10-page paper or an equivalent podcast or video essay)

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: if overenrolled, students will be asked to submit a short statement of interest

Expected Class Size: 15

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

Distributions: (D2)

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

SOC 362(D2) COMP 362(D1)

Spring 2025

SEM Section: 01 TR 9:55 am - 11:10 am Christina E. Simko

SOC 380 (S) Who Cares? (DPE)

What does it mean to care--about a person, a situation, or a cause? We often assume that care arises spontaneously and organically. Yet both feelings of care and acts of care always take shape in social contexts. In this course, we will uncover and critically interrogate the norms surrounding caring, caregiving, and care-receiving in our own communities. What social factors influence our willingness to offer care, and to accept it from others? Why is caregiving so heavily gendered and racialized? Is care inevitably corrupted by capitalism? Specific topics will include domestic work and reproductive labor; parenthood; therapy and mental health care; the discourse of self-care; and social movements that center around enacting care. The course will culminate in a significant experiential learning component: as a class, we will work collaboratively to design and implement a project that pushes or challenges the "care norms" in the northern Berkshires.

Requirements/Evaluation: thoughtful and consistent participation, including in-class discussions and shared resources created outside of class time; four journal entries (2-3 pages each); collaboratively designed experiential learning project; annotated bibliography; op-ed style essay (4-5 pages)

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: if overenrolled, students will be asked to submit a short statement of interest

Expected Class Size: 15

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

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: This course centers the relationship between structural inequality and the cultural norms surrounding caregiving and care-receiving. Throughout the semester, we will reflect on how care norms both reflect and perpetuate larger systems of inequality, especially race and gender. Through a student-designed experiential learning project, we will strive to create social change in the local community.

Spring 2025

SEM Section: 01 TR 11:20 am - 12:35 pm Christina E. Simko

SOC 390 (S) Sex Marriage Family

Cross-listings: PSCI 380

Secondary Cross-listing

Something has happened to America over the past fifteen years. Large minorities of young adults, especially young men, are now celibate.

Cohabitation has skyrocketed but marriage is disappearing, and the country's birth rate is at an all-time low. Not surprisingly, loneliness has become epidemic. A similar story can be told for most other developed countries. The implications for political polarization, economic growth, social insurance programs, public health, military defence, even national survival are grim. What is the cause of this loss of faith in the future? Can public policy reverse these trends? This course is an investigation into relations between the sexes in the developed world, the fate of children and the family, and government attempts to shape them. The course investigates family models in historical and comparative context; the family and the welfare state; the economics of sex, gender, marriage, and class inequality; the dramatic value and behavioral changes of Gen Z around sex, cohabitation, and parenthood; and state policies to encourage partnership/marriage and childbearing.

Requirements/Evaluation: Two short papers, research paper proposal, every-class discussion questions, class participation.

Prerequisites: none

Enrollment Limit: 18

Enrollment Preferences: Political Economy, Political Science, and Sociology majors and prospective majors

Expected Class Size: 16

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

Distributions: (D2)

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

PSCI 380(D2) SOC 390(D2)

Attributes: POEC Depth POEC Skills PSCI American Politics Courses PSCI Comparative Politics Courses PSCI Research Courses

Spring 2025

SEM Section: 01 TF 2:35 pm - 3:50 pm Darel E. Paul

SOC 397 (F) Independent Study: Sociology

Sociology independent study.

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

Distributions: (D2)

Fall 2024

IND Section: 01 TBA Christina E. Simko

SOC 398 (S) Independent Study: Sociology

Sociology independent study.

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

Distributions: (D2)

Spring 2025

IND Section: 01 TBA Christina E. Simko

SOC 493 (F) Senior Thesis: Sociology

Sociology senior thesis; this is part of a full-year thesis (493-494).

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

Distributions: (D2)

Fall 2024

HON Section: 01 TBA Christina E. Simko

SOC 494 (S) Senior Thesis: Sociology

Sociology senior thesis; this is part of a full-year thesis (493-494).

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

Distributions: (D2)

Spring 2025

HON Section: 01 TBA Christina E. Simko

Winter Study -----

SOC 31 (W) Senior Thesis: Sociology

To be taken by students registered for Sociology 493-494.

Class Format: independent study

Grading: pass/fail only

Not offered current academic year

SOC 99 (W) Independent Study: Sociology

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

Class Format: independent study

Grading: pass/fail only

Not offered current academic year

ARABIC STUDIES

(Div I, with some exceptions as noted in course descriptions)

Chair: Brahim El Guabli

Assistant Professors: A. Equeiq; Associate Professor: B. El Guabli, L. Nassif; Visiting Assistant Professor: N. Mangialardi

Language Fellow: Salma Mohamed; Teaching Associate: Fedoua Rahmaouy

A. Equeiq (on leave Spring); L. Nassif (on leave Fall, Spring)

Middle Eastern and Maghrebi Studies is a vibrant, growing, and important field in the United States and around the world. Students wishing to enter this rich and varied discipline can begin with a major in Arabic Studies at Williams. The major is designed to give students a foundation in the Arabic language and to provide the opportunity for interdisciplinary and multidisciplinary study of Arab, Islamic, North African and Middle Eastern literatures, art, film, history, religion and politics.

THE MAJOR IN ARABIC STUDIES

Students wishing to major in Arabic Studies must complete ten courses, including the following six courses:

ARAB 101-102 Elementary Arabic

ARAB 201 Intermediate Arabic I

ARAB 202 Intermediate Arabic II

ARAB 301 Advanced Arabic I

ARAB 302 Advanced Arabic II

Students must also take at least one 400-level ARAB course, in addition to three other courses in Arabic and Middle Eastern Studies in Arabic Studies or affiliated units. At least one of these courses should be from the arenas of language and the arts (DIV I) and at least one from politics, religion, economics, history, etc. (DIV II). Students should consult with the Department to confirm that electives are authorized.

Students who place into more advanced language courses may substitute additional courses, *adding up to a total of at least nine courses*.

Up to four courses from approved study abroad programs may be counted toward the major.

Students will be granted 1 credit towards the major (or certificate) for intensive summer language study at department-approved programs. Upon completion of the summer program, students must take a language placement test in order to ascertain the appropriate level for subsequent courses in Arabic at Williams.

THE CERTIFICATE IN ARABIC

The Certificate in Arabic demonstrates that a student has acquired a working foundation in the language. The sequence of seven language and culture courses is designed to supplement a student's major at Williams by enabling the student to expand their knowledge in a related field.

Required Courses

ARAB 101

ARAB 102

ARAB 201

ARAB 202

ARAB 301

ARAB 302

At least one elective course, either in Arabic literature, arts, or culture, or in Arabic history, religion, politics, economics, etc.

Students must earn a cumulative grade average of B or higher in the sequence of seven courses.

Students who enter Williams with previous training in Arabic may be exempted from up to two of the required seven courses. Thus, in order to earn a certificate, a student must take no fewer than five courses (including three language courses) after enrolling at Williams.

THE DEGREE WITH HONORS IN ARABIC STUDIES

Prerequisites

Honors candidates in Arabic are required to have maintained a GPA of 3.5 in the major to qualify for submitting a thesis proposal. In addition, candidates must demonstrate a strong interest in a specific topic for which an appropriate faculty advisor will be available in the senior year.

Timing

Students wishing to pursue a thesis in Arabic are strongly urged to secure an advisor by the end of the week after Spring Break in their junior year. By May 15th of their junior year, candidates must submit to the Program Advisory Committee a one- to two-page proposal and a preliminary bibliography. The Advisory Committee will inform candidates by June 1 whether they may proceed with the thesis and advise them about any changes that should be made in the focus or scope of the project. The summer before the senior year will be spent compiling a more detailed bibliography and preparing for the process of writing the thesis.

In their senior year, candidates will devote two semesters and the winter study period to their theses (ARAB 493-W31-ARAB 494). By the end of the Fall semester, students will normally have undertaken substantial research and produced the draft of at least the first half of the project. At this point students should also have a clear sense of the work remaining for completion of the thesis. In the course of the Fall semester, students will also have chosen and met with a second reader for the project, who will provide additional guidance and read the final thesis. By the end of Winter Study, students should have completed a draft of the entire project. At that time, the Comparative Literature Advisory Committee, together with the advisor, will determine whether the project may continue as an Honors Thesis, or whether its first portions (ARAB 493-W) will be graded as Independent Studies.

The second semester of independent thesis work will be spent revising as necessary. The completed thesis in its final form will be due one week before the last day of classes. At the end of the Spring term, the student will make a public presentation of the final project, to which members of the Advisory Committee will be specially invited.

Characteristics of the Thesis, Evaluation, and Major Credit

The topic of the thesis must have to do with some aspect of Arabic language, culture, history, politics, etc. and will be worked out between the thesis writer and her/his advisor. It is also possible to write a thesis that consists of an original translation of a significant text or texts; in this case, a theoretical apparatus must accompany the translation. The complete thesis must be at least 50 and at most 75 pages in length, excluding the bibliography.

The advisor will assign the grades for the thesis courses (ARAB 493-W-494); the Advisory Committee will determine whether a candidate will receive Honors, Highest Honors, or no honors.

For students who pursue an honors thesis, the total number of courses required for the major-including the thesis course (ARAB 493-W-494)-is 10, i.e., one of the thesis courses may substitute for one elective.

STUDY ABROAD

FAQ

Students **MUST** contact departments/programs **BEFORE** assuming study away credit will be granted toward the major or concentration.

Can your department or program typically pre-approve courses for major/concentration credit?

Yes, in many cases, though students should be sure to contact the department.

What criteria will typically be used/required to determine whether a student may receive major/concentration credit for a course taken while on study away?

Course title and description, and complete syllabus including readings/assignments. We may need specific information (assigned readings) to determine whether the course counts for Div I or II major credit.

Does your department/program place restrictions on the number of major/concentration credits that a student might earn through study away?

Yes, four.

Does your department/program place restrictions on the types of courses that can be awarded credit towards your major?

No.

Are there specific major requirements that cannot be fulfilled while on study away?

No. Students can receive credit toward the major's language requirements from for-credit summer language programs like Middlebury, etc. These count toward the 4-course maximum.

Are there specific major requirements in your department/program that students should be particularly aware of when weighing study away options? (Some examples might include a required course that is always taught in one semester, laboratory requirements.)

Yes. Make sure you have the needed number of Div I and Div II courses for the major. Know the difference.

Give examples in which students thought or assumed that courses taken away would count toward the major or concentration and then learned they wouldn't:

It has happened, but we try to be as flexible as possible.

ARAB 101 (F) Elementary Arabic

This is the first course in the year-long Beginning Arabic sequence. It will help you establish a foundation of communicative competence and understanding of the Arabic language and culture. The course adopts an integrated-skills approach with a focus on "formal Arabic" (or so-called Modern Standard Arabic), the language of formal writing and speech in Arab countries, while simultaneously familiarizing you with one variety of spoken Arabic. The course focuses on day-to-day situations and familiar topics.

Requirements/Evaluation: Daily homework, active class participation, a skit, a culture portfolio, tests, final exam, and engagement in a variety of co-curricular activities

Prerequisites: none

Enrollment Limit: 18

Enrollment Preferences: students considering a major in Arabic Studies

Expected Class Size: 16

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

Unit Notes: students registered for ARAB 101 and 102 are required to attend and pass the sustaining program during the Winter Study period; credit is granted only if both semesters (ARAB 101 and 102) are taken

Distributions: (D1)

Fall 2024

SEM Section: 01 M-F 9:00 am - 9:50 am Amal Egeiq

ARAB 102 (F)(S) Elementary Arabic

This is the second semester of the Beginning Arabic sequence. This course will continue building the listening, speaking, reading and writing skills students acquired in Arabic 101. Arabic 102 will also develop your competence in Modern Standard Arabic (MSA) primarily. The students will be equipped with the vocabulary, reading facility, grammatical skills as well as the cultural competence they need to navigate familiar topics and simple communication situation in MSA. Students will expand the range of topics, grammar, tenses, and pronouns they use to express themselves both orally and in writing in MSA. This second semester will allow students to listen (to), speak, read, and write about a variety of topics that are geared toward consolidating and enriching their prior acquisitions in Arabic.

Requirements/Evaluation: weekly quizzes, daily homework, in-class participation, skits, presentations, and recordings. Students are highly encouraged to participated in the events organized by Arabic Studies and the Arabic TAs.

Prerequisites: ARAB 101 or permission of instructor

Enrollment Limit: 18

Enrollment Preferences: In the event the course is over-enrolled, priority will be given to students majoring or intending to major in Arabic Studies.

Expected Class Size: 15

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

Unit Notes: students registered for ARAB 101 and 102 are required to attend and pass the sustaining program during the winter study period; credit is granted only if both semesters (ARAB 101 and 102) are taken.

Distributions: (D1)

Fall 2024

LEC Section: 01 Cancelled

Spring 2025

ARAB 109 (S) The Iranian Revolution (DPE) (WS)

Cross-listings: HIST 109

Secondary Cross-listing

The Iranian Revolution was a major turning point in world history that resulted in the establishment of the Islamic Republic of Iran. This tutorial will evaluate the causes and impact of the revolution and how this seminal event continues to have widespread repercussions around the globe. The first weeks will explore the history of pre-revolutionary Iran with special attention to religious and intellectual trends such as the ideas of Ayatollah Ruhollah Khomeini, Jalal al-e Ahmad, and Ali Shariati. We will then evaluate the revolution itself including the US hostage crisis, the downfall of the Shah Muhammad Reza Pahlavi Shah, and how Khomeini's vision of society became paramount. Finally, we will explore the aftermath of the revolution including Iran's geopolitics, the nature of the theocratic system in Iran as well as how the revolution impacted every day lives of Iranians in Iran and abroad particularly how they reflect on the revolution in memoirs, films, and literature.

Requirements/Evaluation: Weekly meetings. Weekly papers - either a 5 page primary paper or a 2-3 page response paper.

Prerequisites: No prerequisites.

Enrollment Limit: 10

Enrollment Preferences: First Years and Sophomores.

Expected Class Size: 10

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

Distributions: (D2) (DPE) (WS)

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

HIST 109(D2) ARAB 109(D2)

Writing Skills Notes: As a tutorial, students are expected to regularly write analytical and critical papers on the readings. They will receive regular and consistent feedback from the instructor and their partner and will be given the opportunity to re-write some of their assignments.

Difference, Power, and Equity Notes: The Iranian Revolution, like other major social movements, offered a compelling critique of the status quo and promised a more just society that would be more equitable for all Iranians. The tutorial will consider the relationship between the rhetoric of the Revolution and the lived reality, especially how this seminal event impacted the lives ordinary Iranians. Was the Revolution simply a change in the composition of the political elite or did it yield new realities and more access for Iranians

Attributes: HIST Group E Electives - Middle East

Not offered current academic year

ARAB 201 (F) Intermediate Arabic I (DPE) (WS)

This course will build on the students' acquisitions in Arabic 102 to consolidate their learning of the Modern Standard Arabic and one variety of spoken Arabic. In addition to expanding students' vocabulary and enhancing their communication skills, the course will deepen their knowledge and use of grammar in both speaking and writing. Upon successful completion of this course, students will be able to hold conversations in Arabic with some fluency on a variety of topics while developing cultural appreciation of Arabic-speaking countries.

Requirements/Evaluation: quizzes, tests, homework, and active class participation

Prerequisites: ARAB 102 or placement test

Enrollment Limit: 18

Enrollment Preferences: If the course is overenrolled preference will be given to those who intend to major or do a certificate in Arabic.

Expected Class Size: 14

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

Distributions: (D1) (DPE) (WS)

Writing Skills Notes: This course involves a great deal of writing, ranging from vocabulary and grammar-focused exercises to written assignments about a variety of topics. Students will receive extensive and timely feedback on this written work.

Difference, Power, and Equity Notes: Any language is the locus of issues of difference, power, and equity. Students will learn about gender and pronouns. They will wonder why Arabic does not have a gender neutral pronoun. Students will understand how Arabic acts as a dominant language in places minority languages in the Middle East and North Africa. Students will emerge from the course with a critical understanding of Arabic language's

politics.

Fall 2024

SEM Section: 01 TR 9:55 am - 11:10 am Brahim El Guabli

ARAB 202 (S) Intermediate Arabic II

As a continuation of ARAB 201, this course will expose students to Modern Standard Arabic while increasing their communicative and intercultural competencies, and their knowledge of Arab cultures. Our main textbook will be *Al-Kitaab fii Ta'allum al-'Arabiyya Part II* but outside materials from diverse media such as television and newspapers will also be included. *Class will be conducted in Arabic.*

Class Format: class meets in three 75-minute sessions. Additional conversation sessions are required at designated times throughout the semester

Requirements/Evaluation: Active daily class participation, daily homework and homework corrections, writing portfolio and portfolio corrections, oral components, quizzes, final exam, and co-curricular activities

Prerequisites: ARAB 201 or placement test.

Enrollment Limit: 12

Enrollment Preferences: Students considering an Arabic major.

Expected Class Size: 10

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

Distributions: (D1)

Spring 2025

SEM Section: 01 MWF 8:30 am - 9:45 am Nicholas R Mangialardi

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

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

Secondary Cross-listing

This survey course addresses the main economic, religious, political and cultural trends in the modern Middle East. Topics to be covered include the cultural diversity of the Middle East, relations with Great Powers, the impact of imperialism, the challenge of modernity, the creation of nation states and nationalist ideologies, the discovery of oil, radical religious groups, and war and peace. Throughout the course these significant changes will be evaluated in light of their impact on the lives of a variety of individuals in the region and especially how they have grappled differently with increasing Western political and economic domination.

Requirements/Evaluation: participation, online responses, quizzes, midterm, and final exam

Prerequisites: none

Enrollment Limit: 40

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

Expected Class Size: 30-40

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

Distributions: (D2) (DPE)

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

REL 239(D2) ARAB 207(D2) HIST 207(D2) JWST 217(D2) LEAD 207(D2) GBST 102(D2)

Difference, Power, and Equity Notes: This course introduces students to the incredible diversity of the Middle East. It will explore how people of different backgrounds and in different situations have responded in diverse ways to the problems of the day. Students will acquire the critical tools to assess a number of interpretations of the past and how to understand and appreciate the many narratives in the Middle East today that have profound political and cultural implications.

Attributes: GBST Middle Eastern Studies HIST Group E Electives - Middle East JWST Elective Courses LEAD Facets or Domains of Leadership

Not offered current academic year

ARAB 209 (S) Saharan Imaginations (DPE) (WS)

Cross-listings: COMP 234 / ENVI 208

Primary Cross-listing

Deconstructing reductive Saharanism, which the course conceptualizes as a universalizing discourse about deserts, this course seeks to critically examine the myriad assumptions that are projected upon deserts across times and cultures. In addition to their depiction as dead and empty, deserts have become a canvas for the demonstration of religiosity, resilience, heroism and athleticism. Cultural production, particularly literature and film, do, however, furnish a critical space in which important questions can be raised about deserts' fundamental importance to different cultures and societies. Drawing on novels, films, and secondary scholarship, the course will help students understand how myth, memory, history, coloniality/postcoloniality, and a strong sense of ethics are deeply intertwined in the desert sub-genre of African, Euro-American, and Middle Eastern literatures. Whether grappling with transcontinental issues of climate change, cannibalization of biodiversity or overexploitation of natural resources, desert-focused cultural production invites us to interrogate the politics of space and place as well as mobility and spatial control as they relate to this supposedly dead nature.

Requirements/Evaluation: active participation, short presentation, short weekly responses on GLOW, midterm exam, and final paper

Prerequisites: none

Enrollment Limit: 14

Enrollment Preferences: If the course is over-enrolled, students will be required to provide a 200-word paragraph in which they explain how the course fits within their plan of study at Williams.

Expected Class Size: 14

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

Distributions: (D1) (DPE) (WS)

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

ARAB 209(D1) COMP 234(D1) ENVI 208(D1)

Writing Skills Notes: Students will receive constant and extensive feedback on their written work. Students will write regular weekly responses on GLOW, a reflection statement, two 5pp. papers for midterms, and one 10pp. final paper.

Difference, Power, and Equity Notes: Students will gain critical awareness of the imbrication of power, hegemony, economic injustice, and colonial policies in the disruption of indigenous conceptions of the Saharan space. Students will also be able to question representations of the Sahara as a dead or empty space by engaging with locally produced alternative conceptualizations of place. Finally, students will produce written assignments that address issues of power and environmental discrimination.

Attributes: ENVI Humanities, Arts + Social Science Electives

Spring 2025

SEM Section: 01 MR 2:35 pm - 3:50 pm Brahim El Guabli

ARAB 211 (S) Understanding 9/11 and the War in Iraq (DPE) (WS)

Cross-listings: HIST 116

Secondary Cross-listing

What were some of the causes of 9/11/2001 and what were some of the consequences? Why and how did the United States invade Iraq in 2003 and what impact did the subsequent occupation of that country have on the rest of the Middle East and the world in general? In this course on recent political and cultural international history, that will also consider this history in film and popular culture, the monumental ramifications of the "War on Terror" will be considered and how this framework has shaped the 21st century. In the first part of the course, US-Middle Eastern relations will be explored and the eventual emergence of al-Qaeda in the late 1990s. Then the terrorist attacks on American soil on 9/11 will be studied. In this segment, students will engage with oral histories and memoirs related to the fateful events of that day. In the following module the political and cultural responses will be considered. Particular attention will be on the prelude to the Iraq War, especially how that war was justified and rationalized. Here students will analyze political rhetoric, public discourse, and activism through a range of sources including in the media, the academy, and in popular culture. Then the attention will be turned to the invasion of Iraq in March 2003, and the eventual occupation of Iraq. The myriad Iraqi responses will be studied along with American military experience. Finally, the course will evaluate the significance of the first decade of the 21st century and how these events, and the memory of this decade, continue to reverberate today.

Requirements/Evaluation: Several short papers and a final oral history.

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: First-years and sophomores.

Expected Class Size: 19

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

Distributions: (D2) (DPE) (WS)

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

HIST 116(D2) ARAB 211(D2)

Writing Skills Notes: In this writing-intensive first-year seminar, students will engage with primary sources such as oral histories, autobiographies and political tracts and write short interpretive essays that will go through several editing stages. The final writing project will be an oral history of an individual who has a direct personal connection with either 9/11 and/or the wars in Iraq. The students will learn how to synthesize a range of experiences into a 10-12 page paper.

Difference, Power, and Equity Notes: This course will consider power and difference in a number of ways. First, it will evaluate how the US government used its political power to convince the public to support a military operation under questionable premises. Second, it will critically assess the "War on Terror" and who has benefited from it. Third, it will examine how the American military occupied Iraq and the ways in which Iraqis tried to resist the American designs on their country.

Attributes: HIST Group E Electives - Middle East HIST Group G Electives - Global History

Not offered current academic year

ARAB 212 (F) Distant Encounters: East Meets West in the Art of the European Middle Ages (WS)

Cross-listings: ARTH 212 / REL 210

Secondary Cross-listing

In this tutorial, students will investigate the rich artistic consequences -- in architecture, manuscript illumination, mosaic, sculpture, panel painting, fresco, metalwork, and other minor arts -- of European contact with the Eastern Mediterranean between approximately 300 and 1450 CE. From the beginnings of Christianity, pilgrims from Europe made the long journey to sacred sites in what they called the Holy Land (extending across parts of present-day Egypt, Israel, Syria, and Turkey), the place of Christ's life, death, and believed resurrection. Large numbers of pilgrims even made the long journey to the Holy Land, and especially to Jerusalem, to visit a range of sacred sites related to Christ and his saints. When these sites became less accessible with the spread of Islam in the seventh century -- and even before this time -- Europeans sought to recreate many of them at home. Later, from 1095 onward, Christian Europeans attempted to reclaim and hold the Holy Land from non-Christians by force, through an ill-fated series of five major and several lesser "crusades." Over the centuries, before, during, and after the Crusades, exposure to the peoples, ideas, and cultures of the Eastern Mediterranean also came through trade and through the travel and settlement of non-Europeans in Europe itself, particularly in Spain, Sicily, and Venice. Through all of these centuries, moreover, the Christian, Greek-speaking empire of Byzantium, focused on its great capital of Constantinople (present-day Istanbul), interacted in myriad ways, both friendly and hostile, with the Latin-speaking polities of Western Europe, focused at least symbolically on their ancient capital of Rome. Together, by way of open discussion, we will explore artistic production within each of these different cross-cultural contexts of East-West encounter. In the process, we will reflect on how art could function as a conduit for the exchange of ideas in the Middle Ages, and how it could be used both to negotiate and to intensify cultural difference.

Requirements/Evaluation: participation in discussion; five 4-5-page papers; five 1-2-page papers; and one 6-8-page final paper

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: first- and second-year students, but open to all

Expected Class Size: 10

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

Distributions: (D1) (WS)

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

ARTH 212(D1) ARAB 212(D1) REL 210(D2)

Writing Skills Notes: In this tutorial, students will develop skills of critical reading and focus on how to craft clear and persuasive arguments of their own. To help them achieve these goals, they will receive timely comments on their written work, especially the five 4-5-page papers they will submit, with suggestions for improvement.

Attributes: ARTH pre-1800

Not offered current academic year

ARAB 214 (S) Divas and Dervishes: Introduction to Modern Arab Music and Performance (DPE) (WS)

Cross-listings: COMP 270 / MUS 214

Primary Cross-listing

From Sufi rituals to revolutionary uprisings, music has long played a central role in the social, political, and religious life of the Arab world. This is especially audible in the modern era, when new technologies and institutions began to record, amplify, and broadcast the region's sounds, preserving centuries-old traditions while also producing new forms of popular music. This course introduces students to Arab musical genres and practices as they developed from the late nineteenth century. We will cover a broad geographical range, exploring the classical Andalusian repertoires of Algeria, ecstatic dervish chants in Egypt, patriotic pop tunes from Lebanon, and other topics. To highlight connections between musical traditions as well as their unique local features, we will ask questions such as: What can music tell us about interactions between sacred and secular life? How is music used to define social groups and negotiate identity, gender, and class? Which musical characteristics are associated with Arab "heritage" and "modernity," and how are these performed? In what ways does music shape everyday life in the Arab world? Class sessions and discussion will be based on academic readings and at-home listening assignments. No previous knowledge of Arabic or Arab music are required.

Requirements/Evaluation: In-class participation, short essays (1 page) every two weeks, midterm presentation, and a final paper (12-14 pages).

Prerequisites: None

Enrollment Limit: 19

Enrollment Preferences: Arabic Studies and Music majors

Expected Class Size: 10

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

Distributions: (D1) (DPE) (WS)

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

COMP 270(D1) MUS 214(D1) ARAB 214(D1)

Writing Skills Notes: Students will develop their writing skills by submitting one-page unit responses every two weeks and a final paper of 12-14 pages on a topic of their choice. Students will receive feedback on each writing assignment and have opportunities for multiple drafts and peer review during the semester.

Difference, Power, and Equity Notes: Through the lens of music, this course critically examines modern Arab society and power dynamics related to politics, gender, race, and class.

Not offered current academic year

ARAB 222 (F) Photography in/of the Middle East (DPE)

Cross-listings: ARTH 222

Secondary Cross-listing

Photography has been globally disseminated and locally inflected since its invention. In the Middle East, the powers and pleasures of the medium have been valued by colonial forces, indigenous populations, photojournalists and artists; the resulting images merit aesthetic and art historical appreciation even as they grant visual access to the social and political dynamics operative in diverse cultural contexts. We will explore photographic practices in various zones of the Middle East--e.g., the Holy Land, Turkey, Egypt and the Persian sphere--by attending to individual photographers and case studies. This tightly focused approach will support, in turn, a consideration of the agency and power of images more generally--what work do photographs do? Who resists and who benefits? The goal will be to appreciate diverse styles and perspectives that underlie renderings of the Middle East.

Class Format: Discussion and GLOW posts required.

Requirements/Evaluation: Discussion, GLOW Posts, final project

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: majors

Expected Class Size: 15

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

Distributions: (D1) (DPE)

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

ARTH 222(D1) ARAB 222(D1)

Difference, Power, and Equity Notes: Photographs are tricky. Whose experiences and values do they really represent--those who are depicted? Those who wield the camera? Or, those who view images that are so easily reproduced and widely shared? How does identity figure? Religious conviction? Political affiliation? And how are these variables encoded in the material evidence? Appreciating the myriad powers of images requires multiple skills--from close-looking to interdisciplinary analysis--useful in contemporary visual culture.

Attributes: ARTH post-1800

Fall 2024

SEM Section: 01 TF 1:10 pm - 2:25 pm Holly Edwards

ARAB 224 (S) Second Language Learning: The Learner, the Classroom, and the Social World

Learning a second language is one of the most exhilarating, rewarding, and eye-opening experiences of a life-time. Millions of people around the globe embark on a journey of exploration of target languages and cultures while reflecting on the self and home culture(s) in the process. This course introduces you to core issues related to the learning of a second language. What are the processes involved in learning a second language? What does it mean to know another language? Is second language learning similar to first language learning? Why are some language learners more successful than others? What individual variables do learners bring to the learning process? How can classrooms facilitate second language learning? How do learners perceive teachers' feedback? How does the specific socio-cultural context impact language learning? How does learning about the target culture feed into language learning? How does the learner's identity evolve in the process of second language learning? These are some key second language learning questions that we will examine in this class. Readings are drawn from studies on the learning of different languages.

Requirements/Evaluation: Active class participation, assignments, article presentation and leading a class discussion, language learner interview, exam, a final project.

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: If the course is overenrolled preference will be first given to Arabic majors, then seniors, then juniors.

Expected Class Size: 20

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

Distributions: (D1)

Attributes: Linguistics

Not offered current academic year

ARAB 232 (S) Islam in Africa (DPE)

Cross-listings: GBST 232 / AFR 232 / REL 232 / HIST 202

Secondary Cross-listing

Islam in Africa is often relegated to the peripheries in the study of Islam, a religion most associated with Arabs and the Middle East. On the flip side, Islam is also portrayed as foreign to African belief systems and institutions. The relationship between Islam and Africa, however, begins with the very advent of Islam when early Arab Muslim communities took refuge in the Abyssinian empire in East Africa. This course explores the history of Islam and Muslim societies on the African continent by focusing on the localized practices of Islam while also connecting it to Islam as a global phenomenon. The course will begin with a historical focus on the spread of Islam in Africa from East Africa and North Africa in the seventh century all the way to the spread of Islam through Sufi brotherhoods in the eighteenth and nineteenth centuries. The course will also take an anthropological approach, exploring the diverse practices of Islam in African Muslim communities and the social and cultural impact of Islam on African societies. Among the topics the course will cover include African Muslim intellectual traditions, local healing practices, religious festivals, early modern African Muslim abolitionist movements, and the historical interactions between African and Asian Muslim communities in the Indian ocean world.

Requirements/Evaluation: Two essays during the semester and final project.

Prerequisites: None

Enrollment Limit: 25

Enrollment Preferences: REL, HIST, ARAB, AFR, GBST majors

Expected Class Size: 20

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

Distributions: (D2) (DPE)

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

GBST 232(D2) AFR 232(D2) ARAB 232(D2) REL 232(D2) HIST 202(D2)

Difference, Power, and Equity Notes: The course will urge students to consider how scholars construct centers and peripheries through a study of Islam in Africa that is often rendered to the peripheries in the study of Islam. The course will also explore the diversity of African Muslim communities, getting students to think about the diversity of human experiences and interpretations of shared sacred texts.

Attributes: HIST Group A Electives - Africa

Not offered current academic year

ARAB 242 (S) Women, Gender, and Sexuality in Islam (DPE)

Cross-listings: REL 242 / WGSS 242

Secondary Cross-listing

The figure of the Muslim woman is an object of intense scrutiny in Western society. Claims that Muslim women are oppressed and the incompatibility of Islam and feminism abound. This course will consider women and gender roles in the Islamic tradition and how Muslim women have interpreted and negotiated these discourses. We will explore questions of masculinity, femininity, and sexuality across various historical periods as well as through contemporary Muslim feminist scholarship and literature (including film and novels). We will begin with insights into the politics of representing Muslim women, exploring how Muslim women are depicted in popular culture and media and ask the crucial question: do Muslim women need saving? We will then explore: how Muslim women have claimed religious authority through scriptural interpretation; how they have negotiated their position in Islamic law both historically and in contemporary Muslim societies; and the lives of pious women in Sufism--the mystical tradition of Islam. We will conclude with Muslim feminist scholarship and recent works on Islamic masculinities. Throughout the course, emphasis will be placed on the diversity of interpretations in Islam around women, gender, and sexuality and on Muslim women's own articulations about their religious identity and experiences. Some of the topics covered in this course include: marriage and divorce, slavery, modesty and veiling, and homosexuality.

Requirements/Evaluation: weekly discussion post, midterm essay, and final paper (6-8 pages)

Prerequisites: none

Enrollment Limit: 19

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

Expected Class Size: 14

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

Distributions: (D2) (DPE)

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

REL 242(D2) WGSS 242(D2) ARAB 242(D2)

Difference, Power, and Equity Notes: This course explores the relationship between gender, authority, and civilizational discourse. To that end, the course will explore: 1) how assumptions about gender shaped the legal and Quranic exegetical tradition and Muslim feminist critiques. 2) The construction of the oppressed Muslim woman in justifying military invasion and nationalistic rhetoric. This course will introduce students to critical tools in decolonial feminism and the relationship between gender and power.

Not offered current academic year

ARAB 243 (F) Islamic Law: Past and Present

Cross-listings: HIST 302 / ASIA 243 / REL 243 / WGSS 243

Secondary Cross-listing

From fear of the Shari'a to its implementation in so called "Islamic countries," Islamic law is perhaps best associated with draconian punishments and the oppression of women. Islamic law is ever present in our public discourse today and yet little is known about it. This course is designed to give

students a foundation in the substantive teachings of Islamic law. Islamic law stretches back over 1400 years and is grounded in the Quran, the life example of the Prophet Muhammad, and juridical discourse. Teetering between legal and ethical discourse, the Shari'a moves between what we normally consider law as well as ethics and etiquette. The course will explore four key aspects of the law: its historical development, its ethical and legal content, the law in practice, and the transformation of Islamic law through colonialism and into the contemporary. Specific areas we will cover include: ritual piety, family and personal status law, criminal law, and dietary rules.

Requirements/Evaluation: weekly responses, midterm essay, final essay

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: majors

Expected Class Size: 17

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

Distributions: (D2)

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

HIST 302(D2) ARAB 243(D2) ASIA 243(D2) REL 243(D2) WGSS 243(D2)

Attributes: HIST Group B Electives - Asia HIST Group E Electives - Middle East HIST Group P Electives - Premodern JLST Interdepartmental Electives

Fall 2024

SEM Section: 01 MR 1:10 pm - 2:25 pm Saadia Yacooob

ARAB 279 (S) Islam on the Indian Ocean

Cross-listings: REL 279 / ASIA 279 / CAOS 279

Secondary Cross-listing

While colonial and Eurocentric geographies speak in terms of continental separation, historically the continents of Africa and Asia have been connected to one another through a dual link: Islam and the Indian Ocean. Indian Ocean trade and travel have historically connected East Africa, the Arabian Peninsula, South Asia, and South East Asia, shaping the lives of people and communities who lived not only along the coasts but also inland. This course focuses on these transregional connections, looking at the Indian ocean as a connective space that binds people and regions together rather than separating them. The course will also examine the role of Islam as a religious, economic, social and political force that brought together Muslim communities throughout the regions along the Indian ocean. In exploring these connections, the course will cover a broad historical period, from the 7th century with the rise of Islam to European colonialism and the emergence of a global economy in the nineteenth century.

Requirements/Evaluation: weekly responses, midterm essay, final paper

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: majors

Expected Class Size: 15

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

Distributions: (D2)

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

REL 279(D2) ASIA 279(D2) CAOS 279(D2) ARAB 279(D2)

Not offered current academic year

ARAB 301 (F) Advanced Arabic 1 (WS)

A continuation of Intermediate Arabic, ARAB 301 aims to expand students' listening, reading, writing, and speaking skills in Arabic. The course will also stimulate students' intellectual curiosity about the Arabic-speaking regions and enhance their intercultural competence. Using Al-Kitaab as well as a variety of authentic written and audiovisual materials, the course will advance their proficiency in Modern Standard Arabic. The course will also encourage enrolled students to engage critically with a wide variety of topics in Arabic language as they enrich their knowledge of the different aspects of Arabic language and culture. Students at this stage will also be assisted to generate more complex written and oral assignments.

Requirements/Evaluation: active class participation, daily assignments, presentations, quizzes, midterm exam, final exam

Prerequisites: ARAB 202 or equivalent

Enrollment Limit: 8

Enrollment Preferences: Arabic majors and anyone who has a level-appropriate knowledge of Arabic language.

Expected Class Size: 2

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

Distributions: (D1) (WS)

Writing Skills Notes: Students will be writing multiple drafts in Arabic; the weekly written work expected from students is 800 words in Arabic language, students will also be doing translations from Arabic into English or vice-versa; and all written work from students will be evaluated, and students will receive feedback to rework it. Students will receive detailed and consistent feedback about their writing in Arabic language.

Fall 2024

SEM Section: 01 MWF 11:00 am - 12:15 pm Nicholas R Mangialardi

ARAB 302 (S) Advanced Arabic 2 (DPE) (WS)

A continuation of Advanced Arabic 1, ARAB 302 aims to reinforce students' listening, reading, writing, and speaking skills in Arabic through a deeper engagement with authentic materials. Built around a plethora of texts and audiovisual materials, the course seeks to assist students to develop their language and critical thinking skills in Arabic. Situated at the intersection of language learning and content teaching, this course will prepare students for more scholarly engagement with Arabic in the fourth year. Like ARAB 301, the course will be conducted entirely in Arabic.

Requirements/Evaluation: Reflections, discussions, essays, reading and writing project, quizzes, exams, and presentations.

Prerequisites: ARAB 301 or equivalent

Enrollment Limit: 18

Enrollment Preferences: Arabic Studies, or students who completed ARAB 301

Expected Class Size: 7

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

Distributions: (D1) (DPE) (WS)

Writing Skills Notes: Students will engage in daily writing and reflections involving prose responses (blogs, commentaries, etc.) to discussion prompts, movies, YouTube videos, comic analysis and articles. The students will also work on a portfolio with entries that will involve a careful process of revisions as well as rigorous research in Arabic recourses, summaries and essays. The instructor will give daily feedback on students' writing as well as training in writing skills to advance their writing abilities.

Difference, Power, and Equity Notes: The students will engage in an exploration of social, political, and economic realities in Arab societies across state and community boundaries. They will examine similarities and differences across a variety of contexts involving differential power dynamics, biases, and gender roles. The selected texts will also expose students to issues of power and inequality based on internal and external factors in Arab societies as well as the social struggles of immigrants and refugees.

Spring 2025

SEM Section: 01 MWF 10:00 am - 10:50 am Nicholas R Mangialardi

ARAB 307 (S) To Die For? Nationalism in the Middle East (DPE)

Cross-listings: HIST 307

Secondary Cross-listing

In 1932, or twelve years into his rule and twelve years after the establishment of Iraq, King Faysal I lamented that there were "no Iraqi people but only unimaginable masses of human beings, devoid of any patriotic idea, imbued with religious traditions and absurdities, connected by no common tie." This course will consider how true the King's statement still holds by evaluating the various attempts at state and nation building in the modern Middle East. Some of the more prominent questions that this course will examine include: What is a nation? What are the essential characteristics of a nation? Who are a people? Why are people ready to die for the nation? And who is included and excluded in the nationalist narrative? After assessing

some of the more influential theories of nationalism, we will explore the historical experience of nationalism and national identity in Egypt, Israel, Turkey, Palestine, Iran, and Iraq. What has been at the basis of nationhood? How did European concepts of nation translate into the Middle Eastern context? What was the role of religion in these modern societies? How do traditional notions of gender effect concepts of citizenship? We will also explore some of the unresolved issues facing the various nations of the Middle East, such as unfulfilled nationalist aspirations, disputes over land and borders, and challenges to sovereignty.

Requirements/Evaluation: There will be several options to fulfill the requirements of this course including a weekly journal, oral exam or a final research paper (12-15 pages).

Prerequisites: None.

Enrollment Limit: 20

Enrollment Preferences: History and Arabic Studies majors, Global Studies concentrators, seniors, and students with a demonstrated interest in the Middle East.

Expected Class Size: 15

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

Distributions: (D2) (DPE)

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

HIST 307(D2) ARAB 307(D2)

Difference, Power, and Equity Notes: This course examines the power of the state to decide who is included and not included in the nationalist narrative. How does it seek to promote unity and how does it explain differences within and outside of society? Though nationalism can be a very powerful unifying factor, this course will also consider examples where nationalism has the opposite effect.

Attributes: HIST Group E Electives - Middle East

Spring 2025

SEM Section: 01 TF 1:10 pm - 2:25 pm Magnús T. Bernhardsson

ARAB 308 (F) The Nile (DPE)

Cross-listings: GBST 320 / AFR 350 / ENVI 335 / HIST 308

Secondary Cross-listing

For millennia, the Nile River has sustained civilizations in eastern and northern Africa. It was on the banks of this river that the great Egyptian empires were founded that led to the building of some of humanity's most astounding structures and artworks. While the Nile seems eternal and almost beyond time and place, now in the 21st century, the Nile River is at a historical turning point. The water level and quality is dwindling while at the same time the number of people who rely on the river is ever increasing. This alarming nexus of demography, climate change, and economic development has led to increasingly urgent questions of the Nile's future. Is the Nile dying? How has the river, and people's relationship with it, changed over the last century? This course will consider the history of the Nile and its built and natural environment. After a brief overview of the role of the river in ancient Egypt, we will explore the modern political and cultural history of the Nile. By following an imaginary droplet flowing from tributaries until it makes its way into the Mediterranean Sea, we will learn about the diverse peoples and cultures along the way. We will evaluate the numerous attempts to manage and control the Nile, including the building of big dams, and the continuous efforts to utilize the river for economic development such as agriculture and the tourism industry. At the end of the semester we will consider the relationship of the major urban centers with the Nile and whether the tensions among Nile riparian states will lead to "water wars" in East Africa and the Middle East.

Requirements/Evaluation: short papers and final project/paper

Prerequisites: none, though background in Middle East history is preferable

Enrollment Limit: 19

Enrollment Preferences: History and Arabic Studies majors

Expected Class Size: 15

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

Distributions: (D2) (DPE)

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

ARAB 308(D2) GBST 320(D2) AFR 350(D2) ENVI 335(D2) HIST 308(D2)

Difference, Power, and Equity Notes: The course fulfills the DPE requirement because it evaluates the differing experiences of the Nile among different cultural groups. It will evaluate how the central government is constantly trying to change how people use their water and therefore over-determine how people interact with their natural environment.

Attributes: HIST Group E Electives - Middle East HIST Group P Electives - Premodern

Not offered current academic year

ARAB 320 (F) Poetry of Indignation: Poetics and Transnational Liberation (DPE) (WS)

Cross-listings: AFR 328 / COMP 335

Primary Cross-listing

Poetry is usually associated with beautiful, metered, and charged language. However, beyond its poeticity, poetry has also functioned as a tool of liberation and transnational construction of identities and solidarities. States have national poets, and, in many countries, national anthems were written by famous poets. From Abu al-Qasim al-Shabbi and Claude McKay to Pablo Neruda, poetry has acted as a space for life, rebellion, resistance, revolution, and the defense of a common humanity that transcends the barriers of language and national aesthetics. This course draws on a variety of materials from the Caribbean to Africa and from the Middle East to India to conceptualize a "poetics of indignation" against slavery, social injustice, colonization, authoritarianism, capitalism, and globalization. The students in this course will read poets, such as Okot p'Bitek, Derek Walcott, Tsitsi Jaji, Mahmoud Darwish, and Pablo Neruda, among many other poets, to examine how poetics changed and shifted across times and geographic boundaries while retaining a commitment to indignation, rebellion, and anger at almost the same recurring oppressive forces.

Requirements/Evaluation: Two 5pp. midterm papers; a 1000-word reflection statement; weekly GLOW posts; one 10-minute presentation; active participation in the discussions in class.

Prerequisites: None

Enrollment Limit: 14

Enrollment Preferences: If the class is overenrolled, the students will submit a 200-word paragraph in which they explain how the course fits within their plan of study at Williams.

Expected Class Size: 14

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

Distributions: (D1) (DPE) (WS)

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

AFR 328(D2) COMP 335(D1) ARAB 320(D1)

Writing Skills Notes: The students in this course will receive intensive feedback on their writing. This includes writing two 5pp. papers as well as a 10pp. final paper. The students will submit weekly GLOW posts and a final reflection statement.

Difference, Power, and Equity Notes: The students will understand that poetry is a field in which power dynamics and imbalances of access to resources are reflected. They will also pay attention to who writes what and who publishes where in order to understand the imbrication of inequality within the institutions that produce, disseminate, and reward poets.

Fall 2024

SEM Section: 01 MR 2:35 pm - 3:50 pm Brahim El Guabli

ARAB 331 (F) Popular Culture in the Arab World: Youth, Populism, and Politics (DPE)

Cross-listings: COMP 332

Primary Cross-listing

Since the uprisings in the Arab world in 2011 and the counter-revolutions that followed, much attention has been paid to the significant role of the "popular" in creating social and political transformations. The voice of the youth and "the street," in particular, emerged as massive sources and sites for political mobilization. But, are these categories identical? Does youth culture equal popular culture? This survey course is designed to provide students with an introduction to the different layers that constitute popular culture in the Arab world since the decolonization of Arab states in the 1950s. Questions that we will ask include: What constitutes "popular culture" in the Arab world? How is it different than folk culture, mass culture, or "high" culture? Who are the key players in the creation and dissemination of "popular" culture? Besides globalization, for example, what other social, political and economic dynamics engulf the definition of the "popular"? What are modes of self-fashioning and representation of Arab identity that characterize this culture? To answer these questions we will examine original sources (with English translation) that include a graphic novel, political

cartoon and graffiti, documentaries, TV shows, soap operas, video clips, music, comedy, blogs, news and social media. A selection of essays from anthropology, Arab culture studies, political science, journalism, and online videos will be used to provide historical and critical context for the material discussed in class.

Requirements/Evaluation: active class participation, two shorter papers (3-4 pages), two film reviews and critical reflections (1-page), a performance, and a longer final paper (7-10 pages)

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: students majoring in or considering a major in Arabic Studies

Expected Class Size: 19

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

Distributions: (D1) (DPE)

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

ARAB 331(D1) COMP 332(D1)

Difference, Power, and Equity Notes: As the course description explains, this course engages the concept of the popular through a critical examination of difference, power, and equality in the context of national revolt against colonialism, dictatorship, and socioeconomic injustice in the Arab world since the 1950s. The content will focus on addressing how voices from the margins, particularly the youth, the urban poor, and women, articulated a political language of popular resistance against the dual hegemony of state and colony.

Attributes: GBST Middle Eastern Studies

Not offered current academic year

ARAB 332 (F) Islam and Feminism

Cross-listings: REL 332 / WGSS 334

Secondary Cross-listing

This course examines the relationship between feminism and Islam, exploring Islamic feminism, decolonial feminism, and the critiques of imperialist feminism, homonationalism, and femonationalism. The first part of the course will begin with a critical examination of orientalist and colonial representations of Muslim women as oppressed and in need of liberation. We will then explore Muslim responses to such critiques that were entwined with nationalist and independence movements. This historical backdrop is critical to understanding why the question of women and their rights and roles become crucial to Muslim self-understanding and Islamic reform. The second part of the course will explore the breadth of Islamic feminist literature, covering: 1) feminist readings of scripture; 2) feminist critiques of Islamic law; and 3) feminist theology. The final part of the course will focus on Muslim feminist and decolonial feminist critiques of feminism and its link to imperialism and the weaponization of gender and sexuality in global discourse.

Requirements/Evaluation: weekly responses, midterm essay, final research paper

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: Religion, Arabic Studies, Women's, Gender and Sexuality Studies

Expected Class Size: 10

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

Distributions: (D2)

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

REL 332(D2) ARAB 332(D2) WGSS 334(D2)

Fall 2024

SEM Section: 01 MR 2:35 pm - 3:50 pm Saadia Yacoob

ARAB 335 (F) Rhymes, Romance, and Revolution: Arabic Poetry in Translation (WS)

Since pre-Islamic times, poetry has been "the record of Arab history," as an old adage holds. From ancient tribal odes and medieval mystical verse to

modern love lyrics, Arabic poetry speaks to how people of the region have lived and interacted. Yet, beyond just recording, poetry has also played a central role in shaping society, culture, and politics in the Arab world. This course introduces students to the poetic tradition(s) of the region, traversing a broad chronology (early Islamic, medieval, modern) to explore such questions as: what are the themes and structures of Arabic poetry? Which elements have changed or persisted over time? And how is it that even classical Arabic poems continue to resonate with younger generations today? We will consider such questions as we read Arabic poems in translation, analyzing how these texts were composed, recited, set to music, and, sometimes, censored or banned by authorities. Students will become familiar with Arabic poetic genres--Classical, Sufi/religious, Diaspora, Free Verse--as well as major poets in the literary tradition. Readings and discussion will be in English. No knowledge of Arabic or poetry required.

Requirements/Evaluation: Daily attendance and participation in class discussion; short essays (1 page) every two weeks, final presentation, and final paper (10-12 pages).

Prerequisites: None

Enrollment Limit: 15

Enrollment Preferences: Arabic majors; Comparative Literature majors

Expected Class Size: 10

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

Distributions: (D1) (WS)

Writing Skills Notes: Students will develop their writing skills by submitting one-page unit responses every two weeks and a final paper of 10-12 pages on a topic of their choice. Students will receive feedback on each writing assignment and have opportunities for multiple drafts and peer review throughout the semester with instructor and course Writing TA.

Fall 2024

SEM Section: 01 MR 2:35 pm - 3:50 pm Nicholas R Mangialardi

ARAB 340 (S) Arab Women Memoirs: Writing Feminist History (DPE) (WS)

In this seminar we review selected autobiographical writings by Arab women writers from the wave of independence in the 20th century to the contemporary Arab uprisings, passing through all the transformations that globalization and the technosphere have instigated. We will examine the role that first-voice narrative plays in shaping literature, history and thought, while providing a space to reclaim cultural, social and political agency. Focusing on the different articulations of self-representation, our discussion will address how these women reflect on the shifting discourses of identities, gender, nationalism, religion, feminism, sexuality, politics, borders and their histories. Questions we will address include: How did these memoirs contribute to the development of Arab feminist consciousness? How did these women writers carve a literary space for feminist memory in modern Arabic literature? In addition to the memoirs, we will look at women's blogs and watch films that focus on first-person narrative to discuss related topics, such as, visual testimonies, virtual political participation and feminist resistance in the technosphere.

Requirements/Evaluation: Students will write the following: three response papers (2-3 pages), at least 6 journals entries (300 words per entry) and a final analytical research essay (7-10 pages). They will have a final performance project.

Prerequisites: None

Enrollment Limit: 19

Enrollment Preferences: Arabic Studies majors

Expected Class Size: 19

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

Distributions: (D1) (DPE) (WS)

Writing Skills Notes: In addition to writing several short papers, a final research paper, a reflection on their final performance project, students will write six journals. The combination of research writing, personal reflection echoes the creative non-fiction genre of the course. It also provides students with the opportunity to reflect on forms of history/memory writing.

Difference, Power, and Equity Notes: Gender inequality, sexism, and the intersection of colonialism, nationalism and capitalism are the heart of this course. The memoirs of Arab women writers from the late 19th century to the present continue depict the history of women's movement and the struggle for women's rights in the Arab-speaking world while addressing the different hierarchies of power and domination that regulate them to second class citizens. Students will learn DPE vocabulary and critical terminology.

Attributes: WGSS Racial Sexual + Cultural Diversity Courses

Spring 2025

SEM Section: 01 MR 1:10 pm - 2:25 pm Amal Egeiq

ARAB 360 (F) Repairing a Broken World: Intro to North African Contemporary Art (DPE)

Cross-listings: RLFR 360 / ARTH 460 / ARTH 560 / COMP 361

Secondary Cross-listing

How do artists respond to a world in crisis? How does visual art engage violent histories, injured bodies, social injustice and ecological disaster? In this course we will explore the political and ethical concept of repair as it emerges in the work of contemporary North African visual artists. Repair is both a material and symbolic transformational practice of putting together something that is torn or broken. It is never complete, nor does it redeem a history of harm or violence. Rather repair is an invitation: a bringing of people, histories, objects, buildings, feelings and geographies into relation with one another in order to link worlds that have been splintered and separated. It is also a call to imagine other futures. North African contemporary artists have deeply engaged in this type of repair work, attending to colonial history, economies of extraction and environmental damage, race and slavery, housing inequity, gender identity and broken transmission of memory. We will dive into the work of individual artists as well as collectives while reading theoretical texts about broken-world thinking, reparative epistemology, alternative archives, and material reparations.

Class Format: Conducted in French.

Requirements/Evaluation: For undergrads: Active participation, 8 1-page response papers, 5-page mid-term paper, 10-12 page final paper and presentation. For grad students: Active participation, 8 response papers, 5-page mid-term paper, and 20-page final paper and presentation.

Prerequisites: Any RLFR 200-level course or above, or by permission of instructor.

Enrollment Limit: 18

Enrollment Preferences: If over-enrolled, preference will be given to RLFR, ARAB, ARTH and COMP majors, and only 2 spots will be offered to Grad Art students.

Expected Class Size: 15

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

Distributions: (D1) (DPE)

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

RLFR 360(D1) ARTH 460(D1) ARTH 560(D1) ARAB 360(D1) COMP 361(D1)

Difference, Power, and Equity Notes: This course critically examines art work that engages colonial history, economies of extraction and environmental damage, race and slavery, housing inequity, gender identity.

Fall 2024

SEM Section: 01 TF 2:35 pm - 3:50 pm Katarzyna M. Pieprzak

ARAB 363 (S) Where are all the Jews? (DPE) (WS)

Cross-listings: COMP 363 / REL 268 / JWST 268

Primary Cross-listing

Until four decades ago, many Maghrebi and Middle Eastern cities and villages teemed with Jewish populations. However, the creation of the Alliance Israelite Universelle's schools (1830s), the establishment of the State of Israel in 1948, the decolonization process in the Maghreb and the Middle East, and the Arab defeat in the Six-Day War accelerated the departure of Arab and Berber Jews from their homelands to other destinations, including France, Israel, Canada, the United States, and different Latin American countries. Arab and Berber Jews' departure from their ancestral lands left a socioeconomic and cultural void that Maghrebi and Middle Eastern cultural production has finally started to address, albeit shyly. The course will help students understand the depth of Jewish life in the Maghreb and the Middle East, and interrogate the local and global factors that led to their disappearance from both social and cultural memories for a long time. Reading fiction, autobiographies, ethnographies, historiographical works, and anthropological texts alongside documentaries films, the students will understand how literature and film have become a locus in which amnesia about Arab/Berber Jews is actively contested by recreating a bygone world. Resisting both conflict and nostalgia as the primary determinants of Jewish-Muslim relations, the course will help students think about multiple ways in which Jews and Muslims formed communities of citizens despite their differences and disagreements.

Requirements/Evaluation: 400-word weekly, focused responses on Glow; a book review (600 words); two five-page papers as mid-terms; one ten-page final paper; one presentation.

Prerequisites: none

Enrollment Limit: 14

Enrollment Preferences: students interested in critical and comparative literary, religious or historical studies.

Expected Class Size: 14

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

Distributions: (D1) (DPE) (WS)

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

COMP 363(D1) REL 268(D2) JWST 268(D2) ARAB 363(D1)

Writing Skills Notes: Students are required to present an outline of their papers before submitting a draft paper. The professor will give feedback on each written work to improve students' writing skills. Students are required to incorporate the feedback to improve their drafts before they become final. Students will receive detailed and consistent feedback about their writing. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: Students in this course will understand the historical process that lead to the disappearance of Arab/Berber Jews. Students also will work out alternative ways to grasp Jewish-Muslim relations beyond nostalgia and conflict. Finally, students enrolled in the course will grapple with and try to disentangle the complexity of Jewish-Muslim citizenship in both pre-colonial and postcolonial contexts.

Attributes: JWST Core Electives

Not offered current academic year

ARAB 369 (F) Indigenous Narratives: From the Fourth World to the Global South (DPE) (WS)

Cross-listings: COMP 369 / HIST 306 / GBST 369

Secondary Cross-listing

In the late 20th century, world literature has witnessed a "boom" in indigenous literature. Many critics and historians describe this global re-emergence of the subaltern and the indigenous in terms of literary justice fostered by post-colonial studies and the adoption of the Declaration of the Rights of Persons Belonging to National or Ethnic, Religious and Linguistic Minorities, by the UN General Assembly on December 18, 1992. In this course, we will investigate this "indigenous boom" by reading novels and short stories from the Americas, the Middle East and North Africa from the 1970s to the present. Through these trans-regional and trans-historical peregrinations, our principal goal will be to examine and compare narratives about conquest, settler colonialism, colonial nationalism, indigeneity, sovereignty, indigenous epistemology and philosophy. At the same time, we will consider the following questions: How did pioneering indigenous women writers, such as the Laguna Pueblo Leslie Marmon Silko in the US and the Mayan playwrights of La Fomma in Chiapas, Mexico lead the feminist front of the indigenous literary renaissance? How did Palestinian folktales, Amazigh poetics in the Maghreb, and Mayan dream narratives in Mexico and Guatemala produce narratives of decolonial history? What does the aesthetics of magical realism in Arabic, Quechua and Spanish, respectively, as evident in the works of the Kurdish writer Salim Barakat (Syria) and the mestizo writer José María Arguedas (Peru) tell us about the intersection of race, ethnicity, and indigenous epistemology? What is the connection between the recent "boom" of English translations of Indigenous texts and neoliberalism, multiculturalism and neo-colonialism? Ultimately, our goal is to trace how these texts contributed to global indigenous literature and the trans-historical and trans-geographical connections between them.

Requirements/Evaluation: active class participation, several short response assignments (3-4 pages), two film reviews (1 page), a performance project, and a final paper (7- to 10-pages)

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Comparative Literature majors

Expected Class Size: 15

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

Distributions: (D1) (DPE) (WS)

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

COMP 369(D1) HIST 306(D2) ARAB 369(D1) GBST 369(D2)

Writing Skills Notes: This course will enable students to write weekly while engaging with various forms of writing skills: articulating arguments in short response papers (3-4 pages each), developing visual criticism through writing two film reviews, (1 page each), journaling through writing a personal reflections on a performance project, and honing research language in producing a final paper of 7-10 pages. Instructor's feedback and peer review sessions will include review of drafts and argumentative structures.

Difference, Power, and Equity Notes: At the heart of this course is the history of global Indigenous struggle for liberation and decolonization. The various novels, short stories, poems, films and other texts that students will engage with narrate histories of colonial dispossession, racial oppression, economic subjugation and dehumanization of minoritized Indigenous communities in the Americas, North Africa and the Middle East.

Attributes: GBST Borders, Exiles + Diaspora Studies

Fall 2024

SEM Section: 01 MR 1:10 pm - 2:25 pm Amal Egeiq

ARAB 402 (S) Travel Literature in Arabic: The World through Arab/Amazigh Eyes (DPE) (WS)

Arabic travel literature is a very rich genre that spans different periods and geographies, reflecting Arab/Amazigh writers' understanding of themselves and the world around them. From India to Russia to Cuba and Namibia, Arabs/Amazighs have traveled the world and inscribed their observations about different people and cultures in a significant literary output. This course draws on poems, dictionary entries, short stories, novels, films, and memoirs to initiate students to the various ways Arab/Amazigh travelers--ancient and contemporary--made sense of other cultures through their experience-based or fictionalized travel accounts. Reading travel writings about West Asia, Turkey, Africa, Europe, and the Americas, students will have a complicated understanding not only of the Arabic-speaking world, but also of the forces that shaped travelers' representations of other people and their cultures. The course will build students' linguistic autonomy and provide them with the analytical skills they need to examine copious literary texts independently. Students enrolled in this course are required to use the language resources available on campus to improve their language skills in order to benefit maximally from the literary and intellectual opportunities offered in the texts under study.

Requirements/Evaluation: Weekly responses on Glow, active participation in class, one five-page essay, and one ten-page final paper. There is no exam in this course.

Prerequisites: 302 or equivalent.

Enrollment Limit: 10

Enrollment Preferences: Arabic major or students intending to major in Arabic. Students whose Arabic is strong enough to pursue a literary course in Arabic.

Expected Class Size: 6

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

Distributions: (D1) (DPE) (WS)

Writing Skills Notes: Students will improve their writing in Arabic by: 1. Writing weekly responses on Glow (500 words per week; 250 words per session) 2. One five-page essay for the mid-term 3. one ten-page final research paper

Difference, Power, and Equity Notes: The course will help students understand how travel is enmeshed in power relations and discursive production about other people. Of all literary genres, travel literature is more likely to slip into exoticism, essentialization, and overgeneralization about people and place. However, an active reading that is aware of these slippages will also open up literary texts to a rich learning about geography, politics, history, landscape, and culture.

Not offered current academic year

ARAB 403 (S) Beyond the Letter: Visual Culture in the Arabic-Speaking World (DPE) (WS)

Whereas poetry has been historically celebrated as the defining form of an "authentic" Arab culture from the pre-Islamic world to the present, visual culture, such as paintings, sculptures, installations, videoart, and photography, among others, has been relegated to the contemporary, the modern, the Westernized, and thereof, a representation of a less "authentic" Arab culture. In this course, we will challenge this false dichotomy by examining a variety visual culture artifacts from the Arabic-speaking world. Although the scope of our discussion will be limited to works from the 19th century to the present, our questions will investigate the deep roots of visual art in the Arabic-speaking world. We will also examine the work of poets-painters, such as Jabra Ibrahim Jabra and Etel Adnan that expanded from Palestine, Lebanon and Iraq to the United States, the manifestos of the Arab Surrealist Movement in Cairo in the 1930s, the Baghdad Modern Art Group in the 1950s and more recent works by individual artists navigating post-modern aesthetics, and dystopian futures, including Radia Bent Lhoucine, Amina Zoubair, Sophia Al-Maria and Juamana Manna, among others. In discussing these works, we will reflect on political and social events that shaped the production of visual culture in the Arabic-speaking world from the Gulf to the Maghreb. In addition to reading artists statements, exhibition reviews, art magazines and museum brochures that speak to the alphabet of visual culture, we will listen to interviews and watch short clips. In the process, we will active advanced grammar and vocabulary skills and employ paralinguistic analysis. The course is taught in Arabic.

Requirements/Evaluation: Active in-class participation; active participation in discussion forums on GLOW; weekly writing assignments of 2-3pages; two in-class presentations; a final 10-pages essay.

Prerequisites: ARAB 302

Enrollment Limit: 10

Enrollment Preferences: ARBIC

Expected Class Size: 7

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

Distributions: (D1) (DPE) (WS)

Writing Skills Notes: Students will write 2-3 pages weekly and will produce a 10-pages essay at the end of the course. They will also provide written feedback to in-class presentations and online discussions. The writing assignments will involve working with several drafts, revisions, and regular annotations of artwork.

Difference, Power, and Equity Notes: This course is motivated by addressing the power dynamics between art forms in the Arabic-speaking world (poetry versus visual culture). It also explores the intersection of gender, ethnicity, and access to different expressions and venues of art and art production.

Spring 2025

SEM Section: 01 MW 11:00 am - 12:15 pm Amal Egeiq

ARAB 404 (S) Topics in Contemporary Arab Cultures (DPE) (WS)

What issues do contemporary Arab societies and cultures face? Through an exploration of various current issues, this course will introduce you to questions that engage Arab thought in modern times. What issues are central to women and young people today? How do the Arabic language and Arab identity intersect within increasingly multilingual and multicultural communities? What issues do minority communities in Arab countries face? How does globalization impact Arab societies? How do literature and art continue to reflect aspirations, challenges, and defiance? The course will explore these and other issues as represented in the language of print, internet, television, movies, and social media, and we will employ linguistic and paralinguistic analysis of these resources. Taught in Arabic.

Class Format: The course involves two main sessions and a third to be organized as a group or broken into conversation sessions.

Requirements/Evaluation: Class participation, daily writing and reflections, blogs, quizzes, leading a class presentation and discussion, and a final project.

Prerequisites: ARAB 302 or equivalent.

Enrollment Limit: 18

Enrollment Preferences: If the course is overenrolled, preference will be given to Arabic majors.

Expected Class Size: 7

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

Distributions: (D1) (DPE) (WS)

Writing Skills Notes: Students will engage in daily writing and reflections involving prose responses to discussion prompts, movies, YouTube videos, and articles. The students will also write blogs, commentaries, and a final project. The instructor will give daily feedback on students' writing as well as training in writing skills to advance their writing abilities.

Difference, Power, and Equity Notes: The students will engage in an exploration of social, political, and economic realities in Arab societies across state and community boundaries. They will examine similarities and differences across a variety of contexts involving differential power dynamics, biases, and gender roles. They will reflect on issues of power based on internal and external factors in Arab societies as positioned in a diverse region with unfolding political, social, and religious changes.

Not offered current academic year

ARAB 405 (F) From Page to Stage: Singers and Songwriters of Modern Arab Music (DPE) (WS)

Since its earliest history, Arab music has accorded special status to the singing of poetry. Over the last century, many of the most popular songs across the Arab world were the result of poets, composers, and singers collaborating to turn written words into performable masterpieces. In this course, we will explore a variety of famous Arabic songs, examining how they were written, edited, performed, and, sometimes, censored and banned.

Questions that we will ask in this course include: What is the process through which Arabic songs are made? Who is the "author" of the final song? How are song texts transformed when prepared for concert stages and recording studios? And what, in this process, shapes the success and popularity of a song? We will read song lyrics (poems) as literary texts to consider their language and poetic characteristics while also analyzing how songs can be used as a lens to think about politics, identity, religion, class, gender and broader topics related to modern Arab society. Students will become familiar with the lives and works of major singers, such as Umm Kulthum, Fairuz, and Marcel Khalife, and poets, such as Ahmad Shawqi, Nizar Qabbani, and Mahmoud Darwish. Readings and discussion will be in Arabic.

Requirements/Evaluation: Regular participation in class discussion; weekly listening assignments; biweekly one-page unit responses; final project/paper on a singer or songwriter from the twentieth or twenty-first century.

Prerequisites: ARAB 302 or equivalent.

Enrollment Limit: 19

Enrollment Preferences: If course is overenrolled, preference will be given to Arabic majors.

Expected Class Size: 8

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

Distributions: (D1) (DPE) (WS)

Writing Skills Notes: Students will develop their Arabic writing skills by submitting one-page unit responses every two weeks and a final paper of 8-10 pages on a topic of their choice.

Difference, Power, and Equity Notes: Through the lens of music, this course critically examines topics such as media censorship, power dynamics related to gender, and representations of race and class.

Not offered current academic year

ARAB 407 (F) Arabic Poetry: A Musical Introduction (DPE)

For over a thousand years, poetry has served as a wellspring for Arabic song lyrics, creating an intimate bond between word and melody. Some of the most renowned Arab poets are those whose words were set to music, to be chanted by master singers and ordinary people alike. In this course, we explore Arabic poetry through the lens of song. Journeying between ancient verse and contemporary compositions, we will consider such questions as: What are the themes, structures, and linguistic features of Arabic poetry? How has it changed over time? And why is it that even classical Arabic poems can become modern pop hits circulating everywhere from Marrakesh to Muscat? We will consider such questions as we read and listen to Arabic poems, analyzing themes related to politics, identity, religion, and gender in Arab society. Students will become familiar with Arabic poetic genres--Classical, Andalusian, Mahjar, Free Verse--as well as major singers since the twentieth century. Readings and discussion will be in Arabic.

Requirements/Evaluation: Regular participation in class discussion; weekly presentations and listening assignments; biweekly one-page unit responses; final project on an Arab poet/poem.

Prerequisites: ARAB 302 or equivalent.

Enrollment Limit: 10

Enrollment Preferences: Arabic Studies majors.

Expected Class Size: 5

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

Distributions: (D1) (DPE)

Difference, Power, and Equity Notes: Through the lens of Arabic poetry, this course critically examines artistic expression and contemporary issues of literary and media censorship in the Arab world. Students explore cultural productions to gain awareness of how poets and singers have challenged conventional power dynamics related to gender, race, and religion. Students also study the circulation of people and texts over national borders to form nuanced understandings of migration in/around the region and global flows of culture.

Fall 2024

SEM Section: 01 Cancelled

ARAB 413 (F) The Big Ideas: Intended and Unintended Consequence of Human Ambition (DPE) (WS)

Cross-listings: HIST 413 / GBST 413 / ENVI 413

Secondary Cross-listing

What have been the most consequential ideas of the last 100 years? This course will explore some of the more audacious and ambitious plans to alter natural and urban environments in the late 19th century to the early part of the 21st, specifically those that sought to improve the human condition through science, engineering, and technology. By building big bold things, politicians around the globe sought to bring prosperity to their nation and embark on a path of modernity and independence. Through an intellectual, political and environmental history of major construction projects such as the building of the Suez Canal and the Aswan Dam, extensive river valley developments in Iran, Turkey and Iraq, and utopian and futuristic city planning in western Asia, students will consider how, with the benefit of hindsight, to best evaluate the feasibility of such bold schemes. Who has benefitted and who has not, what have been some of the unanticipated consequences, what was sacrificed or neglected, and what do these projects tell us about the larger processes of global capitalism, decolonization, and climate change?

Requirements/Evaluation: A presentation, shorter writing assignments and a longer research paper (20-25 pages) in the end. Students will submit shorter drafts of final paper in order to receive constructive feedback prior to final submission.

Prerequisites: None

Enrollment Limit: 15

Enrollment Preferences: Seniors, especially History, Arabic and Environmental Studies majors.

Expected Class Size: 15

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

Distributions: (D2) (DPE) (WS)

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

HIST 413(D2) GBST 413(D2) ARAB 413(D2) ENVI 413(D2)

Writing Skills Notes: A 20-25 page research paper will be required at the end of the semester. Prior to getting to that point, students will submit an annotated bibliography, a two page proposal, a five and eventually a 10 page draft. Each draft will receive extensive comments and suggestions from peers and instructor. In this way, the student will think about the process of writing and the best way to set themselves up for success.

Difference, Power, and Equity Notes: This course examines how a number of different nations in Africa and Asia sought to improve the living conditions of the masses through major construction project. Though ostensibly these schemes were supposed to improve the livelihood of all, often they primarily benefitted the few - the urban elite - and not the general population. This course will therefore explore how certain class, gender and racial lines were solidified and maintained through economic development plans.

Attributes: HIST Group E Electives - Middle East

Not offered current academic year

ARAB 414 (F) Displacement: Global Histories of Refugees and Forced Migration (DPE) (WS)

Cross-listings: GBST 414 / HIST 402

Secondary Cross-listing

The Middle Eastern refugee has become a central figure in debates on migration, asylum, and the right to belong in Europe, Asia, and North America. Often stereotyped as threatening, alien, and rootless, these migrants are generally depicted as lacking histories and by extension not worthy of consideration or empathy. This course invites students to understand some of the most tragic humanitarian crises of our time and the massive involuntary displacements provoked by war, violence, and/or climate change. Taking a global perspective, this seminar examines the history of displacement, refugees, migration, diaspora in a focusing on the nineteenth century through the present. With special attention to the historical experience of various peoples of the Middle East, the course will start with theoretical approaches to the study of migration and then delve into case studies. A range of different moments of displacement will be analyzed such as the experiences of Armenians, Jews, Palestinians, Syrian, Iraqis, and Kurds. By examining the human geography and politics of forced displacement and migration, this course will address a number of important academic and political questions: what makes a history written by, about, and for displaced people powerful? How can writing from the perspectives of refugees challenge core debates about identity, the nation and borders? How does the focus on displacement help in understanding the nature of war and conflict?

Requirements/Evaluation: Final 25 page research paper, several drafts of paper, class presentations and in class writing exercises.

Prerequisites: None

Enrollment Limit: 15

Enrollment Preferences: History and Arabic Studies majors and Global Studies concentrators.

Expected Class Size: 15

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

Distributions: (D2) (DPE) (WS)

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

ARAB 414(D2) GBST 414(D2) HIST 402(D2)

Writing Skills Notes: This research seminar will involve the writing of a final 25 page paper. Prior to that stage, each process of writing will involve moments of feedback and sharing. Students will submit a proposal early on in the semester and then write an outline. These will receive peer and instructor feedback. They will then submit a five page draft in October, a 10 page draft in November, before the final submission in December. In this way, they will have opportunities to rework and improve their writing.

Difference, Power, and Equity Notes: This course takes a comparative approach by exploring the predicament of some of the most vulnerable people in the world, i.e, displaced peoples and refugees. The course will consider their legal status and their experience of leaving their homes due to wars or natural disaster. The area of study is the Middle East and we will examine the historical experience of a number of different people in the region including Kurds, Palestinians, Sephardi Jews, and Syrians.

Attributes: HIST Group E Electives - Middle East

Fall 2024

SEM Section: 01 M 7:00 pm - 9:40 pm Magnús T. Bernhardsson

ARAB 427 Revolutions & Revolutionaries in the Arab World's Modern History (DPE) (WS)

What is the difference between a [Thawrah] (revolution), an [Inqil'ab Sha'ab'] (popular led-coup) and an [Intif'ah] (uprising)? Was the 2011 "Arab Spring" the first time that people in the Arab world had revolted against their governments? Were the 1977 bread "riots" in Egypt an [Intif'ah] or revolution that was quelled promptly? How does the 1958 coup in Iraq compare to the coup there five years later in 1963 or other coups across the Arab world? What were the role of the Amazigh in North Africa in rebelling against colonialism? In this course, we will be looking transnationally at the different revolutions, uprisings and coups that have taken place in the Arab world in its modern history. Through a variety of medium, the course will explore the socio-political and economic factors that resulted in these instances in history and the effects thereof. We will also be looking at the cultural production that flourished after revolutions, coups and uprisings from the blatantly propagandist to the nuanced and subversive! The course will be entirely in Arabic and aims to take participants from intermediate high to the advanced-mid/high level according to ACTFL standards. The course will be engaging with and developing, on a weekly basis all five language skills: reading, writing, listening, speaking and cultural proficiency and will focus on the language functions that are required at this level. This writing intensive course will consist of multiple forms of evaluation such as participation, debates, presentations, a mid-term video project and an end of year writing project.

Class Format: flipped classroom

Requirements/Evaluation: writing assignments, participation, debates, presentations, a mid-term video project, and an end of year writing project

Prerequisites: having done three years of Arabic language and preferably time abroad

Enrollment Limit: 10

Enrollment Preferences: seniors

Expected Class Size: 6

Grading:

Distributions: (D1) (DPE) (WS)

Writing Skills Notes: Students will be expected to write 5-6 essays during the term, each of which consists of two drafts, in addition to a 5-page end of term paper. The focus in the essays in addition to knowledge of the subject matter, will be syntax, style, cohesion, development of arguments, and collocations. Prompt and detailed feedback will be given for both drafts to ensure improvement.

Difference, Power, and Equity Notes: The course will include material about multiple countries and their peoples in the Arab world while also being attentive to minorities and their status.

Not offered current academic year

ARAB 493 (F) Senior Thesis: Arabic Studies

Arabic Studies senior thesis; this is part of a full-year thesis (493-494).

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

Distributions: (D1)

Fall 2024

HON Section: 01 TBA Brahim El Guabli

ARAB 494 (S) Senior Thesis: Arabic Studies

Arabic Studies senior thesis; this is part of a full-year thesis (493-494).

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

Distributions: (D1)

Spring 2025

HON Section: 01 TBA Brahim El Guabli

ARAB 497 (F) Independent Study: Arabic

Arabic Independent Study. Topic and methodology will be determined by instructor and student.

Requirements/Evaluation: depends of topic and methodology but could include a translation, a 25 page paper, or a short story

Prerequisites: None

Enrollment Limit: 10

Enrollment Preferences: Seniors and/or Arabic Studies majors

Expected Class Size: 2

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

Distributions: (D1)

Fall 2024

IND Section: 01 TBA Brahim El Guabli

ARAB 498 (S) Independent Study: Arabic

Arabic Independent Study. Topic and methodology will be determined by instructor and student.

Requirements/Evaluation: depends of topic and methodology but could include a translation, a 25 page paper, or a short story

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

Distributions: (D1)

Spring 2025

IND Section: 01 TBA Brahim El Guabli

Winter Study -----

ARAB 31 (W) Senior Thesis: Arabic Studies

Arabic Studies senior thesis.

Class Format: thesis

Grading: pass/fail only

Not offered current academic year

ARAB 88 (W) Arabic Sustaining Program

Students registered for ARAB 101-102 are required to attend and pass the Arabic Sustaining Program. However, students are also required to register for a regular Winter Study course. Once the regular Winter Study registration process is complete, the Registrar's Office will automatically enroll you in

the Sustaining Program--check your class schedule to confirm enrollment.

Grading: pass/fail option only

Not offered current academic year

ARAB 99 (W) Independent Study: Arabic

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

Class Format: independent study

Grading: pass/fail only

Not offered current academic year

ART (Div I)
ART HISTORY

Co-Chairs: Professors Michelle Apotsos and Laylah Ali

- Cecilia Aldarondo, Assistant Professor of Art; on leave Spring 2024
- Laylah Ali, Art Department Co-Chair & Chair of Studio Art, Francis Christopher Oakley Third Century Professor of Art, Faculty Fellow of the Davis Center and the Office of Institutional Diversity, Equity and Inclusion; affiliated with: Art, Davis Center, Institutional Diversity, Equity, and Inclusion
- Michelle M. Apotsos, Art Department Co-Chair & Chair of Art History, Associate Professor of Art
- Genesis Baez, Visiting Lecturer in Art
- Trenton D. Barnes, Assistant Professor of Art
- Mari Rodriguez Binnie, Assistant Professor of Art; on leave Spring 2024
- Ohan Breiding, Assistant Professor of Art; on leave 2023-2024
- Michael Conforti, Lecturer in the Graduate Program in Art History; affiliated with: Graduate Program in the History of Art, Art
- Kerry C. Downey, Visiting Lecturer in Art
- Holly Edwards, Senior Lecturer in Art; on leave Fall 2023
- Giuseppina Forte, Assistant Professor of Architecture and Environmental Studies; affiliated with: Center for Environmental Studies, Art
- Michael A. Glier, Alexander Falck Class of 1899 Professor of Art
- Marc Gotlieb, Halvorsen Director of the Graduate Program in Art History; affiliated with: Graduate Program in the History of Art, Art
- Shoghig M. Halajian, Visiting Lecturer in Art
- Guy M. Hedreen, Amos Lawrence Professor of Art
- Catherine N. Howe, Lecturer in Art
- Frank Jackson, Visiting Assistant Professor of Art
- Michael J. Lewis, Faison-Pierson-Stoddard Professor of Art History; on leave Spring 2024
- Ziliang Liu, Assistant Professor of Art
- Peter D. Low, Professor of Art; on leave Spring 2024
- Elizabeth P. McGowan, Robert Sterling Clark Professor of Art
- Murad K. Mumtaz, Assistant Professor of Art
- Glenn A. Peers, Croghan Bicentennial Professor in Biblical and Early Christian Studies
- Alyssa Pheobus Mumtaz, Visiting Lecturer in Art
- Amy D. Podmore, J. Kirk T. Varnedoe 1967 Professor of Art
- Rit Premnath, Associate Professor of Art
- Sarah Rara, Assistant Professor of Art; on leave 2023-2024
- Aparna Sarkar, Visiting Lecturer in Art
- Pallavi Sen, Assistant Professor of Art
- Stefanie Solum, Professor of Art; on leave 2023-2024
- Junli Song, Gaius Charles Bolin Fellow in the Art Department
- Xiaotian Yin, Visiting Lecturer in Art

The Department offers students different paths to explore the vital connection between visuality and creativity. With courses of study in the History of Art and the Practice of Studio Art (or a combination of History and Studio), the Major is designed to train students to develop the technical, conceptual, critical, and historical tools they need to engage the visual world.

ADVISING

Majors are expected to discuss their choice of courses and path through the major with their advisor or another professor in the department. Official departmental advisors for each route through the major (listed here below) are available to field general questions concerning curriculum, requirements, and planning to study away.

Art History Faculty Advisor: Michelle Apotsos

Art Studio Faculty Advisor: Laylah Ali

History and Studio Faculty Advisor: Michelle Apotsos and Laylah Ali

ART HISTORY

The history of art is different from other historical disciplines in that it is founded on direct visual confrontation with objects that are both concretely present and yet documents of the past. We emphasize analysis of images, objects, and built environments as the basis for critical thought and visual literacy. In addition to formal and iconographic analysis, we use the work of other disciplines to understand visual images, such as social history, perceptual psychology, engineering, psychoanalysis, cultural studies, and archaeology. Because of its concentration on visual experience, the Art History major increases one's ability to observe and to use those observations as analytical tools for understanding history and culture.

Major Requirements

The Art History major requires a minimum of nine courses:

Any three of the following six courses: ARTH 101, ARTH 102, ARTH 103, ARTH 104, ARTH 105, ARTH 106, ARTH 107 and ARTH 108

Any ARTS (studio) course.

Any two courses in Art History concerned with the following: one course in art history concerned with a period prior to 1800 and one course in art history concerned with post 1800.

ARTH 301 Methods of Art History [NOTE: starting in 2024 – 2025, art history majors may take either ARTH 301 or ARTH 302 to satisfy the methods requirement]

One 400-level Seminar or 500-level Graduate Seminar (in addition this course may be used to satisfy the pre-1800 or post-1800 requirement).

One additional course, at any level.

The faculty encourages students to construct a major with historical depth and cultural breadth. The numbered sequence of courses is intended to develop knowledge and skills appropriate to students' level of experience, ultimately supporting original, independent work at the 400-level.

100-LEVEL COURSES require no experience in the subject. They are introductions to the field that develop students' skills in visual analysis, interpretation, and written expression and argumentation.

200-LEVEL COURSES are introductions to specific fields within art history, but normally open to students with no experience in art history. Often, there is a significant lecture component to the courses.

300-LEVEL COURSES focus more closely on specific art-historical problems, or present material in a tutorial format. The goal of these courses is to build skills needed for independent research and sustained analytical writing. Generally, there is a higher expectation of student participation or initiative, and longer and/or more frequent writing assignments. In the 300 level, students learn to work with and evaluate different types of sources, research tools, historical perspectives, and methodological approaches.

400-LEVEL COURSES are intensive discussion-oriented seminars that emphasize critical analysis and build toward student-initiated, independent work (oral presentations and sustained, analytical research papers). Advanced majors who have taken ARTH 301 are encouraged to work at the 400 or 500 level, and papers produced in these courses are normally the basis for the senior thesis.

HISTORY AND STUDIO

This route offers students the opportunity to propose a course of study that investigates a particular medium or a particular issue bridging both wings of the department. Examples of past History and Studio projects include topics related to architecture, curating, and performance, but are not limited to these.

In many cases, it is better to choose the Art History or the Studio Art route, to the major, while taking additional courses in the other wing, as desired. The History and Studio route is offered as a third option and requires approval.

The application for the History and Studio route must include both a written statement and a list of proposed courses. It must be approved by an advisor from both Art History and Studio Art and be submitted to the department's administrative assistant before registering for the major.

History and Studio students whose projects have a Studio emphasis have the opportunity to take the Senior Tutorial (ArTS 418) with permission of the instructor and to participate in the senior Studio exhibition. Those seniors with a History emphasis can apply to write a thesis and, if accepted, will be admitted to the required Winter Study and Senior Thesis Seminar (ArH 494) which culminate in a thesis and thesis presentation. Or, a student may propose a senior independent study.

Major Requirements

The History and Studio major requires a minimum of nine courses:

Any TWO of the following six courses: ARTH 101, 102, 103, 104, 105 or 106

ARTS 100-level course

ARTS 200-level course

ARTH Methods OR ARTS 319 Junior Seminar [NOTE: starting in 2024 – 2025, History and Studio majors may take ARTH 301 or ARTH 302 to satisfy the ARTH methods requirement]

ARTH 400-level OR 500-level course

ARTS elective

ARTH elective

ARTS 300-level course

OR ARTS 418 (with permission), if pursuing a Studio tracking an Art History track

OR an ARTH 400-level course or ARTH 494 (with permission), if pursuing an Art History track

The application for the History and Studio route must include both a written statement of purpose and a list of proposed courses. Both must be approved by two advisors, one from Art History and the other from Studio Art, and be submitted to the department's administrative assistant before the student may register for the major.

History and Studio students whose ongoing projects have a Studio emphasis have the opportunity to take the Senior Tutorial (ArTS 418) with permission of the instructor and to participate in the senior Studio exhibition. Or, a student following the Studio Art track may propose a senior Independent Study project in order to pursue Honors. Those History and Studio majors with an Art History emphasis may apply to write a thesis and, if accepted, will be admitted to the required Winter Study and Senior Honors Seminar (ARTH 494).

One advisor from Art History and one from Studio Art must sign off each semester before a student may register for classes.

THE DEGREE WITH HONORS IN ART

Students who wish to become candidates for the degree with honors must show prior evidence of superior performance in the major as well as research capabilities to carry out the proposed project.

Art History

To graduate with honors in art history, students are to enroll in the Senior Thesis Seminar (ARTH 494) during the Spring semester of their senior year, where they will develop an original research paper (completed in a prior course, a travel research project, or an independent study). To be admitted to the seminar, students must submit their original research paper to the Art Department's Administrative Assistant in Lawrence no later than the end of the reading period of the Fall semester. The paper must be properly formatted and include both illustrations and bibliography. It must additionally include a thesis project proposal of 500-700 words.

Students must also secure an academic advisor for their project and complete the advising Agreement Form (available from the Art Department's Administrative Assistant) by the end of the reading period of the Fall semester. This form serves to verify: a) your advisor's support of your project, and b) your advisor's approval of your plans for Winter Study. Students should plan to dedicate Winter Study to work on their thesis project and, to this end, they should enroll in ARTH 31 immediately after (but not before) notification of admission into ARTH 494. (To avoid problems should they not be admitted to ARTH 494, students should pre-register in another Winter Study course). Because faculty are not usually available during this period, it is very important for students to plan, together with their advisors, a work schedule for Winter Study with concrete goals. Admission to the Senior Thesis Seminar will be determined by the instructor of the seminar, in consultation with the Art Department faculty. The important criteria for admission are: 1) the quality, originality, and potential of the research paper on which the thesis project will be based; 2) the availability of a suitable advisor for the project, and the commitment of that advisor to supervise the work during the Spring term; 3) strong past performance in the art history route to the Major; 4) completion of ARTH 301 by the time of the application (exceptions to this rule must be granted beforehand by the chair of the Department).

In early January, the instructor will notify students of their admission to the Thesis Seminar. Since enrollment is by invitation only, students should pre-register for four classes in the Spring semester. If invited to join the seminar, students should then drop one of those courses and add the Thesis

Seminar during drop-add period. The Thesis Seminar is to be taken in addition to the nine required courses for the art history route to the Major. Once in the seminar, students will revise, refine, and expand on previous research and produce a paper of approximately 25 pages. At the end of the semester, they will present a shortened version of the paper to the faculty and public at the Williams College Museum of Art.

Students who have identified a thesis topic and secured an advisor may apply early (in the Spring semester of their junior year) in order to pursue—in relation to their thesis project—summer research opportunities and/or a faculty-sponsored independent study in the following Fall semester. The procedure and criteria for students applying early are the same as those outlined above. (That is, students applying early would likewise take the Winter Study and Spring courses). Materials for early application (the same as outlined above) would be due by 5:00 pm on the Thursday preceding Spring Break.

History and Studio

History and Studio majors may follow either the Studio Art or Art History route to [honors](#). Alternatively, a student may pursue honors through an Independent Study project, to be undertaken during Winter Study and the Spring semester under the guidance of their two advisors.

The review process for the honors candidates in the senior seminars (ARTS 418 or ARTH 494) will proceed according to the regular honors process for the respective wing of the Art Department, and will include both advisors. If the honors project is conducted via an Independent Study, the final project will be submitted to the two advisors who will determine whether or not it will receive honors. If the student chooses not to follow the Honors route, they may take either a 300-level ARTS course, or a 400-level ARTH seminar instead.

The route to honors is a combination of the art studio and art history routes to honors. At the beginning of senior year, a candidate for honors in History and Studio makes a proposal to two faculty members, one faculty advisor from each wing of the department. If both advisors agree to supervise the project, the candidate enrolls in an independent study and works through the Fall semester and Winter Study. The progress of the project is assessed by both advisors at the end of Winter Study; if the project is not well enough developed, the advisors may end it at that time. If the project is allowed to move forward, the student enrolls either in Senior Seminar (ARTS 418, for which they will need permission of the instructor), if the project is primarily a matter of making art, or in an Honors Independent Study, if it is primarily a writing project. The final project is submitted to the two advisors, who will determine whether or not it will receive honors.

STUDY ABROAD

The Art Department encourages students to travel during Winter Study, and to study abroad for a semester during the junior year. Students planning on studying abroad must: consult a departmental advisor, leave a copy of their Study Away Petition on file in the Department, and consider the required junior seminars (ARTH 301 and ARTS 319) that prepare students for the independent research and/or independent artistic production which is the focus of the senior year.

Art History

Art History majors must take ARTH 301 in their junior year unless they are planning to study abroad for a full year or unless there is only one section of 301 offered; in that case, they may take the required class in their senior year (and should consider taking the course as a second-semester sophomore). The Department does not pre-approve courses for the art history major, but will offer provisional credit for courses that appear to satisfy requirements for the major. Art history majors may satisfy no more than 3 requirements abroad (the ARTS requirement may be satisfied abroad only if the student is away for the full academic year. Student may not receive credit for 400-level work while abroad). Art history students should be aware that in many programs course selection is limited and is not known before one commits to the program. It may happen that none of the art history courses offered during the semester abroad satisfy distribution requirements for the major.

History and Studio

History and Studio majors must plan accordingly for their elected junior seminar. For art history courses taken abroad, history and Studio majors can seek provisional credit for courses that appear to satisfy requirements for the major. No provisional credit is possible for studio courses; students must submit their portfolios for review, and will receive credit only if the work completed abroad is deemed roughly equivalent in quality and quantity to coursework at the College (students should contact the Departmental advisor in studio for the portfolio review, and digital photographs are fine in the case that original work is not available). No more than 2 major requirements may be satisfied per semester while abroad (one in studio, one in history), with no more than 3 courses total. History and Studio majors cannot satisfy ARTS 319 or any 400-level courses abroad.

ARTH 101 (S) Introduction to European Art Before 1700

Cross-listings: REL 105

Primary Cross-listing

A team-taught introduction to the art and architecture of Europe from the ancient Mediterranean to Baroque Italy. This course celebrates the glory of

works of art as physical objects, to be viewed and contemplated, to be sure, but also often to be worshiped, worn, touched (even licked), held, exhibited, bought and sold, passed through or around, and lived in. To help students begin to appreciate how these works of art might have been understood by those who originally made and used them, the course sets its objects of study within a number of revealing historical contexts, from the social and the political to the philosophical and the art historical. To give students time with original works of art, our discussion-centered conferences use the wealth of art resources in Williamstown: the Clark Art Institute, the buildings and sculpture of the Williams College Campus, and the Williams College Museum of Art.

Class Format: This course has 2 components: lectures and conferences. The lectures will be three times weekly, the conferences once per week. Both lectures and conferences will be held in person.

Requirements/Evaluation: Three shorter essays (one of which may be in the form of a final exam, either take-home or in-person), several quizzes, and engaged participation in conference sections

Prerequisites: none

Enrollment Limit: 60

Enrollment Preferences: Preference will be based on a short questionnaire, which students will be asked to complete if the course is over-enrolled.

Expected Class Size: 60

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

Distributions: (D1)

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

REL 105(D2) ARTH 101(D1)

Attributes: ARTH pre-1800

Spring 2025

LEC Section: 01 MWF 11:00 am - 11:50 am Peter D. Low, Stefanie Solum

CON Section: 02 T 11:20 am - 12:35 pm

CON Section: 03 T 1:10 pm - 2:25 pm

CON Section: 04 W 1:10 pm - 2:25 pm

CON Section: 05 W 2:25 pm - 3:50 pm

CON Section: 06 R 9:55 am - 11:10 am

CON Section: 07 R 11:20 am - 12:35 pm

ARTH 102 (S) Art and Architecture from the Age of Enlightenment to the Present

A semester-long, team-taught introduction to European and American art & architecture from approximately 1600 to the present. Students will learn how to analyze art made for the widest variety of purposes, from inspiration and contemplation to commemoration and condemnation. We will look at some of this era's most deeply moving art, including works by Rembrandt and Maya Lin, Bernini and Frank Lloyd Wright, Van Gogh and Kehinde Wiley. To the extent that we are able, we will also spend time with original works and familiarize ourselves with the wealth of resources in Williamstown: the Williams College Museum of Art, the Clark Art Institute, and the Chapin Rare Book Library.

Class Format: conference discussion

Requirements/Evaluation: quizzes, participation in conferences, midterm, two papers and a final exam

Prerequisites: none

Enrollment Limit: 60

Enrollment Preferences: art history majors

Expected Class Size: 60

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

Distributions: (D1)

Attributes: ARTH post-1800

Spring 2025

LEC Section: 01 MWF 12:00 pm - 12:50 pm Michael J. Lewis, Catherine N. Howe

CON Section: 02 T 8:30 am - 9:45 am

CON Section: 03 T 9:55 am - 11:10 am

CON Section: 04 T 2:35 pm - 3:50 pm

CON Section: 05 R 8:30 am - 9:45 am

CON Section: 06 R 1:10 pm - 2:25 pm

CON Section: 07 R 2:35 pm - 3:50 pm

ARTH 103 (F) Introduction to East Asian Art

Cross-listings: ASIA 103

Primary Cross-listing

This course offers an introduction to the artistic traditions of China, Korea, and Japan, from the prehistoric era to the present day. Following a chronological order, the course surveys important artworks that represent major developments in medium, style, and subject matter in the three cultures, while paying attention to the movement of objects and art techniques across the region. Key themes of the course include bronzes, lacquerware, ceramics, tomb building, Buddhist reliquaries, ink painting, wood-block printmaking, and timber frame architecture. Students will learn about the development of art and artisanal practices in East Asia, while gaining a broader understanding of the continuity and discontinuity of the local artistic traditions in relation to the region's history, politics, religion, and culture. East Asia boasts a history of art that stretches five thousand years. In addition to gaining an overview of important artistic traditions in the region through the lectures, students will develop visual analysis skills and engage with critical methodologies in East Asian art through close looking exercises and discussion-driven case studies during sections. The course pays special attention to how the constant cross-cultural exchanges between China, Japan, and Korea contributed to the development of art in unique ways across time. What is the shape of "East Asian art"? How does art help define East Asia culturally? And what does it tell us about East Asia's past, present, and future? Exploring these questions through art, students gain an object-based understanding of the civilizations in East Asia. The curriculum also integrates objects from the Williams College Museum of Art.

Class Format: A viewing session at the Williams College Museum of Art.

Requirements/Evaluation: Attendance and participation (25%), two 2-3 page artwork analysis essays (20%), four quizzes (10%), a midterm exam (20%), and a final exam (25%).

Prerequisites: None

Enrollment Limit: 45

Enrollment Preferences: Art history majors are prioritized if the course over-enrolls.

Expected Class Size: 30

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

Distributions: (D1)

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

ASIA 103(D1) ARTH 103(D1)

Attributes: ARTH pre-1800

Fall 2024

LEC Section: 01 MW 11:00 am - 12:15 pm Ziliang Liu

ARTH 105 (S) Arts of South Asia (DPE)

Cross-listings: ASIA 105

Primary Cross-listing

South Asia, which includes the modern-day nations of Afghanistan, Pakistan, India, Bangladesh, Sri Lanka, Nepal, Bhutan and Maldives, is often compared to the European continent. Regional societies in the Indian "subcontinent" are as distinct from each other as those of Italy, Germany and France. Similarly, they also differ in their language, dress, diet, rituals and politics. However, parallel to the wealth of diversity, South Asia also demonstrates a rich history of interconnectedness. This complex web of culture, language, religion and politics is best manifested in the arts of the region. How does visual culture reflect regional variations? How does a survey of artistic style and iconography help uncover networks of exchange

across South Asia? What role did the arts play in the expression of religious traditions such as Buddhism, Hinduism, Jainism and Islam? With these questions in mind, this course is designed as a survey of the arts of South Asia starting with the height of the Indus Valley Civilization in 2600 BCE and ending in 1857 CE, a date that marks the cessation of independent rule in South Asia. Using the study of architecture, painting, sculpture and textiles, students will learn how to make stylistic and iconographic analyses, while also improving their art historical writing and analytic skills.

Requirements/Evaluation: Weekly reading discussion GLOW posts. Two short quizzes. Mid-term. Final exam

Prerequisites: none, open to all students

Enrollment Limit: 60

Enrollment Preferences: First years, sophomores and juniors

Expected Class Size: 48

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

Distributions: (D1) (DPE)

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

ASIA 105(D1) ARTH 105(D1)

Difference, Power, and Equity Notes: In addition to a survey, the course also highlights the conceptual differences between the arts of South Asia and Western constructs of art and culture. The survey will analyze how South Asian art was codified and examined during the colonial and post-colonial periods, and how that understanding has come to define the field over the last century. The course will encourage students to challenge longstanding biases and assumptions when studying these artworks.

Attributes: GBST South + Southeast Asia Studies

Not offered current academic year

ARTH 106 (F) An Invitation to World Architecture (DPE)

What is architecture? Built form? Object? Space? How do we think about architecture as we move around, within, and through it? What can architecture tell us not only about material, design, and engineering, but also about the individuals, groups, and communities who make it? These inquiries provide the starting points for thinking about what architecture means as concept, space, and practice, and how it affects the ways in which human beings experience the world. As the primary mode through which we organize our lived reality, architecture not only channels human behavior into specific repertoires of action and reaction but also symbolizes beliefs, value systems, and ideas about the self, gender, nation, race/ethnicity, community, life, death, and the transcendent. Such themes, thus, constitute the critical lenses that students will use over the course of the semester to unpack how structural form has and continues to define the human condition in the broadest sense. Drawing from a variety of texts and examples that emphasize the diversity and complexity of architectonic traditions around the world, this course will analyze how individuals have employed architectural strategies to solve the problems of living within diverse contexts and how such spaces not only provide meaning in everyday life but also actively and dynamically order the world as space, object, environment, text, process, and symbol.

Class Format: This course has 2 components: lectures and conferences / discussion sections. Students will be expected to attend two lectures and one conference / discussion section weekly. Students will sign up separately for the lecture component and the conference / discussion section component.

Requirements/Evaluation: Written evaluative measures: 6 - 8 object lab assignments and / or written responses to class prompts, and 6 in-class quizzes. Other evaluative measures: conference / discussion section participation and attendance.

Prerequisites: none

Enrollment Limit: 45

Enrollment Preferences: This course has a running waitlist. Students waitlisted from past semesters will have enrollment priority, followed by art history majors, and then first-year students.

Expected Class Size: 45

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

Distributions: (D1) (DPE)

Difference, Power, and Equity Notes: This course fulfills DPE requirements in two ways. First, it unsettles established presuppositions, biases, and predispositions that have positioned the "West" as "best" in canons of architectural history. Secondly, it explores how architecture - past and present - communicates, supports, and/or resists hierarchies of power and socio-political influence in society by acting as modes of propaganda, tools of imperialism, sites of resistance, and/or spaces of affirmation.

Fall 2024

LEC Section: 01 TR 11:20 am - 12:35 pm Michelle M. Apotsos

CON Section: 02 W 8:30 am - 9:45 am Michelle M. Apotsos

CON Section: 03 W 11:00 am - 12:15 pm Michelle M. Apotsos

CON Section: 04 W 1:10 pm - 2:25 pm Michelle M. Apotsos

ARTH 107 (F) Arts of Ancestral Native and Indigenous North America

Cross-listings: AMST 107

Primary Cross-listing

This course introduces students to the art and architecture of ancestral Indigenous and Native North America. It will consider the artistic productions of several pre-contact and early colonial cultures that emerged in the regions now referred to as Mesoamerica, the "United States," and "Canada." Cultures to be addressed include Olmec, Maya, Teotihuacan, Zapotec, Mexica (Aztec), Chaco, Mississippian, Inuit, and Native Hawaiian, among others. Students will learn not only about these cultures but also the sources and methods by which present-day scholars have come to know of their complexity. Artforms to be addressed will include ceramics, murals, sculpture, inscriptions, feather work, shell work, sacred architecture, residential architecture, and urbanism. This is one half of a two-course sequence that also includes, "Arts of Ancestral Native and Indigenous South America and the Caribbean," (Spring 2024) and may be taken in any order or independently.

Requirements/Evaluation: Weekly readings (50 pages); Regular attendance at lectures (20%); Four 2-page artwork analysis essays due at regular intervals throughout the semester (40%); One 6-8-page final essay on a thematic topic of the student's choice (40%).

Prerequisites: None

Enrollment Limit: 45

Enrollment Preferences: Art History majors and first year students

Expected Class Size: 45

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

Distributions: (D1)

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

AMST 107(D2) ARTH 107(D1)

Attributes: ARTH pre-1800

Fall 2024

LEC Section: 01 TR 9:55 am - 11:10 am Trenton D. Barnes

ARTH 108 (S) Arts of Ancestral Native and Indigenous South America and the Caribbean

Cross-listings: AMST 108

Primary Cross-listing

This course introduces students to the art and architecture of ancestral Indigenous and Native South America. It will consider the artistic productions of several pre-contact and early colonial cultures that emerged in the Andes, Amazonia, the Southern Cone, and the Caribbean. Cultures to be addressed include Chavin, Nazca, Moche, Tiwanaku, Inca, Casarabe, Tupi-Guarani, Cocola, Taíno, and Mapuche, among others. Students will learn not only about these cultures but also the sources and methods by which present-day scholars have come to know of their complexity. Artforms to be addressed will include ceramics, murals, sculpture, khipu, tocapu, feather work, shell work, sacred architecture, residential architecture, and settlement. This is one half of a two-course sequence that also includes, "Arts of Ancestral Native and Indigenous North America," and may be taken in any order or independently.

Requirements/Evaluation: Weekly readings (50 pages); Regular attendance at lectures (20%); Four 2-page artwork analysis essays due at regular intervals throughout the semester (40%); One 6-8-page final essay on a thematic topic of the student's choice (40%).

Prerequisites: None

Enrollment Limit: 45

Enrollment Preferences: Art majors and first year students.

Expected Class Size: 45

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

Distributions: (D1)

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

ARTH 108(D1) AMST 108(D2)

Spring 2025

LEC Section: 01 MR 1:10 pm - 2:25 pm Trenton D. Barnes

ARTH 201 (F) Latinx Visual Arts

Cross-listings: AMST 209 / LATS 205

Secondary Cross-listing

This course introduces students to Latinx visual arts and the histories of the communities from where this artistic production emerges. Latinx art and artists have gained significant attention and inclusion in the art world. For example, the opening of the Cheech Marin Center for Chicano Art and Culture reignited interest in Chicana/o art and revamped pressure on peer institutions to diversify their collections, exhibitions, and programming. While this renewed interest is positive, this context runs the risk of framing Latinx art as a new and an emergent category, thus dismissing a longer history of visual arts within Latinx communities across the U.S. This course offers an historically grounded introduction to Latinx visual art by placing the artistic production for the groups included under the label "Latinx" in their social, political and historical contexts. The course provides students with the visual arts vocabulary and theoretical skills to analyze visual art forms including sculptures, murals, posters, performances, and altares, while exploring their relevance to Latinx communities and American art. In debunking the notion of Latinx art as a new phenomenon, students will understand the conditions, struggles, and modes of resistance that inspire Latinx visual arts production in the U.S. since the 19th century and into our contemporary moment. Students will deepen their visual art literacy, enrich their understanding of the histories encapsulated by the term "Latinx," and develop their appreciation for the visual arts.

Requirements/Evaluation: Discussion participation, weekly reading responses, two 3-6-page essays, and a final 8-10 page paper.

Prerequisites: None

Enrollment Limit: 25

Enrollment Preferences: Latina/o Studies concentrators and Art majors

Expected Class Size: 25

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

Distributions: (D1)

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

AMST 209(D2) LATS 205(D2) ARTH 201(D1)

Attributes: LATS Core Electives

Fall 2024

LEC Section: 01 TR 9:55 am - 11:10 am Kevin W. Cruz Amaya

ARTH 202 (F) Theories of Performance and Performativity

Performance Studies is an interdisciplinary field that focuses on the importance of the body and embodied practices in culture and in everyday life. In this course, we will learn the fundamental terms and theories in the field, and engage seminal artworks in the genre of performance art. Together, we will study artistic genealogies, analyze specific contemporary artworks, and center performance as a mode of analysis to engage the themes of identity, embodiment, self/other, memory, temporality, and systems of power. We will ask: What does performance do? How is performance art distinct from other creative modes of expression? What are the social, cultural, and political implications of using the body as material? This course will explore performance as an theoretical tool to understand everyday life and embodied practices, and as a creative mode of expression, critique, and world-building. Our readings will draw from feminist and queer theory, critical race theory, and disability studies, while centering various key strategies from contemporary performance art practices, including drag, camp, endurance-based works, re-enactment, performing for the camera, and collaboration. Class sessions will privilege group discussion.

Requirements/Evaluation: Class participation with 3-4 short written assignments.

Prerequisites: None

Enrollment Limit: 25

Enrollment Preferences: Art History Majors followed by History / Studio Majors followed by Studio Majors

Expected Class Size: 25

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

Distributions: (D1)

Attributes: ARTH post-1800

Fall 2024

SEM Section: 01 W 1:10 pm - 3:50 pm Shoghig M. Halajian

ARTH 204 (F) Historical Research in Dance and Performance Studies

Cross-listings: DANC 103

Secondary Cross-listing

This course is an introduction to the analysis of historical and socio-political context of movement-based performances. While readings and viewings will focus on dance genres practiced at Williams and beyond, an important element of the course will be the practice of documenting, interpreting, and writing about performances. The course will enable students interested in dance, theater, and visual arts to hone their skills in the practice of analyzing still and moving images, while also offering students of history and art history the opportunity to develop competency in historical research. This is primarily a discussion-based seminar course. Learning objectives: to understand the social and political contexts for various artistic and performative genres; to develop the ability to document, analyze, and write about dance as a socio-historical practice; to explore interdisciplinary modes of engaging with movement-based performances.

Requirements/Evaluation: short weekly responses and in-class writing assignments, participation in discussions and presentations, two 5-6 page essays, one 6-7 page final essay

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: first-years and sophomores

Expected Class Size: 10

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

Distributions: (D1)

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

DANC 103(D1) ARTH 204(D1)

Fall 2024

SEM Section: 01 TF 2:35 pm - 3:50 pm Munjulika R. Tarah

ARTH 206 (S) What is Islamic Art? (DPE) (WS)

Cross-listings: REL 204

Primary Cross-listing

Through a deep engagement with primary sources--visual, performative and textual--this tutorial introduces students to global cultures that have participated in the production of Islamic art and culture through the centuries. Through a diverse set of readings, we will discuss how Islamic art is viewed today. How did, for instance, Colonialism and Orientalism from the 18th to the 20th centuries create an entrenched narrative for the study of the field, that continues to hold sway to this day? How have Muslim cultures defined their own artistic production? In particular, how can specific artworks, such as figural painting or palace architecture, be understood as "Islamic"? What are some key scholarly debates around the term "Islamic Art"? The tutorial is specifically designed keeping in mind the period of soul-searching the field is currently going through, even to the point of questioning the very term "Islamic art" and its epistemological parameters. By familiarizing students to an important discipline in art history, the aim of

the tutorial is to provide alternate methodologies as well as epistemologies that run parallel to more mainstream or familiar avenues of study.

Requirements/Evaluation: focused bi-monthly writing assignments, 5-7 pages in length, and bi-monthly peer response papers, 2 pages in length.

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: Art History majors and seniors, Religion majors

Expected Class Size: 8

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

Distributions: (D1) (DPE) (WS)

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

ARTH 206(D1) REL 204(D2)

Writing Skills Notes: This tutorial helps students develop writing skills in terms of grammar, structure, and organization. It is designed to teach students how to make clear, well-articulated arguments. Students will receive extensive feedback every other week on their writing assignments from the instructor and their peers. There will also be a comprehensive mid-semester review from the instructor.

Difference, Power, and Equity Notes: In addition to introducing students to an important field of art history, the tutorial analyzes how Islamic art was codified and examined during the colonial and post-colonial periods, and how that understanding has come to define the field over the last century. The course will encourage students to challenge longstanding biases and assumptions when studying these artworks.

Not offered current academic year

ARTH 208 (S) Chinese Painting

Cross-listings: ASIA 206

Primary Cross-listing

This course surveys the Chinese painting tradition, from the second half of the first millennium BCE to the present. Following a dynastic timeline, the course covers important painting genres including funerary, religious, figures and portraiture, landscape, ink, bird-and-flower, and oil painting and considers them in relation to the shifting historical and cultural context of China. Key themes of the course include the relationship between the art of painting and religious beliefs, political ideology, self-expression, premodern painting theories and criticism, and encounters between the East and the West. As is the case with other cultures, the art of painting in China is shaped by both the painter and its time. In addition to an overview of the history of Chinese painting, students will develop skills in visually analyzing the style, the composition, and the brushstrokes of various painting genres, while gaining an understanding of how painting responded to different historical and cultural conditions in China. The course also pays special attention to primary sources on painting, through which students will learn to think about Chinese painting in its original artistic and intellectual context.

Class Format: A painting viewing session at the Williams College Museum of Art.

Requirements/Evaluation: Attendance and participation (20%), ungraded painting responses (due before every session, 20%), a short paper (4-6 pages, double-spaced, 15%), a mid-term exam (15%), and a final research paper with presentation (8-10 pages, double-spaced, 30%).

Prerequisites: None

Enrollment Limit: 25

Enrollment Preferences: Art history majors are prioritized if the course over-enrolls.

Expected Class Size: 15

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

Distributions: (D1)

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

ASIA 206(D1) ARTH 208(D1)

Attributes: ARTH pre-1800

Spring 2025

LEC Section: 01 TR 9:55 am - 11:10 am Ziliang Liu

ARTH 209 (S) The Art and Archeology of Maya Civilization

Cross-listings: ANTH 219 / GBST 209

Secondary Cross-listing

The ancient Maya civilization was one of the most sophisticated and complex cultures of prehispanic Central America. Its complex calendrics, astronomy, mathematics, art and hieroglyphic writing system are celebrated worldwide. The course will examine the trajectory and nature of ancient Maya civilization from the combined perspectives of archaeology and art history. The origins and evolution of the Maya states during the Preclassic period (1000 B.C.-A.D. 250) will be explored through the rich archaeological remains and Preclassic art styles. The Classic Maya civilization (A.D. 250-1000) will then be presented through a detailed survey of the archaeology, art and hieroglyphic texts of this period. Finally, the collapse of Classic Maya civilization and its transformation and endurance during the Postclassic period and under early Spanish rule (A.D. 1000-1600) will be critically evaluated through a review of the archaeological, iconographic, and ethnohistorical evidence.

Class Format: lecture/discussion

Requirements/Evaluation: midterm and final exams, hieroglyphic project, 15pp research paper

Prerequisites: none, but an introductory ARTH or ANTH course recommended

Enrollment Limit: none

Enrollment Preferences: Anthropology/Sociology and Art History majors

Expected Class Size: 16

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

Distributions: (D1)

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

ANTH 219(D2) ARTH 209(D1) GBST 209(D2)

Spring 2025

LEC Section: 01 TF 1:10 pm - 2:25 pm Antonia E. Foias

ARTH 210 (S) Intro to Latin American and Latinx Art: Contradictions & Continuities, Postcolonial to the Present (DPE)

This course introduces students to the breadth and richness of the visual arts in Latin American and U.S. Latinx art. The course begins in the late 19th and early 20th centuries, when artists and writers first began formulating the notion of an art "native" to Latin America, and continues through the ever-expanding cultural expressions developed throughout the 20th and 21st centuries. Through a contextual approach, we will pay particular attention to Latin American artists' shifting relationships to race, class, and gender issues, their affiliations with political and revolutionary ideals, and their critical stance vis-à-vis the European avant-gardes. Similarly, we will analyze the emergence and development of Latinx artistic practices in the postwar U.S., tracing these artists' own exploration of race, class, and gender dynamics. This class introduces Latin American and Latinx artistic practices and scholarship to enable students to develop a critical understanding of the historical specificity of diverse movements, their relation to canonical definitions of modern and contemporary art, and their relevance to issues of colonialism, nationalism, revolutionary politics, and globalization. We will consider a vast array of genres--from painting and sculpture to printmaking, photography, conceptual, installation, and performance art--and will draw from artist statements, manifestos, and secondary interpretive texts to consider both the impetus behind these dynamic artworks and their lasting legacies.

Requirements/Evaluation: midterm exam and non-cumulative final exam, short writing assignments, attendance, and active participation

Prerequisites: none

Enrollment Limit: 30

Enrollment Preferences: if overenrolled, waitlisted students will be selected on a lottery

Expected Class Size: 30

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

Distributions: (D1) (DPE)

Difference, Power, and Equity Notes: This course fulfills DPE requirements through historical, visual, and thematic analyses that explore the cultural biases and geopolitical forces that have restricted the exposure of Latin American and Latinx art in the canon of Western art history. The course also centers on contextualizing Latin American and Latinx artistic practices and analyzing them in relation to race, gender, and class dynamics, and to issues of colonialism, nationalism, revolutionary politics, and globalization.

Attributes: ARTH post-1800 LATS Countries of Origin + Transnationalism Elect

Spring 2025

LEC Section: 01 TR 11:20 am - 12:35 pm Mari Rodriguez Binnie

ARTH 211 (S) Art and Experience in Ancient Rome

Cross-listings: CLAS 210

Secondary Cross-listing

To see and be seen--it could be argued that this was the very definition of Roman culture. Much like today, spectacle and the dissemination of images lay at the heart of political and social life. The visual arts were crucial both to how the Romans rehearsed their identity and goals as a community, and to how individual Romans communicated their achievements and values. In this course, lectures on the art and architecture of ancient Rome (ca. 300 B.C.-A.D. 400) will provide the backdrop for an investigation into the role visual culture played in the lives of all Romans, including slaves and former slaves, women and children. Special topics will include the funeral and funerary portraiture; the military triumph and monuments of victory; the house as a site of memory; the use of images on coins; participation in religious celebrations; displays of war booty and prisoners of war; experience and audience at the racetrack and in the amphitheater; the spectacle of food and dining; and the Roman street as both contested space and a place for art. Readings will include a combination of primary and secondary sources. *All readings are in translation.*

Requirements/Evaluation: attendance and preparation, quizzes/short writing assignments, two exams, and a final project

Prerequisites: none

Enrollment Limit: 35

Enrollment Preferences: Classics majors

Expected Class Size: 35

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

Distributions: (D1)

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

CLAS 210(D1) ARTH 211(D1)

Spring 2025

LEC Section: 01 TR 9:55 am - 11:10 am Nicole G. Brown

ARTH 212 (F) Distant Encounters: East Meets West in the Art of the European Middle Ages (WS)

Cross-listings: ARAB 212 / REL 210

Primary Cross-listing

In this tutorial, students will investigate the rich artistic consequences -- in architecture, manuscript illumination, mosaic, sculpture, panel painting, fresco, metalwork, and other minor arts -- of European contact with the Eastern Mediterranean between approximately 300 and 1450 CE. From the beginnings of Christianity, pilgrims from Europe made the long journey to sacred sites in what they called the Holy Land (extending across parts of present-day Egypt, Israel, Syria, and Turkey), the place of Christ's life, death, and believed resurrection. Large numbers of pilgrims even made the long journey to the Holy Land, and especially to Jerusalem, to visit a range of sacred sites related to Christ and his saints. When these sites became less accessible with the spread of Islam in the seventh century -- and even before this time -- Europeans sought to recreate many of them at home. Later, from 1095 onward, Christian Europeans attempted to reclaim and hold the Holy Land from non-Christians by force, through an ill-fated series of five major and several lesser "crusades." Over the centuries, before, during, and after the Crusades, exposure to the peoples, ideas, and cultures of the Eastern Mediterranean also came through trade and through the travel and settlement of non-Europeans in Europe itself, particularly in Spain, Sicily, and Venice. Through all of these centuries, moreover, the Christian, Greek-speaking empire of Byzantium, focused on its great capital of Constantinople (present-day Istanbul), interacted in myriad ways, both friendly and hostile, with the Latin-speaking polities of Western Europe, focused at least symbolically on their ancient capital of Rome. Together, by way of open discussion, we will explore artistic production within each of these different cross-cultural contexts of East-West encounter. In the process, we will reflect on how art could function as a conduit for the exchange of ideas in the Middle Ages, and how it could be used both to negotiate and to intensify cultural difference.

Requirements/Evaluation: participation in discussion; five 4-5-page papers; five 1-2-page papers; and one 6-8-page final paper

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: first- and second-year students, but open to all

Expected Class Size: 10

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

Distributions: (D1) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTH 212(D1) ARAB 212(D1) REL 210(D2)

Writing Skills Notes: In this tutorial, students will develop skills of critical reading and focus on how to craft clear and persuasive arguments of their own. To help them achieve these goals, they will receive timely comments on their written work, especially the five 4-5-page papers they will submit, with suggestions for improvement.

Attributes: ARTH pre-1800

Not offered current academic year

ARTH 213 (F) The Human Figure in the Ancient Mediterranean

Cross-listings: CLAS 213

Primary Cross-listing

From the earliest representations in the third millennium BCE until the end of the Roman period in the fifth century CE the human body remained the foremost choice of subject for artists, patrons, critics, and the public in the ancient Mediterranean world. This course will consider cultural ideas about the body in antiquity, and trace their repercussions in the modern era. Over the course of the semester we will concentrate on 12 case studies, each representing a specific concept from an area of the Mediterranean. Topics include the "shining bodies" of bare-chested potentates in Egypt and the ancient Near East, statues that give the dead voice, the perfection and humanity of the bodies of the gods, ancient Greek science and the nude goddess, the pathos of Hellenistic athletes, and the interpretative challenge of the ambiguous and sensuous marble forms of the Barberini Faun or the Sleeping Hermaphrodite, both found in Roman contexts. We'll consider the cross-influences of ideas about gender, class, race and the body coded in public and private art. Reading material will include ancient literature in translation as well as contemporary critical essays. Evaluation will be based on participation in discussion and group presentations, short response paper, tests on images, and a final 8-page research paper. Engaged library research of original paper topics will be supported throughout the semester.

Class Format: Lecture and Discussion

Requirements/Evaluation: participation in discussion and group presentations, short response paper, tests on images, a final 8-page research paper.

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: open to any student, majors and non-majors, with interests in the ancient world; no experience with art history required; first-years and sophomores are encouraged

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTH 213(D1) CLAS 213(D1)

Attributes: ARTH pre-1800

Fall 2024

LEC Section: 01 MR 1:10 pm - 2:25 pm Elizabeth P. McGowan

ARTH 215 (F) Envisioning the Sacred: Representation and Religion in Christian and Muslim Cultures (WS)

Cross-listings: ASIA 212 / REL 211

Primary Cross-listing

How did medieval Christians and pre-modern Muslims imagine the sacred and how did they give what they imagined pictorial form? How were these

pictures used, both in public and in private life, and why? How did the art of these unique religious traditions forge connections between the visible and invisible worlds? Paying particular attention to the function and experience of works of art within Christian and Islamic cultures, this seminar examines the evolution of devotional visual expression, while also exploring the problems sacred images generated in these distinct yet often overlapping traditions. Through readings and class discussion, the course will investigate, among other topics: the varied attitudes toward the representability of God in Judaism, Islam, and Christianity; the impact of earlier image traditions on the religious art of medieval Christians and pre-modern Muslims; the cult of the devotional image, concerns over idolatry, and the destruction of images; ideas about spiritual versus physical vision and their influence on the making and viewing of pictures; the relationship of sacred images to relics and to various aspects of organized ritual; and the possible roles played by pictures of the sacred in silencing or giving voice to dissent.

Requirements/Evaluation: Participation in class discussion; oral presentation; five 3-4-page papers, and a final 6-page paper

Prerequisites: None

Enrollment Limit: 12

Enrollment Preferences: Sophomores then juniors, but open to all

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Unit Notes: This seminar will be team taught, by Murad Mumtaz and Peter Low

Distributions: (D1) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ASIA 212(D1) ARTH 215(D1) REL 211(D2)

Writing Skills Notes: In this 200-level seminar, students will develop skills of critical reading and focus on how to craft clear and persuasive arguments of their own. To help them achieve these goals, they will receive timely comments on their written work, especially the five 3-4-page papers they will submit, with suggestions for improvement.

Attributes: ARTH pre-1800

Fall 2024

SEM Section: 01 TF 2:35 pm - 3:50 pm Peter D. Low, Murad K. Mumtaz

ARTH 216 (S) Modernism, Anti-modernism, and the Avant-garde, 1900-1950

This course is designed to introduce students to the key artistic movements and aesthetic debates in the first half of the Twentieth Century in Europe, the U.S.S.R., Mexico, and the United States. We will trace the rise of Modernism and Anti-modernism and investigate the concept of the avant-garde. We will situate the crucial artistic movements of the period--from Fauvism to Futurism, Cubism to Constructivism, Social Realism to Surrealism, Art Deco to Dada, the Harlem Renaissance to the Bauhaus--within the social, political, economic and historical contexts in which they arose. Particular attention will be paid to how the work of women artists contributed to the aesthetic and philosophical motivations that shaped the avant-garde.

Requirements/Evaluation: Attendance, active participation, short writing assignments, regular quizzes, oral presentations.

Prerequisites: None

Enrollment Limit: 25

Enrollment Preferences: Art history majors and prospective majors

Expected Class Size: 25

Grading: yes pass/fail option, no fifth course option

Distributions: (D1)

Attributes: ARTH post-1800

Not offered current academic year

ARTH 218 (F) From the Battlefield to the Hermit's Cell: Art and Experience in Norman Europe (WS)

Cross-listings: WGSS 284 / REL 284

Primary Cross-listing

This tutorial provides students with the chance to investigate in-depth three of the most astonishing works of art created during the entire Middle Ages:

the Bayeux Tapestry (c.1077-1082), the Cappella Palatina (c.1130s-1166), and the Psalter of Christina of Markyate (1120s-1160s). Created within a hundred years of each other all within territories controlled by the Normans--a warrior dynasty that settled in northern France in the 10th century and then expanded north into England and south into Italy in the 11th and 12th centuries--each of these works is unprecedentedly ambitious in scale, dazzling in its material properties, and survives in its original wholeness, a rarity in the medieval world. Despite these similarities, however, each work is very different from the other two and so sheds light on very different aspects of Norman experience, across Europe. The Bayeux Tapestry, likely made by female embroiderers for a baronial hall, is a giant textile (over 70 meters long) that in gruesome and fascinating detail tells the story of the Norman invasion of England by William the Conqueror in 1066. The Cappella Palatina in Palermo, in turn, commissioned by King Roger II, is a royal chapel covered in sumptuous mosaics that reveals through its decoration and ritual the dynamic interaction of Islamic, Byzantine, and Latin Christian traditions in the multicultural Norman kingdom of Sicily in the 12th century. And the Psalter of Christina of Markyate, a large prayerbook made for the use of a female recluse in southern England, contains 40 full-page paintings and 215 decorated initials, a vast and inventive program of imagery that through its creative profundity helped reshape private devotional art and culture for centuries to come. Through their variety, then, these three objects--an embroidery, a building, and a book--give students insight into the rich array of concerns and aspirations, from the political to the spiritual and from the public to the private, that gave substance and meaning to 11th- and 12th-century European life, for women as well as men. What is more, these three remarkable works of art have been the focus of much interesting scholarship in recent years, so an exploration of some of that literature provides a compelling introduction to the discipline of art history itself, past and present.

Requirements/Evaluation: Participation in discussion; five 4-5-page tutorial papers; five 1-2-page response papers.

Prerequisites: None

Enrollment Limit: 10

Enrollment Preferences: First years and sophomores, but open to all.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 284(D2) REL 284(D2) ARTH 218(D1)

Writing Skills Notes: In this tutorial, students will develop skills of critical reading and focus on how to craft clear and persuasive arguments of their own. To help them achieve these goals, they will receive timely comments on their written work, especially the five 5-7-page papers they will submit, with suggestions for improvement.

Attributes: ARTH pre-1800

Fall 2024

TUT Section: T1 TBA Peter D. Low

ARTH 221 (S) History of Photography

Cross-listings: STS 221

Primary Cross-listing

This lecture course will examine the history of photography from its beginnings in the 1830s to the present, from the first grainy black and white images to the work of contemporary artists using cutting-edge photographic technologies. We will examine photographs used for documentary, scientific, and aesthetic purposes, and we will trace the medium's emergence and acceptance as a fine art. We will also explore photography's physical and conceptual characteristics as a medium, paying particular attention to its uniquely intimate and frequently contested relationship to "the real." By the end of the course, students will have a broad understanding of photography as a unique medium within the history of art and knowledge of the theoretical frameworks that developed alongside that history.

Requirements/Evaluation: three to four short papers, quizzes, virtual exhibition

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: art history majors

Expected Class Size: 25

Grading: yes pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTH 221(D1) STS 221(D2)

Attributes: ARTH post-1800 FMST Related Courses

Not offered current academic year

ARTH 222 (F) Photography in/of the Middle East (DPE)

Cross-listings: ARAB 222

Primary Cross-listing

Photography has been globally disseminated and locally inflected since its invention. In the Middle East, the powers and pleasures of the medium have been valued by colonial forces, indigenous populations, photojournalists and artists; the resulting images merit aesthetic and art historical appreciation even as they grant visual access to the social and political dynamics operative in diverse cultural contexts. We will explore photographic practices in various zones of the Middle East--e.g., the Holy Land, Turkey, Egypt and the Persian sphere--by attending to individual photographers and case studies. This tightly focused approach will support, in turn, a consideration of the agency and power of images more generally--what work do photographs do? Who resists and who benefits? The goal will be to appreciate diverse styles and perspectives that underlie renderings of the Middle East.

Class Format: Discussion and GLOW posts required.

Requirements/Evaluation: Discussion, GLOW Posts, final project

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: majors

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTH 222(D1) ARAB 222(D1)

Difference, Power, and Equity Notes: Photographs are tricky. Whose experiences and values do they really represent--those who are depicted? Those who wield the camera? Or, those who view images that are so easily reproduced and widely shared? How does identity figure? Religious conviction? Political affiliation? And how are these variables encoded in the material evidence? Appreciating the myriad powers of images requires multiple skills--from close-looking to interdisciplinary analysis--useful in contemporary visual culture.

Attributes: ARTH post-1800

Fall 2024

SEM Section: 01 TF 1:10 pm - 2:25 pm Holly Edwards

ARTH 223 (S) Comic Lives: Graphic Novels & Dangerous Histories of the African Diaspora

Cross-listings: ENGL 356 / AFR 323 / AMST 323 / COMP 322

Secondary Cross-listing

This course explores how the graphic novel has been an effective, provocative and at times controversial medium for representing racialized histories. Drawing on graphic novels such as the late Congressman John Lewis' *March* and Ebony Flowers' *Hot Comb*, this course illustrates and critiques multiple ways the graphic novel commingles word and image to create more sensorial access into ethnic traumas, challenges and interventions in critical moments of resistance throughout history. Students will practice analyzing graphic novels with the help of critical essays, reviews and film; the chosen texts will center on Africana cultures, prompting students to consider how the graphic novel may act as a useful alternate history for marginalized peoples. During the course, students will build comic creation and analysis skills through short exercises, eventually building up to the final project of a graphic short story that illustrates historical and/or autobiographical narratives. No art experience is required, only an openness to expanding one's visual awareness and composition skills. This course is often taught in collaboration with the Williams College Museum of Art's Object Lab program, which allows the class to have its own space and art objects that are directly related to the course topic. This class may feature Object

Lab participation, film screenings, and collaborations with guest speakers.

Requirements/Evaluation: class participation, written responses, student-led facilitation, one 3-page graphic analysis, one 6- to 8-page essay, and a final project (producing a graphic short story)

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: If the enrollment limit is exceeded, preference will be given to Africana Studies concentrators or students who have taken AFR 200, the department's introductory course.

Expected Class Size: 20

Grading: no pass/fail option, no fifth course option

Unit Notes: this course is part of the Gaudino Danger Initiative

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 356(D1) ARTH 223(D1) AFR 323(D2) AMST 323(D2) COMP 322(D1)

Attributes: AFR Core Electives AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora GBST Borders, Exiles + Diaspora Studies

Spring 2025

SEM Section: 01 TR 9:55 am - 11:10 am Rashida K. Braggs

ARTH 225 (F) Art and Archaeology in Early China

This course offers a survey of art and architecture in China from the beginning of civilization to the end of the Han dynasty (206 BCE-220 CE). Students are introduced to important artworks in ceramics, bronze, lacquer, jade, and built spaces including royal palaces, mausoleums, and ritual monuments, while learning to think about them in their archaeological context. Special attention is paid to the relationship between artistic innovations and the rise of new materials and craft technologies, such as glass and fire gilding.

Class Format: Fieldtrips to museums and conservation labs, possibly the Harvard Art Museums or the Williamstown Art Conservation Center, pending planning and approval.

Requirements/Evaluation: In addition to attendance and participation, students will be graded on two short papers (4-6 pages, double-spaced), a final research paper (min 12 pages, doublespaced) or a creative project in consultation with the instructor, and a final presentation (15 mins).

Prerequisites: None

Enrollment Limit: 25

Enrollment Preferences: Majors are prioritized if the course overenrolls.

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Attributes: ARTH pre-1800

Not offered current academic year

ARTH 229 (F) The Art of Natural History (WS)

Cross-listings: STS 226

Primary Cross-listing

The scientific revolutions of the eighteenth and nineteenth centuries fundamentally changed the way the natural world was seen and celebrated, classified and organized, displayed and manipulated. New discoveries in the natural sciences and competing theories of evolution intertwined with shifting conceptions of natural history, of nature, and of humankind's proper place within it. This course will investigate the links between art and natural science. It will seek to understand the crucial role of the visual arts and visual culture in the study and staging of natural history from the eighteenth century to the present. We will pursue the questions that preoccupied the artists themselves. How should an artist react to new ecological insights? What is the proper artistic response to newly discovered flora and fauna? What is the role of aesthetics in the communication of knowledge?

How are those aesthetics connected to ethics? How might a drawing of a plant convey information that is different from that of a photograph or a glass model of a plant? How might a theatrical diorama frame a scientific idea in a way that is different from a bronze statue? Students will seek to understand the myriad connections between seeing, depicting, and knowing, to question long-held assumptions about the division between "objective" science and "subjective" art, and to recognize that art has the ability not only to interpret, disseminate, and display scientific knowledge, but to create it as well.

Requirements/Evaluation: Five 5 page essays, five 1-2 page responses to partner's essays, critical conversation.

Prerequisites: None.

Enrollment Limit: 8

Enrollment Preferences: Sophomores with an interest in art history, art studio, ecology, environmental studies, and science and technology studies, juniors with these same interests, then art history majors, and science and technology majors, in that order.

Expected Class Size: 8

Grading: no pass/fail option, no fifth course option

Materials/Lab Fee: \$150 Lab and materials fees for all classes are covered by the Book Grant for all Williams financial aid recipients.

Distributions: (D1) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

STS 226(D2) ARTH 229(D1)

Writing Skills Notes: This course will require students to write a short paper or a critical response to their partner's paper each week. Students will receive critical feedback on both form and content from their professor and from their peers.

Attributes: ARTH post-1800

Not offered current academic year

ARTH 230 (F) From Alexander to Cleopatra: Remodeling the Mediterranean World

Cross-listings: CLAS 209

Secondary Cross-listing

The period between Alexander the Great (323 B.C.) and Cleopatra (30 B.C.), like our own, was characterized by internationalism, migration, wide-ranging cultural values and religious practices, and ethnically diverse urban populations. Large numbers of non-Greeks came under the control of newly established Hellenistic kingdoms, while in the west Rome's emergence as a superpower offered both new opportunity and danger. The Hellenistic world was a place of vibrant change in the spheres of art, architecture, urban planning, and public spectacle. In this course, we will consider the art and archaeology of this period in their political, social, and religious contexts, focusing on the visual language of power and royalty; developments in painting, sculpture, mosaics, and monumental architecture; interactions between Greeks and non-Greeks; and the impact of Greek culture in Rome.

Requirements/Evaluation: class participation, map quizzes, three short papers, mid-term exam, and a final paper

Prerequisites: none

Enrollment Limit: 40

Enrollment Preferences: students with an interest in the ancient Mediterranean world and in the history of art and architecture

Expected Class Size: 35

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

CLAS 209(D1) ARTH 230(D1)

Not offered current academic year

ARTH 232 (S) Renaissance Rome: Renovating the Eternal City

George Eliot called Rome "the city of visible history," a place with the power to bring "the past of a whole hemisphere" right before our eyes. The magnetic visual power of Rome did not just occur naturally, however; it is a product of a bold urban project first envisioned by Renaissance popes and brought into being by the artists and architects they hired. During the fifteenth and sixteenth centuries, Rome was transformed from a shrinking and neglected medieval town into a thriving center of artistic energy and invention. Beginning with the papacy's return to the city in 1417, we will focus on

the historical, ideological, and artistic forces behind this period of renovation and restoration that reshaped the urban and artistic fabric of the city. We will study the particularly Roman foundations for the period known as the High Renaissance, then, approaching art historical touchstones by Michelangelo, Raphael, and Bramante as works grounded in a uniquely Roman sense of time and historical destiny. We will conclude with a selective look at Baroque works by Caravaggio, Bernini and Borromini, exploring their powerful innovations and effects as a continuation of the Renaissance renewal of the eternal city.

Class Format: lecture

Requirements/Evaluation: Robust Community Discussions; 4-5 page visual and contextual analysis paper; 10-12 page research paper with multiple components (including prospectus, annotated bibliography, presentation); Google Earth Mapping Journal of Rome; Weekly Wellness

Prerequisites: none; open to Art majors as well as non-majors

Enrollment Limit: 15

Enrollment Preferences: Art majors current or prospective, and students following other majors with specific curricular interest in Roman history

Expected Class Size: 15

Grading: yes pass/fail option, no fifth course option

Distributions: (D1)

Attributes: ARTH pre-1800

Not offered current academic year

ARTH 234 (S) Arts of Tibet -- Sacred Abode of the Himalayas

Cross-listings: ASIA 234

Primary Cross-listing

This course surveys the art and culture of Tibet from the time of the introduction of Buddhism in the seventh century to the modern period. Traditionally understood as the divine abode of Avalokitesvara, the bodhisattva who embodies the compassion of all buddha in Buddhist cosmology, Tibet was also fantasized as the immortal realm of "Shangri-la" by western interpreters. In this course, we will begin by examining the imagination and representation of Tibet and its culture in modern western discourses, and then shift the focus to the development of artistic forms of Tibet in the context of Tibet's history and religious movements, from ancient times to the present.

Class Format: A viewing session at museums, possibly at the Williams College Museum of Art, the MFA Boston, or the MET, pending planning and approval.

Requirements/Evaluation: In addition to attendance and participation, students will be graded on two ungraded quizzes, one movie response (1-2 pages, double-spaced), one midterm, and one final project (curating a mock exhibition or a 10-page double-spaced research paper along with a prospectus and a presentation).

Prerequisites: None

Enrollment Limit: 25

Enrollment Preferences: Majors and concentrations are prioritized if the course overenrolls.

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTH 234(D1) ASIA 234(D1)

Attributes: ARTH pre-1800

Not offered current academic year

ARTH 235 (F) Taswikhana: Technique and Practice of Indian Drawing and Painting (DPE)

Cross-listings: ASIA 239 / ARTS 244

Secondary Cross-listing

Small in scale but vast in its representation, the world of Indian painting is famous for its stylized naturalism and mastery of line. It is an artistic practice whose legacy stretches back to at least the first century CE. This studio course will introduce students to the technique and practice of traditional

Indian drawing and painting. The course is designed as a workshop in which students will learn to use materials and techniques of this art form. By engaging with a non-western traditional practice, the aim of the course is to expose students to a pluralistic engagement with art making. Students will learn paper and pigment preparation, as well as the basics of traditional drawing and painting techniques. The class will learn from studying a selection of original masterworks of Indian art from the Williams College Museum of Art that will be displayed in the Object Lab. Working with original artworks will help students situate the hands-on study of Indian painting practice alongside exemplary historical examples.

Requirements/Evaluation: Class participation, discussions and critiques, successful completion of all assignments and attendance

Prerequisites: none, open to all students

Enrollment Limit: 12

Enrollment Preferences: Instructor permissions requires. If the course over enrolls preference will be given to studio art and art history majors.

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Materials/Lab Fee: \$400

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ASIA 239(D1) ARTH 235(D1) ARTS 244(D1)

Difference, Power, and Equity Notes: The course invites students to engage with a pluralistic studio practice that is in stark contrast to mainstream modern and contemporary art practices. The course will follow a traditional, Indian workshop-style format which has its own particular rules and unique visual vocabulary. From the material preparation of pigments, paper and brushes, to the techniques of drawing and painting, the course will introduce students to an alternative, non-Western, mode of art making.

Fall 2024

STU Section: 01 MR 1:10 pm - 2:25 pm Murad K. Mumtaz

ARTH 242 (F) Art and Enlightenment in Europe

Cross-listings:

Primary Cross-listing

This lecture course traces the emergence of new modes of art- and image-making during two momentous centuries of European history that established the paradoxical foundations of our modern world. In this period, modern democracy was founded and determined by exploitative labor, the extraction of natural resources, and the rise of the trans-Atlantic slave trade. Over two centuries from the founding of the French Academy in 1648 to the 1839 invention of photography, this course traces these tensions in art and intellectual thought, examining beauty and the sublime, rationality and madness, personhood and enslavement, natural history and extraction, democracy and tyranny. Often defined in terms of the "Enlightenment," this intellectual and artistic period engaged with freedom of religious thought, scientific experiment, and a belief that humanity was guided by reason and rationality. Yet these same discourses also laid the foundation for the invention of race, nationalism, and the expansion of European colonialism. Isolating a series of pivotal moments and emblematic figures in visual culture of this period, this course asks students to consider how art was implicated in Enlightenment, and, in turn, how Enlightenment was implicated in both newly liberatory and newly oppressive concepts of subjectivity and personhood. Particular emphasis will be placed on the history of science, and, relatedly, on the increasing global circulation of ideas, people, and goods. Artists in our purview include well-known figures like Velázquez, Rembrandt, Watteau, Hogarth, Goya, and Blake, as well as makers until recently left out of the art-historical canon, such as the Frankfurt-born botanical illustrator Maria Sibylla Merian, the Polynesian navigator and draftsman Tupaia, and the Guadeloupean neoclassical painter Guillaume Guillon-Lethière, the subject of a major upcoming exhibition at the Clark Art Institute. Designed for students with no prior experience studying art history, the course will work directly from objects in local collections, prioritizing methods of close looking and formal analysis. At the same time, the questions and methods of our inquiry will be fundamentally interdisciplinary. Readings will emphasize primary sources and recent scholarship. A separate discussion section will be offered for MA students.

Requirements/Evaluation: midterm exam; final exam; visual analysis paper (3 pages); final paper (10 pages)

Prerequisites: none

Enrollment Limit: 50

Enrollment Preferences: art history majors

Expected Class Size: 50

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTH 552(D1) ARTH 242(D1)

Attributes: ARTH pre-1800

Not offered current academic year

ARTH 245 (S) The Nature of Work

Cross-listings: COMP 285 / CLAS 243

Secondary Cross-listing

Work is something that touches the lived experience and historical realities of almost every human being in every time and place. But how did ancient Mediterranean societies and cultures define and deploy the concepts of "work" and "working," as both an activity and as discourse? This is a question that has received remarkably little attention, in part since modern scholars have all too often followed the lead of elite authors, who obscure the nature of work through their focus on its products: agricultural prosperity, material luxury, urban grandeur, etc. In this course, we will seek to shed light on the world of work in antiquity, to better understand both the experiences of those who worked for a living across an array of spheres and professions, and the value of work as a cultural, aesthetic, and literary concept. Special topics will include: the place of work in conceptions of a "golden age"; the literary topoi of work (like the idle shepherd or the virtuous peasant); representations of "heroic work" (most famously, the Labors of Hercules); the elision or erasure of non-elite labor for elite audiences in art and text; the iconography of work in painting, mosaic, and sculpture; and investigations into specific trades, crafts, and other forms of "making" (from midwifery to shoe making). Readings will be a combination of primary and secondary sources. All readings will be in translation.

Requirements/Evaluation: class participation; several short writing assignments; final paper

Prerequisites: none

Enrollment Limit: 24

Enrollment Preferences: Classics majors, Art History majors, Comp Lit majors, and intending majors

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTH 245(D1) COMP 285(D1) CLAS 243(D1)

Not offered current academic year

ARTH 246 (S) Museum Culture: Do you see what I see?! (DPE)

We are all citizens of global visual culture, subject to a daily assault of images, artifacts, information and experiences. What we see and how we make meaning from it all depends on so many variables--who we are, where we are, and what we choose to look at. A critical question is how art figures and what agency it wields in millennial settings. This class is an opportunity to explore these issues with particular reference to museums and the objects enshrined therein. Digitized collections enable us to wander freely in space and time, following ideas/images through history even as we might also engage the 'real thing' in person. Our approach will be comparative and interrogative; case studies might range from an oil painting to a wooden sculpture, a coin to an illuminated manuscript, a photograph to a video. Along the way, we will consider what "art" really is and how different visual cultures might be presented or distorted in museum exhibitions and public spaces.

Requirements/Evaluation: Mandatory class attendance and substantive participation, weekly Glow Posts, curatorial term project.

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: Sophomores and majors.

Expected Class Size: 12

Grading: yes pass/fail option, no fifth course option

Distributions: (D1) (DPE)

Difference, Power, and Equity Notes: We will cover museums in diverse cultures and explore the porous boundaries between the "Orient", Europe

and America. How art manifests inequalities of power and how museums privilege or erase particular groups of people will be addressed. Because collecting art entails money and privilege, understanding art history entails exploring social and cultural hierarchies.

Attributes: ARTH post-1800

Not offered current academic year

ARTH 248 (S) Revolutions in Art 1750-1850

This lecture course will focus on the dynamics of art, culture, and experience in Europe from the later eighteenth century to the middle of the nineteenth century. Spanning such conflicts as the French Revolution of 1789, Napoleonic occupations, and imperial wars, this period of dramatic intellectual and social change ushered in a revolution in art in turn, keyed to new conceptions of subjectivity, freedom, and human experience. How did painting and sculpture of this period convey, wrestle with and embody these crises? We will examine the work of leading artists in depth, particularly as revolutions in art helped explore new accounts of the modern subject, both the interior self and that self in the public sphere. Additionally, we will discuss the ways in which these works have been in art-historical writing into the present.

Class Format: A third of our class time will be devoted to discussion. This course may require students to visit WCMA, Special Collections, and the Clark.

Requirements/Evaluation: Attendance, participation, two essays (4-5 pages double spaced), midterm examination, final examination.

Prerequisites: none

Enrollment Limit: 30

Enrollment Preferences: sophomores, juniors

Expected Class Size: 25

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Attributes: ARTH pre-1800

Not offered current academic year

ARTH 262 (F) Modern Architecture

A century ago, the Modern Movement promised the most sweeping cultural transformation since the Renaissance. Architecture was only one lobe of a comprehensive movement that embraced literature and painting, music and theater, all aspiring to the same radical emancipation from traditional form and structures of authority. What happened? How and why did modern architecture abandon its utopian vision? Students will explore the major developments in Western architecture from 1900 to the present, and become familiar with its major figures: Loos, Wright, Gropius, Mies van der Rohe, Le Corbusier, Aalto, Kahn, Venturi, Gehry, Hadid, and others. Students will learn a variety of skills as they design a 1000-square foot vacation house and present it to the class in the form of a model and set of drawings at quarter-inch scale.

Requirements/Evaluation: two hour-long tests and a design project including drawings and a written statement

Prerequisites: none

Enrollment Limit: 50

Enrollment Preferences: juniors and sophomores

Expected Class Size: 40

Grading: no pass/fail option, no fifth course option

Materials/Lab Fee: Under \$100

Distributions: (D1)

Attributes: ARTH post-1800

Fall 2024

LEC Section: 01 TR 8:30 am - 9:45 am Michael J. Lewis

ARTH 264 (F) American Art and Architecture, 1600 to Present

Cross-listings: AMST 264

Primary Cross-listing

American art is often looked at as a provincial version of the real thing--i.e., European art--and found wanting. This course examines American architecture, painting, and sculpture on its own terms, in the light of the social, ideological and economic forces that shaped it. Special attention will be paid to such themes as the Puritan legacy and attitudes toward art; the making of art in a commercial society; and the tension between the ideal and the real in American works of art.

Requirements/Evaluation: 15-page research paper (divided into an annotated bibliography, first draft and revised draft); weekly study questions on the readings; final 15-minute oral exam

Enrollment Limit: 60

Expected Class Size: 60

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 264(D2) ARTH 264(D1)

Attributes: AMST Arts in Context Electives AMST Space and Place Electives ARTH post-1600 Courses

Not offered current academic year

ARTH 275 (S) Digital Humanities in Art History and Literary Studies

Cross-listings: COMP 275

Primary Cross-listing

This course introduces students to critical topics, techniques, and methods related to digital scholarship in the humanities. Students will learn how to critique the reliability of published case studies that use digital methods, and how to construct basic projects that use digital techniques, including text analysis, digital mapping, 3d modeling & imaging, and data analysis with both quantitative and qualitative data sources. They will also explore different ways of sharing research through digital methods, including virtual storytelling and best practices of data communication. Digital Humanities in Art History and Literary Studies provides a foundation to encourage student exploration of digital projects in a variety of disciplines at Williams, whether students wish to incorporate digital methodologies into a humanities discipline or to understand the ways humanities materials require different approaches to data and digital projects in the sciences. While trying different tools and approaches, we will discuss the larger ramifications of using digital techniques in humanistic disciplines. What kinds of ethical questions should we consider? What sorts of environmental footprint or sustainability issues do our projects raise? What kinds of power structures do they create, reflect, sustain, or dismantle?

Requirements/Evaluation: Students are evaluated based on 1) preparation for and participation in class discussions and exercises, including assigned readings and project reviews; 2) completion of a digital portfolio that includes 6-8 assignments applying methods learned in class, with written analysis and responses to reflection prompts.

Prerequisites: none

Enrollment Limit: 24

Enrollment Preferences: Junior majors in Division I receive preference, followed by juniors in other fields.

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 275(D1) ARTH 275(D1)

Spring 2025

LEC Section: 01 T 1:10 pm - 3:50 pm Amy D. Podmore

ARTH 284 (S) The Postwar Avant-Gardes

Artistic discourse in the Western hemisphere dramatically changed course in the wake of the Second World War. The mass trauma inflicted by the war prompted artists and critics throughout the region to reassess the role and potential of art in society. But the war's mass displacement of communities also displaced the centers for artistic activity, and avant-garde practices soon expanded vigorously throughout the Americas. Through comparative

studies, this course will analyze the artistic avant-gardes that emerged simultaneously in the United States and Latin America after 1945. We will place these myriad practices in dialogue, to elucidate the complexity, richness, and vitality of artistic practices in the postwar era.

Requirements/Evaluation: two exams, two short 2-page writing assignments, one 6- to 8-page research paper

Prerequisites: none

Enrollment Limit: 30

Enrollment Preferences: If overenrolled, waitlisted students will be chosen on a lottery basis.

Expected Class Size: 30

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Attributes: ARTH post-1800

Not offered current academic year

ARTH 289 (S) The Invention of Life Worlds

This course looks towards alternate and coexisting imaginaries of life worlds, examining their development in the arts and letters. With attention to visual and literary ethnography, science fiction, feminist theory, and creative non-fiction, we will contemplate methods of making and inventing in the contemporary world, focusing on the transhistorical and transcultural production of knowledge. Speculative forms of creative production and seminar discussion, as well as some of the most challenging ethical proposals for the future will guide our investigation of artworks, media, and literary production. Climate change, environmental justice, indigeneity, and multispecies interaction will resonate at the political center of this experimental seminar.

Requirements/Evaluation: Weekly response papers (1-2 pages); participation in class; one 12-15 page paper

Prerequisites: None

Enrollment Limit: 10

Enrollment Preferences: Students planning to major in Art History, Art History and Studio Art majors, then any interested student

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Not offered current academic year

ARTH 300 (F) Experimental Documentary Forms and the Archive (DPE)

This course will introduce students to contemporary lens and media-based practices that experiment with the traditional documentary narrative form and archival source materials. We will explore how artists and film-makers critique, expand, and reimagine documentary notions of objectivity, truth and authenticity, and creatively contaminate the form with fiction, self-reflection, performance, and abstraction. Through readings from the fields of visual art/criticism, film theory, and critical archival studies, as well as viewing films in class, we will explore complex debates related to the production of historical knowledge, the politics of the archive and archival practice, issues within documentary photography and film, and the creative possibilities of using traditional and non-traditional lens-based media in historical research. By bringing together a range of exploratory practices, such as strategies of docu-fiction, visual auto-ethnography, and collaboration, we will reflect on the archive and the source document not as a passive collection of material, but as an active and ongoing performance in the construction of historical narratives. This course will broaden student understanding of the history of experimental and alternative film and media practices, and will familiarize students with contemporary discourse on archival and documentary methodologies that aim to question processes of categorization and interpretation related to underrepresented histories and communities.

Requirements/Evaluation: Evaluation includes reading responses and journal entries, and an emphasis on class discussion and participation.

Prerequisites: There are no course pre-requisites. This class is open to majors and non-majors.

Enrollment Limit: 20

Enrollment Preferences: Preference for ARTH and ART majors

Expected Class Size: 20

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE)

Difference, Power, and Equity Notes: The curriculum includes U.S. based and international practices that explore the uneven power dynamics within representational strategies of documentation and historicization, and will center queer, anti-racist, and decolonial methodologies and theoretical analysis in relation to film and media.

Fall 2024

SEM Section: 01 T 1:10 pm - 3:50 pm Shoghig M. Halajian

ARTH 301 (S) Methods of Art History (WS)

This course on the methods and historiography of art history offers art-history majors an overview of the discipline. The course surveys influential definitions of the discipline, the evolving tasks it has set itself, and the methods it has developed for implementing and executing them. Works of art will inevitably enter into our discussions, but the main objects of study will be texts about art as well as texts about methods for an historical study of art. The course is designed to offer a pluralistic perspective on key theoretical and methodological approaches to art history. Readings will regularly compare the Western discipline with frameworks from other parallel cultures. Topics include: style and periodization; iconography, narratology, and phenomenology; the social functions of images and the social history of art; the materiality of art; race, gender, and sexuality; the global scope of art and art history.

Requirements/Evaluation: six 1,000-word analytical essays plus one 2,000-word writing project. Participation in class discussion. Attendance.

Prerequisites: any prior ARTH course (one or more 100-level ARTH course[s] recommended). In the absence of prior coursework in art history, permission of instructor is necessary for admission.

Enrollment Limit: 19

Enrollment Preferences: The course is limited to art-history and (with permission) art history/studio majors. If the course is over-enrolled, preference will be given to senior AH majors, then juniors. Second-year students intending to major in art may enroll with permission.

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Unit Notes: Satisfies the ARTH 301 requirement for the art-history major. Will satisfy the methods/junior seminar requirement for the history/studio major, but students wishing to do so must have permission of instructor to enroll.

Distributions: (D1) (WS)

Writing Skills Notes: Students submit one 1,000-word essay every other week, for a total of six short essays. In addition, they submit a 2,000 writing project at the end of term. The purpose of the essays is to analyze the arguments and rhetoric of influential art-historical scholarship and criticism. The subject of the course, then, is how to write as an art historian. We discuss not only the content of the essays we read and write but also the form, both in class and in office hours.

Spring 2025

SEM Section: 01 MR 2:35 pm - 3:50 pm Murad K. Mumtaz

ARTH 302 (F) Methodologies of Art History (WS)

The purpose of this course is to trace the origin and development of key ideas that define the discipline of art history. They include the idea that art has a history, that style is unique to individuals but also definitive of entire periods or cultures, that interpretation should be contextual, that representation is fundamentally subjective, that art can be an instrument of power, that reception is as much a part of the history of art as production, among many others. This course begins with a series of texts from around 1900, which drew upon nineteenth-century fields such as cultural history, psychology of perception, and psychology of empathy, to articulate the first methodologies of art history. The course then considers the critiques of those methods that emerged in the middle twentieth century from the fields of iconology, marxism, feminism, structuralism, and ethnic studies, among others. The course concludes with a consideration of the current interest in a global history of art from perspectives such as anthropology, curation, phenomenology, aesthetics, new materialism, and "Bildwissenschaft. In this way, it becomes possible to see that the history of art is not merely the sum total of information available throughout the world about art objects, but also a coherent tradition of methodological debate about what are the most effective and responsible ways of writing the history of art.

Class Format: One one-hour recorded lecture per week will be upload to Glow.

Requirements/Evaluation: Six 1,000-word analytical essays. Six short responses to the papers of tutorial partners. Participation in class discussion.

Attendance.

Prerequisites: Two prior ARTH courses (100-level ARTH courses are ideal). In the absence of prior coursework in art history, permission of instructor is necessary for admission.

Enrollment Limit: 19

Enrollment Preferences: Art-history majors (seniors, then juniors). Then history and studio majors who need to complete the methods requirement. Then second-years intending to major in art history, by permission.

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Unit Notes: Satisfies the requirement for methods of art history for the art-history major. It will also satisfy the methods requirement for the history and studio major.

Distributions: (D1) (WS)

Writing Skills Notes: Students submit one 1,000-word essay every other week, for a total of six short essays. The purpose of the essays is to analyze the arguments and rhetoric of influential art-historical scholarship and criticism. The subject of the course, then, is how to write as an art historian. We discuss not only the content of the essays we read and write but also the form, both in class and in office hours.

Fall 2024

SEM Section: 01 TR 9:55 am - 11:10 am Guy M. Hedreen

ARTH 304 (S) Indigenous American Urbanism: Teotihuacan and its Legacy in Comparative Perspective

This course offers students the opportunity to undertake close study of Teotihuacan, Mexico, (ca. 0-600 CE) the largest urban development of American antiquity as measured by spatial, and possibly also, population metrics. The first half of the semester involves an immersive look at the urbanism, architectural history, archaeology, and historiography of Teotihuacan, the present-day name of which means, "Where Men Become Gods," in the Mexica (Aztec) language of Nahuatl. The following four weeks of the course will consider those major Ancestral American polities with which Teotihuacan interacted, including Monte Alban, Oaxaca and Tikal, Guatemala, or upon which its legacy exerted influence, including Chichen Itza, Yucatan and Tenochtitlan, Mexico City. The final two weeks of the course will consider comparative settlement and architectural data from Indigenous North and South America. Topics to be addressed over the semester will include the role of space in forging complex ancient societies; criteria for the identification of cities through archaeological remains; definitions of "complexity;" economic inequity within and between city-states; and comparative settlement patterns.

Requirements/Evaluation: Weekly readings (80-100 pages); Participation -- regular attendance, contribution to in-class discussions, and demonstrated knowledge of readings (20%); Six 3-page thematic essays addressing topics of the student's choice (60%); Final presentation of research findings (20%).

Prerequisites: None

Enrollment Limit: 10

Enrollment Preferences: Priority given to art history majors.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Not offered current academic year

ARTH 307 (F) Contemporary methodologies in History and Practice

Cross-listings: ARTS 308

Primary Cross-listing

This course explores contemporary methodologies that traverse both collective research and artistic production, providing an overview of theoretical and practical frameworks in contemporary art through case studies, close reading, and interdisciplinary artistic projects. We will speculate on the role of the artist, the curator, and the critic as "host" in order to foreground how a care-centered and collective approach to knowledge production can run counter to existing power paradigms, such as patriarchy, colonialism, and capitalism. Building on existing exchanges between disciplines--from feminist thought, queer theory, disability studies, visual and media studies--this hybrid studio and critical theory course presents contemporary art as a

field uniquely suited to imagine alternative structures of institutional support and mutual aid. Through engagement with critical and creative texts, as well as a series of making exercises, we will experiment with practices of care and resource-sharing through art production, and imagine how arts practitioners can take a critical position that counters prevailing logics of individualism and enclosure.

Class Format: Studio

Requirements/Evaluation: Grade is evaluated based on class attendance and participation, completion of weekly readings and/or making exercises, and one final project that responds to course material and themes.

Prerequisites: At least one prior course in Art History or Studio Art, or permission of instructor.

Enrollment Limit: 15

Enrollment Preferences: History-and-Studio Majors get first priority, then regular Studio Majors and Art History Majors, then any interested student.

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Materials/Lab Fee: Under \$500. Students on financial aid may utilize the book grant to defray any materials costs.

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTS 308(D1) ARTH 307(D1)

Attributes: ARTH post-1800

Not offered current academic year

ARTH 308 (S) African Art and the Western Museum (DPE) (WS)

Cross-listings: AFR 369

Primary Cross-listing

This tutorial provides a focused study of the issues associated with the exhibition of African objects within Western institutions from the formative period of the practice in the early 19th century to the modern era. Covering topics ranging from early collection and display methodologies to exhibition-based practice in the current digital era, this tutorial will provide an opportunity for robust discussion about the interactions that have occurred between the arts of Africa and the Western museum over the lengthy history of their engagement. Students will investigate the nature of the cross-cultural dialogues taking place and the politics of display at work in regional museum spaces that display African art towards fleshing out how exhibitions function through the strategic organization and display of objects. Further, students will explore how the dialogues created between objects, individuals, and space often speak to the voices and agendas that collide, collaborate, and even compete with each other within the environment of the museum.

Requirements/Evaluation: Targeted bi-monthly writing assignments (3-5 pages in length) and bi-monthly peer response paper (1 page in length)

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: Art History and African Studies Majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 369(D2) ARTH 308(D1)

Writing Skills Notes: Targeted bi-monthly writing assignments (3-5 pages in length) and bi-monthly peer response paper (1 page in length). Students can expect to receive timely comments on their writing skills, with suggestions for improvement from the instructor.

Difference, Power, and Equity Notes: This course explores issues of agency, authenticity, and appropriation as it applies to African artifacts displayed within the contexts of Western art museums. Through discussions of cultural capital, rights of seeing, and the politics of representation, students will analyze how the meaning of "African art" has been largely dictated by a Western museum culture and how this hegemony is currently being disrupted through strategic exhibition and display practices and narratives.

Not offered current academic year

ARTH 310 (S) An American Family and "Reality" Television (WS)

Cross-listings: WGSS 312

Primary Cross-listing

An American Family was a popular documentary series that featured the Loud family from Santa Barbara, California, whose everyday lives were broadcast on national television. The series generated an enormous amount of media attention, commentary, and controversy when it premiered on PBS in 1973. Today, it is regarded as the origin of so-called "Reality TV." In addition to challenging standard rules for television programming, the show challenged social conventions and asked viewers to think seriously about family relations, sexuality, domesticity, and the "American dream." Documenting the family's life over the course of eight months, the series chronicled the dissolution of the Louds' marriage and broadcast the "coming out" of eldest son Lance Loud, the first star of reality television. In this class, we will view the *An American Family* series in its entirety, research the program's historical reception, and analyze its influence on broadcast and film media, particularly on "reality" television. A final 14- to 18-page research paper will be prepared in stages, including a 6- to 8-page midterm essay that will be revised and expanded over the course of the semester.

Requirements/Evaluation: class presentations, research assignments and annotated bibliographies, and final 14- to 18-page research paper.

Prerequisites: none

Enrollment Limit: 14

Enrollment Preferences: junior Art majors, followed by senior majors

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTH 310(D1) WGSS 312(D2)

Writing Skills Notes: There will be considerable focus on writing and peer-editing as a means of shaping critical thinking. We will treat writing as a process; revision is built into the syllabus. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Attributes: AMST Arts in Context Electives ARTH post-1800 FMST Core Courses

Not offered current academic year

ARTH 318 (S) Environmentalism in Experimental Media, Art and Politics, 1960s to Present

Over the semester we will address historical and contemporary debates on environmental politics from the critical perspective of artists, activists, and scholars from the 1960s to today. Organized thematically, this course addresses the aesthetics and politics of environmentalism alongside larger debates in the visual arts--including decolonial practices, globalization, conceptualism, collaboration and authorship, aesthetic reception, and the artistic transmission of ideas. We will place particular focus on lens-based and moving-image media practices with respect to the conceptualization of nature, as well as delve into the interrelation of materials and media in our greater cultural reckoning with climate change and environmental justice. Experiential engagement in the forms of screenings, group assignments, and the creation of site-specific and creative works in all media will amplify our art and media historical study of environmental politics in the public sphere. Students will also conduct independent research and essay writing in order to analyze the way we interpret, engage, alter, and mediate the natural world.

Requirements/Evaluation: Bi-monthly response papers (2 pages); participation in class and online forums; one 6-8 page paper; and a final media documentation project with accompanying written concept (5-7 pages)

Prerequisites: None

Enrollment Limit: 12

Enrollment Preferences: Art History and Studio Art Majors

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Attributes: ARTH post-1800

Not offered current academic year

ARTH 322 (S) Cold War Aesthetics in Latin America (DPE) (WS)

The Cold War was far more complex than a military conflict, with battles waged more in the symbolic than in the physical realm. The Cold War was therefore "everywhere and nowhere," as new superpowers maneuvered to maintain geopolitical balance. Through a transnational lens this course considers the Cold War in Latin America as an aesthetic phenomenon with many facets, to recover how artistic practices unfolded myriad--and often conflicting--ideas regarding power, cultural influence, modernization, and revolution.

Requirements/Evaluation: Active participation, leading discussion, and five four-page writing assignments.

Prerequisites: One ARTH course.

Enrollment Limit: 12

Enrollment Preferences: If overenrolled, preference will be given to Art History majors.

Expected Class Size: 10

Grading: no pass/fail option, yes fifth course option

Distributions: (D1) (DPE) (WS)

Writing Skills Notes: This course foregrounds writing and peer reviews to develop critical thinking. We will have five four-page writing assignments, spaced throughout the semester, which will incorporate our class discussions and research. Students will receive critical feedback on both form and content from their professor and from their peers.

Difference, Power, and Equity Notes: This course fulfills DPE requirements through historical and visual analyses that examine the contestations of power that defined the Cold War era and their ramifications in the shaping of notions such as modernism, modernization, progress, citizenship, and resistance. The course takes a transnational perspective to analyze diverse artistic practices in relation to race, gender, and class dynamics, and to issues of cultural imperialism, nationalism, revolutionary politics, and globalization.

Attributes: ARTH post-1800

Spring 2025

SEM Section: 01 R 1:10 pm - 3:50 pm Amy D. Podmore

ARTH 324 (F) Japanese Art and Visual Culture: Private/Public/Pop (WS)

Cross-listings: ASIA 324 / COMP 324

Secondary Cross-listing

This tutorial offers a survey of Japanese art and visual culture across time and media, with particular attention to two areas: the links between different artistic media, and the relationship between art and its audience. We'll begin with early court diaries and related scroll paintings as examples of "private" art. Then we'll move through progressively more public visual media of the 17th through 21st centuries: Kanô screen painting; nô, kabuki, and puppet theater; premodern architecture; popular woodblock prints; turn-of-the-century photography; and finally some examples of contemporary popular culture like comics, animation, and/or film. We will focus on the specificities of each medium while simultaneously developing formal visual reading skills that can work across different media.

Class Format: Students will meet with the instructor in pairs or trios for 75 minutes each week. This tutorial is offered simultaneously at the 300 level for undergraduates and at the 500 level for graduate students: graduate students will be paired with other graduate students and undergraduates with undergraduates.

Requirements/Evaluation: For undergraduates: weekly participation, 5 short written assignments in alternate weeks (ranging from 1 to 5 pages), and several 1-page peer critiques. For graduate students: weekly participation and 3-4 short written exercises that build toward a final 15-page research paper.

Prerequisites: No previous knowledge of Japanese art or culture is required. Students with similar preparation and interests will be paired with one another.

Enrollment Limit: 10

Enrollment Preferences: Graduate Art students, followed by undergraduates majoring in Art History or Comparative Literature.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTH 525(D1) ASIA 324(D1) ARTH 324(D1) COMP 324(D1)

Writing Skills Notes: Students will write several regularly spaced papers that build on one another by tackling similar problems from different angles. Students will receive detailed feedback from the instructor on each paper, addressing argument, organization, and style, as well as peer feedback. (See requirements for details about the number and type of assignments.)

Not offered current academic year

ARTH 325 (S) The Arts of the Book in Asia (WS)

Cross-listings: ASIA 325

Primary Cross-listing

From palm leaf manuscripts to scrolls to Islamic codices, books have long served as vehicles of religious, cultural and artistic exchange in Asia. Owing both to their portability and status as finely crafted art objects, books have transmitted ideas across the continent, spreading courtly styles of painting from China to India, esoteric Buddhist teachings from Kashmir to Tibet and Mongolia, as well as the Quranic arts of calligraphy and illumination from Islamic South Asia to Southeast Asia. This co-taught seminar will highlight the interwoven history of book arts as it developed and disseminated across different regions of Asia. The course will also introduce students to the major art forms of the book, such as painting, calligraphy and illumination. The aim of the seminar is to understand the book as object while also investigating its content and its larger cultural significance. A number of class meetings will take place in the Chapin Library, where students will have the opportunity to study original manuscripts from the Special Collections. The course will culminate in an exhibition at Chapin Library which the students will curate using the Special Collections holdings.

Requirements/Evaluation: 3 essays, a final project/paper based on museum objects, wall label

Prerequisites: none

Enrollment Limit: 16

Enrollment Preferences: preference will be given to Art and Asian Studies Majors, and then to students of any major interested in the art and culture of Asia

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTH 325(D1) ASIA 325(D1)

Writing Skills Notes: Over the course of the semester students will write three papers at five pages each, culminating in a well-developed, focused final project. Students will be given extensive feedback on each assignment regarding grammar, style, and argument. The final paper will be part of a larger project in which students will work together to curate a small exhibition using the Chapin Library's Asian holdings. Each student will be asked to write a wall label for their selected object.

Spring 2025

SEM Section: 01 MW 11:00 am - 12:15 pm Murad K. Mumtaz

ARTH 327 (F) Acquiring Art: Selecting and Purchasing Objects For WCMA

Cross-listings: ECON 227

Primary Cross-listing

How do museums acquire art? Factors considered in selecting objects include: the museum's existing collection, its mission, the availability of suitable objects, evaluation of the art historical importance of potential purchases, and the available budget. How can objects be identified and obtained at the most reasonable cost? How do auctions work and what strategies are best for purchasing works at auction? Is it more economical to purchase art at auction or to work with dealers or (for contemporary works) directly with artists? Do museums consider value in the same way as private collectors? What role does an object's history and condition play in the evaluation process? In this course students will work as teams to identify and propose objects for addition to the collection of the Williams College Museum of Art (WCMA). A significant budget will be made available for the acquisition. We will discuss approaches for identification, acquisition and evaluation of objects. Student teams will be responsible for identifying a set of objects that would make appropriate additions to the WCMA collection, and a strategy for acquiring one or more of those objects. Working with the advice of WCMA curatorial staff, one or more of these objects will be acquired using the agreed strategy, and the object will become part of the WCMA permanent collection. Graduate students will participate in all aspects of the class but may be required to undertake different assignments.

Requirements/Evaluation: Three papers of 10-15 pages each and class participation; student teams will make proposals for objects; each student

will be required to submit three papers, dealing with the objects, the likely cost, and the best strategy for acquisition.

Prerequisites: ECON 110 or permission of instructor

Enrollment Limit: 20

Enrollment Preferences: Senior majors in Art History, Economics and Political Economy; graduate students will be admitted only by permission of instructors

Expected Class Size: 20

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTH 527(D1) ECON 227(D2) ARTH 327(D1)

Attributes: ARTH post-1800

Not offered current academic year

ARTH 332 (S) Abstraction in Action: Global Modern and Contemporary Art (WS)

Abstraction, be it gestural or geometrical, was a protagonist in the story of global modernisms and continues to be a powerful visual language in contemporary art. The term "abstraction" may first appear straightforward, but its associations are quite complex: in varying historical contexts, abstraction has signaled formalist rupture, cultural co-optation, revolutionary politics, as well as racial, feminist, and queer critique. This object-oriented course will delve deeply into non-representation in global modern and contemporary art; we will supplement our careful study of artworks with primary documents, as well as with canonical theoretical frameworks and the reassessments that have sought to complicate these. This seminar is organized into two weekly sessions--a lecture and a discussion--to introduce key concepts and issues and to allow for ample group dialogue on these. Ultimately, the course seeks to revise and expand the cartographies and ontologies of abstraction in the 20th and 21st centuries. As such, it welcomes students with an interest in modern and contemporary art, yet does not require previous coursework in either.

Class Format: biweekly seminar, with one lecture session and one discussion session

Requirements/Evaluation: participation, weekly assignments, final 12- to 15-page paper written in stages throughout the semester

Prerequisites: must have previously taken one Art History course in any area

Enrollment Limit: 12

Enrollment Preferences: If overenrolled, preference will be given to Art History, Studio Art, and History + Studio majors

Expected Class Size: 10

Grading: no pass/fail option, yes fifth course option

Distributions: (D1) (WS)

Writing Skills Notes: Students will complete short written assignments and will prepare a final paper in three stages throughout the semester. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Attributes: ARTH post-1800

Not offered current academic year

ARTH 333 (S) Once More With Feeling: Reenactment in Contemporary Visual Culture (WS)

Cross-listings: ARTS 330

Primary Cross-listing

The urge to relive the past is a fundamental human one, and artists have long drawn upon the ritualistic possibilities of reenactment as a way of interrogating time's uneasy returns and losses. In this course, we will study how artists working in a range of media deploy reenactment in collaboration with others, in order to ask what liberatory potential there might be in choosing to restage--and in many ways, relive--the past. This is a hybrid course with roughly 50% of the course dedicated to critical analysis and 50% studio practice. Case studies drawn from film, theater and other art forms will accompany scholarly readings and short writing assignments, and students will also devise their own reenactment experiments in order to access the embodied and experiential possibilities of the course topic.

Class Format: discussion and studio practice

Requirements/Evaluation: 2-3 written responses, 2-3 creative exercises, class participation, one 12-15-page paper OR one creative final project

Prerequisites: must have previously taken one Art History or Art Studio course in any area OR professor permission

Enrollment Limit: 14

Enrollment Preferences: majors

Expected Class Size: 14

Grading: no pass/fail option, no fifth course option

Materials/Lab Fee: The cost of materials will vary depending on the individual student project(s). Students are responsible for the cost of the materials. Students on financial aid can utilize the Book Grant to cover these expenses.

Distributions: (D1) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTH 333(D1) ARTS 330(D1)

Writing Skills Notes: There will be considerable focus on writing and peer-editing as a means of shaping critical thinking. We will treat writing as a process; revision is built into the syllabus. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Attributes: ARTH post-1800

Not offered current academic year

ARTH 337 (S) Visual Politics

Cross-listings: AMST 370 / PSCI 337

Secondary Cross-listing

Even casual observers know that appearances matter politically and that the saturation of politics by visual technologies, media, and images has reached unprecedented levels. Yet the visual dimensions of political life are at best peripheral topics in contemporary political science and political theory. This seminar explores how our understanding of politics and political theory might change if visibility were made central to our inquiries. Treating the visual as a site of power and struggle, order and change, we will examine not only how political institutions and conflicts shape what images people see and how they make sense of them but also how the political field itself is visually constructed. Through these explorations, which will consider a wide variety of visual artifacts and practices (from 17th century paintings to the optical systems of military drones and contemporary forms of surveillance), we will also take up fundamental theoretical questions about the place of the senses in political life. Readings may include excerpts from ancient and modern theorists, but our primary focus will be contemporary and will bring political theory into conversation with other fields, particularly art history and visual studies but also film and media studies, psychoanalysis, neuroscience, and STS. Possible authors include Arendt, Bal, Belting, Benjamin, Browne, Buck-Morss, Butler, Campt, Clark, Crary, Debord, Deleuze, Fanon, Foucault, Freedberg, Hobbes, Kittler, Mercer, Mitchell, Mulvey, Plato, Rancière, Scott, Sexton, Starr, Virilio, Warburg, and Zeki.

Requirements/Evaluation: regular, engaged class participation, several Glow posts, and *either* three 7- to 8-page papers *or* on short and one much longer paper.

Prerequisites: at least one prior course in political theory, cultural theory, visual studies, or art history; or permission of instructor

Enrollment Limit: 16

Enrollment Preferences: Political Science and Art History majors (including students in the grad program); then qualified students from all disciplines welcome, space permitting

Expected Class Size: 16

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTH 337(D1) AMST 370(D2) PSCI 337(D2)

Attributes: PSCI Political Theory Courses

Not offered current academic year

ARTH 360 (F) The Gothic Cathedral: An Art History

Cross-listings: REL 360

Primary Cross-listing

Through their enormous scale, through the gravity-defying complexity of their construction, and through the sumptuousness of their materials and decoration, Gothic cathedrals -- the medieval equivalent of the blockbuster movie, and then some -- have amazed visitors for centuries. The widespread social media reaction of shock and dismay to the fire at Notre Dame Cathedral in Paris four years ago, moreover, indicates that this power of the cathedral to dazzle and to capture hearts remains very much alive. But how have art historians, specifically, made sense of these extraordinary, and extraordinarily complex, monuments? And how have the questions they have asked about the cathedral changed over time? Through a close examination of a number of influential books, in particular -- each one of them a kind of miniature cathedral in its own right -- this 300-level seminar will investigate the shifting interpretation of the Gothic Cathedral over the past 150 years. In so doing, the seminar aims to shed light not only on the fascinating multiplicity of realities that make up the Gothic cathedral but also on the changing shape of the discipline of art history itself, from its beginnings to the early 2020s.

Requirements/Evaluation: participation in class discussion; 1 or 2 oral presentations; four 3-4-page papers, and a 6-8-page paper

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: art majors and sophomores, but open to all

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTH 360(D1) REL 360(D2)

Attributes: ARTH pre-1800

Not offered current academic year

ARTH 361 (S) Latinx Sculpture Art: From Altares to Sonic Monuments

Cross-listings: LATS 360

Secondary Cross-listing

What constitutes Latinx sculpture? While the study of Latinx art has revolved around two dimensional art forms, this course tackles the question of three-dimensional art and examines the development of Latinx sculpture, its socio-political impact, and its aesthetic complexity. This interdisciplinary and hybrid course consists of studying Latinx sculpture art and how Latinx artists have engaged and rearticulated popular cultural traditions like altares, lowriders, and santería in their sculptural works by engaging varying disciplines. This course also includes a studio component. We will dissect the ways Latinx communities conceive of their identity, politics, and manifest resistance and belonging in the U.S. differently through the art form of sculpture, as we study artists like Amalia Mesa-Bains, Gilbert "Magu" Luján, Beatriz Cortez, Pepón Osorio, and Guadalupe Maravilla. Sculpture offers a new lens to expand our study of Latinx identity, politics, and aesthetics, via historical and contemporary theoretical frameworks in the disciplines of Latinx Studies, Chicana/o and Central American Studies, art history, museum studies, and urban studies. As a hybrid course with a studio component, students will also complete a term-long sculpture project, which will be accompanied by a research-based artist statement. In their research based artist statements, students will situate and contextualize their sculpture projects in relation to topics and aesthetic frameworks covered in the class.

Requirements/Evaluation: Class participation and on-going work on their final art project. Students will write two 5 page essays related to course material and one final 3 page research-based artist statement that will contextualize a final sculpture art project in relation to course content.

Prerequisites: None

Enrollment Limit: 12

Enrollment Preferences: Latina/o Studies concentrators, especially those who have taken LATS 105 and/or Latinx Visual Arts, as well as Art majors, especially those who have taken some Latinx Studies courses.

Expected Class Size: 12

Grading: yes pass/fail option, no fifth course option

Materials/Lab Fee: \$150 for art materials

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTH 361(D1) LATS 360(D2)

Attributes: LATS Core Electives

Spring 2025

SEM Section: 01 MWF 11:00 am - 12:15 pm Kevin W. Cruz Amaya

ARTH 363 Space into Place: Composing Modernity through Maps and Landscape Paintings, 1500-1900

Colonial expansion and growing trade networks created new needs for picturing the globe in early modern Europe. In other words, globalization required a world broken down into concrete units that could be known and recognized. The artistic and the cartographic were two fundamental modes of representing space. What we might learn by bringing landscape paintings and maps together in dialogue? What are the aesthetic expectations of each genre? How were subject, scale, perspective, and proportion determined and by whom? Moving beyond a binary opposition of science versus art, we will study conventions and changes in mapmaking and landscape painting from the sixteenth to nineteenth centuries to analyze shifting conceptions of national identity, modernity, and the relation of humans to nature. Course lectures and an interdisciplinary array of readings will provide historical and conceptual support for object-based discussions in the Williams College Museum of Art, the Chapin Rare Book Library, and at the Clark Art Institute.

Class Format: this course will meet twice per week, the first meeting will be in the format of a lecture, the second will be a seminar-style discussion

Requirements/Evaluation: two short papers (4-5 pages), one longer final paper (10-12 pages), presentations, and participation in discussion

Prerequisites: none

Enrollment Limit: 20

Expected Class Size: 10

Grading:

Distributions: (D1)

Attributes: ARTH pre-1800

Not offered current academic year

ARTH 368 HIV + AIDS in Film and Video (DPE)

Spanning activist works, experimental film, Hollywood dramas and documentary, this course examines the role of moving images in reckoning with the global AIDS crisis, its aftermath, and its ongoing aftershocks. The AIDS crisis of the 1980s and 1990s was, in the words of Larry Kramer, a 'plague' of epic proportions, with an entire generation obliterated before it could reach maturity. And yet, the 'plague' years also spawned a remarkable amount of creative and activist image-making aimed at fighting, mourning, and grappling with AIDS. Now, we find ourselves in another pivotal moment: the past decade has yielded a new wave of artworks dedicated to memorializing the crisis, while for many communities, the crisis never ended. Together, we will ask difficult and probing questions about this phenomenon called the 'AIDS epidemic,' examining the role of art in frontline activism, the ethics of AIDS historiography, mainstream visions of the AIDS body, and the need for a diversity of AIDS narratives. This seminar-style course will combine weekly screenings with readings and intensive discussion.

Requirements/Evaluation: Discussion facilitation, attendance and participation, short response papers, long research paper

Prerequisites: ARTH 102 or permission of instructor; GRADART exempt from ARTH 102 prerequisite

Enrollment Limit: 12

Enrollment Preferences: senior majors

Expected Class Size: 12

Grading:

Distributions: (D1) (DPE)

Difference, Power, and Equity Notes: This is an intersectional course in LGBTQ+ art history, with an examination of the relationship between sexuality, gender, ethnicity and power within AIDS activism and the AIDS crisis.

Not offered current academic year

ARTH 390 (F) Art and Representation in the Wake of Empire, Europe After 1945 (DPE)

Foregrounding the exhibition as a critical form of aesthetic and political contestation, this course examines the transformation of colonial projects of early modernity to the post-World War II period. It will situate European visual culture within systems of transnational exchange and the art and

cultures of other continents, while reflecting upon its economic and political impacts within its own newly reconfigured borders. National identity will be set in relief against a burgeoning cosmopolitanism, migration shifts, and increased tourism worldwide. Work in a variety of media will illustrate the multifaceted nature of these interactions and their engagement with materials, persons, and things in the commodification and use of natural resources. Of the themes addressed in this course--postcolony, anticapitalism, imperialism, neocolonialism, and existentialism--particular attention will be focused upon the history of independence movements in the former European colonies and their reflection in works of art in Europe and abroad. We will consider the role major international and perennial art exhibitions--such as Documenta in Germany and the Venice Biennale in Italy--have played in the reconceptualization of the field of contemporary art, as well as other institutions of art confronting new waves of fascism in Europe. With a transhistorical approach, we will assess the work of international curators and cultural theorists who have remapped the relationship between art and politics, and the Global North and South.

Requirements/Evaluation: Weekly response papers (1-2 pages); participation in class; one 12-15 page paper

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: Art History and Studio Art majors, then any interested student

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE)

Difference, Power, and Equity Notes: The course examines difference, power, and equity in artistic practice as a means of rethinking European identity within a globalized world. Migration, diaspora, and citizenship--and their differentials of power and movement--are central to course assignments and discussions. It focuses on the lasting impacts of colonialism beyond European borders as a way of understanding the logic of cultural hegemony.

Attributes: ARTH post-1800

Not offered current academic year

ARTH 400 (F) Clark Visiting Professor Seminar: Art, Media, and Politics in the Weimar Republic

Cross-listings:

Secondary Cross-listing

In the fraught context of Germany between its defeat in the First World War in 1918 and the Nazi seizure of power in 1933, arguments about art, arguments about media, and arguments about politics were inextricably intertwined. Many saw the modernized city together with recently developed media such as film, radio, and the photographically illustrated magazine as transforming not only art, but also politics, sense perception, and the nature of subjectivity. In this course, we study signal works created in Germany during the Weimar Republic to understand the relations among aesthetics, politics, and media both old and new at this pivotal moment. The texts and films that we will examine will afford us a broad view of some of the most interesting and pertinent aspects of Weimar-era debates regarding the nature of gender and sexuality, the relation between the "German" and the "foreign," and the role in modernity of the artist and the work of art. We will study the writings of Walter Benjamin, Siegfried Kracauer, and Bertolt Brecht, writers who were formed by their participation in Weimar debates, then driven into exile by the rise of the Nazis, and whose texts have had a profound impact on contemporary thinking about art, media, and politics.

Requirements/Evaluation: active participation in discussions, weekly reading responses, and a research paper

Prerequisites: none

Enrollment Limit: 14

Enrollment Preferences: places assured for 7 graduate students (second-years, then first-years) and 7 undergraduates (art history and studio art majors, then any interested student)

Expected Class Size: 14

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTH 500(D1) ARTH 400(D1)

Attributes: ARTH post-1800

Fall 2024

SEM Section: 01 M 1:00 pm - 3:50 pm Annie Bourneuf

ARTH 401 (S) Museums: History and Practice

Cross-listings: LEAD 301

Secondary Cross-listing

Art museums express the cultural, aesthetic and social ideals of their period of formation and many of those ideals remain embedded in the values and practices of institutions today. Comparing institutions past and present internationally, seminar participants will envision the art museum's future while addressing programmatic and organizational challenges at this moment of participatory civic engagement and social, political unrest. With growing skepticism of institutional collecting practices and authoritative narratives, art museums, especially those in the US, face internal and external pressure to "decolonize" as they attempt to alter their canon through both acquisitions, deaccessioning and repatriation initiatives. There is pressure, as well, to embrace a more active role in climate and social justice movements. It is a time also marked by calls for compensation transparency, participatory decision making, staff and trustee diversity, and greater scrutiny of funders. The seminar will consider this environment against past and current norms of governance, management and curatorial policies and practices. We will examine the traditional role of architecture and installation in interpretation and experience, prevailing and proposed guidelines in the accessioning and deaccessioning of works of art and both internal and external attitudes towards the repatriation and restitution of cultural property. Studying museums ranging in size and type, seminar participants will hear how museum leaders are dealing with challenges to current practice in weekly zoom sessions. Participants will consider how future museums might strive to balance the institution's traditional roles with new civic and social responsibilities, mindful of financial stability in a market-driven, metric-conscious, not-for-profit environment, while addressing, in proposed program and practice, the demands on museums emanating from a more ethically insistent internal and external world.

Requirements/Evaluation: oral presentations and discussion in class and one seminar paper (with class presentation) at the end of the semester

Prerequisites: undergraduates should email michael.conforti@williams.edu to schedule a discussion before registering for the course

Enrollment Limit: 14

Enrollment Preferences: graduate students in the history of art, then senior undergraduate art history majors, then other undergraduates

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Unit Notes: satisfies the seminar requirement for the undergraduate Art History major

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTH 401(D1) ARTH 501(D1) LEAD 301(D2)

Attributes: AMST Space and Place Electives LEAD Facets or Domains of Leadership

Spring 2025

SEM Section: 01 W 1:00 pm - 3:50 pm Michael Conforti

ARTH 402 (S) Monuments and The Art of Memorial

The urge to commemorate is a timeless human impulse. Individuals, heroic acts, and historic events have been marked by mounds, architecture, images, words, and ephemera for over 5000 years. The value of the subject or focus of a commemoration changes over time. Entropy, iconoclasm, and vandalism have been seen as either positive or negative modes of destruction. Recent events have brought into high relief monuments long taken for granted as markers of the American urban landscape. Calls for the removal of monuments that have elevated individuals implicated in colonialism and racism have led to a powerful surge in alternative monument-making, and brought commemorative images back into public consciousness. Over the course of the seminar students will document and explore the concepts behind monuments and memorials in the Western tradition from their origins in the ancient Mediterranean (Mesopotamia, Egypt, Greece, Imperial Rome), and chart their reception, interpretation, destruction, and/or influence in later periods. We will also analyze the abstraction and inversion of monumental form, seen in the counter monuments of the late twentieth century such as Maya Lin's *Vietnam Veterans Memorial* (1982) or Gunter Demnig's *Stumbling Stones* project (*Stolpersteine*, 1992-the present), the world's largest decentralized memorial for the victims of Nazi terror. Our consideration of historical monuments will be paired with ongoing contemporary discussions of action around the removal of memorials, and the call for creative alternatives. During the second half of the semester seminar participants will research a memorial trend or a specific monument, and investigate and parse its context and reception over time. A short

presentation and a substantial paper, written in stages, will be the end result of the research project.

Class Format: Discussion oriented course. Each student will have the opportunity to coordinate the discussion.

Requirements/Evaluation: The requirements of the course include: attendance, weekly posts on reading, and participation in discussion; a short (15-minute max) report on a research project; a 15-18 page paper on the research project, written in stages.

Prerequisites: None

Enrollment Limit: 12

Enrollment Preferences: Art History majors and grad students, then any interested student

Expected Class Size: 12

Grading: yes pass/fail option, no fifth course option

Unit Notes: This course will fulfill the seminar requirement for the major in Art History. It can also fulfill the ARTH pre-1800 Course requirement if a seminar project is in the pre-modern era.

Distributions: (D1)

Attributes: ARTH post-1800

Spring 2025

SEM Section: 01 R 1:10 pm - 3:50 pm Elizabeth P. McGowan

ARTH 403 (S) Clark Visiting Professor Seminar: Fascism and Art

Cross-listings:

Secondary Cross-listing

This course examines the complex and multifarious relations between art and fascism in interwar Europe, focusing on the cultural politics and the use of art in fascist movements and regimes, particularly in Germany and Italy. Exploring Walter Benjamin's dictum that fascism practices the "aestheticizing of politics" and Eric Michaud's argument that an "assimilation of work into artistic activity" lay at the center of the Nazi myth, we will also examine the role of art in fascist ideology as well as the problematic of artistic modernism and fascism. We will analyze fascist imaginaries of nation, empire, nature, technology, violence, gender, and race through the work of Ernst Jünger, F. T. Marinetti, Leni Riefenstahl, Le Corbusier, and Wyndham Lewis, among others. Early theories of fascism, including portions of Hannah Arendt's *Origins of Totalitarianism* and Max Horkheimer and Theodor W. Adorno's *Dialectic of Enlightenment*, as well as the work of contemporary historians and art historians, will inform our discussions.

Requirements/Evaluation: active participation in discussions, weekly reading responses, and a research paper

Prerequisites: none

Enrollment Limit: 14

Enrollment Preferences: second-year graduate students, then first-year graduate students, then advanced undergraduate students; places for 7 undergraduate and 7 graduate students assured

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTH 403(D1) ARTH 503(D1)

Attributes: ARTH post-1800

Spring 2025

SEM Section: 01 M 1:00 pm - 3:50 pm Annie Bourneuf

ARTH 404 (S) The Enemies of Impressionism, 1870-1900

This class explores European and international painting and sculpture of the last quarter of the nineteenth-century, particularly the work of artists once famous in their day but whose reputations collapsed with the rise of Impressionism and Modernism. Once dismissed as trivializing, sensationalizing, politically suspect, kitsch, and simply "bad"--much of this art has attracted new attention and enthusiasm in recent years. Focus on aesthetic theory,

narrative, cinema, and--most of all--viewer experience. Artists include Gérôme, Bouguereau, Alma-Tadema, and many others.

Requirements/Evaluation: readings; oral presentation; readings analysis; research paper

Prerequisites: none

Enrollment Limit: 14

Enrollment Preferences: none

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Spring 2025

SEM Section: 01 T 1:10 pm - 3:50 pm Marc Gotlieb

ARTH 405 (F) Seminar in Architectural Criticism

How does one judge a building? According to its structural efficiency or its aesthetic qualities? Its social responsibility--or just its pizzazz? Depending on the building, and the critic, any of these questions might be pertinent, or impertinent. This seminar explores architectural criticism, that curious genre between literature and architecture, and looks at its history, nature and function. We will read and discuss classic reviews by historical and contemporary critics as John Ruskin, Mariana van Rensselaer, Lewis Mumford, Ada Louise Huxtable and Herbert Muschamp. Insights gained from these discussions will be applied by students to writing their own reviews, which will likewise be discussed in class. Early assignments will concentrate on mechanics: how to describe a building vividly and accurately, how to balance description and interpretation judiciously, how to compare. Subsequent ones will be more synthetic, encouraging students to write bold, lively and critical essays. The ultimate goal is to develop a distinctive and effective voice, and to gain a better understanding of the nature of criticism in general.

Requirements/Evaluation: students will write and revise six papers (5-7 pages) during the semester

Prerequisites: any 100 level ARTH course or permission of instructor

Enrollment Limit: 11

Enrollment Preferences: junior Art History majors

Expected Class Size: 11

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Attributes: AMST Space and Place Electives

Not offered current academic year

ARTH 409 (F) Homer, Eakins, Sargent: American Painters in a Changing World (WS)

What is the function of art in a rapidly changing world? Should it celebrate beauty, reveal truth, or describe the nature of modern life? America's finest painters of the nineteenth century -- Winslow Homer, Thomas Eakins, and John Singer Sargent -- did all those things, but in distinctly different ways. Homer transformed himself from a lively sketch artist for *Harper's Weekly* to a painter of scenes of sublime nature and heroic individualism. Eakins practiced a determined scientific realism and taught it to his students at the Pennsylvania Academy of the Fine Arts, until scandal led to his dismissal. And Sargent managed to produce the most exquisite fashionplate portraits of the era even as he imaginatively drew on the most progressive currents of contemporary art. This seminar looks at the work of these artists, their engagement with post-Civil War society, and how each of them dealt with profound mid-career crises. Topics to be explored will include different models of artistic education, the role of European travel and training, the art market, changes in public taste, and the rise and fall of critical reputations. There will be a major research paper, several small assignments, and a field trip.

Class Format: There will be a field trip to either New York or Philadelphia, as schedules permit.

Requirements/Evaluation: There will be a research paper of 20 - 25 pages. There will also be several smaller assignments, including a 5-minute oral presentation on a painting.

Prerequisites: ARTH 264 or consent of the instructor.

Enrollment Limit: 19

Enrollment Preferences: Preference given to senior majors and graduate students.

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (WS)

Writing Skills Notes: Students will prepare a research paper of 20 to 25 pages in three stages: an annotated bibliography, a first draft (which I will return with comments and line-edits), and a revised final draft.

Fall 2024

SEM Section: 01 W 1:10 pm - 3:50 pm Michael J. Lewis

ARTH 410 (S) Art and the Myth of Community (WS)

The idea of community spans various forms of artistic practice, including performance, socially-engaged art, public works, and collectively-run and curatorial initiatives. Often, community is defined as a group of people who identify with each other by a set of common concerns or backgrounds. It connotes a sense of togetherness, wholeness, and consensus--despite the fact that difference and disagreements are an important part of any group. The concept of community also conjures up a broad set of themes, including identity, desire, friendship, interdependency, collaboration, spectatorship, and accountability. This course examines community, in its many forms, through contemporary artistic practices and relevant discourses from art criticism, feminist, queer, and decolonial thought. Readings are intended to offer useful concepts and theories to guide our analysis of artworks, films, and curatorial projects. Additionally, we will explore course concepts through group experiments in creative writing, storytelling, and performance. The goal of the course is to consider the interrelation between art and social life across genres, to theorize the aesthetic and political possibilities and limitations of community, and to explore what it means to be in relation to one another.

Requirements/Evaluation: Students will be responsible for crafting a 20-25 page research paper as well as participating and leading class discussions.

Prerequisites: No prerequisites

Enrollment Limit: 15

Enrollment Preferences: Preference will be given to History / Studio majors, followed by seniors and junior Art History Majors.

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (WS)

Writing Skills Notes: This course will require final research paper that students will undertake in a progressive iterative capacity over the course of the semester. Students will learn writing strategies ranging from reverse outlines and mind maps to annotated bibliographies in the process of acquiring the fundamentals of crafting an intellectually rigorous research project.

Attributes: ARTH post-1800

Not offered current academic year

ARTH 411 (S) Han Dynasty Art in the Ancient World

Cross-listings: ASIA 411

Primary Cross-listing

Although the Han Empire (206 BCE-220 CE) is credited for defining the "Han ethnic identity" or the so-called "Chinese-ness" as we know it today, its culture was also richly cosmopolitan, marked by constant interaction with the outside world. This course considers Han dynasty art from a transregional perspective by examining artworks that attest to rigorous artistic exchanges with foreign cultures, ranging from the luxury items imported from the Hellenistic, the Central Asian, and the Steppe cultures and their domestic adaptations, to the exported Han artworks excavated in the South East and the East Asian regions. These objects illustrate the Han Empire's growing awareness of its neighboring states and the ambition to visually assert itself as a powerful and open "universal empire." Students will learn about important artistic trends during one of the most international periods in ancient China, while gaining a materially-based vision of a globalizing ancient world bound closer than ever by the rise of the "Silk Roads" and maritime trade. The course is divided into five main sections following the logic of space. Beginning with the Han Empire (the "Center"), the seminar covers key themes in the development of Han art over four centuries. Assuming the viewpoint of the Han Empire, the course then examines the artistic exchanges with civilizations in the West (the Mediterranean and the Central Asian cultures) and moves clockwise to the North (the Steppe cultures), the East (Korea and Japan), and finally the South (maritime trade with South East Asian states). This arrangement of the syllabus is designed to help the students grasp and internalize the dynamic cultural contacts in a more embodied manner, while providing a working version of a spatial "grid" for

navigating the students in their own exploration of the history of art in the ancient global world.

Class Format: A potential field trip to museums, possibly in New York or Boston, pending planning and approval.

Requirements/Evaluation: In addition to attendance and active participation in seminar discussions, each student will present on a topic of choice for two of the five main sections outlined in the course description (each 15-20 mins). Students will also write a final research paper on a topic of choice (15-20 pages, double-spaced) in consultation with the instructor and present their findings to the class (20 mins).

Prerequisites: None

Enrollment Limit: 15

Enrollment Preferences: Art history majors concentrating on Asian or ancient art are prioritized if the course over-enrolls.

Expected Class Size: 10

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTH 411(D1) ASIA 411(D2)

Attributes: ARTH pre-1800

Not offered current academic year

ARTH 413 (S) The Shosoin Imperial Treasury

Cross-listings: ASIA 415

Primary Cross-listing

Constructed in the eighth century to house artifacts associated with Emperor Shomu (reigned 724-749) and Empress Komyo (701-760), the Shosoin Imperial Treasury in Nara, Japan, preserves some of the finest examples of art objects produced across different cultural regions along the Silk Road, spanning Central Asia to Japan, from the sixth through the eighth century. Focusing on a selection of artworks, including painting, calligraphy, textiles, lacquerware, ceramics, glass, and metalwork, among others, this seminar examines issues of cross-cultural transmission of objects, artistic techniques, and cultural knowledge in the global medieval world, while also exploring the manners in which these artifacts visually and materially shaped kingship in eighth-century Japan and East Asia. Special attention is also paid to how recent relevant discoveries in archaeology and conservation science could contribute to art historical discourses.

Requirements/Evaluation: Attendance and active participation in discussions (30%), two presentations on a topic of choice (20% total), final paper proposal with annotated bibliography (10%), and final research paper with presentation (40% total, 30% paper and 10% presentation).

Prerequisites: None

Enrollment Limit: 15

Enrollment Preferences: Art history majors are prioritized if the course over-enrolls.

Expected Class Size: 10

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTH 413(D1) ASIA 415(D1)

Attributes: ARTH pre-1800

Spring 2025

SEM Section: 01 M 7:00 pm - 9:40 pm Ziliang Liu

ARTH 418 Gothic Wonder: Exploring the Medieval Cathedral Then and Now

Through their enormous scale, through the gravity-defying complexity of their construction, and through the sumptuousness of their materials and decoration, Gothic cathedrals were built to amaze visitors--the medieval equivalent of the blockbuster movie, and then some. The goal was to activate and overwhelm all of the senses and thereby both to produce an experience of transcendence for the people entering and using the cathedral, and to capture their hearts. The widespread social media reaction of shock and dismay to the fire at Notre Dame in Paris last year suggests that this power of

the medieval cathedral to captivate remains very much alive. But these cathedrals have also, over the centuries, embodied and perpetuated hierarchies of authority and privilege, and have consumed vast economic resources. As a result, they have often been centers of conflict--and this too remains true today, as the heated debate in France over the rebuilding of Notre Dame testifies. This seminar will investigate the multiplicity of realities that make up the Gothic cathedral, from the Middle Ages to the present day. Together, we will look at a number of Europe's most renowned cathedrals, through time--in France (including Notre Dame in Paris), England, Italy, Germany, Spain, and elsewhere--and consider both how each building has changed over the centuries and how it has been differently interpreted. As this collective conversation is unfolding, students will also pursue individual research projects on a cathedral of their own choosing, the aim being similarly to examine one of these remarkable monuments over time and in its shifting contexts.

Requirements/Evaluation: Participation in class discussion; oral presentation; 15-20-page research paper.

Prerequisites: Permission of instructor

Enrollment Limit: 15

Enrollment Preferences: Art majors, but open to all

Expected Class Size: 10

Grading:

Distributions: (D1)

Attributes: ARTH pre-1800

Not offered current academic year

ARTH 425 (S) Fragments and Healing: Disability Studies and Late Antique Art

Cross-listings: REL 425

Primary Cross-listing

This seminar will investigate some of the ways that contemporary Disability Studies can help us see and think about the complexities of differently abled bodies in Late Antiquity (broadly, from ca. 200 until ca. 750), the formative period for Christian art (and consequently for much of Western art). Disability Studies is an extremely active and rich body of literature and art that has not often been brought into conversation with historical periods of art, and so this seminar seeks to open up discussion of the insights possible from that conversation, not only how Late Antique art can be re-interpreted, but also how that period of art can reveal under-explored areas in the field of Disability Studies. The seminar will undertake a mutual interrogation of accepted notions in both fields and, in this way, to explore some new understandings of Disability Studies' capacities for allowing us to think *with* our art, culture, and bodies. The means at our disposal for this seminar are art of Late Antiquity and of the contemporary world, and that idea of mutual interrogation also operates in our study and display of that art. The seminar will look at art of healing and recuperation, art produced by and directed at diversely-abled bodies, and at fragments and restoration, and think about art as documents, reflections, and determinants of those bodies, now and in the past. It will, for this reason, work around the collection of WCMA, with exhibition and collection research, and the historical archives of the Library holdings, so that the widest possible study of bodies and difference is opened for our thinking and dialogue.

Requirements/Evaluation: participation in discussion; three 1-2-page reading reports; one 3-5-page exhibition response; one 15-20-page final essay

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: senior art-history majors and graduate students; other students will need instructor consent

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Unit Notes: In this seminar, students will develop skills of crafting clear and persuasive arguments through an iterative writing process. Further, to help them achieve these goals, they will receive timely comments on their written work.

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTH 425(D1) ARTH 584(D1) REL 425(D2)

Attributes: ARTH pre-1800

Not offered current academic year

ARTH 428 (F) Anticolonial Approaches to the Arts of Ancestral Indigenous Americans

Cross-listings: AMST 427

Primary Cross-listing

Approaches to the study of the arts of Ancestral Americans have traditionally emanated in both their conceptions and practices from settler colonialism, resulting in often hostile relations between investigators and descendant communities, the exclusion of Indigenous researchers, their sovereignties and knowledge regimes, and substantial distortions to historical understandings of the past. This course takes art histories of the Ancient Americas as its site for intervention as a means of introducing students to the oftentimes challenging labors of anticolonialism and the pursuit of the repair of past harms. Over the semester, students will learn how colonialism and its epistemologies have guided the formation of the field; how they can prioritize Indigenous and Native American ways of knowing and thinking in their understandings and research; how they can ethically conduct research without disturbing Ancestral American remains and the sovereignties of their descendants; and learn to make meaningful contributions to the projects of decolonization and repair.

Requirements/Evaluation: Weekly readings (100-200 pages); Participation -- regular attendance, contribution to in-class discussions, and demonstrated knowledge of readings (30%); One 10-12-page final essay, 3-page portions of which will be submitted for instructor feedback at monthly intervals (45%); Contribution to a collectively written class report through: 1) The co-authoring with a classmate of one report subsection of 2-3 pages (15%) and 2) Peer-review of subsections authored by other classmates (10%).

Prerequisites: None

Enrollment Limit: 12

Enrollment Preferences: Priority given to art history majors.

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTH 428(D1) AMST 427(D2)

Fall 2024

SEM Section: 01 R 1:10 pm - 3:50 pm Trenton D. Barnes

ARTH 442 (F) Richardson, Sullivan, Wright: The Roots of American Modernism

Should a building express the facts of its program and materials--directly and without sentimentality? Or should a building be a physical manifestation of the personality and ego of its creator? These demands--one of radical objectivity, and one of radical subjectivity--seem to be mutually exclusive, yet together they form the basis for modern architecture at the start of the 20th century. The architectural lineage of Louis Sullivan, H. H. Richardson, and Frank Lloyd Wright is distinguished by the high degree of tension between the competing demands of factuality and selfhood. This seminar explores the theoretical roots of their architecture, its philosophical sources in transcendentalism, Unitarianism, German romanticism; and treating such aspects as decorative arts, architectural education and theory, and architectural autobiography.

Requirements/Evaluation: one hour presentation, 20-page paper

Prerequisites: any 100-level ARTH course or consent of instructor

Enrollment Limit: 11

Enrollment Preferences: senior Art majors and graduate students

Expected Class Size: 9

Grading: no pass/fail option, yes fifth course option

Distributions: (D1)

Attributes: ARTH post-1800

Not offered current academic year

ARTH 460 (F) Repairing a Broken World: Intro to North African Contemporary Art (DPE)

Cross-listings: RLFR 360 / ARAB 360 / COMP 361

Secondary Cross-listing

How do artists respond to a world in crisis? How does visual art engage violent histories, injured bodies, social injustice and ecological disaster? In this

course we will explore the political and ethical concept of repair as it emerges in the work of contemporary North African visual artists. Repair is both a material and symbolic transformational practice of putting together something that is torn or broken. It is never complete, nor does it redeem a history of harm or violence. Rather repair is an invitation: a bringing of people, histories, objects, buildings, feelings and geographies into relation with one another in order to link worlds that have been splintered and separated. It is also a call to imagine other futures. North African contemporary artists have deeply engaged in this type of repair work, attending to colonial history, economies of extraction and environmental damage, race and slavery, housing inequity, gender identity and broken transmission of memory. We will dive into the work of individual artists as well as collectives while reading theoretical texts about broken-world thinking, reparative epistemology, alternative archives, and material reparations.

Class Format: Conducted in French.

Requirements/Evaluation: For undergrads: Active participation, 8 1-page response papers, 5-page mid-term paper, 10-12 page final paper and presentation. For grad students: Active participation, 8 response papers, 5-page mid-term paper, and 20-page final paper and presentation.

Prerequisites: Any RLFR 200-level course or above, or by permission of instructor.

Enrollment Limit: 18

Enrollment Preferences: If over-enrolled, preference will be given to RLFR, ARAB, ARTH and COMP majors, and only 2 spots will be offered to Grad Art students.

Expected Class Size: 15

Grading: yes pass/fail option, no fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

RLFR 360(D1) ARTH 460(D1) ARTH 560(D1) ARAB 360(D1) COMP 361(D1)

Difference, Power, and Equity Notes: This course critically examines art work that engages colonial history, economies of extraction and environmental damage, race and slavery, housing inequity, gender identity.

Fall 2024

SEM Section: 01 TF 2:35 pm - 3:50 pm Katarzyna M. Pieprzak

ARTH 465 (S) Contemporary Latin American Art (DPE)

This course examines art produced in the region known as Latin America from the 1960s to the present, a period spanning the Cold War, the advent of military dictatorships, economic booms and crises, political polarizations, the rise of neoliberalism, and ecological upheaval. Using a transnational perspective, each week will rigorously analyze practices as varied as painting, sculpture, photography, mail art, installations, performances, and ephemeral interventions through a specific theme, while also situating each work in its distinct social, political, and economic context. We will also pay special attention to the increased global dissemination of works from Latin America and by Latin American descendants in exhibitions and biennials since the 1990s, and will critically examine this historicization and its dominant trends.

Requirements/Evaluation: Regular short written assignments; final research paper.

Prerequisites: None

Enrollment Limit: 15

Enrollment Preferences: If overenrolled, preference will be given to majors in Art History, Art Studio, and History and Practice.

Expected Class Size: 12

Grading: no pass/fail option, yes fifth course option

Distributions: (D1) (DPE)

Difference, Power, and Equity Notes: This course fulfills DPE requirements by taking a transnational perspective to analyze diverse artistic practices in relation to race, gender, sexuality, and class dynamics, and to issues of colonialism, cultural imperialism, nationalism, revolutionary politics, globalization, and extractivism.

Attributes: ARTH post-1800

Spring 2025

SEM Section: 01 W 1:10 pm - 3:50 pm Mari Rodriguez Binnie

ARTH 472 (S) Timelines

"Art" is really time-consuming--to make, to view, to use, to understand. We enshrine it, excavate it, curate it, deploy it and sometimes we deliberately destroy it. We are always telling stories about the stuff. We seem to think that we control these many fabled things, though they meddle endlessly in the spaces between self and other, human and divine. Great art can be inspiring, enabling people to transcend time, or it can be traumatizing, making time stop altogether. Or both! To explore such powers, we will begin in the 19th century, when commonplace notions of past and present wobbled seriously with the invention of photography and the avid pursuit of archaeology. Thereafter, we will concentrate on the period between 1870 and 1930, but also operate across time and space. There will be no single story-line, but rather a series of case studies, ranging from iconic paintings and sacred spaces to photojournalism. Along the way, creativity and iconoclasm will be recurring themes. Choose this class if you are curious about the agency and power that art wields in our lives.

Requirements/Evaluation: Regular attendance and active class participation, Glow Posts, term project.

Prerequisites: one studio or art history class

Enrollment Limit: 15

Enrollment Preferences: art majors

Expected Class Size: 12

Grading: yes pass/fail option, no fifth course option

Distributions: (D1)

Attributes: ARTH post-1800

Spring 2025

SEM Section: 01 W 1:10 pm - 3:50 pm Holly Edwards

ARTH 494 (S) Thesis Seminar

To graduate with honors in art history, students are to enroll in the Senior Honors Seminar during the Spring semester of their senior year, where they will develop an original research paper based on prior research. Under the guidance of the instructor, students will present and defend their own work in both written and oral form, as well as respond to, and critique, the work of their peers. As students work toward transforming their existing paper into an honors' thesis, they will also be trained in skills necessary to analyze an argument effectively, and strategies of constructive critique.

Requirements/Evaluation: once in the seminar, students will revise, refine and expand on previous research and produce a paper of approximately 25 pages and present a shortened version of the paper to the faculty and public at the Williams College Museum of Art

Prerequisites: for requirements of entry into the course, please see "The Degree with Honors in Art, Art History"

Enrollment Limit: 8

Enrollment Preferences: permission of instructor required

Expected Class Size: 6

Grading: no pass/fail option, no fifth course option

Unit Notes: does not satisfy the Art History seminar requirement

Distributions: (D1)

Spring 2025

HON Section: 01 W 7:00 pm - 9:40 pm Michelle M. Apotsos

ARTH 497 (F) Independent Study: Art History

Art History independent study.

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Fall 2024

IND Section: 01 TBA Michelle M. Apotsos

ARTH 498 (S) Independent Study: Art History

Art History independent study.

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Spring 2025

IND Section: 01 TBA Michelle M. Apotsos

ARTH 500 (F) Clark Visiting Professor Seminar: Art, Media, and Politics in the Weimar Republic

Cross-listings:

Primary Cross-listing

In the fraught context of Germany between its defeat in the First World War in 1918 and the Nazi seizure of power in 1933, arguments about art, arguments about media, and arguments about politics were inextricably intertwined. Many saw the modernized city together with recently developed media such as film, radio, and the photographically illustrated magazine as transforming not only art, but also politics, sense perception, and the nature of subjectivity. In this course, we study signal works created in Germany during the Weimar Republic to understand the relations among aesthetics, politics, and media both old and new at this pivotal moment. The texts and films that we will examine will afford us a broad view of some of the most interesting and pertinent aspects of Weimar-era debates regarding the nature of gender and sexuality, the relation between the "German" and the "foreign," and the role in modernity of the artist and the work of art. We will study the writings of Walter Benjamin, Siegfried Kracauer, and Bertolt Brecht, writers who were formed by their participation in Weimar debates, then driven into exile by the rise of the Nazis, and whose texts have had a profound impact on contemporary thinking about art, media, and politics.

Requirements/Evaluation: active participation in discussions, weekly reading responses, and a research paper

Prerequisites: none

Enrollment Limit: 14

Enrollment Preferences: places assured for 7 graduate students (second-years, then first-years) and 7 undergraduates (art history and studio art majors, then any interested student)

Expected Class Size: 14

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTH 500(D1) ARTH 400(D1)

Attributes: ARTH post-1800

Fall 2024

SEM Section: 01 M 1:00 pm - 3:50 pm Annie Bourneuf

ARTH 501 (S) Museums: History and Practice

Cross-listings: LEAD 301

Primary Cross-listing

Art museums express the cultural, aesthetic and social ideals of their period of formation and many of those ideals remain embedded in the values and practices of institutions today. Comparing institutions past and present internationally, seminar participants will envision the art museum's future while addressing programmatic and organizational challenges at this moment of participatory civic engagement and social, political unrest. With growing skepticism of institutional collecting practices and authoritative narratives, art museums, especially those in the US, face internal and external pressure to "decolonize" as they attempt to alter their canon through both acquisitions, deaccessioning and repatriation initiatives. There is pressure, as well, to embrace a more active role in climate and social justice movements. It is a time also marked by calls for compensation transparency, participatory decision making, staff and trustee diversity, and greater scrutiny of funders. The seminar will consider this environment against past and current norms of governance, management and curatorial policies and practices. We will examine the traditional role of architecture and installation in interpretation

and experience, prevailing and proposed guidelines in the accessioning and deaccessioning of works of art and both internal and external attitudes towards the repatriation and restitution of cultural property. Studying museums ranging in size and type, seminar participants will hear how museum leaders are dealing with challenges to current practice in weekly zoom sessions. Participants will consider how future museums might strive to balance the institution's traditional roles with new civic and social responsibilities, mindful of financial stability in a market-driven, metric-conscious, not-for-profit environment, while addressing, in proposed program and practice, the demands on museums emanating from a more ethically insistent internal and external world.

Requirements/Evaluation: oral presentations and discussion in class and one seminar paper (with class presentation) at the end of the semester

Prerequisites: undergraduates should email michael.conforti@williams.edu to schedule a discussion before registering for the course

Enrollment Limit: 14

Enrollment Preferences: graduate students in the history of art, then senior undergraduate art history majors, then other undergraduates

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Unit Notes: satisfies the seminar requirement for the undergraduate Art History major

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTH 401(D1) ARTH 501(D1) LEAD 301(D2)

Attributes: AMST Space and Place Electives LEAD Facets or Domains of Leadership

Spring 2025

SEM Section: 01 W 1:00 pm - 3:50 pm Michael Conforti

ARTH 503 (S) Clark Visiting Professor Seminar: Fascism and Art

Cross-listings:

Primary Cross-listing

This course examines the complex and multifarious relations between art and fascism in interwar Europe, focusing on the cultural politics and the use of art in fascist movements and regimes, particularly in Germany and Italy. Exploring Walter Benjamin's dictum that fascism practices the "aestheticizing of politics" and Eric Michaud's argument that an "assimilation of work into artistic activity" lay at the center of the Nazi myth, we will also examine the role of art in fascist ideology as well as the problematic of artistic modernism and fascism. We will analyze fascist imaginaries of nation, empire, nature, technology, violence, gender, and race through the work of Ernst Jünger, F. T. Marinetti, Leni Riefenstahl, Le Corbusier, and Wyndham Lewis, among others. Early theories of fascism, including portions of Hannah Arendt's *Origins of Totalitarianism* and Max Horkheimer and Theodor W. Adorno's *Dialectic of Enlightenment*, as well as the work of contemporary historians and art historians, will inform our discussions.

Requirements/Evaluation: active participation in discussions, weekly reading responses, and a research paper

Prerequisites: none

Enrollment Limit: 14

Enrollment Preferences: second-year graduate students, then first-year graduate students, then advanced undergraduate students; places for 7 undergraduate and 7 graduate students assured

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTH 403(D1) ARTH 503(D1)

Attributes: ARTH post-1800

Spring 2025

SEM Section: 01 M 1:00 pm - 3:50 pm Annie Bourneuf

ARTH 504 (F) Proseminar in Research and Method

In this graduate Proseminar on Research and Method, we will read a number of texts that form the foundation of art history as a discipline, including the writings of Plato, Panofsky, Lessing, Heidegger, Wölfflin, and Barthes (among others). We will study these works against the grain, considering how art history is currently transforming under the fields of ecology, disability studies, queer theory, and radical black feminism. Students will work closely with the collections of the Clark to theorize how absences are integral to institutional histories, and we will think about how we can, as historians, responsibly address voices that have been removed from the canons of art history. This course considers not only central writings of art historical methodology but also the limits for decolonizing art history and the museum, as we will examine how the formation of the discipline depended upon absenting critical perspectives and voices.

Requirements/Evaluation: class participation, writing assignments

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: limited to and required of first-year students in the Graduate Program in the History of Art

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Fall 2024

SEM Section: 01 T 1:00 pm - 3:50 pm Caroline O. Fowler

ARTH 506 (S) Expository Writing Workshop

This writing seminar for graduate students in the history of art will afford intensive full group discussions of writing skills and substantial one-on-one writing consultations. Group discussions will center on three kinds of texts: writing about writing, published writing related to the discipline of Art History, and student writing in progress. In six group discussions we will improve our vocabulary and method for discussing writing; we will learn to build better and more sophisticated sentences, paragraphs, and arguments; and we will practice anticipatory reading and writing in order to strengthen our control of both voice and structure. Each discussion will be supported with examples and exercises, and our watchword in all cases will be "revision." In one-on-one consultations (3-4 per person), the instructor will offer tailored critiques of each student's work, setting aside time as needed to troubleshoot sentences, paragraphs, or arguments together.

Requirements/Evaluation: Class participation, participation in consultation meetings, writing assignments

Prerequisites: None

Enrollment Limit: 12

Enrollment Preferences: Limited to and required of first-year students in the Graduate Program in the History of Art

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Spring 2025

SEM Section: 01 T 1:00 pm - 3:50 pm Ezra D. Feldman

ARTH 507 (F)(S) Object Workshop

This workshop engages graduate students in intimate observational study of objects through six sessions held over two semesters. Organized in conversation with experts on collections from the Clark Art Institute, the Williams College Museum of Art, and the Chapin Library at Williams College, each session will focus on close engagement with a particular type of object (e.g., painting, sculpture, print, photograph, building, book, furniture, etc.). There are no assignments or assessments for this course, but there may be occasional reading.

Class Format: in-person study of objects, outdoors, in the galleries, or in study rooms at the Clark, WCMA, the Chapin, or elsewhere, 3x/semester

Requirements/Evaluation: Attendance is required at all sessions. There are no assignments or assessments for this course, but there may be occasional reading.

Prerequisites: none

Enrollment Limit: 14

Enrollment Preferences: required of first-year students in the Graduate Program in the History of Art

Expected Class Size: 12

Grading: pass/fail option only

Distributions: (D1)

Fall 2024

SEM Section: 01 TBA Marc Gotlieb

Spring 2025

SEM Section: 01 TBA Marc Gotlieb

ARTH 508 (S) Art and Conservation: An Inquiry into History, Methods, and Materials

In this course students will learn to recognize the materials present in cultural heritage collections, understand the history of artists' methods and techniques, and hone their observation and examination skills for working with material culture. Students will form a basis in art conservation and condition assessment vocabulary and will exercise handling and examination skills for a variety of materials and artworks. Students will explore cultural heritage through the lens of the art conservator and form a broader awareness of the ethics and procedures of conservation and preservation. An understanding of the vulnerabilities and condition issues of cultural materials and how to care for them will be developed as an impactful, practical resource for future careers in cultural heritage. A multi-disciplinary group of teachers from the staff at the Williamstown + Atlanta Art Conservation Center (W+AACC) will conduct lectures, practicums, discussions on conservation research literature, and visits to nearby art institutions. Sessions are held at the W+AACC Conservation Center in the Lunder Center at Stone Hill on the Clark Art Institute campus. Students receive a syllabus with session outlines and required reading lists. Required readings are available via GLOW and on reserve at the Clark Library. Three exams will be given throughout the course. Attendance is required at all sessions in lieu of a final exam (each exam and attendance are weighted at 25% of the final grade).

Class Format: slide presentations, lectures, gallery talks, hands-on opportunities, technical examinations, and group discussions

Requirements/Evaluation: Attendance is required at all sessions; the course grade is based on three exams given throughout the semester; there is no final exam.

Prerequisites: None

Enrollment Limit: 12

Enrollment Preferences: Graduate students in the history of art, then undergraduate majors in art history or studio art and related disciplines.

Expected Class Size: 10

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Attributes: EXPE Experiential Education Courses

Spring 2025

SEM Section: 01 MR 6:30 pm - 8:30 pm Julie Reilly

ARTH 509 (S) Graduate Symposium

This course is designed to assist qualified fourth-semester graduate students in preparing a scholarly paper to be presented at the annual Graduate Symposium. Working closely with a student and faculty ad hoc advisory committee, each student will prepare a twenty-minute presentation based on the Qualifying Paper. Special emphasis is placed on the development of effective oral presentation skills.

Class Format: committee discussions, workshops, practice runs, symposium

Requirements/Evaluation: Each student will submit a Qualifying Paper, which will be revised into a presentation. Each student will then present three practice runs and a final oral presentation at the Symposium.

Prerequisites: Successful completion and acceptance of the Qualifying Paper.

Enrollment Limit: 12

Enrollment Preferences: This course is limited to and required of second-year students in the Graduate Program in the History of Art.

Expected Class Size: 12

Grading: pass/fail option only

Distributions: (D1)

Spring 2025

SEM Section: 01 TBA Dina I. Murokh

ARTH 511 (F) Interspecies beings: demigods and monsters in art and culture, ancient to modern

Cross-listings: CLAS 436

Primary Cross-listing

Horse-men, cat-women, bull-men, mermaids, snake-people: interspecies creatures are everywhere in ancient Greek and Roman art and poetry. Embodied in satyrs, sphinxes, centaurs, nymphs, and other part-human, part-animal beings is an alternative evolutionary and cultural history. In it, humans and animals live as one. There is no distinction between nature and culture. Male and female are equal. The industrial revolution never happens. This course traces the history of interspecies beings from their origin in ancient Greek art and poetry until today. Three points are important: 1) the relationship between the imagery and ancient political theory about "primitive" life; 2) evolving conceptions of biology and the environment, and 3) the role played by interspecies beings in the conceptualization of what is possible in art. The first half of the course examines the origins and character of interspecies beings in works of ancient art such as the Parthenon, and in ancient writers including Hesiod and Ovid. We examine relevant religious practices, materialist conceptions of nature, and biological theories of speciation, in Empedokles, On nature, Euripides' Bakchai, Plato's Phaidros, and Lucretius' De rerum natura. The second half of the course investigates the survival of classical monsters in the work of early-modern artists such as Botticelli, Michelangelo, Titian, and Dürer, and the rediscovery of ancient materialist theory. We consider the role played by interspecies beings in the formation of late modernism in art and literature. Key texts include Rousseau and Hobbes, Nietzsche's Birth of Tragedy, Mallarmé's "L'Après midi d'une faun," and Stoppard's Arcadia. Problems include the relationship between nymphs and sex-workers in Manet, the meaning of the Minotaur in Picasso, and the interest in interspecies beings in the work of women surrealists such as Leonora Carrington. We conclude with contemporary popular culture such as the Hunger Games.

Class Format: Lecture and discussion.

Requirements/Evaluation: The requirements of the course include: attendance and participation in discussion; preparing summaries/analyses of reading assignments for discussions; one presentation on a research project, and one 20-page paper on the research project.

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: Priority goes to graduate students in art history. If space is available, senior art-history majors, classics majors, and environmental studies majors may enroll.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Unit Notes: This course will satisfy the seminar requirement in art history.

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTH 511(D1) CLAS 436(D1)

Attributes: ARTH pre-1800

Not offered current academic year

ARTH 512 (F) Why Look at Animals? Animality in Contemporary Art

This seminar considers the so-called "animal turn" in contemporary art, in which more and more artists have taken nonhuman animals seriously in their work. Animals have long appeared in art as mere objects--to possess, consume, or symbolize with--rather than as subjects endowed with specific forms of intelligence, agency, or cross-species kinship. In this course we will analyze the work of artists who represent, emulate, or even collaborate with nonhuman animals, practices that take on particular urgency against the present backdrop of mass extinction. We will pay special attention to indigenous artistic practices and intersectional approaches to the burgeoning, multidisciplinary field of animal studies. Along the way, we will discuss

animal ethics, the Anthropocene, and posthumanism, among other topics.

Requirements/Evaluation: active class participation, presentations, writing assignments

Prerequisites: none

Enrollment Limit: 14

Enrollment Preferences: Graduate students in the history of art, then advanced art history undergraduates; by application if over-enrolled

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Attributes: ARTH post-1800

Fall 2024

SEM Section: 01 T 10:00 am - 12:50 pm Robert Wiesenberger

ARTH 513 (S) Contours of Abstraction in Modern and Contemporary Art

Abstraction, be it gestural or geometrical, was a protagonist of global modernisms and continues to be a powerful visual language in contemporary art. The term "abstraction" may first appear straightforward, but its associations are quite complex: in varying historical contexts, abstraction has signaled formalist rupture, revolutionary politics, appropriation, as well as racial, feminist, and queer critique. We will delve deeply into abstraction in global modern and contemporary art through myriad primary documents and theoretical frameworks so as to revise and expand its canonical contours and cartographies.

Requirements/Evaluation: Weekly presentations, response papers, final 20-page research paper

Prerequisites: Students at the undergraduate level must be seniors and Art History majors

Enrollment Limit: 12

Enrollment Preferences: Art History MA students and undergraduate Art History seniors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Attributes: ARTH post-1800

Not offered current academic year

ARTH 514 Art and the Body in Ancient China

What is the relationship between art and the body? In what ways can art be more than representation of the body, and body the subject and the beholder? What effects, if any, can art have on the body? While these questions pertain to art across different cultures and eras, ancient Chinese artworks offer a distinct and yet substantially untapped vantage point for contemplating the art-body relationship. Examining a wide range of materials, ranging from exquisite artifacts unearthed from tombs and Buddhist temples to the earliest examples of painting and calligraphy, in relation to the political, cosmological, and religious conceptualizations of the body in ancient China, this graduate seminar considers the capacities and limitations of how art engages with the body, particularly in ways beyond representation and looking.

Requirements/Evaluation: Attendance and active participation in discussions (30%); two research presentations (20-30 minutes each, 30%); a research paper (15-20 pages) accompanied by a presentation (40%).

Prerequisites: None.

Enrollment Limit: 15

Enrollment Preferences: Graduate students and advanced art history majors are prioritized.

Expected Class Size: 8

Grading:

Distributions: (D1)

Attributes: ARTH pre-1800

Not offered current academic year

ARTH 521 (F) Islam and the Image (DPE) (WS)

Cross-listings: REL 420

Primary Cross-listing

This seminar responds to a recent incident at a US liberal arts university where a professor was sacked for showing images of Prophet Muhammad as part of her section on Islamic art. Why is image-making so hotly contested in Islam? What is the history of figural depictions in this tradition? The seminar explores artworks made for Muslim patrons from the medieval period to the modern era, considering how paintings produced for Muslim audiences can be situated within the frameworks of "Islamic art," a loaded historiographical term that has been questioned in recent times. The seminar also addresses some of the major problems that continue to haunt art scholarship in the field. For most of its history, the academic study of Islamic art has seldom considered contemporaneous literary voices that shed light on the motivations behind artworks. Furthermore, the historiography, deeply entrenched in its colonial and orientalist roots, has largely isolated images from their supporting texts--a curious oversight in light of the fact that painting in Muslim lands has historically been primarily an art of the book. These biases have affected the way museums have collected, displayed and interpreted paintings. For example, Western museums continue to place figural depictions made for books and albums in "South Asian" collections while textual manuscripts and calligraphic specimens made for the same Muslim audiences--even at times bound in the same albums--are categorized as "Islamic art." What does this isolation of text from image imply about prevailing views of Islamic art? To better understand the cultural, historical and religious context surrounding artworks students will read primary literature ranging from autobiography to devotional poetry, often written by the very patrons and subjects of the paintings to be discussed.

Requirements/Evaluation: class participation, short weekly writing assignments, final essay project

Prerequisites: Undergraduates wishing to enroll must have taken at least one art history course or one religious studies course. Undergraduates must email indicating their interest in the course prior to enrolling.

Enrollment Limit: 19

Enrollment Preferences: MA students, then advanced undergraduates

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTH 521(D1) REL 420(D2)

Writing Skills Notes: Weekly writing assignments consisting of 300-500 words. Final papers 15-20 pages for graduate students. 12-15 pages for undergraduate students. 1-page abstract for the final paper due by mid-November. A 4-5 page project outline due right after Thanksgiving break. After receiving feedback and comments from the instructor, the final paper will be due in the last week of classes.

Difference, Power, and Equity Notes: Highlights a global art history that is underrepresented. The class focuses on pluralistic engagements with non-Western cultures and epistemologies.

Attributes: ARTH pre-1800

Not offered current academic year

ARTH 522 (F) Festivities in the Early Modern World

Cross-listings: HIST 422

Primary Cross-listing

In 1860, Jacob Burckhardt put festivals at the center of his influential study of Renaissance Italy. In the century and a half since, scholars have enriched and deepened our understanding of festivities across early modern Europe and the world during the era of early global interaction (ca. 1400--1800). In this seminar we will seek to establish why festivities were so intrinsic to early modern culture, and what work they did. To what extent was performing a form of knowledge? How did festivity mediate early global interaction? We will consider, moreover, the many ways in which ephemeral events were commemorated in paintings and prints, and to what extent historians can recapture the early modern festivity today. Beyond Europe, we will investigate how the festival cultures of the Americas, of Africa, and of Asia interacted with European festival traditions, whether in Goa, Pernambuco, or Mexico City. Ultimately, we will ask: what might an early modern cultural history focused on festivities reveal? We will approach this history through a combination of primary materials drawn from the holdings of Williams College's Chapin Library and secondary readings, which will range from classics in the field to the most recent scholarship. Students will take turns delivering presentations on preselected objects of the week. By semester's end each student will complete a 15-to-20-page research paper on a festival of their choosing.

Requirements/Evaluation: Engaged participation in discussions; in-class presentation; proposal and bibliography; research paper.

Prerequisites: For undergraduates, at least two prior courses in or related to History or Art History.

Enrollment Limit: 16

Enrollment Preferences: Priority for Graduate Art students. Four seats are reserved for undergraduates, with preference given to junior and senior majors in Art History and History. Undergraduates should email a brief statement of interest to ab24@williams.edu.

Expected Class Size: 16

Grading: no pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTH 522(D1) HIST 422(D2)

Attributes: ARTH pre-1800

Not offered current academic year

ARTH 525 (F) Japanese Art and Visual Culture: Private/Public/Pop (WS)

Cross-listings: ASIA 324 / COMP 324

Secondary Cross-listing

This tutorial offers a survey of Japanese art and visual culture across time and media, with particular attention to two areas: the links between different artistic media, and the relationship between art and its audience. We'll begin with early court diaries and related scroll paintings as examples of "private" art. Then we'll move through progressively more public visual media of the 17th through 21st centuries: Kanô screen painting; nô, kabuki, and puppet theater; premodern architecture; popular woodblock prints; turn-of-the-century photography; and finally some examples of contemporary popular culture like comics, animation, and/or film. We will focus on the specificities of each medium while simultaneously developing formal visual reading skills that can work across different media.

Class Format: Students will meet with the instructor in pairs or trios for 75 minutes each week. This tutorial is offered simultaneously at the 300 level for undergraduates and at the 500 level for graduate students: graduate students will be paired with other graduate students and undergraduates with undergraduates.

Requirements/Evaluation: For undergraduates: weekly participation, 5 short written assignments in alternate weeks (ranging from 1 to 5 pages), and several 1-page peer critiques. For graduate students: weekly participation and 3-4 short written exercises that build toward a final 15-page research paper.

Prerequisites: No previous knowledge of Japanese art or culture is required. Students with similar preparation and interests will be paired with one another.

Enrollment Limit: 10

Enrollment Preferences: Graduate Art students, followed by undergraduates majoring in Art History or Comparative Literature.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTH 525(D1) ASIA 324(D1) ARTH 324(D1) COMP 324(D1)

Writing Skills Notes: Students will write several regularly spaced papers that build on one another by tackling similar problems from different angles. Students will receive detailed feedback from the instructor on each paper, addressing argument, organization, and style, as well as peer feedback. (See requirements for details about the number and type of assignments.)

Not offered current academic year

ARTH 527 (F) Acquiring Art: Selecting and Purchasing Objects For WCMA

Cross-listings: ECON 227

Secondary Cross-listing

How do museums acquire art? Factors considered in selecting objects include: the museum's existing collection, its mission, the availability of suitable

objects, evaluation of the art historical importance of potential purchases, and the available budget. How can objects be identified and obtained at the most reasonable cost? How do auctions work and what strategies are best for purchasing works at auction? Is it more economical to purchase art at auction or to work with dealers or (for contemporary works) directly with artists? Do museums consider value in the same way as private collectors? What role does an object's history and condition play in the evaluation process? In this course students will work as teams to identify and propose objects for addition to the collection of the Williams College Museum of Art (WCMA). A significant budget will be made available for the acquisition. We will discuss approaches for identification, acquisition and evaluation of objects. Student teams will be responsible for identifying a set of objects that would make appropriate additions to the WCMA collection, and a strategy for acquiring one or more of those objects. Working with the advice of WCMA curatorial staff, one or more of these objects will be acquired using the agreed strategy, and the object will become part of the WCMA permanent collection. Graduate students will participate in all aspects of the class but may be required to undertake different assignments.

Requirements/Evaluation: Three papers of 10-15 pages each and class participation; student teams will make proposals for objects; each student will be required to submit three papers, dealing with the objects, the likely cost, and the best strategy for acquisition.

Prerequisites: ECON 110 or permission of instructor

Enrollment Limit: 20

Enrollment Preferences: Senior majors in Art History, Economics and Political Economy; graduate students will be admitted only by permission of instructors

Expected Class Size: 20

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTH 527(D1) ECON 227(D2) ARTH 327(D1)

Attributes: ARTH post-1800

Not offered current academic year

ARTH 529 (S) Muertos: Ancestral Mexican Arts of Mortality

The Mexican *Días de los Muertos*, which coincides with the Catholic holy days of All Saints' Day and All Souls' Day on November 1 and 2 of each year, numbers among the most widely recognized holidays practiced in contemporary Latin America. Available scholarly accounts of this holiday's historical origins, which tend to minimize the degree to which it reflects ancestral Indigenous Mexican religious practices, typically draw their earliest evidence from the Mexica (Aztec) capital of Tenochtitlan (present-day Mexico City) of c. 1300-1521 CE. However, the Mexica--well known for their practices of human and animal sacrifice, as well as other social practices that implicated mortality--were themselves the inheritors of a millennial tradition that venerated death. This course considers the theme and actual practice of death over the Mexican *longue durée*. It begins in the first two centuries CE, which saw a substantial population collapse in central Mexico that was followed soon thereafter by the first known mass-human sacrificial event in Mesoamerica. It then follows the social construction of death in Mesoamerica through early modernity when the importation of Eurasian pathogens into the Americas alongside the atrocities of European colonization led to the death of an estimated 90% of Indigenous Americans. The final weeks of the course will consider how modern artists have responded to ancestral artistic and historical precedents. Artworks to be considered include the Temple of the Feathered Serpent of Teotihuacan, the sarcophagus of Pakal the Great of Palenque, the Great Ball Court of Chichen Itza, and the novel *Pedro Páramo* by Juan Rulfo.

Requirements/Evaluation: readings (100-200pp/week), participation, paper proposal, mid-semester paper draft (10-12pp), final research paper (20-25pp)

Prerequisites: none

Enrollment Limit: 14

Enrollment Preferences: graduate students in the history of art, then advanced undergraduate art history majors

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Attributes: ARTH pre-1800

Spring 2025

SEM Section: 01 T 10:00 am - 12:50 pm Trenton D. Barnes

ARTH 531 (S) 19th-Century American Performance and Popular Culture

This course will study a wide variety of performances and emerging popular culture in 19th-century America, many of which, although not unique to the United States, reflect the U.S. back to itself in complex ways. Topics will include blackface minstrelsy, circuses and humbugs, male impersonators and burlesque, ethnic caricature, allegorical paintings on tour, vast panorama painting, anti-slavery imagery, late 19th-century theatre and spectacle, wild west shows as well as other mythologizing of indigenous Americans and the American landscape, the birth of the American art museum, and representations of significant moments of popular resistance, from the Lakota to the Great Railroad Strike of 1877. The central questions animating this course will be around the nature of performance and the popular. What can these two concepts tell us about the nature of art?

Requirements/Evaluation: Reading/writing assignments and class participation

Prerequisites: None

Enrollment Limit: 18

Enrollment Preferences: Grad students, undergrads must have approval from Professor Schmenner

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Attributes: ARTH post-1800

Not offered current academic year

ARTH 539 (F) The Matter of French Encounter (1564-1789)

The story of artistic production in the Ancien Régime usually focuses on painting and on Paris. In this seminar, we will chart an alternative history of early modern French art through a closer look at those materials forged in the cross-currents of armed trade, expansion, and colonial resistance between France and East Asia, India, the Ottoman Empire, North America, and the Caribbean. We will explore how luxury wares (such as porcelain, silver, and textiles), tools of observation (such as prints and drawings), and ornamental ensembles (such as furnished interiors and gardens) were all shaped by forces of circulation, appropriation, and extraction. Through these objects, we will ask the following questions: How did habits of production and consumption change in an era of pre-industrial globalization? How did material and visual culture construct notions of difference and hierarchy? What are the ethics of ascribing agency to inanimate things that emerged in an era of rampant dehumanization? Assignments will foster students' ability to interpret and discuss artisanal and decorative objects that art history has traditionally kept at the margins. We will interrogate the utility of concepts such as *turquerie*, *chinoiserie*, and the "exotic," and we will call upon both primary sources and contemporary theory to critically examine how alterity and subjectivity can be cultivated through things. Note: Final papers that address early modern intercultural encounters outside of France are welcome.

Requirements/Evaluation: Participation in class, a short reading presentation (c. 5 minutes), a short creative writing assignment (3-4 pages), a final presentation (c. 10 minutes), and a final research paper (15-18 pages).

Prerequisites: None

Enrollment Limit: 14

Enrollment Preferences: Graduate students in the history of art, then undergraduate art history majors.

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Attributes: ARTH pre-1800

Fall 2024

SEM Section: 01 R 10:00 am - 12:50 pm Sarah Grandin

ARTH 545 Architectural Theory in Crisis

Why do buildings need words, or do they? For most of the world and most of history, buildings are made without the benefit of formal architectural thought. But at various times, ideas about the aesthetics of buildings, their cultural and philosophical meaning, and their underlying principles, have been matters of great public interest. And architectural theory--in the form of treatises, manifestos, and critical reviews--has exercised an enormous

effect on building. This theory can be prescriptive, presenting categorical rules for making good buildings; it can be descriptive, looking at how buildings perform in the real world; and it can be radical, seeking to change the essence and definition of architecture. Theory seemed very important to architects twenty years ago, but that is not the case today. Why? We will investigate. Students will give short presentations on key theorists, such as Vitruvius, Alberti, Palladio, Laugier, Boullée, A. W. N. Pugin, Viollet-le-Duc, Gottfried Semper, Le Corbusier, and Robert Venturi. The semester will conclude with a 20-page seminar paper, based on comments and discussion following a classroom presentation.

Class Format: presentations

Requirements/Evaluation: several short presentations and a final 30-minute presentation, to be followed by a 20-page paper

Prerequisites: permission of instructor

Enrollment Limit: 11

Enrollment Preferences: Graduate students

Expected Class Size: 10

Grading:

Distributions: (D1)

Not offered current academic year

ARTH 552 (F) Art and Enlightenment in Europe

Cross-listings:

Secondary Cross-listing

This lecture course traces the emergence of new modes of art- and image-making during two momentous centuries of European history that established the paradoxical foundations of our modern world. In this period, modern democracy was founded and determined by exploitative labor, the extraction of natural resources, and the rise of the trans-Atlantic slave trade. Over two centuries from the founding of the French Academy in 1648 to the 1839 invention of photography, this course traces these tensions in art and intellectual thought, examining beauty and the sublime, rationality and madness, personhood and enslavement, natural history and extraction, democracy and tyranny. Often defined in terms of the "Enlightenment," this intellectual and artistic period engaged with freedom of religious thought, scientific experiment, and a belief that humanity was guided by reason and rationality. Yet these same discourses also laid the foundation for the invention of race, nationalism, and the expansion of European colonialism. Isolating a series of pivotal moments and emblematic figures in visual culture of this period, this course asks students to consider how art was implicated in Enlightenment, and, in turn, how Enlightenment was implicated in both newly liberatory and newly oppressive concepts of subjectivity and personhood. Particular emphasis will be placed on the history of science, and, relatedly, on the increasing global circulation of ideas, people, and goods. Artists in our purview include well-known figures like Velázquez, Rembrandt, Watteau, Hogarth, Goya, and Blake, as well as makers until recently left out of the art-historical canon, such as the Frankfurt-born botanical illustrator Maria Sibylla Merian, the Polynesian navigator and draftsman Tupaia, and the Guadeloupean neoclassical painter Guillaume Guillon-Lethière, the subject of a major upcoming exhibition at the Clark Art Institute. Designed for students with no prior experience studying art history, the course will work directly from objects in local collections, prioritizing methods of close looking and formal analysis. At the same time, the questions and methods of our inquiry will be fundamentally interdisciplinary. Readings will emphasize primary sources and recent scholarship. A separate discussion section will be offered for MA students.

Requirements/Evaluation: midterm exam; final exam; visual analysis paper (3 pages); final paper (10 pages)

Prerequisites: none

Enrollment Limit: 50

Enrollment Preferences: art history majors

Expected Class Size: 50

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTH 552(D1) ARTH 242(D1)

Attributes: ARTH pre-1800

Not offered current academic year

ARTH 553 (F) New Ecologies in Contemporary Art

This seminar will consider a range of current artistic approaches to environmental questions, especially through the relational, systemic terms implied by ecology. As scholars have argued, where "nature" connotes that which is monolithic, ahistorical, and apart from humans, ecology reveals a situated and specific web of relationships, interdependencies, and power in which we are all implicated. Our seminar will pay particular attention to intersectional practices that acknowledge the ways extraction, exploitation, and dispossession have produced the environmental crises of the present, which also affect the most vulnerable and least responsible--both human and nonhuman--with greatest force. In addition to studying the work of emerging and established artists, we will read texts by the academics and activists with whom they are in dialogue, and welcome some of them as guests to our class. This seminar anticipates a group show on the subject at the Clark in summer 2023.

Requirements/Evaluation: seminar presentations; research paper (approximately 20pp)

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: MA students first, then art history majors; By application if over-enrolled

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Attributes: ARTH post-1800

Not offered current academic year

ARTH 555 (S) It's About Time: The Many Temporalities of American Art

The problem of history and the promise of the future have always shaped public discourse in the United States. This seminar explores the aesthetic and ideological operations of time in works of art and visual culture made in the U.S. context from the late colonial period through the present. From paintings of extinct animals and biblical disasters to expressions of a distinctly national art and Indigenous sovereignty, from visual records of territorial expansion and photographic motion studies to postmodern performance and Afro- and other futurist aesthetics, we will consider how ideas about time have shaped the iconography, materiality, and politics of visual representation in the U.S., with attention to the way time has been conceived in relation to concepts of progress, religion, nature, race, labor, and technology. We will explore how ideas about time are encoded in artworks through process, subject matter, and interpretation, and in relation to social systems such as slavery, settler colonialism, and capitalism.

Requirements/Evaluation: Attendance and participation in discussion; weekly responses and/or short writing assignments; final research project (proposal; abstract and annotated bibliography; 10-min oral presentation; 15-20pp research paper)

Prerequisites: None

Enrollment Limit: 14

Enrollment Preferences: Graduate students in the history of art, then undergraduate art history majors, then any interested student

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Spring 2025

SEM Section: 01 R 10:00 am - 12:50 pm Dina I. Murokh

ARTH 558 (S) Circa 1850: Artistic Currents and Cross-Currents

Although the history of nineteenth-century European art has often been narrated as a succession of "isms," the notion of discrete artistic movements following one upon the other is of course highly misleading. Despite common perceptions of Realism as the prevailing force at mid-century, many contradictory impulses were simultaneously at work. The Romantic strain in visual art continued, though sometimes in sublimated form, and historicizing and avant-garde perspectives alike jockeyed for influence in art criticism, sales rooms, and exhibition venues. Abetting this collision of styles was a proliferation of new media in visual culture more broadly. Focusing on European and American examples from the middle decades of the nineteenth century, this course addresses the emergence of new tendencies in art and the persistence or revival of old ones. We will explore a variety of topics, including the invention of photography and its impact on other image-making techniques; the opening of Japan and the vogue for Japonisme; medieval nostalgia in the face of rampant Haussmannization; and the role of tradition in vanguard art. On the American side, we will consider printmaking and photography as tools of documentation and self-fashioning during the Civil War era. This course will take place in the Manton Study Center for Works on Paper. Each session will engage directly with works from the Clark's collection, to be discussed and analyzed in conjunction with

critical and theoretical readings.

Requirements/Evaluation: Reading/writing assignments, participation.

Prerequisites: None

Enrollment Limit: 16

Enrollment Preferences: Graduate students first. Undergraduates must receive permission from the instructor.

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Attributes: ARTH post-1800

Not offered current academic year

ARTH 559 (F) Photographing City Life: Diane Arbus/James Van Der Zee

Diane Arbus and James Vander Zee in Manhattan. In this seminar we will discuss two photographers of city life: Diane Arbus (1923--1971) and James Van Der Zee (1886--1983). So doing, we will also observe how life in New York changed during their years of great productivity. In the first part of the course, "Diane Arbus in Manhattan," we will talk about Arbus' relationship to New York--the city of her birth. For most of her career, Arbus worked in Manhattan; indeed, one could think of the city as another character in her work. Arbus' relationship to myth--to storytelling--was profound. A great reader throughout her life, she was drawn to those writers who saw cities as very individualized places. In addition to looking at Arbus' photographs of life in Manhattan in the nineteen fifties, sixties, and in 1970, we will read her published letters, and those authors who inspired her with their artistry, and fascination with myth, including Borges, and Kafka. In the second part of the course, "James Van Der Zee and the Black Village," we will discuss the great Black photographer whose archives were just purchased by the Metropolitan Museum of Art (where Arbus' archives are as well). Born in Lenox, Massachusetts, Van Der Zee settled in Harlem in 1916; there, he opened a photography studio where he became known for his portraits of Black life as it was lived uptown. Admired by Arbus and others, Van Der Zee's interest in and commitment to his community extended to all aspects of Harlem life, including death. To support our discussions of Van Der Zee's Black village, we will read modernist classics, including Jean Toomer's "Cane," and Toni Morrison's "Jazz" that deal specifically with village life. Please note that seminar meetings will be held biweekly on 9/8, 9/29, 10/13, 10/20, 11/3, 11/17. The seminar will include several mandatory viewing excursions outside Williamstown. The dates of these excursions are TBD, but will be restricted to Fridays or weekends. Professor Als will hold office hours following the seminar at hours TBD. Application may apply.

Requirements/Evaluation: Class participation, graded writing assignments

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: Grad students only. Application may be required.

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Attributes: ARTH post-1800

Not offered current academic year

ARTH 560 (F) Repairing a Broken World: Intro to North African Contemporary Art (DPE)

Cross-listings: RLFR 360 / ARAB 360 / COMP 361

Secondary Cross-listing

How do artists respond to a world in crisis? How does visual art engage violent histories, injured bodies, social injustice and ecological disaster? In this course we will explore the political and ethical concept of repair as it emerges in the work of contemporary North African visual artists. Repair is both a material and symbolic transformational practice of putting together something that is torn or broken. It is never complete, nor does it redeem a history of harm or violence. Rather repair is an invitation: a bringing of people, histories, objects, buildings, feelings and geographies into relation with one another in order to link worlds that have been splintered and separated. It is also a call to imagine other futures. North African contemporary artists have deeply engaged in this type of repair work, attending to colonial history, economies of extraction and environmental damage, race and slavery, housing inequity, gender identity and broken transmission of memory. We will dive into the work of individual artists as well as collectives while reading theoretical texts about broken-world thinking, reparative epistemology, alternative archives, and material reparations.

Class Format: Conducted in French.

Requirements/Evaluation: For undergrads: Active participation, 8 1-page response papers, 5-page mid-term paper, 10-12 page final paper and presentation. For grad students: Active participation, 8 response papers, 5-page mid-term paper, and 20-page final paper and presentation.

Prerequisites: Any RLFR 200-level course or above, or by permission of instructor.

Enrollment Limit: 18

Enrollment Preferences: If over-enrolled, preference will be given to RLFR, ARAB, ARTH and COMP majors, and only 2 spots will be offered to Grad Art students.

Expected Class Size: 15

Grading: yes pass/fail option, no fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

RLFR 360(D1) ARTH 460(D1) ARTH 560(D1) ARAB 360(D1) COMP 361(D1)

Difference, Power, and Equity Notes: This course critically examines art work that engages colonial history, economies of extraction and environmental damage, race and slavery, housing inequity, gender identity.

Fall 2024

SEM Section: 01 TF 2:35 pm - 3:50 pm Katarzyna M. Pieprzak

ARTH 561 (S) Land, Memory, Materiality: Histories and Futures of Indigenous North American Arts (DPE)

Cross-listings: HIST 454

Primary Cross-listing

This course engages Indigenous North American traditions of creative expression, remembrance, and representation in historical, contemporary, and future-facing ways. Drawing upon diverse Native American and First Nations theories and practices, it ranges widely across the continent to consider Indigenous arts and material culture within specific cultural, socioeconomic, and political contexts. Part of the course is grounded in the Native Northeast, including the Indigenous homelands of the Stockbridge-Munsee Mohican Community in which the Graduate Art Program and Williams College are situated. Other units will focus on continuities and transformations in artistic and maker-traditions within and across specific Indigenous nations and communities. The course is especially interested in connections between past and present, and the innovative ways Indigenous artists, makers, and knowledge-keepers have reckoned with what has come before, while also mapping meaningful future pathways. Topics will include repatriation and community-led restorative efforts to bring home ancestors and important heritage items "collected" over the centuries following 1492; concepts and practices of cultural, intellectual, visual, and political sovereignty; decolonizing museums; the complex dynamics of collaboration; Indigenous, African-American, and Afro-Indigenous artistic connections and solidarities; and Indigenous challenges to Eurocentric and settler colonial approaches to preservation, interpretation, and classification. Seminar members will develop familiarity with methods and ethics grounded in Native American and Indigenous Studies, and with new scholarship by leading and emerging critics and creators.

Class Format: The course will feature seminar discussions as well as local trips to museums, libraries, and archives with pertinent collections and exhibitions.

Requirements/Evaluation: Engaged participation in discussions; in-class presentations; short writing assignments in preparation for final project; final original research and interpretive project, with presentation to seminar.

Prerequisites: For undergraduates, at least two prior courses in or related to History, Art History, Native American and Indigenous Studies, and/or Museum Studies.

Enrollment Limit: 16

Enrollment Preferences: Priority for Graduate Art students. Four seats are reserved for undergraduates, with preference to junior and senior majors in Art History and History. Undergraduates should email a brief statement of interest to cd10@williams.edu.

Expected Class Size: 16

Grading: no pass/fail option, yes fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTH 561(D1) HIST 454(D2)

Difference, Power, and Equity Notes: The course centers theories, experiences, and expressions from Native American/Indigenous communities, scholars, and artists/makers, while engaging foundational and new work in Native American and Indigenous Studies (NAIS). The course also provides students with critical tools for reckoning with settler colonialism and its historical as well as enduring impacts in Indigenous contexts; and with race, ethnicity, sovereignty, and tribal nationhood as key interpretive frames.

Attributes: HIST Group F Electives - U.S. + Canada

Not offered current academic year

ARTH 563 (F)(S) Contemporary Curatorial Workshop

Seminar for graduate art history students to engage in discourse around contemporary curatorial practice with professionals in the field. Guest curators discuss their work and methodology and students enrolled in the course who are working on curatorial projects have the opportunity to workshop their ideas with their peers and guests. Under the direction of the chairs, students will participate in class discussions, present projects, host local and visiting curators, travel to visit exhibitions regionally as the schedule allows, and explore key topics in modern and contemporary art and curatorial practice.

Class Format: workshop, meets 4x a semester

Requirements/Evaluation: Attendance is required at all sessions. There are no assignments or exams.

Prerequisites: None

Enrollment Limit: 25

Enrollment Preferences: Graduate students in the history of art, and undergraduates with prior approval of the instructors and as space allows.

Expected Class Size: 25

Grading: pass/fail option only

Distributions: (D1)

Attributes: ARTH post-1800

Fall 2024

SEM Section: 01 W 4:00 pm - 6:00 pm Lisa B. Dorin, Robert Wiesenberger

Spring 2025

SEM Section: 01 W 4:00 pm - 6:00 pm Lisa B. Dorin, Robert Wiesenberger

ARTH 565 (F) Sonic Ecologies: Queer Listening, Orientations, and Objects

This seminar considers sound, the aural imagination, and practices of listening in visual art and time-based media. Focusing on work produced in the 20th and 21st centuries, we will explore theoretical, media, aesthetic, and reception issues through an intersectional lens. While we will focus on queer theory and related artworks and art historical accounts, the course will also draw heavily on recent writings on and artistic practices that take up other related aspects of "ecology" broadly understood: interspecies relationality, the environment, the climate crisis, and scholarship grounded in the specificity of critical race theory, Latinx, Caribbean, and diasporic studies. Readings will tend toward the theoretical--from Sara Ahmed and José Esteban Muñoz to Tina Campt and Ren Ellis Neyra, among many others--but will be accompanied by art historical accounts and each class meeting will be grounded by in-depth discussion of several specific works of art. When resonant, we will take advantage of access to relevant exhibitions, performances, or events at the Clark, Williams College Museum of Art, MASS MoCA, or Bennington College. The course will prioritize student-facilitated discussion, and student work will be focused on producing a substantial research paper (with an option to produce a hybrid research/creative project, developed in conversation with the instructor). Undergraduates welcome with permission of the course instructor.

Requirements/Evaluation: Reading and writing requirements, class participation

Prerequisites: None

Enrollment Limit: 18

Enrollment Preferences: Grad students first, then music majors and art majors, but undergraduates must seek approval from Professor Woolsey

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Attributes: ARTH post-1800

Not offered current academic year

ARTH 569 (F) Gérôme

This course explores work and career of Jean-Léon Gérôme (1824-1904), perhaps the most renowned, popular, and influential artist of the later nineteenth century. With commercial and artistic relationships that spread his influence across the globe, Gérôme has come to seem very much like a highly successful contemporary artist, specifically with regard to his place in an international art world that married elite institutional practices to new technologies of reproduction, marketing techniques, and other instruments of modern mass culture. Gérôme's fame was short lived, however. In the wake of the Modernist revolution on the one hand, and Post-Colonial critique on the other, no discussion of the artist can avoid wrestling with complaints that have left him thoroughly diminished--though less forgotten than scorned. Not only did his art, as it seemed, help perpetrate a gigantic aesthetic error, it blundered onto ethically compromising terrain. Today Gérôme stands as Exhibit A in wide-ranging critique of Orientalism's ideological work. The course will interrogate the Modernist and Post-Colonial complaints against Gérôme in detail, even as it also explores his art from a range of other perspectives, many developed very recently. Topics include Gérôme's relationship to photography, to Orientalism and animal studies, to the cinema, to polychrome sculpture, his approach to historical narrative, and well as his voyeurism and other other manipulations of viewer experience so critical to his art. The seminar will engage the Clark's important collection of Gérôme paintings, and also travel to the Walters Art Gallery in Baltimore, conditions permitting. Students may prepare papers on any aspect of global late-nineteenth-century "academic" or "official" art that was informed by Gérôme's example.

Requirements/Evaluation: class participation, presentations in seminar, research paper (approximately 20 pp)

Prerequisites: none

Enrollment Limit: 16

Enrollment Preferences: MA students, then art history majors

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Not offered current academic year

ARTH 578 (F) The "Book" Dissected: Making and Meaning in Medieval Manuscripts

How did medieval and Renaissance "books" work, when the codex was only one form of the book, which continually evolved, and when they weren't only used for reading? This course will explore the book as object and the book as concept. Drawing on the collection of manuscripts, incunables, and later printed books at WCMA, Chapin, and surrounding museums, the course will consider how the forms and materiality of books could have affected readers' reception and perceptions, and in turn, how religious, cultural, political, and economical forces shape their format, decoration, and paratext. While it will primarily deal with Western books, we will also consider early ones from around the world. Students will develop codicological and bibliographic analytical skills as we study our changing uses and relationships with and to books as instruments of doctrine and devotion, power and identity.

Requirements/Evaluation: class presentation; research papers; other assignments

Prerequisites: none

Enrollment Limit: 14

Enrollment Preferences: Graduate students in the history of art, then advanced undergraduate art history majors

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Attributes: ARTH pre-1800

Fall 2024

SEM Section: 01 R 1:00 pm - 3:50 pm Elizabeth M. Sandoval

ARTH 579 (F) Art and the Body in Ancient China

What is the relationship between art and the body? In what ways can art be more than representation of the body, and body the subject and the beholder? What effects, if any, can art have on the body? While these questions pertain to art across different cultures and eras, ancient Chinese artworks offer a distinct and yet substantially untapped vantage point for contemplating the art-body relationship. Examining a wide range of materials, ranging from exquisite artifacts unearthed from tombs and Buddhist temples to the earliest examples of painting and calligraphy, in relation to the political, cosmological, and religious conceptualizations of the body in ancient China, this graduate seminar considers the capacities and limitations of how art engages with the body, particularly in ways beyond representation and looking.

Requirements/Evaluation: Attendance and active participation in discussions (30%); two research presentations (20-30 minutes each) per student per semester (30%); a research paper (15-20 pages) accompanied by a presentation (40%).

Prerequisites: None

Enrollment Limit: 14

Enrollment Preferences: Graduate students in history of art and undergraduate art history majors.

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Attributes: ARTH pre-1800

Fall 2024

SEM Section: 01 W 1:00 pm - 3:50 pm Ziliang Liu

ARTH 584 (S) Fragments and Healing: Disability Studies and Late Antique Art

Cross-listings: REL 425

Secondary Cross-listing

This seminar will investigate some of the ways that contemporary Disability Studies can help us see and think about the complexities of differently abled bodies in Late Antiquity (broadly, from ca. 200 until ca. 750), the formative period for Christian art (and consequently for much of Western art). Disability Studies is an extremely active and rich body of literature and art that has not often been brought into conversation with historical periods of art, and so this seminar seeks to open up discussion of the insights possible from that conversation, not only how Late Antique art can be re-interpreted, but also how that period of art can reveal under-explored areas in the field of Disability Studies. The seminar will undertake a mutual interrogation of accepted notions in both fields and, in this way, to explore some new understandings of Disability Studies' capacities for allowing us to think *with* our art, culture, and bodies. The means at our disposal for this seminar are art of Late Antiquity and of the contemporary world, and that idea of mutual interrogation also operates in our study and display of that art. The seminar will look at art of healing and recuperation, art produced by and directed at diversely-abled bodies, and at fragments and restoration, and think about art as documents, reflections, and determinants of those bodies, now and in the past. It will, for this reason, work around the collection of WCMA, with exhibition and collection research, and the historical archives of the Library holdings, so that the widest possible study of bodies and difference is opened for our thinking and dialogue.

Requirements/Evaluation: participation in discussion; three 1-2-page reading reports; one 3-5-page exhibition response; one 15-20-page final essay

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: senior art-history majors and graduate students; other students will need instructor consent

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Unit Notes: In this seminar, students will develop skills of crafting clear and persuasive arguments through an iterative writing process. Further, to help them achieve these goals, they will receive timely comments on their written work.

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTH 425(D1) ARTH 584(D1) REL 425(D2)

Attributes: ARTH pre-1800

Not offered current academic year

ARTH 585 (S) Facing Portraiture

What constitutes a portrait? How do portraits act in the world? What histories do they hold, and what stories can they tell? This seminar will explore how artists, sitters, viewers, and historians have approached this genre and to what ends. We will interrogate the possibilities and limits of portraiture; examine how portraiture encodes forms of difference through ideological claims to power, likeness, and self-possession; and explore how technological developments inform portraiture's shifting private and public uses. Attending to historical and cultural specificity--with particular though not exclusive attention to the post-1800 period and the United States--we will also excavate the genre's legacy by exploring its contemporary presence, asking what concerns shape conceptions of portraiture in contexts such as the National Portrait Gallery's triennial Outwin Competition and popular discourse. Bridging past and present, and in conversation with objects held in the collections of the Clark, WCMA, and the Chapin Library, we will work toward our own definition of portraiture and, in so doing, discover and complicate the relationship between personhood, identity, and representation. *Students are welcome to develop final projects on relevant topics and materials outside the temporal and geographic contexts addressed in class.*

Requirements/Evaluation: attendance and participation in discussion; weekly responses; final research project (proposal; select annotated bibliography; abstract; 15-min oral presentation; 15-20pp research paper)

Prerequisites: none

Enrollment Limit: 16

Enrollment Preferences: graduate students, then undergraduate art history majors, then any interested student

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Not offered current academic year

ARTH 588 (S) The Scene of Decapitation in European Art

From Goliath to Medusa, from Judith to Salome, from the invention of the guillotine to the mythology of the executioner under "Oriental despotism," the "scene" of decapitation has long stood as a central focus of European art and letters. This course examines that scene as an artistic, psychological, and intellectual problematic across painting, sculpture, and other media, from the late-middle ages to the end of the nineteenth century. Although part and parcel of the larger spectacle of juridical punishment, the scene of decapitation arguably constitutes its own series, and for this reason has attracted numerous artists and a prestigious literature. Artists include Caravaggio, Artemisia Gentileschi, Théodore Géricault, Gustave Moreau, Henri Regnault, and numerous others. Interdisciplinary readings as well as a large body of art historical literature. Weekly readings, discussion, oral presentation, and research paper on a relevant topic from 1300 to 1900.

Requirements/Evaluation: class presentation; research paper (approx 20pp)

Prerequisites: none

Enrollment Limit: 14

Enrollment Preferences: graduate students in the history of art, then advanced undergraduate art history majors

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Attributes: ARTH pre-1800

Spring 2025

SEM Section: 01 R 1:00 pm - 3:50 pm Marc Gottlieb

ARTH 589 (S) Imitation, Copy, Reproduction

Focusing primarily on European and American art before 1900, this course addresses the related categories of imitation, copy, and reproduction with particular attention to prints and other works of art on paper. We will consider the status of the multiple, the role of imitation in classical art theory and pedagogy, the motivations for (and protections against) different kinds of copying, the emergence of photomechanical processes, and the centrality of reproducible images to the art-historical enterprise, among other topics. The basis of our investigations will be works from the Clark's own collection, to be studied with a close eye to their medium and materiality. We will explore concepts of originality, fidelity, authenticity, and value in the light of critical and theoretical texts, while also examining the historical conditions that underlie distinct instances of image reproduction. This course will take place in

the Manton Study Center for Works on Paper. Each session will offer direct engagement with works in the Clark's permanent collection.

Requirements/Evaluation: seminar presentation; research paper (approx 20pp)

Prerequisites: none

Enrollment Limit: 14

Enrollment Preferences: graduate students in the history of art, then advanced undergraduate art history majors

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Spring 2025

SEM Section: 01 M 10:00 am - 12:50 pm Anne R. Leonard

ARTH 590 (F) Guillaume Lethière (1760-1832) and Caribbean Networks in France during the 18th and 19th centuries

Born in the French colony of Guadeloupe, Guillaume Lethière (1760-1832) was a key figure in French painting during the late eighteenth and early nineteenth centuries. The son of a white plantation owner and a formerly enslaved woman of mixed race, Lethière moved to France with his father at age fourteen. He trained as an artist and successfully navigated the tumult of the French Revolution and its aftermath to achieve the highest levels of recognition in his time. A favorite artist of Napoleon's brother, Lucien Bonaparte, he served as director of the Académie de France in Rome, as a member of the Institut de France, and as a professor at the École des Beaux-Arts. Despite his many accomplishments and sizeable corpus of paintings and drawings, Lethière has notably disappeared from the "canon" of art history. Such a lacunae begs many questions about the circles of sociability in which he traveled, the reception of Caribbean artists in France in the eighteenth and early nineteenth centuries, and the lack of widespread knowledge on these topics today. This seminar will be timed with the major monographic exhibition taking place at the Clark Art Institute in the summer/fall of 2024. The course will also provide an opportunity for close examination of objects in the Clark's permanent collection.

Requirements/Evaluation: class participation, presentations, research paper (approx. 20pp)

Prerequisites: none

Enrollment Limit: 14

Enrollment Preferences: Graduate students in the history of art, then undergraduate art history majors

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Attributes: ARTH pre-1800

Fall 2024

SEM Section: 01 M 10:00 am - 12:50 pm Esther Bell, Olivier Meslay

ARTH 595 (F) Private Tutorial

Students may petition to take a private tutorial by arrangement with the instructor and with permission of the Graduate Program Director.

Requirements/Evaluation: per discretion of instructor

Prerequisites: permission from GradArt Director

Enrollment Limit: none

Enrollment Preferences: none

Expected Class Size: none

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Not offered current academic year

ARTH 596 (S) Private Tutorial

Students may petition to take a private tutorial by arrangement with the instructor and with permission of the Graduate Program Director.

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Not offered current academic year

ARTH 597 (F) Undergraduate Lecture Course Taken for Graduate Credit

Undergraduate Lecture Course Taken for Graduate Credit

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Not offered current academic year

ARTH 599 Muertos: Ancestral Mexican Arts of Mortality

The Mexican *Días de los Muertos*, which coincides with the Catholic holy days of All Saints' Day and All Souls' Day on November 1 and 2 of each year, numbers among the most widely recognized holidays practiced in contemporary Latin America. Available scholarly accounts of this holiday's historical origins, which tend to minimize the degree to which it reflects ancestral Indigenous Mexican religious practices, typically draw their earliest evidence from the Mexica (Aztec) capital of Tenochtitlan (present-day Mexico City) of c. 1300-1521 CE. However, the Mexica--well known for their practices of human and animal sacrifice, as well as other social practices that implicated mortality--were themselves the inheritors of a millennial tradition that venerated death. This course considers the theme and actual practice of death over the Mexican *longue durée*. It begins in the first two centuries CE, which saw a substantial population collapse in central Mexico that was followed soon thereafter by the first known mass-human sacrificial event in Mesoamerica. It then follows the social construction of death in Mesoamerica through early modernity when the importation of Eurasian pathogens into the Americas alongside the atrocities of European colonization led to the death of an estimated 90% of Indigenous Americans. The final weeks of the course will consider how modern artists have responded to ancestral artistic and historical precedents. Artworks to be considered will include the Temple of the Feathered Serpent of Teotihuacan, the sarcophagus of Pakal the Great of Palenque, the Great Ball Court of Chichen Itza, and the novel *Pedro Páramo* by Juan Rulfo.

Requirements/Evaluation: Readings (100-200 pages/week); Participation (25%) ; Essay proposal 1 page (10%); Essay mid-semester draft 10-12 pages (25%); Final research essay, 20-25 pages (40%)

Prerequisites: None.

Enrollment Limit: 12

Enrollment Preferences: 1) Graduate art history students 2) third and fourth year undergraduate art majors 3) third and fourth year undergraduate American Studies majors

Expected Class Size: 12

Grading:

Distributions: (D1)

Attributes: ARTH pre-1800

Not offered current academic year

Winter Study -----

ARTH 31 (W) Senior Thesis: Art History

To be taken by students registered for Arth 494. For requirements of entry into the course, please see "The Degree with Honors in Art, Art History" in the catalogue or on the Art Department's webpage.

Class Format: independent study

Requirements/Evaluation: Independent research and writing, attendance at sessions at Sawyer Library, Clark Institute Library, and Williams Writing Center

Prerequisites: Submission of thesis application, according to guidelines in course catalogue, and departmental acceptance into ARTH 494

Enrollment Limit: 8

Enrollment Preferences: Students need permission of the department to register for this course

Expected Class Size: 8

Grading: pass/fail only

Not offered current academic year

ARTH 33 (W) Honors Independent Study: Art History

To be taken by candidates for honors by the independent study route.

Class Format: independent study

Grading: pass/fail only

Not offered current academic year

ARTH 51 (W) International Study Trip

The International Study Trip, required of all first-year students in the Program, is unique among graduate art history programs. Students travel as a group for approximately three weeks, accompanied by the Program Director and other faculty. The Program covers the cost of travel, accommodation, admission, and additional expenses. Locations for study are selected based on faculty expertise and interest and have included in recent years: Italy, Sicily, Denmark, Sweden, Great Britain, France, Austria, Hawaii, Australia, Japan, China, Taiwan, and Russia.

Requirements/Evaluation: Attendance and participation in trip activities.

Prerequisites: None

Enrollment Limit: 13

Enrollment Preferences: Grad students only. Required for grad students in their first year.

Expected Class Size: 13

Grading: pass/fail only

Attributes: ARTH post-1800

Not offered current academic year

ARTH 99 (W) Independent Study: Art History

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: Independent study

Grading: pass/fail only

Not offered current academic year

ART (Div I)
ART STUDIO

Co-Chairs: Professors Michelle Apotsos and Laylah Ali

- Cecilia Aldarondo, Assistant Professor of Art; on leave Spring 2024
- Laylah Ali, Art Department Co-Chair & Chair of Studio Art, Francis Christopher Oakley Third Century Professor of Art, Faculty Fellow of the Davis Center and the Office of Institutional Diversity, Equity and Inclusion; affiliated with: Art, Davis Center, Institutional Diversity, Equity, and Inclusion
- Michelle M. Apotsos, Art Department Co-Chair & Chair of Art History, Associate Professor of Art
- Genesis Baez, Visiting Lecturer in Art
- Trenton D. Barnes, Assistant Professor of Art
- Mari Rodriguez Binnie, Assistant Professor of Art; on leave Spring 2024
- Ohan Breiding, Assistant Professor of Art; on leave 2023-2024
- Michael Conforti, Lecturer in the Graduate Program in Art History; affiliated with: Graduate Program in the History of Art, Art
- Kerry C. Downey, Visiting Lecturer in Art
- Holly Edwards, Senior Lecturer in Art; on leave Fall 2023
- Giuseppina Forte, Assistant Professor of Architecture and Environmental Studies; affiliated with: Center for Environmental Studies, Art
- Michael A. Glier, Alexander Falck Class of 1899 Professor of Art
- Marc Gotlieb, Halvorsen Director of the Graduate Program in Art History; affiliated with: Graduate Program in the History of Art, Art
- Shoghig M. Halajian, Visiting Lecturer in Art
- Guy M. Hedreen, Amos Lawrence Professor of Art
- Catherine N. Howe, Lecturer in Art
- Frank Jackson, Visiting Assistant Professor of Art
- Michael J. Lewis, Faison-Pierson-Stoddard Professor of Art History; on leave Spring 2024
- Ziliang Liu, Assistant Professor of Art
- Peter D. Low, Professor of Art; on leave Spring 2024
- Elizabeth P. McGowan, Robert Sterling Clark Professor of Art
- Murad K. Mumtaz, Assistant Professor of Art
- Glenn A. Peers, Croghan Bicentennial Professor in Biblical and Early Christian Studies
- Alyssa Pheobus Mumtaz, Visiting Lecturer in Art
- Amy D. Podmore, J. Kirk T. Varnedoe 1967 Professor of Art
- Rit Premnath, Associate Professor of Art
- Sarah Rara, Assistant Professor of Art; on leave 2023-2024
- Aparna Sarkar, Visiting Lecturer in Art
- Pallavi Sen, Assistant Professor of Art
- Stefanie Solum, Professor of Art; on leave 2023-2024
- Junli Song, Gaius Charles Bolin Fellow in the Art Department
- Xiaotian Yin, Visiting Lecturer in Art

The Department offers students different paths to explore the vital connection between visuality and creativity. With courses of study in the History of Art and the Practice of Studio Art (or a combination of History and Studio), the Major is designed to train students to develop the technical, conceptual, critical, and historical tools they need to engage the visual world.

ADVISING

Majors are expected to discuss their choice of courses and path through the major with their advisor or another professor in the department. Official departmental advisors for each route through the major (listed here below) are available to field general questions concerning curriculum, requirements, and planning to study away.

Art History Faculty Advisor: Michelle Apotsos

Art Studio Faculty Advisor: Laylah Ali

History and Studio Faculty Advisor: Michelle Apotsos and Laylah Ali

ART STUDIO

The Studio division of the art major has been structured to develop students' perceptions and imaginations as they investigate a variety of visual media and to foster the development of a critical understanding of making art to support creative interests.

Major Requirements

The Studio Art major requires a minimum of nine courses:

ARTS 100 Drawing I

One art history course (preferably taken by the end of the junior year)

A combination of at least three 100 and 200-level courses in three different media (ARTS 100 and tutorials do not satisfy this requirement)

ARTS 319 Junior Seminar

One 300-level ARTS course

One elected ARTS course

ARTS 418 Senior Seminar

The numbered sequence of courses in the Studio Art major is intended to develop knowledge and skills appropriate to students' levels of experience, ultimately supporting original, independent work at the 400-level. ARTS 100 is an introduction to the principles of drawing and design, which are the foundation of visual expression. An art history course not only increases visual knowledge of other periods and cultures, but also provides exposure to the methods of visual analysis. 100 and 200-level ARTS courses introduce the relation between form and content and serve as introductions to a variety of media including architecture, painting, performance, photography, printmaking, sculpture, and video. 300-level courses place greater emphasis on the application of visual skills to thematic concerns, and to the development of the student's individual vision. The capstone to the major, ARTS 418, provides a comprehensive, professional exhibition experience. Students not only define, research, and create an original body of work, but are also engaged in all aspects of producing an exhibition at the Williams College Museum of Art.

The faculty encourages students to begin exploring studio art in the first year so that they can fully explore a variety of media in preparation for independent work in the junior and senior year. A successful route through the major might look like this:

First year: two classes at the 100 and/or 200 level in different media and an art history class. We encourage students to explore media with which they are unfamiliar, as doing so provides a good base and allows for more flexibility later on. While there is only one art history class required for the major, we encourage students to take advantage of the rich art history offerings throughout their four years of study.

Second year: at least two 100 and/or 200 level courses.

Third year: Junior seminar, a 200- or 300-level course and a possible second art history class.

Fourth year: one 300-level course, ARTS 418, and other courses chosen to support your individual interests.

HISTORY AND STUDIO

This route offers students the opportunity to propose a course of study that investigates a particular medium or a particular issue bridging both wings of the department. Examples of past History and Studio projects include topics related to architecture, curating, and performance, but are not limited to these.

In many cases, it is better to choose the Art History or the Studio Art route, to the major, while taking additional courses in the other wing, as desired. The History and Studio route is offered as a third option and requires approval.

The application for the History and Studio route must include both a written statement and a list of proposed courses. It must be approved by an

advisor from both Art History and Studio Art and be submitted to the department's administrative assistant before registering for the major.

History and Studio students whose projects have a Studio emphasis have the opportunity to take the Senior Tutorial (ArtS 418) with permission of the instructor and to participate in the senior Studio exhibition. Those seniors with a History emphasis can apply to write a thesis and, if accepted, will be admitted to the required Winter Study and Senior Thesis Seminar (Arth 494) which culminate in a thesis and thesis presentation. Or, a student may propose a senior independent study.

Major Requirements

The History and Studio major requires a minimum of nine courses:

Any TWO of the following six courses: ARTH 101, 102, 103, 104, 105 or 106

ARTS 100-level course

ARTS 200-level course

ARTH Methods OR ARTS 319 Junior Seminar [NOTE: starting in 2024 – 2025, History and Studio majors may take ARTH 301 or ARTH 302 to satisfy the ARTH methods requirement]

ARTH 400-level OR 500-level course

ARTS elective

ARTH elective

ARTS 300-level course

OR ARTS 418 (with permission), if pursuing a Studio tracking an Art History track

OR an ARTH 400-level course or ARTH 494 (with permission), if pursuing an Art History track

The application for the History and Studio route must include both a written statement of purpose and a list of proposed courses. Both must be approved by two advisors, one from Art History and the other from Studio Art, and be submitted to the department's administrative assistant before the student may register for the major.

History and Studio students whose ongoing projects have a Studio emphasis have the opportunity to take the Senior Tutorial (ARTS 418) with permission of the instructor and to participate in the senior Studio exhibition. Or, a student following the Studio Art track may propose a senior Independent Study project in order to pursue Honors. Those History and Studio majors with an Art History emphasis may apply to write a thesis and, if accepted, will be admitted to the required Winter Study and Senior Honors Seminar (ARTH 494).

One advisor from Art History and one from Studio Art must sign off each semester before a student may register for classes.

THE DEGREE WITH HONORS IN ART

Students who wish to become candidates for the degree with honors must show prior evidence of superior performance in the major as well as research capabilities to carry out the proposed project.

Art Studio

Studio art concentrators who wish to be candidates for honors are required to take an extra studio course, of their choosing, for a total of ten courses. One of the ten courses must be the 400-level Senior Seminar (ARTS 418). Students must also take the Honors Independent Study course (ARTS 31) during Winter Study of their senior year. Studio faculty will provide feedback on the progress of the honors project at the beginning of the Spring semester.

Honors candidates enrolled in the Senior Seminar must demonstrate prior experience in the media chosen for the honors work. This proof may consist of one or more 200-level courses in the medium, course work at the 300 level, and/or a portfolio demonstrating the student's proficiency in the media chosen for the honors project. This work must be presented to the instructor of the Senior Tutorial at the start of the Spring semester. At the end of the Spring semester of senior year, honors candidates will orally defend their work in the senior exhibition at WCMA. The entire studio faculty will attend each defense. Based on the work and the oral defense, the studio faculty (as a whole) will designate honors, high honors or no honors.

History and Studio

History and Studio majors may follow either the Studio Art or Art History route to [honors](#). Alternatively, a student may pursue honors through an Independent Study project, to be undertaken during Winter Study and the Spring semester under the guidance of their two advisors.

The review process for the honors candidates in the senior seminars (ARTS 418 or ARTH 494) will proceed according to the regular honors process for the respective wing of the Art Department, and will include both advisors. If the honors project is conducted via an Independent Study, the final project will be submitted to the two advisors who will determine whether or not it will receive honors. If the student chooses not to follow the Honors route, they may take either a 300-level ARTS course, or a 400-level ARTH seminar instead.

STUDY ABROAD

The Art Department encourages students to travel during Winter Study, and to study abroad for a semester during the junior year. Students planning on studying abroad must: consult a departmental advisor, leave a copy of their Study Away Petition on file in the Department, and consider the required junior seminars (ARTH 301 and ARTS 319) that prepare students for the independent research and/or independent artistic production which is the focus of the senior year.

Art Studio

Studio Art Majors must take the required Junior Seminar (ARTS 319) in the fall semester of their junior year, unless they are planning to study abroad for a full year, or unless they have permission of the chair of the department (in these cases, they may take the required class in their sophomore or senior year). The Department does not grant pre-approval or provisional credit for study abroad courses; studio majors must submit their portfolios for review, and will receive credit only if the work completed abroad is deemed roughly equivalent in quality and quantity to coursework at the College (students should contact the Departmental advisor in studio for the portfolio review, and digital photographs are fine in the case that original work is not available). No more than 1 requirement for the major can be taken per semester abroad (2 if one of the courses is in art history). Courses must be in fine arts fields to qualify for major credit. ARTS 319 and ARTS 418 cannot be fulfilled abroad.

History and Studio

History and Studio majors must plan accordingly for their elected junior seminar. For art history courses taken abroad, history and studio majors can seek provisional credit for courses that appear to satisfy requirements for the major. No provisional credit is possible for studio courses; students must submit their portfolios for review, and will receive credit only if the work completed abroad is deemed roughly equivalent in quality and quantity to coursework at the College (students should contact the Departmental advisor in studio for the portfolio review, and digital photographs are fine in the case that original work is not available). No more than 2 major requirements may be satisfied per semester while abroad (one in studio, one in history), with no more than 3 courses total. History and studio majors cannot satisfy ARTS 319 or any 400-level courses abroad.

ARTS 101 (F) Drawing I

Drawing provides a wonderful vehicle for encountering and interpreting your experiences. This course will heighten your awareness of the visual world, teach basic drawing skills, and demonstrate how drawing operates as a form of visual exchange. A variety of materials will be covered as you explore the 2-dimensional concepts of line, form, proportion, gesture, spatial depth, and value. Towards the latter part of the semester, more emphasis will be placed on the use of drawing as idea, and you will be encouraged to express yourself through the visual language of drawing.

Requirements/Evaluation: This is an intensive studio course, requiring working in the drawing studio outside of scheduled class hours. Grading takes into account the quality and quantity of work produced, depth and quality of investigative process, participation in critiques, and attendance.

Prerequisites: none

Enrollment Limit: 18

Enrollment Preferences: Art Majors (declared); students who have previously enrolled but have been dropped from the course, first-year and sophomore students

Expected Class Size: 18

Grading: no pass/fail option, no fifth course option

Materials/Lab Fee: \$350-\$500 lab fee charged to term bill. Lab and materials fees for all studio art classes are covered by the Book Grant for all Williams financial aid recipients.

Distributions: (D1)

Not offered current academic year

ARTS 102 (F)(S) Drawing I

This course is designed to introduce the fundamentals of drawing. A significant portion of class time will be devoted to learning some of the basics of drawing, such as line, gesture, composition, and value. Acquiring technical skill is an important goal of this class, and intensive weekly assignments are a significant part of that process. Studio classes will also provide a general overview of broader art concepts, such as theme, consistency and style, to further expand their understanding of contemporary drawing practices.

Requirements/Evaluation: quality of work produced as well as successful completion of all assignments and attendance

Prerequisites: none

Enrollment Limit: 18

Enrollment Preferences: art majors, first-years and sophomores

Expected Class Size: 18

Grading: no pass/fail option, no fifth course option

Materials/Lab Fee: \$350-\$500. Lab and materials fees for all studio art classes are covered by the Book Grant for all Williams financial aid recipients.

Distributions: (D1)

Fall 2024

STU Section: 01 M 10:00 am - 12:50 pm Gerald E. Sheffield

Spring 2025

STU Section: 01 M 10:00 am - 12:50 pm Gerald E. Sheffield

ARTS 103 (S) Drawing I

This course is designed to introduce students to perceptual, experiential and analytical moments associated with the language of drawing, and to do so in ways that offer the opportunity to see the world with greater clarity, and with a broader understanding of art and the visual language. This course provides technical skills associated with observational drawing, experiential moments with a variety of materials, and the opportunity for self expression and the communication of ideas. Each studio class blends drawing practices and exercises designed to further one's understanding of the language of drawing, and more broadly, offers a foundation for further study in the visual arts.

Requirements/Evaluation: Individual critiques, a mid-term critique, a final portfolio submission, attendance, effort and participation

Prerequisites: none

Enrollment Limit: 18

Enrollment Preferences: Art Majors (declared); students who have previously enrolled but have been dropped from the course, first-year and sophomore students

Expected Class Size: 18

Grading: no pass/fail option, yes fifth course option

Materials/Lab Fee: \$350-\$500 lab fee charged to term bill. Lab and materials fees for all studio art classes are covered by the Book Grant for all Williams financial aid recipients.

Distributions: (D1)

Spring 2025

STU Section: 01 W 7:00 pm - 9:40 pm Frank Jackson

ARTS 104 (F)(S) Drawing I

This inclusive drawing course welcomes students who are completely new to the study of art as well as those with prior experience. Using the tools of perceptual drawing as a shared language, students will embark on drawing inquiries and projects that bridge representational and abstract approaches to image making. Drawing from nature, communally built, immersive sculptural installations, architecture, light phenomena and the human body, students will actively seek new ways to engage with the visual representation of form and space, and the construction of meaning through images. The course will emphasize the craft of drawing through explorations of classic graphic media--charcoal, chalk, crayon, pencil--as well as experimental materials including foraged botanical inks, unusual drawing surfaces and collage. In addition to demonstrations and studio exercises the course includes weekly drawing assignments, group critiques, midterm and end of semester projects, and a final portfolio review. Skill-oriented formal learning will be supported by occasional readings, critical discussion and direct engagement with artworks from the drawing collections of WCMA and the Clark.

Requirements/Evaluation: Homework assignments, midterm critique, final critique, a final portfolio submission, attendance, effort and participation

Prerequisites: none

Enrollment Limit: 18

Enrollment Preferences: Art Majors (declared); students who have previously enrolled but have been dropped from the course, first-year and sophomore students

Expected Class Size: 18

Grading: no pass/fail option, no fifth course option

Materials/Lab Fee: \$350-\$500 lab fee charged to term bill. Lab and materials fees for all studio art classes are covered by the Book Grant for all Williams financial aid recipients.

Distributions: (D1)

Fall 2024

STU Section: 01 F 10:00 am - 12:50 pm Alyssa Pheobus Mumtaz

Spring 2025

STU Section: 01 F 10:00 am - 12:50 pm Alyssa Pheobus Mumtaz

ARTS 110 Digital Photography, Identity and Place

This introductory level course offers an in-depth exploration of digital photography. Emphasis is placed on the camera's relationship to the body and constructions of identity. Students will develop a fundamental control of photographic techniques through various exercises, experimentation, field, at home and/or studio experience. Students will learn how to use DSLR cameras and introductory level Photoshop editing techniques to create a personal body of work that examines the medium's role in representing various identities. Additionally, visiting artist lecture presentations and thorough critique will foster theoretical and visual literacy for the analysis of works. How is photography implicated in the construction and performance of identity? How does it complicate national, cultural, gender, race and sexual identity.

Requirements/Evaluation: Students must budget roughly ten hours per week outside of class for photographing and editing; Students must complete all projects on time. Students will create a photographic body of work with accompanying artist statement. Students must be active participants during class discussion and critiques.

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: Art majors who have not yet taken an introductory photography class

Expected Class Size: 12

Grading:

Materials/Lab Fee: \$250 standard lab fee charged to term bill

Distributions: (D1)

Not offered current academic year

ARTS 111 (S) Introduction to Video Art

This introductory-level course offers an expansive definition of video art, exploring the overlap between video and other disciplines within contemporary art. Video art's inherent heterogeneity is examined as a vital part of the medium's identity and as a radical mechanism for cultural discourse. Coursework includes lectures, readings, discussions, hands-on tutorials, production assignments, and active participation in dialog/critique. Camera, sound, lighting, and editing techniques are taught alongside key theoretical, historical, and aesthetic approaches to video art. Experimentation and interdisciplinary approaches are encouraged in considering how video art hybridizes with other media, ingests emerging technologies, and develops new distribution models. Assignments emphasize the creation and presentation of an original body of video work for critique, alongside research, writing, and discussion of theoretical texts and artworks, including the work of Hito Steyerl, Trinh T. Minh-ha, Joan Jonas, Arthur Jafa, Pipilotti Rist, Cauleen Smith, Sondra Perry, Martine Syms, among others.

Requirements/Evaluation: Quality of work produced, depth and quality of investigative process, participation in critique and discussion, class citizenship, attendance

Prerequisites: none

Enrollment Limit: 14

Enrollment Preferences: Preference will be given to art majors, sophomores, juniors, and seniors in that order. In case of over enrollment, there will be a waitlist.

Expected Class Size: 14

Grading: no pass/fail option, no fifth course option

Materials/Lab Fee: \$250-350 Lab and materials fees for all studio art classes are covered by the Book Grant for all Williams financial aid recipients.

Distributions: (D1)

Spring 2025

STU Section: 01 W 1:10 pm - 3:50 pm Sarah Rara

ARTS 112 (S) Introduction to Documentary Filmmaking (DPE)

In a 2010 article, *New York Times* film critic A. O. Scott described documentary film as 'heterogeneous to the point of anarchy.' However, in the intervening decade, documentary has become simultaneously more commercial and formulaic. This course takes this notion of heterogeneity to heart, acquainting students with a wide array of creative approaches and key debates in documentary film. In addition to a historical, ethical and critical foundation in the field of documentary, students will acquire a basic grounding in the fundamentals of video production, including cinematography, sound and editing. Course requirements include class attendance and regular critiques, weekly film screenings and readings outside class, 2-3 minor filmmaking exercises, and major assignments in the form of 3-4 short nonfiction video projects.

Requirements/Evaluation: timely and committed completion of assignments, attendance and participation

Prerequisites: none

Enrollment Limit: 16

Enrollment Preferences: majors have priority

Expected Class Size: 16

Grading: no pass/fail option, no fifth course option

Materials/Lab Fee: \$250-\$350. Lab and materials fees for all studio art classes are covered by the Book Grant for all Williams financial aid recipients.

Distributions: (D1) (DPE)

Difference, Power, and Equity Notes: The practice of documentary film is centrally bound to ethics--who and how we represent onscreen. Historically, documentary has tended to gaze on marginalized communities in problematic ways; this course will make issues of power, race, class and representation central to the production of documentary media.

Spring 2025

STU Section: 01 M 1:10 pm - 3:50 pm Cecilia Aldarondo

STU Section: 02 M 8:30 am - 11:50 am Cecilia Aldarondo

ARTS 113 (S) Visual foundations: Locating the Self

In this hands-on, introductory level studio art class, students will learn methods in drawing, ink painting, and collage while being introduced to a variety of methods of organizing two-dimensional space (from Renaissance one-point perspective, to the multiple point perspective used in Chinese scroll paintings, and a variety of inventive contemporary approaches to addressing point-of view through composition). In this class, we will explore *who we are* in relation to each other, the places we come from and the place in which we find ourselves. Artmaking will be used as a means of mapping the self as a relational entity, while considering how each mode of organizing space brings its own constraints and possibilities.

Requirements/Evaluation: projects, assignments, class participation, attendance

Prerequisites: none

Enrollment Limit: 16

Enrollment Preferences: first-years and sophomores

Expected Class Size: 16

Grading: no pass/fail option, no fifth course option

Materials/Lab Fee: \$300-\$500. Lab and materials fees for all studio art classes are covered by the Book Grant for all Williams financial aid recipients.

Distributions: (D1)

Not offered current academic year

ARTS 117 (S) Paint! An Introduction to Pigments and Binders

This introductory studio course offers a materials-based approach to painting. Guided by ancient artists' accounts and contemporary craft manuals, we will begin by making our own paints using non-toxic and inexpensive ingredients, combining earth and mineral pigments with binders like egg, oil, sap, casein, and wax. Experimenting with mark-making on a broad range of found and prepared substrates, we will carefully observe the affordances and constraints of each medium. Assignments will be simple and iterative: the semester-long repetition of a single, uncomplicated form will allow us to focus entirely on qualities of hue, texture, weight, transparency and opacity. Supplementary readings, museum visits, and group discussions will touch upon histories of pigment extraction and circulation as well as the production and evolution of paint media with special attention to environmentally gentle and sustainable practices. This course will include an introduction to the rare and ancient technique of buon fresco.

Requirements/Evaluation: Grading will take into consideration attendance, the timely completion of weekly studio assignments, the maintenance of a descriptive journal, engaged participation in studio exercises and group discussions, a demonstrated willingness to experiment, and active stewardship of our collaborative studio environment.

Prerequisites: None

Enrollment Limit: 15

Enrollment Preferences: Students who pre-register should email the instructor a description of interest. Preference will go first to students dropped from the Spring 2022 Section of ARTS 223, and then to first-years and sophomores.

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Materials/Lab Fee: \$400-\$600. Lab and materials fees for all studio art classes are covered by the Book Grant for all Williams financial aid recipients.

Distributions: (D1)

Not offered current academic year

ARTS 121 (F) Performing Identities: Introduction to Video and Performance Art

This course introduces students to the intersections of video and performance art with a focus on the unique history of artists performing for the video camera. Engaging critical questions about the politics of the body, this course explores the wide range of ways artists have performed their identities through a direct engagement of the camera and centers the lineages of BIPOC, queer and feminist art. Students will learn video basics (camera, sound, lighting, and editing) while exploring the elements of performance art (identity, guise, self/representation, performativity, spectator, site). We will consider viewing contexts such as social media platforms and art institution installations. While no prior experience is required, students will be invited to engage their interests and experiences in performance, including theater, dance, music, speech/debate, comedy, athletics and more. Students are expected to do a significant amount of solo work outside of class as well as a self-directed final project exploring a subject matter of their choosing.

Requirements/Evaluation: Completion of all weekly assignments and final project, participation in critique and discussion, class citizenship, attendance

Prerequisites: None

Enrollment Limit: 16

Enrollment Preferences: Preference will be given to art majors, sophomores, juniors, and seniors in that order. In case of over enrollment, there will be a waitlist.

Expected Class Size: 16

Grading: no pass/fail option, no fifth course option

Materials/Lab Fee: \$250 Lab and materials fees for all studio art classes are covered by the Book Grant for all Williams financial aid recipients.

Distributions: (D1)

Not offered current academic year

ARTS 122 (F) Intro to Photography: Identity and the Absence of Representation

This introductory level course offers an in-depth exploration of the DSLR camera and image by utilizing photographic digital technology. Emphasis is placed on the camera's relationship to queer and marginalized subjects portrayed in the studio, domestic space as well as the landscape and sites of our imagination. Students will develop a fundamental control of photographic processes through technical exercises and experimentations. Students

will learn how to use DSLR cameras, editing techniques and photographic curation to create a portfolio and artist statement reflecting on a personal body of work that examines the medium's role in representing both the personal and the political. There will be weekly readings and in-depth critiques to foster theoretical and visual literacy for the analysis of works. How is photography implicated in the construction and performance of identity? How does it complicate national, cultural, gender, race and sexual identity?

Requirements/Evaluation: Students midterm and final critique of their body of work and accompanying artist statement

Prerequisites: Art majors

Enrollment Limit: 14

Enrollment Preferences: Art majors

Expected Class Size: 14

Grading: no pass/fail option, no fifth course option

Materials/Lab Fee: \$300 lab fee charged to term bill. Lab and materials fees for all studio art classes are covered by the Book Grant for all Williams financial aid recipients.

Distributions: (D1)

Fall 2024

STU Section: 01 W 10:00 am - 12:50 pm Ohan Breiding

ARTS 124 (S) Video Essay

This introductory studio course engages the genre of video essay within contemporary art. Situated at the intersection of video art and documentary film practices, video essay explores the interval between politics and aesthetics, fiction and non-fiction, in an attempt to create a personal language with which to describe the tension between social, political, and personal realities. Students gain hands-on video production experience with editing, cinematography, and sound design grounded in the editorial and rhetorical strategies of video essay which articulate a language of relationships: between sound and image, artist and subject, fact and feeling, memory and language. Self-referential and reflexive, video essay operates in a space of inquiry incorporating poetry, philosophy, autobiography, politics, and cultural studies. The course examines how artists working with video essay move across disciplines in pursuit of a renewed relationship to processes of observation, memory, and recognition. Assignments emphasize the creation and presentation of an original body of video work for critique, alongside research, writing, and discussion of theoretical texts and artworks, including the work of Chris Marker, Hito Steyerl, Trinh T. Minh-ha, Harun Farocki, Agnès Varda, Arthur Jafa, Barbara Hammer, Derek Jarman, Renee Green, Moyra Davey, among others.

Requirements/Evaluation: Quality of work produced, depth and quality of investigative process, participation in critique and discussion, class citizenship, attendance

Prerequisites: none

Enrollment Limit: 14

Enrollment Preferences: art majors

Expected Class Size: 14

Grading: yes pass/fail option, no fifth course option

Materials/Lab Fee: \$250-\$350 lab fee charged to term bill. Lab and materials fees for all studio art classes are covered by the Book Grant for all Williams financial aid recipients.

Distributions: (D1)

Not offered current academic year

ARTS 125 (S) Introduction to Fresco Painting Materials and Techniques

This course offers a rare introduction to the materials, methods, and chemistry of buon fresco: the ancient craft of wall-painting with earth and mineral pigments onto freshly applied lime plaster. Fresco painting is an emphatically collaborative tradition, and as such we will treat the studio-classroom as a shared laboratory for collective study and practice. Working together, students will gain hands-on experience with every step of the fresco-painting process: we will grind earth and mineral pigments, sift riverbed sand, mix and apply lime plasters, and paint with pigment suspensions using bristle brushes while following recipes and instructions gleaned from artists' accounts and painting manuals. Testing a range of fresco techniques on a series of portable panels as well as on a classroom test-wall, students can expect to develop both troweling and painting skills, and to discover the nuances of color and texture that can be achieved through various combinations of natural pigments and plaster. The course will encourage descriptive and

instructional writing, diagrammatic drawing, and photographic documentation as tools for craft stewardship and technical knowledge-sharing. Prior experience with drawing and/or painting will be helpful, but are not required. Lectures will provide a historic overview of fresco painting and its uses across cultures, and students will have an opportunity to explore a particular material, chemical, environmental, or socio-political aspect of the centuries-old wall-painting technique through the development of a final essay.

Requirements/Evaluation: Students are expected to produce a series of small fresco studies; to maintain a descriptive journal of processes, recipes and observations; and to submit one final essay (5-7 pages). Grading will also take into consideration attendance, the depth and quality of the investigative process, active participation in studio exercises and group discussions, and a demonstrated willingness to collaborate with peers.

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: Current and prospective Art Studio and Art History Majors. If over-enrolled, a wait-list will be maintained. Wait-listed students should submit a brief description of interest to the instructor.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Materials/Lab Fee: \$400-\$600. Lab and materials fees for all studio art classes are covered by the Book Grant for all Williams financial aid recipients.

Distributions: (D1)

Not offered current academic year

ARTS 126 (S) Introduction to Digital Photography: Contemporary Photography Practices

This introductory studio course focuses on the making, editing, and printing of digital photographs. Rooted in the creation of original artworks, the course exposes students to the digital camera as a tool for developing a personal visual syntax and a body of work throughout the semester. We study contemporary photography practices and issues from the 1970's to the present, including portraiture, abstraction, documentary, performance, and more. The course oscillates between lectures and class discussions, critiques, technical demonstrations, and studio work-time. Through discussions and the study of artworks and texts, students will develop visual literacy skills to aid in the critical analysis, and creation, of photographs. Technically, students will learn to understand light and exposure, composition, color correction, a digital workflow through Adobe Bridge and Photoshop, and inkjet printing.

Class Format: Studio, seminar, lecture

Requirements/Evaluation: Students must budget 8 hours a week outside of class to photograph, edit, print, read, and write. Students will be evaluated on their effort and active participation, quality of work, contributions to discussions and critiques, midterm critique, final project, and artist statement.

Prerequisites: None

Enrollment Limit: 16

Enrollment Preferences: Art majors who have not yet taken an introductory photography course, Seniors, Juniors, prospective art majors. In case of over enrollment, a waitlist will be created.

Expected Class Size: 16

Grading: no pass/fail option, no fifth course option

Materials/Lab Fee: \$300 Lab and materials fees for all studio art classes are covered by the Book Grant for all Williams financial aid recipients.

Distributions: (D1)

Spring 2025

STU Section: 01 F 1:10 pm - 3:30 pm Genesis Baez

ARTS 127 (S) Introduction to Digital Photography: Photography & Identity

This introductory studio course focuses on the making, editing, and printing of digital photographs, with particular emphasis on understanding photography's crucial role in shaping, revising, and visualizing identities. Rooted in the creation of original artworks, the course exposes students to the digital camera as a tool for developing a personal visual syntax and a body of work throughout the semester. The course oscillates between class discussions, critiques, technical demonstrations, and studio work-time. We'll consider how photography intersects with digital technologies,

surveillance, media, colonial legacies, race, feminisms, gender, queerness, and archives. Through discussions and the study of artworks and texts, students will develop visual literacy skills to aid in the critical analysis, and creation, of photographs. Technically, students will learn to understand light and exposure, composition, color correction, a digital workflow through Adobe Bridge and Photoshop, and inkjet printing.

Requirements/Evaluation: Students must budget 8 hours a week outside of class to photograph, edit, print, read, and write. Students will be evaluated on their effort and active participation, contributions to discussions and critiques, midterm critique, final project, and artist statement.

Prerequisites: None

Enrollment Limit: 12

Enrollment Preferences: Art majors, seniors who have not taken a photography class at Williams, and everyone else.

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Materials/Lab Fee: \$300 Lab and materials fees for all studio art classes are covered by the Book Grant for all Williams financial aid recipients.

Distributions: (D1)

Not offered current academic year

ARTS 131 (F) Moments of intimacy in photography

This course is an introduction to the black & white silver photographic process. Students will learn the mechanics of the analog 35mm camera, the process of developing films into negatives, and the technique of making perfect prints. By studying different approaches in the works of photographers from the early 20th century to the contemporary period (August Sanders, Walker Evans, Roy DeCarava, Duane Michals, Nan Goldin, Klavdij Sluban, etc.), students will develop their personal vision and create a portfolio related to the theme of the course, moments of intimacy. Finally, the students will experience how the ultimate step of the photographic film process, printing in the darkroom, can serve as an intimate and spiritual practice that reveals their creativity. Each student will exhibit a series of photographs along with an artist statement.

Requirements/Evaluation: One midterm evaluation and a final critique of the student's body of work, including the accompanying artist statement.

Prerequisites: Knowledge of black and white analog photography is preferred but not required.

Enrollment Limit: 12

Enrollment Preferences: Preference goes first to studio art majors needing major credit, then to other art majors, then to any interested student, beginning with first-years, then second-years, then third-years, then fourth-years

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Materials/Lab Fee: \$250 lab fee. Lab and materials fees for all studio art classes are covered by the Book Grant for all Williams financial aid recipients.

Distributions: (D1)

Not offered current academic year

ARTS 132 (F) Introduction to Sculpture: From Multiples to Inflatables

This hands-on studio course will introduce students to techniques in three-dimensional making including cutting and joining wood, bending and welding steel, casting with plaster, and making inflatable forms. Technical workshops will be augmented with museum visits and presentations on contemporary artists who explore a diverse range of subjects including the body as a site for socio-political negotiation (A K Burns), art as a site for healing (Guadalupe Maravilla), sculptures as tools for performance (Tamar Zohara Ettun), using found material rich with personal and cultural associations (David Hammons), and exploring issues of ecological sustainability (Mary Mattingly). Through prompt-based assignments, students will be encouraged to develop their own visual and material poetics by exploring themes of importance to them.

Requirements/Evaluation: This is an intensive hands-on studio course, requiring working in the sculpture studio outside of scheduled class hours. Grading takes into account the quality and quantity of work produced, depth and quality of investigative process, participation in critiques, and attendance.

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: Art Studio majors have priority

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Materials/Lab Fee: \$500-\$600 to be charged to term bill. Lab and materials fees for all studio art classes are covered by the Book Grant for all Williams financial aid recipients.

Distributions: (D1)

Fall 2024

STU Section: 01 W 1:10 pm - 3:50 pm Rit Premnath

ARTS 133 (F) Introduction to Video Art

This studio course focuses on honing visual literacy and personal visual language through the study and creation of video artworks. An introduction to video art histories and practices, this course will expose students to a variety of approaches and perspectives to creating video, emphasizing the digital camera as a tool for re-framing and exploring understandings of ourselves and environments. Thematic topics include performance and identity, place and landscape, the internet and social media, amongst others. Students will learn to make, edit, critically discuss and share digital videos, with an emphasis on experimentation. The semester consists of various creative assignments, screenings, lectures by visiting artists, technical workshops in camera use, sound recording, and post production, and will culminate in the creation of a final video-based project.

Requirements/Evaluation: Quality of work produced, effort and commitment, attendance, participation in critique and discussions.

Prerequisites: None

Enrollment Limit: 16

Enrollment Preferences: Studio Art majors, seniors, prospective art majors, juniors, everyone else, in that order. In case of over enrollment, a waitlist will be created.

Expected Class Size: 16

Grading: no pass/fail option, no fifth course option

Materials/Lab Fee: \$250-350 \$250 Lab and materials fees for all studio art classes are covered by the Book Grant for all Williams financial aid recipients.

Distributions: (D1)

Fall 2024

STU Section: 01 R 9:55 am - 12:35 pm Genesis Baez

ARTS 134 (S) Mokuhanga and shibori: Explorations in Japanese woodblock printmaking and textile dying

Within a wider historical context which emphasizes East Asian innovation within printmaking and textile arts, this course is a hands-on intensive studio class which focuses on traditional Japanese techniques of woodblock printing and indigo dying. Japanese woodblock printmaking reached its height during the Edo period, leaving us with iconic images such as Hokusai's *The Great Wave*. Known as mokuhanga, this form of printmaking utilizes water-soluble inks and tools which can be used in any space, making this a sustainable process both creatively and environmentally. Students will learn the basics of mokuhanga printmaking, as well as a later offshoot that began in Provincetown in the United States in the 20th century, known as white line printmaking. Textile explorations will focus on the tradition of indigo dying including a unique form of shibori, known as mokume shibori, as well as one or two other methods of resist dying. All projects allow students the freedom to create and work with personal imagery of their choosing.

Requirements/Evaluation: Grading based on projects, assignments, class participation, attendance.

Prerequisites: None

Enrollment Limit: 12

Enrollment Preferences: art majors though students with no prior experience also encouraged to take the class

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Materials/Lab Fee: \$400 to \$600 lab fee charged to term bill. Lab and materials fees for all studio art classes are covered by the Book Grant for all Williams financial aid recipients.

Distributions: (D1)

Spring 2025

STU Section: 01 M 7:00 pm - 9:40 pm Junli Song

ARTS 200 (F) Designing Character: Introduction to Costume Design for Performance

Cross-listings: THEA 305

Secondary Cross-listing

This course introduces students to the processes and techniques of costume design for performance. With a focus on building character through research and design, students will practice developing costume design concepts and using them to illuminate a script, tell a story, and explore characters. Coursework is project-based and will include reading plays, researching period, rendering characters in costumes, expressing design ideas, and sharing and receiving feedback. Class projects will include *The Bald Soprano* by Eugene Ionesco and *Intimate Apparel* by Lynn Nottage. Drawing experience not required, but you must be brave enough to try.

Requirements/Evaluation: Project-based costume design work includes period research, drawing, painting, short writing assignments, and presentation. Class participation includes sharing work in process, receiving feedback, and offering generous feedback to classmates.

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: Theatre and Art Studio majors

Expected Class Size: 10

Grading: yes pass/fail option, yes fifth course option

Unit Notes: does not satisfy any requirements for the Art major

Materials/Lab Fee: \$100 lab fee charged to term bill

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTS 200(D1) THEA 305(D1)

Fall 2024

STU Section: 01 W 1:10 pm - 3:50 pm Sydney Maresca

ARTS 201 (S) Worldbuilding: Design for the Theater

Cross-listings: THEA 201

Secondary Cross-listing

This course examines designers' creative processes as they investigate a theatrical text and then dream-into-being the fictional worlds of a hypothetical production. Class will consist of several practical projects in multiple areas of design. We will practice a two-pronged technique in response to a text: developing a personal, intuitive creative response while simultaneously supporting all logistical requirements, resulting in an inventive yet dramaturgically sound design. Emphasis will be on folding this individual work process into a larger group collaboration by refining methods of communication, presentation, and group critique.

Requirements/Evaluation: Coursework is group class discussion and critiques, paired with several hands-on projects throughout the term.

Prerequisites: THEA 101 or permission of instructor

Enrollment Limit: 10

Enrollment Preferences: Theatre majors

Expected Class Size: 8

Grading: yes pass/fail option, yes fifth course option

Unit Notes: this course is a prerequisite for all upper-level design and directing courses; this course does not count toward the Art major

Materials/Lab Fee: \$125 for materials and copying charged to term bill

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTS 201(D1) THEA 201(D1)

Spring 2025

STU Section: 01 W 1:10 pm - 3:50 pm Sydney Maresca

ARTS 202 (S) Painterly Printmaking

This course focused on monotype printmaking, an improvisational and expressive form of painting on a plexiglas plate to make a unique print. Students will learn a variety of painterly and experimental techniques including but not limited to: monotype, stencil, collagraph, embossment, chine-colle, and transfer techniques. Weekly assignments will be process-based with no limitations placed on subject matter or content, but students are encouraged to build their own lexicon of imagery and interests. The final third of the course will be a student-guided final project where interdisciplinary approaches will be welcome, such as installation, books/zines, animation, and site-specific interventions (to name a few!). Students will be expected to work a minimum of 10 hours outside of class in the print studio. \$300 to 500 lab fee

Requirements/Evaluation: Students will have weekly assignments, a mid-term portfolio review, and a final project.

Prerequisites: Any ARTS class at Williams.

Enrollment Limit: 12

Enrollment Preferences: Preference will be given to students with some prior experiences with painting or printmaking.

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Materials/Lab Fee: \$300-500. Lab and materials fees for all studio art classes are covered by the Book Grant for all Williams financial aid recipients.

Distributions: (D1)

Not offered current academic year

ARTS 204 (F) Introduction to Performance Art: Bodies, Borders and Resistance

In this introductory tutorial class, we will explore time, space and politics through the presence of the artist's body as well as the relation between the artist and the audience. We will study the history of Performance Art, beginning with its origins in the early 20th century and leading us to contemporary Performance Art work presented in art contexts and in everyday life. We will read and discuss texts, watch films and videos, attend live events and analyze the role of photography as documentary witness, all via themes of liveness and ephemerality. Using this information as inspiration, we will create our own performances, which will include designing, writing and performing, as well as watching and documenting the performances through photography and video, accumulating in intimate conversations, feedback and critique. Specifically, we will think about and create Performance Art through our own body's lived experiences--exploring the borders of the body through race, gender and ability as well as relationships to place and land--to create, rebel and resist.

Requirements/Evaluation: We will discuss weekly readings and create live performances which will be evaluated throughout the semester. You will be required to create a unique performance art piece for your midterm and final that will also be documented photographically and via video/sound.

Prerequisites: Art Major

Enrollment Limit: 12

Enrollment Preferences: Art Majors

Expected Class Size: 8

Grading: no pass/fail option, no fifth course option

Materials/Lab Fee: \$100-\$200 lab fee charged to term bill. Lab and materials fees for all studio art classes are covered by the Book Grant for all Williams financial aid recipients.

Distributions: (D1)

Fall 2024

TUT Section: T1 T 1:10 pm - 3:50 pm Ohan Breiding

ARTS 206 (F) Installation Art

This intensive studio art course welcomes students invested in any medium--including drawing, painting, sculpture, video and performance--to

consider how the placement of materials in relation to each other shapes the meaning of an artwork. We will expand beyond traditional exhibition strategies by exploring the possibilities that various locations hold, both indoors and outdoors. When, how and where we see an artwork shapes the meaning of our encounter. Through workshops, presentations and studio projects, we will deepen our consideration of material relations within an artwork while also learning how to *choreograph* a viewer's encounter with our artwork. This course will introduce students to global trajectories of Installation Art that include the varied practices of Pope L., Kishio Suga, Sheela Gowda, Xu Bing, Abraham Cruzvillegas, and Ann Hamilton, to name a few.

Requirements/Evaluation: projects, assignments, class participation, attendance

Prerequisites: students are required to have taken at least one ARTS 100-level class in sculpture, or permission of instructor

Enrollment Limit: 14

Enrollment Preferences: Art Studio Majors

Expected Class Size: 14

Grading: no pass/fail option, no fifth course option

Materials/Lab Fee: \$400-\$600. Lab and materials fees for all studio art classes are covered by the Book Grant for all Williams financial aid recipients.

Distributions: (D1)

Not offered current academic year

ARTS 222 (F) Critical Practice of Architecture: Theories, Methods, and Techniques (DPE)

Cross-listings: ENVI 202

Primary Cross-listing

In this course, students will transform an architectural or urban space through design interventions that contribute to reorienting public perception, imagination, and politics. Skills taught include methods and techniques for critical architecture practice, including architecture drawing, 2D graphic design, and 3D modeling (digital and physical). Students will also build on design strategies (e.g., spatial hijacking and détournement), community architecture, and visual techniques to rethink normative understandings of space and time. Through selected readings and discussions, we will examine key ideas that have inspired design thinking and activism. The class culminates in a presentation to external reviewers and a final exhibition.

Requirements/Evaluation: This is an intensive studio tutorial requiring working in the architecture studio and/or PC lab outside of scheduled class hours. The class will meet in large and small groups throughout the semester for critique and discussion. Assignments include weekly discussions and design projects requiring drawings and model design. Final project: design project to reorient public perception, imagination, and politics. Evaluation will be based on the design quality at theoretical/conceptual levels.

Prerequisites: Drawing I or permission of instructor.

Enrollment Limit: 12

Enrollment Preferences: Studio Art majors, Art History and Studio Art majors, Envi majors and concentrators

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Materials/Lab Fee: \$350-\$450 lab fee charged to term bill. Lab and materials fees for all studio art classes are covered by the Book Grant for all Williams financial aid recipients.

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTS 222(D1) ENVI 202(D1)

Difference, Power, and Equity Notes: This design studio invites students to think critically about how power, equity, and difference are manifested through the built environment. It will equip them with the tools to become active agents of change through design activism. We will use design as a cultural practice and creative technique to envision more just and equitable futures through interventions in architectural or urban spaces.

Attributes: ENVI Humanities, Arts + Social Science Electives

Fall 2024

STU Section: 01 TR 9:55 am - 11:10 am Giuseppina Forte

ARTS 225 (S) Video Ecologies

This studio course in video art investigates human connection with landscapes and multi-species worlds, developing strategies by which our environment is witnessed, altered, and negotiated through videographic acts. Video ecologies consider our environment as relational and invested with notions of identity. What can immersion in our environment as apprehended through the senses (including and beyond vision) reveal about historical and lived experience? How might video serve to open up new understandings, relationships, entanglements, accountabilities? This course will critically examine socio-political and personal dimensions of video art through readings and discussion engaging with environmentalism, intersectional feminism, feminist technoscience, queer theory, crip theory, and postcolonialism. With in-depth instruction on technical and conceptual strategies used in video art, the emphasis of the course will be on the creation of an original body of work that includes several short video assignments and a substantial final video or sound work grounded in research on a specific ecological subject chosen by the student. In-class tutorials provide hands-on experience with lens-based production strategies in the context of historical and contemporary examples of video art that explore land as a site for multiple temporalities and multi-species entanglements.

Requirements/Evaluation: quality of work produced, depth and quality of investigative process, participation in critique and discussion, class citizenship, attendance.

Prerequisites: 100 level video course or permission of instructor

Enrollment Limit: 14

Enrollment Preferences: Art majors with preference to seniors, juniors, sophomores in that order.

Expected Class Size: 14

Grading: no pass/fail option, no fifth course option

Materials/Lab Fee: \$250-\$350 lab fee charged to term bill. Lab and materials fees for all studio art classes are covered by the Book Grant for all Williams financial aid recipients.

Distributions: (D1)

Not offered current academic year

ARTS 226 (S) Intermediate Photography: Photography and the Senses

In the speed of a digital world, what can a slower, more tactile engagement with our materials and surroundings teach us about ourselves? This studio course builds on the skills of Introduction to Digital Photography through a multi-sensorial, tactile, and experimental approach. Students learn more advanced techniques in Photoshop and inkjet printing, and explore various paper types, material possibilities, and installation techniques. Through a series of creative assignments, we tap into all 5 senses (not just vision) in order to unlock embodied knowledge and new ways of seeing. Activities include, but are not limited to, engaging with sound experiments, creative writing games, activities exploring texture and material in nature, collage, and where appropriate, somatic exercises. An emphasis will be placed on play and experimentation, hands-on learning, and class discussions of artwork, texts, poetry, and other media. Students will work to create a series of works on a topic of their choice, to be discussed in regular critiques.

Requirements/Evaluation: Students must budget roughly ten hours per week outside of class for photographing, editing and printing. Students must complete all projects on time. Students must participate in class discussions and critiques, and submit a final project and artist statement.

Prerequisites: Intro to Digital Photography

Enrollment Limit: 12

Enrollment Preferences: Students who have taken Introduction to Digital Photography

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Materials/Lab Fee: \$300 Lab and materials fees for all studio art classes are covered by the Book Grant for all Williams financial aid recipients.

Distributions: (D1)

Spring 2025

STU Section: 01 W 9:00 am - 11:50 am Ohan Breiding

ARTS 229 (S) Radical Sonics

Radical Sonics explores sound in the practice of contemporary art, interrogating how listening can be used to actively address societal, geopolitical, and ecological concerns. Radical Sonics combines research and production in modalities of noise, deep listening, remote listening, voice, sound

objects, soundscapes, acoustic ecology, Deaf studies, field recording, spatialized listening, silence, and assistive listening. This course places an extended focus on listening as a radical strategy within contemporary art and critical discourse, addressing approaches to sonic materialism and audio culture found in feminist, queer, and crip theory. Screenings, readings, and discussion are supported by hands-on workshops in acoustics, formalized listening strategies, recording, editing, post-production, installation, and documentation. The course combines theory and practice, asking students to produce sound projects informed by an awareness of the historical and conceptual issues that structure sonic media and technologies. Students leave this course with skills in listening, performance, audio production, and critique, building a strong foundation for creating sound-based projects intersecting with other media.

Requirements/Evaluation: Quality of work produced, depth and quality of investigative process, participation in critique and discussion, class citizenship, attendance.

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: Art Majors. If overenrolled there will be a waiting list. Preference to sophomore, junior, freshman, senior in that order.

Expected Class Size: 12

Grading: yes pass/fail option, no fifth course option

Materials/Lab Fee: \$250-\$350 lab fee charged to term bill. Lab and materials fees for all studio art classes are covered by the Book Grant for all Williams financial aid recipients.

Distributions: (D1)

Spring 2025

STU Section: 01 T 9:55 am - 12:35 pm Sarah Rara

ARTS 230 (S) Drawing II

This intermediate drawing course focuses on technique, style and content. Class sessions will focus on representing the human figure in representational and abstract styles, including cubism and abstract expressionism. Homework projects will focus on developing individual concepts and personal expression. Exercises will include traditional materials on paper as well as non-traditional methods and exercises. The course culminates with an independent project of work in series. Critique sessions will be held every other week in small, breakout meetings, which will be scheduled when class begins.

Requirements/Evaluation: the quality of work produced, participation in class discussions and critiques, successful completion of all assignments and attendance

Prerequisites: ARTS 100. Students with significant drawing or painting experience who have not taken Arts 100 may submit a portfolio for review. Contact the professor for portfolio requirements.

Enrollment Limit: 12

Enrollment Preferences: Art majors, Seniors, Juniors, Sophomores, First Year students

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Materials/Lab Fee: \$350 - \$450 lab fee charged to term bill

Distributions: (D1)

Spring 2025

STU Section: 01 R 8:30 am - 12:50 pm Pallavi Sen

ARTS 234 (S) A Watery Place: Photography and the Fluid Process of Belonging

"I am a singular, dynamic whorl dissolving in a complex, fluid circulation," writes the feminist and environmental theorist Astrida Neimanis. How may we use lens-based media to think through belonging in more fluid terms? This studio course in photography explores belonging as an unfixed, continuous process. What does belonging mean to you? Can you belong to something that you can't see, or, as the poet Warsan Shire writes, to a place that won't let you stay? How are our attachments shaped, disrupted, and conjured? From Instagram accounts archiving images of communities pre-gentrification, to experimental films about family made with weather-damaged film, to self-portraiture and documentations of a changing landscape,

this course explores the nuances that photography and lens-based media may reveal about the political and affective dimensions of belonging. The emphasis of the course will be on the creation of photographic and lens-based artwork, to be discussed in critique. We'll support our process by first studying texts and artworks that situate belonging in relation to place and place-making, geography, and ecology. We'll expand into more fluid embodiments of belonging, particularly in the context of migrations and diasporas, family and community, spirituality, climate change and our futures. We'll speculate how lens-based media may not only visualize experiences of belonging (or non-belonging), but facilitate connection. Technically, students will learn more advanced techniques in Photoshop and inkjet printing, and will explore various paper types, material possibilities, and installation techniques.

Requirements/Evaluation: Students must budget 10 hours a week outside of class to photograph/film, edit, print, read, and write. Knowledge of making photographs or video with dslr cameras, and editing/printing with Adobe Lightroom and/or Photoshop are required. Students will be evaluated on their effort and active participation, contributions to discussions and critiques, midterm critique, final project, and artist statement.

Prerequisites: Art majors who have taken a prior photo class at Williams, or permission of the instructor

Enrollment Limit: 12

Enrollment Preferences: Art majors working with themes of identity politics, home, place and the environment in their artwork and/or research.

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Materials/Lab Fee: \$250 - \$350. Lab and materials fees for all studio art classes are covered by the Book Grant for all Williams financial aid recipients.

Distributions: (D1)

Not offered current academic year

ARTS 235 (F) Intaglio Printmaking

Intaglio printmaking--also known as etching--is a graphic medium in which the surface of a metal plate is transformed, inked and pressed onto paper to create an image. From its 16th-century origins to the many innovative forms of intaglio being practiced by artists today, etching offers a surprisingly flexible and expansive array of graphic possibilities that intersect with drawing, painting, collage and arts of the book. This course will begin by surveying different approaches to transforming the surface of a copper etching plate through drypoint (drawing directly into the plate with a metal stylus); soft and hardground etching ("biting" an image into the plate using selective acid exposure); and aquatint (using acid to create a range of tonal effects). Students will learn methods for printing their etched plates in intentional and exploratory ways. As they work toward developing an individualized formal language appropriate to their subject matter and ideas, they will be encouraged to think about material decision making--their choice of inks, paper, registration, printing technique, etc.--in conceptual terms. The course will culminate with a final project in which students will develop a serial body of work exploring constellations of imagery and the idea of the multiple, taking strategic cues from collage, artist books and other forms of narrative object making. As a rigorously hands on experience, the course will foreground transformative material processes and self-directed studio practice, while also incorporating slide lectures, occasional readings and engagement with WCMA's contemporary print collection.

Requirements/Evaluation: quality of work, investment of time and focus, active presence in discussions and critique, attendance, willingness to experiment, contributions to collaborative studio environment

Prerequisites: Any 100-level studio art course

Enrollment Limit: 12

Enrollment Preferences: based on portfolio and student questionnaire

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Materials/Lab Fee: \$300-\$550 charged to term bill; lab fees are covered by the Book Grant for students receiving financial aid.

Distributions: (D1)

Not offered current academic year

ARTS 236 (F)(S) LINOCUTS! An introduction to relief printing

A subset of relief printmaking, linocuts are images made by carving the surface of soft linoleum blocks. Relying almost completely on our hands, we will learn to work with a variety of cutting tools, controlling their speed and pressure to create bold, clear imagery. The course will include introductions to various methods in lino printing including stencilling, collaging, reduction printing, while also familiarising students with the fundamentals of printmaking inks and papers--how to use them, choose them, modify them. Lectures will consider the history of the block print, its present day

interdisciplinary potential, and virtual visits with contemporary practitioners. Students will work towards creating a diverse portfolio that demonstrates fluency across various techniques, using them individually or in combination.

Requirements/Evaluation: completion of work, investment of time and focus, active presence in discussions and critique, attendance, inventiveness.

Prerequisites: Any 100 level studio art class. If you don't have this but would love to learn printmaking, write to me and share a portfolio of your existing work and/or any creative projects you have been a part of.

Enrollment Limit: 12

Enrollment Preferences: If the class is overenrolled, a portfolio of your creative work will be requested.

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Materials/Lab Fee: \$300-\$550 charged to term bill. Lab and materials fees for all studio art classes are covered by the Book Grant for all Williams financial aid recipients.

Distributions: (D1)

Fall 2024

STU Section: 01 W 8:30 am - 12:50 pm Pallavi Sen

Spring 2025

STU Section: 01 W 1:10 pm - 3:50 pm Pallavi Sen

ARTS 240 (S) Introduction to Oil Painting

This course is an exploration of the basic techniques of oil painting. We will push paint in color and form to wildly varying ends, each student being encouraged to develop a personal relationship to the materials. We begin with color theory: students will learn to identify, feel, and modulate value, chroma, and temperature. They will build their capacities to see and translate from observation, navigating the relationship between painting and drawing along the way. We will also cover the basics of stretching canvas, priming surfaces, and using mediums. Throughout the semester, there will be presentations, readings, writing exercises, and discussions that offer insights into the theory and global history of painting. Students will be expected to dedicate about 10 hours per week to work outside of class.

Requirements/Evaluation: Evaluation will be based on assignments and engagement with in-class exercises and discussions.

Prerequisites: ARTS 100

Enrollment Limit: 14

Enrollment Preferences: Art majors, sophomores

Expected Class Size: 14

Grading: no pass/fail option, no fifth course option

Materials/Lab Fee: \$400-\$600 charged to term bill. Lab and materials fees for all studio art classes are covered by the Book Grant for all Williams financial aid recipients.

Distributions: (D1)

Not offered current academic year

ARTS 241 (F)(S) Introduction to Oil Painting

This course is an exploration of the basic techniques of oil painting. We will push paint in color and form to wildly varying ends, each student being encouraged to develop a personal relationship to the materials. We begin with color theory: students will learn to identify, feel, and modulate value, chroma, and temperature. They will build their capacities to see and translate from observation, navigating the relationship between painting and drawing along the way. We will cover the basics of stretching canvas, priming surfaces, and using mediums, so that students can carry their painting practices forward after the semester ends. Group critiques and discussions will help us hone our skills of looking and talking about work; presentations and readings will offer insights into the theory and global history of painting. Students should expect to dedicate upwards of 10 hrs/wk to their work outside of class.

Requirements/Evaluation: Evaluation will be based on assignments and engagement with in-class exercises and discussions.

Prerequisites: ARTS 100

Enrollment Limit: 14

Enrollment Preferences: Art majors, sophomores

Expected Class Size: 14

Grading: no pass/fail option, no fifth course option

Materials/Lab Fee: \$400-\$600 charged to term bill. Lab and materials fees for all studio art classes are covered by the Book Grant for all Williams financial aid recipients.

Distributions: (D1)

Fall 2024

STU Section: 01 M 10:00 am - 12:50 pm Aparna Sarkar

Spring 2025

STU Section: 01 MW 11:00 am - 12:15 pm Willie B. Binnie

ARTS 244 (F) Taswirkhana: Technique and Practice of Indian Drawing and Painting (DPE)

Cross-listings: ASIA 239 / ARTH 235

Primary Cross-listing

Small in scale but vast in its representation, the world of Indian painting is famous for its stylized naturalism and mastery of line. It is an artistic practice whose legacy stretches back to at least the first century CE. This studio course will introduce students to the technique and practice of traditional Indian drawing and painting. The course is designed as a workshop in which students will learn to use materials and techniques of this art form. By engaging with a non-western traditional practice, the aim of the course is to expose students to a pluralistic engagement with art making. Students will learn paper and pigment preparation, as well as the basics of traditional drawing and painting techniques. The class will learn from studying a selection of original masterworks of Indian art from the Williams College Museum of Art that will be displayed in the Object Lab. Working with original artworks will help students situate the hands-on study of Indian painting practice alongside exemplary historical examples.

Requirements/Evaluation: Class participation, discussions and critiques, successful completion of all assignments and attendance

Prerequisites: none, open to all students

Enrollment Limit: 12

Enrollment Preferences: Instructor permissions requires. If the course over enrolls preference will be given to studio art and art history majors.

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Materials/Lab Fee: \$400

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ASIA 239(D1) ARTH 235(D1) ARTS 244(D1)

Difference, Power, and Equity Notes: The course invites students to engage with a pluralistic studio practice that is in stark contrast to mainstream modern and contemporary art practices. The course will follow a traditional, Indian workshop-style format which has its own particular rules and unique visual vocabulary. From the material preparation of pigments, paper and brushes, to the techniques of drawing and painting, the course will introduce students to an alternative, non-Western, mode of art making.

Fall 2024

STU Section: 01 MR 1:10 pm - 2:25 pm Murad K. Mumtaz

ARTS 251 (S) The Personal Documentary (DPE)

In this course, we will survey the terrain of personal documentary in all its complexity--its marginal roots, and its current mainstream appeal. Examining a wide array of formal approaches from diary films, to archival excavations, to first-person odysseys, we will ask: what does it mean to tell a story that is personal, vulnerable, ethical? How is the current watershed moment of COVID provoking us to re-imagine our ideas of self and community, private and public? How to avoid predictability and narcissism, and instead use self-reflection productively? How do race, sexuality, class and gender inflect personal filmmaking? Major assignments will include 3-4 short videos; supplementary assignments include a daily diary, weekly film screenings, and 1-2 readings per week. In order to comply with social distancing mandates, the majority of this course will occur online and production assignments will

be designed to ensure maximum student safety. While students will have access to campus equipment and lab space, assignments will embrace the possibilities of at-home, DIY approaches to filmmaking.

Class Format: In order to comply with social distancing mandates, the majority of this course will occur online and production assignments will be designed to ensure maximum student safety. While students will have access to campus equipment and lab space, assignments will embrace the possibilities of at-home, DIY approaches to filmmaking.

Requirements/Evaluation: preparation and participation; 3-4 short videos; daily diary; weekly film screenings, 1-2 readings per week

Prerequisites: 100 level video course or permission of instructor

Enrollment Limit: 16

Enrollment Preferences: sophomores, juniors, majors

Expected Class Size: 16

Grading: yes pass/fail option, no fifth course option

Materials/Lab Fee: \$250-\$350 Lab and materials fees for all studio art classes are covered by the Book Grant for all Williams financial aid recipients.

Distributions: (D1) (DPE)

Difference, Power, and Equity Notes: This course will consider the role of race, gender and sexuality in representing personal experience onscreen.

Not offered current academic year

ARTS 254 (S) Architecture as Politics: Space, Design, Technology (DPE)

Cross-listings: ENVI 264

Primary Cross-listing

This course delves into the intersection of architecture as a form of political expression, technology, and their collective impact on societal change. Emphasizing architecture as a discipline deeply intertwined with politics and shaped by technological advancement, this course will examine how a spectrum of art tools--from traditional to digital and computational--helps shape buildings and public spaces, shifts power structures, and hinders or promotes social justice. The curriculum blends theoretical exploration with practical application. Students will engage in critical analysis, technology-driven design workshops, and peer evaluations, culminating in a final project that melds techno-political theory with cutting-edge architectural practices. This course is ideal for students keen on leveraging technological architectural techniques to craft spaces with profound political and social impact.

Requirements/Evaluation: This is an intensive studio tutorial requiring working outside of scheduled class hours. In this course, students can work with the following media assuming that they can master them for a 200-level course: architecture models (physical and digital), photo reportages, 2D collages (e.g., Photoshop), digital humanities (cartographies, counter mapping, oral histories, digital archives), and curatorial platforms. Students will participate in tutorials plus a final project of significant scope. Evaluation will be based primarily on the quality of the final project but also on participation.

Prerequisites: Drawing I or permission of instructor.

Enrollment Limit: 10

Enrollment Preferences: Studio Art majors, Art History and Studio Art majors, ENVI majors and concentrators.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Materials/Lab Fee: \$350-\$450 lab fee charged to term bill. Lab and materials fees for all studio art classes are covered by the Book Grant for all Williams financial aid recipients.

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTS 254(D1) ENVI 264(D1)

Difference, Power, and Equity Notes: This tutorial will employ theories and approaches from design activism and critical environmental studies to analyze the relationship between space and difference, including, but not limited to, race, class, ethnicity, gender, sexuality, religion, and species. Students will apply these theories and approaches to creating place-based projects.

Spring 2025

TUT Section: T1 TR 11:20 am - 12:35 pm Giuseppina Forte

ARTS 261 (S) Design and Environmental Justice (DPE)

Cross-listings: ENVI 260

Secondary Cross-listing

This seminar/digital art studio offers key literature to examine the relationship between design and environmental justice. It will help build a vocabulary to study the environment as disputed terrain between technological fixes and issues of race, ethnicity, gender, sexuality, class, and colonial status. Students will develop textual/graphic projects about a chosen case study aiming to reorient public perception and imagination around environmental justice. Case studies include contemporary issues like "natural" disasters, eco-cities, and urbanization in the Global South and North. Skills taught include design-thinking and collaborative design, digital art (Photoshop), and participation in collective reviews and public presentations. The class culminates in a presentation to external reviewers and a final exhibition.

Class Format: Because this seminar is cross-listed with ARTS, there is a studio component (short assignments and final project).

Requirements/Evaluation: Active presence in class discussions and presentations, quality of work, depth and quality of the investigative process, willingness to experiment, and contributions to a collaborative learning environment. This intensive seminar/digital art studio requires working in the architecture studio and/or PC lab outside of scheduled class hours.

Prerequisites: Drawing I, ENVI 101, or permission from the instructor.

Enrollment Limit: 15

Enrollment Preferences: Envi majors and concentrators, Studio Art majors, Art History and Studio Art majors

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Materials/Lab Fee: \$300-\$450 lab fee charged to term bill. Lab and materials fees for all studio art classes are covered by the Book Grant for all Williams financial aid recipients.

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTS 261(D1) ENVI 260(D2)

Difference, Power, and Equity Notes: This seminar/digital art studio examines the interrelationship between design and environmental justice from an intersectional perspective. It encourages students to develop a critical understanding of the role that technical rationality, devoid of ethics and respect for difference, plays in producing racist, heteropatriarchal, and ecocidal forms of oppression. In parallel, we will explore place-based practices that counter neoliberal and extractivist approaches to the (built) environment.

Attributes: ENVI Humanities, Arts + Social Science Electives EVST Culture/Humanities

Not offered current academic year

ARTS 266 (S) Intermediate Digital Photography: Contemporary Photo Practices

This course builds on skills developed in Intro to Digital Photo, with a focus on contemporary photography practices and issues from the 1970's=present. The emphasis of the course will be on the creation of photographic and lens-based artwork, to be discussed in critique. We will critically engage various aesthetic, cultural, social, and political points of view through the study of artworks, texts, publications, physical prints, films, and other media. Technically, students will learn more advanced techniques in Photoshop and inkjet printing, and will explore various paper types, material possibilities, and installation techniques.

Requirements/Evaluation: Students must budget 8-10 hours a week outside of class to photograph, edit, print, read, and write. Students will be evaluated on their effort and active participation, contributions to discussions and critiques, midterm critique, final project, and artist statement.

Prerequisites: Introduction to Digital Photography at Williams College

Enrollment Limit: 12

Enrollment Preferences: Art majors, seniors who have not yet taken Intermediate Photo, anyone else

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Materials/Lab Fee: \$300 Lab and materials fees for all studio art classes are covered by the Book Grant for all Williams financial aid recipients.

Distributions: (D1)

Not offered current academic year

ARTS 269 (F) Intermediate Digital Video

This intermediate video course focuses on the creation of video-based artworks and development of personal visual language, while exploring video's intersections with various artistic mediums such as collage, performance, sculpture, and photography. Through a series of creative experiments and a final project, students will explore their personal interests and expand the material possibilities of digital moving images and sound. Students will also explore various modes of presentation and dissemination, as well as advanced techniques in digital video and sound editing. From Joanna Tam's video performances, Sofía Gallisá Muriente's painterly stop motions, Natalia Lassalle Morillo's experiments in theater directing with a camera, and Sondra Perry's sculptural video installations, to name a few, this course delves into expanded possibilities of motion and digital cameras.

Requirements/Evaluation: Quality of work produced, effort and commitment, attendance, participation in critique and discussions.

Prerequisites: Introduction to Digital Video, or permission from professor Baez

Enrollment Limit: 16

Enrollment Preferences: Studio Art majors, seniors, prospective art majors, juniors, everyone else, in that order. In case of over enrollment, a waitlist will be created.

Expected Class Size: 16

Grading: no pass/fail option, no fifth course option

Materials/Lab Fee: \$250-350 \$250 Lab and materials fees for all studio art classes are covered by the Book Grant for all Williams financial aid recipients.

Distributions: (D1)

Fall 2024

STU Section: 01 F 1:10 pm - 3:50 pm Genesis Baez

ARTS 287 Design for Film & Television

The production designer is responsible for creating, controlling, and managing 'the look' of films and narrative television from page to screen. This hands-on course explores the processes of production design, art direction, and lighting direction processes as related to design for film and television. From initial Production Design sketches and 'Feel-Boards' to accommodating desired cinematographic angles when designing a studio set, design for film requires a designer to shape an entire visual world while keeping in mind the story as a whole. The goal of this course is to provide an initial understanding of the Production Design process in practice through studio work and instruction.

Class Format: This class will be a combination of instruction and in class studio work.

Requirements/Evaluation: committed participation in class discussion and feedback; and the thoughtful, timely completion and presentation of multiple design projects of varying scales, focusing on scenic and lighting design, considered both individually and when working in tandem

Prerequisites: THEA 201, THEA 285, ARTS 100, or permission from instructor with equivalent experience

Enrollment Limit: 12

Enrollment Preferences: In instance of over-enrollment, preference will be given to Seniors, Juniors, & Sophomores in the Theatre Majors & Art Majors

Expected Class Size: 8

Grading:

Materials/Lab Fee: up to \$125 for materials and copying charged to term bill

Distributions: (D1)

Not offered current academic year

ARTS 304 (S) Color Theory: The Poetics and Politics of Color

This course will combine studio projects, workshops, and discussions to explore the multiple connotations of color. We will learn to use color not only as an aesthetic and emotional signifier, but also as a means of philosophical and political inquiry. The aim of this course will be to better understand and control the use of color by grappling with a wide range of perceptual, formal, and theoretical approaches. Shorter studio projects--including exercises in observational painting and color interaction--will lead to more sustained projects in which students explore their individual interests. Class presentations and short readings will introduce students to a variety of texts and artists, including Wittgenstein's *Remarks on Color* alongside Josef

Albers' *Interaction of Color* and Byron Kim's *Synecdoche and Hito Steyerl's video Adorno's Gray* amongst others.

Requirements/Evaluation: projects, assignments, class participation, attendance

Prerequisites: students are required to have taken at least two ARTS 100-level class, or permission of instructor

Enrollment Limit: 15

Enrollment Preferences: Art Studio Majors

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Materials/Lab Fee: \$400-\$600. Lab and materials fees for all studio art classes are covered by the Book Grant for all Williams financial aid recipients.

Distributions: (D1)

Not offered current academic year

ARTS 305 (S) Collaboration in Practice

"Collaboration in Practice" offers multiple views into collaborative art production, explored through a series of intensive group studio projects, informed by the history and theory of collective cultural work. Students work collaboratively in a range of artistic media--including but not limited to drawing, painting, video, sculpture, textiles, and performance--to locate possibilities for making and interpreting as mutual and relational actions. Studio art provides numerous points of entry for attenuating between individual and group identities, as well as the means to fruitfully explore communal alternatives to normative (patriarchal, colonial) notions of authorship, self-sufficiency and self-improvement. This studio-based course welcomes students with a variety of experiences and interests, building on diverse techniques and tactics developed in our individual creative practices and research interests as points of departure. As a practical engagement with group relations and choreographies of power, this course foregrounds the interdependence and polyvocality that underlie and facilitate all cultural work, giving clarity to the concerns and potentialities of collaborative practice.

Requirements/Evaluation: Grade is evaluated based on class attendance and participation, completion of intensive weekly creative assignments as well as readings, and one final project that responds to course material and themes.

Prerequisites: 2 studio courses OR 1 studio and one art history course

Enrollment Limit: 14

Enrollment Preferences: art majors but also open to any students who meet prerequisites

Expected Class Size: 14

Grading: no pass/fail option, no fifth course option

Materials/Lab Fee: \$400-600 lab fee charged to term bill. Lab and materials fees for all studio art classes are covered by the Book Grant for all Williams financial aid recipients.

Distributions: (D1)

Spring 2025

STU Section: 01 W 7:00 pm - 9:40 pm Luke Fischbeck

ARTS 308 (F) Contemporary methodologies in History and Practice

Cross-listings: ARTH 307

Secondary Cross-listing

This course explores contemporary methodologies that traverse both collective research and artistic production, providing an overview of theoretical and practical frameworks in contemporary art through case studies, close reading, and interdisciplinary artistic projects. We will speculate on the role of the artist, the curator, and the critic as "host" in order to foreground how a care-centered and collective approach to knowledge production can run counter to existing power paradigms, such as patriarchy, colonialism, and capitalism. Building on existing exchanges between disciplines--from feminist thought, queer theory, disability studies, visual and media studies--this hybrid studio and critical theory course presents contemporary art as a field uniquely suited to imagine alternative structures of institutional support and mutual aid. Through engagement with critical and creative texts, as well as a series of making exercises, we will experiment with practices of care and resource-sharing through art production, and imagine how arts practitioners can take a critical position that counters prevailing logics of individualism and enclosure.

Class Format: Studio

Requirements/Evaluation: Grade is evaluated based on class attendance and participation, completion of weekly readings and/or making exercises,

and one final project that responds to course material and themes.

Prerequisites: At least one prior course in Art History or Studio Art, or permission of instructor.

Enrollment Limit: 15

Enrollment Preferences: History-and-Studio Majors get first priority, then regular Studio Majors and Art History Majors, then any interested student.

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Materials/Lab Fee: Under \$500. Students on financial aid may utilize the book grant to defray any materials costs.

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTS 308(D1) ARTH 307(D1)

Attributes: ARTH post-1800

Not offered current academic year

ARTS 313 (F) Inhabited Theatrical Environments: Scenic Design for Performance

Cross-listings: THEA 315

Secondary Cross-listing

How do you develop a point of view and translate it to the stage? What is an effectively inhabited space for performance? We will explore the different ways a scenic environment provides the visual foundation for live theatrical events in theaters as well as site-specific shows. In addition to working intuitively, this course combines critical readings of texts to contextualize works for the current moment. Research will be at the center of our work -- deepening skills to source, curate, and present personal points of view as designers and creators. This work will serve to expand our imaginations to the aesthetic possibilities of performance. Students will also develop a basic knowledge of model building and drafting. Class time is a combination of discussions of theatrical texts, student project presentations, and studio work.

Requirements/Evaluation: Creative projects preparation and presentation. Active participation in class and critique sessions. Occasional writing assignments to accompany design work.

Prerequisites: None

Enrollment Limit: 10

Enrollment Preferences: Theatre majors

Expected Class Size: 8

Grading: no pass/fail option, yes fifth course option

Materials/Lab Fee: Up to \$125 in studio costs.

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTS 313(D1) THEA 315(D1)

Not offered current academic year

ARTS 316 (F) Governing Cities by Design: the Built Environment as a Technology of Space (DPE)

Cross-listings: ENVI 316

Secondary Cross-listing

Like in the classic era, cities of the 19th century were metaphors for government: good government could not exist without good governance of the city. This creative seminar charts the transformation of the built environment (architecture and urbanism) as a technology of space to govern cities and citizens from the mid-19th century until the present. Through debates and case studies across geographies and historical timeframes, we will analyze how regimes of government shape and are shaped by the built environment. The seminar has a studio component that consists of an urban project where students will apply theories and approaches to a real case study using digital art (2D and 3D modeling).

Class Format: Because this seminar is cross-listed with ARTS, there is a studio component (short assignments and final project)

Requirements/Evaluation: Active presence in class discussions and presentations, willingness to experiment, contributions to a collaborative seminar/studio environment, quality of work, depth and quality of the investigative process.

Prerequisites: ENVI 101 or instructor permission

Enrollment Limit: 15

Enrollment Preferences: ENVI majors and concentrators, Studio Art majors

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Materials/Lab Fee: \$250-\$350 lab fee charged to term bill. Lab and materials fees for all studio art classes are covered by the Book Grant for all Williams financial aid recipients.

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTS 316(D1) ENVI 316(D2)

Difference, Power, and Equity Notes: Using theoretical perspectives from urban studies, this seminar/workshop explores how the built environment, as a technology of space, contributes to the production of difference, the establishment of certain regimes of power, and the erasure of specific urban histories--mainly those of underrepresented groups. Students will engage in multimedia place-based projects to imagine and create more equitable built environments.

Attributes: ENVI Humanities, Arts + Social Science Electives

Fall 2024

SEM Section: 01 TR 8:30 am - 9:45 am Giuseppina Forte

ARTS 319 (F) Junior Seminar

Junior Seminar is a dynamic and immersive class tailored for art majors, aimed at exploring and fortifying their creative interests through a rigorous studio practice, engaging group discussions, and exposure to current themes, topics, materials, and concerns in contemporary art and its allied disciplines. Through a multifaceted approach that includes readings, presentations, lectures by visiting artists, and visits to art institutions and artists' studios, students will be immersed in the vibrant and interdisciplinary nature of contemporary art. They will be exposed to a diverse range of materials, techniques, and historical perspectives on art-making, while also contemplating the ecological, political, personal, cultural, and aesthetic implications associated with each of them.

Requirements/Evaluation: Grades will be determined by the effort put into projects, as reflected in research, and the quality and quantity of work produced. Attendance and active participation in class discussions and critiques are a key part of this class and will affect grades.

Prerequisites: three studio courses required for the major

Enrollment Limit: 12

Enrollment Preferences: Enrollment is limited to Studio Art Majors and History & Practice Majors.

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Unit Notes: Studio Art and Art History and Practice majors are required to take this course in the junior year unless studying abroad during the fall semester

Materials/Lab Fee: The cost of materials will vary depending on the individual student project(s). Students are responsible for the cost of the materials. Students on financial aid can utilize the Book Grant to defray these expenses.

Distributions: (D1)

Fall 2024

STU Section: 01 T 1:10 pm - 3:50 pm Rit Premnath

ARTS 328 (F) The Art of Almost Nothing

In this studio tutorial class, students will create studio art projects by using materials that are mainly not bought but found, repurposed, and/or overlooked and ubiquitous. In this time of extreme material production and consumption, with a great deal being thrown out and unrecoverable, how can we make intentional, creative meaning from what is around us? This class is concerned with impacts on the environment but also with how consumer culture has wielded profound influence in the current production of studio art. How can we engage with our major concerns--aesthetic,

topical, critical--and use what is around us mindfully and creatively with desired impact? Some of the artists we will look at: William Pope L., Ana Mendieta, David Hammons, Tania Bruguera, and the Yes Men. This class is a hands-on studio class with weekly assignments.

Class Format: studio class, 3 hours per week

Requirements/Evaluation: projects, assignments, class participation, attendance

Prerequisites: Three studio art classes of any kind at Williams or previous studio experience with permission of instructor

Enrollment Limit: 10

Enrollment Preferences: Any student who has taken at least three or more previous studio art classes at Williams

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Materials/Lab Fee: Under \$100. Lab and materials fees for all studio art classes are covered by the Book Grant for all Williams financial aid recipients.

Distributions: (D1)

Fall 2024

TUT Section: T1 W 10:00 am - 12:50 pm Laylah Ali

ARTS 330 (S) Once More With Feeling: Reenactment in Contemporary Visual Culture (WS)

Cross-listings: ARTH 333

Secondary Cross-listing

The urge to relive the past is a fundamental human one, and artists have long drawn upon the ritualistic possibilities of reenactment as a way of interrogating time's uneasy returns and losses. In this course, we will study how artists working in a range of media deploy reenactment in collaboration with others, in order to ask what liberatory potential there might be in choosing to restage--and in many ways, relive--the past. This is a hybrid course with roughly 50% of the course dedicated to critical analysis and 50% studio practice. Case studies drawn from film, theater and other art forms will accompany scholarly readings and short writing assignments, and students will also devise their own reenactment experiments in order to access the embodied and experiential possibilities of the course topic.

Class Format: discussion and studio practice

Requirements/Evaluation: 2-3 written responses, 2-3 creative exercises, class participation, one 12-15-page paper OR one creative final project

Prerequisites: must have previously taken one Art History or Art Studio course in any area OR professor permission

Enrollment Limit: 14

Enrollment Preferences: majors

Expected Class Size: 14

Grading: no pass/fail option, no fifth course option

Materials/Lab Fee: The cost of materials will vary depending on the individual student project(s). Students are responsible for the cost of the materials. Students on financial aid can utilize the Book Grant to cover these expenses.

Distributions: (D1) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTH 333(D1) ARTS 330(D1)

Writing Skills Notes: There will be considerable focus on writing and peer-editing as a means of shaping critical thinking. We will treat writing as a process; revision is built into the syllabus. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Attributes: ARTH post-1800

Not offered current academic year

ARTS 332 (S) Living Things: Bodies and Objects in Sculpture and Performance

Cross-listings: THEA 333

Secondary Cross-listing

This studio course seeks to promote art making that transgresses the boundaries between the visual and performing arts to see a life that animates both bodies and objects. Cultivating various approaches to the experience of embodiment and kinesthetic responses to objects, props, and clothing, students will perform sculptures and sculpt performances indoors and outdoors. Exploring relationships between time and space will support creating works that suggest and invite movement, encourage interaction, and investigate the physical potency inherent in objects, people, and performance. Emphasis will be made on collaborative process and developing dialogue between actors, dancers, and visual artists.

Requirements/Evaluation: Evaluation will be based on participation in studio exercises, bi-weekly collaborative group projects, a final solo work to be performed at the end of the semester, and five 2-page reflection essays.

Prerequisites: Students must have completed at least one course either in Theatre or in Studio Art.

Enrollment Limit: 12

Enrollment Preferences: Preference will be given to Theatre and Studio Art majors.

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Materials/Lab Fee: \$200-\$350 for supplies such as fabrics, papers, paints, markers, props, etc. as needed.

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTS 332(D1) THEA 333(D1)

Not offered current academic year

ARTS 333 (S) Narrative Strategies

In this tutorial, we will examine the use of narrative in a range of fine art practices, which could include painting, drawing, video, sculpture, installation, public art, sound art, and mixed media work. Students who are interested in telling or referencing stories in their work in some way will be given the opportunity to develop their ideas and skills in a challenging studio class. In addition to intensive projects, we will look at and discuss the work of artists like Allison Janae Hamilton, Lorna Simpson, Joe Sacco, Lydia Davis, and Omer Fast among others. One of the aims of this course is to challenge traditional notions and expectations of narrative. For instance, what could minimally constitute a narrative piece? How do different mediums allow for time to unfold in unexpected ways? How does omission play a powerful role in a narrative? How might the role of the narrator (often so powerful and present in novels and short stories) change in a visual arts context? This is a studio tutorial with an emphasis on demanding, weekly projects. Students will work both in mediums of their choice and be asked to experiment with new, unfamiliar formats. Readings, outside lectures, and screenings may be required in addition to tutorial hours.

Class Format: studio tutorial with an emphasis on demanding, weekly projects; students will work both in mediums of their choice and be asked to experiment with new, unfamiliar formats; readings and screenings will be required in addition to tutorial hours

Requirements/Evaluation: evaluation based on assignments, studio performance, class participation, and attendance

Prerequisites: students are required to have taken at least two ARTS 200-level classes in any medium, or permission of instructor

Enrollment Limit: 10

Enrollment Preferences: Art Studio majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Materials/Lab Fee: The cost of materials will vary depending on the individual student project(s). Students are responsible for the cost of the materials. Williams financial aid recipients can utilize the Book Grant to cover these expenses.

Distributions: (D1)

Not offered current academic year

ARTS 345 (S) Art in Times of Crisis (DPE)

In an era of ever-increasing emergency, what is the role of art? Can poems save us? What media and forms of exhibition are best suited to respond to urgent crises? What creative methodologies might we develop in collaboration with one another, in the interest of building community as well as making great art? This course is an interdisciplinary, experimental intervention into our present era. In addition to producing multiple original artworks, students will do readings and investigations into art activist case studies from social movements such as Puerto Rican sovereignty, HIV + AIDS, and global climate justice.

Requirements/Evaluation: readings, screenings, attendance, participation, and committed completion of assignments

Prerequisites: any 200-level art studio class or submit a portfolio for consideration

Enrollment Limit: 10

Enrollment Preferences: majors and seniors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Materials/Lab Fee: \$250-\$350 Lab and materials fees for all studio art classes are covered by the Book Grant for all Williams financial aid recipients.

Distributions: (D1) (DPE)

Difference, Power, and Equity Notes: This course examines crises which disproportionately impact communities of color and marginalized people. Race and class will be central areas of inquiry.

Not offered current academic year

ARTS 369 (F) QUILTY!

A quilt is a glorious formation to be asleep under, and in this class we will spend the entire semester making a single wonderful one. A dynamic composition for the home! Students will learn how to collect and choose fabrics, cut them into bold lively shapes, and practice efficient ways of using a needle and thread to sew them together. By looking at quilting traditions internationally, both improvisational and hyper precise methods of construction will be adopted - the quilt is for everyone! Students will also learn basic embroidery and applique techniques to embellish the quilt top, and draw with thread as they bind and stuff the layers of their quilt with (local) wool.

Requirements/Evaluation: a single quilted and bound queen sized quilt.

Prerequisites: 200 level studio art classes completed, and/or letter stating enthusiasm and investment in handwork and textiles, and/or previous sewing experience.

Enrollment Limit: 10

Enrollment Preferences: studio art majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Materials/Lab Fee: \$300-\$500

Distributions: (D1)

Fall 2024

STU Section: 01 R 11:20 am - 12:35 pm R 1:10 pm - 3:50 pm Pallavi Sen

ARTS 383 (F) The Actor-Creator: Introduction to Physical Theatre Tools

Cross-listings: THEA 283

Secondary Cross-listing

This course is an introductory course to the Jacques Lecoq Pedagogy which was born in France and uses observation as a first creative tool. The body is at the heart of this pedagogy and we will have rigorous physical training in order to become more expressive, more precise, and more creative. Improvisation will be the key tool to learn and discover how to write theater on our feet. In the course, we will first observe life: spaces and people. What are the specifics of the different spaces that exist around us and how do they change the body that is in them? Then, we will look at the actor's body. How do you enhance its presence? What brings life to this body? How can we allow ourselves to start using the body as a creative tool that will be able to transform and write? We will next observe the body within the elements. What kind of character will come out of fire? Or of air? What happens when air meets fire? By letting the elements transform us we will find specificity in the character's physicality and relationships. Then we will look at painting, poetry, and music; How can we translate a poem on stage? How do words move? And colors? Is yellow's rhythm the same as brown? We will end the course by working with full masks created by the students/artists and also brought by the teacher. Mask work is an incredible tool to help actors articulate their thoughts, and feelings, and craft their acting. What stories will come out of that? Who's destiny will we learn about? This will be an occasion to bring forth stories you are interested in, that touch you and move you. This course is open to anyone who is interested in creating live performances. Whether you are a writer, a painter, a director, a musician, or an actor you are welcome to bring your fierce and curious artist spirit

to create theater that will be telling the stories that matter to you today.

Requirements/Evaluation: Attendance and active participation in each class session. Assigned project and scene work (solo and in small groups). Creation of physical performance objects (masks, etc.) Solo and group presentation of assigned work in class.

Prerequisites: None

Enrollment Limit: 16

Enrollment Preferences: Theatre majors

Expected Class Size: 12

Grading: no pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTS 383(D1) THEA 283(D1)

Not offered current academic year

ARTS 396 WONDERFUL THINGS!

A spinning top! A clock! A toy! A sundial, a deck of cards, a lantern, pompoms, building blocks that rise and topple, puppets, paper kites, paper planes, toy boats that float --play objects are born into the world over and over, transforming in colour and shape, yet holding onto an essential structure that give them their name and purpose. In this class, students will construct their own versions of (some of) these classic objects using humble and lovely materials: paper, glue, bamboo, cloth, light, wood, perhaps wind, string. Our guides will be existing histories of making, the wonderful image of disparate objects on a well made shelf, all the handmade objects we have loved, childhood toys, a desire to play still, and delight.

Requirements/Evaluation: weekly assignments, final project

Prerequisites: Drawing 100 and/or sculpture classes and/or portfolio of studio work

Enrollment Limit: 10

Enrollment Preferences: Studio art majors

Expected Class Size: 10

Grading:

Distributions: (D1)

Not offered current academic year

ARTS 418 (S) Senior Seminar

In this capstone class for studio art majors, students define, research, create and present an original body of work which will be exhibited. The emphasis will be on producing a strong and coherent body of artwork for their senior exhibition at the Williams College Museum of Art, (in person or virtual). Students will focus on strengthening ideas, developing formal skills and practicing critical analysis. They may work in any medium in which they have developed a high degree of proficiency. To prepare to partake in an exhibition on this level, students must learn to schedule and pace themselves, communicate, deal with spatial considerations beyond their studio, document their work effectively and work within firm deadlines. The nature of this course will have you working closely as a team, as well as individually, towards creating a strong and exciting student show this May at the Williams College Museum of Art (or via a virtual platform).The class will meet in large and small groups throughout the semester for critique and discussion and also have assigned readings,films, and/or lectures.

Class Format: intensive studio art class

Requirements/Evaluation: Art is a visual language, which speaks to us through our sense of sight and implied touch; you will be evaluated first and foremost on your ability to speak powerfully in this language. Evaluation also takes into account: effort, attitude, creativity, studio responsibility and participation. If you miss more than one unexcused class your grade will automatically drop a letter grade. All work must be completed by the final critique.

Prerequisites: You must be a senior Art Studio major with all requirements fulfilled by the end of this term

Enrollment Limit: 15

Enrollment Preferences: Studio Art major; permission of instructor is required for History and Practice majors

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Materials/Lab Fee: The cost of materials will vary depending on the individual student project(s). Students are responsible for the cost of the materials. Williams financial aid recipients can utilize the Book Grant to cover these expenses.

Distributions: (D1)

Spring 2025

STU Section: 01 T 1:10 pm - 3:50 pm Ohan Breiding

ARTS 497 (F) Independent Study: Art Studio

With current staffing limitations, it is difficult for studio faculty to supervise more than a very few independent studies projects. We feel our curriculum includes rich and varied offerings and believe that the need for most independent work can be met through those regular offerings.

Prerequisites: no student will be accepted into an independent study project unless they have completed two 200-level ARTS courses and one 300-level ARTS tutorial; permission of instructor is required

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Fall 2024

IND Section: 01 TBA Laylah Ali

ARTS 498 (S) Independent Study: Art Studio

With current staffing limitations, it is difficult for studio faculty to supervise more than a very few independent studies projects. We feel our curriculum includes rich and varied offerings and believe that the need for most independent work can be met through those regular offerings.

Prerequisites: no student will be accepted into an independent study project unless they have completed two 200-level ARTS courses and one 300-level ARTS tutorial; permission of instructor is required

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Spring 2025

IND Section: 01 TBA Laylah Ali

Winter Study -----

ARTS 31 (W) Senior Studio: Independent Project Art Studio

Independent project to be taken by candidates for honors in Art Studio.

Class Format: Independent project

Grading: pass/fail only

Not offered current academic year

ARTS 99 (W) Independent Study: Art Studio

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study

Grading: pass/fail only

Not offered current academic year

ART (Div I)

GRAD ART

Director: Professor Marc Gotlieb

- Annie Bourneuf, Robert Sterling Clark Visiting Professor of Art History
- Michael Conforti, Lecturer in the Graduate Program in Art History; affiliated with: Graduate Program in the History of Art, Art
- Ezra D. Feldman, Lecturer; affiliated with: English, Science & Technology Studies, Graduate Program in the History of Art
- Michael P. Gaudio, Robert Sterling Clark Visiting Professor of Art History
- Marc Gotlieb, Halvorsen Director of the Graduate Program in Art History; affiliated with: Graduate Program in the History of Art, Art
- Anne R. Leonard, Lecturer in the Graduate Program in Art History
- Will D. Schmenner, Lecturer in the Graduate Program in Art History
- Robert Wiesenberger, Lecturer in the Graduate Program in Art History

MASTER OF ARTS IN ART HISTORY

Requirements

To qualify for the Master of Arts degree in art history, candidates complete a minimum of twelve courses for graduate credit plus two winter study periods, the latter comprising an international Study Trip in the first year (ARTH 51) and preparation of a Draft Qualifying Paper in the second (ARTH 52). Students must also demonstrate reading proficiency in one foreign language, though further study in primary-research languages is encouraged. At the end of the second year, all students present a shortened version of the Qualifying Paper in the annual Graduate Symposium.

At least seven of the twelve courses required for graduation must be graduate seminars. (Students are free to pursue additional courses beyond those required for the degree.) Among the twelve courses counted towards the degree, three are required of all students: ARTH 504, "Proseminar in Research and Method," to be taken in the first semester of study; ARTH 506, "Expository Writing Workshop," to be taken in the second; and ARTH 509, "Graduate Student Symposium," to be taken in the fourth semester. Additionally, all students must complete ARTH 507, "Object Workshop," which is pass/fail, in their first year of study. The optional Curatorial Workshop, ARTH 563, is also pass/fail. Neither ARTH 507 nor ARTH 563 counts among the twelve courses required to complete the degree.

Students must also fulfill a distribution requirement by undertaking coursework in two of four geographical areas and two of three chronological periods.

Geographical Areas:

- 1) Europe and the Mediterranean Basin
- 2) Asia and the Pacific
- 3) The Americas
- 4) Africa and the Middle East

Chronological Periods:

- 1) Prehistoric to 1200
- 2) 1200 to 1800
- 3) 1800 to the present

Students may petition the Director to apply a thematic or non-period/geographic-specific course toward the distribution requirement by demonstrating substantial work in an appropriate area.

Undergraduate Courses and Independent Studies

With permission from the Director and the individual instructors, students may take up to five undergraduate courses for graduate credit, with the understanding that research papers submitted in such courses meet a standard commensurate with those prepared for graduate seminars.

In addition to regularly offered seminars and classes, students may arrange one independent study (ARTH 595/596) by submitting petitions to the Director describing the substance of their projects and the nature of the work they will submit for evaluation. The petitions must be co-signed in advance by both the student and their faculty supervisor.

Of the minimum requirement of twelve courses, the combined number of independent studies and undergraduate courses applied to the degree

may not exceed five.

The Qualifying Paper

The Qualifying Paper is a substantially revised piece of academic writing produced in coursework at Williams in one of the previous three semesters, expanded and refined over the second Winter Study term and a portion of the fourth semester. Students submit the topic of the Qualifying Paper in writing by the final day of exams of their third semester. Before this, students must obtain their original faculty supervisor's agreement to be engaged in the Qualifying Paper process.

Three weeks prior to the Friday before Spring Break, students submit the final draft of their Qualifying Paper, including illustrations, to three faculty readers (generally the original faculty supervisor, the Director, and the Associate Director). Qualifying Papers should not exceed 8,000 words, including footnotes and bibliography.

Before Spring Break, students meet with their three readers to receive critical comments on the final QP and discuss its transformation into a twenty-minute presentation.

The Graduate Symposium

All second-year students speak in the Symposium, presenting twenty-minute talks developed from their Qualifying Papers. Each student has an ad hoc committee to give advice in preparing these presentations (ad hoc committees comprise the Director, the Associate Director, one additional faculty mentor, one first-year graduate student, and one second-year graduate student). Preparations include at least three practice sessions for each student. Speakers present the first and third of these run-throughs to the ad hoc committee, the second to the other second-year students in a workshop scheduled by the Director. The Graduate Symposium is scheduled for the Friday immediately preceding Commencement.

Languages

The Graduate Program's degree requires A2-level proficiency in one language other than English (or two college-level classes or equivalent) in a language of scholarly and academic relevance to the student's art-historical interests. This requirement can be fulfilled by college-level language coursework prior to matriculating at Williams, by language coursework at Williams College, by summer language study, or by other methods (such as language exposure at home). The requirement represents the minimum for graduation; the program supports and strongly encourages proficiency in multiple languages. Beyond the required languages, a maximum number of two additional language courses may be applied to the degree. Such additional language work may not count towards the seven required graduate seminars. Additional language work may be taken for a letter grade, pass/fail, or audit, subject to instructor approval.

Grades and Academic Standing

The Program uses the following grading system:

A+ = truly exceptional (4.33)

A = outstanding (4.00)

A- = excellent (3.67)

B+ = good (3.33)

B = satisfactory (3.00)

B- = barely adequate (2.67)

C = inadequate (0)

E = failing (0)

The Director reviews students' records at the end of their first year; those with GPAs of 3.00 or lower may be asked to withdraw from the Program.

Letter grades are used in all seminars except ARTH 507, 509, and 563. These and the Winter Study courses (ARTH 51 and 52) are Pass/Fail.

Course instructors set the deadlines for coursework. If students seek and receive extensions that result in semester grades of Incomplete, they must hand in their work by the instructor's revised deadline, which will be no later than the second Monday of the next semester's classes. Extensions beyond this date will be solely at the discretion of the Director (in consultation with the instructor).

Students who withdraw from the Program may, after a period of at least one year, petition to the Director for re-admission. Such a petition must include evidence that deficiencies have been remedied and that the student is capable of completing the course of study without further interruption.

The M.A. requirements are designed for completion in two consecutive academic years in residence. There is no credit for coursework done prior to matriculation in the Program. The Program is full time, requires students to live in Williamstown or its vicinity, and does not normally admit students on a part-time basis.

ARTH 500 (F) Clark Visiting Professor Seminar: Art, Media, and Politics in the Weimar Republic

Cross-listings:

Primary Cross-listing

In the fraught context of Germany between its defeat in the First World War in 1918 and the Nazi seizure of power in 1933, arguments about art, arguments about media, and arguments about politics were inextricably intertwined. Many saw the modernized city together with recently developed media such as film, radio, and the photographically illustrated magazine as transforming not only art, but also politics, sense perception, and the nature of subjectivity. In this course, we study signal works created in Germany during the Weimar Republic to understand the relations among aesthetics, politics, and media both old and new at this pivotal moment. The texts and films that we will examine will afford us a broad view of some of the most interesting and pertinent aspects of Weimar-era debates regarding the nature of gender and sexuality, the relation between the "German" and the "foreign," and the role in modernity of the artist and the work of art. We will study the writings of Walter Benjamin, Siegfried Kracauer, and Bertolt Brecht, writers who were formed by their participation in Weimar debates, then driven into exile by the rise of the Nazis, and whose texts have had a profound impact on contemporary thinking about art, media, and politics.

Requirements/Evaluation: active participation in discussions, weekly reading responses, and a research paper

Prerequisites: none

Enrollment Limit: 14

Enrollment Preferences: places assured for 7 graduate students (second-years, then first-years) and 7 undergraduates (art history and studio art majors, then any interested student)

Expected Class Size: 14

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTH 500(D1) ARTH 400(D1)

Attributes: ARTH post-1800

Fall 2024

SEM Section: 01 M 1:00 pm - 3:50 pm Annie Bourneuf

ARTH 501 (S) Museums: History and Practice

Cross-listings: LEAD 301

Primary Cross-listing

Art museums express the cultural, aesthetic and social ideals of their period of formation and many of those ideals remain embedded in the values and practices of institutions today. Comparing institutions past and present internationally, seminar participants will envision the art museum's future while addressing programmatic and organizational challenges at this moment of participatory civic engagement and social, political unrest. With growing skepticism of institutional collecting practices and authoritative narratives, art museums, especially those in the US, face internal and external pressure to "decolonize" as they attempt to alter their canon through both acquisitions, deaccessioning and repatriation initiatives. There is pressure, as well, to embrace a more active role in climate and social justice movements. It is a time also marked by calls for compensation transparency, participatory decision making, staff and trustee diversity, and greater scrutiny of funders. The seminar will consider this environment against past and current norms of governance, management and curatorial policies and practices. We will examine the traditional role of architecture and installation in interpretation and experience, prevailing and proposed guidelines in the accessioning and deaccessioning of works of art and both internal and external attitudes towards the repatriation and restitution of cultural property. Studying museums ranging in size and type, seminar participants will hear how museum leaders are dealing with challenges to current practice in weekly zoom sessions. Participants will consider how future museums might strive to balance the institution's traditional roles with new civic and social responsibilities, mindful of financial stability in a market-driven, metric-conscious, not-for-profit environment, while addressing, in proposed program and practice, the demands on museums emanating from a more ethically insistent internal and external world.

Requirements/Evaluation: oral presentations and discussion in class and one seminar paper (with class presentation) at the end of the semester

Prerequisites: undergraduates should email michael.conforti@williams.edu to schedule a discussion before registering for the course

Enrollment Limit: 14

Enrollment Preferences: graduate students in the history of art, then senior undergraduate art history majors, then other undergraduates

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Unit Notes: satisfies the seminar requirement for the undergraduate Art History major

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTH 401(D1) ARTH 501(D1) LEAD 301(D2)

Attributes: AMST Space and Place Electives LEAD Facets or Domains of Leadership

Spring 2025

SEM Section: 01 W 1:00 pm - 3:50 pm Michael Conforti

ARTH 503 (S) Clark Visiting Professor Seminar: Fascism and Art

Cross-listings:

Primary Cross-listing

This course examines the complex and multifarious relations between art and fascism in interwar Europe, focusing on the cultural politics and the use of art in fascist movements and regimes, particularly in Germany and Italy. Exploring Walter Benjamin's dictum that fascism practices the "aestheticizing of politics" and Eric Michaud's argument that an "assimilation of work into artistic activity" lay at the center of the Nazi myth, we will also examine the role of art in fascist ideology as well as the problematic of artistic modernism and fascism. We will analyze fascist imaginaries of nation, empire, nature, technology, violence, gender, and race through the work of Ernst Jünger, F. T. Marinetti, Leni Riefenstahl, Le Corbusier, and Wyndham Lewis, among others. Early theories of fascism, including portions of Hannah Arendt's *Origins of Totalitarianism* and Max Horkheimer and Theodor W. Adorno's *Dialectic of Enlightenment*, as well as the work of contemporary historians and art historians, will inform our discussions.

Requirements/Evaluation: active participation in discussions, weekly reading responses, and a research paper

Prerequisites: none

Enrollment Limit: 14

Enrollment Preferences: second-year graduate students, then first-year graduate students, then advanced undergraduate students; places for 7 undergraduate and 7 graduate students assured

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTH 403(D1) ARTH 503(D1)

Attributes: ARTH post-1800

Spring 2025

SEM Section: 01 M 1:00 pm - 3:50 pm Annie Bourneuf

ARTH 504 (F) Proseminar in Research and Method

In this graduate Proseminar on Research and Method, we will read a number of texts that form the foundation of art history as a discipline, including the writings of Plato, Panofsky, Lessing, Heidegger, Wölfflin, and Barthes (among others). We will study these works against the grain, considering how art history is currently transforming under the fields of ecology, disability studies, queer theory, and radical black feminism. Students will work closely with the collections of the Clark to theorize how absences are integral to institutional histories, and we will think about how we can, as historians, responsibly address voices that have been removed from the canons of art history. This course considers not only central writings of art historical methodology but also the limits for decolonizing art history and the museum, as we will examine how the formation of the discipline depended upon absenting critical perspectives and voices.

Requirements/Evaluation: class participation, writing assignments

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: limited to and required of first-year students in the Graduate Program in the History of Art

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Fall 2024

SEM Section: 01 T 1:00 pm - 3:50 pm Caroline O. Fowler

ARTH 506 (S) Expository Writing Workshop

This writing seminar for graduate students in the history of art will afford intensive full group discussions of writing skills and substantial one-on-one writing consultations. Group discussions will center on three kinds of texts: writing about writing, published writing related to the discipline of Art History, and student writing in progress. In six group discussions we will improve our vocabulary and method for discussing writing; we will learn to build better and more sophisticated sentences, paragraphs, and arguments; and we will practice anticipatory reading and writing in order to strengthen our control of both voice and structure. Each discussion will be supported with examples and exercises, and our watchword in all cases will be "revision." In one-on-one consultations (3-4 per person), the instructor will offer tailored critiques of each student's work, setting aside time as needed to troubleshoot sentences, paragraphs, or arguments together.

Requirements/Evaluation: Class participation, participation in consultation meetings, writing assignments

Prerequisites: None

Enrollment Limit: 12

Enrollment Preferences: Limited to and required of first-year students in the Graduate Program in the History of Art

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Spring 2025

SEM Section: 01 T 1:00 pm - 3:50 pm Ezra D. Feldman

ARTH 507 (F)(S) Object Workshop

This workshop engages graduate students in intimate observational study of objects through six sessions held over two semesters. Organized in conversation with experts on collections from the Clark Art Institute, the Williams College Museum of Art, and the Chapin Library at Williams College, each session will focus on close engagement with a particular type of object (e.g., painting, sculpture, print, photograph, building, book, furniture, etc.). There are no assignments or assessments for this course, but there may be occasional reading.

Class Format: in-person study of objects, outdoors, in the galleries, or in study rooms at the Clark, WCMA, the Chapin, or elsewhere, 3x/semester

Requirements/Evaluation: Attendance is required at all sessions. There are no assignments or assessments for this course, but there may be occasional reading.

Prerequisites: none

Enrollment Limit: 14

Enrollment Preferences: required of first-year students in the Graduate Program in the History of Art

Expected Class Size: 12

Grading: pass/fail option only

Distributions: (D1)

Fall 2024

SEM Section: 01 TBA Marc Gotlieb

Spring 2025

SEM Section: 01 TBA Marc Gotlieb

ARTH 508 (S) Art and Conservation: An Inquiry into History, Methods, and Materials

In this course students will learn to recognize the materials present in cultural heritage collections, understand the history of artists' methods and techniques, and hone their observation and examination skills for working with material culture. Students will form a basis in art conservation and condition assessment vocabulary and will exercise handling and examination skills for a variety of materials and artworks. Students will explore cultural heritage through the lens of the art conservator and form a broader awareness of the ethics and procedures of conservation and preservation. An understanding of the vulnerabilities and condition issues of cultural materials and how to care for them will be developed as an impactful, practical resource for future careers in cultural heritage. A multi-disciplinary group of teachers from the staff at the Williamstown + Atlanta Art Conservation Center (W+AACC) will conduct lectures, practicums, discussions on conservation research literature, and visits to nearby art institutions. Sessions are held at the W+AACC Conservation Center in the Lunder Center at Stone Hill on the Clark Art Institute campus. Students receive a syllabus with session outlines and required reading lists. Required readings are available via GLOW and on reserve at the Clark Library. Three exams will be given throughout the course. Attendance is required at all sessions in lieu of a final exam (each exam and attendance are weighted at 25% of the final grade).

Class Format: slide presentations, lectures, gallery talks, hands-on opportunities, technical examinations, and group discussions

Requirements/Evaluation: Attendance is required at all sessions; the course grade is based on three exams given throughout the semester; there is no final exam.

Prerequisites: None

Enrollment Limit: 12

Enrollment Preferences: Graduate students in the history of art, then undergraduate majors in art history or studio art and related disciplines.

Expected Class Size: 10

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Attributes: EXPE Experiential Education Courses

Spring 2025

SEM Section: 01 MR 6:30 pm - 8:30 pm Julie Reilly

ARTH 509 (S) Graduate Symposium

This course is designed to assist qualified fourth-semester graduate students in preparing a scholarly paper to be presented at the annual Graduate Symposium. Working closely with a student and faculty ad hoc advisory committee, each student will prepare a twenty-minute presentation based on the Qualifying Paper. Special emphasis is placed on the development of effective oral presentation skills.

Class Format: committee discussions, workshops, practice runs, symposium

Requirements/Evaluation: Each student will submit a Qualifying Paper, which will be revised into a presentation. Each student will then present three practice runs and a final oral presentation at the Symposium.

Prerequisites: Successful completion and acceptance of the Qualifying Paper.

Enrollment Limit: 12

Enrollment Preferences: This course is limited to and required of second-year students in the Graduate Program in the History of Art.

Expected Class Size: 12

Grading: pass/fail option only

Distributions: (D1)

Spring 2025

SEM Section: 01 TBA Dina I. Murokh

ARTH 511 (F) Interspecies beings: demigods and monsters in art and culture, ancient to modern

Cross-listings: CLAS 436

Primary Cross-listing

Horse-men, cat-women, bull-men, mermaids, snake-people: interspecies creatures are everywhere in ancient Greek and Roman art and poetry. Embodied in satyrs, sphinxes, centaurs, nymphs, and other part-human, part-animal beings is an alternative evolutionary and cultural history. In it, humans and animals live as one. There is no distinction between nature and culture. Male and female are equal. The industrial revolution never happens. This course traces the history of interspecies beings from their origin in ancient Greek art and poetry until today. Three points are important: 1) the relationship between the imagery and ancient political theory about "primitive" life; 2) evolving conceptions of biology and the environment, and 3) the role played by interspecies beings in the conceptualization of what is possible in art. The first half of the course examines the origins and character of interspecies beings in works of ancient art such as the Parthenon, and in ancient writers including Hesiod and Ovid. We examine relevant religious practices, materialist conceptions of nature, and biological theories of speciation, in Empedokles, On nature, Euripides' Bakchai, Plato's Phaidros, and Lucretius' De rerum natura. The second half of the course investigates the survival of classical monsters in the work of early-modern artists such as Botticelli, Michelangelo, Titian, and Dürer, and the rediscovery of ancient materialist theory. We consider the role played by interspecies beings in the formation of late modernism in art and literature. Key texts include Rousseau and Hobbes, Nietzsche's Birth of Tragedy, Mallarmé's "L'Après midi d'une faun," and Stoppard's Arcadia. Problems include the relationship between nymphs and sex-workers in Manet, the meaning of the Minotaur in Picasso, and the interest in interspecies beings in the work of women surrealists such as Leonora Carrington. We conclude with contemporary popular culture such as the Hunger Games.

Class Format: Lecture and discussion.

Requirements/Evaluation: The requirements of the course include: attendance and participation in discussion; preparing summaries/analyses of reading assignments for discussions; one presentation on a research project, and one 20-page paper on the research project.

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: Priority goes to graduate students in art history. If space is available, senior art-history majors, classics majors, and environmental studies majors may enroll.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Unit Notes: This course will satisfy the seminar requirement in art history.

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTH 511(D1) CLAS 436(D1)

Attributes: ARTH pre-1800

Not offered current academic year

ARTH 512 (F) Why Look at Animals? Animality in Contemporary Art

This seminar considers the so-called "animal turn" in contemporary art, in which more and more artists have taken nonhuman animals seriously in their work. Animals have long appeared in art as mere objects--to possess, consume, or symbolize with--rather than as subjects endowed with specific forms of intelligence, agency, or cross-species kinship. In this course we will analyze the work of artists who represent, emulate, or even collaborate with nonhuman animals, practices that take on particular urgency against the present backdrop of mass extinction. We will pay special attention to indigenous artistic practices and intersectional approaches to the burgeoning, multidisciplinary field of animal studies. Along the way, we will discuss animal ethics, the Anthropocene, and posthumanism, among other topics.

Requirements/Evaluation: active class participation, presentations, writing assignments

Prerequisites: none

Enrollment Limit: 14

Enrollment Preferences: Graduate students in the history of art, then advanced art history undergraduates; by application if over-enrolled

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Attributes: ARTH post-1800

Fall 2024

SEM Section: 01 T 10:00 am - 12:50 pm Robert Wiesenberger

ARTH 513 (S) Contours of Abstraction in Modern and Contemporary Art

Abstraction, be it gestural or geometrical, was a protagonist of global modernisms and continues to be a powerful visual language in contemporary art. The term "abstraction" may first appear straightforward, but its associations are quite complex: in varying historical contexts, abstraction has signaled formalist rupture, revolutionary politics, appropriation, as well as racial, feminist, and queer critique. We will delve deeply into abstraction in global modern and contemporary art through myriad primary documents and theoretical frameworks so as to revise and expand its canonical contours and cartographies.

Requirements/Evaluation: Weekly presentations, response papers, final 20-page research paper

Prerequisites: Students at the undergraduate level must be seniors and Art History majors

Enrollment Limit: 12

Enrollment Preferences: Art History MA students and undergraduate Art History seniors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Attributes: ARTH post-1800

Not offered current academic year

ARTH 514 Art and the Body in Ancient China

What is the relationship between art and the body? In what ways can art be more than representation of the body, and body the subject and the beholder? What effects, if any, can art have on the body? While these questions pertain to art across different cultures and eras, ancient Chinese artworks offer a distinct and yet substantially untapped vantage point for contemplating the art-body relationship. Examining a wide range of materials, ranging from exquisite artifacts unearthed from tombs and Buddhist temples to the earliest examples of painting and calligraphy, in relation to the political, cosmological, and religious conceptualizations of the body in ancient China, this graduate seminar considers the capacities and limitations of how art engages with the body, particularly in ways beyond representation and looking.

Requirements/Evaluation: Attendance and active participation in discussions (30%); two research presentations (20-30 minutes each, 30%); a research paper (15-20 pages) accompanied by a presentation (40%).

Prerequisites: None.

Enrollment Limit: 15

Enrollment Preferences: Graduate students and advanced art history majors are prioritized.

Expected Class Size: 8

Grading:

Distributions: (D1)

Attributes: ARTH pre-1800

Not offered current academic year

ARTH 521 (F) Islam and the Image (DPE) (WS)

Cross-listings: REL 420

Primary Cross-listing

This seminar responds to a recent incident at a US liberal arts university where a professor was sacked for showing images of Prophet Muhammad as part of her section on Islamic art. Why is image-making so hotly contested in Islam? What is the history of figural depictions in this tradition? The seminar explores artworks made for Muslim patrons from the medieval period to the modern era, considering how paintings produced for Muslim audiences can be situated within the frameworks of "Islamic art," a loaded historiographical term that has been questioned in recent times. The

seminar also addresses some of the major problems that continue to haunt art scholarship in the field. For most of its history, the academic study of Islamic art has seldom considered contemporaneous literary voices that shed light on the motivations behind artworks. Furthermore, the historiography, deeply entrenched in its colonial and orientalist roots, has largely isolated images from their supporting texts--a curious oversight in light of the fact that painting in Muslim lands has historically been primarily an art of the book. These biases have affected the way museums have collected, displayed and interpreted paintings. For example, Western museums continue to place figural depictions made for books and albums in "South Asian" collections while textual manuscripts and calligraphic specimens made for the same Muslim audiences--even at times bound in the same albums--are categorized as "Islamic art." What does this isolation of text from image imply about prevailing views of Islamic art? To better understand the cultural, historical and religious context surrounding artworks students will read primary literature ranging from autobiography to devotional poetry, often written by the very patrons and subjects of the paintings to be discussed.

Requirements/Evaluation: class participation, short weekly writing assignments, final essay project

Prerequisites: Undergraduates wishing to enroll must have taken at least one art history course or one religious studies course. Undergraduates must email indicating their interest in the course prior to enrolling.

Enrollment Limit: 19

Enrollment Preferences: MA students, then advanced undergraduates

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTH 521(D1) REL 420(D2)

Writing Skills Notes: Weekly writing assignments consisting of 300-500 words. Final papers 15-20 pages for graduate students. 12-15 pages for undergraduate students. 1-page abstract for the final paper due by mid-November. A 4-5 page project outline due right after Thanksgiving break. After receiving feedback and comments from the instructor, the final paper will be due in the last week of classes.

Difference, Power, and Equity Notes: Highlights a global art history that is underrepresented. The class focuses on pluralistic engagements with non-Western cultures and epistemologies.

Attributes: ARTH pre-1800

Not offered current academic year

ARTH 522 (F) Festivities in the Early Modern World

Cross-listings: HIST 422

Primary Cross-listing

In 1860, Jacob Burckhardt put festivals at the center of his influential study of Renaissance Italy. In the century and a half since, scholars have enriched and deepened our understanding of festivities across early modern Europe and the world during the era of early global interaction (ca. 1400--1800). In this seminar we will seek to establish why festivities were so intrinsic to early modern culture, and what work they did. To what extent was performing a form of knowledge? How did festivity mediate early global interaction? We will consider, moreover, the many ways in which ephemeral events were commemorated in paintings and prints, and to what extent historians can recapture the early modern festivity today. Beyond Europe, we will investigate how the festival cultures of the Americas, of Africa, and of Asia interacted with European festival traditions, whether in Goa, Pernambuco, or Mexico City. Ultimately, we will ask: what might an early modern cultural history focused on festivities reveal? We will approach this history through a combination of primary materials drawn from the holdings of Williams College's Chapin Library and secondary readings, which will range from classics in the field to the most recent scholarship. Students will take turns delivering presentations on preselected objects of the week. By semester's end each student will complete a 15-to-20-page research paper on a festival of their choosing.

Requirements/Evaluation: Engaged participation in discussions; in-class presentation; proposal and bibliography; research paper.

Prerequisites: For undergraduates, at least two prior courses in or related to History or Art History.

Enrollment Limit: 16

Enrollment Preferences: Priority for Graduate Art students. Four seats are reserved for undergraduates, with preference given to junior and senior majors in Art History and History. Undergraduates should email a brief statement of interest to ab24@williams.edu.

Expected Class Size: 16

Grading: no pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTH 522(D1) HIST 422(D2)

Attributes: ARTH pre-1800

Not offered current academic year

ARTH 525 (F) Japanese Art and Visual Culture: Private/Public/Pop (WS)

Cross-listings: ASIA 324 / COMP 324

Secondary Cross-listing

This tutorial offers a survey of Japanese art and visual culture across time and media, with particular attention to two areas: the links between different artistic media, and the relationship between art and its audience. We'll begin with early court diaries and related scroll paintings as examples of "private" art. Then we'll move through progressively more public visual media of the 17th through 21st centuries: Kanô screen painting; nô, kabuki, and puppet theater; premodern architecture; popular woodblock prints; turn-of-the-century photography; and finally some examples of contemporary popular culture like comics, animation, and/or film. We will focus on the specificities of each medium while simultaneously developing formal visual reading skills that can work across different media.

Class Format: Students will meet with the instructor in pairs or trios for 75 minutes each week. This tutorial is offered simultaneously at the 300 level for undergraduates and at the 500 level for graduate students: graduate students will be paired with other graduate students and undergraduates with undergraduates.

Requirements/Evaluation: For undergraduates: weekly participation, 5 short written assignments in alternate weeks (ranging from 1 to 5 pages), and several 1-page peer critiques. For graduate students: weekly participation and 3-4 short written exercises that build toward a final 15-page research paper.

Prerequisites: No previous knowledge of Japanese art or culture is required. Students with similar preparation and interests will be paired with one another.

Enrollment Limit: 10

Enrollment Preferences: Graduate Art students, followed by undergraduates majoring in Art History or Comparative Literature.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTH 525(D1) ASIA 324(D1) ARTH 324(D1) COMP 324(D1)

Writing Skills Notes: Students will write several regularly spaced papers that build on one another by tackling similar problems from different angles. Students will receive detailed feedback from the instructor on each paper, addressing argument, organization, and style, as well as peer feedback. (See requirements for details about the number and type of assignments.)

Not offered current academic year

ARTH 527 (F) Acquiring Art: Selecting and Purchasing Objects For WCMA

Cross-listings: ECON 227

Secondary Cross-listing

How do museums acquire art? Factors considered in selecting objects include: the museum's existing collection, its mission, the availability of suitable objects, evaluation of the art historical importance of potential purchases, and the available budget. How can objects be identified and obtained at the most reasonable cost? How do auctions work and what strategies are best for purchasing works at auction? Is it more economical to purchase art at auction or to work with dealers or (for contemporary works) directly with artists? Do museums consider value in the same way as private collectors? What role does an object's history and condition play in the evaluation process? In this course students will work as teams to identify and propose objects for addition to the collection of the Williams College Museum of Art (WCMA). A significant budget will be made available for the acquisition. We will discuss approaches for identification, acquisition and evaluation of objects. Student teams will be responsible for identifying a set of objects that would make appropriate additions to the WCMA collection, and a strategy for acquiring one or more of those objects. Working with the advice of WCMA curatorial staff, one or more of these objects will be acquired using the agreed strategy, and the object will become part of the WCMA permanent collection. Graduate students will participate in all aspects of the class but may be required to undertake different assignments.

Requirements/Evaluation: Three papers of 10-15 pages each and class participation; student teams will make proposals for objects; each student will be required to submit three papers, dealing with the objects, the likely cost, and the best strategy for acquisition.

Prerequisites: ECON 110 or permission of instructor

Enrollment Limit: 20

Enrollment Preferences: Senior majors in Art History, Economics and Political Economy; graduate students will be admitted only by permission of instructors

Expected Class Size: 20

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTH 527(D1) ECON 227(D2) ARTH 327(D1)

Attributes: ARTH post-1800

Not offered current academic year

ARTH 529 (S) Muertos: Ancestral Mexican Arts of Mortality

The Mexican *Días de los Muertos*, which coincides with the Catholic holy days of All Saints' Day and All Souls' Day on November 1 and 2 of each year, numbers among the most widely recognized holidays practiced in contemporary Latin America. Available scholarly accounts of this holiday's historical origins, which tend to minimize the degree to which it reflects ancestral Indigenous Mexican religious practices, typically draw their earliest evidence from the Mexica (Aztec) capital of Tenochtitlan (present-day Mexico City) of c. 1300-1521 CE. However, the Mexica--well known for their practices of human and animal sacrifice, as well as other social practices that implicated mortality--were themselves the inheritors of a millennial tradition that venerated death. This course considers the theme and actual practice of death over the Mexican *longue durée*. It begins in the first two centuries CE, which saw a substantial population collapse in central Mexico that was followed soon thereafter by the first known mass-human sacrificial event in Mesoamerica. It then follows the social construction of death in Mesoamerica through early modernity when the importation of Eurasian pathogens into the Americas alongside the atrocities of European colonization led to the death of an estimated 90% of Indigenous Americans. The final weeks of the course will consider how modern artists have responded to ancestral artistic and historical precedents. Artworks to be considered include the Temple of the Feathered Serpent of Teotihuacan, the sarcophagus of Pakal the Great of Palenque, the Great Ball Court of Chichen Itza, and the novel *Pedro Páramo* by Juan Rulfo.

Requirements/Evaluation: readings (100-200pp/week), participation, paper proposal, mid-semester paper draft (10-12pp), final research paper (20-25pp)

Prerequisites: none

Enrollment Limit: 14

Enrollment Preferences: graduate students in the history of art, then advanced undergraduate art history majors

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Attributes: ARTH pre-1800

Spring 2025

SEM Section: 01 T 10:00 am - 12:50 pm Trenton D. Barnes

ARTH 531 (S) 19th-Century American Performance and Popular Culture

This course will study a wide variety of performances and emerging popular culture in 19th-century America, many of which, although not unique to the United States, reflect the U.S. back to itself in complex ways. Topics will include blackface minstrelsy, circuses and humbugs, male impersonators and burlesque, ethnic caricature, allegorical paintings on tour, vast panorama painting, anti-slavery imagery, late 19th-century theatre and spectacle, wild west shows as well as other mythologizing of indigenous Americans and the American landscape, the birth of the American art museum, and representations of significant moments of popular resistance, from the Lakota to the Great Railroad Strike of 1877. The central questions animating this course will be around the nature of performance and the popular. What can these two concepts tell us about the nature of art?

Requirements/Evaluation: Reading/writing assignments and class participation

Prerequisites: None

Enrollment Limit: 18

Enrollment Preferences: Grad students, undergrads must have approval from Professor Schmenner

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Attributes: ARTH post-1800

Not offered current academic year

ARTH 539 (F) The Matter of French Encounter (1564-1789)

The story of artistic production in the Ancien Régime usually focuses on painting and on Paris. In this seminar, we will chart an alternative history of early modern French art through a closer look at those materials forged in the cross-currents of armed trade, expansion, and colonial resistance between France and East Asia, India, the Ottoman Empire, North America, and the Caribbean. We will explore how luxury wares (such as porcelain, silver, and textiles), tools of observation (such as prints and drawings), and ornamental ensembles (such as furnished interiors and gardens) were all shaped by forces of circulation, appropriation, and extraction. Through these objects, we will ask the following questions: How did habits of production and consumption change in an era of pre-industrial globalization? How did material and visual culture construct notions of difference and hierarchy? What are the ethics of ascribing agency to inanimate things that emerged in an era of rampant dehumanization? Assignments will foster students' ability to interpret and discuss artisanal and decorative objects that art history has traditionally kept at the margins. We will interrogate the utility of concepts such as turquerie, chinoiserie, and the "exotic," and we will call upon both primary sources and contemporary theory to critically examine how alterity and subjectivity can be cultivated through things. Note: Final papers that address early modern intercultural encounters outside of France are welcome.

Requirements/Evaluation: Participation in class, a short reading presentation (c. 5 minutes), a short creative writing assignment (3-4 pages), a final presentation (c. 10 minutes), and a final research paper (15-18 pages).

Prerequisites: None

Enrollment Limit: 14

Enrollment Preferences: Graduate students in the history of art, then undergraduate art history majors.

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Attributes: ARTH pre-1800

Fall 2024

SEM Section: 01 R 10:00 am - 12:50 pm Sarah Grandin

ARTH 545 Architectural Theory in Crisis

Why do buildings need words, or do they? For most of the world and most of history, buildings are made without the benefit of formal architectural thought. But at various times, ideas about the aesthetics of buildings, their cultural and philosophical meaning, and their underlying principles, have been matters of great public interest. And architectural theory--in the form of treatises, manifestos, and critical reviews--has exercised an enormous effect on building. This theory can be prescriptive, presenting categorical rules for making good buildings; it can be descriptive, looking at how buildings perform in the real world; and it can be radical, seeking to change the essence and definition of architecture. Theory seemed very important to architects twenty years ago, but that is not the case today. Why? We will investigate. Students will give short presentations on key theorists, such as Vitruvius, Alberti, Palladio, Laugier, Boullée, A. W. N. Pugin, Viollet-le-Duc, Gottfried Semper, Le Corbusier, and Robert Venturi. The semester will conclude with a 20-page seminar paper, based on comments and discussion following a classroom presentation.

Class Format: presentations

Requirements/Evaluation: several short presentations and a final 30-minute presentation, to be followed by a 20-page paper

Prerequisites: permission of instructor

Enrollment Limit: 11

Enrollment Preferences: Graduate students

Expected Class Size: 10

Grading:

Distributions: (D1)

Not offered current academic year

ARTH 552 (F) Art and Enlightenment in Europe

Cross-listings:

Secondary Cross-listing

This lecture course traces the emergence of new modes of art- and image-making during two momentous centuries of European history that established the paradoxical foundations of our modern world. In this period, modern democracy was founded and determined by exploitative labor, the extraction of natural resources, and the rise of the trans-Atlantic slave trade. Over two centuries from the founding of the French Academy in 1648 to the 1839 invention of photography, this course traces these tensions in art and intellectual thought, examining beauty and the sublime, rationality and madness, personhood and enslavement, natural history and extraction, democracy and tyranny. Often defined in terms of the "Enlightenment," this intellectual and artistic period engaged with freedom of religious thought, scientific experiment, and a belief that humanity was guided by reason and rationality. Yet these same discourses also laid the foundation for the invention of race, nationalism, and the expansion of European colonialism. Isolating a series of pivotal moments and emblematic figures in visual culture of this period, this course asks students to consider how art was implicated in Enlightenment, and, in turn, how Enlightenment was implicated in both newly liberatory and newly oppressive concepts of subjectivity and personhood. Particular emphasis will be placed on the history of science, and, relatedly, on the increasing global circulation of ideas, people, and goods. Artists in our purview include well-known figures like Velázquez, Rembrandt, Watteau, Hogarth, Goya, and Blake, as well as makers until recently left out of the art-historical canon, such as the Frankfurt-born botanical illustrator Maria Sibylla Merian, the Polynesian navigator and draftsman Tupaia, and the Guadeloupean neoclassical painter Guillaume Guillon-Lethière, the subject of a major upcoming exhibition at the Clark Art Institute. Designed for students with no prior experience studying art history, the course will work directly from objects in local collections, prioritizing methods of close looking and formal analysis. At the same time, the questions and methods of our inquiry will be fundamentally interdisciplinary. Readings will emphasize primary sources and recent scholarship. A separate discussion section will be offered for MA students.

Requirements/Evaluation: midterm exam; final exam; visual analysis paper (3 pages); final paper (10 pages)

Prerequisites: none

Enrollment Limit: 50

Enrollment Preferences: art history majors

Expected Class Size: 50

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTH 552(D1) ARTH 242(D1)

Attributes: ARTH pre-1800

Not offered current academic year

ARTH 553 (F) New Ecologies in Contemporary Art

This seminar will consider a range of current artistic approaches to environmental questions, especially through the relational, systemic terms implied by ecology. As scholars have argued, where "nature" connotes that which is monolithic, ahistorical, and apart from humans, ecology reveals a situated and specific web of relationships, interdependencies, and power in which we are all implicated. Our seminar will pay particular attention to intersectional practices that acknowledge the ways extraction, exploitation, and dispossession have produced the environmental crises of the present, which also affect the most vulnerable and least responsible--both human and nonhuman--with greatest force. In addition to studying the work of emerging and established artists, we will read texts by the academics and activists with whom they are in dialogue, and welcome some of them as guests to our class. This seminar anticipates a group show on the subject at the Clark in summer 2023.

Requirements/Evaluation: seminar presentations; research paper (approximately 20pp)

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: MA students first, then art history majors; By application if over-enrolled

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Attributes: ARTH post-1800

Not offered current academic year

ARTH 555 (S) It's About Time: The Many Temporalities of American Art

The problem of history and the promise of the future have always shaped public discourse in the United States. This seminar explores the aesthetic and ideological operations of time in works of art and visual culture made in the U.S. context from the late colonial period through the present. From paintings of extinct animals and biblical disasters to expressions of a distinctly national art and Indigenous sovereignty, from visual records of territorial expansion and photographic motion studies to postmodern performance and Afro- and other futurist aesthetics, we will consider how ideas about time have shaped the iconography, materiality, and politics of visual representation in the U.S., with attention to the way time has been conceived in relation to concepts of progress, religion, nature, race, labor, and technology. We will explore how ideas about time are encoded in artworks through process, subject matter, and interpretation, and in relation to social systems such as slavery, settler colonialism, and capitalism.

Requirements/Evaluation: Attendance and participation in discussion; weekly responses and/or short writing assignments; final research project (proposal; abstract and annotated bibliography; 10-min oral presentation; 15-20pp research paper)

Prerequisites: None

Enrollment Limit: 14

Enrollment Preferences: Graduate students in the history of art, then undergraduate art history majors, then any interested student

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Spring 2025

SEM Section: 01 R 10:00 am - 12:50 pm Dina I. Murokh

ARTH 558 (S) Circa 1850: Artistic Currents and Cross-Currents

Although the history of nineteenth-century European art has often been narrated as a succession of "isms," the notion of discrete artistic movements following one upon the other is of course highly misleading. Despite common perceptions of Realism as the prevailing force at mid-century, many contradictory impulses were simultaneously at work. The Romantic strain in visual art continued, though sometimes in sublimated form, and historicizing and avant-garde perspectives alike jockeyed for influence in art criticism, sales rooms, and exhibition venues. Abetting this collision of styles was a proliferation of new media in visual culture more broadly. Focusing on European and American examples from the middle decades of the nineteenth century, this course addresses the emergence of new tendencies in art and the persistence or revival of old ones. We will explore a variety of topics, including the invention of photography and its impact on other image-making techniques; the opening of Japan and the vogue for Japonisme; medieval nostalgia in the face of rampant Haussmannization; and the role of tradition in vanguard art. On the American side, we will consider printmaking and photography as tools of documentation and self-fashioning during the Civil War era. This course will take place in the Manton Study Center for Works on Paper. Each session will engage directly with works from the Clark's collection, to be discussed and analyzed in conjunction with critical and theoretical readings.

Requirements/Evaluation: Reading/writing assignments, participation.

Prerequisites: None

Enrollment Limit: 16

Enrollment Preferences: Graduate students first. Undergraduates must receive permission from the instructor.

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Attributes: ARTH post-1800

Not offered current academic year

ARTH 559 (F) Photographing City Life: Diane Arbus/James Van Der Zee

Diane Arbus and James Vander Zee in Manhattan. In this seminar we will discuss two photographers of city life: Diane Arbus (1923--1971) and James Van Der Zee (1886--1983). So doing, we will also observe how life in New York changed during their years of great productivity. In the first part of the course, "Diane Arbus in Manhattan," we will talk about Arbus' relationship to New York--the city of her birth. For most of her career, Arbus worked in Manhattan; indeed, one could think of the city as another character in her work. Arbus' relationship to myth--to storytelling--was profound. A great reader throughout her life, she was drawn to those writers who saw cities as very individualized places. In addition to looking at Arbus' photographs of life in Manhattan in the nineteen fifties, sixties, and in 1970, we will read her published letters, and those authors who inspired her with their artistry, and fascination with myth, including Borges, and Kafka. In the second part of the course, "James Van Der Zee and the Black Village," we will discuss the great Black photographer whose archives were just purchased by the Metropolitan Museum of Art (where Arbus' archives are as well). Born in Lenox, Massachusetts, Van Der Zee settled in Harlem in 1916; there, he opened a photography studio where he became known for his portraits of Black life as it was lived uptown. Admired by Arbus and others, Van Der Zee's interest in and commitment to his community extended to all aspects of Harlem life, including death. To support our discussions of Van Der Zee's Black village, we will read modernist classics, including Jean Toomer's "Cane," and Toni Morrison's "Jazz" that deal specifically with village life. Please note that seminar meetings will be held biweekly on 9/8, 9/29, 10/13, 10/20, 11/3, 11/17. The seminar will include several mandatory viewing excursions outside Williamstown. The dates of these excursions are TBD, but will be restricted to Fridays or weekends. Professor Als will hold office hours following the seminar at hours TBD. Application may apply.

Requirements/Evaluation: Class participation, graded writing assignments

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: Grad students only. Application may be required.

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Attributes: ARTH post-1800

Not offered current academic year

ARTH 560 (F) Repairing a Broken World: Intro to North African Contemporary Art (DPE)

Cross-listings: RLFR 360 / ARAB 360 / COMP 361

Secondary Cross-listing

How do artists respond to a world in crisis? How does visual art engage violent histories, injured bodies, social injustice and ecological disaster? In this course we will explore the political and ethical concept of repair as it emerges in the work of contemporary North African visual artists. Repair is both a material and symbolic transformational practice of putting together something that is torn or broken. It is never complete, nor does it redeem a history of harm or violence. Rather repair is an invitation: a bringing of people, histories, objects, buildings, feelings and geographies into relation with one another in order to link worlds that have been splintered and separated. It is also a call to imagine other futures. North African contemporary artists have deeply engaged in this type of repair work, attending to colonial history, economies of extraction and environmental damage, race and slavery, housing inequity, gender identity and broken transmission of memory. We will dive into the work of individual artists as well as collectives while reading theoretical texts about broken-world thinking, reparative epistemology, alternative archives, and material reparations.

Class Format: Conducted in French.

Requirements/Evaluation: For undergrads: Active participation, 8 1-page response papers, 5-page mid-term paper, 10-12 page final paper and presentation. For grad students: Active participation, 8 response papers, 5-page mid-term paper, and 20-page final paper and presentation.

Prerequisites: Any RLFR 200-level course or above, or by permission of instructor.

Enrollment Limit: 18

Enrollment Preferences: If over-enrolled, preference will be given to RLFR, ARAB, ARTH and COMP majors, and only 2 spots will be offered to Grad Art students.

Expected Class Size: 15

Grading: yes pass/fail option, no fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

RLFR 360(D1) ARTH 460(D1) ARTH 560(D1) ARAB 360(D1) COMP 361(D1)

Difference, Power, and Equity Notes: This course critically examines art work that engages colonial history, economies of extraction and environmental damage, race and slavery, housing inequity, gender identity.

Fall 2024

SEM Section: 01 TF 2:35 pm - 3:50 pm Katarzyna M. Pieprzak

ARTH 561 (S) Land, Memory, Materiality: Histories and Futures of Indigenous North American Arts (DPE)

Cross-listings: HIST 454

Primary Cross-listing

This course engages Indigenous North American traditions of creative expression, remembrance, and representation in historical, contemporary, and future-facing ways. Drawing upon diverse Native American and First Nations theories and practices, it ranges widely across the continent to consider Indigenous arts and material culture within specific cultural, socioeconomic, and political contexts. Part of the course is grounded in the Native Northeast, including the Indigenous homelands of the Stockbridge-Munsee Mohican Community in which the Graduate Art Program and Williams College are situated. Other units will focus on continuities and transformations in artistic and maker-traditions within and across specific Indigenous nations and communities. The course is especially interested in connections between past and present, and the innovative ways Indigenous artists, makers, and knowledge-keepers have reckoned with what has come before, while also mapping meaningful future pathways. Topics will include repatriation and community-led restorative efforts to bring home ancestors and important heritage items "collected" over the centuries following 1492; concepts and practices of cultural, intellectual, visual, and political sovereignty; decolonizing museums; the complex dynamics of collaboration; Indigenous, African-American, and Afro-Indigenous artistic connections and solidarities; and Indigenous challenges to Eurocentric and settler colonial approaches to preservation, interpretation, and classification. Seminar members will develop familiarity with methods and ethics grounded in Native American and Indigenous Studies, and with new scholarship by leading and emerging critics and creators.

Class Format: The course will feature seminar discussions as well as local trips to museums, libraries, and archives with pertinent collections and exhibitions.

Requirements/Evaluation: Engaged participation in discussions; in-class presentations; short writing assignments in preparation for final project; final original research and interpretive project, with presentation to seminar.

Prerequisites: For undergraduates, at least two prior courses in or related to History, Art History, Native American and Indigenous Studies, and/or Museum Studies.

Enrollment Limit: 16

Enrollment Preferences: Priority for Graduate Art students. Four seats are reserved for undergraduates, with preference to junior and senior majors in Art History and History. Undergraduates should email a brief statement of interest to cd10@williams.edu.

Expected Class Size: 16

Grading: no pass/fail option, yes fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTH 561(D1) HIST 454(D2)

Difference, Power, and Equity Notes: The course centers theories, experiences, and expressions from Native American/Indigenous communities, scholars, and artists/makers, while engaging foundational and new work in Native American and Indigenous Studies (NAIS). The course also provides students with critical tools for reckoning with settler colonialism and its historical as well as enduring impacts in Indigenous contexts; and with race, ethnicity, sovereignty, and tribal nationhood as key interpretive frames.

Attributes: HIST Group F Electives - U.S. + Canada

Not offered current academic year

ARTH 563 (F)(S) Contemporary Curatorial Workshop

Seminar for graduate art history students to engage in discourse around contemporary curatorial practice with professionals in the field. Guest curators

discuss their work and methodology and students enrolled in the course who are working on curatorial projects have the opportunity to workshop their ideas with their peers and guests. Under the direction of the chairs, students will participate in class discussions, present projects, host local and visiting curators, travel to visit exhibitions regionally as the schedule allows, and explore key topics in modern and contemporary art and curatorial practice.

Class Format: workshop, meets 4x a semester

Requirements/Evaluation: Attendance is required at all sessions. There are no assignments or exams.

Prerequisites: None

Enrollment Limit: 25

Enrollment Preferences: Graduate students in the history of art, and undergraduates with prior approval of the instructors and as space allows.

Expected Class Size: 25

Grading: pass/fail option only

Distributions: (D1)

Attributes: ARTH post-1800

Fall 2024

SEM Section: 01 W 4:00 pm - 6:00 pm Lisa B. Dorin, Robert Wiesenberger

Spring 2025

SEM Section: 01 W 4:00 pm - 6:00 pm Lisa B. Dorin, Robert Wiesenberger

ARTH 565 (F) Sonic Ecologies: Queer Listening, Orientations, and Objects

This seminar considers sound, the aural imagination, and practices of listening in visual art and time-based media. Focusing on work produced in the 20th and 21st centuries, we will explore theoretical, media, aesthetic, and reception issues through an intersectional lens. While we will focus on queer theory and related artworks and art historical accounts, the course will also draw heavily on recent writings on and artistic practices that take up other related aspects of "ecology" broadly understood: interspecies relationality, the environment, the climate crisis, and scholarship grounded in the specificity of critical race theory, Latinx, Caribbean, and diasporic studies. Readings will tend toward the theoretical--from Sara Ahmed and José Esteban Muñoz to Tina Campt and Ren Ellis Neyra, among many others--but will be accompanied by art historical accounts and each class meeting will be grounded by in-depth discussion of several specific works of art. When resonant, we will take advantage of access to relevant exhibitions, performances, or events at the Clark, Williams College Museum of Art, MASS MoCA, or Bennington College. The course will prioritize student-facilitated discussion, and student work will be focused on producing a substantial research paper (with an option to produce a hybrid research/creative project, developed in conversation with the instructor). Undergraduates welcome with permission of the course instructor.

Requirements/Evaluation: Reading and writing requirements, class participation

Prerequisites: None

Enrollment Limit: 18

Enrollment Preferences: Grad students first, then music majors and art majors, but undergraduates must seek approval from Professor Woolsey

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Attributes: ARTH post-1800

Not offered current academic year

ARTH 569 (F) Gérôme

This course explores work and career of Jean-Léon Gérôme (1824-1904), perhaps the most renowned, popular, and influential artist of the later nineteenth century. With commercial and artistic relationships that spread his influence across the globe, Gérôme has come to seem very much like a highly successful contemporary artist, specifically with regard to his place in an international art world that married elite institutional practices to new technologies of reproduction, marketing techniques, and other instruments of modern mass culture. Gérôme's fame was short lived, however. In the wake of the Modernist revolution on the one hand, and Post-Colonial critique on the other, no discussion of the artist can avoid wrestling with complaints that have left him thoroughly diminished--though less forgotten than scorned. Not only did his art, as it seemed, help perpetrate a gigantic

aesthetic error, it blundered onto ethically compromising terrain. Today Gérôme stands as Exhibit A in wide-ranging critique of Orientalism's ideological work. The course will interrogate the Modernist and Post-Colonial complaints against Gérôme in detail, even as it also explores his art from a range of other perspectives, many developed very recently. Topics include Gérôme's relationship to photography, to Orientalism and animal studies, to the cinema, to polychrome sculpture, his approach to historical narrative, and well as his voyeurism and other other manipulations of viewer experience so critical to his art. The seminar will engage the Clark's important collection of Gérôme paintings, and also travel to the Walters Art Gallery in Baltimore, conditions permitting. Students may prepare papers on any aspect of global late-nineteenth-century "academic" or "official" art that was informed by Gérôme's example.

Requirements/Evaluation: class participation, presentations in seminar, research paper (approximately 20 pp)

Prerequisites: none

Enrollment Limit: 16

Enrollment Preferences: MA students, then art history majors

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Not offered current academic year

ARTH 578 (F) The "Book" Dissected: Making and Meaning in Medieval Manuscripts

How did medieval and Renaissance "books" work, when the codex was only one form of the book, which continually evolved, and when they weren't only used for reading? This course will explore the book as object and the book as concept. Drawing on the collection of manuscripts, incunables, and later printed books at WCMA, Chapin, and surrounding museums, the course will consider how the forms and materiality of books could have affected readers' reception and perceptions, and in turn, how religious, cultural, political, and economical forces shape their format, decoration, and paratext. While it will primarily deal with Western books, we will also consider early ones from around the world. Students will develop codicological and bibliographic analytical skills as we study our changing uses and relationships with and to books as instruments of doctrine and devotion, power and identity.

Requirements/Evaluation: class presentation; research papers; other assignments

Prerequisites: none

Enrollment Limit: 14

Enrollment Preferences: Graduate students in the history of art, then advanced undergraduate art history majors

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Attributes: ARTH pre-1800

Fall 2024

SEM Section: 01 R 1:00 pm - 3:50 pm Elizabeth M. Sandoval

ARTH 579 (F) Art and the Body in Ancient China

What is the relationship between art and the body? In what ways can art be more than representation of the body, and body the subject and the beholder? What effects, if any, can art have on the body? While these questions pertain to art across different cultures and eras, ancient Chinese artworks offer a distinct and yet substantially untapped vantage point for contemplating the art-body relationship. Examining a wide range of materials, ranging from exquisite artifacts unearthed from tombs and Buddhist temples to the earliest examples of painting and calligraphy, in relation to the political, cosmological, and religious conceptualizations of the body in ancient China, this graduate seminar considers the capacities and limitations of how art engages with the body, particularly in ways beyond representation and looking.

Requirements/Evaluation: Attendance and active participation in discussions (30%); two research presentations (20-30 minutes each) per student per semester (30%); a research paper (15-20 pages) accompanied by a presentation (40%).

Prerequisites: None

Enrollment Limit: 14

Enrollment Preferences: Graduate students in history of art and undergraduate art history majors.

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Attributes: ARTH pre-1800

Fall 2024

SEM Section: 01 W 1:00 pm - 3:50 pm Ziliang Liu

ARTH 584 (S) Fragments and Healing: Disability Studies and Late Antique Art

Cross-listings: REL 425

Secondary Cross-listing

This seminar will investigate some of the ways that contemporary Disability Studies can help us see and think about the complexities of differently abled bodies in Late Antiquity (broadly, from ca. 200 until ca. 750), the formative period for Christian art (and consequently for much of Western art). Disability Studies is an extremely active and rich body of literature and art that has not often been brought into conversation with historical periods of art, and so this seminar seeks to open up discussion of the insights possible from that conversation, not only how Late Antique art can be re-interpreted, but also how that period of art can reveal under-explored areas in the field of Disability Studies. The seminar will undertake a mutual interrogation of accepted notions in both fields and, in this way, to explore some new understandings of Disability Studies' capacities for allowing us to think *with* our art, culture, and bodies. The means at our disposal for this seminar are art of Late Antiquity and of the contemporary world, and that idea of mutual interrogation also operates in our study and display of that art. The seminar will look at art of healing and recuperation, art produced by and directed at diversely-abled bodies, and at fragments and restoration, and think about art as documents, reflections, and determinants of those bodies, now and in the past. It will, for this reason, work around the collection of WCMA, with exhibition and collection research, and the historical archives of the Library holdings, so that the widest possible study of bodies and difference is opened for our thinking and dialogue.

Requirements/Evaluation: participation in discussion; three 1-2-page reading reports; one 3-5-page exhibition response; one 15-20-page final essay

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: senior art-history majors and graduate students; other students will need instructor consent

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Unit Notes: In this seminar, students will develop skills of crafting clear and persuasive arguments through an iterative writing process. Further, to help them achieve these goals, they will receive timely comments on their written work.

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTH 425(D1) ARTH 584(D1) REL 425(D2)

Attributes: ARTH pre-1800

Not offered current academic year

ARTH 585 (S) Facing Portraiture

What constitutes a portrait? How do portraits act in the world? What histories do they hold, and what stories can they tell? This seminar will explore how artists, sitters, viewers, and historians have approached this genre and to what ends. We will interrogate the possibilities and limits of portraiture; examine how portraiture encodes forms of difference through ideological claims to power, likeness, and self-possession; and explore how technological developments inform portraiture's shifting private and public uses. Attending to historical and cultural specificity--with particular though not exclusive attention to the post-1800 period and the United States--we will also excavate the genre's legacy by exploring its contemporary presence, asking what concerns shape conceptions of portraiture in contexts such as the National Portrait Gallery's triennial Outwin Competition and popular discourse. Bridging past and present, and in conversation with objects held in the collections of the Clark, WCMA, and the Chapin Library, we will work toward our own definition of portraiture and, in so doing, discover and complicate the relationship between personhood, identity, and representation. *Students are welcome to develop final projects on relevant topics and materials outside the temporal and geographic contexts*

addressed in class.

Requirements/Evaluation: attendance and participation in discussion; weekly responses; final research project (proposal; select annotated bibliography; abstract; 15-min oral presentation; 15-20pp research paper)

Prerequisites: none

Enrollment Limit: 16

Enrollment Preferences: graduate students, then undergraduate art history majors, then any interested student

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Not offered current academic year

ARTH 588 (S) The Scene of Decapitation in European Art

From Goliath to Medusa, from Judith to Salome, from the invention of the guillotine to the mythology of the executioner under "Oriental despotism," the "scene" of decapitation has long stood as a central focus of European art and letters. This course examines that scene as an artistic, psychological, and intellectual problematic across painting, sculpture, and other media, from the late-middle ages to the end of the nineteenth century. Although part and parcel of the larger spectacle of juridical punishment, the scene of decapitation arguably constitutes its own series, and for this reason has attracted numerous artists and a prestigious literature. Artists include Caravaggio, Artemisia Gentileschi, Théodore Géricault, Gustave Moreau, Henri Regnault, and numerous others. Interdisciplinary readings as well as a large body of art historical literature. Weekly readings, discussion, oral presentation, and research paper on a relevant topic from 1300 to 1900.

Requirements/Evaluation: class presentation; research paper (approx 20pp)

Prerequisites: none

Enrollment Limit: 14

Enrollment Preferences: graduate students in the history of art, then advanced undergraduate art history majors

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Attributes: ARTH pre-1800

Spring 2025

SEM Section: 01 R 1:00 pm - 3:50 pm Marc Gotlieb

ARTH 589 (S) Imitation, Copy, Reproduction

Focusing primarily on European and American art before 1900, this course addresses the related categories of imitation, copy, and reproduction with particular attention to prints and other works of art on paper. We will consider the status of the multiple, the role of imitation in classical art theory and pedagogy, the motivations for (and protections against) different kinds of copying, the emergence of photomechanical processes, and the centrality of reproducible images to the art-historical enterprise, among other topics. The basis of our investigations will be works from the Clark's own collection, to be studied with a close eye to their medium and materiality. We will explore concepts of originality, fidelity, authenticity, and value in the light of critical and theoretical texts, while also examining the historical conditions that underlie distinct instances of image reproduction. This course will take place in the Manton Study Center for Works on Paper. Each session will offer direct engagement with works in the Clark's permanent collection.

Requirements/Evaluation: seminar presentation; research paper (approx 20pp)

Prerequisites: none

Enrollment Limit: 14

Enrollment Preferences: graduate students in the history of art, then advanced undergraduate art history majors

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Spring 2025

SEM Section: 01 M 10:00 am - 12:50 pm Anne R. Leonard

ARTH 590 (F) Guillaume Lethière (1760-1832) and Caribbean Networks in France during the 18th and 19th centuries

Born in the French colony of Guadeloupe, Guillaume Lethière (1760-1832) was a key figure in French painting during the late eighteenth and early nineteenth centuries. The son of a white plantation owner and a formerly enslaved woman of mixed race, Lethière moved to France with his father at age fourteen. He trained as an artist and successfully navigated the tumult of the French Revolution and its aftermath to achieve the highest levels of recognition in his time. A favorite artist of Napoleon's brother, Lucien Bonaparte, he served as director of the Académie de France in Rome, as a member of the Institut de France, and as a professor at the École des Beaux-Arts. Despite his many accomplishments and sizeable corpus of paintings and drawings, Lethière has notably disappeared from the "canon" of art history. Such a lacunae begs many questions about the circles of sociability in which he traveled, the reception of Caribbean artists in France in the eighteenth and early nineteenth centuries, and the lack of widespread knowledge on these topics today. This seminar will be timed with the major monographic exhibition taking place at the Clark Art Institute in the summer/fall of 2024. The course will also provide an opportunity for close examination of objects in the Clark's permanent collection.

Requirements/Evaluation: class participation, presentations, research paper (approx. 20pp)

Prerequisites: none

Enrollment Limit: 14

Enrollment Preferences: Graduate students in the history of art, then undergraduate art history majors

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Attributes: ARTH pre-1800

Fall 2024

SEM Section: 01 M 10:00 am - 12:50 pm Esther Bell, Olivier Meslay

ARTH 595 (F) Private Tutorial

Students may petition to take a private tutorial by arrangement with the instructor and with permission of the Graduate Program Director.

Requirements/Evaluation: per discretion of instructor

Prerequisites: permission from GradArt Director

Enrollment Limit: none

Enrollment Preferences: none

Expected Class Size: none

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Not offered current academic year

ARTH 596 (S) Private Tutorial

Students may petition to take a private tutorial by arrangement with the instructor and with permission of the Graduate Program Director.

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Not offered current academic year

ARTH 597 (F) Undergraduate Lecture Course Taken for Graduate Credit

Undergraduate Lecture Course Taken for Graduate Credit

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Not offered current academic year

ARTH 599 Muertos: Ancestral Mexican Arts of Mortality

The Mexican *Días de los Muertos*, which coincides with the Catholic holy days of All Saints' Day and All Souls' Day on November 1 and 2 of each year, numbers among the most widely recognized holidays practiced in contemporary Latin America. Available scholarly accounts of this holiday's historical origins, which tend to minimize the degree to which it reflects ancestral Indigenous Mexican religious practices, typically draw their earliest evidence from the Mexica (Aztec) capital of Tenochtitlan (present-day Mexico City) of c. 1300-1521 CE. However, the Mexica--well known for their practices of human and animal sacrifice, as well as other social practices that implicated mortality--were themselves the inheritors of a millennial tradition that venerated death. This course considers the theme and actual practice of death over the Mexican *longue durée*. It begins in the first two centuries CE, which saw a substantial population collapse in central Mexico that was followed soon thereafter by the first known mass-human sacrificial event in Mesoamerica. It then follows the social construction of death in Mesoamerica through early modernity when the importation of Eurasian pathogens into the Americas alongside the atrocities of European colonization led to the death of an estimated 90% of Indigenous Americans. The final weeks of the course will consider how modern artists have responded to ancestral artistic and historical precedents. Artworks to be considered will include the Temple of the Feathered Serpent of Teotihuacan, the sarcophagus of Pakal the Great of Palenque, the Great Ball Court of Chichen Itza, and the novel *Pedro Páramo* by Juan Rulfo.

Requirements/Evaluation: Readings (100-200 pages/week); Participation (25%) ; Essay proposal 1 page (10%); Essay mid-semester draft 10-12 pages (25%); Final research essay, 20-25 pages (40%)

Prerequisites: None.

Enrollment Limit: 12

Enrollment Preferences: 1) Graduate art history students 2) third and fourth year undergraduate art majors 3) third and fourth year undergraduate American Studies majors

Expected Class Size: 12

Grading:

Distributions: (D1)

Attributes: ARTH pre-1800

Not offered current academic year

ASIAN AMERICAN STUDIES (DIV II)

Chair: Professor Jan Padios

Advisory Committee: TBD

Asian American Studies is a vibrant interdisciplinary field of study about race and racism, colonialism and empire, immigration and diaspora, war and militarism, labor and embodiment, citizenship and identity, and much more. AAS research and teaching are grounded in the histories, social relations, and cultural expressions related to Asian American, Asian immigrant, and/or Asian diasporic people. Asian Americanist scholars, artists, and activists thus continuously generate critical insights into these communities within, or in relation to, the United States or the Americas more broadly. The field encompasses comparative methods of study, transnational analysis, and the work of scholars from around the globe. AAS courses at Williams encourage inquiry within traditional disciplines, bolster a number of interdisciplinary fields, and showcase a wide variety of theories, methods, and methodologies (both creative and scholarly). AAS courses emphasize intersectional analyses of difference (e.g. race, gender, sexuality, ability, religion, citizenship, class), as well as the social and cultural construction of place and identity. Knowledge in this field is thus crucial for understanding society, history, literature, religion, culture, art, and beyond.

The concentration in Asian American Studies requires five courses. Students are required to take at least one 100- or 200-level introductory gateway course, one 400-level senior seminar in which to pursue a capstone project, and three electives. One elective must be a core elective, one must have a country-of-origin, transnational, diasporic, or comparative ethnic studies approach, and one must be at the 300-level or higher. These attributes are not mutually exclusive; some courses may satisfy all three attributes at once. The electives must also be taken in at least two different divisions of the college. Additional courses may be approved by the program advisory committee. Up to one course may be taken while studying abroad or away; the program advisory committee must approve this course as well.

Gateway Courses

[AMST 125 / AAS 125\(F\) SEM Introduction to Asian American Studies](#)

Taught by: [Kelly Chung](#)

[Catalog details](#)

[DANC 216 / AMST 213 / GBST 214 / AAS 216 / ASIA 216 / THEA 216\(F\) SEM Asian/American Identities in Motion](#)

Taught by: [Munjulika Tarah](#)

[Catalog details](#)

[ENGL 215 / AAS 215\(S\) SEM Introduction to Asian American Literature](#)

Taught by: [Bernard Rhie](#)

[Catalog details](#)

[HIST 284 / AAS 284 / AMST 284\(F, S\) LEC Asian American History](#)

Taught by: [Hongdeng Gao](#)

[Catalog details](#)

Core Electives

[AMST 125 / AAS 125\(F\) SEM Introduction to Asian American Studies](#)

Taught by: [Kelly Chung](#)

[Catalog details](#)

[AMST 366 / AAS 316 Music in Asian American History](#)

Taught by: [W. Anthony Sheppard](#)

[Catalog details](#)

[AMST 373 / AAS 373 SEM US Empire in the Philippines: Capitalism, Colonialism, and Revolution](#)

Taught by: [Jan Padios](#)

[Catalog details](#)

[AMST 375 / AAS 375 / WGSS 375\(S\) SEM Asian American Sexualities](#)

Taught by: [Kelly Chung](#)

[Catalog details](#)

[AMST 399 / AAS 399 / WGSS 399\(F\) SEM Marxist Feminisms: Race, Performance, Labor](#)

Taught by: [Kelly Chung](#)

[Catalog details](#)

[DANC 216 / AMST 213 / GBST 214 / AAS 216 / ASIA 216 / THEA 216\(F\) SEM Asian/American Identities in Motion](#)

Taught by: [Munjulika Tarah](#)

[Catalog details](#)

[ENGL 206 / AAS 206 TUT Beyond the Tiger Mom: Depictions of East Asian Mothers in Contemporary American Literature](#)

Taught by: [Karen Shepard](#)

[Catalog details](#)

[ENGL 215 / AAS 215\(S\) SEM Introduction to Asian American Literature](#)

Taught by: [Bernard Rhie](#)

[Catalog details](#)

[HIST 284 / AAS 284 / AMST 284\(F, S\) LEC Asian American History](#)

Taught by: [Hongdeng Gao](#)
[Catalog details](#)
[HIST 384\(F\) SEM Comparative History of Science and Medicine in Asian/Pacific America, 1800-Present](#)

Taught by: [Hongdeng Gao](#)
[Catalog details](#)
[SOC 313 / AAS 312\(S\) SEM The 626](#)

Taught by: [Phi Su](#)
[Catalog details](#)

Non-Core Electives

[CHIN 275 / COMP 271 / THEA 271 / AAS 275 / ASIA 275\(S\) SEM Acting Out: Performativity, Production, and Politics in East Asian Theatres](#)

Taught by: [Man He](#)
[Catalog details](#)
[LATS 254 / AAS 253 / AMST 253 SEM Embodied Knowledges: Latinx, Asian American, and Black American Writing on Invisible Disability](#)

Taught by: [Maria Elena Cepeda](#)
[Catalog details](#)
[LATS 313 / AAS 313 / AMST 313 / WGSS 313 / AFR 326\(F\) SEM Gender, Race, and the Power of Personal Aesthetics](#)

Taught by: [Maria Elena Cepeda](#)
[Catalog details](#)
[PHLH 351 / AAS 351\(F\) TUT Racism in Public Health](#)

Taught by: [Marion Min-Barron](#)
[Catalog details](#)
[PSCI 214 / AAS 214 SEM Racial and Ethnic Politics in America](#)

Taught by: TBA
[Catalog details](#)
[REL 237 / AAS 237 / AFR 237 / AMST 237 SEM Islam in the United States: Race, Religion, Politics](#)

Taught by: [Zaid Adhami](#)
[Catalog details](#)

Senior Seminars

AAS 125 (F) Introduction to Asian American Studies (DPE)

Cross-listings: AMST 125

Secondary Cross-listing

Who or what constitutes the term "Asian American"? Leading with this provocation, this course offers an introductory overview of the interdisciplinary discipline of Asian American Studies, tracing its formation and evolution from the late 1960s onward. Focusing on an array of foundational texts, cultural production, and primary sources, we will ask who has been included/excluded from this term, what the bounds are (if any), and how others approach and negotiate this term. As such, we will analyze its shifting constructions and enactments alongside other markers of difference from the nineteenth century to the present. In particular, we will be attentive to how these constructions have been shaped both relationally through other racial formations as well as overlapping systems of power, including settler colonialism, U.S. war and empire, capitalism, and globalization within and beyond the U.S. With this, we will examine how this term has been widely undone and remade via political activism, visual and performance art, plays, media, poetry, etc. The aim of this course is not to identify a single or right definition of the term "Asian American" but to collectively assess and explore the limits, reaches, utility, and expansiveness of it.

Requirements/Evaluation: weekly readings, in-class discussions, weekly discussion posts, two papers, and a final paper or creative project

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: first-year students, AAS concentrators or prospective concentrators, AMST majors or prospective majors

Expected Class Size: 18

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 125(D2) AAS 125(D2)

Difference, Power, and Equity Notes: This course examines "Asian" and Asian American" as categories of racial difference constructed through various structures of power. Students in the course are asked to unpack how constructions of this difference have changed over time and produced uneven power relations and access to resources.

Attributes: AAS Core Electives AAS Gateway Courses AMST Comp Studies in Race, Ethnicity, Diaspora

Fall 2024

SEM Section: 01 TF 1:10 pm - 2:25 pm Kelly I. Chung

AAS 206 (S) Beyond the Tiger Mom: Depictions of East Asian Mothers in Contemporary American Literature (WS)

Cross-listings: ENGL 206

Secondary Cross-listing

A tutorial designed to explore the interpretative difficulties and possibilities of East Asian mothers and motherhood in contemporary American literature (fiction and memoir). The "Tiger Mom"--highly controlling, strict, severe almost to the point of abuse--has become the go-to phrase for many Americans when referring to traditional East Asian mothering styles. This attempt to categorize and simplify cultural differences fails to capture the complex nature of East Asian mothering. While the American public imagines East Asian parenting as only unwavering and harsh, immigrant parents, for example, must often find a parenting strategy that bridges traditional East Asian and mainstream American norms. This course will explore the ways that contemporary Asian American authors depict the complexity of East Asian mothering and mothers. What kinds of mothering does the reductive category of Tiger Mom ignore? What are the central questions these authors pose about mothers and motherhood? How do they negotiate the tension between the individual versus the community, or the pursuit of the child's own interests as opposed to success as defined by the parent when it comes to that child's future? And what are the pitfalls of reading literature as social science? In keeping with tutorial format, students will meet in pairs with the instructor once a week; during these meetings, one student will present a short analytical paper on the texts covered that week. The other student will write a response paper and join the instructor in a discussion of both papers. The reading list may include work by Ocean Vuong, Yiyun Li, Michelle Zauner, Celeste Ng, Amy Tan, Jessamine Chan, Maxine Hong Kingston, Alice Sola Kim, and Amy Chua, among others.

Class Format: In keeping with tutorial format, students will meet in pairs with the instructor once a week; during these meetings, one student will present a short analytical paper on the texts covered that week. The other student will write a response paper and join the instructor in a discussion of both papers.

Requirements/Evaluation: A paper or response each week; extensive comments (verbal and written) on published and student work; active participation in class; creation of writing assignments and discussion questions.

Prerequisites: A 100-level English course, or the equivalent.

Enrollment Limit: 10

Enrollment Preferences: Anyone who has taken a 100-level English course, or the equivalent.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 206(D1) AAS 206(D2)

Writing Skills Notes: A paper a week, of varying lengths, with the opportunity for multiple drafts. Extensive time spent in and out of class on every stage of the writing process. Opportunities to meet with professor outside of class at any stage of writing. The students' writing tendencies, critical and analytical writing skills, and their editorial modes are as much a subject of the course as the published literature is.

Attributes: AAS Core Electives ENGL Literary Histories C

Not offered current academic year

AAS 214 (S) Racial and Ethnic Politics in America

Cross-listings: PSCI 214

Secondary Cross-listing

Arguably, the dominant discourse in American politics today is about race. Race is connected to salient issues like immigration and police conduct; to politicians across the political spectrum; and (some argue) to virtually everything in American politics, including fundamental concepts that have no manifest racial content, like partisanship and the size and scope of government. We will evaluate the role of race as it relates to public opinion, political behavior, campaigns, political institutions, and public policy debates, with special attention devoted to the nature of racial attitudes. Most of the course will focus on the historical and contemporary relations between whites and African Americans, but we will also explore topics involving other pan-ethnic communities, particularly Latinos and Asian Americans.

Requirements/Evaluation: class participation, one to two short papers (5-7 pages), one medium paper (8-12 pages), an oral presentation, and a final exam

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: poli sci majors first, seniors second, juniors third, sophomores fourth

Expected Class Size: 15

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

PSCI 214(D2) AAS 214(D2)

Attributes: AAS Non-Core Electives PSCI American Politics Courses

Not offered current academic year

AAS 215 (S) Introduction to Asian American Literature (DPE)

Cross-listings: ENGL 215

Secondary Cross-listing

This course will provide an introduction to some of the major works of Asian American literature, from the mid-20th century to the present. Throughout, we'll attend to the intersection of aesthetics and politics, exploring the creative ways Asian American literary texts both reflect and respond to the historical forces that have shaped Asian American experiences and identities, including exclusion, internment, and U.S. wars and imperialism in Asia. Works we're likely to read include: John Okada's *No-No Boy*, Maxine Hong Kingston's *The Woman Warrior*, Theresa Hak Kyung Cha's *Dictee*, Jessica Hagedorn's *Dogeaters*, lê thj diem thúy's *The Gangster We Are All Looking For*, and Jhumpa Lahiri's *Interpreter of Maladies*.

Requirements/Evaluation: class participation, occasional informal discussion posts, a 5-page midterm paper, and an 8-10 page final paper.

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: If over-enrolled, enrollment preference will be given to Asian American Studies concentrators and prospective concentrators.

Expected Class Size: 20

Grading: yes pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AAS 215(D2) ENGL 215(D1)

Difference, Power, and Equity Notes: This course offers students the opportunity to learn and think critically about Asian American community struggles throughout U.S. history while examining the forms of literary expressions that arise out of and in relation to those struggles. It also delves into the intersectional nature of Asian American community struggles as they emerge along the fault lines of race, class, and gender/sexuality.

Attributes: AAS Core Electives AAS Gateway Courses

Spring 2025

SEM Section: 01 TF 2:35 pm - 3:50 pm Bernard J. Rhie

AAS 216 (F) Asian/American Identities in Motion (DPE)

Cross-listings: AMST 213 / DANC 216 / GBST 214 / ASIA 216 / THEA 216

Secondary Cross-listing

The course aims to explore dance and movement-based performances as mediums through which identities in Asian and Asian American (including South Asian) communities are cultivated, expressed, and contested. Students will engage with how social and historical contexts influence the processes through which dance practices are invested with particular sets of meanings, and how artists use performance to reinforce or resist

stereotypical representations. Core readings will be drawn from Dance, Performance, Asian, and Asian American Studies to engage with issues such as nation formation, racial and ethnic identity politics, appropriation, tradition and innovation among other topics. This is primarily a discussion-based seminar course, and might also include screenings, movement workshops, and discussion with guest artists and scholars. No previous dance experience is required.

Requirements/Evaluation: reading responses, in-class writing assignments, participation in discussions and presentations, two 5-6 page essays, and a final cumulative essay assignment.

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: first years and sophomores

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AAS 216(D2) AMST 213(D2) DANC 216(D1) GBST 214(D2) ASIA 216(D1) THEA 216(D1)

Difference, Power, and Equity Notes: This course introduces students to the role of performance in nation formation in Asia and the history of Asian Americans in the US through analysis of dance practices. Student will explore how race was central to the formation of Asian and the American nations, and how social and legal discriminatory practices against minorities influence identity and popular cultural practices. The assigned material provide examples of how artists address these inequalities and differences in social power.

Attributes: AAS Core Electives AAS Gateway Courses

Fall 2024

SEM Section: 01 WF 11:00 am - 12:15 pm Munjulika R. Tarah

AAS 237 (F) Islam in the United States: Race, Religion, Politics (DPE)

Cross-listings: AFR 237 / REL 237 / AMST 237

Secondary Cross-listing

Malcolm X is one of the most iconic yet controversial figures in the black freedom struggle in the United States. He is also arguably the most prominent and influential Muslim in the history of the United States. His story and legacy powerfully illustrate the complex intersections of Muslim identity, political resistance, and national belonging. From the early period of "Black Muslim" movements represented by Malcolm X, to the current "War on Terror" era, American Muslims have faced a complex intersection of exclusions and marginalization, in relation to national belonging, race, and religion. Taking Malcolm X as our point of departure, this course examines how American Muslims have navigated these multiple layers of marginalization. We will therefore consider how the broader socio-political contexts that Muslims are a part of shape their visions of Islam, and how they contest these competing visions among themselves. In so doing, we will examine the complex relation between religion, race, and politics in the United States. Throughout the course, we will be engaging with historical and anthropological material, autobiographies, documentaries, films, historical primary-source documents, music, and social media materials. The course fosters critical thinking about diversity by challenging assumptions of who Muslims are, what being American means, and what Islam is. It also focuses on the complex interaction of different dimensions of diversity, from religion to ideology, race, nationality, ethnicity, culture, gender, and language.

Requirements/Evaluation: regular reading responses, 2 midterm essays, final exam

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: Majors and concentrators in REL, AFR, and AMST

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 237(D2) REL 237(D2) AMST 237(D2) AAS 237(D2)

Difference, Power, and Equity Notes: The course fosters critical thinking about diversity by challenging assumptions of who Muslims are, what being

American means, and what Islam is. It also focuses on the complex interaction of different dimensions of diversity, from religion to ideology, race, nationality, ethnicity, culture, gender, and language.

Attributes: AAS Non-Core Electives AMST Comp Studies in Race, Ethnicity, Diaspora

Not offered current academic year

AAS 252 (F) Im/mobilities (DPE) (WS)

Cross-listings: AMST 252 / SOC 252

Secondary Cross-listing

We think of the freedom to move as a mark of privilege. In the United States, passing a driving test, owning a car, and getting a passport are milestones that signal modernity and freedom. Likewise, we think of restrictions on movement as the domain of the underprivileged, such as the current and formerly incarcerated. But as the Covid-19 pandemic revealed, there have always been two sides to immobility: privileged as well as involuntary immobility. There are correspondingly two sides to mobility: those who move because they want to and others because they have no choice. In this class, students will explore conceptions of mobility as adventurous, free, and modern (as with jet-setting international elites). They will compare and contrast when mobility can be threatening, exclusionary, and limited (as recognized by the Black Lives Matter movement). This class invites students to interpret their environment through the lens of mobility and inequality. Drawing on sociology, anthropology, cultural studies, geography, and migration studies, this interdisciplinary course offers a beginning conversation on the causes and consequences of the freedom to move--or to stay still.

Requirements/Evaluation: Thoughtful and consistent class participation, several short reflection papers, two drafts of an opinion essay, class presentation

Prerequisites: None

Enrollment Limit: 15

Enrollment Preferences: Given to first-year students and sophomores, particularly those who have demonstrated an interest in AAS/SOC. If the course overenrolls, the instructor will send out a Google Form to make enrollment decisions.

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 252(D2) AAS 252(D2) SOC 252(D2)

Writing Skills Notes: Emphasis on the processes of writing and revising, several short papers on which students will receive close feedback, and drafts of a final written assessment

Difference, Power, and Equity Notes: This course explores a politics of im/mobilities: how we move through space through different bodies at the intersection of race, class, gender, ability, and citizenship. Students will use their own bodies as research sites for deepening their understanding of how we navigate the freedom to move or stay still.

Fall 2024

SEM Section: 01 MR 2:35 pm - 3:50 pm Phi H. Su

AAS 253 (F) Embodied Knowledges: Latinx, Asian American, and Black American Writing on Invisible Disability (DPE)

Cross-listings: AMST 253 / LATS 254

Secondary Cross-listing

This interdisciplinary course assumes an expansive approach towards disability, defining it not exclusively as a legible identity that one can lay claim to, but rather as an identity grounded in one's relationship to power (Kim and Schalk, 2020). This course centers on the critical role of lived experience as a key site of everyday theorization for the multiply marginalized, and specifically on the ways in which invisibly disabled Latinx, Asian American, and Black American individuals write the self. As scholars in disability studies argue, self-representations of disabled individuals carry the potential for us as a society to move beyond the binary narratives of "tragedy or inspiration" so often associated with disability. Rather, the self-produced narratives of US disabled writers of color offer a much more nuanced portrayal of everyday life with disability/ies for the multiply marginalized. Much like invisible disability itself, these self-representations ultimately refute traditional depictions of disability, and underscore the ways in which the bodymind serves as a rich, albeit often overlooked, site of knowledge. Embodied Knowledges draws on the insights of disability studies, crip studies, anthropology,

literary studies, medicine, psychology, education, cultural studies, ethnic studies, American studies, gender and sexuality studies, sociology, and trauma studies. We will examine the works of Latinx, Asian American, and Black American writers and scholars others in relationship to one another, and as points of departure for examining issues such as the relationship between immigration and disability; intergenerational trauma; the impacts of paradigms such as the Model Minority Myth and notions of cultural deficit; passing; the politics of disability disclosure, the paradoxes of invisible disability; invisible disability in academic spaces; the role of culture and categories of difference such as race, gender, class and immigration status in societal approaches to and understandings of invisible disability; and future visions in the realm of disability justice and care work.

Requirements/Evaluation: Two 5-6 page essays; One group question assignment; Final reflection document

Prerequisites: None.

Enrollment Limit: 12

Enrollment Preferences: Preference given to majors or concentrators in LATS, AMST, and AAST, in order of seniority.

Expected Class Size: 12

Grading: yes pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 253(D2) LATS 254(D2) AAS 253(D2)

Difference, Power, and Equity Notes: This course takes up issues of difference and power in every one of its readings and materials. In particular, we examine the intersection of race, ethnicity, dis/ability, gender, sexuality and nation in our discussions of how disability helps to define our understanding of US identity and citizenship, particularly for US communities of color.

Attributes: AAS Non-Core Electives AMST Comp Studies in Race, Ethnicity, Diaspora LATS Comparative Race + Ethnic Studies Electives LATS Core Electives

Not offered current academic year

AAS 275 (S) Acting Out: Performativity, Production, and Politics in East Asian Theatres (DPE)

Cross-listings: CHIN 275 / THEA 271 / COMP 271 / ASIA 275

Secondary Cross-listing

"Asian Theaters," for those in the West, can conjure up a variety of exotic impressions: spectacle and cacophony, mysterious masks and acrobatic bodies, exquisite styles and strangely confusing conventions. Although Asian theaters have been studied systematically in the West for at least a century, the West has never truly left its "othering" look at them. Yet, what is "different" for the West is bedrock for Asian cultures. Theatre, one of the most important and dynamic forms of cultural production and communication, has actively involved all strata of Asian societies for a millennium. How to explain theatre's continued presence and relevance for Asian nations? What do the traditions of Kun, Kabuki, and P'ansori reveal about the cultures and communities in which they were created? This course seeks to understand from the Asian perspective, rather than "exoticize" and "other," musical and dance theatres from China, Japan, and Korea. Examining the evolving presentations of signature dramas dating from the sixteenth to the eighteenth centuries, we will act out Asian theatres in the following ways: (1) by reading the original plays in translation in tandem with their contemporary and intercultural reproductions, we will explore how Asian theatres fare in the era of globalization within and beyond national borders; (2) by revealing the "technologies" of writing, reading, acting, and staging these plays in different cultural milieus, we will consider what kinds of language and rhetoric, forms of music and movement, as well as visual components are deployed to convey evolving messages; (3) by considering key performances held outside of the proscenium stage, we will gain exposure to alternative theatrical spaces in Asian and diasporic communities that reform performing conventions, reconfigure staging environments, and renegotiate cultural values. In this manner, we will together gain an appreciation for the aesthetic devices, thematic concerns, and production politics of East Asian theatres and their global reproductions. Class materials include drama, production videos, and invited zoom sessions with Asian theatre practitioners and directors who live in the U.S. and other diasporic communities. All materials are in English. No language prerequisite. Funded by the Global Initiatives Venture Fund, this course includes an all-expense-paid travel component, a cultural and academic exchange project titled "Redefining Amateurism: Experiential Learning with Student Theatre in Contemporary China," which will bring up to eight Williams students to Nanjing, China during the Spring Break (3/23-4/3/2025). Students will participate in workshops with playwrights and theater-makers in contemporary China and engage in black-box theater productions with students from Nanjing University and Shanghai Theatre Academy. This travel component is OPTIONAL for students taking this course. However, students enrolled in this class will receive priority consideration to be included in the free travel project. Selection criteria include active participation, excellent performance in the course, etc.

Class Format: Funded by the Global Initiatives Venture Fund, this course includes an all-expense-paid travel component, which will bring up to eight Williams students to Nanjing, China during the Spring Break (3/23-4/3/2025). This travel component is OPTIONAL for students taking this course.

However, students enrolled in this class will receive priority consideration to be included in the free travel project. Selection criteria include active participation, excellent performance in the course, etc.

Requirements/Evaluation: Evaluation will be based on 1) ACTIVE in-class discussion; 2) three small projects (papers and audio/video essays); 3) a take-home midterm; and 4) Poster presentation based on students' final projects.

Prerequisites: None; open to all. No knowledge of Asian languages required, though students with advanced Asian language proficiency are encouraged to work with primary sources if they wish.

Enrollment Limit: 20

Enrollment Preferences: Current or prospective majors in the Department of Asian Languages, Literatures, and Cultures; Theatre majors; Comp Lit majors; Concentrators in Asian Studies or Asian American Studies.

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

CHIN 275(D1) THEA 271(D1) COMP 271(D1) ASIA 275(D1) AAS 275(D2)

Difference, Power, and Equity Notes: This course examines the power dynamics of spectacle and cacophony and how theatre provided a cultural space that engaged all strata of East Asian societies, thereby masking class and ethnic divisions within these nation-states, while also presenting a distinct image of "China," "Japan," and "Korea" to be consumed in the West. Students will learn ways in which "traditional" theatre productions affirm or subvert Western biases against Asians.

Attributes: AAS Non-Core Electives GBST East Asian Studies

Spring 2025

SEM Section: 01 TF 2:35 pm - 3:50 pm Man He

AAS 284 (F)(S) Asian American History (DPE)

Cross-listings: AMST 284 / HIST 284

Secondary Cross-listing

This course offers an overview of Asian American history from the late seventeenth century to the present. It will cover the earliest Asian migration and settlement in the U.S., the rise of anti-Asian movements, the experiences of Asian Americans during World War II and the Cold War, the emergence of the Asian American movement in the 1960s, the post-1965 Asian immigration, and the War on Terror. We will investigate broader themes including labor, citizenship, political resistance, gender and sexuality, community formation, empire, and transnationalism. We will also consider key contemporary issues, including race and ethnic relations, anti-Asian harassment and violence, and the legacy of U.S. colonialism in Asia-Pacific. Along the way, we will engage classic and recent scholarship in the field, and form our own interpretations of the past based on a wide range of sources--including films, novels, newspapers, government documents, political cartoons, and more. Throughout, the course advances the argument that citizenship and belonging in the U.S. cannot be fully understood without accounting for the experiences of Asian Americans.

Requirements/Evaluation: Attendance and participation in discussion, weekly reading responses (2 pages), midterm exam, and final in-class exam and take-home essay (7-10 pages)

Prerequisites: None

Enrollment Limit: 30

Enrollment Preferences: Preference given to History majors and Asian American Studies concentrators.

Expected Class Size: 25-30

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 284(D2) AAS 284(D2) HIST 284(D2)

Difference, Power, and Equity Notes: This course introduces students to the incredible diversity of Asian Americans. It guides students through an examination of the historical events, policies and dynamics that have marginalized Asian American communities based on race, ethnicity, class, gender, sexuality, citizenship, and other forms of difference. It also explores the diverse ways that Asian Americans have sought inclusion and

belonging in the U.S.

Attributes: AAS Core Electives AAS Gateway Courses HIST Group F Electives - U.S. + Canada

Fall 2024

LEC Section: 01 TR 11:20 am - 12:35 pm Hongdeng Gao

Spring 2025

LEC Section: 01 TR 9:55 am - 11:10 am Hongdeng Gao

AAS 312 (S) The 626 (DPE)

Cross-listings: SOC 313

Secondary Cross-listing

Ryka Aoki's *Light from Uncommon Stars* is "a defiantly joyful adventure in California's San Gabriel Valley, with cursed violins, Faustian bargains, and queer alien courtship over fresh-made doughnuts." What sociological insight could a sci-fi novel about intense extracurricular pressure, food, and foreignness have to offer about the San Gabriel Valley, area code 626? In this course, we take the fantastical characters and plots of Aoki's novel as an invitation to delve into the histories of Asian American settlement to Gabrielino/Tongva lands on the eastern fringes of present-day Los Angeles County. The multilingual boba shops, restaurants, and store fronts throughout the valley mask a history of violent backlash and English-only initiatives. Media reports of academic and musical prodigies skew a broader socioeconomic picture that includes crimmigration, deportation, and xenophobia. And the figure of an intergalactic refugee mother exposes the toll that crossing borders takes on individuals, families, and communities. In this project-based course, we survey the formation of a particular place and its surroundings. In doing so, students grapple with general questions such as: How does migration shape intergenerational dynamics? When and with what tools do people confront racism and intersecting forms of discrimination? How do ethnic enclaves form and fracture? And how do communities mobilize for political rights?

Requirements/Evaluation: thoughtful and consistent participation; mock film festival screening and vote; regular writing assignments; teach-ins

Prerequisites: N/A

Enrollment Limit: 15

Enrollment Preferences: ANSO majors and AAS concentrators. If the course overenrolls, the instructor will send out a Google Form to make enrollment decisions.

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

SOC 313(D2) AAS 312(D2)

Difference, Power, and Equity Notes: This course explores the making of the San Gabriel Valley as the "Asian American Holy Land." It delves into actors' diverse responses to the model minority stereotype, class, and belonging. Students will evaluate (pan)ethnicity as something to be explained, rather than explanatory, and consider the gaps between diversity and inclusion versus equity in the so-called majority-minority context of the 626.

Attributes: AAS Core Electives

Spring 2025

SEM Section: 01 TF 2:35 pm - 3:50 pm Phi H. Su

AAS 313 (F) Gender, Race, and the Power of Personal Aesthetics

Cross-listings: WGSS 313 / AFR 326 / LATS 313 / AMST 313

Secondary Cross-listing

This media/cultural studies course focuses on the politics of personal style amongst women of color in the US and around the globe in the digital era. We undertake a comparative, transnational exploration of the ways in which categories of difference such as gender, disability, sexuality, class, and ethno-racial identity inform normative beauty standards and ideas about the body. The class pays particular attention to the ways in which neoliberal capitalism shapes contemporary understandings of gendered bodies and the self. We examine an array of materials from across the disciplines including commercial websites, music videos, photography, histories, film, television, personal narratives, ethnographies, and sociological case

studies. Departing from the assumption that personal aesthetics are intimately tied to issues of power and privilege, we engage the following questions, among others: What are some of the everyday functions of personal style among women of color in the US and globally? How do Latina/x, Black, Arab American, and Asian American personal aesthetics reflect the specific circumstances of their creation, and the unique histories of these racialized communities? What role do transnational media and popular culture play in the development and circulation of gendered, raced, and sexualized aesthetic forms? How might the belief in personal style as an activist strategy complicate traditional understandings of feminist political activity? And what do the combined insights of ethnic studies, feminist studies, cultural studies, media studies, queer studies and disability studies contribute to our comprehension of gendered Asian American, Arab American, Black, and Latina/x bodies?

Requirements/Evaluation: participation, one student-led discussion period, two written essays of 5-6 pages, final written reflection.

Prerequisites: LATS 105, AMST 201, AFR 200, WGSS 101 or permission of instructor; first year students are not permitted to take this course.

Enrollment Limit: 12

Enrollment Preferences: Latina/o Studies concentrators, American Studies majors, Africana Studies majors, and Women's, Gender and Sexuality Studies majors by seniority. If the class is overenrolled students may be asked to submit a brief writing sample.

Expected Class Size: 12

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 313(D2) AFR 326(D2) LATS 313(D2) AMST 313(D2) AAS 313(D2)

Attributes: AAS Non-Core Electives AMST Comp Studies in Race, Ethnicity, Diaspora LATS Core Electives WGSS Racial Sexual + Cultural Diversity Courses WGSS Theory Courses

Fall 2024

SEM Section: 01 TF 2:35 pm - 3:50 pm Maria Elena Cepeda

AAS 316 (F) Music in Asian American History (DPE) (WS)

Cross-listings: MUS 316

Secondary Cross-listing

Is "Asian American music" all music made by Asian Americans, music by Asian Americans specifically drawing on Asian heritage, or music engaging with Asian American issues? This course embraces all three definitions and the full diversity of Asian American musical experience. We will study the historical soundscapes of immigrant communities (Chinese opera in North America; Southeast Asian war refugees) and how specific traumatic political events shaped musical life (Japanese American internment camps). We will encounter works by major classical composers (Chou Wen-Chung; Chen Yi; Tan Dun; Bright Sheng) and will investigate the careers and reception of prominent classical musicians (Midori; Seiji Ozawa; Yo-Yo Ma). Afro-Asian fusions, inspired by civil rights protest movements, manifested in jazz (Jon Jang; Fred Ho; Anthony Brown; Hiroshima; Vijay Iyer) and hip hop (MC Jin; Awkwafina; Desi rappers). Asian Americans have been active in popular music at home and abroad (Don Ho; Yoko Ono; Wang Leehom; Mitski). Finally, we will investigate communal forms of Asian American music making that have crossed racialized and gendered boundaries (taiko drumming; Indonesian gamelan; belly dance; Suzuki method). This seminar is designed to develop research skills, as we pursue original fieldwork, archival research, and oral history interviews.

Requirements/Evaluation: Active class participation; two short papers (5-6 pp.) and a research term paper (12-15 pp.).

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: Students with curricular experience in Asian American history or music studies.

Expected Class Size: 10

Grading: no pass/fail option, yes fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

MUS 316(D1) AAS 316(D1)

Writing Skills Notes: Students will write three papers during the semester: two 5-6 page papers and a 12-15 page research paper, written in stages. Students will receive detailed comments on each paper and at each stage of the research paper process, allowing them to build upon those comments

in subsequent writing assignments.

Difference, Power, and Equity Notes: Political and cultural forces of exclusion not only determined Asian American musical participation in American music history but have shaped Asian American styles of music. We will study the history of Asian American political struggles as they have intersected with music and how Asian Americans have at certain points sought allegiance through music with other marginalized groups. We will explore as well popular media representations of Asian American musicians revealing race-based assumptions.

Attributes: AAS Core Electives MUS Music History: 1900-Present

Not offered current academic year

AAS 351 (F) Racism in Public Health (DPE)

Cross-listings: PHLH 351

Secondary Cross-listing

Across the nation, states, counties and communities have declared racism a public health crisis. This push to identify systemic racism as a high priority in public health action and policy is an important symbolic and political move. It names the faults of histories, systems and institutions but also brings to the spotlight the individual and community responsibility to dismantle racism in the US. In this tutorial, we will examine racism in public health policy, practice and research through an investigation of several mediums of evidence and information, ranging from peer reviewed literature to news editorials, podcasts and documentaries. We will explore specific pathways by which legacies of colonialism and racism function in various public health disciplines such as epidemiology, social & behavioral sciences, health policy and environmental health while also examining the dynamics of power and history in research and community practice. We will take deep dives into issues on how health can be impacted by redlining, racist medical algorithms, racial trauma and stress and police violence, to name a few. Students will also have two opportunities to select their own case studies, as a way for you to research and learn about particular racial health issues that are of personal interest. This course is also about self-reflection and exploration of the ways in which our identities and lived experiences impact our understanding and perspective. We will gain skills in speaking across differences and articulation of how our own perceptions and lived experiences of race and racism impact our study of public health. This tutorial requires an openness to self-reflection and the practice of listening and articulation.

Requirements/Evaluation: bi-weekly tutorial papers, weekly journaling, oral commentaries and tutorial discussion

Prerequisites: PHLH 201 or instructor approval.

Enrollment Limit: 10

Enrollment Preferences: 1-Public Health concentrators. 2- Asian American Studies concentrators.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AAS 351(D2) PHLH 351(D2)

Difference, Power, and Equity Notes: In this course students will examine and critically examine the inequities and race based social and health injustices, and the ways racism infiltrates public health action and policy, both historically and currently. They will also refine their self reflection skills in understanding how their own positions of privilege and power, or lack thereof, inform their understanding of public health.

Attributes: AAS Non-Core Electives PHLH Social Determinants of Health

Fall 2024

TUT Section: T1 TBA Marion Min-Barron

AAS 364 (S) Asia and Asian Americans During the Cold War (DPE)

Cross-listings: HIST 364 / AMST 384

Secondary Cross-listing

This course traces how American geopolitical interests and involvement in Asia during the Cold War affected Asian Americans. It examines the history of the Cold War as a period of U.S. imperial expansion as well as a time when various actors and organizations, especially those of Asian descent, harnessed the East-West rivalry to advance their own agendas. We will consider how diverse diplomatic strategies including militarization, educational exchange, and immigration reform shaped East, South, and Southeast Asian migrations to and settlement in the United States and the social and

material lives of these diverse communities. Case studies include transnational adoptees from Korea, Hmong and Vietnamese refugees in the U.S. and across Guam and Israel-Palestine, Black, Latinx, and Asian American activists who traveled to Vietnam, educated Indian and Pakistani immigrants, and American-born individuals of Japanese ancestry in Japan. We will also explore how individuals of Asian descent leveraged Cold War geopolitics and forged cross-ethnic, cross-class alliances to advocate for social change both at home and abroad.

Requirements/Evaluation: Attendance and active participation in discussion, three response papers (3-4 pages), and final research paper (12-15 pages), as well as topic proposal, annotated bibliography, outline, and draft of the final paper

Prerequisites: None

Enrollment Limit: 25

Enrollment Preferences: History majors and Asian American studies concentrators

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 364(D2) AAS 364(D2) AMST 384(D2)

Difference, Power, and Equity Notes: This course will examine how various global and local actors competed for power in Asia and the U.S. during the Cold War. It will consider how new political and economic decisions by policymakers created and reinforced inequalities rooted in race, gender, class and other forms of difference. It will also examine how grassroots changemakers, whom we know little about, creatively and comprehensively navigated and changed the political and social landscapes in and outside of the U.S.

Attributes: HIST Group F Electives - U.S. + Canada

Spring 2025

SEM Section: 01 W 7:00 pm - 9:40 pm Hongdeng Gao

AAS 373 (F) US Empire in the Philippines: Capitalism, Colonialism, and Revolution (DPE)

Cross-listings: AMST 373

Secondary Cross-listing

When the United States of America took official colonial control of the Philippines in 1898, Filipinos had already been fighting an anti-colonial struggle against Spain for several years. With the start of the Philippine-American War in 1899, that fight continued. Keeping the always-present possibilities of Filipino revolt in mind, this course takes an interdisciplinary approach to the study of U.S. empire-building in the Philippines from the late-nineteenth to the mid-twentieth centuries. We will frame our understanding in terms of racial capitalism and the coloniality of power, with particular attention to the materiality of empire -- infrastructure, architecture, financing, markets, and population management -- and U.S. empire's production of racial, gender, indigenous, religious, and sexual categories and difference. Our readings may be drawn from critical ethnic studies, gender & sexuality studies, American studies, postcolonial theory, Black studies, disability studies, and more. Topics include the military "management" of Muslim, Christian, and animist groups, the Katipunan society, interracial intimacies, and early 20th century Filipino migration to the United States. Students are expected to take an active role in discussion, but no prior knowledge of the Philippines is expected.

Requirements/Evaluation: Evaluation will be based on a semi-self-paced portfolio model: by two different points in the semester, students will be responsible for handing in a collection of 1-2 page response papers, discussion posts, discussion questions, and/or a paper analyzing a primary source or theoretical argument. The minimum requirement is a word count e.g. 3,000 words by 10/15, another 3,000 by 11/15. For the final, students will collect their work, revise at least 30% of it according to professor and peer feedback, and write a final reflection paper. In pairs, students will also lead discussion during one or more class sessions.

Prerequisites: None

Enrollment Limit: 15

Enrollment Preferences: First priority will go to AAS concentrators and AMST prospective and declared majors

Expected Class Size: 10-15

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 373(D2) AAS 373(D2)

Difference, Power, and Equity Notes: This course examines the creation and maintenance of racial, indigenous, religious, gender, sexual, and ability categories in the context of world-historic systems of power, namely capitalism and colonialism. It tracks the unequal relations of power between American colonizers and Filipino colonized subjects, while keeping live the inherent power of Filipino people for revolt.

Attributes: AAS Core Electives AMST Comp Studies in Race, Ethnicity, Diaspora AMST Critical and Cultural Theory Electives AMST Space and Place Electives

Not offered current academic year

AAS 375 (S) Asian American Sexualities (DPE)

Cross-listings: AMST 375 / WGSS 375

Secondary Cross-listing

Perceived as objects of sexual use and perversity, how might Asian/Asian American subjects contend with these projections and enact their own genders and sexualities? Anchored in this question, this theory-intensive seminar will provide a study of seminal and recent scholarship at the intersections of Asian American Studies, feminist criticism, and queer theory that focus on or are read in tandem with a collection of cultural expressions, including film, sculpture, poetry, drag performance, music, manifestos, and visual and performance art. To first root us, the seminar will introduce key uses and theorizations of sex/gender, sexuality, and queerness. Then, across the semester, we will focus on deployments of them through a range of topics, including sexual subjugation and activism of "comfort women," orientalism/ornamentalism, the queering of Sikh, South Asian, and Muslim Americans post-9/11, western demands to "come out," representations in pornography, lesbian invisibility, devaluation of trans* lives, etc., exploring questions of racialized, gendered, and sexual subordination alongside power, pleasure, play, and critique. To this end, we will approach gender and sexuality not as identity categories that one is or has but socially and biologically construed categories, loci for intervention and play, anti-normative positions, lived experiences, and ever-evolving processes of doing, becoming, and unbecoming.

Requirements/Evaluation: in-class discussion, weekly posts, short presentation, one paper, and one longer paper or creative assignment that will be peer reviewed and revised

Prerequisites: AMST 125 or WGSS 101/202

Enrollment Limit: 15

Enrollment Preferences: AMST/WGSS majors and AAS concentrators will be given priority; prospective AA concentrators

Expected Class Size: 15

Grading: yes pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 375(D2) WGSS 375(D2) AAS 375(D2)

Difference, Power, and Equity Notes: This course examines the terms Asian American, gender, sexuality, and ability as categories of social difference and oppression. Throughout the course, students will unpack how these categories have been made, unmade, and remade in relationship to ongoing issues of sexual violence, colonialism, racial capitalism, and empire.

Attributes: AAS Core Electives AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora AMST Critical and Cultural Theory Electives

Spring 2025

SEM Section: 01 TF 1:10 pm - 2:25 pm Kelly I. Chung

AAS 384 (F) Comparative History of Science and Medicine in Asian/Pacific America, 1800-Present (DPE)

How have scientific knowledge and medicine been tools of exclusion, violence, and imperial control against Asian Americans, as well as indigenous peoples, Black, Latinx, and white migrants, and their descendants? How have these groups negotiated and resisted encounters with such knowledge from the 19th century to the present? This seminar explores these questions by examining a series of case studies--including American colonial medicine and science in the Philippines and Hawai'i, Cold War migration of Chinese scientists and South Asian doctors to the U.S., and the politics of HIV/AIDS, psychiatry, and culturally competent care in Black, Asian, and Cuban migrant communities. Together, we will survey the literature in history, English, Global Health, Sociology, and other fields and consider how the Asian/Pacific American experience in science and medicine has been integral to, as well as informed by, the experiences of other groups in the transpacific world. Students will leave this course with interdisciplinary tools for

understanding present-day health inequities in underserved Asian/Pacific American communities and other marginalized groups.

Requirements/Evaluation: Attendance and active participation in discussion, three response papers (3-4 pages), and final research paper (12-15 pages), as well as topic proposal, annotated bibliography, outline, and draft of the final paper

Prerequisites: None

Enrollment Limit: 25

Enrollment Preferences: Preference to History majors, Asian American Studies concentrators, and Public Health concentrators

Expected Class Size: 20-25

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: This course explores how knowledge about science and medicine has been constituted and remade over time by various groups in the transpacific world to exert power over others on the structural, community and individual levels. We will also consider how individuals who experienced violence and inequities as a result of encounters with such knowledge challenged definitions and practices of science and medicine.

Attributes: AAS Core Electives HIST Group F Electives - U.S. + Canada PHLH Social Determinants of Health

Fall 2024

SEM Section: 01 W 7:00 pm - 9:40 pm Hongdeng Gao

AAS 399 (F) Marxist Feminisms: Race, Performance, Labor (DPE)

Cross-listings: AMST 399 / WGSS 399

Secondary Cross-listing

This seminar provides an overview of queer, black and women of color feminist, decolonial, and critical ethnic studies critiques of orthodox Marxism. Beginning with core texts from the tradition, including *Capital Volume I*, we will examine a range of social positions and modes of extraction that complicate Marx's emphasis on the white male industrial factory worker. Every week, we will focus on texts that foreground conditions of reproduction, racial slavery, care and domestic work, indentured servitude, immigrant labor, land expropriation, and sex work among others. Throughout the seminar and specifically at the close of it, we will turn to critical perspectives and aesthetic practices that not only respond to these conditions but also incite new social relations and ways of being in the world. As such, this seminar will equip students with critical understandings of how racial capitalism has fundamentally relied on the mass elimination, capture, recruitment, and displacement of different racialized, gendered, and abled bodies in and beyond the U.S. as well as how the capitalist system of value and life under these conditions can and must be undone and reimaged.

Requirements/Evaluation: in-class participation, short presentation, weekly posts, paper, and final project (paper, community resource distribution proposal, and creative project options)

Prerequisites: AMST 101, AMST/AAS 125, or similar courses

Enrollment Limit: 15

Enrollment Preferences: AMST and WGSS juniors and seniors, AAS concentrators

Expected Class Size: 15

Grading: yes pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AAS 399(D2) AMST 399(D2) WGSS 399(D2)

Difference, Power, and Equity Notes: This course satisfies the DPE requirement as it explores difference, power, and equity by asking how racial, gendered, sexual, and class differences are produced, whose voices are centered and whose are excluded, and what forms of labor are valued over others.

Attributes: AAS Core Electives AMST Comp Studies in Race, Ethnicity, Diaspora AMST Critical and Cultural Theory Electives WGSS Theory Courses

Fall 2024

SEM Section: 01 W 1:10 pm - 3:50 pm Kelly I. Chung

AAS 414 (S) Race and Performance (DPE) (WS)

Cross-listings: WGSS 414 / AMST 414

Secondary Cross-listing

How does one "do" race? This seminar offers a survey of foundational and emergent scholarship at the nexus of performance studies, critical ethnic studies, and gender and sexuality studies alongside contemporary visual and performance art works. It will explore how the framework of performance destabilizes notions of race, gender, and sexuality as identities that are inherent to us and approaches them as ones we enact, do, and undo. We will begin the course by tracing key concepts in performance studies (i.e., performance, performative, performativity) before examining a range of performances that respond to and negotiate life under the ongoing conditions of racial capitalism, empire, anti-blackness, and settler colonialism. To this end, we will focus on how qualities attributed to racialized and gendered bodies, such as silence, diseased, patience, depression, passivity, and aloofness, are retooled as feminist and queer of color actions or positions.

Requirements/Evaluation: in-class discussion, weekly posts, class presentation, short written assignments, and final project (with creative option)

Prerequisites: AMST 101 or WGSS 101/202 and upper level courses in AMST, WGSS, or related fields

Enrollment Limit: 12

Enrollment Preferences: AMST seniors and juniors; WGSS seniors and juniors; AAS concentrators

Expected Class Size: 12

Grading: yes pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 414(D2) AAS 414(D2) AMST 414(D2)

Writing Skills Notes: Weekly discussion posts, short writing assignments that will lead to the final assignment, and a self-assessment reflection. Additionally, students will draft and present an object-based analysis paper (incorporating primary and secondary materials), give and receive peer feedback, and submit a final, edited version.

Difference, Power, and Equity Notes: This course centrally examines the nexus of race, gender, sexuality, class, and ability and explores a bevy of strategies deployed to respond to overlapping structures of power, including racial capitalism, settler colonialism, anti-blackness, and empire.

Attributes: AAS Capstone AMST 400-level Senior Seminars WGSS Theory Courses

Not offered current academic year

AAS 497 (F) Independent Study: Asian American Studies

For students pursuing a semester-length independent study for Asian American Studies credit in the fall. Independent study proposals are due to the Chair of Asian American Studies by the end of the pre-registration period the semester prior. Proposals must be approved before students can enroll. Note that students enroll for this course code regardless of the instructor advising the independent study. See Chair for more details.

Requirements/Evaluation: To be determined between advisor and students by the start of the semester

Prerequisites: Asian American Studies gateway course

Enrollment Limit: NA

Enrollment Preferences: Asian American Studies concentrators

Expected Class Size: NA

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Attributes: AAS Capstone

Fall 2024

IND Section: 01 TBA Jan Padios

AAS 498 (S) Independent Study: Asian American Studies

For students pursuing a semester-length independent study for Asian American Studies credit in the spring. Independent study proposals are due to

the Chair of Asian American Studies by the end of the pre-registration period the semester prior. Proposals must be approved before students can enroll. Note that students enroll for this course code regardless of the instructor advising the independent study. See Chair for more details.

Requirements/Evaluation: To be determined by instructor and student before start of the semester.

Prerequisites: Asian American Studies gateway course

Enrollment Limit: NA

Enrollment Preferences: Asian American Studies concentrators

Expected Class Size: NA

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Attributes: AAS Capstone

Spring 2025

IND Section: 01 TBA Jan Padios

DEPARTMENT of ASIAN LANGUAGES, LITERATURES, & CULTURES
CHINESE, JAPANESE, EAST ASIAN LANGUAGES & CULTURES

(Div I & II, see explanation below)

Chair: Professor Man He

Cecilia Chang, Frederick Latimer Wells Professor of Chinese; Masashi Harada, Assistant Professor of Japanese; Man He, Associate Professor of Chinese; Shinko Kagaya, Professor of Japanese; Cornelius C. Kubler, Stanfield Professor of Asian Studies; Christopher M. B. Nugent, John W. Chandler Professor of Chinese; Kasumi Yamamoto, Frank M. Gagliardi Professor of Japanese; Li Yu, Herbert H. Lehman Professor of Chinese

Visitors: Yumemi Hanaki, Visiting Lecturer in Japanese; Xiaoming Hou, Visiting Assistant Professor of Chinese; Ju-Yin Wang, Visiting Lecturer in Chinese; **Language Fellows:** Xuechan Dai, Yen-Yu Lin; **Teaching Associate:** Mei Ki (Lina) Law

Department Mission Statement and Curricular Goal

The mission of the department is to produce “global citizens” with multilingual abilities, intercultural communicative competence, and multicultural leadership skills, who will be able to make contributions in different sectors of society in a globalized and diverse world. Graduates of our department will not only achieve proficiency in at least one Asian language but also become competent in intercultural communication. They will develop interpretive and analytical skills using both primary texts and secondary sources and become familiar with the textual and cultural traditions in Asia.

The department offers three distinct major tracks: Chinese, Japanese, and East Asian Languages & Cultures. Each major requires a minimum of ten courses. Up to four study-away credits can be counted toward a major.

Learning Objectives for the Chinese Major

Students who complete the requirements for a major in Chinese will be able to:

- Attain the Advanced level in speaking, listening and reading, and Intermediate High level in writing based on the ACTFL proficiency guidelines.
- Read and analyze basic texts written in Classical Chinese.
- Gain intercultural communicative skills to competently navigate a wide range of social and cultural contexts in Chinese-speaking environments.
- Critically read and analyze a variety of Chinese-language primary sources for academic and professional purposes.
- Engage critically with important aspects of the historical and cultural developments and trends in China’s diverse and complex past and present.
- Acquire the skills to enable them to continue their engagement with the target language and culture as lifelong learners and users of Chinese.

THE MAJOR

In order to develop proficiency and intercultural communicative skills in the language, students are required to complete at least eight Mandarin Chinese language courses (CHIN 101, 102, 201, 202, 301, 302, 401, 402) and at least one course in Classical Chinese (CHIN 312). To gain a deeper understanding of Chinese cultural traditions, students should take at least one Chinese core elective in Chinese literary, linguistic, or cultural studies (taught either in English or in Chinese) with prefixes and primary cross-listings in CHIN.

Students placed out of lower-level language courses can take additional approved electives to replace the language course requirement. Electives include core language courses, core electives, and ASIA courses in [the program of Asian Studies](#).

Learning Objectives for the Japanese Major

Students who complete the requirements for a major in Japanese will be able to:

- Demonstrate linguistic competency/proficiency in comprehending, speaking, reading, and writing in Japanese at the ACTFL Intermediate High to Advanced levels.
- Critically read and analyze a variety of Japanese primary sources for academic and professional purposes.
- Critically engage with Japanese culture, past and present, recognizing its diversity and vibrancy.
- Navigate a wide range of social and cultural contexts by communicating effectively and appropriately with people of other cultures in their local and global communities.
- Continue their engagement with Japanese language and culture as lifelong learners and users of Japanese.

THE MAJOR

In order to develop proficiency and intercultural communicative skills in the language, students are required to complete at least eight Japanese language courses (JAPN 101, 102, 201, 202, 301, 302, 401, 402), at least one Japanese core elective in Japanese literary, linguistic, or cultural studies (taught either in English or in Japanese) with prefixes and primary cross-listings in JAPN, and one approved elective related to Japanese language and culture (including additional JAPN core electives, additional Asian language courses, or Japanese studies courses offered in art, comparative literature, history, music, political science, religion, etc.).

Students placed out of lower-level language courses can take additional approved electives to replace the language course requirement. Electives include core language courses, core electives, and ASIA courses in [the program of Asian Studies](#).

Learning Objectives for the East Asian Languages and Cultures Major

Students who complete the requirements for a major in East Asian Languages and Cultures will be able to:

- Attain a minimum of Intermediate High level in speaking, listening and reading of either Chinese or Japanese, and Intermediate Low level in writing in the language based on the ACTFL proficiency guidelines.
- Acquire research, problem-solving, and critical thinking skills by engaging in linguistic or literary analysis in the field of Chinese studies or Japanese studies.
- Obtain basic intercultural communicative skills to navigate some social and cultural contexts in Chinese- or Japanese-speaking environments.
- Continue their engagement with an Asian language and culture as lifelong learners and users of the target language.
- Students who choose the dual-language option will attain the Advanced level in speaking, listening, and reading in either Chinese or Japanese, and the intermediate level in a second Asian language based on the ACTFL proficiency guidelines.

THE MAJOR

East Asian Languages and Cultures (EALC) major: In order to develop proficiency and intercultural communicative skills in the language, students are required to complete at least six language courses (or attain a minimum proficiency equivalent to the completion of 302) in one East Asian language offered by the department (currently Chinese Mandarin and Japanese). To gain a deeper understanding of the Chinese or Japanese cultural traditions and to develop research skills in the Chinese or Japanese fields, they should take at least two Chinese/Japanese core electives in literary, linguistic, or cultural studies in their primary focus of study with prefixes and primary cross-listings in CHIN/JAPN, and two approved electives related to Chinese/Japanese language and culture (including additional CHIN/JAPN core electives, additional Asian language courses, or Chinese/Japanese studies courses offered in art, comparative literature, history, music, political science, religion, etc.).

Students placed out of lower-level language courses can take additional approved electives to replace the language course requirement. Electives include core language courses, core electives, and ASIA courses in [the program of Asian Studies](#).

This major offers students who are able to complete the 402 level in either Chinese or Japanese by the end of their sophomore year a dual-language option which will allow them to learn a second Asian language and reach the Intermediate level in speaking that language by the time of graduation. Please consult with the chair or language coordinator for more information about this option.

LANGUAGE PLACEMENT

Students who have studied or otherwise developed some familiarity with Chinese or Japanese language before coming to Williams and who wish to continue their language study at the college should complete a placement evaluation before pre-registering for a language course. More information about the Chinese placement evaluation can be found at <https://chinese.williams.edu/faq/>. Students who wish to take the Japanese placement test should contact the Japanese faculty.

THE DEGREE WITH HONORS

The department offers students the option of pursuing a degree with Honors in Chinese, Japanese, or East Asian Languages and Cultures through writing an honors thesis. Honors theses allow students a unique opportunity to undertake an examination of topics and texts with a greater depth than regular courses allow. The great majority of students who undertake the challenge of writing an honors thesis find it to be one of their most rewarding academic experiences at Williams.

Students interested in pursuing a degree with Honors should begin thinking about their thesis topic and materials as early as possible. This is particularly true for students who need to gather materials or conduct research abroad, as this will typically take place during their junior year or the summer between their junior and senior years. It is the responsibility of the student to approach faculty members to inquire about their willingness to serve as a thesis advisor. Ideally, students should have previously taken a course with that faculty member in an area related to the subject matter of the thesis. Faculty members will usually only advise a single thesis per year, and never more than two, with students who first approach the faculty member about serving as advisor being given priority. It is recommended that students approach the faculty members with whom they are interested in

working for their thesis by the end of the fall semester of their junior year.

Students must submit a proposal to the department chair and their intended advisor before they pre-register for senior year courses in the spring of their junior year. The proposal should include a statement of the topic, a general description of the types of materials available for study and how the study will be carried out, and the name of the faculty member who will serve as advisor. If the department approves the thesis proposal, the student should enroll in CHIN 493-W31-494, or JAPN 493-W31-494, depending on their major track. Please note that admission to the honors thesis program will normally be limited to students with a consistent record of honors-level work, as indicated by at least a B+ average in their courses for the major.

Students will typically meet with their advisor once a week at a set time other than office hours. The advisor will present the student with a set of deadlines for different stages in the thesis, ranging from a bibliography to the final draft. While these deadlines will vary for different advisors and theses, two deadlines will apply to all theses, whether analytic or translation. 1) Students must submit a finished first chapter or substantial section of polished translation by the last day of the first semester reading period. If the student misses this deadline, he or she will not be allowed to continue the thesis. 2) The finished thesis is due to the advisor by 4:00 pm on the Monday two weeks after the last day of Spring Recess. The student should submit three copies of the thesis at this time. There will be no extensions.

The department will assign two readers, separate from the advisor, to each thesis. The readers will give a written assessment of the thesis that will be an important factor in the final determination of the student's grades for the thesis and what honors designation, if any, will be given. These written comments will be shared with the student. Within two weeks after submission, the department will schedule an oral defense. This will be a one to one-and-a-half hour session in which the student will give a public presentation of his or her thesis to members of the department and invited guests followed by a question and answer period. A final, corrected copy of the thesis must be submitted to the Technical Services Department of Sawyer Library by 4:00 P.M. on the last day of the final examination period.

In order to qualify for Honors, the department must agree that the student has earned two semester grades of B+ or higher, based on his or her thesis and oral defense. Students whose thesis and defense are deemed by the department to be of exceptional merit will be awarded Highest Honors. A letter from the department chair will inform students of these decisions.

STUDY ABROAD

Students intending to major in the department are strongly encouraged to study in Asia at some point during their time at Williams—for a summer or for a semester or full year. Study-abroad in an immersive environment in the target culture is an indispensable step toward advanced proficiency in a second language. Prospective majors or language students who are planning to study abroad must attend the fall semester study-abroad information sessions organized by the department or discuss their plans with department faculty as far in advance as possible. The department administers the Linen Fellowships for Summer Study in Asia which fund selected students' summer intensive language study or research projects. Up to four study-abroad courses may be transferred and counted toward graduation and toward the majors offered in the department. Students MUST contact the department faculty BEFORE assuming study-away credit will be granted toward the major in the department. Upon return, students should ask their study-away program to send their transcript to the Registrar's office so that the appropriate number of credits can be transferred and granted by the department chair.

DEPARTMENT EMAIL LISTS

To be informed about the events, activities and funding opportunities in the department, please use your Williams login to sign up for one or more of the following GLOW special interest email lists.

"DALLC Majors and Faculty" (open to all current and prospective Chinese, Japanese, or East Asian Languages and Cultures majors):

<https://glow.williams.edu/enroll/AWTMPX>

"Asia-Related Funding Opportunities" (open to all students who would like to seek internal or external funding related to Asia):

<https://glow.williams.edu/enroll/PGJHAC>

"Special Interest Chinese" (open to all students interested in Chinese language and culture): <https://glow.williams.edu/enroll/XEYMPG>

"Special Interest Japanese" (open to all students interested in Japanese language and culture): <https://glow.williams.edu/enroll/DAYTN3>

CHIN 101 (F) Basic Chinese

An introduction to Mandarin, the language with the largest number of native speakers in the world, which is the national language of China, the de facto official language of Taiwan, and one of the official languages of Singapore. Course objectives are for the student to develop simple, practical conversational skills and acquire basic proficiency in reading and writing at about the 200-character level. The relationship between language and

culture and the sociolinguistically appropriate use of language will be stressed throughout. Both audio and video materials will be employed extensively. CHIN 101 and CHIN 102 constitute an integral, indivisible year-long course. Students who register for a year-long course are required to complete both semesters of that course within the same academic year. Students who fail to take and pass the second half of a year-long course will incur a course deficiency.

Class Format: (for spoken classes) dialog performance, drills, communicative exercises; (for written classes) oral and silent reading, questions and discussion in Chinese, translation and explanation in English as needed.

Requirements/Evaluation: classroom performance, homework, quizzes, unit tests, and an oral and written final exam

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: If the course is overenrolled, priority will be given to first-year students, sophomores, and majors in the Department of Asian Languages, Literatures & Cultures.

Expected Class Size: 12

Grading: yes pass/fail option, no fifth course option

Unit Notes: Course credit is granted only if both semesters (CHIN 101 and CHIN 102) as well as the Winter Study Sustaining Program, which is taken in addition to a regular Winter Study course, are taken and passed.

Distributions: (D1)

Fall 2024

LEC Section: 01 MWF 9:00 am - 9:50 am TR 8:55 am - 9:45 am Cornelius C. Kubler

CON Section: 02 M-F 10:00 am - 10:50 am Cornelius C. Kubler

CHIN 102 (S) Basic Chinese

An introduction to Mandarin, the language with the largest number of native speakers in the world, which is the national language of China, China and Taiwan, and one of the de facto official languages of Taiwan, and one of the official languages of Singapore. Course objectives are for the student to develop simple, practical conversational skills and acquire basic proficiency in reading and writing at about the 500-character level. The relationship between language and culture and the sociolinguistically appropriate use of language will be stressed throughout. Both audio and video materials will be employed extensively. Traditional characters will be introduced. CHIN 101 and CHIN 102 constitute an integral, indivisible year-long course. Students who register for a year-long course are required to complete both semesters of that course within the same academic year. Students who fail to take and pass the second half of a year-long course will incur a course deficiency.

Class Format: (for spoken classes) dialog performance, drills, communicative exercises; (for written classes) oral and silent reading, questions and discussion in Chinese, translation and explanation in English as needed.

Requirements/Evaluation: attendance and participation, daily quizzes in the form of dialog or reading performance, homework, regular unit tests, and oral and written exams.

Prerequisites: CHIN 101 and WSP Sustaining Program or equivalent. Students who have never taken a Chinese language course at Williams should complete the Chinese Placement Evaluation in GLOW before registering for this course.

Enrollment Limit: 12

Enrollment Preferences: If the course is overenrolled, first priority will be given to current or prospective majors in the Department of Asian Languages, Literatures, and Cultures; and second priority will be given to first-year students and sophomores.

Expected Class Size: 12

Grading: yes pass/fail option, no fifth course option

Unit Notes: Course credit is granted only if both semesters (101 and 102) as well as the Winter Study Sustaining Program, which is taken in addition to a regular Winter Study course, are taken and passed.

Distributions: (D1)

Spring 2025

LEC Section: 01 MWF 9:00 am - 9:50 am TR 8:55 am - 9:45 am Cecilia Chang

LEC Section: 02 M-F 10:00 am - 10:50 am Ju-Yin Wang

CHIN 131 (S) Basic Cantonese

Cross-listings: ASIA 130

Primary Cross-listing

An introduction to Standard Cantonese, a major regional language of southern China which is spoken by over 70 million people in Hong Kong, Macao, Guangdong, and Guangxi as well as by many overseas Chinese in Southeast Asia, Hawaii, and North America. Due to the pervasive influence of Hong Kong as well as the economic transformation of Guangdong Province, the prestige of Cantonese within greater China rose steadily in the period 1980-2010 and it continues to be an important language today. Our focus in this course will be on developing basic listening and speaking skills, though some attention will also be paid to written Cantonese, including the special characters which have been used for centuries to write colloquial Cantonese, which have become even more widely used in Hong Kong since 1997. Since students will ordinarily possess prior proficiency in Mandarin, a rather closely related language, they should be able to attain in one semester approximately the same proficiency level that is attained in the first two semesters of Mandarin.

Class Format: dialog performance, drills, communicative exercises, oral reading, questions, and discussion

Requirements/Evaluation: Evaluation is based on classroom performance, quizzes, unit tests, and an oral and written final exam.

Prerequisites: CHIN 202 or permission of instructor

Enrollment Limit: 12

Enrollment Preferences: Chinese and East Asian Languages & Cultures majors as well as Asian Studies concentrators

Expected Class Size: 12

Grading: no pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ASIA 130(D1) CHIN 131(D1)

Not offered current academic year

CHIN 152 (S) Basic Taiwanese/Southern Min

Cross-listings: ASIA 152

Primary Cross-listing

This course constitutes an introduction to Taiwanese, the majority language of Taiwan, which is essentially the same as the native language of Xiamen, China and environs. Different varieties of this language, which is also known as Amoy, Hokkien, Fukienese, and Southern Min are spoken by about 50 million people in Taiwan, southern Fujian, the Philippines, Indonesia, Malaysia, and Singapore. Suppressed in Taiwan by the Japanese from 1895-1945 and by the KMT Chinese government from 1945 through the 1970s, Taiwanese--in both its spoken and written forms--has been experiencing a fascinating revival in recent decades. The most divergent of all the Sinitic languages, this language is of special linguistic interest because it has preserved a number of features of Old Chinese. Our focus will be on developing basic listening and speaking skills, though we will also study some of the special characters used to write Taiwanese. The relationship between language and culture and the sociolinguistically appropriate use of language will be stressed throughout. Since students in the course will ordinarily possess prior proficiency in Mandarin, a related language, we should be able to cover in one semester about as much as is covered in the first two semesters of Mandarin. Classes will include dialog performance, drills, communicative exercises, and oral reading and discussion of written Taiwanese.

Requirements/Evaluation: classroom performance, homework, quizzes, unit tests, and an oral and written final exam

Prerequisites: CHIN 301 or permission of the instructor

Enrollment Limit: 15

Enrollment Preferences: if course is over-enrolled, preference given to majors in CHIN, EALC, JAPN and concentrators in Asian Studies

Expected Class Size: 10

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ASIA 152(D1) CHIN 152(D1)

Not offered current academic year

CHIN 162 (S) Languages of East Asia

Cross-listings: ANTH 162 / ASIA 162 / GBST 162

Primary Cross-listing

A survey of the Chinese, Japanese, and Korean languages in their linguistic and cultural context. Working with various types of multimedia including audio, video, animation, and texts, we'll take up the phonetics, phonology, morphology, syntax, and lexicon of these three major East Asian languages, including also their history and writing systems as well as how they function in the societies where they are spoken. Though the emphasis of the course is on linguistic description and analysis, there will also be an applied component, as part of which we'll learn several dozen common expressions in each language. Some of the questions to be discussed are: What are the similarities and differences among these three languages? How are and how aren't they related? How did the modern standard form of each develop and what is its relationship to any non-standard languages or dialects? How do these three languages reflect sociolinguistic phenomena such as gender, class, and politeness? How do the writing systems of these languages function and what is the role of Chinese characters in them? What has been the influence of Classical Chinese on Modern Chinese, Japanese, and Korean? How have these languages changed due to influence from English and other languages? How are they used in Asian American speech communities? And what are the prospects for their future development, including the influence of computers and digital communications? While this course is not intended as a comprehensive introduction to linguistics, it does introduce many basic terms and concepts from that discipline.

Class Format: combination of lecture, discussion, and language practice

Requirements/Evaluation: three quizzes, two 2- to 3-page papers, an oral presentation, and an 8- to 10-page term paper

Prerequisites: none (lectures, class discussions, and readings in English; no prior background in linguistics or any Asian language required)

Enrollment Limit: 20

Enrollment Preferences: open to all with preference to first-year students and sophomores as well as majors/concentrators in CHIN, JAPN, EALC, ANTH, ASIA and GBST

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ANTH 162(D2) ASIA 162(D1) CHIN 162(D1) GBST 162(D2)

Attributes: Linguistics

Not offered current academic year

CHIN 200 (F) Accelerated Chinese on Special Topics for Heritage Speakers

Cross-listings: ASIA 201

Primary Cross-listing

This course is tailor designed for students who already possess intermediate-level proficiency in speaking Chinese but lack the basic reading and writing skills, commonly referred to as heritage speakers of Chinese. They will make accelerated progress in their literacy skills through this course and be able to take either CHIN 202 or CHIN 302 in the spring semester. Adopting a semi-tutorial format (a mix of group classes and two/three-people classes), this course aims to provide differentiated instruction to heritage learners of varying proficiency levels whose Chinese speaking and listening abilities exceed their reading and writing skills. This tailored course will help students effectively expand their literacy skills while helping to solidify the linguistic foundation for continuous proficiency advancement. The main theme of the course is focused on the experiences of Chinese Americans in a global context. Students will gain a deeper understanding of Chinese culture by way of individual projects that are meaningful and relevant to their intellectual interests. Students who are placed into CHIN 102 or 202 at the beginning of the fall semester should consider taking this course in the fall.

Class Format: Semi-tutorial format, students will meet as a large group in most weeks for linguistic development and two-to-three-people groups in some weeks for project-based discussions.

Requirements/Evaluation: Active participation in class, homework, quizzes, essays, oral presentations, and a final project

Prerequisites: Students must complete the Chinese Placement Evaluation in GLOW before registering for this course

Enrollment Limit: 12

Enrollment Preferences: Enrollment priority goes to current or prospective majors in the Department of Asian Languages, Literatures, and Cultures, concentrators in the Program of Asian Studies, and then to first-year students and sophomores

Expected Class Size: 12

Grading: no pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ASIA 201(D1) CHIN 200(D1)

Fall 2024

LEC Section: 01 MR 2:35 pm - 3:50 pm Cecilia Chang

CHIN 201 (F) Intermediate Chinese I

Intermediate Chinese I and II are designed to consolidate the foundations built in Basic Chinese and continue developing students' skills in aural comprehension, speaking, reading, writing, and intercultural communication. Upon completion of the courses, students should be able to speak Chinese with fluency on everyday topics, reach a literacy level of 1000 characters (approximately 1200 common words written in both traditional and simplified characters), read materials written in simple standard written Chinese, and produce both orally and in writing short compositions on everyday topics. Traditional characters will be introduced. *Conducted in Mandarin.*

Class Format: Students will do dialog performance and communicative exercises in the speaking/listening classes. We will do read-aloud, questions and answers in the reading/writing classes.

Requirements/Evaluation: attendance and active participation, daily quizzes in the form of speaking or reading performances, homework, regular unit tests, and a final exam (including both oral and written portions)

Prerequisites: CHIN 102 or permission of instructor. Students who have never taken a Chinese language course at Williams should complete the Chinese Placement Evaluation in GLOW before registering for this course.

Enrollment Limit: 12

Enrollment Preferences: Priorities will be given to current or prospective majors in the Department of Asian Languages, Literatures, and Cultures, first-year students and sophomores, then to juniors and seniors.

Expected Class Size: 12

Grading: yes pass/fail option, no fifth course option

Distributions: (D1)

Fall 2024

LEC Section: 01 MWF 9:00 am - 9:50 am TR 8:55 am - 9:45 am Ju-Yin Wang

LEC Section: 02 M-F 10:00 am - 10:50 am Ju-Yin Wang

CHIN 202 (S) Intermediate Chinese II

Intermediate Chinese I & II are designed to consolidate the foundations built in Basic Chinese and continue developing students' skills in aural comprehension, speaking, reading, writing, and intercultural communication. Upon completion of the courses, students should be able to speak Chinese with fluency on everyday topics, reach a literacy level of 1000 characters (approximately 1200 common words written in both traditional and simplified characters), read materials written in simple standard written Chinese, and produce both orally and in writing short compositions on everyday topics. Students will continue to improve reading proficiency in both simplified and traditional characters. *Conducted in Mandarin.*

Requirements/Evaluation: attendance and active participation, daily homework and quizzes, regular written and oral unit tests, essays, and a final exam.

Prerequisites: CHIN 201 or permission of instructor. Students who have never taken a Chinese language course at Williams should complete the Chinese Placement Evaluation in GLOW before registering for this course.

Enrollment Limit: 12

Enrollment Preferences: Priorities will be given to current or prospective majors in the Department of Asian Languages, Literatures, and Cultures, first-year students and sophomores, then to juniors and seniors.

Expected Class Size: 12

Grading: no pass/fail option, yes fifth course option

Distributions: (D1)

Spring 2025

LEC Section: 01 MWF 9:00 am - 9:50 am TR 8:55 am - 9:45 am Xiaoming Hou

LEC Section: 02 M-F 10:00 am - 10:50 am Xiaoming Hou

CHIN 215 (S) Foundations of Confucian Thought (DPE) (WS)

Cross-listings: REL 295 / ASIA 215

Primary Cross-listing

How should people treat each other? What constitutes human nature and does it tend towards good or evil? How should we organize society, by focusing on laws and regulations, or on ritual and moral guidance? What is the nature of moral rulership? What is the proper relationship between the individual and larger units of society, from the family to the state? These are some of the key questions that the school of thought that has come to be known as "Confucianism" addresses. As the dominant moral and political philosophy for thousands of years in much of East Asia, Confucianism has shaped our world, past and present, in innumerable ways. In this class we will focus on the foundational texts of the Confucian tradition: the *Analects* (purported to record the words of Confucius himself), *Mengzi* (often romanized as "Mencius"), and *Xunzi*. Beyond those questions noted above, we will further examine how these texts construct their arguments; how they were first composed, compiled, and circulated; how they employ such key concepts as "humaneness" (*ren*), "moral power" (*de*), and "ritual propriety" (*li*); and how they functioned as part of the larger philosophical, linguistic, political, and historical context that we now think of as "early China."

Requirements/Evaluation: Evaluation is based on writing assignments (3-4 pages, 5-6 pages, and 10-12 pages) and participation in class discussions.

Prerequisites: None.

Enrollment Limit: 19

Enrollment Preferences: Enrollment priority goes to current or prospective majors in the Department of Asian Languages, Literatures, and Cultures; current or prospective Asian Studies concentrators; and Religion majors.

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

CHIN 215(D1) REL 295(D2) ASIA 215(D1)

Writing Skills Notes: Writing will include short writing assignments (1 paragraph, 3-4 pages, and 5-6 pages) that will involve drafts, feedback and revision, and one longer final paper of 10-12 pages that will involve close consultation with the instructor during the writing process.

Difference, Power, and Equity Notes: Throughout the course we will examine how these texts deal with issues of differentials of power, both political and social, in a range of contexts. In particular, we will discuss how these texts conceptualize political and social power and how they see hierarchy and difference functioning in both beneficial and deleterious ways in society.

Not offered current academic year

CHIN 217 (S) The Literature of Early China (WS)

Cross-listings: ASIA 209 / COMP 211

Primary Cross-listing

From poems on forbidden trysts and tales of bloody battles to aphorisms about filial piety and essays on moral governance, the literature of early China spans a wide range of topics and genres. In this course we will read, discuss, and write about literary works from the period stretching from approximately 600 BCE to the end of the Han empire in the third century CE, including poems, narratives, and philosophical works. All readings will be in English.

Requirements/Evaluation: Evaluation is based on writing assignments (1 paragraph, 3-4 pages, 5-6 pages, and 8-10 pages) and participation in class discussions.

Prerequisites: None

Enrollment Limit: 19

Enrollment Preferences: Current or prospective majors in the Department of Asian Languages, Literatures, and Cultures; current or prospective majors in Comparative Literature; and current or prospective concentrators in Asian Studies.

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Unit Notes: Counts as a core elective for majors in Asian Languages, Literatures, and Cultures.

Distributions: (D1) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

CHIN 217(D1) ASIA 209(D1) COMP 211(D1)

Writing Skills Notes: Students will write a series of progressively longer papers, each involving drafting, commenting, and revising.

Spring 2025

SEM Section: 01 MWF 11:00 am - 11:50 am Christopher M. B. Nugent

CHIN 226 (F) Chinese Film and Its Significant Others (DPE)

Cross-listings: ASIA 226 / COMP 296

Primary Cross-listing

From the first "wows" that the short films invoked at a Shanghai teahouse in 1896, Chinese films have made successive wonders that straddle reality and fantasy, technological modernity and shadow-making craft, aesthetic experiments and monetary yearnings, global investments and local interest. This seminar will explore the evolving relationships between Chinese films and five "significant others" that are central to film and film-making. Roughly following a chronological order, this course will examine 1) the effect of new technological developments (such as photography, sound, color, special FX) on film; 2) the tension between film and traditional modes of public entertainment (such as operas and shadow plays); 3) film's social role to affirm and contest gender, national, and class identities; 4) the need to garner differing sources of financial support (state funding, cultural entrepreneurs, and transnational capital); and 5) the circulation of Chinese films in the global market. Class materials include various genre films (melodrama, horror, martial arts, comedy, etc.), directors' notes, contemporary reviews, and scholarship in China and media studies. All materials and discussions are in English.

Requirements/Evaluation: Evaluation will be based on 1) ACTIVE in-class discussion; 2) Pre-class discussion posts based on reading (Graded as Complete or Incomplete); 3) Three short papers (3 pages); and 4) the final group project (including a presentation, and a paper or other form of project. Students will be graded both individually and as a group).

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: current or prospective majors in Department of Asian Languages, Literatures, and Cultures; Comp Lit majors; those with Asian Studies Concentration.

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

CHIN 226(D1) ASIA 226(D1) COMP 296(D1)

Difference, Power, and Equity Notes: This course provides students with the opportunity to analyze the clashes and negotiations between Western media technological modernities and Chinese indigenous understanding of shadows, visibility, and sound. By discussing various films produced from mainland China, Hong Kong, Taiwan, and other diaspora areas from 1920 to now, this course asks students to explore how cinema invokes (and erases) differences, and consolidates (and challenges) hegemonic notions of nation, gender, and class.

Attributes: FMST Core Courses

Fall 2024

SEM Section: 01 TF 2:35 pm - 3:50 pm Man He

CHIN 275 (S) Acting Out: Performativity, Production, and Politics in East Asian Theatres (DPE)

Cross-listings: THEA 271 / COMP 271 / ASIA 275 / AAS 275

Primary Cross-listing

"Asian Theaters," for those in the West, can conjure up a variety of exotic impressions: spectacle and cacophony, mysterious masks and acrobatic bodies, exquisite styles and strangely confusing conventions. Although Asian theaters have been studied systematically in the West for at least a century, the West has never truly left its "othering" look at them. Yet, what is "different" for the West is bedrock for Asian cultures. Theatre, one of the most important and dynamic forms of cultural production and communication, has actively involved all strata of Asian societies for a millennium. How to explain theatre's continued presence and relevance for Asian nations? What do the traditions of Kun, Kabuki, and P'ansori reveal about the cultures and communities in which they were created? This course seeks to understand from the Asian perspective, rather than "exoticize" and "other," musical and dance theatres from China, Japan, and Korea. Examining the evolving presentations of signature dramas dating from the sixteenth to the eighteenth centuries, we will act out Asian theatres in the following ways: (1) by reading the original plays in translation in tandem with their contemporary and intercultural reproductions, we will explore how Asian theatres fare in the era of globalization within and beyond national borders; (2) by revealing the "technologies" of writing, reading, acting, and staging these plays in different cultural milieus, we will consider what kinds of language and rhetoric, forms of music and movement, as well as visual components are deployed to convey evolving messages; (3) by considering key performances held outside of the proscenium stage, we will gain exposure to alternative theatrical spaces in Asian and diasporic communities that reform performing conventions, reconfigure staging environments, and renegotiate cultural values. In this manner, we will together gain an appreciation for the aesthetic devices, thematic concerns, and production politics of East Asian theatres and their global reproductions. Class materials include drama, production videos, and invited zoom sessions with Asian theatre practitioners and directors who live in the U.S. and other diasporic communities. All materials are in English. No language prerequisite. Funded by the Global Initiatives Venture Fund, this course includes an all-expense-paid travel component, a cultural and academic exchange project titled "Redefining Amateurism: Experiential Learning with Student Theatre in Contemporary China," which will bring up to eight Williams students to Nanjing, China during the Spring Break (3/23-4/3/2025). Students will participate in workshops with playwrights and theater-makers in contemporary China and engage in black-box theater productions with students from Nanjing University and Shanghai Theatre Academy. This travel component is OPTIONAL for students taking this course. However, students enrolled in this class will receive priority consideration to be included in the free travel project. Selection criteria include active participation, excellent performance in the course, etc.

Class Format: Funded by the Global Initiatives Venture Fund, this course includes an all-expense-paid travel component, which will bring up to eight Williams students to Nanjing, China during the Spring Break (3/23-4/3/2025). This travel component is OPTIONAL for students taking this course. However, students enrolled in this class will receive priority consideration to be included in the free travel project. Selection criteria include active participation, excellent performance in the course, etc.

Requirements/Evaluation: Evaluation will be based on 1) ACTIVE in-class discussion; 2) three small projects (papers and audio/video essays); 3) a take-home midterm; and 4) Poster presentation based on students' final projects.

Prerequisites: None; open to all. No knowledge of Asian languages required, though students with advanced Asian language proficiency are encouraged to work with primary sources if they wish.

Enrollment Limit: 20

Enrollment Preferences: Current or prospective majors in the Department of Asian Languages, Literatures, and Cultures; Theatre majors; Comp Lit majors; Concentrators in Asian Studies or Asian American Studies.

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

CHIN 275(D1) THEA 271(D1) COMP 271(D1) ASIA 275(D1) AAS 275(D2)

Difference, Power, and Equity Notes: This course examines the power dynamics of spectacle and cacophony and how theatre provided a cultural space that engaged all strata of East Asian societies, thereby masking class and ethnic divisions within these nation-states, while also presenting a distinct image of "China," "Japan," and "Korea" to be consumed in the West. Students will learn ways in which "traditional" theatre productions affirm or subvert Western biases against Asians.

Attributes: AAS Non-Core Electives GBST East Asian Studies

Spring 2025

SEM Section: 01 TF 2:35 pm - 3:50 pm Man He

CHIN 301 (F) Upper-Intermediate Chinese I

The goal of this course is to continue developing students' overall language proficiency. However, special emphasis will be on strengthening students' reading and writing proficiency in standard written Chinese, the grammar and vocabulary of which differ considerably from colloquial Chinese introduced during the first two years of instruction. Students will continue to improve reading proficiency in both simplified and traditional characters. *Conducted in Mandarin.*

Class Format: The class meets four days per week, twice in lecture (75 mins) and twice in conference (50 mins).

Requirements/Evaluation: Evaluation will be based on daily classroom performance, short essays, presentations, homework, quizzes, unit tests, and a final exam (oral and written).

Prerequisites: CHIN 202 or permission of instructor. Students who have never taken a Chinese language course at Williams should complete the Chinese Placement Evaluation in GLOW before registering for this course.

Enrollment Limit: 12

Enrollment Preferences: Current or perspective majors in the Department of Asian Languages, Literatures, and Cultures; Asian Studies Concentrators.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Fall 2024

LEC Section: 01 TR 11:20 am - 12:35 pm Cecilia Chang

CON Section: 02 MW 11:00 am - 11:50 am Cecilia Chang

CHIN 302 (S) Upper-Intermediate Chinese

The goal of this course is to continue developing students' overall language proficiency. However, special emphasis will be on strengthening students' reading and writing proficiency in standard written Chinese, the grammar and vocabulary of which differ considerably from colloquial Chinese introduced during the first two years of instruction. Students will continue to improve reading proficiency in both simplified and traditional characters. *Conducted in Mandarin.*

Requirements/Evaluation: Evaluation will be based on daily classroom performance, short essays, presentations, homework, quizzes, unit tests, and a final exam (oral and written).

Prerequisites: CHIN 301 or permission of instructor. Students who have never taken a Chinese language course at Williams should complete the Chinese Placement Evaluation in GLOW before registering for this course.

Enrollment Limit: 12

Enrollment Preferences: If the course is overenrolled, preferences will be given to current or prospective majors in the Department of Asian Languages, Literatures, and Cultures, and Asian Studies Concentrators.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Spring 2025

LEC Section: 01 TR 11:20 am - 12:35 pm Man He

CON Section: 02 MW 11:00 am - 11:50 am Man He

CHIN 312 (F) Introduction to Classical Chinese

This course is an introduction to the grammar and basic vocabulary of Classical Chinese, the standard written language of China from around the seventh century BCE through the 1920s (and for many centuries an important written language in Japan, Korea, and Vietnam as well). Aspects of

Classical Chinese continue to play a role in both written (e.g., in newspaper, academic, and legal writing) and in spoken (e.g., proverbs and aphorisms) modern Chinese. Our work in this course will be based on reading, translating, and discussing philosophical, political, literary, and historical anecdotes from the Spring and Autumn (770-481 BCE) through the Han (206 BCE-220 CE) periods, as they served as the foundation for the language. We will conduct discussions of grammatical and philological issues primarily in English and most of our translation work will be from Classical Chinese into English. We will, however, frequently discuss the points of intersection between Classical and Modern Chinese. Students are required to have completed CHIN 202 or the equivalent. Students who have extensive reading knowledge of Chinese characters through other languages (such as Japanese) may also take this course with the instructor's permission.

Requirements/Evaluation: Classroom performance, homework, quizzes, tests, and a final exam

Prerequisites: CHIN 202 or extensive reading knowledge of Chinese characters through other languages

Enrollment Limit: 40

Enrollment Preferences: Students who have completed CHIN 202 or have extensive reading knowledge of Chinese characters through other languages

Expected Class Size: 10

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Fall 2024

SEM Section: 01 MWF 8:30 am - 9:45 am Christopher M. B. Nugent

CHIN 401 (F) Advanced Chinese I

This course is designed to enhance the Chinese language proficiency of students at the advanced level. A wide assortment of materials about Chinese culture and society is used to help learners develop advanced skills to use formal written Chinese (*shumianyu*) in spoken and written registers. Students will continue to improve reading proficiency in both simplified and traditional characters. *Conducted in Mandarin.*

Class Format: The class meets three days per week, twice in lecture (75 mins) and once in conference (50 mins).

Requirements/Evaluation: Class performance, homework, presentations, essays, unit tests, and final exam/project.

Prerequisites: CHIN 302 or permission of instructor. Students who have never taken a Chinese language course at Williams should complete the Chinese Placement Evaluation in GLOW before registering for this course.

Enrollment Limit: 12

Enrollment Preferences: Current or prospective majors in the Department of Asian Languages, Literatures, and Cultures; Asian Studies concentrators.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Fall 2024

LEC Section: 01 MR 1:10 pm - 2:25 pm Xiaoming Hou

CON Section: 02 W 1:10 pm - 2:00 pm Xiaoming Hou

CHIN 402 (S) Advanced Chinese II

This course is designed to enhance the Chinese language proficiency of students at the advanced level. A wide assortment of materials about Chinese culture and society is used to help learners develop advanced skills to use formal written Chinese (*shumianyu*) in spoken and written registers. Students will continue to improve reading proficiency in both simplified and traditional characters. *Conducted in Mandarin.*

Class Format: two 75-minute classes plus one 50-minute discussion conference.

Requirements/Evaluation: homework, quizzes, unit tests, essays, oral presentations, and a final exam/project.

Prerequisites: CHIN 401 or permission of instructor. Students who have never taken a Chinese language course at Williams should complete the Chinese Placement Evaluation in GLOW before registering for this course.

Enrollment Limit: 12

Enrollment Preferences: Current or prospective majors in the Department of Asian Languages, Literatures, and Cultures; Asian Studies concentrators.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Spring 2025

LEC Section: 01 MR 1:10 pm - 2:25 pm Ju-Yin Wang

CON Section: 02 W 1:10 pm - 2:00 pm Ju-Yin Wang

CHIN 421 (F) Chinese Societies through the lens of COVID-19

Cross-listings: GBST 386 / ASIA 421

Primary Cross-listing

The COVID-19 pandemic has profoundly changed the world. How did the Chinese-speaking regions in Asia, including Mainland China, Taiwan, and Singapore, respond to the pandemic during its earlier years? How did their responses reflect the political and economic systems as well as the cultural values of Asian societies? What were the effects of these responses on the regions and people's daily lives? In this course, students will gain a deeper understanding of Chinese-speaking societies through an analysis of the "public" and "private" literature pertaining to the lived experiences of the COVID-19 pandemic. Through readings and discussions of various materials such as government records, scientific publications, journalistic writings, personal diaries, and online narratives, students will explore a wide range of issues related to the politics, economy, public health, and sociocultural issues of Asian societies. Simultaneously, Chinese language learners will further enhance their language proficiency and intercultural competency by engaging in complex discourse in the target language. All readings and discussions are in Chinese.

Requirements/Evaluation: Evaluation will be based on CLASS performance, homework, two short papers (4-5 pages), and one longer paper (8-10 pages).

Prerequisites: CHIN 402 or permission of instructor

Enrollment Limit: 12

Enrollment Preferences: Current or prospective majors in the Department of Asian Languages, Literatures, and Cultures; Asian Studies, Global Studies and Public Health concentrators

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Unit Notes: Mandarin Chinese is the instructional language for this course

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

GBST 386(D2) CHIN 421(D1) ASIA 421(D1)

Attributes: PHLH Social Determinants of Health

Fall 2024

SEM Section: 01 TF 1:10 pm - 2:25 pm Xiaoming Hou

CHIN 425 (S) Becoming Taiwan: Social, Cultural, and Economic Discourses of Modern Day Taiwan

Cross-listings: ASIA 425

Primary Cross-listing

Nestled in East Asia, Taiwan stands as a dynamic island home to a populace of 23 million. From 1949, when the Nationalist Party (KMT) retreated to Taiwan after the Chinese Civil War, to becoming one of the Four Asian Tigers in the latter half of the 20th century, Taiwan has developed into a multifaceted society through an array of social/cultural/economic changes associated with industrialization, globalization and identity formation. Throughout this course, we will delve into pivotal moments that have shaped contemporary Taiwanese society, drawing insights from literary works,

films, journalistic exposés, and academic discourse. Through group discussions and individual projects, students will not only acquire specialized vocabulary but also hone their ability to dissect and debate complex ideas in Mandarin pertaining to the aforementioned themes. Crafted in a semi-tutorial format, this course aims to cultivate linguistic proficiency ranging from Advanced Low to Advanced Mid as outlined by the ACTFL proficiency guidelines. To enrich the learning experience, language partnerships will be forged in collaboration with a graduate program in Chinese pedagogy based in Taiwan, offering further opportunities for in-depth engagement with course materials.

Class Format: Mandarin Chinese will be the instructional language for this course. Semi-tutorial format, students will meet as a large group on one day for linguistic development and three to four people groups on other days for discussions.

Requirements/Evaluation: quizzes, presentations, posting of discussion questions, two position papers (3 pages) and one final paper (5 pages)

Prerequisites: CHIN 402 or permission of instructor

Enrollment Limit: 12

Enrollment Preferences: Majors in Chinese; DALLC; Asian Studies Concentration; seniors.

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

CHIN 425(D1) ASIA 425(D1)

Spring 2025

SEM Section: 01 TF 1:10 pm - 2:25 pm Cecilia Chang

CHIN 427 (F) Spring Grass: A Peek into Inequality in China (DPE) (WS)

Cross-listings: WGSS 127 / ASIA 127

Primary Cross-listing

Spring Grass (Chuncao) is a Chinese novel written by award-winning author Qiu Shanshan (1958-). Using the literary techniques of social realism, the novel chronicles the life of a young rural woman from 1961 to 2001. Spring Grass, the protagonist of the novel, was born in a rural village to a mother who preferred sons over daughters. At a young age, Spring Grass was deprived of the opportunity to attend school. Against all odds, she managed to marry for love, venture into the city, and become an enterprising migrant worker. This novel not only reflects the struggles of women in contemporary China but also captures the economic transformation of modern China since 1978 when the Reform and Open-Door Policy (*gaige kaifang*) was initiated. The novel was adapted into a television drama series and became an instant hit in 2008. This course takes an interdisciplinary, cultural studies and humanistic approach to studying a literary text, using literature as a means to help students better understand social and cultural issues. Through close readings of the novel, the eponymous TV drama series, documentaries, and films depicting rural life and women's roles in China, as well as in-depth discussions of both primary and secondary sources that deal with the cultural, historical, and socioeconomic background of the unfolding story of Spring Grass, this course aims to provide a window for students to examine the issues of inequality in the Chinese village and society at large. Why would mothers be harsh to their own daughters and bar girls' right to education? Why would young people leave their village and migrate to the city? Why would migrant workers leave their children behind in the village? Why would economic developments in China exacerbate the problem of gender inequality in society? Why would the ideology and cultural logic behind Mao Zedong's proclamation "women can hold up half of the sky" add more burden to women rather than truly liberate them? Why would city people discriminate against country folks? After taking this course, students will gain a deeper understanding of the issues related to gender inequality (*nannü bu pingdeng*) and the urban/rural-gap (*chengxiang chabie*) in China. Throughout the course, they are also encouraged to critically think about how to achieve equity in different societies. This tutorial is conducted in either Chinese or English. Students wishing to take the course in English should register under ASST or WGSS and language learners wishing to take the course in Chinese should register under CHIN.

Requirements/Evaluation: For all students, active participation in tutorial meetings and an online writing portfolio as the final project. For CHIN students, four 4- or 5-page tutorial papers and revisions in Chinese, four 2-page critiques. For ASIA/WGSS students, five 5-page tutorial papers in English, five 2-page critiques, one revised paper.

Prerequisites: For students registering under CHIN, the prerequisite is CHIN 402 or a language proficiency interview conducted by the instructor. For students registering under ASST or WGSS, there is no prerequisite.

Enrollment Limit: 10

Enrollment Preferences: Enrollment priorities will be given to Chinese language learners who register under CHIN, and to freshmen and

sophomores who register under ASST or WGSS.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 127(D2) CHIN 427(D1) ASIA 127(D1)

Writing Skills Notes: Writing is taught using the writing-as-process pedagogical approach. The writing process consists of invention, composition, and revision. Detailed writing prompts will be provided to students to generate and organize ideas for each essay. The instructor gives detailed feedback to students' drafts and students are required to turn in revisions. At the end of the semester, students will compile an online writing portfolio to showcase their best works.

Difference, Power, and Equity Notes: The issue of "inequality," including both gender inequality and regional inequality is the driving force behind the readings and discussions of this tutorial. Students are guided to develop an empathetic way of interpreting a literary work that features a rural woman/migrant worker. They will critically analyze the sources of inequality in the Chinese cultural context and explore ways to address such inequality.

Not offered current academic year

CHIN 428 (S) Present Pasts: The Politics of Memory in Contemporary Chinese Literatures and Films (DPE) (WS)

Cross-listings: ASIA 228 / COMP 297

Primary Cross-listing

What happens when memories, already slippery, are further massaged by literary and cinematic narrative strategies? How is the historical "pasts" remembered, forgotten, and subverted in a literary "presence"? This tutorial explores the politics of memory in contemporary literatures and films from the People's Republic of China (post-socialist era, 1978), Taiwan (post-martial law, 1987), and Hong Kong (postcolonial era, 1997). We will look at how literary and cinematic works in each of these "post" societies represent state-sponsored narratives of remembrance, dissidents' collective amnesia, and at the popular level, a playful yet cynical flirtation with politics. With close- and distant- readings of textualized and visualized memories, we will examine themes of nation and locality, public and private, mesology and mythology, amnesia and nostalgia, and diaspora and settlement in the PRC, Taiwan, and Hong Kong from the late 1980s until to today. Course readings include "root-seeking", "new realist", "avant-garde" and "hooligan" novels, examples from the Taiwanese small theater movement, and the transnational cinemas made by the fifth, sixth, and second new wave filmmakers from these three "post" societies. This tutorial is conducted in either Chinese or English. Students wishing to take the course in English should register under ASST or COMP and language learners wishing to take the course in Chinese should register under CHIN.

Requirements/Evaluation: attendance and participation, five 5-page papers, five peer-review and critique papers, revisions on selected papers.

Prerequisites: None for students taking the course under ASST and COMP 297; CHIN 402 or permission of the instructor for students taking CHIN 428

Enrollment Limit: 10

Enrollment Preferences: current or prospective majors in the Department of Asian Languages, Literatures, and Cultures; COMP majors; Asian Studies Concentration

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ASIA 228(D1) CHIN 428(D1) COMP 297(D1)

Writing Skills Notes: Students will write a 5-page paper every other week for a total of five papers. On weeks when they are not writing papers, they are expected to critique their tutorial partner's paper as peer reviewers. Detailed writing prompts will be provided to students to generate and organize ideas for each essay. Students are also required to revise key paragraphs, sections, and papers throughout the semester.

Difference, Power, and Equity Notes: This course provides students with the opportunity to analyze and critique the following entangled modernist dualisms: present and pasts; memory and representations; diaspora and settlement; transnationalism and localism. By discussing texts produced from the PRC, Hong Kong, Taiwan, and other diaspora areas in these "post" societies, this course asks students to explore how literary and cinematic narratives invoke (and erase) differences, and challenge (and consolidate) borders.

Attributes: FMST Core Courses

Not offered current academic year

CHIN 493 (F) Senior Thesis: Chinese

Chinese senior thesis; this is part of a full-year thesis (493-494).

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Fall 2024

HON Section: 01 TBA Man He

CHIN 494 (S) Senior Thesis: Chinese

Chinese senior thesis; this is part of a full-year thesis (493-494).

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Spring 2025

HON Section: 01 TBA Man He

CHIN 497 (F) Independent Study: Chinese

For students who have completed Chinese 402 and Chinese 412 or equivalent. Interested students must contact the Coordinator of the Chinese Program one semester in advance and present a proposal to the Coordinator or the professor with whom they wish to study during pre-registration week.

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Fall 2024

IND Section: 01 TBA Man He

CHIN 498 (S) Independent Study: Chinese

For students who have completed Chinese 402 and Chinese 412 or equivalent. Interested students must contact the Coordinator of the Chinese Program one semester in advance and present a proposal to the Coordinator or the professor with whom they wish to study during pre-registration week.

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Spring 2025

IND Section: 01 TBA Man He

Winter Study -----

CHIN 31 (W) Senior Thesis: Chinese

To be taken by all students who are candidates for honors in Chinese.

Class Format: independent study

Grading: pass/fail only

Not offered current academic year

CHIN 88 (W) Chinese Sustaining Program

Students registered for CHIN 101-102 are required to attend and pass the Chinese Sustaining Program. However, students are also required to register for a regular Winter Study course. Once the regular Winter Study registration process is complete, the Registrar's Office will automatically enroll you in the Sustaining Program; check your class schedule to confirm enrollment.

Requirements/Evaluation: regular attendance and active participation

Prerequisites: Chinese 101

Grading: pass/fail option only

Materials/Lab Fee: one Xerox packet

Not offered current academic year

CHIN 99 (W) Independent Study: Chinese

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study

Grading: pass/fail only

Not offered current academic year

DEPARTMENT of ASIAN LANGUAGES, LITERATURES, & CULTURES
CHINESE, JAPANESE, EAST ASIAN LANGUAGES & CULTURES

(Div I & II, see explanation below)

Chair: Professor Man He

Cecilia Chang, Frederick Latimer Wells Professor of Chinese; Masashi Harada, Assistant Professor of Japanese; Man He, Associate Professor of Chinese; Shinko Kagaya, Professor of Japanese; Cornelius C. Kubler, Stanfield Professor of Asian Studies; Christopher M. B. Nugent, John W. Chandler Professor of Chinese; Kasumi Yamamoto, Frank M. Gagliardi Professor of Japanese; Li Yu, Herbert H. Lehman Professor of Chinese

Visitors: Yumemi Hanaki, Visiting Lecturer in Japanese; Xiaoming Hou, Visiting Assistant Professor of Chinese; Ju-Yin Wang, Visiting Lecturer in Chinese; **Language Fellows:** Xuechan Dai, Yen-Yu Lin; **Teaching Associate:** Mei Ki (Lina) Law

Department Mission Statement and Curricular Goal

The mission of the department is to produce “global citizens” with multilingual abilities, intercultural communicative competence, and multicultural leadership skills, who will be able to make contributions in different sectors of society in a globalized and diverse world. Graduates of our department will not only achieve proficiency in at least one Asian language but also become competent in intercultural communication. They will develop interpretive and analytical skills using both primary texts and secondary sources and become familiar with the textual and cultural traditions in Asia.

The department offers three distinct major tracks: Chinese, Japanese, and East Asian Languages & Cultures. Each major requires a minimum of ten courses. Up to four study-away credits can be counted toward a major.

Learning Objectives for the Chinese Major

Students who complete the requirements for a major in Chinese will be able to:

- Attain the Advanced level in speaking, listening and reading, and Intermediate High level in writing based on the ACTFL proficiency guidelines.
- Read and analyze basic texts written in Classical Chinese.
- Gain intercultural communicative skills to competently navigate a wide range of social and cultural contexts in Chinese-speaking environments.
- Critically read and analyze a variety of Chinese-language primary sources for academic and professional purposes.
- Engage critically with important aspects of the historical and cultural developments and trends in China’s diverse and complex past and present.
- Acquire the skills to enable them to continue their engagement with the target language and culture as lifelong learners and users of Chinese.

THE MAJOR

In order to develop proficiency and intercultural communicative skills in the language, students are required to complete at least eight Mandarin Chinese language courses (CHIN 101, 102, 201, 202, 301, 302, 401, 402) and at least one course in Classical Chinese (CHIN 312). To gain a deeper understanding of Chinese cultural traditions, students should take at least one Chinese core elective in Chinese literary, linguistic, or cultural studies (taught either in English or in Chinese) with prefixes and primary cross-listings in CHIN.

Students placed out of lower-level language courses can take additional approved electives to replace the language course requirement. Electives include core language courses, core electives, and ASIA courses in [the program of Asian Studies](#).

Learning Objectives for the Japanese Major

Students who complete the requirements for a major in Japanese will be able to:

- Demonstrate linguistic competency/proficiency in comprehending, speaking, reading, and writing in Japanese at the ACTFL Intermediate High to Advanced levels.
- Critically read and analyze a variety of Japanese primary sources for academic and professional purposes.
- Critically engage with Japanese culture, past and present, recognizing its diversity and vibrancy.
- Navigate a wide range of social and cultural contexts by communicating effectively and appropriately with people of other cultures in their local and global communities.
- Continue their engagement with Japanese language and culture as lifelong learners and users of Japanese.

THE MAJOR

In order to develop proficiency and intercultural communicative skills in the language, students are required to complete at least eight Japanese language courses (JAPN 101, 102, 201, 202, 301, 302, 401, 402), at least one Japanese core elective in Japanese literary, linguistic, or cultural studies (taught either in English or in Japanese) with prefixes and primary cross-listings in JAPN, and one approved elective related to Japanese language and culture (including additional JAPN core electives, additional Asian language courses, or Japanese studies courses offered in art, comparative literature, history, music, political science, religion, etc.).

Students placed out of lower-level language courses can take additional approved electives to replace the language course requirement. Electives include core language courses, core electives, and ASIA courses in [the program of Asian Studies](#).

Learning Objectives for the East Asian Languages and Cultures Major

Students who complete the requirements for a major in East Asian Languages and Cultures will be able to:

- Attain a minimum of Intermediate High level in speaking, listening and reading of either Chinese or Japanese, and Intermediate Low level in writing in the language based on the ACTFL proficiency guidelines.
- Acquire research, problem-solving, and critical thinking skills by engaging in linguistic or literary analysis in the field of Chinese studies or Japanese studies.
- Obtain basic intercultural communicative skills to navigate some social and cultural contexts in Chinese- or Japanese-speaking environments.
- Continue their engagement with an Asian language and culture as lifelong learners and users of the target language.
- Students who choose the dual-language option will attain the Advanced level in speaking, listening, and reading in either Chinese or Japanese, and the intermediate level in a second Asian language based on the ACTFL proficiency guidelines.

THE MAJOR

East Asian Languages and Cultures (EALC) major: In order to develop proficiency and intercultural communicative skills in the language, students are required to complete at least six language courses (or attain a minimum proficiency equivalent to the completion of 302) in one East Asian language offered by the department (currently Chinese Mandarin and Japanese). To gain a deeper understanding of the Chinese or Japanese cultural traditions and to develop research skills in the Chinese or Japanese fields, they should take at least two Chinese/Japanese core electives in literary, linguistic, or cultural studies in their primary focus of study with prefixes and primary cross-listings in CHIN/JAPN, and two approved electives related to Chinese/Japanese language and culture (including additional CHIN/JAPN core electives, additional Asian language courses, or Chinese/Japanese studies courses offered in art, comparative literature, history, music, political science, religion, etc.).

Students placed out of lower-level language courses can take additional approved electives to replace the language course requirement. Electives include core language courses, core electives, and ASIA courses in [the program of Asian Studies](#).

This major offers students who are able to complete the 402 level in either Chinese or Japanese by the end of their sophomore year a dual-language option which will allow them to learn a second Asian language and reach the Intermediate level in speaking that language by the time of graduation. Please consult with the chair or language coordinator for more information about this option.

LANGUAGE PLACEMENT

Students who have studied or otherwise developed some familiarity with Chinese or Japanese language before coming to Williams and who wish to continue their language study at the college should complete a placement evaluation before pre-registering for a language course. More information about the Chinese placement evaluation can be found at <https://chinese.williams.edu/faq/>. Students who wish to take the Japanese placement test should contact the Japanese faculty.

THE DEGREE WITH HONORS

The department offers students the option of pursuing a degree with Honors in Chinese, Japanese, or East Asian Languages and Cultures through writing an honors thesis. Honors theses allow students a unique opportunity to undertake an examination of topics and texts with a greater depth than regular courses allow. The great majority of students who undertake the challenge of writing an honors thesis find it to be one of their most rewarding academic experiences at Williams.

Students interested in pursuing a degree with Honors should begin thinking about their thesis topic and materials as early as possible. This is particularly true for students who need to gather materials or conduct research abroad, as this will typically take place during their junior year or the summer between their junior and senior years. It is the responsibility of the student to approach faculty members to inquire about their willingness to serve as a thesis advisor. Ideally, students should have previously taken a course with that faculty member in an area related to the subject matter of the thesis. Faculty members will usually only advise a single thesis per year, and never more than two, with students who first approach the faculty member about serving as advisor being given priority. It is recommended that students approach the faculty members with whom they are interested in

working for their thesis by the end of the fall semester of their junior year.

Students must submit a proposal to the department chair and their intended advisor before they pre-register for senior year courses in the spring of their junior year. The proposal should include a statement of the topic, a general description of the types of materials available for study and how the study will be carried out, and the name of the faculty member who will serve as advisor. If the department approves the thesis proposal, the student should enroll in CHIN 493-W31-494, or JAPN 493-W31-494, depending on their major track. Please note that admission to the honors thesis program will normally be limited to students with a consistent record of honors-level work, as indicated by at least a B+ average in their courses for the major.

Students will typically meet with their advisor once a week at a set time other than office hours. The advisor will present the student with a set of deadlines for different stages in the thesis, ranging from a bibliography to the final draft. While these deadlines will vary for different advisors and theses, two deadlines will apply to all theses, whether analytic or translation. 1) Students must submit a finished first chapter or substantial section of polished translation by the last day of the first semester reading period. If the student misses this deadline, he or she will not be allowed to continue the thesis. 2) The finished thesis is due to the advisor by 4:00 pm on the Monday two weeks after the last day of Spring Recess. The student should submit three copies of the thesis at this time. There will be no extensions.

The department will assign two readers, separate from the advisor, to each thesis. The readers will give a written assessment of the thesis that will be an important factor in the final determination of the student's grades for the thesis and what honors designation, if any, will be given. These written comments will be shared with the student. Within two weeks after submission, the department will schedule an oral defense. This will be a one to one-and-a-half hour session in which the student will give a public presentation of his or her thesis to members of the department and invited guests followed by a question and answer period. A final, corrected copy of the thesis must be submitted to the Technical Services Department of Sawyer Library by 4:00 P.M. on the last day of the final examination period.

In order to qualify for Honors, the department must agree that the student has earned two semester grades of B+ or higher, based on his or her thesis and oral defense. Students whose thesis and defense are deemed by the department to be of exceptional merit will be awarded Highest Honors. A letter from the department chair will inform students of these decisions.

STUDY ABROAD

Students intending to major in the department are strongly encouraged to study in Asia at some point during their time at Williams—for a summer or for a semester or full year. Study-abroad in an immersive environment in the target culture is an indispensable step toward advanced proficiency in a second language. Prospective majors or language students who are planning to study abroad must attend the fall semester study-abroad information sessions organized by the department or discuss their plans with department faculty as far in advance as possible. The department administers the Linen Fellowships for Summer Study in Asia which fund selected students' summer intensive language study or research projects. Up to four study-abroad courses may be transferred and counted toward graduation and toward the majors offered in the department. Students MUST contact the department faculty BEFORE assuming study-away credit will be granted toward the major in the department. Upon return, students should ask their study-away program to send their transcript to the Registrar's office so that the appropriate number of credits can be transferred and granted by the department chair.

DEPARTMENT EMAIL LISTS

To be informed about the events, activities and funding opportunities in the department, please use your Williams login to sign up for one or more of the following GLOW special interest email lists.

"DALLC Majors and Faculty" (open to all current and prospective Chinese, Japanese, or East Asian Languages and Cultures majors):

<https://glow.williams.edu/enroll/AWTMP>

"Asia-Related Funding Opportunities" (open to all students who would like to seek internal or external funding related to Asia):

<https://glow.williams.edu/enroll/PGJHAC>

"Special Interest Chinese" (open to all students interested in Chinese language and culture): <https://glow.williams.edu/enroll/XEYMPG>

"Special Interest Japanese" (open to all students interested in Japanese language and culture): <https://glow.williams.edu/enroll/DAYTN3>

-

DEPARTMENT of ASIAN LANGUAGES, LITERATURES, & CULTURES

CHINESE, JAPANESE, EAST ASIAN LANGUAGES & CULTURES

(Div I & II, see explanation below)

Chair: Professor Man He

Cecilia Chang, Frederick Latimer Wells Professor of Chinese; Masashi Harada, Assistant Professor of Japanese; Man He, Associate Professor of Chinese; Shinko Kagaya, Professor of Japanese; Cornelius C. Kubler, Stanfield Professor of Asian Studies; Christopher M. B. Nugent, John W. Chandler Professor of Chinese; Kasumi Yamamoto, Frank M. Gagliardi Professor of Japanese; Li Yu, Herbert H. Lehman Professor of Chinese

Visitors: Yumemi Hanaki, Visiting Lecturer in Japanese; Xiaoming Hou, Visiting Assistant Professor of Chinese; Ju-Yin Wang, Visiting Lecturer in Chinese; **Language Fellows:** Xuechan Dai, Yen-Yu Lin; **Teaching Associate:** Mei Ki (Lina) Law

Department Mission Statement and Curricular Goal

The mission of the department is to produce “global citizens” with multilingual abilities, intercultural communicative competence, and multicultural leadership skills, who will be able to make contributions in different sectors of society in a globalized and diverse world. Graduates of our department will not only achieve proficiency in at least one Asian language but also become competent in intercultural communication. They will develop interpretive and analytical skills using both primary texts and secondary sources and become familiar with the textual and cultural traditions in Asia.

The department offers three distinct major tracks: Chinese, Japanese, and East Asian Languages & Cultures. Each major requires a minimum of ten courses. Up to four study-away credits can be counted toward a major.

Learning Objectives for the Chinese Major

Students who complete the requirements for a major in Chinese will be able to:

- Attain the Advanced level in speaking, listening and reading, and Intermediate High level in writing based on the ACTFL proficiency guidelines.
- Read and analyze basic texts written in Classical Chinese.
- Gain intercultural communicative skills to competently navigate a wide range of social and cultural contexts in Chinese-speaking environments.
- Critically read and analyze a variety of Chinese-language primary sources for academic and professional purposes.
- Engage critically with important aspects of the historical and cultural developments and trends in China’s diverse and complex past and present.
- Acquire the skills to enable them to continue their engagement with the target language and culture as lifelong learners and users of Chinese.

THE MAJOR

In order to develop proficiency and intercultural communicative skills in the language, students are required to complete at least eight Mandarin Chinese language courses (CHIN 101, 102, 201, 202, 301, 302, 401, 402) and at least one course in Classical Chinese (CHIN 312). To gain a deeper understanding of Chinese cultural traditions, students should take at least one Chinese core elective in Chinese literary, linguistic, or cultural studies (taught either in English or in Chinese) with prefixes and primary cross-listings in CHIN.

Students placed out of lower-level language courses can take additional approved electives to replace the language course requirement. Electives include core language courses, core electives, and ASIA courses in [the program of Asian Studies](#).

Learning Objectives for the Japanese Major

Students who complete the requirements for a major in Japanese will be able to:

- Demonstrate linguistic competency/proficiency in comprehending, speaking, reading, and writing in Japanese at the ACTFL Intermediate High to Advanced levels.
- Critically read and analyze a variety of Japanese primary sources for academic and professional purposes.
- Critically engage with Japanese culture, past and present, recognizing its diversity and vibrancy.
- Navigate a wide range of social and cultural contexts by communicating effectively and appropriately with people of other cultures in their local and global communities.
- Continue their engagement with Japanese language and culture as lifelong learners and users of Japanese.

THE MAJOR

In order to develop proficiency and intercultural communicative skills in the language, students are required to complete at least eight Japanese language courses (JAPN 101, 102, 201, 202, 301, 302, 401, 402), at least one Japanese core elective in Japanese literary, linguistic, or cultural studies (taught either in English or in Japanese) with prefixes and primary cross-listings in JAPN, and one approved elective related to Japanese language and culture (including additional JAPN core electives, additional Asian language courses, or Japanese studies courses offered in art, comparative literature, history, music, political science, religion, etc.).

Students placed out of lower-level language courses can take additional approved electives to replace the language course requirement. Electives include core language courses, core electives, and ASIA courses in [the program of Asian Studies](#).

Learning Objectives for the East Asian Languages and Cultures Major

Students who complete the requirements for a major in East Asian Languages and Cultures will be able to:

- Attain a minimum of Intermediate High level in speaking, listening and reading of either Chinese or Japanese, and Intermediate Low level in writing in the language based on the ACTFL proficiency guidelines.
- Acquire research, problem-solving, and critical thinking skills by engaging in linguistic or literary analysis in the field of Chinese studies or Japanese studies.
- Obtain basic intercultural communicative skills to navigate some social and cultural contexts in Chinese- or Japanese-speaking environments.
- Continue their engagement with an Asian language and culture as lifelong learners and users of the target language.
- Students who choose the dual-language option will attain the Advanced level in speaking, listening, and reading in either Chinese or Japanese, and the intermediate level in a second Asian language based on the ACTFL proficiency guidelines.

THE MAJOR

East Asian Languages and Cultures (EALC) major: In order to develop proficiency and intercultural communicative skills in the language, students are required to complete at least six language courses (or attain a minimum proficiency equivalent to the completion of 302) in one East Asian language offered by the department (currently Chinese Mandarin and Japanese). To gain a deeper understanding of the Chinese or Japanese cultural traditions and to develop research skills in the Chinese or Japanese fields, they should take at least two Chinese/Japanese core electives in literary, linguistic, or cultural studies in their primary focus of study with prefixes and primary cross-listings in CHIN/JAPN, and two approved electives related to Chinese/Japanese language and culture (including additional CHIN/JAPN core electives, additional Asian language courses, or Chinese/Japanese studies courses offered in art, comparative literature, history, music, political science, religion, etc.).

Students placed out of lower-level language courses can take additional approved electives to replace the language course requirement. Electives include core language courses, core electives, and ASIA courses in [the program of Asian Studies](#).

This major offers students who are able to complete the 402 level in either Chinese or Japanese by the end of their sophomore year a dual-language option which will allow them to learn a second Asian language and reach the Intermediate level in speaking that language by the time of graduation. Please consult with the chair or language coordinator for more information about this option.

LANGUAGE PLACEMENT

Students who have studied or otherwise developed some familiarity with Chinese or Japanese language before coming to Williams and who wish to continue their language study at the college should complete a placement evaluation before pre-registering for a language course. More information about the Chinese placement evaluation can be found at <https://chinese.williams.edu/faq/>. Students who wish to take the Japanese placement test should contact the Japanese faculty.

THE DEGREE WITH HONORS

The department offers students the option of pursuing a degree with Honors in Chinese, Japanese, or East Asian Languages and Cultures through writing an honors thesis. Honors theses allow students a unique opportunity to undertake an examination of topics and texts with a greater depth than regular courses allow. The great majority of students who undertake the challenge of writing an honors thesis find it to be one of their most rewarding academic experiences at Williams.

Students interested in pursuing a degree with Honors should begin thinking about their thesis topic and materials as early as possible. This is particularly true for students who need to gather materials or conduct research abroad, as this will typically take place during their junior year or the summer between their junior and senior years. It is the responsibility of the student to approach faculty members to inquire about their willingness to serve as a thesis advisor. Ideally, students should have previously taken a course with that faculty member in an area related to the subject matter of the thesis. Faculty members will usually only advise a single thesis per year, and never more than two, with students who first approach the faculty member about serving as advisor being given priority. It is recommended that students approach the faculty members with whom they are interested in working for their thesis by the end of the fall semester of their junior year.

Students must submit a proposal to the department chair and their intended advisor before they pre-register for senior year courses in the spring of their junior year. The proposal should include a statement of the topic, a general description of the types of materials available for study and how the study will be carried out, and the name of the faculty member who will serve as advisor. If the department approves the thesis proposal, the student should enroll in CHIN 493-W31-494, or JAPN 493-W31-494, depending on their major track. Please note that admission to the honors thesis program will normally be limited to students with a consistent record of honors-level work, as indicated by at least a B+ average in their courses for the major.

Students will typically meet with their advisor once a week at a set time other than office hours. The advisor will present the student with a set of deadlines for different stages in the thesis, ranging from a bibliography to the final draft. While these deadlines will vary for different advisors and theses, two deadlines will apply to all theses, whether analytic or translation. 1) Students must submit a finished first chapter or substantial section of polished translation by the last day of the first semester reading period. If the student misses this deadline, he or she will not be allowed to continue the thesis. 2) The finished thesis is due to the advisor by 4:00 pm on the Monday two weeks after the last day of Spring Recess. The student should submit three copies of the thesis at this time. There will be no extensions.

The department will assign two readers, separate from the advisor, to each thesis. The readers will give a written assessment of the thesis that will be an important factor in the final determination of the student's grades for the thesis and what honors designation, if any, will be given. These written comments will be shared with the student. Within two weeks after submission, the department will schedule an oral defense. This will be a one to one-and-a-half hour session in which the student will give a public presentation of his or her thesis to members of the department and invited guests followed by a question and answer period. A final, corrected copy of the thesis must be submitted to the Technical Services Department of Sawyer Library by 4:00 P.M. on the last day of the final examination period.

In order to qualify for Honors, the department must agree that the student has earned two semester grades of B+ or higher, based on his or her thesis and oral defense. Students whose thesis and defense are deemed by the department to be of exceptional merit will be awarded Highest Honors. A letter from the department chair will inform students of these decisions.

STUDY ABROAD

Students intending to major in the department are strongly encouraged to study in Asia at some point during their time at Williams—for a summer or for a semester or full year. Study-abroad in an immersive environment in the target culture is an indispensable step toward advanced proficiency in a second language. Prospective majors or language students who are planning to study abroad must attend the fall semester study-abroad information sessions organized by the department or discuss their plans with department faculty as far in advance as possible. The department administers the Linen Fellowships for Summer Study in Asia which fund selected students' summer intensive language study or research projects. Up to four study-abroad courses may be transferred and counted toward graduation and toward the majors offered in the department. Students MUST contact the department faculty BEFORE assuming study-away credit will be granted toward the major in the department. Upon return, students should ask their study-away program to send their transcript to the Registrar's office so that the appropriate number of credits can be transferred and granted by the department chair.

DEPARTMENT EMAIL LISTS

To be informed about the events, activities and funding opportunities in the department, please use your Williams login to sign up for one or more of the following GLOW special interest email lists.

"DALLC Majors and Faculty" (open to all current and prospective Chinese, Japanese, or East Asian Languages and Cultures majors):

<https://glow.williams.edu/enroll/AWTMXP>

"Asia-Related Funding Opportunities" (open to all students who would like to seek internal or external funding related to Asia):

<https://glow.williams.edu/enroll/PGJHAC>

"Special Interest Chinese" (open to all students interested in Chinese language and culture): <https://glow.williams.edu/enroll/XEYMPG>

"Special Interest Japanese" (open to all students interested in Japanese language and culture): <https://glow.williams.edu/enroll/DAYTN3>

JAPN 101 (F) Elementary Japanese

An introduction to modern spoken and written Japanese, the course aims to instill proficiency in Japanese by developing four necessary skills of speaking, listening, reading, and writing to successfully interact with native speakers. The relationship between language and culture and the sociolinguistically appropriate use of language will be stressed throughout. Audio, video and computer--assisted learning materials will be used extensively. Classes consist of a combination of "act" classes, conducted exclusively in Japanese, where students use the language in various types

of drills and communicative activities, and "fact" classes, conducted in Japanese and English, where students learn about the language and culture. JAPN 101 and 102 constitute an integral, indivisible year-long course. Students who register for a year-long course are required to complete both semesters of that course within the same academic year. Students who fail to take and pass the second half of a year-long course will incur a course deficiency.

Class Format: fact classes, three hours per week; act classes three hours per week

Requirements/Evaluation: daily classroom performance, homework, quizzes, chapter tests, interview tests, and a final exam

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: If the course is overenrolled, priority will be given to first-year students, sophomores, and DALLC majors.

Expected Class Size: 15

Grading: yes pass/fail option, no fifth course option

Unit Notes: students registered for JAPN 101-102 are required to attend and pass the sustaining program during the Winter Study period; credit granted only if both semesters (JAPN 101 and 102) are taken

Distributions: (D1)

Fall 2024

LEC Section: 01 TR 9:55 am - 11:10 am Kasumi Yamamoto

CON Section: 02 MWF 9:00 am - 9:50 am Masashi Harada

CON Section: 03 MWF 10:00 am - 10:50 am Masashi Harada

JAPN 102 (S) Elementary Japanese

An introduction to modern spoken and written Japanese, the course aims to instill proficiency in Japanese by developing four necessary skills of speaking, listening, reading, and writing to successfully interact with native speakers. The relationship between language and culture and the sociolinguistically appropriate use of language will be stressed throughout. Audio, video and computer--assisted learning materials will be used to facilitate learning. Classes consist of a combination of "act" classes, conducted exclusively in Japanese, where students use the language in various types of drills and communicative activities, and "fact" classes, conducted in Japanese and English, where students learn about the language and culture. JAPN 101 and 102 constitute an integral, indivisible year-long course. Students who register for a year-long course are required to complete both semesters of that course within the same academic year. Students who fail to take and pass the second half of a year-long course will incur a course deficiency.

Class Format: fact classes, three hours per week; act classes three hours per week

Requirements/Evaluation: daily classroom performance, homework, quizzes, chapter tests, interview tests, and a final exam

Prerequisites: JAPN 101

Enrollment Limit: 20

Enrollment Preferences: If the course is overenrolled, priority will be given to first-year students, sophomores, and DALLC majors.

Expected Class Size: 15

Grading: yes pass/fail option, no fifth course option

Unit Notes: students registered for JAPN 101-102 are required to attend and pass the sustaining program during the winter study period; credit is granted only if both semesters (JAPN 101 and 102) are taken

Distributions: (D1)

Spring 2025

LEC Section: 01 TR 9:55 am - 11:10 am Masashi Harada

CON Section: 02 MWF 9:00 am - 9:50 am Shinko Kagaya

CON Section: 03 MWF 10:00 am - 10:50 am Shinko Kagaya

JAPN 131 (F) Introduction to Japanese Formal Linguistics

Cross-listings: ASIA 131

Primary Cross-listing

This course provides a comprehensive introduction to the theoretical study of the Japanese language. We will delve into various aspects of linguistic theory, exploring speech sounds (phonetics and phonology), word formation (morphology), sentence structures (syntax), and meaning (semantics). Throughout, we will primarily juxtapose Japanese with English to deepen our understanding. By the end, we will not only grasp the fundamentals but also gain practical skills to delve into applied linguistics with confidence. This includes areas such as language acquisition, pragmatics, psycholinguistics, neurolinguistics, sociolinguistics, historical linguistics, language change, and cross-linguistic variation. While there is no prerequisite, having some proficiency in Japanese would enhance your experience.

Class Format: combination of lecture and discussion

Requirements/Evaluation: quizzes, problem sets, a paper, a presentation, a mid-term exam, and a final exam

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: current or prospective majors in the Department of Asian Languages, Literatures, and Cultures

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

JAPN 131(D1) ASIA 131(D1)

Attributes: Linguistics

Fall 2024

SEM Section: 01 TF 1:10 pm - 2:25 pm Masashi Harada

JAPN 201 (F) Intermediate Japanese

This course is a continuation of First-Year Japanese 101-102, further developing the four skills of speaking, listening, reading, and writing. The same general methodology will be used. Upon completing the course, students will have been introduced to most of the major structural patterns of contemporary Japanese and will be able to read simple expository prose.

Class Format: fact classes, three hours per week; act classes three hours per week

Requirements/Evaluation: daily performance, homework, quizzes, chapter tests, interview tests, and a final exam

Prerequisites: JAPN 101-102 or permission of instructor

Enrollment Limit: 12

Enrollment Preferences: If the course is overenrolled, priority will be given to first-year students, sophomores, and DALLC majors.

Expected Class Size: 10

Grading: yes pass/fail option, no fifth course option

Distributions: (D1)

Fall 2024

LEC Section: 01 TR 11:20 am - 12:35 pm

CON Section: 02 MWF 11:00 am - 11:50 am

JAPN 202 (S) Intermediate Japanese

This course is a continuation of Japanese 201, further developing the four skills of speaking, listening, reading, and writing. The same general methodology will be used. Upon completing the course, students will have been introduced to most of the major structural patterns of contemporary Japanese and will be able to read simple expository prose.

Class Format: fact classes, three hours per week; act classes three hours per week

Requirements/Evaluation: daily performance, homework, quizzes, chapter tests, interview tests, and a final exam

Prerequisites: JAPN 201 or permission of instructor

Enrollment Limit: 12

Enrollment Preferences: If the course is overenrolled, priority will be given to first-year students, sophomores, and DALLC majors.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Spring 2025

LEC Section: 01 TR 11:20 am - 12:35 pm

CON Section: 02 MWF 11:00 am - 11:50 am

JAPN 223 (S) Japanese Food Culture in a Global Context (DPE)

Cross-listings: COMP 223

Primary Cross-listing

The burgeoning popularity of Japanese food on a global scale has resulted in a surge of new research, literature, and films. Conversely, the effects of globalization have transformed the dining experience within Japan to be ever more multiethnic. This interdisciplinary course explores the complex relationship between food and culture in Japan, and the emergence of Japanese cuisine as a global phenomenon, referring to a variety of materials and practices. Topics to be addressed include modernization, nation-building, militarization, globalization, the environment, and popular culture.

Requirements/Evaluation: active class participation, three response papers, two small written report (including class presentations), and one research paper and presentation

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: current or prospective majors in the Department of Asian Languages, Literatures, and Cultures

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

JAPN 223(D1) COMP 223(D1)

Difference, Power, and Equity Notes: This course explores the complex relationship between food and culture in and out of Japan, in relation to a variety of topics such as modernization, nation-building, militarization, globalization, environmentally sustainable development, and popular culture. Students will have the opportunity to critically analyze how various social/cultural, historical, and political contexts shaped and unveiled (in)difference, (dis)power, and (in)equity in food production and consumption.

Not offered current academic year

JAPN 301 (F) Upper-Intermediate Japanese

This course is a continuation of Japanese 201 and 202. Students will further develop the four skills of speaking, listening, reading, and writing, while consolidating the foundations built in Elementary and Intermediate Japanese. The same general methodology will be used. In this course, students begin to emphasize vocabulary building through the study of situationally oriented materials stressing communicative competence. The reading of expository prose in both semi-authentic and authentic materials of intermediate difficulty will also receive some extensive attention.

Class Format: three 75-minute classes

Requirements/Evaluation: daily performance, homework, quizzes, a midterm, and a final exam

Prerequisites: JAPN 202 or permission of instructor

Enrollment Limit: 12

Enrollment Preferences: If the course is overenrolled, priority will be given to current or prospective majors in the Department of Asian Languages, Literatures, and Cultures, Asian Studies concentrators.

Expected Class Size: 8

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Fall 2024

SEM Section: 01 MWF 8:30 am - 9:45 am

JAPN 302 (S) Upper-Intermediate Japanese

This course is a continuation of Japanese 301. Students will further develop the four skills of speaking, listening, reading, and writing, while consolidating the foundations built in Elementary and Intermediate Japanese. In this course, students work on the reading skills for comprehending primary source materials and expository prose of intermediate difficulty; the communication skills for conducting practical conversations and presentations; and the listening skills for interpreting various types of information.

Class Format: three 75-minute classes

Requirements/Evaluation: daily performance, homework, quizzes, a midterm, and a final exam

Prerequisites: JAPN 301 or permission of instructor

Enrollment Limit: 12

Enrollment Preferences: If the course is overenrolled, priority will be given to current or prospective majors in the Department of Asian Languages, Literatures, and Cultures, Asian Studies concentrators.

Expected Class Size: 8

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Spring 2025

SEM Section: 01 MWF 8:30 am - 9:45 am Masashi Harada

JAPN 401 (F) Advanced Japanese

This course is a continuation of Japanese 301 and 302. Students will develop the four skills of speaking, listening, reading, and writing in the discussion of social issues in contemporary Japan. Topics may vary according to the level of the students.

Class Format: three 75-minute classes

Requirements/Evaluation: daily performance, homework, quizzes, and projects (presentation and paper)

Prerequisites: JAPN 302 or permission of instructor

Enrollment Limit: 12

Enrollment Preferences: If the course is overenrolled, priority will be given to current or prospective majors in the Department of Asian Languages, Literatures, and Cultures, Asian Studies concentrators.

Expected Class Size: 8

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Fall 2024

SEM Section: 01 MWF 11:00 am - 12:15 pm Kasumi Yamamoto

JAPN 402 (S) Advanced Japanese

A continuation of Japanese 401, developing speaking, listening, reading, and writing skills in the discussion of social issues in contemporary Japan. Topics may vary according to the level of the students.

Class Format: three 75-minute classes

Requirements/Evaluation: daily performance, homework, quizzes and projects (presentation and paper)

Prerequisites: JAPN 401 or permission of instructor

Enrollment Limit: 12

Enrollment Preferences: If the course is overenrolled, priority will be given to current or prospective majors in the Department of Asian Languages, Literatures, and Cultures, Asian Studies concentrators.

Expected Class Size: 8

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Spring 2025

SEM Section: 01 MWF 11:00 am - 12:15 pm Shinko Kagaya

JAPN 493 (F) Senior Thesis: Japanese

Japanese senior thesis; this is part of a full-year thesis (493-494).

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Fall 2024

HON Section: 01 TBA Man He

JAPN 494 (S) Senior Thesis: Japanese

Japanese senior thesis; this is part of a full-year thesis (493-494).

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Spring 2025

HON Section: 01 TBA Man He

JAPN 497 (F) Independent Study: Japanese

Japanese independent study. For students who have completed Japanese 402 or the equivalent.

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Fall 2024

IND Section: 01 TBA Man He

JAPN 498 (S) Independent Study: Japanese

Japanese independent study. For students who have completed Japanese 402 or the equivalent.

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Spring 2025

IND Section: 01 TBA Man He

Winter Study -----

JAPN 31 (W) Senior Thesis: Japanese

To be taken by all students who are candidates for honors in Japanese.

Class Format: independent study

Grading: pass/fail only

Not offered current academic year

JAPN 88 (W) Japanese Sustaining Program

Students registered for JAPN 101-102 are required to attend and pass the Japanese Sustaining Program. However, students are also required to register for a regular Winter Study course. Once the regular Winter Study registration process is complete, the Registrar's Office will automatically enroll you in the Sustaining Program; check your class schedule to confirm enrollment.

Requirements/Evaluation: regular attendance and active participation

Prerequisites: Japanese 101

Grading: pass/fail option only

Materials/Lab Fee: one Xerox packet

Not offered current academic year

JAPN 99 (W) Independent Study: Japanese

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study

Grading: pass/fail only

Not offered current academic year

Program in Asian Studies

(Div I & II)

Chair: Anne Reinhardt, Professor of History

Advisory Committee:

- Sarah Allen, Chair and Associate Professor of Comparative Literature
- George Crane, Edward S. Greenbaum 1910 Professor of Political Science
- Kim Gutschow, Senior Lecturer in Religion and Anthropology/Sociology
- Aparna Kapadia, Associate Professor of History
- Cornelius C. Kubler, Stanfield Professor of Asian Studies
- Joel Lee, Assistant Professor of Anthropology
- Man He, Assistant Professor of Chinese
- Christopher Nugent, Professor of Chinese
- Annie Reinhardt, Professor of History
- Li Yu, Professor of Chinese

The interdisciplinary Program in Asian Studies invites students to explore the vast and diverse area that is Asia through individually designed concentrations that can include coursework in anthropology, art, history, language, performance, political science, religion, and literature.

Students will have the opportunity to:

- Gain knowledge about the societies and cultures of Asia.
- Appreciate the diversity in, connections among, and interactions between, different regions of Asia.
- Develop in-depth knowledge of a particular aspect of Asia—thematically, disciplinarily, or geographically.
- Understand how “Asia” and “Asian Studies” have been constituted.
- Hone skills in research or creative endeavor.

CONCENTRATION REQUIREMENTS

The concentration is composed of six courses:

- one (1) required course: ASIA 210. This course draws upon interdisciplinary work from the humanities and social sciences that critically investigates how “Asia” and “Asian Studies” have been conceived and, in the case of “Asian Studies,” practiced as a field of inquiry. Ideally this course would be taken in the sophomore or junior year, after students have taken at least one Asian Studies related course.
- a three (3) course curricular focus, which could center either on a region or country interdisciplinarily (e.g. South Asia via history, anthropology, and art) or on a theme inter-regionally (e.g. Imperialism/Colonialism in Asia; Art and Performance in Asia). Each student would specify a curricular focus in consultation with a faculty advisor.
- two (2) additional courses relating to Asia. These courses may be used to further develop the chosen curricular focus, or to bring greater disciplinary or geographic breadth to the concentration. One or both of these courses may be Asian language courses.
- a research or creative project capstone and symposium. A research paper or performance/exhibit done within one of the courses included in the concentration. (This is not an extra course, but a requirement for a research or performance project as a part of the concentration). Senior concentrators will present their work to a gathering of fellow concentrators and faculty at the Senior Asian Studies Symposium, to be held in the Spring semester of each year. They will be asked to reflect upon how their projects fit into their Asian Studies concentrations, which will give them the opportunity to tie that work into their goals within the concentration and what they have gained from the concentration more broadly.

In order to maximize breadth, among the five classes that comprise the curricular focus and electives at least two (and not necessarily more) different disciplines and at least two regions or countries of Asia (China, Japan, Korea, Taiwan, East Asia, Southeast Asia, South Asia) must be covered.

STUDY ABROAD

With permission of the faculty advisor, as many as two courses from a study abroad program may be counted toward the concentration.

FAQ

Students MUST contact departments/programs BEFORE assuming study away credit will be granted toward the major or concentration.

Can your program typically pre-approve courses for concentration credit?

Yes.

What criteria will typically be used/required to determine whether a student may receive concentration credit for a course taken while on study away?

Course title and description, complete syllabus including readings/assignments.

Does your program place restrictions on the number of concentration credits that a student might earn through study away?

Yes, two courses.

Does your program place restrictions on the types of courses that can be awarded credit towards your concentration?

Approved courses only.

Are there specific concentration requirements that cannot be fulfilled while on study away?

Yes. ASIA 210 must be taken at Williams.

Are there specific concentration requirements in your program that students should be particularly aware of when weighing study away options? (Some examples might include a required course that is always taught in one semester, laboratory requirements.)

Not in particular. Students are always strongly encouraged to consult with the program faculty ahead of time to plan on what courses to take during study away and what courses to take upon return.

HONORS

For students interested in graduating with honors in Asian Studies, a thesis completed over one semester and a Winter is required, above and beyond the six-course concentration. Thesis proposals are due to the Advisory Committee in the Spring for a fall thesis in the next academic year, and in the Fall for a spring thesis in that academic year.

ASIA 103 (F) Introduction to East Asian Art

Cross-listings: ARTH 103

Secondary Cross-listing

This course offers an introduction to the artistic traditions of China, Korea, and Japan, from the prehistoric era to the present day. Following a chronological order, the course surveys important artworks that represent major developments in medium, style, and subject matter in the three cultures, while paying attention to the movement of objects and art techniques across the region. Key themes of the course include bronzes, lacquerware, ceramics, tomb building, Buddhist reliquaries, ink painting, wood-block printmaking, and timber frame architecture. Students will learn about the development of art and artisanal practices in East Asia, while gaining a broader understanding of the continuity and discontinuity of the local artistic traditions in relation to the region's history, politics, religion, and culture. East Asia boasts a history of art that stretches five thousand years. In addition to gaining an overview of important artistic traditions in the region through the lectures, students will develop visual analysis skills and engage with critical methodologies in East Asian art through close looking exercises and discussion-driven case studies during sections. The course pays special attention to how the constant cross-cultural exchanges between China, Japan, and Korea contributed to the development of art in unique ways across time. What is the shape of "East Asian art"? How does art help define East Asia culturally? And what does it tell us about East Asia's past, present, and future? Exploring these questions through art, students gain an object-based understanding of the civilizations in East Asia. The curriculum also integrates objects from the Williams College Museum of Art.

Class Format: A viewing session at the Williams College Museum of Art.

Requirements/Evaluation: Attendance and participation (25%), two 2-3 page artwork analysis essays (20%), four quizzes (10%), a midterm exam (20%), and a final exam (25%).

Prerequisites: None

Enrollment Limit: 45

Enrollment Preferences: Art history majors are prioritized if the course over-enrolls.

Expected Class Size: 30

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ASIA 103(D1) ARTH 103(D1)

Attributes: ARTH pre-1800

Fall 2024

LEC Section: 01 MW 11:00 am - 12:15 pm Ziliang Liu

ASIA 105 (S) Arts of South Asia (DPE)

Cross-listings: ARTH 105

Secondary Cross-listing

South Asia, which includes the modern-day nations of Afghanistan, Pakistan, India, Bangladesh, Sri Lanka, Nepal, Bhutan and Maldives, is often compared to the European continent. Regional societies in the Indian "subcontinent" are as distinct from each other as those of Italy, Germany and France. Similarly, they also differ in their language, dress, diet, rituals and politics. However, parallel to the wealth of diversity, South Asia also demonstrates a rich history of interconnectedness. This complex web of culture, language, religion and politics is best manifested in the arts of the region. How does visual culture reflect regional variations? How does a survey of artistic style and iconography help uncover networks of exchange across South Asia? What role did the arts play in the expression of religious traditions such as Buddhism, Hinduism, Jainism and Islam? With these questions in mind, this course is designed as a survey of the arts of South Asia starting with the height of the Indus Valley Civilization in 2600 BCE and ending in 1857 CE, a date that marks the cessation of independent rule in South Asia. Using the study of architecture, painting, sculpture and textiles, students will learn how to make stylistic and iconographic analyses, while also improving their art historical writing and analytic skills.

Requirements/Evaluation: Weekly reading discussion GLOW posts. Two short quizzes. Mid-term. Final exam

Prerequisites: none, open to all students

Enrollment Limit: 60

Enrollment Preferences: First years, sophomores and juniors

Expected Class Size: 48

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ASIA 105(D1) ARTH 105(D1)

Difference, Power, and Equity Notes: In addition to a survey, the course also highlights the conceptual differences between the arts of South Asia and Western constructs of art and culture. The survey will analyze how South Asian art was codified and examined during the colonial and post-colonial periods, and how that understanding has come to define the field over the last century. The course will encourage students to challenge longstanding biases and assumptions when studying these artworks.

Attributes: GBST South + Southeast Asia Studies

Not offered current academic year

ASIA 109 (S) The Art of Yoga: Practice, Philosophy, Politics, Possibilities (DPE)

Cross-listings: THEA 109

Secondary Cross-listing

This course offers an immersive, interdisciplinary approach to hatha yoga, the branch of yoga that emphasizes bodily techniques for channeling energy, and achieving balance and quietude. It has been practiced and theorized variously in South Asia since ancient times. More recently, beginning in the late 19th century, it has been popularized throughout the globe, and has served as a source of inspiration for artists in various disciplines, including the theatre. Our work will follow four interrelated paths that will provide a broad context for our own experience and offer us tools for developing creativity: 1) We will dedicate ourselves to the careful study of the physical practice of yoga asanas, giving emphasis to biomechanical principles of alignment. Our study will include some basics of yoga anatomy; 2) We will study some allied philosophical principles, as they emerge from the Sanskrit text, Patanjali's *Yoga Sutras*, and some current commentaries on that text, by means of expanding the significance of our practice to

all areas of our lives; 3) We will attend to the cultural politics of yoga by discussing new scholarship on its ancient origins as well as critical inquiry about how issues of appropriation, Orientalism, and racism shape its current manifestations; 4) We will examine how artists have incorporated elements of yoga into their practice. To explore how yoga might support our own artistic and innovative thinking, we will pair our practice with creative exercises. In this way, the course aims to explore the relationship of theory and practice. It will be of interest to students in the arts and anyone interested in fostering artistry and the imagination. Students must be prepared to engage in a physical practice of asana, as well as commit to reading, writing, and discussion. No previous experience with yoga is required.

Requirements/Evaluation: Students will write 3-page weekly papers, either in response to readings or embodied exercises, or the tutorial partner's essay. Written feedback will be given by instructor. Students will be expected to demonstrate that they are regularly practicing outside of class both by the quality of questions they bring to our sessions together, as well as their continuous refinement of the poses. Students will not be evaluated in relation to a standard, but according to their own dedicated and steady progress with respect to the experience of yoga practice. The evaluation process includes attendance.

Prerequisites: Prospective students will be asked to submit an online form with questions about their interest in the class.

Enrollment Limit: 10

Enrollment Preferences: Preference will be given to first-year students.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Materials/Lab Fee: \$50 for yoga mat, belt, and balls.

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

THEA 109(D1) ASIA 109(D1)

Difference, Power, and Equity Notes: Throughout the course we will reflect on the ways in which the knowledge created through yogic practice and philosophy disrupts and provincializes European epistemological systems. Moreover, we will engage in critical inquiry into the ways in which the global popularity of yoga is shaped by colonial legacies of Orientalist representation, as well as contemporary modes of cultural appropriation and consumerism.

Spring 2025

TUT Section: T1 TBA Shanti Pillai

ASIA 111 (S) The Asia-Pacific War (WS)

Cross-listings: HIST 112

Secondary Cross-listing

The "Asia-Pacific War," as it is known in Japan, raged from the full-scale Japanese invasion of China in 1937 until Japan's total defeat in 1945. This war, though certainly tied to the Allied war against Germany and Italy, was viewed by many participants at the time as truly a war apart due to the immense distances involved, the gleeful, racism-fueled brutality on both sides of the conflict, and the resultant abuses of POWs, use of atomic weapons, and other atrocities. Students will explore the intersection of colonialism, racism and opportunism that fed the conflagration, and the remarkable rapprochement between American and Japanese former enemies immediately after the war. It will examine in depth the roles of China and the USSR in this conflict, which are often mentioned but functionally ignored in the West. It will cover the various warzones and home fronts, focusing as much as possible on conveying the experiences of participants through primary sources. It will likewise seek to bridge the *analysis* of the military and socio-political sides of this conflict, which are often treated as distinct, by drawing on key academic works in the field.

Requirements/Evaluation: Weekly meetings with professor and one peer partner; 5-page papers (6 total); 2-page critiques of partner's papers (6 total)

Prerequisites: None

Enrollment Limit: 10

Enrollment Preferences: History majors and Asian Studies concentration students, then everyone else.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 112(D2) ASIA 111(D2)

Writing Skills Notes: Students will alternate weekly between writing 5-page tutorial papers and 2-page critiques of their peers' writing. Formal writing assignments throughout the semester will total at least 40 pages. Students will receive regular written feedback on their writing from the professor, as well as oral critiques from the professor and tutorial partners.

Attributes: HIST Group B Electives - Asia

Spring 2025

TUT Section: T1 TBA Viktor Shmagin

ASIA 112 (S) Musics of Asia

Cross-listings: MUS 112

Secondary Cross-listing

This course offers an introduction to the great diversity of Asian music. Our survey will span from East Asia (China, Korea, and Japan) to Southeast Asia (Thailand and Indonesia) to the Indian subcontinent, Central Asia (Tibet and Afghanistan), to the Middle East (Iran and the Arabian peninsula), and will end with the extension of Asian music across North Africa and into Eastern Europe. Within this broad survey, we will focus on selected and representative musical cultures and genres. In each section of the course, aspects of cultural context (including music's function in religious life and its relationship to the other arts), will be emphasized. While our focus will be on the traditional and classical musics of these cultures, we will also consider the current musical scene. Encounters with this music will include attendance at live performances when possible.

Class Format: lecture/discussion

Requirements/Evaluation: evaluation will be based on four tests and two papers

Prerequisites: none; no musical experience necessary

Enrollment Limit: 20

Enrollment Preferences: if overenrolled preference will be given to sophomores and juniors

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

MUS 112(D1) ASIA 112(D1)

Attributes: GBST East Asian Studies MUS Ethnomusicology

Spring 2025

LEC Section: 01 MR 1:10 pm - 2:25 pm W. Anthony Sheppard

ASIA 117 (F) Bombay/Mumbai: Making of a Modern Metropolis (WS)

Cross-listings: GBST 117 / HIST 117

Secondary Cross-listing

Bombay or Mumbai is India's foremost urban center and is well known today as a truly global city. It is the heart of India's commercial life comparable in vibrancy and multiculturalism with the world's emerging cities like Shanghai, Hong Kong and Sao Paulo. What are the historical elements that contributed to the making of India's most modern and global metropolis? What are the antecedents of the modernity, the vibrant culture, dark underbelly and economic diversity that characterize Bombay today? What does the history of Bombay tell us about modernity in India and the emerging countries of the third world in general? This seminar will help students to answer these questions through historical materials on Bombay as well a wide range of multimedia sources including cinema, photography and literature. With a focus on the 19th and 20th centuries, we will explore themes like the commercial culture of a colonial port city, the modern public sphere, theatre and film, labor migration, public health and prostitution to understand what went into the making of this modern metropolis. The primary objective of this course is to introduce students to a wide range of historical sources and ways of interpreting them. The other objective is facilitating their understanding of the history of colonial and modern India through the history of its most important city.

Requirements/Evaluation: assessment will be based on class participation and weekly written responses to readings (2 pages), 2-3 short papers (4-5 pages), leading to an oral presentation and final paper (10-12 pages). All writing assignments are structured to build up the final paper.

Prerequisites: First years and sophomores only

Enrollment Limit: 19

Enrollment Preferences: first-years, and then sophomores who have not previously taken a 100-level seminar.

Expected Class Size: 12-15

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ASIA 117(D2) GBST 117(D2) HIST 117(D2)

Writing Skills Notes: Weekly reading response (2 pages), several short papers leading to a final research paper. Peer reviews and instructor feedback of all written work to improve writing skills and opportunities to write several drafts.

Attributes: GBST South + Southeast Asia Studies GBST Urbanizing World HIST Group B Electives - Asia

Not offered current academic year

ASIA 127 (F) Spring Grass: A Peek into Inequality in China (DPE) (WS)

Cross-listings: WGSS 127 / CHIN 427

Secondary Cross-listing

Spring Grass (Chuncao) is a Chinese novel written by award-winning author Qiu Shanshan (1958-). Using the literary techniques of social realism, the novel chronicles the life of a young rural woman from 1961 to 2001. Spring Grass, the protagonist of the novel, was born in a rural village to a mother who preferred sons over daughters. At a young age, Spring Grass was deprived of the opportunity to attend school. Against all odds, she managed to marry for love, venture into the city, and become an enterprising migrant worker. This novel not only reflects the struggles of women in contemporary China but also captures the economic transformation of modern China since 1978 when the Reform and Open-Door Policy (*gaige kaifang*) was initiated. The novel was adapted into a television drama series and became an instant hit in 2008. This course takes an interdisciplinary, cultural studies and humanistic approach to studying a literary text, using literature as a means to help students better understand social and cultural issues. Through close readings of the novel, the eponymous TV drama series, documentaries, and films depicting rural life and women's roles in China, as well as in-depth discussions of both primary and secondary sources that deal with the cultural, historical, and socioeconomic background of the unfolding story of Spring Grass, this course aims to provide a window for students to examine the issues of inequality in the Chinese village and society at large. Why would mothers be harsh to their own daughters and bar girls' right to education? Why would young people leave their village and migrate to the city? Why would migrant workers leave their children behind in the village? Why would economic developments in China exacerbate the problem of gender inequality in society? Why would the ideology and cultural logic behind Mao Zedong's proclamation "women can hold up half of the sky" add more burden to women rather than truly liberate them? Why would city people discriminate against country folks? After taking this course, students will gain a deeper understanding of the issues related to gender inequality (*nannü bu pingdeng*) and the urban/rural-gap (*chengxiang chabie*) in China. Throughout the course, they are also encouraged to critically think about how to achieve equity in different societies. This tutorial is conducted in either Chinese or English. Students wishing to take the course in English should register under ASST or WGSS and language learners wishing to take the course in Chinese should register under CHIN.

Requirements/Evaluation: For all students, active participation in tutorial meetings and an online writing portfolio as the final project. For CHIN students, four 4- or 5-page tutorial papers and revisions in Chinese, four 2-page critiques. For ASIA/WGSS students, five 5-page tutorial papers in English, five 2-page critiques, one revised paper.

Prerequisites: For students registering under CHIN, the prerequisite is CHIN 402 or a language proficiency interview conducted by the instructor. For students registering under ASST or WGSS, there is no prerequisite.

Enrollment Limit: 10

Enrollment Preferences: Enrollment priorities will be given to Chinese language learners who register under CHIN, and to freshmen and sophomores who register under ASST or WGSS.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 127(D2) CHIN 427(D1) ASIA 127(D1)

Writing Skills Notes: Writing is taught using the writing-as-process pedagogical approach. The writing process consists of invention, composition, and revision. Detailed writing prompts will be provided to students to generate and organize ideas for each essay. The instructor gives detailed feedback to students' drafts and students are required to turn in revisions. At the end of the semester, students will compile an online writing portfolio to showcase their best works.

Difference, Power, and Equity Notes: The issue of "inequality," including both gender inequality and regional inequality is the driving force behind the readings and discussions of this tutorial. Students are guided to develop an empathetic way of interpreting a literary work that features a rural woman/migrant worker. They will critically analyze the sources of inequality in the Chinese cultural context and explore ways to address such inequality.

Not offered current academic year

ASIA 130 (S) Basic Cantonese

Cross-listings: CHIN 131

Secondary Cross-listing

An introduction to Standard Cantonese, a major regional language of southern China which is spoken by over 70 million people in Hong Kong, Macao, Guangdong, and Guangxi as well as by many overseas Chinese in Southeast Asia, Hawaii, and North America. Due to the pervasive influence of Hong Kong as well as the economic transformation of Guangdong Province, the prestige of Cantonese within greater China rose steadily in the period 1980-2010 and it continues to be an important language today. Our focus in this course will be on developing basic listening and speaking skills, though some attention will also be paid to written Cantonese, including the special characters which have been used for centuries to write colloquial Cantonese, which have become even more widely used in Hong Kong since 1997. Since students will ordinarily possess prior proficiency in Mandarin, a rather closely related language, they should be able to attain in one semester approximately the same proficiency level that is attained in the first two semesters of Mandarin.

Class Format: dialog performance, drills, communicative exercises, oral reading, questions, and discussion

Requirements/Evaluation: Evaluation is based on classroom performance, quizzes, unit tests, and an oral and written final exam.

Prerequisites: CHIN 202 or permission of instructor

Enrollment Limit: 12

Enrollment Preferences: Chinese and East Asian Languages & Cultures majors as well as Asian Studies concentrators

Expected Class Size: 12

Grading: no pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ASIA 130(D1) CHIN 131(D1)

Not offered current academic year

ASIA 131 (F) Introduction to Japanese Formal Linguistics

Cross-listings: JAPN 131

Secondary Cross-listing

This course provides a comprehensive introduction to the theoretical study of the Japanese language. We will delve into various aspects of linguistic theory, exploring speech sounds (phonetics and phonology), word formation (morphology), sentence structures (syntax), and meaning (semantics). Throughout, we will primarily juxtapose Japanese with English to deepen our understanding. By the end, we will not only grasp the fundamentals but also gain practical skills to delve into applied linguistics with confidence. This includes areas such as language acquisition, pragmatics, psycholinguistics, neurolinguistics, sociolinguistics, historical linguistics, language change, and cross-linguistic variation. While there is no prerequisite, having some proficiency in Japanese would enhance your experience.

Class Format: combination of lecture and discussion

Requirements/Evaluation: quizzes, problem sets, a paper, a presentation, a mid-term exam, and a final exam

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: current or prospective majors in the Department of Asian Languages, Literatures, and Cultures

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

JAPN 131(D1) ASIA 131(D1)

Attributes: Linguistics

Fall 2024

SEM Section: 01 TF 1:10 pm - 2:25 pm Masashi Harada

ASIA 152 (S) Basic Taiwanese/Southern Min

Cross-listings: CHIN 152

Secondary Cross-listing

This course constitutes an introduction to Taiwanese, the majority language of Taiwan, which is essentially the same as the native language of Xiamen, China and environs. Different varieties of this language, which is also known as Amoy, Hokkien, Fukienese, and Southern Min are spoken by about 50 million people in Taiwan, southern Fujian, the Philippines, Indonesia, Malaysia, and Singapore. Suppressed in Taiwan by the Japanese from 1895-1945 and by the KMT Chinese government from 1945 through the 1970s, Taiwanese--in both its spoken and written forms--has been experiencing a fascinating revival in recent decades. The most divergent of all the Sinitic languages, this language is of special linguistic interest because it has preserved a number of features of Old Chinese. Our focus will be on developing basic listening and speaking skills, though we will also study some of the special characters used to write Taiwanese. The relationship between language and culture and the sociolinguistically appropriate use of language will be stressed throughout. Since students in the course will ordinarily possess prior proficiency in Mandarin, a related language, we should be able to cover in one semester about as much as is covered in the first two semesters of Mandarin. Classes will include dialog performance, drills, communicative exercises, and oral reading and discussion of written Taiwanese.

Requirements/Evaluation: classroom performance, homework, quizzes, unit tests, and an oral and written final exam

Prerequisites: CHIN 301 or permission of the instructor

Enrollment Limit: 15

Enrollment Preferences: if course is over-enrolled, preference given to majors in CHIN, EALC, JAPN and concentrators in Asian Studies

Expected Class Size: 10

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ASIA 152(D1) CHIN 152(D1)

Not offered current academic year

ASIA 153 (F) Japanese Film

Cross-listings: COMP 153

Secondary Cross-listing

From the swashbuckling samurai films of Kurosawa and delicate family dramas of Ozu to edgy cinematic experiments and a breathtaking range of animation, Japan has one of the most varied and exciting film traditions in the world. This course will introduce you to major periods, genres, and directors in that tradition. We will read film criticism that represents a range of approaches, but we'll focus particularly on learning and practicing the kind of close visual analysis that will allow you to build your own original descriptions of how a given scene "works." Throughout the course we will consider the relationship between classic cinema and popular genres like sword flicks, melodramas, psychological thrillers, and anime, focusing particularly on directors whose work seems to borrow equally from genre film and the artistic avant-garde. *All texts are translated or subtitled.* All levels welcome.

Requirements/Evaluation: attendance & participation, a few short response assignments, two 5-page papers, in-class test

Prerequisites: none

Enrollment Limit: 40

Enrollment Preferences: comparative literature majors

Expected Class Size: 25

Grading: no pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 153(D1) ASIA 153(D1)

Attributes: FMST Core Courses

Not offered current academic year

ASIA 162 (S) Languages of East Asia

Cross-listings: ANTH 162 / CHIN 162 / GBST 162

Secondary Cross-listing

A survey of the Chinese, Japanese, and Korean languages in their linguistic and cultural context. Working with various types of multimedia including audio, video, animation, and texts, we'll take up the phonetics, phonology, morphology, syntax, and lexicon of these three major East Asian languages, including also their history and writing systems as well as how they function in the societies where they are spoken. Though the emphasis of the course is on linguistic description and analysis, there will also be an applied component, as part of which we'll learn several dozen common expressions in each language. Some of the questions to be discussed are: What are the similarities and differences among these three languages? How are and how aren't they related? How did the modern standard form of each develop and what is its relationship to any non-standard languages or dialects? How do these three languages reflect sociolinguistic phenomena such as gender, class, and politeness? How do the writing systems of these languages function and what is the role of Chinese characters in them? What has been the influence of Classical Chinese on Modern Chinese, Japanese, and Korean? How have these languages changed due to influence from English and other languages? How are they used in Asian American speech communities? And what are the prospects for their future development, including the influence of computers and digital communications? While this course is not intended as a comprehensive introduction to linguistics, it does introduce many basic terms and concepts from that discipline.

Class Format: combination of lecture, discussion, and language practice

Requirements/Evaluation: three quizzes, two 2- to 3-page papers, an oral presentation, and an 8- to 10-page term paper

Prerequisites: none (lectures, class discussions, and readings in English; no prior background in linguistics or any Asian language required)

Enrollment Limit: 20

Enrollment Preferences: open to all with preference to first-year students and sophomores as well as majors/concentrators in CHIN, JAPN, EALC, ANTH, ASIA and GBST

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ANTH 162(D2) ASIA 162(D1) CHIN 162(D1) GBST 162(D2)

Attributes: Linguistics

Not offered current academic year

ASIA 195 (F) Elementary Korean

Cross-listings: SILP 105

Secondary Cross-listing

Interested students must complete an application through the Self-Instructional Languages Program and have it approved before registering for this course. Introduction to the alphabet and language structure with emphasis on communicative skills. Students will receive a foundation in the language, be able to hold simple conversations, use a range of vocabulary related to daily activities and transactions, and gain familiarity with basic, frequently used grammatical structures and the writing system of the language. Students must be highly motivated in

self-instructional learning, and will work with an outside tutor/examiner. This is a hyphenated course and requires a full-year of study in order to receive credit. More information can be found on the Self-Instructional Languages site.

Class Format: Twice-weekly review sessions

Requirements/Evaluation: Written and oral mid-term and final exam.

Prerequisites: Sophomore or higher standing with a GPA of 3.0 or higher; application to the Self-Instructional Languages Program in April.

Enrollment Limit: 6

Enrollment Preferences: Interested students must complete an application through the Self-Instructional Languages Program and have it approved before registering for this course; this is a hyphenated course and requires a full-year of study to receive credit.

Expected Class Size: 2-6

Grading: no pass/fail option, yes fifth course option

Unit Notes: Minimum of two students, plus contracted tutor/examiner in order to schedule the course

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

SILP 105(D1) ASIA 195(D1)

Fall 2024

LEC Section: 01 TBA Shaina Adams-EI Guabli

ASIA 196 (S) Elementary Korean

Cross-listings: SILP 106

Secondary Cross-listing

Continuation in developing communicative skills, vocabulary building, and furthering familiarity with frequently used grammatical structures and writing.

Interested students must complete an application through the Self-Instructional Languages Program and have it approved before registering for this course. Introduction to the alphabet and language structure with emphasis on communicative skills. Students will receive a foundation in the language, be able to hold simple conversations, use a range of vocabulary related to daily activities and transactions, and gain familiarity with basic, frequently used grammatical structures and the writing system of the language. Students must be highly motivated in self-instructional learning, and will work with an outside tutor/examiner. This is a hyphenated course and requires a full-year of study in order to receive credit. More information can be found on the Self-Instructional Languages site.

Class Format: Twice-weekly review sessions

Requirements/Evaluation: Written and oral midterm exam and final exam.

Prerequisites: CRKO 101

Enrollment Limit: 6

Enrollment Preferences: Students who have completed CRKO 101.

Expected Class Size: 2-6

Grading: no pass/fail option, yes fifth course option

Unit Notes: minimum of two students in order to schedule the course

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ASIA 196(D1) SILP 106(D1)

Spring 2025

LEC Section: 01 TBA Shaina Adams-EI Guabli

ASIA 197 (F) Elementary Hindi-Urdu

Cross-listings: SILP 103

Secondary Cross-listing

Interested students must complete an application through the Self-Instructional Languages Program and have it approved before registering for this course. Introduction to the alphabet and language structure with emphasis on communicative skills. Students will receive a foundation in the language, be able to hold simple conversations, use a range of vocabulary related to daily activities and transactions, and gain familiarity with basic, frequently used grammatical structures and the writing system of the language. Students must be highly motivated in self-instructional learning, and will work with an outside tutor/examiner. This is a hyphenated course and requires a full-year of study in order to receive credit. More information can be found on the Self-Instructional Languages site. Both the Devanagari script of Hindi and the Nastaliq script of Urdu will be introduced throughout the year-long course.

Class Format: Twice-weekly review sessions

Requirements/Evaluation: Written and oral midterm and final exams.

Prerequisites: Sophomore or higher standing with a GPA of 3.0 or higher; application to the Self-Instructional Languages Program in April.

Enrollment Limit: 6

Enrollment Preferences: Interested students must complete an application through the Self-Instructional Languages Program and have it approved before registering for this course; this is a hyphenated course and requires a full-year of study to receive credit.

Expected Class Size: 2-6

Grading: no pass/fail option, yes fifth course option

Unit Notes: Minimum of two students in order to schedule the course.

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

SILP 103(D1) ASIA 197(D1)

Fall 2024

LEC Section: 01 TBA Shaina Adams-EI Guabli

ASIA 198 (S) Elementary Hindi-Urdu

Cross-listings: SILP 104

Secondary Cross-listing

Urdu script will be introduced as the course continues to develop communicative skills, vocabulary building, and familiarity with frequently used grammatical structures and writing in both scripts. **Interested students must complete an application through the Self-Instructional Languages Program and have it approved before registering for this course.** Students must be highly motivated in self-instructional learning, and will work with an outside tutor/examiner. This is a hyphenated course and requires a full-year of study in order to receive credit. More information can be found on the Self-Instructional Languages site.

Class Format: Twice-weekly review sessions

Requirements/Evaluation: Written and oral midterm and final exams.

Prerequisites: CRHI 101

Enrollment Limit: 6

Enrollment Preferences: Students who have completed CRHI 101.

Expected Class Size: 2-6

Grading: no pass/fail option, yes fifth course option

Unit Notes: Minimum of two students in order to schedule the course.

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ASIA 198(D1) SILP 104(D1)

Spring 2025

LEC Section: 01 TBA Shaina Adams-EI Guabli

ASIA 201 (F) Accelerated Chinese on Special Topics for Heritage Speakers

Cross-listings: CHIN 200

Secondary Cross-listing

This course is tailor designed for students who already possess intermediate-level proficiency in speaking Chinese but lack the basic reading and writing skills, commonly referred to as heritage speakers of Chinese. They will make accelerated progress in their literacy skills through this course and be able to take either CHIN 202 or CHIN 302 in the spring semester. Adopting a semi-tutorial format (a mix of group classes and two/three-people classes), this course aims to provide differentiated instruction to heritage learners of varying proficiency levels whose Chinese speaking and listening abilities exceed their reading and writing skills. This tailored course will help students effectively expand their literacy skills while helping to solidify the linguistic foundation for continuous proficiency advancement. The main theme of the course is focused on the experiences of Chinese Americans in a global context. Students will gain a deeper understanding of Chinese culture by way of individual projects that are meaningful and relevant to their intellectual interests. Students who are placed into CHIN 102 or 202 at the beginning of the fall semester should consider taking this course in the fall.

Class Format: Semi-tutorial format, students will meet as a large group in most weeks for linguistic development and two-to-three-people groups in some weeks for project-based discussions.

Requirements/Evaluation: Active participation in class, homework, quizzes, essays, oral presentations, and a final project

Prerequisites: Students must complete the Chinese Placement Evaluation in GLOW before registering for this course

Enrollment Limit: 12

Enrollment Preferences: Enrollment priority goes to current or prospective majors in the Department of Asian Languages, Literatures, and Cultures, concentrators in the Program of Asian Studies, and then to first-year students and sophomores

Expected Class Size: 12

Grading: no pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ASIA 201(D1) CHIN 200(D1)

Fall 2024

LEC Section: 01 MR 2:35 pm - 3:50 pm Cecilia Chang

ASIA 202 (F) De-Centering Imperial China, 960-1800

Cross-listings: HIST 212

Secondary Cross-listing

The history of China from 960-1800 can be told as the story of a continuous, enduring culture and polity. This long period was nevertheless one in which the definition and contours of "China" were constantly contested. In this survey course, we will examine the political forms, institutions, and developments in culture, society, and economy that are characteristic of the Song (960-1279), Yuan (1279-1368), Ming (1368-1644), and early Qing (1644-1800) Dynasties alongside the Inner, Central, East, and Southeast Asian polities and cultures which interacted with, accommodated and repeatedly conquered centers of Chinese power over this time (Tanguts, Khitans, Mongols, and Jurchens/Manchus, among others). Gaining a historical perspective on power relationships within this diverse region will help us to understand the different ways in which Asia participated in changing world systems throughout this period. This course combines brief lectures with discussion of predominantly primary source readings.

Requirements/Evaluation: 3 short essays, midterm quiz, final exam or paper

Prerequisites: none

Enrollment Limit: 40

Enrollment Preferences: History majors and Asian Studies concentrators if overenrolled

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ASIA 202(D2) HIST 212(D2)

Attributes: HIST Group B Electives - Asia HIST Group P Electives - Premodern

Fall 2024

LEC Section: 01 TR 11:20 am - 12:35 pm Anne Reinhardt

ASIA 203 (S) Modern Japan

Cross-listings: HIST 203

Secondary Cross-listing

This course is intended to familiarize you with the history of modern Japan, the world's third-largest economy and a dynamic influence on global culture. We will begin during the Edo Period (1600-1868), during which feudal (e.g., the status system) and more modern (e.g., a consumer society) features of Japanese life developed alongside each other. We will then examine the Meiji Restoration and explore how the Imperial Japanese state led Japan through modernization into total defeat by 1945. The course then looks at economic recovery and societal change during the postwar period, taking us up to the present day. Students will become familiar with several significant shifts in interpretation of key aspects of Japanese history. We will cover the rise and demise of the erroneous "national seclusion" narrative, the legislation of Japanese Emperor's divinity, and the debate over Japan's supposed ethnic and cultural distinctiveness. We will focus especially closely on the roles of class, gender, imperialism and foreign contacts in modern Japanese history. You are expected to critically analyze assigned primary and secondary sources and to communicate your ideas to your classmates effectively both orally and in writing. You are also expected to collaborate with your classmates to complete group activities. You will also conduct limited original archival research.

Class Format: This class features an immersive simulation, in which students will simulate the Meiji Restoration. The final project is a collaborative research project and presentation working with Japan-related sources from Williams's Special Collections.

Requirements/Evaluation: Class participation, two 5-6 page essays, immersive simulation midterm, collaborative final research presentation

Prerequisites: None

Enrollment Limit: 40

Enrollment Preferences: History majors, Asian Studies concentrators, then all others

Expected Class Size: 20-25

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 203(D2) ASIA 203(D2)

Attributes: HIST Group B Electives - Asia

Not offered current academic year

ASIA 206 (S) Chinese Painting

Cross-listings: ARTH 208

Secondary Cross-listing

This course surveys the Chinese painting tradition, from the second half of the first millennium BCE to the present. Following a dynastic timeline, the course covers important painting genres including funerary, religious, figures and portraiture, landscape, ink, bird-and-flower, and oil painting and considers them in relation to the shifting historical and cultural context of China. Key themes of the course include the relationship between the art of painting and religious beliefs, political ideology, self-expression, premodern painting theories and criticism, and encounters between the East and the West. As is the case with other cultures, the art of painting in China is shaped by both the painter and its time. In addition to an overview of the history of Chinese painting, students will develop skills in visually analyzing the style, the composition, and the brushstrokes of various painting genres, while gaining an understanding of how painting responded to different historical and cultural conditions in China. The course also pays special attention to primary sources on painting, through which students will learn to think about Chinese painting in its original artistic and intellectual context.

Class Format: A painting viewing session at the Williams College Museum of Art.

Requirements/Evaluation: Attendance and participation (20%), ungraded painting responses (due before every session, 20%), a short paper (4-6

pages, double-spaced, 15%), a mid-term exam (15%), and a final research paper with presentation (8-10 pages, double-spaced, 30%).

Prerequisites: None

Enrollment Limit: 25

Enrollment Preferences: Art history majors are prioritized if the course over-enrolls.

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ASIA 206(D1) ARTH 208(D1)

Attributes: ARTH pre-1800

Spring 2025

LEC Section: 01 TR 9:55 am - 11:10 am Ziliang Liu

ASIA 208 (F) The U.S. and Afghanistan: A Post-Mortem (DPE)

Cross-listings: GBST 208 / ANTH 208

Secondary Cross-listing

The United States attacked and defeated the Afghan Taliban regime over in the course of a few short weeks in 2001. Within a few years, the finality of that victory was brought into question as the Taliban regrouped and eventually reasserted itself as a formidable guerilla army that the U.S. military could not easily defeat. At the same time that it was facing a more difficult military challenge than anticipated, the United States got bogged down in the process of nation-building, as well as efforts at social reform. This course examines the history of American involvement in Afghanistan, beginning with the Cold War when the U.S. used Afghanistan as a test case for new models of political modernization and economic development. We will go on to discuss the U.S. support for Islamist political parties during the Soviet occupation of Afghanistan in the 1980s and the consequent rise of the Taliban, and the role of Afghanistan in the September 11th attacks and the "War on Terror" that followed. The course will conclude with a consideration of the impact and legacy of the two decades of nation-building and social reform carried out by the United States since 9/11.

Requirements/Evaluation: grading will be determined by class participation, two short (500 word) essays, and a 15-page research paper

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: Anthropology and Sociology majors, Global Studies concentrators, Political Science and Asian Studies majors will get preference

Expected Class Size: 15-20

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ASIA 208(D2) GBST 208(D2) ANTH 208(D2)

Difference, Power, and Equity Notes: Among the topics relevant to power and difference to be considered in this course are the American support and later disavowal of Islamist political parties to advance US geopolitical goals, public relations efforts "to save Afghan women" after 9/11, and the uses and misuses of American military, economic, and political power to build a western-style democratic government and bring western-oriented social reforms to a society radically different from U.S. society.

Not offered current academic year

ASIA 209 (S) The Literature of Early China (WS)

Cross-listings: CHIN 217 / COMP 211

Secondary Cross-listing

From poems on forbidden trysts and tales of bloody battles to aphorisms about filial piety and essays on moral governance, the literature of early China spans a wide range of topics and genres. In this course we will read, discuss, and write about literary works from the period stretching from

approximately 600 BCE to the end of the Han empire in the third century CE, including poems, narratives, and philosophical works. All readings will be in English.

Requirements/Evaluation: Evaluation is based on writing assignments (1 paragraph, 3-4 pages, 5-6 pages, and 8-10 pages) and participation in class discussions.

Prerequisites: None

Enrollment Limit: 19

Enrollment Preferences: Current or prospective majors in the Department of Asian Languages, Literatures, and Cultures; current or prospective majors in Comparative Literature; and current or prospective concentrators in Asian Studies.

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Unit Notes: Counts as a core elective for majors in Asian Languages, Literatures, and Cultures.

Distributions: (D1) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

CHIN 217(D1) ASIA 209(D1) COMP 211(D1)

Writing Skills Notes: Students will write a series of progressively longer papers, each involving drafting, commenting, and revising.

Spring 2025

SEM Section: 01 MWF 11:00 am - 11:50 am Christopher M. B. Nugent

ASIA 210 (S) Approaches to Asian Studies

Home to over half of the world's population and to more than twenty of the world's largest cities, Asia has gained global prominence in recent years; the twenty-first century in fact has widely been deemed the 'Asian Century'. But what is Asia? And what does it mean to study this richly diverse region? This seminar will address these questions with the aim of introducing students to important theoretical topics and key concepts that are relevant to the comparative and critical study of Asia. We will consider the different ways of understanding "Asia", both in terms of how the term and the region have been historically constituted as well as facilitate understanding of some of the salient factors (geography, belief systems, economy and polity)--past and present--that make for Asia's coherence and divergences. We will also unpack the troubled notions of "East" and "West" and re-center Asia within the newly emerging narratives of global interconnectedness. Beginning with the evolution of the field, this course will equip students with the methodological tools to critically navigate their own specific regional, inter-regional, or interdisciplinary tracks in the Asian Studies concentration. Students should note that this is a methods course that will allow them to reflect on their engagement with Asian Studies, it is not an introductory or gateway course in Asian Studies. At least one Asian Studies course strongly recommended as a prerequisite.

Requirements/Evaluation: Two short papers (5-6); one longer final paper (10-15); discussion participation.

Prerequisites: At least one prior course related to Asia

Enrollment Limit: 20

Enrollment Preferences: Asian Studies concentrators; seniors; juniors; sophomores

Expected Class Size: 20

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

Spring 2025

SEM Section: 01 TR 11:20 am - 12:35 pm Anne Reinhardt

ASIA 212 (F) Envisioning the Sacred: Representation and Religion in Christian and Muslim Cultures (WS)

Cross-listings: ARTH 215 / REL 211

Secondary Cross-listing

How did medieval Christians and pre-modern Muslims imagine the sacred and how did they give what they imagined pictorial form? How were these pictures used, both in public and in private life, and why? How did the art of these unique religious traditions forge connections between the visible and

invisible worlds? Paying particular attention to the function and experience of works of art within Christian and Islamic cultures, this seminar examines the evolution of devotional visual expression, while also exploring the problems sacred images generated in these distinct yet often overlapping traditions. Through readings and class discussion, the course will investigate, among other topics: the varied attitudes toward the representability of God in Judaism, Islam, and Christianity; the impact of earlier image traditions on the religious art of medieval Christians and pre-modern Muslims; the cult of the devotional image, concerns over idolatry, and the destruction of images; ideas about spiritual versus physical vision and their influence on the making and viewing of pictures; the relationship of sacred images to relics and to various aspects of organized ritual; and the possible roles played by pictures of the sacred in silencing or giving voice to dissent.

Requirements/Evaluation: Participation in class discussion; oral presentation; five 3-4-page papers, and a final 6-page paper

Prerequisites: None

Enrollment Limit: 12

Enrollment Preferences: Sophomores then juniors, but open to all

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Unit Notes: This seminar will be team taught, by Murad Mumtaz and Peter Low

Distributions: (D1) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ASIA 212(D1) ARTH 215(D1) REL 211(D2)

Writing Skills Notes: In this 200-level seminar, students will develop skills of critical reading and focus on how to craft clear and persuasive arguments of their own. To help them achieve these goals, they will receive timely comments on their written work, especially the five 3-4-page papers they will submit, with suggestions for improvement.

Attributes: ARTH pre-1800

Fall 2024

SEM Section: 01 TF 2:35 pm - 3:50 pm Peter D. Low, Murad K. Mumtaz

ASIA 213 (S) Modern China, 1600-Present

Cross-listings: HIST 213

Secondary Cross-listing

China's presence continues to grow in our world today, but contemporary China also evinces complex contradictions: a market economy promoted by a nominally Communist government, extremes of urban wealth and rural poverty, increasing participation in the international community and intensifying nationalist rhetoric. This course examines China's historical engagement with the modern world to offer perspective on its current conditions. We will begin with the Qing (1644-1911) conquest of China and consolidation of a multi-ethnic empire, and investigate China's encounters with Western and Japanese imperialism, the rise of Chinese nationalism, Republican and Communist revolutions, and the often turbulent history of the People's Republic. Throughout, we will examine themes of social, economic, intellectual, and cultural change through predominantly primary source reading and analysis.

Requirements/Evaluation: class participation, two short papers, two essays, a midterm and a self-scheduled final exam

Prerequisites: none; open to all

Enrollment Limit: 40

Enrollment Preferences: open to all; preference to History or Asian Studies majors only if overenrolled

Expected Class Size: 30-40

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ASIA 213(D2) HIST 213(D2)

Attributes: GBST East Asian Studies HIST Group B Electives - Asia

Spring 2025

LEC Section: 01 TR 8:30 am - 9:45 am Anne Reinhardt

ASIA 215 (S) Foundations of Confucian Thought (DPE) (WS)

Cross-listings: CHIN 215 / REL 295

Secondary Cross-listing

How should people treat each other? What constitutes human nature and does it tend towards good or evil? How should we organize society, by focusing on laws and regulations, or on ritual and moral guidance? What is the nature of moral rulership? What is the proper relationship between the individual and larger units of society, from the family to the state? These are some of the key questions that the school of thought that has come to be known as "Confucianism" addresses. As the dominant moral and political philosophy for thousands of years in much of East Asia, Confucianism has shaped our world, past and present, in innumerable ways. In this class we will focus on the foundational texts of the Confucian tradition: the *Analects* (purported to record the words of Confucius himself), *Mengzi* (often romanized as "Mencius"), and *Xunzi*. Beyond those questions noted above, we will further examine how these texts construct their arguments; how they were first composed, compiled, and circulated; how they employ such key concepts as "humaneness" (*ren*), "moral power" (*de*), and "ritual propriety" (*li*); and how they functioned as part of the larger philosophical, linguistic, political, and historical context that we now think of as "early China."

Requirements/Evaluation: Evaluation is based on writing assignments (3-4 pages, 5-6 pages, and 10-12 pages) and participation in class discussions.

Prerequisites: None.

Enrollment Limit: 19

Enrollment Preferences: Enrollment priority goes to current or prospective majors in the Department of Asian Languages, Literatures, and Cultures; current or prospective Asian Studies concentrators; and Religion majors.

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

CHIN 215(D1) REL 295(D2) ASIA 215(D1)

Writing Skills Notes: Writing will include short writing assignments (1 paragraph, 3-4 pages, and 5-6 pages) that will involve drafts, feedback and revision, and one longer final paper of 10-12 pages that will involve close consultation with the instructor during the writing process.

Difference, Power, and Equity Notes: Throughout the course we will examine how these texts deal with issues of differentials of power, both political and social, in a range of contexts. In particular, we will discuss how these texts conceptualize political and social power and how they see hierarchy and difference functioning in both beneficial and deleterious ways in society.

Not offered current academic year

ASIA 216 (F) Asian/American Identities in Motion (DPE)

Cross-listings: AAS 216 / AMST 213 / DANC 216 / GBST 214 / THEA 216

Secondary Cross-listing

The course aims to explore dance and movement-based performances as mediums through which identities in Asian and Asian American (including South Asian) communities are cultivated, expressed, and contested. Students will engage with how social and historical contexts influence the processes through which dance practices are invested with particular sets of meanings, and how artists use performance to reinforce or resist stereotypical representations. Core readings will be drawn from Dance, Performance, Asian, and Asian American Studies to engage with issues such as nation formation, racial and ethnic identity politics, appropriation, tradition and innovation among other topics. This is primarily a discussion-based seminar course, and might also include screenings, movement workshops, and discussion with guest artists and scholars. No previous dance experience is required.

Requirements/Evaluation: reading responses, in-class writing assignments, participation in discussions and presentations, two 5-6 page essays, and a final cumulative essay assignment.

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: first years and sophomores

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AAS 216(D2) AMST 213(D2) DANC 216(D1) GBST 214(D2) ASIA 216(D1) THEA 216(D1)

Difference, Power, and Equity Notes: This course introduces students to the role of performance in nation formation in Asia and the history of Asian Americans in the US through analysis of dance practices. Student will explore how race was central to the formation of Asian and the American nations, and how social and legal discriminatory practices against minorities influence identity and popular cultural practices. The assigned material provide examples of how artists address these inequalities and differences in social power.

Attributes: AAS Core Electives AAS Gateway Courses

Fall 2024

SEM Section: 01 WF 11:00 am - 12:15 pm Munjulika R. Tarah

ASIA 217 (F) Premodern Japan

Cross-listings: HIST 217

Secondary Cross-listing

This course is intended to familiarize students with the premodern history of Japan, roughly defined as before the Meiji Restoration of 1868 and the modernizing reforms it unleashed. We will examine the archipelago's natural environment and the human impact thereon. We will explore the creation of "Japan" as a coherent political and cultural unit, key figures and works of Japanese culture and the shift in cultural production from elite patronage to the market. We will examine the Imperial institution and gendered aspects of Japanese private and public life, tracing the changing role Japanese women played in both spheres. We will also pay close attention to the rise of the samurai, both as warriors and political elites, and Japan's relationship with foreign lands and peoples. Students will become familiar with several significant shifts in interpretation of key aspects of Japanese history, such as the growing appreciation of the roles of non-elites in history, and the shift away from the "national seclusion" understanding of Japanese foreign relations.

Class Format: discussion

Requirements/Evaluation: Class participation; Semester-long immersive simulation, where groups of students produce bi-weekly, 2-page collective response papers (6 total); 5-6 page assigned reading-based and research papers (2 total); Final research presentation or self-scheduled final exam (1 total)

Prerequisites: None

Enrollment Limit: 40

Enrollment Preferences: History majors, Asian Studies concentration students, then everyone else

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ASIA 217(D2) HIST 217(D2)

Fall 2024

LEC Section: 01 MR 1:10 pm - 2:25 pm Viktor Shmagin

ASIA 221 (S) South Asia: Colonialism to Independence, 1750-1947 CE

Cross-listings: HIST 221 / GBST 221

Secondary Cross-listing

What did colonialism look like in India, Britain's most valuable and populous possession for over two hundred years? How did the British establish their

rule over the vast subcontinent? And how did the people who lived there experience and finally overthrow colonial rule? This course focuses on the history of South Asia with the aim of providing an overview of the political and social landscape of the region from c. 1750 to 1947. This period spans the decline of the Mughal Empire through British colonial rule, South Asians' struggle for independence, and the Partition of India. We will explore a range of themes including the rise of colonialism, nationalism, religion, caste, gender relations, and the emergence of modern social and political institutions on the subcontinent. In addition to reading key texts and historical primary sources on the specific themes, we will also work with a variety of multimedia sources including films, short stories and podcasts. One objective of this course is to introduce students to the different political and social processes that led to the creation of India and Pakistan; another is to teach students to think critically about the significance of history and history writing in the making of the subcontinent.

Class Format: This class is combination of lectures and discussions. Student participation will be an essential component of the class and the overall evaluation

Requirements/Evaluation: class participation, responses papers (2-3 pages), mid-term and final exam

Prerequisites: none; open to all

Enrollment Limit: 40

Enrollment Preferences: history majors if the the class is overenrolled.

Expected Class Size: 25

Grading: yes pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ASIA 221(D2) HIST 221(D2) GBST 221(D2)

Attributes: GBST South + Southeast Asia Studies HIST Group B Electives - Asia

Not offered current academic year

ASIA 226 (F) Chinese Film and Its Significant Others (DPE)

Cross-listings: CHIN 226 / COMP 296

Secondary Cross-listing

From the first "wows" that the short films invoked at a Shanghai teahouse in 1896, Chinese films have made successive wonders that straddle reality and fantasy, technological modernity and shadow-making craft, aesthetic experiments and monetary yearnings, global investments and local interest. This seminar will explore the evolving relationships between Chinese films and five "significant others" that are central to film and film-making. Roughly following a chronological order, this course will examine 1) the effect of new technological developments (such as photography, sound, color, special FX) on film; 2) the tension between film and traditional modes of public entertainment (such as operas and shadow plays); 3) film's social role to affirm and contest gender, national, and class identities; 4) the need to garner differing sources of financial support (state funding, cultural entrepreneurs, and transnational capital); and 5) the circulation of Chinese films in the global market. Class materials include various genre films (melodrama, horror, martial arts, comedy, etc.), directors' notes, contemporary reviews, and scholarship in China and media studies. All materials and discussions are in English.

Requirements/Evaluation: Evaluation will be based on 1) ACTIVE in-class discussion; 2) Pre-class discussion posts based on reading (Graded as Complete or Incomplete); 3) Three short papers (3 pages); and 4) the final group project (including a presentation, and a paper or other form of project. Students will be graded both individually and as a group).

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: current or prospective majors in Department of Asian Languages, Literatures, and Cultures; Comp Lit majors; those with Asian Studies Concentration.

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

CHIN 226(D1) ASIA 226(D1) COMP 296(D1)

Difference, Power, and Equity Notes: This course provides students with the opportunity to analyze the clashes and negotiations between Western

media technological modernities and Chinese indigenous understanding of shadows, visibility, and sound. By discussing various films produced from mainland China, Hong Kong, Taiwan, and other diaspora areas from 1920 to now, this course asks students to explore how cinema invokes (and erases) differences, and consolidates (and challenges) hegemonic notions of nation, gender, and class.

Attributes: FMST Core Courses

Fall 2024

SEM Section: 01 TF 2:35 pm - 3:50 pm Man He

ASIA 228 (S) Present Pasts: The Politics of Memory in Contemporary Chinese Literatures and Films (DPE) (WS)

Cross-listings: CHIN 428 / COMP 297

Secondary Cross-listing

What happens when memories, already slippery, are further massaged by literary and cinematic narrative strategies? How is the historical "pasts" remembered, forgotten, and subverted in a literary "presence"? This tutorial explores the politics of memory in contemporary literatures and films from the People's Republic of China (post-socialist era, 1978), Taiwan (post-martial law, 1987), and Hong Kong (postcolonial era, 1997). We will look at how literary and cinematic works in each of these "post" societies represent state-sponsored narratives of remembrance, dissidents' collective amnesia, and at the popular level, a playful yet cynical flirtation with politics. With close- and distant- readings of textualized and visualized memories, we will examine themes of nation and locality, public and private, mesology and mythology, amnesia and nostalgia, and diaspora and settlement in the PRC, Taiwan, and Hong Kong from the late 1980s until to today. Course readings include "root-seeking", "new realist", "avant-garde" and "hooligan" novels, examples from the Taiwanese small theater movement, and the transnational cinemas made by the fifth, sixth, and second new wave filmmakers from these three "post" societies. This tutorial is conducted in either Chinese or English. Students wishing to take the course in English should register under ASST or COMP and language learners wishing to take the course in Chinese should register under CHIN.

Requirements/Evaluation: attendance and participation, five 5-page papers, five peer-review and critique papers, revisions on selected papers.

Prerequisites: None for students taking the course under ASST and COMP 297; CHIN 402 or permission of the instructor for students taking CHIN 428

Enrollment Limit: 10

Enrollment Preferences: current or prospective majors in the Department of Asian Languages, Literatures, and Cultures; COMP majors; Asian Studies Concentration

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ASIA 228(D1) CHIN 428(D1) COMP 297(D1)

Writing Skills Notes: Students will write a 5-page paper every other week for a total of five papers. On weeks when they are not writing papers, they are expected to critique their tutorial partner's paper as peer reviewers. Detailed writing prompts will be provided to students to generate and organize ideas for each essay. Students are also required to revise key paragraphs, sections, and papers throughout the semester.

Difference, Power, and Equity Notes: This course provides students with the opportunity to analyze and critique the following entangled modernist dualisms: present and past; memory and representations; diaspora and settlement; transnationalism and localism. By discussing texts produced from the PRC, Hong Kong, Taiwan, and other diaspora areas in these "post" societies, this course asks students to explore how literary and cinematic narratives invoke (and erase) differences, and challenge (and consolidate) borders.

Attributes: FMST Core Courses

Not offered current academic year

ASIA 230 Performance Practices of India (DPE)

This course explores ancient and contemporary performance practices in India. Our objects of study will include the text and performance of Sanskrit plays, contemporary and experimental theater productions, as well as forms of dance and ritual. We will discuss dramaturgical structure, staging, acting conventions, gender representation, performer training, the experience and role of the audience, as well as mythological and political themes. Thinking historically and ethnographically, we will seek to understand the aesthetics and social purposes of these practices, in addition to the relationship that performance has with everyday life, contested concepts of the nation, and caste. Throughout the semester we will interrogate the

ways in which Western categories such as "classical," "folk," "religious," "traditional," and even the distinction between "dance/theater/music/visual arts" are not indigenous or accurate concepts for organizing thinking about performance in this part of the world.

Requirements/Evaluation: Evaluation will be based on participation in discussion, reading responses, an oral presentation, and one 10-page paper.

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: preference for seniors and juniors

Expected Class Size: 12

Grading:

Distributions: (D1) (DPE)

Difference, Power, and Equity Notes: We will examine British colonial edicts that prohibited performance practices as a form of social control as well as in the name of Christian morality. From here we will explore how upper-caste Independence era artists and leaders sought to reinvent the arts as vessels of "Indian" identity, at the cost of further marginalizing hereditary performance communities. We will also interrogate how the Indian state has promoted narrow visions of "femininity" and how artists contest religious nationalism

Attributes: GBST South + Southeast Asia Studies

Not offered current academic year

ASIA 234 (S) Arts of Tibet -- Sacred Abode of the Himalayas

Cross-listings: ARTH 234

Secondary Cross-listing

This course surveys the art and culture of Tibet from the time of the introduction of Buddhism in the seventh century to the modern period. Traditionally understood as the divine abode of Avalokitesvara, the bodhisattva who embodies the compassion of all buddha in Buddhist cosmology, Tibet was also fantasized as the immortal realm of "Shangri-la" by western interpreters. In this course, we will begin by examining the imagination and representation of Tibet and its culture in modern western discourses, and then shift the focus to the development of artistic forms of Tibet in the context of Tibet's history and religious movements, from ancient times to the present.

Class Format: A viewing session at museums, possibly at the Williams College Museum of Art, the MFA Boston, or the MET, pending planning and approval.

Requirements/Evaluation: In addition to attendance and participation, students will be graded on two ungraded quizzes, one movie response (1-2 pages, double-spaced), one midterm, and one final project (curating a mock exhibition or a 10-page double-spaced research paper along with a prospectus and a presentation).

Prerequisites: None

Enrollment Limit: 25

Enrollment Preferences: Majors and concentrations are prioritized if the course overenrolls.

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTH 234(D1) ASIA 234(D1)

Attributes: ARTH pre-1800

Not offered current academic year

ASIA 239 (F) Taswikhana: Technique and Practice of Indian Drawing and Painting (DPE)

Cross-listings: ARTH 235 / ARTS 244

Secondary Cross-listing

Small in scale but vast in its representation, the world of Indian painting is famous for its stylized naturalism and mastery of line. It is an artistic practice whose legacy stretches back to at least the first century CE. This studio course will introduce students to the technique and practice of traditional Indian drawing and painting. The course is designed as a workshop in which students will learn to use materials and techniques of this art form. By

engaging with a non-western traditional practice, the aim of the course is to expose students to a pluralistic engagement with art making. Students will learn paper and pigment preparation, as well as the basics of traditional drawing and painting techniques. The class will learn from studying a selection of original masterworks of Indian art from the Williams College Museum of Art that will be displayed in the Object Lab. Working with original artworks will help students situate the hands-on study of Indian painting practice alongside exemplary historical examples.

Requirements/Evaluation: Class participation, discussions and critiques, successful completion of all assignments and attendance

Prerequisites: none, open to all students

Enrollment Limit: 12

Enrollment Preferences: Instructor permissions requires. If the course over enrolls preference will be given to studio art and art history majors.

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Materials/Lab Fee: \$400

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ASIA 239(D1) ARTH 235(D1) ARTS 244(D1)

Difference, Power, and Equity Notes: The course invites students to engage with a pluralistic studio practice that is in stark contrast to mainstream modern and contemporary art practices. The course will follow a traditional, Indian workshop-style format which has its own particular rules and unique visual vocabulary. From the material preparation of pigments, paper and brushes, to the techniques of drawing and painting, the course will introduce students to an alternative, non-Western, mode of art making.

Fall 2024

STU Section: 01 MR 1:10 pm - 2:25 pm Murad K. Mumtaz

ASIA 241 (S) Colonialism and Underdevelopment in South Asia (DPE) (QFR)

Cross-listings: ECON 240

Secondary Cross-listing

British colonial rule in South Asia shaped economy and society in fundamental ways. As resistance to colonial rule emerged in the late nineteenth century, "nationalist" writers developed a critique of its economic impact via taxation, fiscal policy, trade, and many other policies. In their turn, supporters of British rule, "apologists," argued that British rule had laid the foundations of economic growth by securing property rights, enforcing contracts, and developing infrastructure. The debate between "nationalists" and "apologists" has never quite ended, but after the recent growth of the Indian economy it has lost some of its emotional charge. We will use this opportunity to revisit the controversy.

Requirements/Evaluation: essays (one every other week) and responses to partner's essays will be evaluated

Prerequisites: one course in ECON

Enrollment Limit: 10

Enrollment Preferences: Economics major, prior course on South Asia

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

ASIA 241(D2) ECON 240(D2)

Difference, Power, and Equity Notes: Issues of difference, power, and equity are at the heart of any analysis of colonialism, hence the DPE designation.

Quantitative/Formal Reasoning Notes: Students will write six essays, in which they will employ economic models and engage with quantitative evidence, so the course satisfies the QFR requirement.

Attributes: GBST South + Southeast Asia Studies POEC Comparative POEC/Public Policy Courses

Not offered current academic year

ASIA 242 (S) The Sacred in South Asia

Cross-listings: REL 149 / ANTH 249

Secondary Cross-listing

Is religious identity necessarily singular and unambiguous? The jinn - Islamic spirits born of fire - are sought out for their healing and other powers not only by Muslims in India, but by Hindus, Christians and Sikhs, as well. In parts of Bengal statues of the Hindu goddess Durga are traditionally sculpted by Muslim artisans. Buddhist pilgrimage sites in Sri Lanka contain tombs of Muslim Sufi saints and shrines of Hindu deities. South Asia - where a fifth of humanity lives - provides some of the most striking examples of pluralism and religiously composite culture in our contemporary world. Yet at the same time, strident religious majoritarianism has been a defining feature of the politics of India, Pakistan and Sri Lanka for decades, and haunts Nepal and Bangladesh as well. Are these two modes of religious being - pluralistic and composite on the one hand, singular and majoritarian on the other - reflective of two different conceptions of selfhood? What if we turn from questions of community and identity to questions of unseen power and the sacred? This course is an exploration of lived religion in South Asia. It is simultaneously a study of popular Hinduism, Buddhism and Islam and an introduction to the anthropology of religion. Centered on in-depth studies of popular sites of 'syncretic' ritual practice (shared across religious difference) as well as studies of mass mobilizations that seek to align the religious community with the nation, we approach from multiple angles what the sacred might mean in modernity.

Requirements/Evaluation: weekly (1 page) posts on readings, two short (5 page) papers, and one (12-14 page) final research paper.

Prerequisites: Interest in the topic!

Enrollment Limit: 20

Enrollment Preferences: Students in all fields of study are most welcome; if overenrolled, priority will be given to majors in Anthropology, Sociology, Religion and Asian Studies.

Expected Class Size: 15

Grading: yes pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ASIA 242(D2) REL 149(D2) ANTH 249(D2)

Attributes: GBST South + Southeast Asia Studies

Not offered current academic year

ASIA 243 (F) Islamic Law: Past and Present

Cross-listings: HIST 302 / ARAB 243 / REL 243 / WGSS 243

Secondary Cross-listing

From fear of the Shari'a to its implementation in so called "Islamic countries," Islamic law is perhaps best associated with draconian punishments and the oppression of women. Islamic law is ever present in our public discourse today and yet little is known about it. This course is designed to give students a foundation in the substantive teachings of Islamic law. Islamic law stretches back over 1400 years and is grounded in the Quran, the life example of the Prophet Muhammad, and juridical discourse. Teetering between legal and ethical discourse, the Shari'a moves between what we normally consider law as well as ethics and etiquette. The course will explore four key aspects of the law: its historical development, its ethical and legal content, the law in practice, and the transformation of Islamic law through colonialism and into the contemporary. Specific areas we will cover include: ritual piety, family and personal status law, criminal law, and dietary rules.

Requirements/Evaluation: weekly responses, midterm essay, final essay

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: majors

Expected Class Size: 17

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 302(D2) ARAB 243(D2) ASIA 243(D2) REL 243(D2) WGSS 243(D2)

Attributes: HIST Group B Electives - Asia HIST Group E Electives - Middle East HIST Group P Electives - Premodern JLST Interdepartmental

Electives

Fall 2024

SEM Section: 01 MR 1:10 pm - 2:25 pm Saadia Yacoob

ASIA 244 (S) Mind and Persons in Indian Thought

Cross-listings: PHIL 245 / REL 244

Secondary Cross-listing

In this course, we follow the Indian philosophical conversation concerning the self and the nature of consciousness, particularly as they are found in its various Yogic traditions. We start with some of the Hindu views about the self and the mind and consider their ethical implications. We then consider a range of Buddhist critiques of these views, focusing more particularly on the Madhyamaka, which radicalizes the critique of the self into a global anti-realist and skeptical stance. We also examine the Yogacara school, which offers a process view of reality focusing on the analysis of experience. We conclude by considering some of the later Hindu holistic views of the self as responses to the Buddhist critique. In this way we come to realize that far from being the irrational foil of "the West," Indian tradition is a rich resource for thinking through some of the central questions that have challenged philosophers in both traditions.

Class Format: discussion

Requirements/Evaluation: full attendance and participation, three short essays (6 pages each)

Prerequisites: none

Enrollment Limit: 18

Enrollment Preferences: selection based on the basis of relevant background

Expected Class Size: 18

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ASIA 244(D2) PHIL 245(D2) REL 244(D2)

Attributes: GBST South + Southeast Asia Studies

Spring 2025

LEC Section: 01 M 7:00 pm - 9:40 pm Georges B. Dreyfus

ASIA 249 (S) Political Power in Contemporary China

Cross-listings: PSCI 247

Secondary Cross-listing

The People's Republic of China has experienced rapid and extensive economic, social and cultural transformation over the past forty years. Its political system, however, is little changed. The Communist Party still monopolizes power and works hard to suppress organized opposition. Political dissent has taken various forms since 1979 but the regime has found ways to repress and divert it. Yet, in spite of the state's efforts, opposition and dissent continue to bubble to the surface. The course will review the political development of the PRC since 1949 and, then, focus on the dynamics of political contention and regime persistence since the Tiananmen Crisis of 1989.

Requirements/Evaluation: 2-3 short papers and a final exam

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: Political Science and Asian Studies majors

Expected Class Size: 25

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

PSCI 247(D2) ASIA 249(D2)

Attributes: GBST East Asian Studies POEC Depth PSCI Comparative Politics Courses

Not offered current academic year

ASIA 252 Comparative Politics of South Asia

South Asia is home to around 2 billion people (over 24% of the world), making it the most populous and densely populated region in the world. The region is also one of the poorest in the world and lags in human development. Ethnic, linguistic, and religious diversity is offset by common cultural traditions and practices that serve to unite the people of the Indian Subcontinent. The course introduces students to the comparative politics of South Asia, highlighting the complexities and potential of the region. Every week we explore a different component of South Asian politics. The course covers the creation of the states of modern South Asia, partition and independence, democratization, electoral politics and political parties, economic and social development, ethnic identity and conflict, and the contemporary regional challenges of democratic backsliding and climate change.

Requirements/Evaluation: three 5-7 page papers or one research paper; presentation; class participation

Prerequisites: no pre-requisites

Enrollment Limit: 25

Enrollment Preferences: preference given to political science majors

Expected Class Size: 20

Grading:

Distributions: (D2)

Attributes: GBST South + Southeast Asia Studies PSCI Comparative Politics Courses

Not offered current academic year

ASIA 253 (F) Love and Death in Modern Japanese Literature and Visual Culture

Cross-listings: COMP 255

Secondary Cross-listing

Modern Japanese literature is filled with compelling love stories that are variously passionate and poignant, tragic or uplifting, heartwarming or twisted, and sometimes all of the above. This course offers a survey of modern Japanese fiction and visual culture through the lens of the love story, beginning with tales of doomed lovers that were popular in the eighteenth-century kabuki and puppet theaters, and moving through a range of other relationships, including parental love and sacrifice, sex and the occult, and romance at an advanced age. We will focus on novels and short stories by canonical modern authors like Tanizaki, Kawabata, and Mishima, as well as contemporary popular fiction by writers like Murakami Haruki and Murakami Ryu. We will also give significant attention to popular visual culture, including puppet theater, comics, animation, and film. *The class and the readings are in English.*

Requirements/Evaluation: attendance and participation, 2-4 short response assignments, one test, one or two 5-page papers, and an ungraded creative project

Prerequisites: none; no familiarity with Japanese language or culture is required

Enrollment Limit: 25

Enrollment Preferences: Students majoring or considering a major in Comparative Literature

Expected Class Size: 15

Grading: no pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 255(D1) ASIA 253(D1)

Attributes: GBST East Asian Studies

Fall 2024

SEM Section: 01 TF 2:35 pm - 3:50 pm Christopher A. Bolton

ASIA 255 (F) Buddhism: Ideas and Practices

Cross-listings: ANTH 255 / REL 255

Secondary Cross-listing

This course introduces students to Buddhism by examining its ideas and practices as they have taken place in actual social contexts rather than as disembodied textual objects. After examining the main ideas and narratives of the tradition, we turn our attention to Thailand where we examine how these ideas and narratives have shaped a whole range of practices, from meditation to shamanistic rituals. We then consider the transformations that Buddhism is undergoing in contemporary society, examining the rise of meditation movement, the changing role of monks and laity, the resurgence of the nun order, the rise of Buddhist social activism and the development of new Buddhist social philosophies. We ask questions such as: How can Buddhism adapt to a modern global consumerist society? What are the transformations involved in this process and the role that Buddhism can play in such a global society? Should Buddhists take advantage of the opportunities of this new global culture or should they adopt a critical stance toward its consumerist values?

Class Format: discussion

Requirements/Evaluation: full attendance and active participation; two essays

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: religion majors or future religion majors

Expected Class Size: 25

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ANTH 255(D2) ASIA 255(D2) REL 255(D2)

Attributes: GBST South + Southeast Asia Studies PHIL Related Courses

Fall 2024

LEC Section: 01 MWF 8:30 am - 9:45 am Georges B. Dreyfus

ASIA 258 (F) Buddhism, Social Change, & Reproductive Justice in the Anthropocene (DPE) (WS)

Cross-listings: REL 258 / ANTH 258 / WGSS 225

Secondary Cross-listing

This course considers how three women profoundly shaped the Buddha's life and legacy in terms of social change & reproductive justice. Our central characters are Maya--the Buddha's mother, who died shortly after delivering him; Pajapati--the Buddha's stepmother & aunt who raised him; and Yasodhara--his wife, whom he abandoned when he left home to seek enlightenment. We explore the classical Buddhist discourses and modern biographies to explore how these three women impacted what the Buddha taught and practiced in terms of social and gender justice. These women helped shape the Buddha's radical decision to found the first renunciate order for women in Asian history and helped shape Buddhist attitudes towards female empowerment, bodily autonomy, and reproductive justice for that past 2500 years. Our historical genealogy will explore how Buddhism continues to disrupt modern hierarchies of sex, gender, caste, & class while claiming reproductive and social justice. Along the way we consider: How did these three women reject existing social hierarchies in the Buddha's day and with what impacts for modern Buddhist practices and institutions? How do the social transformations of the Buddha's day still impact modern struggles for gender justice & reproductive justice in the Anthropocene?

Requirements/Evaluation: Attendance, writing weekly essays or written feedback. There are no grades first half of the semester but weekly feedback on writing.

Prerequisites: none, but a course in ANTH or REL is preferred

Enrollment Limit: 10

Enrollment Preferences: ANTH, REL, WGSS majors and ASIA concentrators

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

REL 258(D2) ANTH 258(D2) WGSS 225(D2) ASIA 258(D2)

Writing Skills Notes: We write every week--either 1500 word lead essays, or written feedback (and oral responses) to the lead essay and weekly text. We have a mid semester 'writing chat' with the instructor where we discuss strengths and weakness of individual student writing.

Difference, Power, and Equity Notes: We explore the three women who left a lasting legacy on the Buddha's teachings and practices in terms of gender egalitarianism, social justice, and reproductive justice. Our historical genealogy explores how Buddhism continues to disrupt modern hierarchies of sex, gender, caste, & class while claiming reproductive and social justice.

Not offered current academic year

ASIA 266 (S) Confession and Deception in Japanese Literature

Cross-listings: COMP 266

Secondary Cross-listing

Situated at the origins of Japanese literature are the beautiful and revealing diaries of ladies in waiting at the tenth-and eleventh-century court. Yet one of the most famous of these women turned out to be a man. For the next thousand years, Japanese literary tradition would place a premium on confessional writing, but the distortions and concealments of these narrators (and the authors hiding behind them) would always prove at least as interesting as the revelations. This course examines several centuries of Japanese literature to ask whether you can ever put your true self into writing; along the way I will ask you what you reveal, conceal, discover, or reinvent about yourself when you write about literature for a class like this. Texts will range from classical and medieval court literature by Sei Shônagon and Lady Nijô, through autobiographical and confessional novels by Sôseki, Tanizaki, Mishima, and Abe Kôbô, to documentary and subculture films like *The New God* and *Kamikaze Girls*. The class and the readings are in English; no familiarity with Japanese language or culture is required.

Requirements/Evaluation: attendance and participation, a few short response assignments, one test, two 5-page papers, and an ungraded creative project

Prerequisites: none; no familiarity with Japanese language or culture is required

Enrollment Limit: 25

Enrollment Preferences: students majoring or considering a major in Comparative Literature

Expected Class Size: 15

Grading: no pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 266(D1) ASIA 266(D1)

Attributes: GBST East Asian Studies

Not offered current academic year

ASIA 269 (F) Mindfulness Examined: Meditation, Emotion, and Affective Neuroscience (DPE) (WS)

Cross-listings: STS 269 / REL 269 / ANTH 269

Secondary Cross-listing

This course asks students to practice and study mindfulness while observing their own minds, emotions, and behavior for an entire semester. We examine the historic roots and current applications of mindfulness, both as a Buddhist meditation practice as well as a secular tool to improve our awareness of awareness. Throughout, we are interested in the nexus of mind, brain, and emotions and the ways that mindfulness has been studied within contemplative and affective neuroscience, integrative neurobiology, and evolutionary psychology. How and why has the research on mindfulness and other meditative practices exploded since 2000? How has this research helped us understand and explain how our minds as well as brains shape everyday emotions and behaviors? We examine the ways evolutionary psychologists, clinical psychiatrists, neuroscientists, clinicians, and medical anthropologists have studied and applied mindfulness to better understand human emotions. We consider the applications of mindfulness for clinicians, therapists, and educators--all of whom attend to how emotions impact interpersonal relationships. We will train in a variety of meditation practices all semester, while learning to better appreciate our own minds, emotions, and relationships.

Requirements/Evaluation: weekly tutorial papers and discussion

Prerequisites: A prior class or some experience with meditation is recommended

Enrollment Limit: 10

Enrollment Preferences: ANTH, SOC, REL, ASST majors; PHLH, STS concentrators; seniors and juniors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ASIA 269(D2) STS 269(D2) REL 269(D2) ANTH 269(D2)

Writing Skills Notes: This class will involve weekly tutorial essays or oral responses, intensive written feedback on every essay, and a mid-semester 'writing chat' with the instructor.

Difference, Power, and Equity Notes: This class fulfills the Difference, Power, and Equity requirement because it will explore the ways that mindfulness can address the growing epidemic of anxiety, depression, and other mental health issues we find in the US today. We study mindfulness from an intersectional perspective and relate its benefits to intersecting inequities and intergenerational trauma in the US today.

Attributes: GBST South + Southeast Asia Studies PHLH Social Determinants of Health

Not offered current academic year

ASIA 275 (S) Acting Out: Performativity, Production, and Politics in East Asian Theatres (DPE)

Cross-listings: CHIN 275 / THEA 271 / COMP 271 / AAS 275

Secondary Cross-listing

"Asian Theaters," for those in the West, can conjure up a variety of exotic impressions: spectacle and cacophony, mysterious masks and acrobatic bodies, exquisite styles and strangely confusing conventions. Although Asian theaters have been studied systematically in the West for at least a century, the West has never truly left its "othering" look at them. Yet, what is "different" for the West is bedrock for Asian cultures. Theatre, one of the most important and dynamic forms of cultural production and communication, has actively involved all strata of Asian societies for a millennium. How to explain theatre's continued presence and relevance for Asian nations? What do the traditions of Kun, Kabuki, and P'ansori reveal about the cultures and communities in which they were created? This course seeks to understand from the Asian perspective, rather than "exoticize" and "other," musical and dance theatres from China, Japan, and Korea. Examining the evolving presentations of signature dramas dating from the sixteenth to the eighteenth centuries, we will act out Asian theatres in the following ways: (1) by reading the original plays in translation in tandem with their contemporary and intercultural reproductions, we will explore how Asian theatres fare in the era of globalization within and beyond national borders; (2) by revealing the "technologies" of writing, reading, acting, and staging these plays in different cultural milieus, we will consider what kinds of language and rhetoric, forms of music and movement, as well as visual components are deployed to convey evolving messages; (3) by considering key performances held outside of the proscenium stage, we will gain exposure to alternative theatrical spaces in Asian and diasporic communities that reform performing conventions, reconfigure staging environments, and renegotiate cultural values. In this manner, we will together gain an appreciation for the aesthetic devices, thematic concerns, and production politics of East Asian theatres and their global reproductions. Class materials include drama, production videos, and invited zoom sessions with Asian theatre practitioners and directors who live in the U.S. and other diasporic communities. All materials are in English. No language prerequisite. Funded by the Global Initiatives Venture Fund, this course includes an all-expense-paid travel component, a cultural and academic exchange project titled "Redefining Amateurism: Experiential Learning with Student Theatre in Contemporary China," which will bring up to eight Williams students to Nanjing, China during the Spring Break (3/23-4/3/2025). Students will participate in workshops with playwrights and theater-makers in contemporary China and engage in black-box theater productions with students from Nanjing University and Shanghai Theatre Academy. This travel component is OPTIONAL for students taking this course. However, students enrolled in this class will receive priority consideration to be included in the free travel project. Selection criteria include active participation, excellent performance in the course, etc.

Class Format: Funded by the Global Initiatives Venture Fund, this course includes an all-expense-paid travel component, which will bring up to eight Williams students to Nanjing, China during the Spring Break (3/23-4/3/2025). This travel component is OPTIONAL for students taking this course. However, students enrolled in this class will receive priority consideration to be included in the free travel project. Selection criteria include active participation, excellent performance in the course, etc.

Requirements/Evaluation: Evaluation will be based on 1) ACTIVE in-class discussion; 2) three small projects (papers and audio/video essays); 3) a take-home midterm; and 4) Poster presentation based on students' final projects.

Prerequisites: None; open to all. No knowledge of Asian languages required, though students with advanced Asian language proficiency are encouraged to work with primary sources if they wish.

Enrollment Limit: 20

Enrollment Preferences: Current or prospective majors in the Department of Asian Languages, Literatures, and Cultures; Theatre majors; Comp Lit

majors; Concentrators in Asian Studies or Asian American Studies.

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

CHIN 275(D1) THEA 271(D1) COMP 271(D1) ASIA 275(D1) AAS 275(D2)

Difference, Power, and Equity Notes: This course examines the power dynamics of spectacle and cacophony and how theatre provided a cultural space that engaged all strata of East Asian societies, thereby masking class and ethnic divisions within these nation-states, while also presenting a distinct image of "China," "Japan," and "Korea" to be consumed in the West. Students will learn ways in which "traditional" theatre productions affirm or subvert Western biases against Asians.

Attributes: AAS Non-Core Electives GBST East Asian Studies

Spring 2025

SEM Section: 01 TF 2:35 pm - 3:50 pm Man He

ASIA 278 (S) Tantra

Cross-listings: REL 278

Secondary Cross-listing

Tantra--a term shrouded in mystique and controversy--often finds itself fetishized in the Euro-American imagination, conjuring images of transgressive sex, illicit substances, antinomian violence, and the spiritualization of the erotic, the terrifying, and the sublime. This course aims to demystify Tantra and--by locating it in various political, economic, religious, aesthetic, and philosophical contexts--explore its rich, complex history and practices beyond the sensationalist stereotypes. First and foremost, we also devote significant attention to understanding Tantra's intricate connection to what is referred to as "Esoteric" Buddhism. Our exploration will also ask, *what did Tantra look like in practice? How have tantric traditions related to Hindu, Buddhist, and Occult movements? What philosophical assumptions does Tantra rest on? What ethical issues does it evoke? How has Tantra been connected to transgressive notions of gender and desire? How has Tantra been related to the body? What were its connection to ideals of sovereignty? What has been the relationship between Tantra and magic?* By tracing the evolution and adaptation of Tantra and Esoteric Buddhism across different cultures and time periods, this course takes a global historical approach, focusing on **three** key geographies: **South Asia**, where Tantra has deep roots and complex entanglements; medieval **Japan**, where Esoteric Buddhism developed unique forms and practices; and modern international **Occult** movements, where Tantra has been reimagined and integrated into new spiritual contexts. By critically engaging with primary and secondary sources, and by diving deeply into the philosophical and ethical dimensions of Tantra, this course will challenge students to engage critically with the foundational beliefs and moral dilemmas intrinsic to tantric practices in different cultural and historical contexts. We will scrutinize the philosophical underpinnings that sustain various tantric philosophical systems, including approaches to dualism, the nature of reality and embodiment, the function of language, and the pursuit of enlightenment. Ethical considerations are paramount, as we explore how tantric traditions have navigated the boundaries of societal norms through transgressive practices, raising questions about consent, power dynamics, and the redefinition of purity and impurity. The course will also examine radical tantric notions of gender and desire, challenges to conventional morality, and their potential to subvert established hierarchies and notions of sovereignty. Lastly, we will continuously strive to subvert simplistic ideas of authenticity.

Requirements/Evaluation: Readings, weekly critical responses, 10-12 page research paper.

Prerequisites: none.

Enrollment Limit: 15

Enrollment Preferences: Religion majors and Asian Studies concentrators.

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

REL 278(D2) ASIA 278(D2)

Spring 2025

ASIA 279 (S) Islam on the Indian Ocean

Cross-listings: REL 279 / CAOS 279 / ARAB 279

Secondary Cross-listing

While colonial and Eurocentric geographies speak in terms of continental separation, historically the continents of Africa and Asia have been connected to one another through a dual link: Islam and the Indian Ocean. Indian Ocean trade and travel have historically connected East Africa, the Arabian Peninsula, South Asia, and South East Asia, shaping the lives of people and communities who lived not only along the coasts but also inland. This course focuses on these transregional connections, looking at the Indian ocean as a connective space that binds people and regions together rather than separating them. The course will also examine the role of Islam as a religious, economic, social and political force that brought together Muslim communities throughout the regions along the Indian ocean. In exploring these connections, the course will cover a broad historical period, from the 7th century with the rise of Islam to European colonialism and the emergence of a global economy in the nineteenth century.

Requirements/Evaluation: weekly responses, midterm essay, final paper

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: majors

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

REL 279(D2) ASIA 279(D2) CAOS 279(D2) ARAB 279(D2)

Not offered current academic year

ASIA 291 (F) Red Chamber Dreams: Reading China's Greatest Novel (WS)

Cross-listings: COMP 291

Secondary Cross-listing

Since it first began to circulate in manuscript in the mid-eighteenth century, Cao Xueqin's novel *Story of the Stone* (*Shitou ji*), also called *Dream of the Red Chamber* (*Honglou meng*), has captured the imaginations of readers young and old with its sprawling story of the coming-of-age of members of a wealthy family on the cusp of ruin. As critically acclaimed as it is beloved, *Story of the Stone* is widely regarded as China's greatest novel due to the intricacy of its narrative, the complexity of its characters, and the sophistication with which it deals with themes as varied as romance, enlightenment, sexuality and gender identity, and the construction of public and private spaces. The focus of this tutorial will be reading the 120-chapter novel. Students will have the option to read either in Chinese or English (though papers and class discussion will be in English). We will also read scholarly literature to learn about some of the major critical approaches to the novel, and about its enduring importance in the Chinese literary tradition.

Requirements/Evaluation: Tutorial papers (including revisions); responses to tutorial partners' papers; engagement in in-class discussion.

Prerequisites: None.

Enrollment Limit: 10

Enrollment Preferences: Comparative literature majors and prospective majors; Asian Studies concentrators.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 291(D1) ASIA 291(D1)

Writing Skills Notes: Students will draft a 5- to 7-page paper every other week (for a total of five papers), which they will then revise in response to feedback from their tutorial partners and the instructor. On weeks in which they are not writing, they will critique their partner's paper. Papers will receive substantial individualized feedback on both writing and content from the instructor as well as the tutorial partner.

Not offered current academic year

ASIA 297 (F) Intermediate Korean

Cross-listings: SILP 201

Secondary Cross-listing

Intermediate level in developing linguistic abilities and fundamental reading, writing, listening and speaking skills. Students will be able to carry on more sophisticated conversations; use the language to manage logistics of everyday life; and demonstrate more complicated grammatical structures in speaking and writing. **Interested students must complete an application through the Self-Instructional Languages Program and have it approved before registering for this course.** This is a hyphenated course and requires a full-year of study in order to receive credit. More information can be found on the Self-Instructional Languages site.

Class Format: Twice-weekly review sessions

Requirements/Evaluation: Written and oral midterm and final exams.

Prerequisites: CRKO 101-102

Enrollment Limit: 6

Enrollment Preferences: Interested students must complete an application through the Self-Instructional Languages Program and have it approved before registering for this course; this is a hyphenated course and requires a full-year of study to receive credit.

Expected Class Size: 2-6

Grading: no pass/fail option, yes fifth course option

Unit Notes: Minimum of two students, plus a contracted tutor and examiner in order to schedule the course

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

SILP 201(D1) ASIA 297(D1)

Fall 2024

LEC Section: 01 TBA Shaina Adams-EI Guabli

ASIA 298 (S) Intermediate Korean

Cross-listings: SILP 202

Secondary Cross-listing

Continuation of intermediate skills in speaking and writing. **Interested students must complete an application through the Self-Instructional Languages Program and have it approved before registering for this course.** This is a hyphenated course and requires a full-year of study in order to receive credit. More information can be found on the Self-Instructional Languages site.

Class Format: Twice-weekly review sessions

Requirements/Evaluation: Written and oral midterm and final exam.

Prerequisites: CRKO 201

Enrollment Limit: 6

Enrollment Preferences: Interested students must complete an application through the Self-Instructional Languages Program and have it approved before registering for this course; this is a hyphenated course and requires a full-year of study to receive credit.

Expected Class Size: 2-6

Grading: no pass/fail option, yes fifth course option

Unit Notes: Minimum of two students, plus contracted tutor/examiner in order to schedule the course

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

SILP 202(D1) ASIA 298(D1)

Spring 2025

LEC Section: 01 TBA Shaina Adams-EI Guabli

ASIA 310 (S) Everyday Modernity in Japan

Cross-listings: HIST 317

Secondary Cross-listing

This course asks one overarching question: What is everyday life like in modern Japan? There, one often hears the words "modern" contrasted with "traditional." When talking about Japan itself, the former is usually coded as "western," and the latter as "Japanese." Many Japanese politicians and cultural authorities, with the help of Orientalist westerners, are happy to highlight this distinction to promote notions of Japanese uniqueness. However, though modernization in Japan did usher in tremendous, often traumatic changes, not every aspect of "modern" Japanese life came from the west, and not all western imports were/are unwelcome. Moreover, many cultural imports, such as concrete buildings and the consumption of red meat, are now interwoven into the fabric of daily life in Japan. This course examines the complex history of modernity in Japan within living memory, highlighting on its presence in the daily lives of ordinary residents of Japan. What do people eat? Where do they live? How do they think about themselves and their neighbors? We will start with the Pacific War (1937-45), but focus especially closely on postwar and contemporary Japan. We will first get a sense of the chronology and major themes in Japanese history from this time period, then explore five units, "sites of modernity" that zoom in on different but interrelated aspects of ordinary Japanese life: 1) Total War, 2) The City, 3) Work, 4) Food, 5) Race and Ethnicity. Sources and data will be drawn from scholarly works, videos, movies, websites, maps, brochures and ephemera, as well as other sources. Students will analyze these sources, discuss them and complete various assignments.

Requirements/Evaluation: Discussion participation, in-class exam, two 6-page analytic essays, job application assignment, syllabus unit design assignment

Prerequisites: None

Enrollment Limit: 25

Enrollment Preferences: History majors, Asian Studies concentrators, then all others

Expected Class Size: 15-20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 317(D2) ASIA 310(D2)

Attributes: HIST Group B Electives - Asia

Not offered current academic year

ASIA 312 (S) The Mughal Empire: Power, Art, and Religion in India

Cross-listings: REL 312 / GBST 312 / HIST 312

Secondary Cross-listing

Established in the early 1500s, the Mughal Empire was one of the grandest and the longest to rule the Indian subcontinent for over three hundred years. Commanding unprecedented resources and administering a population of 100 to 150 million at its zenith--much larger than any European empire in the early modern world--the Mughals established a centralized administration, with a vast complex of personnel, money, and information networks. Mughal emperors were also political and cultural innovators of global repute. Moreover, while the Mughal dynasty was brought to an end with British colonial rule over India in 1857, the Mughal administrative structures and cultural influences continued to have a lasting impact on the British and later Indian states that followed. Centered around the intersection of the themes of power, patronage of art and architecture and religion, this course will ask: What factors contributed to the durability of the Mughal Empire for three centuries? How did global trade and innovations in taxation contribute to its wealth and stability? How did this dynasty of Muslim monarchs rule over diverse, and largely non-Muslim populations? How did they combine Persian cultural elements with regional ones to establish an empire that was truly Indian in nature? How were the Mughals viewed in their contemporary world of gunpowder empires like the Safavids of Persia and the Ottomans of Turkey? Readings will include the best of the recent scholarship on this vastly influential empire and a rich collection of primary sources, including emperor's memoirs, accounts of European travelers, and racy biographies, which will allow students make their own analysis. They will also have the opportunity to interpret paintings (some of which are held in the WCMA collections) and architecture. They will also discuss how the Mughals are remembered in South Asian film and music.

Requirements/Evaluation: participation, several short essays, one final paper

Prerequisites: none, open to first-year students with instructor permission

Enrollment Limit: 20

Enrollment Preferences: History majors and potential History majors

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

REL 312(D2) ASIA 312(D2) GBST 312(D2) HIST 312(D2)

Attributes: HIST Group B Electives - Asia HIST Group G Electives - Global History HIST Group P Electives - Premodern

Not offered current academic year

ASIA 313 (F) The People's Republic: China since 1949

Cross-listings: HIST 313

Secondary Cross-listing

This course provides a close examination of the six decades of the history of the People's Republic of China, from the 1949 Revolution to the present day. Through readings and discussion, we will explore the multiple political, economic, social, and cultural factors that contributed to the idealism of the "golden age" of Communist Party leadership (1949-65), the political violence of the Cultural Revolution (1966-76), the profound transformation of the Reform Era (1978-present) as well as the motors of change in China today. Course materials will include films, novels, and ethnographies, as well as secondary analyses. Please note that this is a discussion seminar and not a survey course.

Requirements/Evaluation: active class participation, several short papers and a final research paper

Prerequisites: none (HIST 213 recommended)

Enrollment Limit: 25

Enrollment Preferences: junior and senior History and Asian Studies majors

Expected Class Size: 12-20

Grading: yes pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ASIA 313(D2) HIST 313(D2)

Attributes: GBST East Asian Studies HIST Group B Electives - Asia

Not offered current academic year

ASIA 315 (F) Minorities and the State in Modern East Asia (DPE)

Cross-listings: HIST 315

Secondary Cross-listing

This course examines the relationships between minority peoples and the institution of the state in East Asia, focusing mostly but not exclusively on the early modern and modern periods (17th-20th centuries). We will explore the histories of the Ainu people of Japan, the "Small Peoples" of Russian Siberia, the Tibetan, Uighur and riverine communities of Mainland China, as well as the Hill Peoples of Southeast Asia. It also examines non-indigenous minority groups, such as conquest elites, mixed-race communities, and others. We will analyze how the transition to modernity, evolving understandings of race, gender, class, nation, the impact of imperialism and globalization all influenced the history of East Asian minority peoples. What, if anything, do all of these groups have in common? What do their histories reveal about the history of East Asia and of the countries in which they live? How are the lives of minority groups in East Asia changing today? What can their experiences reveal to us about the larger world? The class is structured as a reading-intensive seminar. Students will engage in and lead discussions, compose reading reaction papers and a final analytical essay. Students will be expected to use scholarly works in order to construct cogent, relevant arguments, which they will communicate both orally and in writing. Students will evaluate primary sources in order to engage with the people they study as directly as possible. Students will lead discussions on complex topics and develop as leaders and team members in professional settings. This course will present students with an opportunity to hone critical thinking and information literacy skills to a high level. All of you will have to analyze and process complex and often contradictory information, certainly in your personal lives and very likely in your professional lives.

Class Format: This discussion-intensive class requires students to lead several discussion sections during the semester.

Requirements/Evaluation: Map assignment, discussion participation, leading discussion (four times), three-page response essays (five times), final six-page research essay or presentation

Prerequisites: None

Enrollment Limit: 25

Enrollment Preferences: History majors, Asian Studies concentrators, then all others

Expected Class Size: 15-20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 315(D2) ASIA 315(D2)

Difference, Power, and Equity Notes: The study of East Asia's history is all too often conflated with the study of states, so that many less privileged histories are obscured. Chief among these are the histories of minority groups, who are often excluded from power. For this reason, this course puts the history of East Asia's many minority groups front and center in examining their multifaceted interactions with regional states, as well as the of ethnic, linguistic, religious, and regional identities

Attributes: HIST Group B Electives - Asia

Fall 2024

LEC Section: 01 TR 9:55 am - 11:10 am Viktor Shmagin

ASIA 318 (S) A History of the Samurai

Cross-listings: HIST 316

Secondary Cross-listing

It is difficult to find a person unaware of the samurai. However, most people, both in Japan and abroad, engage with their idealized images rather than as an actual historical phenomenon. The aim of this course is to bring the samurai to life as a distinct status group that left an indelible mark on the history of Japan, and thereby to separate fact from fiction. We will also explore the creation of iconic images of the samurai, which continue to influence worldwide popular culture. We will use academic readings, primary sources, and other media to examine the samurai from their origins during the Heian period (8th to 12th centuries) to their official dissolution in the late 19th century. We will focus on their development as a special status group and explore how they managed to maintain their corporate identity for so long. We will trace the evolution of the samurai from rural enforcers to territorial magnates to bureaucrats. This evolution affected and was affected by the development of samurai warfare, ethics, aesthetics, religious practices, ideas relating to gender roles and other aspects of samurai life, which we will explore. We will see how these ideas and practices mediated their relations with household, society, and government. Finally, we will examine why samurai status was abolished at the start of the Meiji period, and how former samurai transformed into modern citizens. Students will engage in discussion, write essays, and complete immersive historical simulation assignments.

Class Format: This class features a semester-long immersive historical simulation where students work in teams to create samurai clans and navigate historical, as well as historically plausible, scenarios.

Requirements/Evaluation: Class participation, map creation assignment, four 2-page essays, semester-long immersive simulation (Samurai clan creation), final: choice of 6-page essay or in-class exam

Prerequisites: None

Enrollment Limit: 25

Enrollment Preferences: History majors, Asian Studies concentrators, then all others

Expected Class Size: 15-20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 316(D2) ASIA 318(D2)

Attributes: HIST Group B Electives - Asia

Spring 2025

LEC Section: 01 MR 1:10 pm - 2:25 pm Viktor Shmagin

ASIA 319 (F) Gender and the Family in Chinese History (DPE)

Cross-listings: HIST 319 / WGSS 319

Secondary Cross-listing

Although sometimes claimed as part of a set of immutable "Asian values," the Chinese family has not remained fixed or stable over time. In this course, we will use the framework of "family" to gain insight into gender, generation, and sexuality in different historical periods. Beginning in the late imperial period (16th-18th Centuries), we will examine the religious, marital, sexual, and child-rearing practices associated with traditional ideals of family. We will also examine the wide variety of "heterodox" practices that existed alongside these ideals, debates over and critiques of gender, family, and sexuality in the twentieth century and in China today.

Requirements/Evaluation: active participation in discussions and group work, short skills-based writing assignments (2-4 pgs) and short essays (5-7 pgs) leading toward a final paper (10-15 pages).

Prerequisites: none; open to first year-students with instructors permission

Enrollment Limit: 25

Enrollment Preferences: History and WGSS majors; Asian Studies concentrators.

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 319(D2) ASIA 319(D2) WGSS 319(D2)

Difference, Power, and Equity Notes: This course focuses on historical regimes of gender and sexuality in China and their transformations over time. Students will be asked to consider these regimes both on their own terms and in comparative perspective.

Attributes: GBST East Asian Studies HIST Group B Electives - Asia HIST Group P Electives - Premodern WGSS Racial Sexual + Cultural Diversity Courses

Not offered current academic year

ASIA 321 (S) A Global History of Manga and Anime

Cross-listings: HIST 321

Secondary Cross-listing

Japanese comic books and cartoons are known throughout the world by their Japanese names: "manga" and "anime." This is no accident, but a reflection of their enormous global popularity. Why are they so popular? How can we use them as historical sources for Japanese history and society? What do they reveal about the place of Japan in today's global culture? How did these two phenomena emerge and develop, and how do they influence each other? This class will explore these and other related questions through readings, screenings, discussion, and original research. It will trace the evolution of manga and anime from traditional Japanese (*kibyoshi*, *ukyo-e* and *kawaraban*) and western (comic strips and Disney films) influences, and the explosion of their popularity after World War II. We will use manga and anime, especially "girls" (*shojo*) anime and manga as windows onto the intersection of Japanese and global society, economy and politics.

Requirements/Evaluation: class participation (assessed weekly), weekly prep/response assignments (12 total), 8-9 page research and class-reading based essays (2 total), original research presentation for final assignment (1 total).

Prerequisites: None

Enrollment Limit: 25

Enrollment Preferences: HIST majors, ASIA concentration students, then everyone else

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ASIA 321(D2) HIST 321(D2)

Not offered current academic year

ASIA 324 (F) Japanese Art and Visual Culture: Private/Public/Pop (WS)**Cross-listings:** ARTH 525 / ARTH 324 / COMP 324**Secondary Cross-listing**

This tutorial offers a survey of Japanese art and visual culture across time and media, with particular attention to two areas: the links between different artistic media, and the relationship between art and its audience. We'll begin with early court diaries and related scroll paintings as examples of "private" art. Then we'll move through progressively more public visual media of the 17th through 21st centuries: Kanô screen painting; nô, kabuki, and puppet theater; premodern architecture; popular woodblock prints; turn-of-the-century photography; and finally some examples of contemporary popular culture like comics, animation, and/or film. We will focus on the specificities of each medium while simultaneously developing formal visual reading skills that can work across different media.

Class Format: Students will meet with the instructor in pairs or trios for 75 minutes each week. This tutorial is offered simultaneously at the 300 level for undergraduates and at the 500 level for graduate students: graduate students will be paired with other graduate students and undergraduates with undergraduates.

Requirements/Evaluation: For undergraduates: weekly participation, 5 short written assignments in alternate weeks (ranging from 1 to 5 pages), and several 1-page peer critiques. For graduate students: weekly participation and 3-4 short written exercises that build toward a final 15-page research paper.

Prerequisites: No previous knowledge of Japanese art or culture is required. Students with similar preparation and interests will be paired with one another.

Enrollment Limit: 10**Enrollment Preferences:** Graduate Art students, followed by undergraduates majoring in Art History or Comparative Literature.**Expected Class Size:** 10**Grading:** no pass/fail option, no fifth course option**Distributions:** (D1) (WS)**This course is cross-listed and the prefixes carry the following divisional credit:**

ARTH 525(D1) ASIA 324(D1) ARTH 324(D1) COMP 324(D1)

Writing Skills Notes: Students will write several regularly spaced papers that build on one another by tackling similar problems from different angles. Students will receive detailed feedback from the instructor on each paper, addressing argument, organization, and style, as well as peer feedback. (See requirements for details about the number and type of assignments.)

Not offered current academic year**ASIA 325 (S) The Arts of the Book in Asia (WS)****Cross-listings:** ARTH 325**Secondary Cross-listing**

From palm leaf manuscripts to scrolls to Islamic codices, books have long served as vehicles of religious, cultural and artistic exchange in Asia. Owing both to their portability and status as finely crafted art objects, books have transmitted ideas across the continent, spreading courtly styles of painting from China to India, esoteric Buddhist teachings from Kashmir to Tibet and Mongolia, as well as the Quranic arts of calligraphy and illumination from Islamic South Asia to Southeast Asia. This co-taught seminar will highlight the interwoven history of book arts as it developed and disseminated across different regions of Asia. The course will also introduce students to the major art forms of the book, such as painting, calligraphy and illumination. The aim of the seminar is to understand the book as object while also investigating its content and its larger cultural significance. A number of class meetings will take place in the Chapin Library, where students will have the opportunity to study original manuscripts from the Special Collections. The course will culminate in an exhibition at Chapin Library which the students will curate using the Special Collections holdings.

Requirements/Evaluation: 3 essays, a final project/paper based on museum objects, wall label

Prerequisites: none

Enrollment Limit: 16

Enrollment Preferences: preference will be given to Art and Asian Studies Majors, and then to students of any major interested in the art and culture of Asia

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTH 325(D1) ASIA 325(D1)

Writing Skills Notes: Over the course of the semester students will write three papers at five pages each, culminating in a well-developed, focused final project. Students will be given extensive feedback on each assignment regarding grammar, style, and argument. The final paper will be part of a larger project in which students will work together to curate a small exhibition using the Chapin Library's Asian holdings. Each student will be asked to write a wall label for their selected object.

Spring 2025

SEM Section: 01 MW 11:00 am - 12:15 pm Murad K. Mumtaz

ASIA 345 (F) The Meaning of Life and Politics in Ancient Chinese Thought

Cross-listings: PSCI 345

Secondary Cross-listing

How can we live a good life? What standards should we use to judge how political power is constituted and used? This class will involve students in close reading of, and exegetical writing about, core texts of ancient Chinese philosophy in English translation. The purpose is to gain an understanding of a number of different perspectives on life and politics, especially Confucianism, Legalism and Daoism. While the primary focus will be on the meaning of the texts in the context of their own times, contemporary applications of core concepts will also be considered. The class will begin with background readings, since no prior work in Chinese philosophy or history is assumed. Then the class will read significant portions of the following canonical works: *Yijing*, *Analects*, *Mencius*, *Daodejing*, *Zhuangzi*, and *Han Feizi*.

Requirements/Evaluation: two 5-page papers and one 15-page paper

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: preference to seniors but all are welcome.

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ASIA 345(D2) PSCI 345(D2)

Attributes: GBST East Asian Studies LEAD Facets or Domains of Leadership PSCI Comparative Politics Courses PSCI Political Theory Courses

Not offered current academic year

ASIA 351 (S) Disinterest in the Bhagavad Gita

Cross-listings: ENGL 353 / COMP 313 / REL 353

Secondary Cross-listing

In this course, students will read the *Bhagavad Gita* alongside selected responses to it. These responses range from philosophical and theological commentaries written in Sanskrit by Shankaracharya, Abhinavagupta, and Ramanuja, to later "Bhakti" poetic responses in other Indian languages, to 18th and 19th century European aesthetic and political commentary (Herder, Schlegel, Hegel), to the work of 20th century commentators like M.K. Gandhi, B.G. Tilak, B.R. Ambedkar and D.D. Kosambi. We will examine the *Gita's* theory of action and the place of disinterest in this theory. We will inquire into the social, metaphysical, and political conditions of possibility of such disinterestedness, and think about disinterestedness itself as a condition for political action and aesthetic experience. Finally, we will reflect on how such a comparative history of interpretation might help us model a dialectical history of thought.

Requirements/Evaluation: Weekly meetings, weekly reading; weekly essay or response. Attendance in 2-3 lectures over the semester.

Prerequisites: No prerequisites

Enrollment Limit: 10

Enrollment Preferences: Majors in English and Comparative Literature; Religion, Classics, or Philosophy majors; Sophomores looking to major in any of these.

Expected Class Size: 8-10

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 353(D1) COMP 313(D1) REL 353(D2) ASIA 351(D1)

Attributes: ENGL Literary Histories A

Spring 2025

TUT Section: T1 TBA Paresh Chandra

ASIA 353 (F) Separation: An Introduction to Postcolonial Literature (DPE)

Cross-listings: COMP 350 / ENGL 352

Secondary Cross-listing

Few themes in the history of human societies have produced as much writing as that of separation--from a lover, from one's homeland, from God(s). In the past two centuries, this theme has been essential to representing experiences of exile and migration in the wake of the colonially mediated transition to world capitalism. In this course, we will take up the theme of separation as a privileged point of entry into postcolonial literature and towards understanding the multiple meanings of "postcoloniality." We will encounter examples in which this theme shapes critical thought and helps imagine new modes of existence, as well as those in which the grief of separation shades into such overpowering melancholy that writing becomes impossible. We will also look at what the preoccupation with separation can tell us about the ways human beings relate to human and non-human objects, and how they make and experience history. To think through these issues, we will read nineteenth and twentieth century works dealing with experiences of love, ecstasy, migrancy, and exile, composed in diverse geographical, socio-political, and linguistic contexts. We will read works (novels, poems, memoirs, essays) and watch films from South Asia, Egypt, the Caribbeans, the US, and Europe, composed in multiple languages (English, Hindi, Urdu, Persian, French, Arabic, Bengali and Malayalam).

Requirements/Evaluation: mid-term paper (6-page), participation in class discussions and one roundtable, final paper (15-page)

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 25

Enrollment Preferences: English majors, then sophomores considering the major

Expected Class Size: 25

Grading: yes pass/fail option, no fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ASIA 353(D1) COMP 350(D1) ENGL 352(D1)

Difference, Power, and Equity Notes: This course examines how the political impact of colonization upon both "colonizer" and "colonized" gets expressed in literary productions of the nineteenth and the twentieth centuries. It explores the way these literary works understand the axes of social identity that shape oppression and inequity--coloniality, race, caste, gender--as constitutive of the unevenly developing world of capitalism. The concepts upon which the course focuses are essential to contemporary social critique.

Attributes: ENGL Literary Histories C

Fall 2024

SEM Section: 01 TF 1:10 pm - 2:25 pm Paresh Chandra

ASIA 354 (F) Nationalism in East Asia

Cross-listings: PSCI 354 / HIST 318

Secondary Cross-listing

Nationalism is a major political issue in contemporary East Asia. From anti-Japanese demonstrations in China, to tensions on the Korea peninsula, to competitive elections in Taiwan, to controversies in Japan about how history is portrayed in high school textbooks, national identity is hotly debated and politically mobilized all across the region. This course begins with an examination of the general phenomena of nationalism and national identity and their historical development in East Asia. It then considers how nationalism is manifest in the contemporary politics and foreign relations of China, Japan, South Korea, North Korea and Taiwan.

Requirements/Evaluation: 2-3 short papers; final exam

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: in the following order, seniors, juniors, sophomores, then first-years

Expected Class Size: 25

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

PSCI 354(D2) HIST 318(D2) ASIA 354(D2)

Attributes: GBST East Asian Studies HIST Group B Electives - Asia PSCI Comparative Politics Courses

Not offered current academic year

ASIA 356 (S) Democratization in India and Pakistan

Cross-listings: GBST 357 / PSCI 356

Secondary Cross-listing

Democratization has had both successes and failures in postcolonial South Asia. The region is home to the world's largest democracy in India, often cited as an unlikely and puzzling success story. At the same time, periods of democratic rule in Pakistan and Bangladesh are broken up by military interference, Sri Lanka's democracy is plagued by ethnic conflict, and Afghanistan has been unable to sustain democracy due to weak state institutions. What explains this diverse and uneven pattern of democracy in South Asia? The course delves into theories on political parties, ethnic politics, electoral institutions, civil-military relations, political violence, state-building, inter-state conflict, and civil wars to understand the variation in regime type in the region. It covers domestic and international factors that lead to democratization and democratic backsliding. We will focus on the role of political parties in democratization; the emergence of political dynasties; changes in the characteristics of the political elite; investigate claims of democratic deepening; and examine the effect of inter-state wars, land disputes, and insurgencies on democratic stability in the region.

Requirements/Evaluation: three 5 to 7-page papers or one research paper; presentation; class participation

Prerequisites: previous course in political science or permission of the instructor

Enrollment Limit: 16

Enrollment Preferences: preference given to political science majors

Expected Class Size: 14

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

GBST 357(D2) PSCI 356(D2) ASIA 356(D2)

Attributes: GBST South + Southeast Asia Studies PSCI Comparative Politics Courses

Not offered current academic year

ASIA 411 (S) Han Dynasty Art in the Ancient World

Cross-listings: ARTH 411

Secondary Cross-listing

Although the Han Empire (206 BCE-220 CE) is credited for defining the "Han ethnic identity" or the so-called "Chinese-ness" as we know it today, its culture was also richly cosmopolitan, marked by constant interaction with the outside world. This course considers Han dynasty art from a transregional perspective by examining artworks that attest to rigorous artistic exchanges with foreign cultures, ranging from the luxury items imported

from the Hellenistic, the Central Asian, and the Steppe cultures and their domestic adaptations, to the exported Han artworks excavated in the South East and the East Asian regions. These objects illustrate the Han Empire's growing awareness of its neighboring states and the ambition to visually assert itself as a powerful and open "universal empire." Students will learn about important artistic trends during one of the most international periods in ancient China, while gaining a materially-based vision of a globalizing ancient world bound closer than ever by the rise of the "Silk Roads" and maritime trade. The course is divided into five main sections following the logic of space. Beginning with the Han Empire (the "Center"), the seminar covers key themes in the development of Han art over four centuries. Assuming the viewpoint of the Han Empire, the course then examines the artistic exchanges with civilizations in the West (the Mediterranean and the Central Asian cultures) and moves clockwise to the North (the Steppe cultures), the East (Korea and Japan), and finally the South (maritime trade with South East Asian states). This arrangement of the syllabus is designed to help the students grasp and internalize the dynamic cultural contacts in a more embodied manner, while providing a working version of a spatial "grid" for navigating the students in their own exploration of the history of art in the ancient global world.

Class Format: A potential field trip to museums, possibly in New York or Boston, pending planning and approval.

Requirements/Evaluation: In addition to attendance and active participation in seminar discussions, each student will present on a topic of choice for two of the five main sections outlined in the course description (each 15-20 mins). Students will also write a final research paper on a topic of choice (15-20 pages, double-spaced) in consultation with the instructor and present their findings to the class (20 mins).

Prerequisites: None

Enrollment Limit: 15

Enrollment Preferences: Art history majors concentrating on Asian or ancient art are prioritized if the course over-enrolls.

Expected Class Size: 10

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTH 411(D1) ASIA 411(D2)

Attributes: ARTH pre-1800

Not offered current academic year

ASIA 415 (S) The Shosoin Imperial Treasury

Cross-listings: ARTH 413

Secondary Cross-listing

Constructed in the eighth century to house artifacts associated with Emperor Shomu (reigned 724-749) and Empress Komyo (701-760), the Shosoin Imperial Treasury in Nara, Japan, preserves some of the finest examples of art objects produced across different cultural regions along the Silk Road, spanning Central Asia to Japan, from the sixth through the eighth century. Focusing on a selection of artworks, including painting, calligraphy, textiles, lacquerware, ceramics, glass, and metalwork, among others, this seminar examines issues of cross-cultural transmission of objects, artistic techniques, and cultural knowledge in the global medieval world, while also exploring the manners in which these artifacts visually and materially shaped kingship in eighth-century Japan and East Asia. Special attention is also paid to how recent relevant discoveries in archaeology and conservation science could contribute to art historical discourses.

Requirements/Evaluation: Attendance and active participation in discussions (30%), two presentations on a topic of choice (20% total), final paper proposal with annotated bibliography (10%), and final research paper with presentation (40% total, 30% paper and 10% presentation).

Prerequisites: None

Enrollment Limit: 15

Enrollment Preferences: Art history majors are prioritized if the course over-enrolls.

Expected Class Size: 10

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTH 413(D1) ASIA 415(D1)

Attributes: ARTH pre-1800

Spring 2025

SEM Section: 01 M 7:00 pm - 9:40 pm Ziliang Liu

ASIA 417 (F) The Treaty System and Treaty Ports of China, 1840-1945

Cross-listings: HIST 417

Secondary Cross-listing

China in the nineteenth and early twentieth centuries was not colonized by a single Western power; instead several Western powers (and later Japan) exercised domination over China through a system of "unequal treaties" that granted them special privileges within Chinese territory. The years (1842-1943) in which these treaties were in effect is often called "The Century of Humiliation" by contemporary Chinese nationalists: a period of weakness that the rising Chinese nation still strives to overcome. The system imposed by these nineteenth century treaties, however, was a complex amalgam of legal, commercial, and residence privileges for foreigners in China that played a significant role in shaping the modern nation. One the most recognizable features of this system was the treaty *port*--an urban center designated as open to foreign residence, trade, and shipping. Extending from an initial five open ports to nearly fifty by the turn of the century, these ports became commercial and industrial centers that connected China to the global economy and created novel spaces of culture, labor, society, and politics. In this research seminar, we will use of several recent online collections of English-language primary source material to investigate the role of the treaty system and the treaty ports in modern Chinese history. The seminar will begin with an exploration of the historiography of the treaty system and "foreign presence" and culminate in an original research paper on a related topic of each student's choice. Throughout, we will work on general and specific research methods.

Class Format: This is a research seminar. Our goal will be to produce a 20-30 page original research paper by the end of the semester. In addition to discussion of readings, considerable time in class will be spend on research methods.

Requirements/Evaluation: Active participation in class discussion and activities; several short papers (5-7 pages) leading to a final research paper (20-30 pages)

Prerequisites: no prerequisites

Enrollment Limit: 20

Enrollment Preferences: Senior History majors, History majors, Asian Studies concentrators

Expected Class Size: 10

Grading: yes pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 417(D2) ASIA 417(D2)

Attributes: HIST Group B Electives - Asia

Not offered current academic year

ASIA 421 (F) Chinese Societies through the lens of COVID-19

Cross-listings: GBST 386 / CHIN 421

Secondary Cross-listing

The COVID-19 pandemic has profoundly changed the world. How did the Chinese-speaking regions in Asia, including Mainland China, Taiwan, and Singapore, respond to the pandemic during its earlier years? How did their responses reflect the political and economic systems as well as the cultural values of Asian societies? What were the effects of these responses on the regions and people's daily lives? In this course, students will gain a deeper understanding of Chinese-speaking societies through an analysis of the "public" and "private" literature pertaining to the lived experiences of the COVID-19 pandemic. Through readings and discussions of various materials such as government records, scientific publications, journalistic writings, personal diaries, and online narratives, students will explore a wide range of issues related to the politics, economy, public health, and sociocultural issues of Asian societies. Simultaneously, Chinese language learners will further enhance their language proficiency and intercultural competency by engaging in complex discourse in the target language. All readings and discussions are in Chinese.

Requirements/Evaluation: Evaluation will be based on CLASS performance, homework, two short papers (4-5 pages), and one longer paper (8-10 pages).

Prerequisites: CHIN 402 or permission of instructor

Enrollment Limit: 12

Enrollment Preferences: Current or prospective majors in the Department of Asian Languages, Literatures, and Cultures; Asian Studies, Global Studies and Public Health concentrators

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Unit Notes: Mandarin Chinese is the instructional language for this course

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

GBST 386(D2) CHIN 421(D1) ASIA 421(D1)

Attributes: PHLH Social Determinants of Health

Fall 2024

SEM Section: 01 TF 1:10 pm - 2:25 pm Xiaoming Hou

ASIA 425 (S) Becoming Taiwan: Social, Cultural, and Economic Discourses of Modern Day Taiwan

Cross-listings: CHIN 425

Secondary Cross-listing

Nestled in East Asia, Taiwan stands as a dynamic island home to a populace of 23 million. From 1949, when the Nationalist Party (KMT) retreated to Taiwan after the Chinese Civil War, to becoming one of the Four Asian Tigers in the latter half of the 20th century, Taiwan has developed into a multifaceted society through an array of social/cultural/economic changes associated with industrialization, globalization and identity formation. Throughout this course, we will delve into pivotal moments that have shaped contemporary Taiwanese society, drawing insights from literary works, films, journalistic exposés, and academic discourse. Through group discussions and individual projects, students will not only acquire specialized vocabulary but also hone their ability to dissect and debate complex ideas in Mandarin pertaining to the aforementioned themes. Crafted in a semi-tutorial format, this course aims to cultivate linguistic proficiency ranging from Advanced Low to Advanced Mid as outlined by the ACTFL proficiency guidelines. To enrich the learning experience, language partnerships will be forged in collaboration with a graduate program in Chinese pedagogy based in Taiwan, offering further opportunities for in-depth engagement with course materials.

Class Format: Mandarin Chinese will be the instructional language for this course. Semi-tutorial format, students will meet as a large group on one day for linguistic development and three to four people groups on other days for discussions.

Requirements/Evaluation: quizzes, presentations, posting of discussion questions, two position papers (3 pages) and one final paper (5 pages)

Prerequisites: CHIN 402 or permission of instructor

Enrollment Limit: 12

Enrollment Preferences: Majors in Chinese; DALLC; Asian Studies Concentration; seniors.

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

CHIN 425(D1) ASIA 425(D1)

Spring 2025

SEM Section: 01 TF 1:10 pm - 2:25 pm Cecilia Chang

ASIA 481 (F) History of Taiwan (WS)

Cross-listings: HIST 481

Secondary Cross-listing

Almost all discussions of contemporary Taiwan reference the fierce debate over its sovereignty and international status: is the island of Taiwan an independent nation, or an "inalienable part" of the much larger and more powerful People's Republic of China? Part of the argument for Taiwan's separate nationhood derives from its claim to a unique history different from that of the P.R.C.. In this tutorial course, we will look closely at the

distinctive aspects of Taiwan's history that underlie this claim, including its aboriginal populations, maritime history, experience of Japanese colonialism, settlement by mainland Chinese after World War II, role in the Cold War, and the development of a Taiwanese ethnic and political identity in the postwar period. We will also examine contemporary arguments for Taiwan as part of China. The goal of the course is neither to debate nor resolve the "Taiwan question", but to explore the history and historical arguments that inform it.

Requirements/Evaluation: weekly papers and critiques

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: History and Asian Studies majors/concentrators

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 481(D2) ASIA 481(D2)

Writing Skills Notes: In this tutorial course, students will write bi-weekly 5- to 7-page papers with feedback from both the instructor and tutorial partner. Students will revise one of their tutorial papers as a final assignment. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Attributes: HIST Group B Electives - Asia

Fall 2024

TUT Section: T1 TBA Anne Reinhardt

ASIA 493 (F) Senior Thesis: Asian Studies

For students pursuing an Asian Studies senior thesis.

Requirements/Evaluation: The grade for the thesis will be determined by the thesis advisor and a faculty reader. The honors designation will be made by the Asian Studies Advisory Committee.

Prerequisites: na

Enrollment Limit: na

Enrollment Preferences: Asian Studies thesis writers only.

Expected Class Size: na

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

Fall 2024

HON Section: 01 TBA Anne Reinhardt

ASIA 494 (S) Senior Thesis: Asian Studies

For students pursuing an Asian Studies senior thesis.

Requirements/Evaluation: The grade for the thesis will be determined by the thesis advisor and a faculty reader. The honors designation will be made by the Asian Studies Advisory Committee.

Prerequisites: na

Enrollment Limit: na

Enrollment Preferences: Asian Studies thesis writers only.

Expected Class Size: na

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

Spring 2025

HON Section: 01 TBA Anne Reinhardt

ASIA 497 (F) Independent Study: Asian Studies

Asian Studies independent study.

Requirements/Evaluation: na

Prerequisites: na

Enrollment Limit: na

Enrollment Preferences: na

Expected Class Size: na

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

Fall 2024

IND Section: 01 TBA Anne Reinhardt

ASIA 498 (S) Independent Study: Asian Studies

Asian Studies independent study.

Requirements/Evaluation: na

Prerequisites: na

Enrollment Limit: na

Enrollment Preferences: na

Expected Class Size: na

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

Spring 2025

IND Section: 01 TBA Anne Reinhardt

Winter Study -----

ASIA 31 (W) Senior Thesis: Asian Studies

For students pursuing an Asian Studies senior thesis.

Class Format: independent study

Requirements/Evaluation: The grade for the thesis will be determined by the thesis advisor and a faculty reader. The honors designation will be made by the Asian Studies Advisory Committee.

Prerequisites: na

Enrollment Limit: na

Enrollment Preferences: Asian Studies thesis writers only.

Expected Class Size: na

Grading: pass/fail only

Not offered current academic year

ASIA 99 (W) Independent Study: Asian Studies

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Requirements/Evaluation: A 10-page paper. Short paper and final project or presentation. Final project or presentation.

Prerequisites: NA

Enrollment Limit: 15

Enrollment Preferences: NA

Expected Class Size: NA

Grading: pass/fail only

Attributes: EXPE Experiential Education Courses SLFX Winter Study Self-Expression STUX Winter Study Student Exploration

Not offered current academic year

ASTRONOMY & ASTROPHYSICS (Div III)

Chair: Professor Protik Majumder

- Marek Demianski, Visiting Field Memorial Professor of Astronomy
- Kevin Flaherty, Lecturer in Astronomy and Observatory Supervisor; affiliated with: Astronomy, Physics
- Anne Jaskot, Assistant Professor of Astronomy and Associate of the Hopkins Observatory; affiliated with: Astronomy, Physics
- Protik K. Majumder, Barclay Jermain Professor of Natural Philosophy, Chair of Astronomy; affiliated with: Physics, Astronomy
- Jason E. Young, Visiting Field Memorial Assistant Professor of Astronomy

How long will the Sun shine? How do we discover Earth-like planets among the many exoplanets circling other stars? How did the universe begin and how has it evolved over its 13.8-billion-year history? How do we detect not only light but also gravitational waves from afar? Astronomy is the science that asks and tries to answer questions like these. We have come a long way toward understanding what makes the sky appear as it does and how the Universe behaves. Williams Astronomy courses are for anyone who is interested in learning about the Universe, and who would like to be able to follow new astronomical discoveries as they are made. All courses in Astronomy satisfy the Division III requirement. The Astronomy major and the Astrophysics major, both administered by the Department of Physics and Astronomy, are described below.

The beginning astronomy courses are offered on two levels. Astronomy 101, 102, 104, and 330-range courses are intended primarily for non-science majors and have no prerequisite. Astronomy 111 is designed for students with some exposure to physics. It has a prerequisite of one year of high school physics or permission of the instructor, and a co-requisite of Mathematics 140 or equivalent background in calculus.

Most of the astronomy courses take advantage of our observational and computational facilities including a 24-inch computer-controlled telescope with sensitive electronic detectors, and our own computer network for image processing and data analysis. The Williams Astronomy site can be found at astronomy.williams.edu.

ASTRONOMY MAJOR

The Astronomy major is designed for students with an interest in learning about many aspects of modern astronomy, but who do not choose to take the most advanced physics and math courses of the astrophysics major. It is also appropriate as a second major for students concentrating in another field; in particular, combining an Astronomy major with a related major like Geoscience or Computer Science has been a fruitful path for some of our students. The Astronomy major emphasizes understanding the observed properties of the physical systems that comprise the known Universe, from the Sun and solar system, to the evolution of stars and star clusters, to the Milky Way Galaxy, to external galaxies and clusters of galaxies. Because some knowledge of physics and calculus is necessary to understand many astronomical phenomena, the Astronomy major requires the first two semesters each of the physics and calculus that are also required of Physics majors and Astrophysics majors.

There are several possible routes through the Astronomy major, depending on preparation and interest. Students considering a major in Astronomy should consult with members of the department early and often. A first-year student, if unsure about choosing between Astronomy and Astrophysics, may wish to take not only Astronomy 111 but also Physics 131, 141, or 151 and Mathematics 140 (if necessary) in the fall. Students who might place out of physics courses should read the section on placement under Physics.

Major Requirements for Astronomy

Astronomy 111 Introduction to Astrophysics OR Astronomy 101 Stars: From Suns to Black Holes and either Astronomy 102 The Solar System—Our Planetary Home OR Astronomy 104 The Milky Way Galaxy and the Universe Beyond

Two 200-level Astronomy courses (or additional 400-level Astronomy courses as substitutes)

Two 400-level Astronomy courses

Physics 131 Particles and Waves OR Physics 141 Particles and Waves—Enriched OR equivalent placement

Physics 142 Foundations of Modern Physics or Physics 151 Seminar on Modern Physics

Mathematics 140 Calculus II

Mathematics 150 Multivariable Calculus OR Mathematics 151 Multivariable Calculus OR equivalent placement

The total number of courses required for the Astronomy major is nine. A typical path through the major will begin with Physics 141, which is suitable for students with one year of high school physics and a background in calculus. However, students without high school physics may begin with Physics 131, and students entering with Advanced Placement in physics and/or math may obtain credit toward the major for the equivalent of

Physics 142 and/or Mathematics 150 or 151 taken elsewhere. There are some aspects of astronomy that are closely related to chemistry or geosciences. In recognition of this, certain advanced courses in those departments can be accepted for credit toward the Astronomy major.

THE DEGREE WITH HONORS IN ASTRONOMY

The honors degree in Astronomy will be awarded on the basis of a senior thesis presenting the results of an original observational, experimental, or theoretical investigation carried out by the student under the direction of a faculty member in Astronomy. There are no specific grade requirements (other than College-wide requirements for remaining in good academic standing) for entry into the thesis research program; however, a student wishing to do a thesis should have demonstrated both ability and motivation for independent work in previous courses and in any earlier research involvement. Students doing theses will normally choose a topic and an advisor early in the second semester of their junior year and usually begin their thesis work during the summer. During the senior year, those students whose proposals have been approved will elect two courses and a winter study project in addition to the minimum requirements for the major. Preparation for the thesis will occupy at least one course (Astronomy 493) and the winter study project (Astronomy 031). At the end of the winter study period, the department will decide, in consultation with each student, whether to admit that student to honors candidacy. Both a written thesis and an oral presentation to faculty and fellow students are required. The degree with honors will be awarded to those who meet these requirements with distinction. The degree with highest honors will be awarded to those who fulfill the requirements with unusually high distinction.

The department will be flexible with regard to the number and timing of courses devoted to thesis research within the general guidelines of two courses and a winter study project over and above the minimum major requirements and the written and oral presentations, especially in cases of students with advanced standing and/or summer research experience. Students considering unusual requests are urged to consult with potential advisors or the department chair as early as possible.

ASTROPHYSICS MAJOR

The Astrophysics major is designed for students who want a rigorous introduction to the field, and includes not only those who plan graduate study in astronomy, astrophysics, or a closely related area, but also those interested in a wide variety of careers. Astrophysics alumni are not only astronomers but also computer scientists, geologists, teachers, doctors, lawyers, business school professors, and so on. In recent years, many astrophysics majors have had a second major in fields as wide ranging as mathematics, computer science, geosciences, economics, English, and art history. This major emphasizes the description of the Universe and its constituents in terms of physical processes. Potential Astrophysics majors should consult early with members of the Department of Physics and Astronomy to determine their most appropriate route through the major. An essential ingredient in such students' undergraduate training is experience in physics and mathematics. Therefore, the major normally will begin in the first year a student is at Williams with Physics 131, 141, or 151 and Mathematics 140 or 150 or 151 in the fall. Physics 141 is recommended for students with one year of high school physics and a background in calculus. Students with very good background placing them out of Physics 142 and out of Mathematics 140 may choose to take Physics 201 and Mathematics 150 or 151 instead. Astronomy 111 will often be taken in the fall of the sophomore year; however, many students take it in the fall of their first year at Williams, along with physics and math. Students who might place out of physics courses should read the section on placement under Physics; those who place out of Physics 131 or 141 into Physics 142 or 151 should particularly consider taking Astronomy 111 in the fall of their first year.

In addition to the major courses described below, other courses in geosciences, mathematics, and computer science may also be appropriate.

Major Requirements for Astrophysics

Astronomy 111 Introduction to Astrophysics OR Astronomy 101 Stars: From Suns to Black Holes and either Astronomy 102 The Solar System—Our Planetary Home OR Astronomy 104 The Milky Way Galaxy and the Universe Beyond

Physics 131 Particles and Waves OR Physics 141 Particles and Waves—Enriched OR equivalent placement

Physics 142 Foundations of Modern Physics OR Physics 151 Seminar on Modern Physics

Physics 201 Electricity and Magnetism

Physics 202 Waves and Optics

Physics/Mathematics 210 Mathematical Methods for Scientists

Physics 301 Introductory Quantum Physics

Mathematics 150 Multivariable Calculus OR Mathematics 151 Multivariable Calculus

Three 400-level astronomy courses OR two 400-level astronomy courses and one of the following:

Astronomy 211 Astronomical Observing and Data Analysis

Physics 302 Statistical Physics

Physics 402T Applications of Quantum Mechanics

Physics 405T Electromagnetic Theory

Physics 411T Classical Mechanics;

Physics 418 Gravity

The total number of courses required for the Astrophysics major, an interdisciplinary major, is eleven. Students entering with Advanced Placement in physics and/or mathematics may obtain credit toward the major for the equivalent of Physics 141 and/or Mathematics 140 and/or 150 or 151 taken elsewhere, but at least 8 courses in astronomy, physics, and mathematics must be taken at Williams. There are some aspects of astrophysics that are closely related to chemistry or geosciences. In recognition of this relation, certain advanced courses in those departments can be accepted for credit toward the Astrophysics major on a two-for-one basis. It is not possible to double major in Astrophysics and Physics.

THE DEGREE WITH HONORS IN ASTROPHYSICS

The honors degree in Astrophysics will be awarded on the basis of a senior thesis presenting the results of an original observational, experimental, or theoretical investigation carried out by the student under the direction of a faculty member in Astronomy or Physics. There are no specific grade requirements (other than College-wide requirements for remaining in good academic standing) for entry into the thesis research program; however, a student wishing to do a thesis should have demonstrated both ability and motivation for independent work in previous courses and in any earlier research involvement. Students doing theses will normally choose a topic and an advisor early in the second semester of their junior year and usually begin their thesis work during the summer. During the senior year, those students whose proposals have been approved will elect two courses and a winter study project in addition to the minimum requirements for the major. Preparation for the thesis will occupy at least one course (Astrophysics 493) and the winter study project (Astrophysics 031). At the end of the winter study period, the department will decide, in consultation with each student, whether to admit that student to honors candidacy. Both a written thesis and an oral presentation to faculty and fellow students are required. The degree with honors will be awarded to those who meet these requirements with distinction. The degree with highest honors will be awarded to those who fulfill the requirements with unusually high distinction.

Honors candidates will also be required to attend departmental colloquium talks.

The department will be flexible with regard to the number and timing of courses devoted to thesis research within the general guidelines of two courses and a winter study project over and above the minimum major requirements and the written and oral presentations, especially in cases of students with advanced standing and/or summer research experience. Students considering unusual requests are urged to consult with potential advisors or the department chair as early as possible.

STUDY ABROAD

FAQ

Students **MUST** contact departments/programs **BEFORE** assuming study away credit will be granted toward the major or concentration.

Can your department or program typically pre-approve courses for major/concentration credit?

Yes, in some cases, if appropriate course information is available in advance (e.g. syllabi and/or course descriptions), though students should be sure to contact the department.

What criteria will typically be used/required to determine whether a student may receive major/concentration credit for a course taken while on study away?

Course title and description, and complete syllabus including readings/assignments.

Does your department/program place restrictions on the number of major/concentration credits that a student might earn through study away?

No.

Does your department/program place restrictions on the types of courses that can be awarded credit towards your major?

No.

Are there specific major requirements that cannot be fulfilled while on study away?

No.

Are there specific major requirements in your department/program that students should be particularly aware of when weighing study away options? (Some examples might include a required course that is always taught in one semester, laboratory requirements.)

Yes. PHYS 301, a required course for the Astrophysics major, is only taught in the fall, and is difficult to replicate abroad, especially regarding the lab component.

Give examples in which students thought or assumed that courses taken away would count toward the major or concentration and then

learned they wouldn't:

None to date.

ASTR 101 (F) Stars: From Suns to Black Holes

Have you ever wondered what makes the Sun and stars shine and what they are made of? Do they evolve, and if so, how do they change? What are black holes, and how can they form? How do we find planets around other stars? Astronomy 101, a non-major, general introduction to the part of contemporary astronomy that includes how stars form and die, will provide answers to these questions. We will pay special attention to exciting discoveries made in the past decade. Thousands of exoplanets have been discovered, with their atmospheres being studied in detail by the James Webb Space telescope. For the first time, gravitational waves from merging black holes have been detected. In this course we will discuss the basic methods and instruments used in these and other astronomical observations and what they can teach us about the life cycle of stars. We will discuss what happens at the centers of stars, how stars evolve, and why some stars explode and form neutron stars and black holes. This course is independent of and on the same level as ASTR 102 (solar system) and 104 (galaxies/cosmology); students who have taken these courses are welcome.

Class Format: lecture (two sessions per week), observing sessions (scattered throughout the semester), afternoon labs (five times per semester), and a planetarium demonstration. Planetarium and Roof-Observatory TAs will be available for consultation, in addition to the instructors, throughout the semester.

Requirements/Evaluation: two hour tests, a final exam, an observing portfolio, and lab reports

Prerequisites: none

Enrollment Limit: 48;12/lab

Enrollment Preferences: first and second-year students

Expected Class Size: 30/lec

Grading: yes pass/fail option, no fifth course option

Unit Notes: non-major course

Distributions: (D3)

Fall 2024

LEC Section: 01 TR 9:55 am - 11:10 am

LAB Section: 02 T 1:00 pm - 2:30 pm Kevin Flaherty

LAB Section: 03 T 2:30 pm - 4:00 pm Kevin Flaherty

LAB Section: 04 W 1:00 pm - 2:30 pm Kevin Flaherty

LAB Section: 05 W 2:30 pm - 4:00 pm Kevin Flaherty

ASTR 102 (S) Our Solar System and Others

What makes Earth different from all the other planets? What have NASA's Curiosity and Perseverance on Mars found about that planet's past running water and suitability for life? How has knowledge about Pluto and the outer solar system been transformed by NASA's flybys? Will asteroids or comets collide with the Earth again? What is the new James Webb Space Telescope revealing about exoplanets and their atmospheres? Astronomy 102, a non-major, general introduction to the part of contemporary astronomy that comprises the study of the solar system (and the systems of planets around other stars), will provide answers to these questions and more. We will cover the historical development of humanity's understanding of planetary systems, examining contributions by Copernicus, Galileo, Newton, Einstein, and others and the more recent discoveries of over 4000 exoplanets around stars other than the Sun. The course gives special attention to exciting discoveries of the past few years by space probes and space telescopes such as the Hubble, James Webb, and Kepler/K2/TESS missions. We regularly discuss the latest news briefs and developments in astronomy and relate them to the topics covered in the course. This course is independent of, and on the same level as Astronomy 101 (stars and stellar evolution) and 104 (galaxies and cosmology), and students who have taken those courses are welcome.

Class Format: lecture (two sessions per week), observing sessions (scattered throughout the semester), afternoon labs (five times per semester), and a planetarium demonstration. Planetarium and Roof-Observing TAs will be available for consultation, in addition to the instructors, throughout the semester.

Requirements/Evaluation: two hour tests, a final exam, an observing portfolio, and lab reports

Prerequisites: none

Enrollment Limit: 48;12/lab

Enrollment Preferences: first and second-year students

Expected Class Size: 30/lec

Grading: yes pass/fail option, no fifth course option

Unit Notes: non-major course

Distributions: (D3)

Spring 2025

LEC Section: 01 TR 9:55 am - 11:10 am

LAB Section: 02 T 1:00 pm - 2:30 pm Kevin Flaherty

LAB Section: 03 T 2:30 pm - 4:00 pm Kevin Flaherty

LAB Section: 04 W 1:00 pm - 2:30 pm Kevin Flaherty

LAB Section: 05 W 2:30 pm - 4:00 pm Kevin Flaherty

ASTR 104 (S) The Milky Way Galaxy and the Universe Beyond

How was the Universe created, and how has it evolved to its presently observed structure? This course will start at the Big Bang, the beginning of everything, and move forward from there. About five centuries ago Galileo Galilei used his own primitive telescope to make many astronomical discoveries: observing the moons of the Jupiter, craters on the Moon, and Sun spots to name a few. Galileo also noticed that stars are not spread on the celestial sphere at random but form a disk like structure, which we now call the Milky Way Galaxy -- our cosmic home. Almost a hundred years ago Edwin Hubble discovered that the Universe contains many galaxies and that they are moving away from each other. Hubble discovered that the Universe -- the largest physical object -- expands, so it had a beginning. In this course we will explore the tools and techniques that astronomers use to study stars and galaxies. From the discovery of the Milky Way to the expanding Universe, we will cover the key concepts and discoveries that have shaped our understanding of the cosmos. During recent decades astronomers have made exciting -- and unsettling -- new discoveries: it turns out that most of matter in the Universe does not emit light and most probably is composed of particles of unknown origin, and that the expansion of the Universe is now accelerating, pushed by a mysterious dark energy. At this point, astronomers have evidence to show that at early epochs the Universe was very dense and very hot. This early epoch is called the Big Bang. How the Big Bang happened is not known yet but there are several interesting hypotheses that our Universe could be one of many. This course will introduce important highlights in the observation and interpretation of remarkable astronomical phenomena and explore these many mysteries.

Class Format: lecture (two sessions per week), observing sessions (scattered throughout the semester), afternoon labs (five times per semester), and a planetarium demonstration. Planetarium and Roof-Observatory TAs will be available for consultation, in addition to the instructors, throughout the semester. Current astronomical discoveries will be discussed at the beginning of each class and by email throughout the semester.

Requirements/Evaluation: two hour exams, a final exam, lab reports, and an observing portfolio

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: first-years

Expected Class Size: 15

Grading: yes pass/fail option, no fifth course option

Unit Notes: non-major course

Distributions: (D3)

Not offered current academic year

ASTR 111 (F) Introduction to Astrophysics (QFR)

The science of astronomy spans vast scales of space and time, from individual atoms to entire galaxies and from the universe's beginning to the future fate of our Sun. In this course, we will survey some of the main ideas in modern astrophysics, with an emphasis on the physics of stars and galaxies.

ASTR 111 is the first course in the Astrophysics and Astronomy major sequences. It is also appropriate for students planning to major in one of the

other sciences or mathematics and for others who would like a quantitative introduction that emphasizes the relationship of contemporary physics to astronomy. Topics include gravity and orbits, radiation laws and stellar spectra, physical characteristics of the Sun and other stars, star formation and evolution, black holes, galaxies, the expanding universe, and the Big Bang. Students will also use telescopes to observe stars, nebulae, planets, and galaxies and to make daytime observations of the Sun.

Class Format: The class has weekly afternoon laboratory sessions, which will alternate between 'hands-on' activities and problem-solving/discussion sessions. Nighttime observing sessions will occur throughout the semester.

Requirements/Evaluation: weekly problem sets, two hour-long tests, a final exam, lab reports, and an observing portfolio

Prerequisites: a year of high school Physics, concurrent college Physics, or permission of instructor, and MATH 140 or equivalent

Enrollment Limit: 28; 14/lab

Enrollment Preferences: potential Astronomy majors

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: The course requires regular problem sets and quantitative assignments. The course will emphasize how physical equations explain the observed properties of the universe.

Fall 2024

LEC Section: 01 TR 11:20 am - 12:35 pm Anne Jaskot

LAB Section: 02 M 1:10 pm - 3:50 pm Kevin Flaherty, Anne Jaskot

LAB Section: 03 R 1:10 pm - 3:50 pm Kevin Flaherty, Anne Jaskot

ASTR 206 (S) Astrobiology (QFR)

This course will focus on the development of complex life and its observational signatures, both on Earth and on other worlds. We will first investigate the conditions that have led to the development of complex life on Earth. We will view Earth over time from an outsider's perspective and challenge preconceptions about the basic requirements for life. We will also explore the 'hot spots' in the search for life beyond Earth in our Solar System. Observations in the next decade may reveal biosignatures in the atmospheres of exoplanets. We will learn about these future observations, while also interacting with current research-grade data for other planets and learning about the methods used to constrain the physical conditions on other worlds. Using quantitative models, we will test the stability of Earth-like planets to the variable and potentially hostile conditions of evolving solar systems.

Requirements/Evaluation: weekly problem sets, one paper, two mid-term exams, and a final exam

Prerequisites: Math 130 and at least one prior physical science course (either Astronomy, Physics, Geosciences, or Chemistry), or permission of instructor

Enrollment Limit: 20

Enrollment Preferences: Science majors, with preference given to students majoring in Astronomy, Astrophysics, or Geosciences

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: In this course students will make quantitative comparisons between environmental conditions on Earth, other planetary bodies, and models. The students will also examine observations regarding the detection and characterization of planetary bodies, including contemporary data.

Spring 2025

LEC Section: 01 MR 2:35 pm - 3:50 pm

ASTR 211 (S) Astronomical Observing and Data Analysis (QFR)

How do astronomers make scientific measurements for objects that are light-years away from Earth? This course will introduce the basics of telescopes and observations and will give students hands-on training in the techniques astronomers use to obtain, process, and analyze scientific

data. We will discuss observation planning, CCD detectors, signal statistics, image processing, and photometric and spectroscopic observations. We will begin by focusing on ground-based optical observations and will move on to non-optical observations, both electromagnetic (e.g., radio waves, X-rays) and non-electromagnetic (e.g., gravitational waves, neutrinos). Throughout the course, students will use computational techniques to work with real astronomical data, taken with our 24" telescope and from data archives.

Class Format: discussion, computer lab work, and observing

Requirements/Evaluation: weekly problem sets, lab work, and observing projects

Prerequisites: MATH 150 or 151; prior experience with Unix and computer programming is helpful, but not required

Enrollment Limit: 14

Enrollment Preferences: Astronomy or Astrophysics majors

Expected Class Size: 8

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: The course requires regular problem sets. Labs require computer programming and statistical and graphical analyses of data.

Not offered current academic year

ASTR 220 (S) New Discoveries with the James Webb Space Telescope

Launched in December 2021, the James Webb Space Telescope (JWST) has delivered new views of the universe and is reshaping our understanding of our solar system, planets around other stars, star formation, and galaxies in the early universe. The beautifully detailed images have also generated intense public interest and are often the subject of science articles in the news. Through JWST's new observations, this course will explore both cutting-edge astronomical science and science communication. We will focus on open questions in each of JWST's four themes: Other Worlds, Star Lifecycle, Galaxies Over Time, and Early Universe. We will discuss the science behind these questions, recent discoveries, and how astronomers are using JWST to learn more. We will also learn about astronomical observations, how JWST works, and how astronomers collect and evaluate scientific evidence. Students will discuss how discoveries are communicated to the public, analyze stories in popular media, and create their own versions of public astronomy communications.

Requirements/Evaluation: weekly homework questions and short writing assignments, class participation, mid-term written article, and final project

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: Astronomy/Astrophysics majors and prospective majors, sophomores

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Unit Notes: non-major course

Distributions: (D3)

Spring 2025

LEC Section: 01 MR 1:10 pm - 2:25 pm Anne Jaskot

ASTR 240 (F) Great Astronomers and Their Original Publications (WS)

Cross-listings: STS 240 / LEAD 240

Primary Cross-listing

In this course we will study some of the greatest figures in astronomy and consider their leadership in advancing progress in the field. We will consider their lives and works, especially as represented by original copies of their books and other publications. These great astronomers include: 16th century, Nicolaus Copernicus (heliocentric universe); Tycho Brahe (best pre-telescopic observations); 17th century, Galileo (discoveries with his first astronomical telescope, 1610; sunspots, 1613; *Dialogo*, 1632); Johannes Kepler (laws of planetary motion, 1609, 1619, Rudolphine Tables 1627); Johannes Hevelius and Elisabeth Hevelius (atlases of the Moon and of stars, 1647, and 1687); Isaac Newton (*Principia Mathematica*: laws of universal gravitation and of motion, 1687); 18th century, Edmond Halley (*Miscellanea curiosa*, eclipse maps, 1715, 1724); John Flamsteed and Margaret Flamsteed (*Atlas Coelestis*, 1729); and William Herschel and Caroline Herschel (1781, 1798). Also, from more recent times in which original works are

often articles rather than books: 20th century, Albert Einstein (special relativity, 1905; general relativity, 1916); Marie Curie (radioactivity); Cecilia Payne-Gaposchkin (hydrogen dominating stars, 1929), Edwin Hubble (Hubble's law, 1929); George Ellery Hale (Mt. Wilson Observatory 100" telescope, 1917; Palomar Observatory 200" telescope, 1948), Vera Rubin (dark matter, 1970s); Jocelyn Bell Burnell (pulsar discovery, 1968); and 21st century: Wendy Freedman (Universe's expansion rate, 2000s). First editions will be available in Williams' Chapin Library of rare books, where we will meet in an adjacent classroom. We will also consider how such original materials are collected and preserved, and look at examples from the wider world of rarities, such as a leaf from the Gutenberg Bible (c. 1453) and a Shakespeare First Folio (1623, with a discussion of astronomical references in Shakespeare's plays). The course will be taught in collaboration between an astronomer and a rare-books librarian, with remote lectures by experts from around the world.

Class Format: Meeting on campus in the Chapin Library classroom (Sawyer 452)

Requirements/Evaluation: class participation, two 5-page intermediate papers, and a final 15-page paper; student choice of additional readings from a provided reading list

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: if overenrolled, preference by written paragraph of explanation of why student wants to take the course

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ASTR 240(D3) STS 240(D2) LEAD 240(D2)

Writing Skills Notes: Comments on submitted papers will aid in writing skills

Attributes: LEAD Facets or Domains of Leadership

Not offered current academic year

ASTR 330 (S) The Nature of the Universe

This course is a journey through space and time from the first fractions of a second after the Big Bang to the ultimate fate of the Universe billions of years into the future. Topics include the Big Bang and its remnant cosmic background radiation, cosmic inflation, conditions during the first three minutes, creation of the elements, stellar and galactic black holes, relativity, the detection of gravitational waves, galaxies and quasars, dark matter, and the formation of the large-scale structure of the Universe. We will explore current ideas about the fate of our Universe, including the acceleration of its expansion, and its implications for the end of time. Finally, we will consider the fantastic but serious theoretical proposal that ours is but one of countless universes existing within a *multiverse*.

Class Format: lecture/discussion, three hours per week

Requirements/Evaluation: two midterm exams, a small observing portfolio, occasional quizzes, and a final exam

Prerequisites: none

Enrollment Limit: 48

Enrollment Preferences: open only to juniors and seniors; closed to students who have taken or are taking ASTR 104, and closed to ASTR, ASPH, and PHYS majors; preference given to seniors

Expected Class Size: 25

Grading: yes pass/fail option, no fifth course option

Unit Notes: non-major course; course in the 33X sequence are meant as general education courses for students in all majors

Distributions: (D3)

Not offered current academic year

ASTR 402 (S) Between the Stars: The Interstellar Medium (QFR)

The matter between the stars--the interstellar medium--tells the story of the evolution of galaxies and the stars within them. Stars are accompanied by diffuse matter all through their lifetimes, from their birthplaces in dense molecular clouds, to the stellar winds they eject as they evolve, and to their final fates as they shed their outer layers, whether as planetary nebulae or dazzling supernovae. As these processes go on, they enrich the interstellar medium with the products of the stars' nuclear fusion. Interpreting the emission from this interstellar gas is one of astronomers' most powerful tools to

measure the physical conditions, motions, and composition of our own galaxy and others. In this course we will study the interstellar medium in its various forms, from cold, dense, star-forming molecular clouds to X-ray-emitting bubbles formed by supernovae. We will learn about the physical mechanisms that produce the radiation we observe, including radiative ionization and recombination, collisional excitation of "forbidden" lines, collisional ionization, and synchrotron radiation. Applying our understanding of these processes, we will analyze the physical conditions and chemical compositions of a variety of nebulae. Finally, we will discuss the evolution of interstellar material in galaxies across cosmic time. This course is observing-intensive. Throughout the semester, students will work in small groups to design, carry out, analyze, and critique their own observations of the interstellar medium taken using the rooftop telescope.

Class Format: Tutorial meetings will be scheduled with the professor. Students will also complete observing projects using the rooftop telescope.

Requirements/Evaluation: weekly problem sets, 10-page final paper, and observing projects

Prerequisites: ASTR 111 and PHYS 201 or permission of instructor

Enrollment Limit: 10

Enrollment Preferences: juniors and seniors

Expected Class Size: 6

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: In this course, students will derive quantitative physical formulas, use these equations to calculate and compare physical properties, and generate and analyze graphical representations of data. They will also make and analyze measurements of astronomical data through observing projects.

Spring 2025

TUT Section: T1 TBA Anne Jaskot

ASTR 404 (S) Unsolved Problems in Galaxy Evolution

In this tutorial, we will learn about galaxies and their evolution by focusing on some of the key mysteries astronomers are trying to solve. Questions may include: How do galaxies turn their gas supply into stars? Is there a universal initial mass function for star formation? What is the origin of multiple stellar populations in globular clusters? Why do some galaxies cease star formation? Which galaxies reionized the universe? We will discuss the nature of each unsolved problem, debate the theories proposed to answer it, and consider how future progress might be made.

Requirements/Evaluation: student's papers, responses to the partner's papers, and problem sets

Prerequisites: ASTR 111 and PHYS 142 or 151 or permission of instructor

Enrollment Limit: 10

Enrollment Preferences: Juniors and Seniors

Expected Class Size: 6

Grading: no pass/fail option, no fifth course option

Distributions: (D3)

Not offered current academic year

ASTR 410 (S) Compact Stellar Remnants: White Dwarfs, Neutron Stars and Black Holes

A star is a very interesting, very complicated physical object. Properties of stars and their evolutionary paths depend on an intricate interplay of different physical phenomena with gravity, nuclear interactions, radiation processes and even quantum and relativistic effects playing important roles. Using basic physics we will construct simple models of stars and discuss their evolution, concentrating on the key physical processes that play the dominant role at different evolutionary stages. We will discuss late stages of stellar evolution and concentrate on the basic properties of three possible remnants: white dwarfs, neutron stars and black holes. Radio and X-ray pulsars, supernovae including Type Ia and Gamma Ray Bursts will be discussed as well as observational confirmation of existence of black holes. We will explore extreme conditions existing near neutron stars and black holes and discuss their astrophysical consequences. We will also discuss the recent exciting detection of gravitational waves by the LIGO/VIRGO laser interferometric detectors.

Class Format: discussion three hours per week

Requirements/Evaluation: classroom participation, homework assignments, a midterm exam and a final exam

Prerequisites: PHYS 201 or permission of instructor

Enrollment Limit: 19

Enrollment Preferences: physics, astrophysics, and astronomy majors

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D3)

Not offered current academic year

ASTR 413 (F) Building Stars: A Physical Model of Stellar Structure (QFR)

How does the Sun shine? How does the Sun evolve with time? What physical processes determine the power output of the Sun? In this course we will explore our modern understanding of how stars work, and why they have a range of sizes, temperatures, and luminosities. As we go, we will discuss the laws of physics at work in our Sun and other stars. Over the course of the semester, we will build a working computer model of the Sun using the basic laws of nuclear fusion, radiative transfer, thermal mechanics, and hydrostatic equilibrium.

Class Format: Lectures will include time for computer programming work

Requirements/Evaluation: weekly problem sets, weekly coding homework assignments, two mid-term exams, and a final project

Prerequisites: PHYS 142 or 151, any prior class that makes use of programming, or permission of instructor

Enrollment Limit: 10

Enrollment Preferences: Astronomy, Astrophysics, or Physics majors, with first preference to Astronomy or Astrophysics majors

Expected Class Size: 6

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: In this course, students will use differential equations and numerical coding techniques to test and explore the relationships between physical laws using the Sun and other stars as examples. They will make quantitative comparisons between their calculations and observed stellar properties.

Fall 2024

LEC Section: 01 TR 11:20 am - 12:35 pm

ASTR 493 (F) Senior Research: Astronomy

An original experimental or theoretical investigation is carried out under the direction of a faculty member in Astronomy, as discussed under the heading of the degree with honors in Astronomy above. This is part of a full-year thesis (493-494).

Prerequisites: permission of department

Grading: no pass/fail option, no fifth course option

Distributions: (D3)

Fall 2024

HON Section: 01 TBA David R. Tucker-Smith

ASTR 494 (S) Senior Research: Astronomy

An original experimental or theoretical investigation is carried out under the direction of a faculty member in Astronomy, as discussed under the heading of the degree with honors in Astronomy above. This is part of a full-year thesis (493-494).

Prerequisites: permission of department

Grading: no pass/fail option, no fifth course option

Distributions: (D3)

Spring 2025

HON Section: 01 TBA David R. Tucker-Smith

ASTR 495 (F) Senior Research: Astrophysics

Cross-listings: PHYS 495

Primary Cross-listing

An original experimental or theoretical investigation is carried out under the direction of a faculty member in Astronomy or Physics, as discussed under the heading of the degree with honors in Astrophysics above.

Prerequisites: permission of department

Grading: no pass/fail option, no fifth course option

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

ASTR 495(D3) PHYS 495(D3)

Fall 2024

HON Section: 01 TBA David R. Tucker-Smith

ASTR 496 (S) Senior Research: Astrophysics

Cross-listings: PHYS 496

Primary Cross-listing

An original experimental or theoretical investigation is carried out under the direction of a faculty member in Astronomy or Physics, as discussed under the heading of the degree with honors in Astrophysics above.

Prerequisites: permission of department

Grading: no pass/fail option, no fifth course option

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

ASTR 496(D3) PHYS 496(D3)

Spring 2025

HON Section: 01 TBA David R. Tucker-Smith

ASTR 497 (F) Independent Study: Astronomy or Astrophysics

Astronomy independent study.

Grading: no pass/fail option, no fifth course option

Distributions: (D3)

Fall 2024

IND Section: 01 TBA David R. Tucker-Smith

ASTR 498 (S) Independent Study: Astronomy or Astrophysics (QFR)

Astronomy/Astrophysics independent study, directed by one of the Astronomy faculty: Pasachoff/Jaskot/Flaherty

Requirements/Evaluation: Regular work with the instructor; submitted presentations and papers as agreed upon

Prerequisites: suitable Astronomy/Astrophysics/Physics/Math-Stats-Geosciences/Chemistry courses

Enrollment Limit: 10

Enrollment Preferences: research topic

Expected Class Size: 5

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: Substantial quantitative and formal reasoning are involved

Spring 2025

IND Section: 01 TBA David R. Tucker-Smith

ASTR 499 (F)(S) Physics and Astronomy Colloquium

Cross-listings: PHYS 499

Secondary Cross-listing

Physicists and Astronomers from around the country come to explain their research. Students of Physics and Astronomy at any level are welcome. Registration is not necessary to attend. A non-credit course.

Class Format: colloquium

Requirements/Evaluation: not a for-credit course

Prerequisites: none

Enrollment Limit: none

Enrollment Preferences: none

Grading: non-graded

Unit Notes: registration not necessary to attend

Distributions: No divisional credit

This course is cross-listed and the prefixes carry the following divisional credit:

PHYS 499No divisional credit ASTR 499No divisional credit

Fall 2024

LEC Section: 01 F 2:35 pm - 3:50 pm David R. Tucker-Smith

Spring 2025

LEC Section: 01 F 2:35 pm - 3:50 pm David R. Tucker-Smith

Winter Study -----

ASTR 31 (W) Senior Research: Astronomy

To be taken by students registered for Astronomy 493, 494.

Grading: pass/fail only

Not offered current academic year

ASTR 32 (W) Senior Research: Astrophysics

Cross-listings: PHYS 32

Primary Cross-listing

To be taken by students registered for Astrophysics 495, 496.

Class Format: independent study

Grading: pass/fail only

This course is cross-listed and the prefixes carry the following divisional credit:

PHYS 32ASTR 32

Not offered current academic year

ASTR 99 (W) Independent Study: Astronomy or Astrophysics

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Grading: pass/fail only

Not offered current academic year

ASTRONOMY & ASTROPHYSICS (Div III)

Chair: Professor Protik Majumder

- Marek Demianski, Visiting Field Memorial Professor of Astronomy
- Kevin Flaherty, Lecturer in Astronomy and Observatory Supervisor; affiliated with: Astronomy, Physics
- Anne Jaskot, Assistant Professor of Astronomy and Associate of the Hopkins Observatory; affiliated with: Astronomy, Physics
- Protik K. Majumder, Barclay Jermain Professor of Natural Philosophy, Chair of Astronomy; affiliated with: Physics, Astronomy
- Jason E. Young, Visiting Field Memorial Assistant Professor of Astronomy

How long will the Sun shine? How do we discover Earth-like planets among the many exoplanets circling other stars? How did the universe begin and how has it evolved over its 13.8-billion-year history? How do we detect not only light but also gravitational waves from afar? Astronomy is the science that asks and tries to answer questions like these. We have come a long way toward understanding what makes the sky appear as it does and how the Universe behaves. Williams Astronomy courses are for anyone who is interested in learning about the Universe, and who would like to be able to follow new astronomical discoveries as they are made. All courses in Astronomy satisfy the Division III requirement. The Astronomy major and the Astrophysics major, both administered by the Department of Physics and Astronomy, are described below.

The beginning astronomy courses are offered on two levels. Astronomy 101, 102, 104, and 330-range courses are intended primarily for non-science majors and have no prerequisite. Astronomy 111 is designed for students with some exposure to physics. It has a prerequisite of one year of high school physics or permission of the instructor, and a co-requisite of Mathematics 140 or equivalent background in calculus.

Most of the astronomy courses take advantage of our observational and computational facilities including a 24-inch computer-controlled telescope with sensitive electronic detectors, and our own computer network for image processing and data analysis. The Williams Astronomy site can be found at astronomy.williams.edu.

ASTRONOMY MAJOR

The Astronomy major is designed for students with an interest in learning about many aspects of modern astronomy, but who do not choose to take the most advanced physics and math courses of the astrophysics major. It is also appropriate as a second major for students concentrating in another field; in particular, combining an Astronomy major with a related major like Geoscience or Computer Science has been a fruitful path for some of our students. The Astronomy major emphasizes understanding the observed properties of the physical systems that comprise the known Universe, from the Sun and solar system, to the evolution of stars and star clusters, to the Milky Way Galaxy, to external galaxies and clusters of galaxies. Because some knowledge of physics and calculus is necessary to understand many astronomical phenomena, the Astronomy major requires the first two semesters each of the physics and calculus that are also required of Physics majors and Astrophysics majors.

There are several possible routes through the Astronomy major, depending on preparation and interest. Students considering a major in Astronomy should consult with members of the department early and often. A first-year student, if unsure about choosing between Astronomy and Astrophysics, may wish to take not only Astronomy 111 but also Physics 131, 141, or 151 and Mathematics 140 (if necessary) in the fall. Students who might place out of physics courses should read the section on placement under Physics.

Major Requirements for Astronomy

Astronomy 111 Introduction to Astrophysics OR Astronomy 101 Stars: From Suns to Black Holes and either Astronomy 102 The Solar System—Our Planetary Home OR Astronomy 104 The Milky Way Galaxy and the Universe Beyond

Two 200-level Astronomy courses (or additional 400-level Astronomy courses as substitutes)

Two 400-level Astronomy courses

Physics 131 Particles and Waves OR Physics 141 Particles and Waves—Enriched OR equivalent placement

Physics 142 Foundations of Modern Physics or Physics 151 Seminar on Modern Physics

Mathematics 140 Calculus II

Mathematics 150 Multivariable Calculus OR Mathematics 151 Multivariable Calculus OR equivalent placement

The total number of courses required for the Astronomy major is nine. A typical path through the major will begin with Physics 141, which is suitable for students with one year of high school physics and a background in calculus. However, students without high school physics may begin with Physics 131, and students entering with Advanced Placement in physics and/or math may obtain credit toward the major for the equivalent of

Physics 142 and/or Mathematics 150 or 151 taken elsewhere. There are some aspects of astronomy that are closely related to chemistry or geosciences. In recognition of this, certain advanced courses in those departments can be accepted for credit toward the Astronomy major.

THE DEGREE WITH HONORS IN ASTRONOMY

The honors degree in Astronomy will be awarded on the basis of a senior thesis presenting the results of an original observational, experimental, or theoretical investigation carried out by the student under the direction of a faculty member in Astronomy. There are no specific grade requirements (other than College-wide requirements for remaining in good academic standing) for entry into the thesis research program; however, a student wishing to do a thesis should have demonstrated both ability and motivation for independent work in previous courses and in any earlier research involvement. Students doing theses will normally choose a topic and an advisor early in the second semester of their junior year and usually begin their thesis work during the summer. During the senior year, those students whose proposals have been approved will elect two courses and a winter study project in addition to the minimum requirements for the major. Preparation for the thesis will occupy at least one course (Astronomy 493) and the winter study project (Astronomy 031). At the end of the winter study period, the department will decide, in consultation with each student, whether to admit that student to honors candidacy. Both a written thesis and an oral presentation to faculty and fellow students are required. The degree with honors will be awarded to those who meet these requirements with distinction. The degree with highest honors will be awarded to those who fulfill the requirements with unusually high distinction.

The department will be flexible with regard to the number and timing of courses devoted to thesis research within the general guidelines of two courses and a winter study project over and above the minimum major requirements and the written and oral presentations, especially in cases of students with advanced standing and/or summer research experience. Students considering unusual requests are urged to consult with potential advisors or the department chair as early as possible.

ASTROPHYSICS MAJOR

The Astrophysics major is designed for students who want a rigorous introduction to the field, and includes not only those who plan graduate study in astronomy, astrophysics, or a closely related area, but also those interested in a wide variety of careers. Astrophysics alumni are not only astronomers but also computer scientists, geologists, teachers, doctors, lawyers, business school professors, and so on. In recent years, many astrophysics majors have had a second major in fields as wide ranging as mathematics, computer science, geosciences, economics, English, and art history. This major emphasizes the description of the Universe and its constituents in terms of physical processes. Potential Astrophysics majors should consult early with members of the Department of Physics and Astronomy to determine their most appropriate route through the major. An essential ingredient in such students' undergraduate training is experience in physics and mathematics. Therefore, the major normally will begin in the first year a student is at Williams with Physics 131, 141, or 151 and Mathematics 140 or 150 or 151 in the fall. Physics 141 is recommended for students with one year of high school physics and a background in calculus. Students with very good background placing them out of Physics 142 and out of Mathematics 140 may choose to take Physics 201 and Mathematics 150 or 151 instead. Astronomy 111 will often be taken in the fall of the sophomore year; however, many students take it in the fall of their first year at Williams, along with physics and math. Students who might place out of physics courses should read the section on placement under Physics; those who place out of Physics 131 or 141 into Physics 142 or 151 should particularly consider taking Astronomy 111 in the fall of their first year.

In addition to the major courses described below, other courses in geosciences, mathematics, and computer science may also be appropriate.

Major Requirements for Astrophysics

Astronomy 111 Introduction to Astrophysics OR Astronomy 101 Stars: From Suns to Black Holes and either Astronomy 102 The Solar System—Our Planetary Home OR Astronomy 104 The Milky Way Galaxy and the Universe Beyond

Physics 131 Particles and Waves OR Physics 141 Particles and Waves—Enriched OR equivalent placement

Physics 142 Foundations of Modern Physics OR Physics 151 Seminar on Modern Physics

Physics 201 Electricity and Magnetism

Physics 202 Waves and Optics

Physics/Mathematics 210 Mathematical Methods for Scientists

Physics 301 Introductory Quantum Physics

Mathematics 150 Multivariable Calculus OR Mathematics 151 Multivariable Calculus

Three 400-level astronomy courses OR two 400-level astronomy courses and one of the following:

Astronomy 211 Astronomical Observing and Data Analysis

Physics 302 Statistical Physics

Physics 402T Applications of Quantum Mechanics

Physics 405T Electromagnetic Theory

Physics 411T Classical Mechanics;

Physics 418 Gravity

The total number of courses required for the Astrophysics major, an interdisciplinary major, is eleven. Students entering with Advanced Placement in physics and/or mathematics may obtain credit toward the major for the equivalent of Physics 141 and/or Mathematics 140 and/or 150 or 151 taken elsewhere, but at least 8 courses in astronomy, physics, and mathematics must be taken at Williams. There are some aspects of astrophysics that are closely related to chemistry or geosciences. In recognition of this relation, certain advanced courses in those departments can be accepted for credit toward the Astrophysics major on a two-for-one basis. It is not possible to double major in Astrophysics and Physics.

THE DEGREE WITH HONORS IN ASTROPHYSICS

The honors degree in Astrophysics will be awarded on the basis of a senior thesis presenting the results of an original observational, experimental, or theoretical investigation carried out by the student under the direction of a faculty member in Astronomy or Physics. There are no specific grade requirements (other than College-wide requirements for remaining in good academic standing) for entry into the thesis research program; however, a student wishing to do a thesis should have demonstrated both ability and motivation for independent work in previous courses and in any earlier research involvement. Students doing theses will normally choose a topic and an advisor early in the second semester of their junior year and usually begin their thesis work during the summer. During the senior year, those students whose proposals have been approved will elect two courses and a winter study project in addition to the minimum requirements for the major. Preparation for the thesis will occupy at least one course (Astrophysics 493) and the winter study project (Astrophysics 031). At the end of the winter study period, the department will decide, in consultation with each student, whether to admit that student to honors candidacy. Both a written thesis and an oral presentation to faculty and fellow students are required. The degree with honors will be awarded to those who meet these requirements with distinction. The degree with highest honors will be awarded to those who fulfill the requirements with unusually high distinction.

Honors candidates will also be required to attend departmental colloquium talks.

The department will be flexible with regard to the number and timing of courses devoted to thesis research within the general guidelines of two courses and a winter study project over and above the minimum major requirements and the written and oral presentations, especially in cases of students with advanced standing and/or summer research experience. Students considering unusual requests are urged to consult with potential advisors or the department chair as early as possible.

STUDY ABROAD

FAQ

Students **MUST** contact departments/programs **BEFORE** assuming study away credit will be granted toward the major or concentration.

Can your department or program typically pre-approve courses for major/concentration credit?

Yes, in some cases, if appropriate course information is available in advance (e.g. syllabi and/or course descriptions), though students should be sure to contact the department.

What criteria will typically be used/required to determine whether a student may receive major/concentration credit for a course taken while on study away?

Course title and description, and complete syllabus including readings/assignments.

Does your department/program place restrictions on the number of major/concentration credits that a student might earn through study away?

No.

Does your department/program place restrictions on the types of courses that can be awarded credit towards your major?

No.

Are there specific major requirements that cannot be fulfilled while on study away?

No.

Are there specific major requirements in your department/program that students should be particularly aware of when weighing study away options? (Some examples might include a required course that is always taught in one semester, laboratory requirements.)

Yes. PHYS 301, a required course for the Astrophysics major, is only taught in the fall, and is difficult to replicate abroad, especially regarding the lab component.

Give examples in which students thought or assumed that courses taken away would count toward the major or concentration and then

learned they wouldn't:

None to date.

ASTR 101 (F) Stars: From Suns to Black Holes

Have you ever wondered what makes the Sun and stars shine and what they are made of? Do they evolve, and if so, how do they change? What are black holes, and how can they form? How do we find planets around other stars? Astronomy 101, a non-major, general introduction to the part of contemporary astronomy that includes how stars form and die, will provide answers to these questions. We will pay special attention to exciting discoveries made in the past decade. Thousands of exoplanets have been discovered, with their atmospheres being studied in detail by the James Webb Space telescope. For the first time, gravitational waves from merging black holes have been detected. In this course we will discuss the basic methods and instruments used in these and other astronomical observations and what they can teach us about the life cycle of stars. We will discuss what happens at the centers of stars, how stars evolve, and why some stars explode and form neutron stars and black holes. This course is independent of and on the same level as ASTR 102 (solar system) and 104 (galaxies/cosmology); students who have taken these courses are welcome.

Class Format: lecture (two sessions per week), observing sessions (scattered throughout the semester), afternoon labs (five times per semester), and a planetarium demonstration. Planetarium and Roof-Observatory TAs will be available for consultation, in addition to the instructors, throughout the semester.

Requirements/Evaluation: two hour tests, a final exam, an observing portfolio, and lab reports

Prerequisites: none

Enrollment Limit: 48;12/lab

Enrollment Preferences: first and second-year students

Expected Class Size: 30/lec

Grading: yes pass/fail option, no fifth course option

Unit Notes: non-major course

Distributions: (D3)

Fall 2024

LEC Section: 01 TR 9:55 am - 11:10 am

LAB Section: 02 T 1:00 pm - 2:30 pm Kevin Flaherty

LAB Section: 03 T 2:30 pm - 4:00 pm Kevin Flaherty

LAB Section: 04 W 1:00 pm - 2:30 pm Kevin Flaherty

LAB Section: 05 W 2:30 pm - 4:00 pm Kevin Flaherty

ASTR 102 (S) Our Solar System and Others

What makes Earth different from all the other planets? What have NASA's Curiosity and Perseverance on Mars found about that planet's past running water and suitability for life? How has knowledge about Pluto and the outer solar system been transformed by NASA's flybys? Will asteroids or comets collide with the Earth again? What is the new James Webb Space Telescope revealing about exoplanets and their atmospheres? Astronomy 102, a non-major, general introduction to the part of contemporary astronomy that comprises the study of the solar system (and the systems of planets around other stars), will provide answers to these questions and more. We will cover the historical development of humanity's understanding of planetary systems, examining contributions by Copernicus, Galileo, Newton, Einstein, and others and the more recent discoveries of over 4000 exoplanets around stars other than the Sun. The course gives special attention to exciting discoveries of the past few years by space probes and space telescopes such as the Hubble, James Webb, and Kepler/K2/TESS missions. We regularly discuss the latest news briefs and developments in astronomy and relate them to the topics covered in the course. This course is independent of, and on the same level as Astronomy 101 (stars and stellar evolution) and 104 (galaxies and cosmology), and students who have taken those courses are welcome.

Class Format: lecture (two sessions per week), observing sessions (scattered throughout the semester), afternoon labs (five times per semester), and a planetarium demonstration. Planetarium and Roof-Observing TAs will be available for consultation, in addition to the instructors, throughout the semester.

Requirements/Evaluation: two hour tests, a final exam, an observing portfolio, and lab reports

Prerequisites: none

Enrollment Limit: 48;12/lab

Enrollment Preferences: first and second-year students

Expected Class Size: 30/lec

Grading: yes pass/fail option, no fifth course option

Unit Notes: non-major course

Distributions: (D3)

Spring 2025

LEC Section: 01 TR 9:55 am - 11:10 am

LAB Section: 02 T 1:00 pm - 2:30 pm Kevin Flaherty

LAB Section: 03 T 2:30 pm - 4:00 pm Kevin Flaherty

LAB Section: 04 W 1:00 pm - 2:30 pm Kevin Flaherty

LAB Section: 05 W 2:30 pm - 4:00 pm Kevin Flaherty

ASTR 104 (S) The Milky Way Galaxy and the Universe Beyond

How was the Universe created, and how has it evolved to its presently observed structure? This course will start at the Big Bang, the beginning of everything, and move forward from there. About five centuries ago Galileo Galilei used his own primitive telescope to make many astronomical discoveries: observing the moons of the Jupiter, craters on the Moon, and Sun spots to name a few. Galileo also noticed that stars are not spread on the celestial sphere at random but form a disk like structure, which we now call the Milky Way Galaxy -- our cosmic home. Almost a hundred years ago Edwin Hubble discovered that the Universe contains many galaxies and that they are moving away from each other. Hubble discovered that the Universe -- the largest physical object -- expands, so it had a beginning. In this course we will explore the tools and techniques that astronomers use to study stars and galaxies. From the discovery of the Milky Way to the expanding Universe, we will cover the key concepts and discoveries that have shaped our understanding of the cosmos. During recent decades astronomers have made exciting -- and unsettling -- new discoveries: it turns out that most of matter in the Universe does not emit light and most probably is composed of particles of unknown origin, and that the expansion of the Universe is now accelerating, pushed by a mysterious dark energy. At this point, astronomers have evidence to show that at early epochs the Universe was very dense and very hot. This early epoch is called the Big Bang. How the Big Bang happened is not known yet but there are several interesting hypotheses that our Universe could be one of many. This course will introduce important highlights in the observation and interpretation of remarkable astronomical phenomena and explore these many mysteries.

Class Format: lecture (two sessions per week), observing sessions (scattered throughout the semester), afternoon labs (five times per semester), and a planetarium demonstration. Planetarium and Roof-Observatory TAs will be available for consultation, in addition to the instructors, throughout the semester. Current astronomical discoveries will be discussed at the beginning of each class and by email throughout the semester.

Requirements/Evaluation: two hour exams, a final exam, lab reports, and an observing portfolio

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: first-years

Expected Class Size: 15

Grading: yes pass/fail option, no fifth course option

Unit Notes: non-major course

Distributions: (D3)

Not offered current academic year

ASTR 111 (F) Introduction to Astrophysics (QFR)

The science of astronomy spans vast scales of space and time, from individual atoms to entire galaxies and from the universe's beginning to the future fate of our Sun. In this course, we will survey some of the main ideas in modern astrophysics, with an emphasis on the physics of stars and galaxies.

ASTR 111 is the first course in the Astrophysics and Astronomy major sequences. It is also appropriate for students planning to major in one of the

other sciences or mathematics and for others who would like a quantitative introduction that emphasizes the relationship of contemporary physics to astronomy. Topics include gravity and orbits, radiation laws and stellar spectra, physical characteristics of the Sun and other stars, star formation and evolution, black holes, galaxies, the expanding universe, and the Big Bang. Students will also use telescopes to observe stars, nebulae, planets, and galaxies and to make daytime observations of the Sun.

Class Format: The class has weekly afternoon laboratory sessions, which will alternate between 'hands-on' activities and problem-solving/discussion sessions. Nighttime observing sessions will occur throughout the semester.

Requirements/Evaluation: weekly problem sets, two hour-long tests, a final exam, lab reports, and an observing portfolio

Prerequisites: a year of high school Physics, concurrent college Physics, or permission of instructor, and MATH 140 or equivalent

Enrollment Limit: 28; 14/lab

Enrollment Preferences: potential Astronomy majors

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: The course requires regular problem sets and quantitative assignments. The course will emphasize how physical equations explain the observed properties of the universe.

Fall 2024

LEC Section: 01 TR 11:20 am - 12:35 pm Anne Jaskot

LAB Section: 02 M 1:10 pm - 3:50 pm Kevin Flaherty, Anne Jaskot

LAB Section: 03 R 1:10 pm - 3:50 pm Kevin Flaherty, Anne Jaskot

ASTR 206 (S) Astrobiology (QFR)

This course will focus on the development of complex life and its observational signatures, both on Earth and on other worlds. We will first investigate the conditions that have led to the development of complex life on Earth. We will view Earth over time from an outsider's perspective and challenge preconceptions about the basic requirements for life. We will also explore the 'hot spots' in the search for life beyond Earth in our Solar System. Observations in the next decade may reveal biosignatures in the atmospheres of exoplanets. We will learn about these future observations, while also interacting with current research-grade data for other planets and learning about the methods used to constrain the physical conditions on other worlds. Using quantitative models, we will test the stability of Earth-like planets to the variable and potentially hostile conditions of evolving solar systems.

Requirements/Evaluation: weekly problem sets, one paper, two mid-term exams, and a final exam

Prerequisites: Math 130 and at least one prior physical science course (either Astronomy, Physics, Geosciences, or Chemistry), or permission of instructor

Enrollment Limit: 20

Enrollment Preferences: Science majors, with preference given to students majoring in Astronomy, Astrophysics, or Geosciences

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: In this course students will make quantitative comparisons between environmental conditions on Earth, other planetary bodies, and models. The students will also examine observations regarding the detection and characterization of planetary bodies, including contemporary data.

Spring 2025

LEC Section: 01 MR 2:35 pm - 3:50 pm

ASTR 211 (S) Astronomical Observing and Data Analysis (QFR)

How do astronomers make scientific measurements for objects that are light-years away from Earth? This course will introduce the basics of telescopes and observations and will give students hands-on training in the techniques astronomers use to obtain, process, and analyze scientific

data. We will discuss observation planning, CCD detectors, signal statistics, image processing, and photometric and spectroscopic observations. We will begin by focusing on ground-based optical observations and will move on to non-optical observations, both electromagnetic (e.g., radio waves, X-rays) and non-electromagnetic (e.g., gravitational waves, neutrinos). Throughout the course, students will use computational techniques to work with real astronomical data, taken with our 24" telescope and from data archives.

Class Format: discussion, computer lab work, and observing

Requirements/Evaluation: weekly problem sets, lab work, and observing projects

Prerequisites: MATH 150 or 151; prior experience with Unix and computer programming is helpful, but not required

Enrollment Limit: 14

Enrollment Preferences: Astronomy or Astrophysics majors

Expected Class Size: 8

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: The course requires regular problem sets. Labs require computer programming and statistical and graphical analyses of data.

Not offered current academic year

ASTR 220 (S) New Discoveries with the James Webb Space Telescope

Launched in December 2021, the James Webb Space Telescope (JWST) has delivered new views of the universe and is reshaping our understanding of our solar system, planets around other stars, star formation, and galaxies in the early universe. The beautifully detailed images have also generated intense public interest and are often the subject of science articles in the news. Through JWST's new observations, this course will explore both cutting-edge astronomical science and science communication. We will focus on open questions in each of JWST's four themes: Other Worlds, Star Lifecycle, Galaxies Over Time, and Early Universe. We will discuss the science behind these questions, recent discoveries, and how astronomers are using JWST to learn more. We will also learn about astronomical observations, how JWST works, and how astronomers collect and evaluate scientific evidence. Students will discuss how discoveries are communicated to the public, analyze stories in popular media, and create their own versions of public astronomy communications.

Requirements/Evaluation: weekly homework questions and short writing assignments, class participation, mid-term written article, and final project

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: Astronomy/Astrophysics majors and prospective majors, sophomores

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Unit Notes: non-major course

Distributions: (D3)

Spring 2025

LEC Section: 01 MR 1:10 pm - 2:25 pm Anne Jaskot

ASTR 240 (F) Great Astronomers and Their Original Publications (WS)

Cross-listings: STS 240 / LEAD 240

Primary Cross-listing

In this course we will study some of the greatest figures in astronomy and consider their leadership in advancing progress in the field. We will consider their lives and works, especially as represented by original copies of their books and other publications. These great astronomers include: 16th century, Nicolaus Copernicus (heliocentric universe); Tycho Brahe (best pre-telescopic observations); 17th century, Galileo (discoveries with his first astronomical telescope, 1610; sunspots, 1613; *Dialogo*, 1632); Johannes Kepler (laws of planetary motion, 1609, 1619, Rudolphine Tables 1627); Johannes Hevelius and Elisabeth Hevelius (atlases of the Moon and of stars, 1647, and 1687); Isaac Newton (*Principia Mathematica*: laws of universal gravitation and of motion, 1687); 18th century, Edmond Halley (*Miscellanea curiosa*, eclipse maps, 1715, 1724); John Flamsteed and Margaret Flamsteed (*Atlas Coelestis*, 1729); and William Herschel and Caroline Herschel (1781, 1798). Also, from more recent times in which original works are

often articles rather than books: 20th century, Albert Einstein (special relativity, 1905; general relativity, 1916); Marie Curie (radioactivity); Cecilia Payne-Gaposchkin (hydrogen dominating stars, 1929), Edwin Hubble (Hubble's law, 1929); George Ellery Hale (Mt. Wilson Observatory 100" telescope, 1917; Palomar Observatory 200" telescope, 1948), Vera Rubin (dark matter, 1970s); Jocelyn Bell Burnell (pulsar discovery, 1968); and 21st century: Wendy Freedman (Universe's expansion rate, 2000s). First editions will be available in Williams' Chapin Library of rare books, where we will meet in an adjacent classroom. We will also consider how such original materials are collected and preserved, and look at examples from the wider world of rarities, such as a leaf from the Gutenberg Bible (c. 1453) and a Shakespeare First Folio (1623, with a discussion of astronomical references in Shakespeare's plays). The course will be taught in collaboration between an astronomer and a rare-books librarian, with remote lectures by experts from around the world.

Class Format: Meeting on campus in the Chapin Library classroom (Sawyer 452)

Requirements/Evaluation: class participation, two 5-page intermediate papers, and a final 15-page paper; student choice of additional readings from a provided reading list

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: if overenrolled, preference by written paragraph of explanation of why student wants to take the course

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ASTR 240(D3) STS 240(D2) LEAD 240(D2)

Writing Skills Notes: Comments on submitted papers will aid in writing skills

Attributes: LEAD Facets or Domains of Leadership

Not offered current academic year

ASTR 330 (S) The Nature of the Universe

This course is a journey through space and time from the first fractions of a second after the Big Bang to the ultimate fate of the Universe billions of years into the future. Topics include the Big Bang and its remnant cosmic background radiation, cosmic inflation, conditions during the first three minutes, creation of the elements, stellar and galactic black holes, relativity, the detection of gravitational waves, galaxies and quasars, dark matter, and the formation of the large-scale structure of the Universe. We will explore current ideas about the fate of our Universe, including the acceleration of its expansion, and its implications for the end of time. Finally, we will consider the fantastic but serious theoretical proposal that ours is but one of countless universes existing within a *multiverse*.

Class Format: lecture/discussion, three hours per week

Requirements/Evaluation: two midterm exams, a small observing portfolio, occasional quizzes, and a final exam

Prerequisites: none

Enrollment Limit: 48

Enrollment Preferences: open only to juniors and seniors; closed to students who have taken or are taking ASTR 104, and closed to ASTR, ASPH, and PHYS majors; preference given to seniors

Expected Class Size: 25

Grading: yes pass/fail option, no fifth course option

Unit Notes: non-major course; course in the 33X sequence are meant as general education courses for students in all majors

Distributions: (D3)

Not offered current academic year

ASTR 402 (S) Between the Stars: The Interstellar Medium (QFR)

The matter between the stars--the interstellar medium--tells the story of the evolution of galaxies and the stars within them. Stars are accompanied by diffuse matter all through their lifetimes, from their birthplaces in dense molecular clouds, to the stellar winds they eject as they evolve, and to their final fates as they shed their outer layers, whether as planetary nebulae or dazzling supernovae. As these processes go on, they enrich the interstellar medium with the products of the stars' nuclear fusion. Interpreting the emission from this interstellar gas is one of astronomers' most powerful tools to

measure the physical conditions, motions, and composition of our own galaxy and others. In this course we will study the interstellar medium in its various forms, from cold, dense, star-forming molecular clouds to X-ray-emitting bubbles formed by supernovae. We will learn about the physical mechanisms that produce the radiation we observe, including radiative ionization and recombination, collisional excitation of "forbidden" lines, collisional ionization, and synchrotron radiation. Applying our understanding of these processes, we will analyze the physical conditions and chemical compositions of a variety of nebulae. Finally, we will discuss the evolution of interstellar material in galaxies across cosmic time. This course is observing-intensive. Throughout the semester, students will work in small groups to design, carry out, analyze, and critique their own observations of the interstellar medium taken using the rooftop telescope.

Class Format: Tutorial meetings will be scheduled with the professor. Students will also complete observing projects using the rooftop telescope.

Requirements/Evaluation: weekly problem sets, 10-page final paper, and observing projects

Prerequisites: ASTR 111 and PHYS 201 or permission of instructor

Enrollment Limit: 10

Enrollment Preferences: juniors and seniors

Expected Class Size: 6

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: In this course, students will derive quantitative physical formulas, use these equations to calculate and compare physical properties, and generate and analyze graphical representations of data. They will also make and analyze measurements of astronomical data through observing projects.

Spring 2025

TUT Section: T1 TBA Anne Jaskot

ASTR 404 (S) Unsolved Problems in Galaxy Evolution

In this tutorial, we will learn about galaxies and their evolution by focusing on some of the key mysteries astronomers are trying to solve. Questions may include: How do galaxies turn their gas supply into stars? Is there a universal initial mass function for star formation? What is the origin of multiple stellar populations in globular clusters? Why do some galaxies cease star formation? Which galaxies reionized the universe? We will discuss the nature of each unsolved problem, debate the theories proposed to answer it, and consider how future progress might be made.

Requirements/Evaluation: student's papers, responses to the partner's papers, and problem sets

Prerequisites: ASTR 111 and PHYS 142 or 151 or permission of instructor

Enrollment Limit: 10

Enrollment Preferences: Juniors and Seniors

Expected Class Size: 6

Grading: no pass/fail option, no fifth course option

Distributions: (D3)

Not offered current academic year

ASTR 410 (S) Compact Stellar Remnants: White Dwarfs, Neutron Stars and Black Holes

A star is a very interesting, very complicated physical object. Properties of stars and their evolutionary paths depend on an intricate interplay of different physical phenomena with gravity, nuclear interactions, radiation processes and even quantum and relativistic effects playing important roles. Using basic physics we will construct simple models of stars and discuss their evolution, concentrating on the key physical processes that play the dominant role at different evolutionary stages. We will discuss late stages of stellar evolution and concentrate on the basic properties of three possible remnants: white dwarfs, neutron stars and black holes. Radio and X-ray pulsars, supernovae including Type Ia and Gamma Ray Bursts will be discussed as well as observational confirmation of existence of black holes. We will explore extreme conditions existing near neutron stars and black holes and discuss their astrophysical consequences. We will also discuss the recent exciting detection of gravitational waves by the LIGO/VIRGO laser interferometric detectors.

Class Format: discussion three hours per week

Requirements/Evaluation: classroom participation, homework assignments, a midterm exam and a final exam

Prerequisites: PHYS 201 or permission of instructor

Enrollment Limit: 19

Enrollment Preferences: physics, astrophysics, and astronomy majors

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D3)

Not offered current academic year

ASTR 413 (F) Building Stars: A Physical Model of Stellar Structure (QFR)

How does the Sun shine? How does the Sun evolve with time? What physical processes determine the power output of the Sun? In this course we will explore our modern understanding of how stars work, and why they have a range of sizes, temperatures, and luminosities. As we go, we will discuss the laws of physics at work in our Sun and other stars. Over the course of the semester, we will build a working computer model of the Sun using the basic laws of nuclear fusion, radiative transfer, thermal mechanics, and hydrostatic equilibrium.

Class Format: Lectures will include time for computer programming work

Requirements/Evaluation: weekly problem sets, weekly coding homework assignments, two mid-term exams, and a final project

Prerequisites: PHYS 142 or 151, any prior class that makes use of programming, or permission of instructor

Enrollment Limit: 10

Enrollment Preferences: Astronomy, Astrophysics, or Physics majors, with first preference to Astronomy or Astrophysics majors

Expected Class Size: 6

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: In this course, students will use differential equations and numerical coding techniques to test and explore the relationships between physical laws using the Sun and other stars as examples. They will make quantitative comparisons between their calculations and observed stellar properties.

Fall 2024

LEC Section: 01 TR 11:20 am - 12:35 pm

ASTR 493 (F) Senior Research: Astronomy

An original experimental or theoretical investigation is carried out under the direction of a faculty member in Astronomy, as discussed under the heading of the degree with honors in Astronomy above. This is part of a full-year thesis (493-494).

Prerequisites: permission of department

Grading: no pass/fail option, no fifth course option

Distributions: (D3)

Fall 2024

HON Section: 01 TBA David R. Tucker-Smith

ASTR 494 (S) Senior Research: Astronomy

An original experimental or theoretical investigation is carried out under the direction of a faculty member in Astronomy, as discussed under the heading of the degree with honors in Astronomy above. This is part of a full-year thesis (493-494).

Prerequisites: permission of department

Grading: no pass/fail option, no fifth course option

Distributions: (D3)

Spring 2025

HON Section: 01 TBA David R. Tucker-Smith

ASTR 495 (F) Senior Research: Astrophysics

Cross-listings: PHYS 495

Primary Cross-listing

An original experimental or theoretical investigation is carried out under the direction of a faculty member in Astronomy or Physics, as discussed under the heading of the degree with honors in Astrophysics above.

Prerequisites: permission of department

Grading: no pass/fail option, no fifth course option

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

ASTR 495(D3) PHYS 495(D3)

Fall 2024

HON Section: 01 TBA David R. Tucker-Smith

ASTR 496 (S) Senior Research: Astrophysics

Cross-listings: PHYS 496

Primary Cross-listing

An original experimental or theoretical investigation is carried out under the direction of a faculty member in Astronomy or Physics, as discussed under the heading of the degree with honors in Astrophysics above.

Prerequisites: permission of department

Grading: no pass/fail option, no fifth course option

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

ASTR 496(D3) PHYS 496(D3)

Spring 2025

HON Section: 01 TBA David R. Tucker-Smith

ASTR 497 (F) Independent Study: Astronomy or Astrophysics

Astronomy independent study.

Grading: no pass/fail option, no fifth course option

Distributions: (D3)

Fall 2024

IND Section: 01 TBA David R. Tucker-Smith

ASTR 498 (S) Independent Study: Astronomy or Astrophysics (QFR)

Astronomy/Astrophysics independent study, directed by one of the Astronomy faculty: Pasachoff/Jaskot/Flaherty

Requirements/Evaluation: Regular work with the instructor; submitted presentations and papers as agreed upon

Prerequisites: suitable Astronomy/Astrophysics/Physics/Math-Stats-Geosciences/Chemistry courses

Enrollment Limit: 10

Enrollment Preferences: research topic

Expected Class Size: 5

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: Substantial quantitative and formal reasoning are involved

Spring 2025

IND Section: 01 TBA David R. Tucker-Smith

ASTR 499 (F)(S) Physics and Astronomy Colloquium

Cross-listings: PHYS 499

Secondary Cross-listing

Physicists and Astronomers from around the country come to explain their research. Students of Physics and Astronomy at any level are welcome. Registration is not necessary to attend. A non-credit course.

Class Format: colloquium

Requirements/Evaluation: not a for-credit course

Prerequisites: none

Enrollment Limit: none

Enrollment Preferences: none

Grading: non-graded

Unit Notes: registration not necessary to attend

Distributions: No divisional credit

This course is cross-listed and the prefixes carry the following divisional credit:

PHYS 499No divisional credit ASTR 499No divisional credit

Fall 2024

LEC Section: 01 F 2:35 pm - 3:50 pm David R. Tucker-Smith

Spring 2025

LEC Section: 01 F 2:35 pm - 3:50 pm David R. Tucker-Smith

Winter Study -----

ASTR 31 (W) Senior Research: Astronomy

To be taken by students registered for Astronomy 493, 494.

Grading: pass/fail only

Not offered current academic year

ASTR 32 (W) Senior Research: Astrophysics

Cross-listings: PHYS 32

Primary Cross-listing

To be taken by students registered for Astrophysics 495, 496.

Class Format: independent study

Grading: pass/fail only

This course is cross-listed and the prefixes carry the following divisional credit:

PHYS 32ASTR 32

Not offered current academic year

ASTR 99 (W) Independent Study: Astronomy or Astrophysics

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Grading: pass/fail only

Not offered current academic year

BIOCHEMISTRY AND MOLECULAR BIOLOGY (Div III)

Chair: Associate Professor Luana S. Maroja

Advisory Committee

- Lois M. Banta, Halvorsen Professor for Distinguished Teaching and Research of Biology; on leave Spring 2024
- Pei-Wen Chen, Associate Professor of Biology; on leave Fall 2023
- Amy Gehring, Philip and Dorothy Schein Professor of Chemistry, Director of the Science Center
- Katie M. Hart, Assistant Professor of Chemistry
- Tim J. Lebestky, Associate Professor of Biology, Chair of Neuroscience Program; affiliated with: Biology, Neuroscience
- David W. Loehlin, Assistant Professor of Biology
- Luana S. Maroja, Professor of Biology, Chair of Biochemistry & Molecular Biology Program; affiliated with: Biology, BIMO (Biochemistry and Molecular Biology)
- Robert M. Savage, Chair of Biology and Charles L. MacMillan Professor in Natural Sciences
- Steven J. Swoap, Howard B. Schow '50 and Nan W. Schow Professor of Biology
- Claire S. Ting, Professor of Biology
- Damian Turner, Assistant Professor of Biology

Biochemistry and molecular biology are dynamic fields that lie at the forefront of science. Through elucidation of the structure and function of biologically important molecules (such as nucleic acids, lipids, proteins, and carbohydrates) these disciplines have provided important insights and advances in the fields of molecular engineering (recombinant DNA technology, "intelligent" drug design, "in vitro evolution"), genomics and proteomics, signal transduction, immunology, developmental biology, and evolution.

The Biochemistry and Molecular Biology Program is designed to provide students with an opportunity to explore living systems in molecular terms. Biochemistry and molecular biology are at the interface between the chemical and biological methods of looking at nature; therefore, the program draws heavily from these disciplines. While chemistry is concerned with the relationship between molecular structure and reactions, and biology focuses on cells and organisms, biochemistry and molecular biology probe the details of the structures and interactions of molecules in living systems in order to provide the foundation for a better understanding of biological molecules both individually and as members of more complex structures.

PROGRAM

While aspects of biochemistry and molecular biology can be very diverse, a common set of chemical and biological principles underlie the more advanced topics. With this in mind, the program has been structured to provide the necessary background in chemistry and biology and the opportunity to study the many facets of the modern areas of the biochemical sciences. Students interested in the Biochemistry and Molecular Biology Program should plan their course selection carefully. Since it is expected that Biochemistry 321 and 322 would be taken in the junior year, students are advised to take the prerequisites for those courses in both chemistry and biology during their first two years at Williams. While the program is open to all students, it is expected that it will appeal primarily to majors in biology and chemistry because of the number of courses required in those fields. In addition to taking the required courses, students planning to complete the Biochemistry and Molecular Biology Program are strongly encouraged to elect courses in mathematics and physics.

The following interdepartmental courses serve as the core of the Biochemistry and Molecular Biology Program. BIMO 321 and 322 provide a comprehensive introduction to biochemistry. BIMO 401, the capstone course for the concentration, provides students the opportunity to examine the current scientific literature in a wide variety of BIMO-related research areas.

To complete the concentration in Biochemistry and Molecular Biology, a student must complete all of the required courses listed below, take at least one elective in biology and one elective in chemistry from the list below, and attend at least eight Biology and/or Chemistry Department colloquia. Since the Chemistry Department counts two biology courses and the Biology Department counts two chemistry courses toward the majors (each of which can be completed with only eight other courses), a student majoring in either chemistry or biology would have to take only two or three additional courses to complete the program.

Required Courses

[BIMO 321 / BIOL 321 / CHEM 321\(F\) LEC Biochemistry I: Structure and Function of Biological Molecules](#)

Taught by: [B. Thuronyi](#)

[Catalog details](#)

[BIMO 322 / BIOL 322 / CHEM 322\(S\) LEC Biochemistry II: Metabolism](#)

Taught by: [Caitlyn Bowman-Cornelius](#)

[Catalog details](#)

[BIMO 401\(S\) SEM Topics in Biochemistry and Molecular Biology](#)

Taught by: [Katie Hart](#)

[Catalog details](#)

[BIOL 101\(F\) LEC The Cell](#)

Taught by: [Pei-Wen Chen](#), [Caitlyn Bowman-Cornelius](#)

[Catalog details](#)

[BIOL 102\(S\) LEC The Organism](#)

Taught by: [Robert Savage](#), [Claire Ting](#)

[Catalog details](#)

[BIOL 202\(F\) LEC Genetics](#)

Taught by: [Luana Maroja](#)

[Catalog details](#)

[CHEM 101\(F, S\) LEC Concepts of Chemistry](#)

Taught by: [Bob Rawle](#), [Lee Park](#), [Ben Augenbraun](#)

[Catalog details](#)

[CHEM 200\(S\) LEC Advanced Chemical Concepts](#)

Taught by: [Enrique Peacock-López](#)

[Catalog details](#)

[CHEM 201\(F\) LEC Organic Chemistry: Introductory Level](#)

Taught by: [Kerry-Ann Green](#), [Amanda Turek](#)

[Catalog details](#)

[CHEM 242\(S\) LEC Organic Chemistry: Intermediate Level](#)

Taught by: [Thomas Smith](#), [B Thuronyi](#)

[Catalog details](#)

Elective Courses

Students can check with the program chair to see if other courses not listed here might count as electives.

[BIOL 303\(F\) LEC Pharmacology](#)

Taught by: [Cynthia Holland](#)

[Catalog details](#)

[BIOL 305\(S\) LEC Evolution](#)

Taught by: TBA

[Catalog details](#)

[BIOL 308\(F\) LEC Integrative Plant Biology: Fundamentals and New Frontiers](#)

Taught by: [Claire Ting](#)

[Catalog details](#)

[BIOL 312 / NSCI 312 LEC Sensory Biology](#)

Taught by: [Heather Williams](#)

[Catalog details](#)

[BIOL 313 LEC Immunology](#)

Taught by: [Damian Turner](#)

[Catalog details](#)

[BIOL 315\(S\) LEC Microbiology: Diversity, Cellular Physiology, and Interactions](#)

Taught by: [Lois Banta](#)

[Catalog details](#)

[BIOL 319 / CHEM 319 / CSCI 319 / MATH 319 / PHYS 319 SEM Integrative Bioinformatics, Genomics, and Proteomics Lab](#)

Taught by: [Lois Banta](#)

[Catalog details](#)

[BIOL 326 LEC Cellular Assembly and Movement](#)

Taught by: [Pei-Wen Chen](#)

[Catalog details](#)

[BIOL 330 LEC Genomes: Structure, Function, Evolution](#)

Taught by: [David Loehlin](#)

[Catalog details](#)

[BIOL 407 / NSCI 347 SEM Neurobiology of Emotion](#)

Taught by: [Tim Lebestky](#)

[Catalog details](#)

[BIOL 408\(S\) SEM RNA Worlds](#)

Taught by: [David Loehlin](#)

[Catalog details](#)

[BIOL 419\(S\) SEM Secrets of Enzymes: Fidelity, Promiscuity, and Disease](#)

Taught by: [Cynthia Holland](#)

[Catalog details](#)

[BIOL 436 SEM Metabolites as Messengers](#)

Taught by: [Caitlyn Bowman-Cornelius](#)

[Catalog details](#)

[BIOL 440\(S\) TUT Cell Signaling and Tissue Engineering: A Potential Fountain of Youth?](#)

Taught by: [Pei-Wen Chen](#)

[Catalog details](#)

[CAOS 414 Life at Extremes: Molecular Mechanisms](#)

Taught by: [Claire Ting](#)

[Catalog details](#)

[CHEM 324 LEC Enzyme Kinetics and Reaction Mechanisms](#)

Taught by: [Amy Gehring](#)

[Catalog details](#)

[CHEM 326 SEM Chemical and Synthetic Biology](#)

Taught by: [B Thuronyi](#)

[Catalog details](#)

[CHEM 342 LEC Synthetic Organic Chemistry](#)

Taught by: [Thomas Smith](#)

[Catalog details](#)

[CHEM 344\(S\) LEC Physical Organic Chemistry](#)

Taught by: [Amanda Turek](#)

[Catalog details](#)

[CHEM 348\(S\) LEC Polymer Chemistry](#)

Taught by: [Sarah Goh](#)

[Catalog details](#)

[CHEM 364 / ENVI 364 LEC Instrumental Methods of Analysis](#)

Taught by: [Stephanie Christau](#), [Christopher Goh](#)

[Catalog details](#)

[CHEM 366\(F\) LEC Thermodynamics and Statistical Mechanics](#)

Taught by: [Enrique Peacock-López](#)

[Catalog details](#)

[CHEM 367\(S\) LEC Biophysical Chemistry](#)

Taught by: [Bob Rawle](#)

[Catalog details](#)

Colloquium Requirement

Concentrators must attend at least eight Biology and/or Chemistry Department colloquia. The Biology and Chemistry Departments hold colloquia on Friday afternoons during the fall and spring semesters. Scientists from other academic or research institutions are invited to present their research to students and faculty. There are approximately a dozen colloquia offered each semester among which BIMO concentrators may choose. Attendance at the honors student research presentations and the Biology/BIMO Alumni Reunion poster session also count toward the colloquium requirement. Concentrators may receive credit for colloquia attended during any of their semesters at Williams College.

BIMO 321 (F) Biochemistry I: Structure and Function of Biological Molecules (QFR)

Cross-listings: BIOL 321 / CHEM 321

Primary Cross-listing

This course introduces the foundational concepts of biochemistry with an emphasis on the structure and function of biological macromolecules. Specifically, the structure of proteins and nucleic acids are examined in detail in order to determine how their chemical properties and their biological behavior result from those structures. Other topics covered include catalysis, enzyme kinetics, mechanism and regulation; the molecular organization of biomembranes; and the flow of information from nucleic acids to proteins. In addition, the principles and applications of the methods used to characterize macromolecules in solution and the interactions between macromolecules are discussed. The laboratory provides a hands-on opportunity to study macromolecules and to learn the fundamental experimental techniques of biochemistry including electrophoresis, chromatography, and principles of enzymatic assays.

Class Format: lecture, three times per week and laboratory, four hours per week

Requirements/Evaluation: quizzes, a midterm exam, a final exam, problem sets and performance in the laboratories including lab reports

Prerequisites: BIOL 101, CHEM 200 and CHEM 201; or either CHEM 155 or 256 and CHEM 251

Enrollment Limit: 12/lab

Enrollment Preferences: junior and senior Biology and Chemistry majors and BIMO concentrators

Expected Class Size: 36

Grading: no pass/fail option, no fifth course option

Unit Notes: Cannot be counted towards the Biology major in addition to BIOL 222

Distributions: (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

BIOL 321(D3) BIMO 321(D3) CHEM 321(D3)

Quantitative/Formal Reasoning Notes: This course fulfills the QFR requirement with regular problem sets in which quantitative/formal reasoning skills are practiced.

Attributes: BIGP Courses BIMO Required Courses

Fall 2024

LEC Section: 01 MWF 10:00 am - 10:50 am B Thuronyi

LAB Section: 02 T 1:00 pm - 3:40 pm

LAB Section: 03 R 1:00 pm - 5:00 pm

BIMO 322 (S) Biochemistry II: Metabolism (QFR)

Cross-listings: CHEM 322 / BIOL 322

Primary Cross-listing

This lecture course provides an in-depth presentation of the complex metabolic reactions that are central to life. Emphasis is placed on the biological flow of energy including alternative modes of energy generation (aerobic, anaerobic, photosynthetic); the regulation and integration of the metabolic pathways including compartmentalization and the transport of metabolites; and biochemical reaction mechanisms including the structures and mechanisms of coenzymes. This comprehensive study also includes the biosynthesis and catabolism of small molecules (carbohydrates, lipids, amino acids, and nucleotides). Laboratory experiments introduce the principles and procedures used to study enzymatic reactions, bioenergetics, and metabolic pathways.

Class Format: Lecture three hours per week and laboratory three hours per week.

Requirements/Evaluation: several exams and performance in the laboratories including lab reports that emphasize conceptual and quantitative and/or graphic analysis of data

Prerequisites: BIOL 101, plus either: CHEM 156 and CHEM 256, or CHEM 155 and CHEM 156, or CHEM 200 and CHEM 201, or permission of instructor

Enrollment Limit: 48

Enrollment Preferences: junior and senior Biology and Chemistry majors and BIMO concentrators

Expected Class Size: 48

Grading: no pass/fail option, no fifth course option

Unit Notes: cannot be counted towards the Biology major in addition to BIOL 222

Distributions: (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

BIMO 322(D3) CHEM 322(D3) BIOL 322(D3)

Quantitative/Formal Reasoning Notes: The laboratory program is quantitative covering data analyses, numerical transformations, graphical displays.

Attributes: BIGP Courses BIMO Required Courses

Spring 2025

LEC Section: 01 TR 11:20 am - 12:35 pm Caitlyn E. Bowman-Cornelius

LAB Section: 02 M 1:00 pm - 3:50 pm Caitlyn E. Bowman-Cornelius

LAB Section: 03 W 1:00 pm - 3:50 pm Caitlyn E. Bowman-Cornelius

LAB Section: 04 R 1:00 pm - 3:50 pm Caitlyn E. Bowman-Cornelius

BIMO 401 (S) Topics in Biochemistry and Molecular Biology (WS)

This seminar course involves critical reading, analysis, and discussion of papers from the current biochemistry and molecular biology literature. Specific topics vary from year to year but are chosen to illustrate the importance of a wide range of both biological and chemical approaches to addressing important questions in the biochemical and molecular biological fields. To facilitate discussion, students will prepare written critiques analyzing the data and conclusions of the chosen literature.

Class Format: three hours per week

Requirements/Evaluation: class presentations and discussion, frequent short papers, and a final paper

Prerequisites: BIOL 202 and BIMO 321

Enrollment Limit: 12

Enrollment Preferences: those completing the BIMO concentration; open to others with permission of instructor

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (WS)

Writing Skills Notes: The critical analysis of published papers in the biochem literature, as expressed in clear and succinct writing, is a key learning goal for the course. The students write seven literature critiques (typically 5-6 pages long) throughout the semester. While the specific topic each week differs, the parameters of the assignment are the same each time, allowing students to progressively improve their writing. I provide extensive written feedback on each critique, returned before the next due date

Attributes: BIMO Required Courses

Spring 2025

SEM Section: 01 W 1:10 pm - 3:50 pm Katie M. Hart

Winter Study -----

BIMO 99 (W) Independent Study: Biochemistry and Molecular Biology

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study

Grading: pass/fail only

Not offered current academic year

BIOINFORMATICS, GENOMICS, AND PROTEOMICS (Div III)

Advisory Committee

- Daniel P. Aalberts, Kennedy P. Richardson '71 Professor of Physics; affiliated with: Physics, BiGP (Bioinformatics, Genomics, and Proteomics); on leave Spring 2024
- Lois M. Banta, Halvorsen Professor for Distinguished Teaching and Research of Biology; on leave Spring 2024
- Rohit Bhattacharya, Assistant Professor of Computer Science
- Julie C. Blackwood, Associate Professor of Mathematics; on leave Spring 2024
- Victor A. Cazares, Assistant Professor of Psychology; affiliated with: Psychology, Neuroscience; on leave 2023-2024
- Pei-Wen Chen, Associate Professor of Biology; on leave Fall 2023
- Richard D. De Veaux, C. Carlisle and Margaret Tippit Professor of Statistics; on leave 2023-2024
- Joan Edwards, Samuel Fessenden Clarke Professor of Biology
- Amy Gehring, Philip and Dorothy Schein Professor of Chemistry, Director of the Science Center
- Katie M. Hart, Assistant Professor of Chemistry
- Cynthia K. Holland, Assistant Professor of Biology; on leave 2023-2024
- David W. Loehlin, Assistant Professor of Biology
- Luana S. Maroja, Professor of Biology, Chair of Biochemistry & Molecular Biology Program; affiliated with: Biology, BIMO (Biochemistry and Molecular Biology)
- Martha J. Marvin, Lecturer in Neuroscience
- Manuel A. Morales, Professor of Biology
- Anna M. Plantinga, Assistant Professor of Statistics
- Bob Rawle, Assistant Professor of Chemistry
- Robert M. Savage, Chair of Biology and Charles L. MacMillan Professor in Natural Sciences
- B Thuronyi, Assistant Professor of Chemistry
- Claire S. Ting, Professor of Biology

Bioinformatics, genomics, and proteomics are rapidly advancing fields that integrate the tools and knowledge from biology, chemistry, computer science, mathematics, physics, and statistics in research at the intersection of the biological and informational sciences. Inspired by the enormous amount of biological data that are being generated from the sequencing of genomes, these new fields will help us pose and answer biological questions that have long been considered too complex to address. Research in genomics, proteomics, and bioinformatics will also significantly impact society affecting medicine, culture, economics, and politics.

The Bioinformatics, Genomics, and Proteomics curriculum involves faculty from the Biology, Chemistry, Computer Science, Mathematics/Statistics, and Physics departments and was designed to provide students with an understanding of these revolutionary new areas of investigation. Students interested in graduate work in bioinformatics, genomics, and proteomics should take the BiGP courses and their prerequisites. Interested students are also encouraged to participate in independent research with members of the advisory faculty as they explore the development of these new fields.

BIOLOGY (Div III)

Chair: Professor Rob Savage

- Lois M. Banta, Halvorsen Professor for Distinguished Teaching and Research of Biology; on leave Spring 2024
- Charlotte L. Barkan, Assistant Professor of Biology
- Caitlyn E. Bowman-Cornelius, Assistant Professor of Biology
- Janis E. Bravo, Lecturer in Biology
- Deborah L. Carlisle, Instructor in Biology
- Matt E. Carter, Associate Professor of Biology; Faculty Director, Rice Center for Teaching; affiliated with: Biology, Neuroscience
- Pei-Wen Chen, Associate Professor of Biology; on leave Fall 2023
- Derek Dean, Senior Lecturer in Biology; on leave Spring 2024
- Joan Edwards, Samuel Fessenden Clarke Professor of Biology
- Allison L. Gill, Assistant Professor of Biology; on leave 2023-2024
- Cynthia K. Holland, Assistant Professor of Biology; on leave 2023-2024
- Tim J. Lebestky, Associate Professor of Biology, Chair of Neuroscience Program; affiliated with: Biology, Neuroscience
- David W. Loehlin, Assistant Professor of Biology
- Luana S. Maroja, Professor of Biology, Chair of Biochemistry & Molecular Biology Program; affiliated with: Biology, BIMO (Biochemistry and Molecular Biology)
- Manuel A. Morales, Professor of Biology
- Robert M. Savage, Chair of Biology and Charles L. MacMillan Professor in Natural Sciences
- Gordon P. Smith, Visiting Assistant Professor of Biology
- Steven J. Swoap, Howard B. Schow '50 and Nan W. Schow Professor of Biology
- Claire S. Ting, Professor of Biology
- Damian Turner, Assistant Professor of Biology
- Heather Williams, William Dwight Whitney Professor of Biology; affiliated with: Biology, Neuroscience

The Biology curriculum has been designed to provide students with a broad base for understanding principles governing life processes at all levels, from biochemistry and cell biology to physiology to ecology and behavior. Courses emphasize fundamentals common to all sub-disciplines including the coupling of structure to function, the transfer of energy in living systems, communication, and the molding of diversity by the evolutionary process. In upper-level courses and in independent and honors research, students have the opportunity to investigate areas at the frontiers of modern biology.

Although the Biology major is specifically designed to provide a balanced curriculum in the broader context of the liberal arts, it is also excellent preparation for graduate studies in the life sciences and in the health professions.

MAJOR REQUIREMENTS

In order to make the major accessible to students with diverse interests, required courses are kept to a minimum. The Biology major is satisfied by nine courses, as follows:

BIOL 101 The Cell

BIOL 102 The Organism

Any two 200-level electives with labs in which at least one faculty member is a member of the Williams College Biology Department. (Tutorials may not be used to fulfill this requirement.)

Any two 300-level electives. (Both of these must have an associated lab component).

Any one 400-level seminar course. (Honors thesis BIOL 493-494 do not fulfill this requirement).

Any two more courses which can be at the 200-, 300- or 400-level, OR one such course plus two semesters of Organic Chemistry (CHEM 156 and 251) OR General Chemistry II and Organic Chemistry I (CHEM 200 and 201).

Note: Independent study courses and AMS 311 (same as Biology 231) do not fulfill the 300-level or 400-level course requirements. WIOX 316 Biology: Evolution, in the Williams Oxford Program qualifies for major credit at the 200-level.

COURSE SELECTION AND PLACEMENT

It is preferable for students who plan to major in biology, or think they may be interested in doing so, to take Biology 101, 102 during their first year at Williams. It is also possible to begin the Biology major during the sophomore year, although students should understand that it may require taking two or more biology courses during several semesters.

Students interested in biology, whether or not they intend to major in it, are encouraged to take Biology 101, 102. It is also possible, with permission of the instructor, to take Biology 203 Ecology, Biology 204 Animal Behavior and Biology 220 Field Botany without prerequisite. Other 100-level biology courses are designed specifically for students who do not intend to take additional upper-level courses in biology. All of these courses satisfy the Division III distribution requirement.

It is recommended beginning students enroll in Biology 101 and 102 in sequence. Students may take Biology 102 prior to taking Biology 101, but both must be completed to major in Biology. Students with unusually strong backgrounds in biology, such as those with outstanding performance on the College Board Biology Advanced Placement Test, may be permitted to elect a sophomore-level course in lieu of Biology 101 and/or Biology 102 upon successful completion of a departmental qualifying exam, administered during First Days.

The Biology Department encourages majors to have breadth in their course selections. Biology encompasses a wide spectrum of disciplines and uses different methodologies to approach research questions. Yet advances in each discipline of biology increasingly inform thinking throughout the field. We encourage biology majors to gain exposure to diverse conceptual frameworks and methodologies through their choice of courses.

COURSES RELATED TO THE BIOLOGY MAJOR

Students planning to pursue their interest in biology and related fields after completing their undergraduate degrees are strongly encouraged to take one year of chemistry, at least one semester of mathematics (a course in statistics is recommended), and one semester of physics. Students may wish to check the requirements for graduate admission at relevant universities, and are also encouraged to consult with the Biology Department's graduate school advisor about prerequisites for admission to graduate programs.

BIOCHEMISTRY AND MOLECULAR BIOLOGY

Students interested in Biochemistry and Molecular Biology (BIMO) should consult the general statement under Biochemistry and Molecular Biology.

BIOINFORMATICS, GENOMICS AND PROTEOMICS

Students interested in Bioinformatics, Genomics and Proteomics (BiGP) should consult the general statement under Bioinformatics, Genomics and Proteomics. Biology majors interested in this field are strongly encouraged to enroll in Integrative Bioinformatics, Genomics, and Proteomics (Biology 319).

NEUROSCIENCE

Students interested in Neuroscience (NSCI) should consult the general statement under Neuroscience.

PUBLIC HEALTH

Students interested in Public Health (PH) should consult the general statement under Public Health.

ENVIRONMENTAL STUDIES

Students interested in Environmental Studies (ENVI) should consult with Biology faculty members associated with the program and the general statement under Environmental Studies.

THE DEGREE WITH HONORS IN BIOLOGY

In order to be recommended for the degree with honors, a Biology major is normally expected to have completed the equivalent of two semesters and a winter study (031) of independent research culminating in a thesis which demonstrates outstanding achievement of an original and innovative nature. Although the presentation of a thesis and associated oral presentation in the fall and poster defense in the spring are required for consideration for a degree with honors, their completion should not be interpreted as a guarantee of a degree with honors. The principal considerations in admitting a student to the program of independent honors research will be mastery of fundamental material and skills, ability to pursue independent study successfully, and demonstrated interest and motivation. Students interested in participating in the honors program should consult with the department early in the winter study semester of the junior year; approval must be received before spring registration in the junior year. The number of Biology Department faculty available to mentor research students and the number of students each can accommodate in her/his lab vary from year to year. Although the department will make every effort to provide an opportunity for students to conduct Honors research, you should be aware that it may not be possible to assign all applicants to a laboratory.

The minimum course requirements for a degree with honors in Biology are Biology 101, Biology 102, two 200-level biology courses with labs, two 300-level biology courses (each of which must have a laboratory associated with it), one 400-level biology course, Biology 493, Biology 494, WSP 031, and any other two courses in biology (or any other one course and two semesters of Chemistry: Chemistry 200/201 or Chemistry 156/251). Note: A student who has a double major cannot count any course twice. For example, if a student is a Biology and Chemistry major, Organic Chemistry can only be counted in one of the two majors.

In addition to the normal honors route, which includes two semesters (Biology 493-494) and a winter study of research (WSP 031) during senior year, students have the option, subject to the approval of their thesis advisor, to begin the honors research during winter study junior year or during the second semester junior year. In general, thesis students who start during WSP or spring semester of their junior year are working on a project that requires winter or spring field work. Students beginning honors in winter study of junior year would take Biology 494 in the spring of their junior year followed by Biology 493 in the fall of their senior year; students beginning honors during the second semester of junior year would take Biology 494 that semester, followed by Biology 493 in the fall of senior year and winter study research in the winter of the senior year.

STUDY ABROAD

Students planning on majoring in Biology are strongly advised to take Biology 202 and/or Biology 203 and/or Biology 212 before going abroad, since these courses are prerequisites for many upper-level courses. Biology majors studying abroad may receive credit toward the major for at most two 200-level electives. Students should meet with the Department's study abroad advisor to discuss study abroad options.

FAQ

Students **MUST** contact departments/programs **BEFORE** assuming study away credit will be granted toward the major or concentration.

Can your department or program typically pre-approve courses for major/concentration credit?

Yes, in many cases, if appropriate course information is available in advance (e.g. syllabi and/or course descriptions), though students should be sure to contact the department. We usually want to see a syllabus.

What criteria will typically be used/required to determine whether a student may receive major/concentration credit for a course taken while on study away?

Course title and description, ideally complete syllabus including readings/assignments.

Does your department/program place restrictions on the number of major/concentration credits that a student might earn through study away?

Yes. Only two of the nine major course credits can be taken somewhere other than Williams.

Does your department/program place restrictions on the types of courses that can be awarded credit towards your major?

Yes. Courses taken for major credit anywhere other than Williams will only count as 200-level elective credit, regardless of the level or format of the course.

Are there specific major requirements that cannot be fulfilled while on study away?

Yes. Two 200-level lab courses, 300-level lab courses, and 400-level senior seminar.

Are there specific major requirements in your department/program that students should be particularly aware of when weighing study away options? (Some examples might include a required course that is always taught in one semester, laboratory requirements.)

Yes. Biology 202, Biology 203 and Biology 212 are only offered in the fall. Those late to the major need to be aware of this as these courses are prerequisites for most upper division courses.

Give examples in which students thought or assumed that courses taken away would count toward the major or concentration and then learned they wouldn't:

Courses that are focused on clinical areas of study, and courses in environmental studies that focus on policy or sociology rather than biology, would not be granted credit in biology.

CREDIT FOR COURSES AT OTHER INSTITUTIONS

Students who enroll in study away programs may receive credit for up to two 200-level electives towards the biology major. Courses must be pre-approved by the Biology Department Study Away Advisor.

Students wishing to satisfy prerequisites for courses offered by the Biology Department with courses taken at other institutions should consult, in person, with a member of the Biology Department, prior to registering for the course that requires a prerequisite. Such consultations will include a review of the course syllabi and the transcripts of the relevant previous college work, and students should bring these materials with them.

RESEARCH AND THESIS COURSES

Individual research projects must be approved by the department. Application should be made to the department prior to spring registration.

Note: Senior thesis and independent study courses do not count as 300-level or 400-level course requirements for the major. Only one research course (i.e., BIOL 297, BIOL 298, or the combination of BIOL 493 and BIOL 494) may be counted towards the major requirements.

BIOL 100 (W) Biology of Exercise and Nutrition

This class, intended for the non-scientist, focuses on the impact of exercise and nutrition on the human body. We will discuss topics such as how different types of training influence exercise performance; the changes that occur in the cardiovascular system during an exercise routine; an examination of the inherent limits of the body to perform aerobic and anaerobic tasks; and long-term health consequences of a lifetime of activity or inactivity. We will also examine how nutrition and metabolism affect body composition. For example, we will rigorously and scientifically scrutinize the use of "fad" diets as a means to lose weight.

Class Format: Daily 10:15am-noon and 1:30-3:30pm

Requirements/Evaluation: Two examinations will make up 1/2 of the grade, with the other 1/2 of the grade from laboratory assignments. Laboratory assignments include pre-lab questions and post-lab data analysis.

Prerequisites: Permission of a dean.

Enrollment Limit: 15

Enrollment Preferences: students who need to make up a deficiency

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Unit Notes: This course is designed to count for both full semester and Winter Study credit. Once a dean approves enrollment, the Registrar's Office will register students in both BIOL 100 and BIOL 41.

Distributions: (D3)

Not offered current academic year

BIOL 101 (F) The Cell

This course investigates cell structure and function as a consequence of evolutionary processes, and it stresses the dynamic properties of living systems. Topics include an introduction to biological molecules and enzyme action, membrane structure and function, energy exchange and design of metabolic systems, expression of genetic information, protein trafficking, cell signaling, the cell cycle, and cancer. Student-designed laboratory experiments and discussions based on primary biology literature will highlight how biological knowledge is created and understood.

Class Format: 3 hours of lecture per week and one laboratory/discussion per week (3 hours).

Requirements/Evaluation: Exams, lab reports, discussion assignments, and discussion participation

Prerequisites: none

Enrollment Limit: 45/lecture

Enrollment Preferences: first-year students

Expected Class Size: 180

Grading: no pass/fail option, no fifth course option

Distributions: (D3)

Attributes: BIMO Required Courses NSCI Required Courses

Fall 2024

LEC Section: 01 MWF 9:00 am - 9:50 am Pei-Wen Chen

LEC Section: 02 MWF 10:00 am - 10:50 am Pei-Wen Chen

LEC Section: 03 TR 8:30 am - 9:45 am Caitlyn E. Bowman-Cornelius

LEC Section: 04 TR 9:55 am - 11:10 am Caitlyn E. Bowman-Cornelius

LAB Section: 05 M 1:00 pm - 3:50 pm Janis E. Bravo

LAB Section: 06 T 1:00 pm - 3:50 pm Janis E. Bravo

LAB Section: 07 W 1:00 pm - 3:50 pm Janis E. Bravo
LAB Section: 08 R 1:00 pm - 3:50 pm Janis E. Bravo
LAB Section: 09 T 1:00 pm - 3:50 pm Deborah L. Carlisle
LAB Section: 10 W 1:00 pm - 3:50 pm Deborah L. Carlisle
LAB Section: 11 R 1:00 pm - 3:50 pm Deborah L. Carlisle

BIOL 102 (S) The Organism

This course focuses upon the developmental and evolutionary processes that have given rise to a wide diversity of multicellular organisms. We consider many levels of biological organization, from molecular and cellular to individuals and populations in our examination of evolutionary concepts. Topics include meiosis and sexual reproduction, developmental and evolutionary mechanisms, and speciation with representative examples from a diversity of plants and animals. Readings are drawn from a variety of sources, including the recent primary literature. Although BIOL 101 is not a prerequisite for BIOL 102, students are expected to have basic knowledge of the cell and cellular processes, including: the structure and function of the cell, nucleic acids and proteins; as well as mechanisms of transcription, translation, and the regulation of genes.

Requirements/Evaluation: exams and laboratory reports

Prerequisites: none

Enrollment Limit: 56/section

Enrollment Preferences: first year students

Expected Class Size: 152

Grading: no pass/fail option, yes fifth course option

Distributions: (D3)

Attributes: BIMO Required Courses

Spring 2025

LEC Section: 01 TR 9:55 am - 11:10 am Robert M. Savage
LEC Section: 02 TR 11:20 am - 12:35 pm Robert M. Savage
LEC Section: 03 MWF 10:00 am - 10:50 am Claire S. Ting
LEC Section: 04 MWF 11:00 am - 11:50 am Claire S. Ting
LAB Section: 05 M 1:00 pm - 3:50 pm Derek Dean
LAB Section: 06 T 1:00 pm - 3:50 pm Derek Dean
LAB Section: 07 W 1:00 pm - 3:50 pm Derek Dean
LAB Section: 08 R 1:00 pm - 3:50 pm Derek Dean
LAB Section: 09 M 1:00 pm - 3:50 pm Janis E. Bravo
LAB Section: 10 T 1:00 pm - 3:50 pm Janis E. Bravo
LAB Section: 11 W 1:00 pm - 3:50 pm Janis E. Bravo
LAB Section: 12 R 1:00 pm - 3:50 pm Janis E. Bravo

BIOL 133 (F) Biology of Exercise and Nutrition

This class, intended for the non-scientist, focuses on the impact of exercise and nutrition on the human body. We will discuss topics such as how different types of training influence exercise performance; the changes that occur in the cardiovascular system during an exercise routine; the inherent limits of the body to perform aerobic and anaerobic tasks; and the long-term health consequences of a lifetime of activity or inactivity. We will also examine how nutrition and metabolism affect body composition. For example, we will rigorously and scientifically scrutinize the use of "fad" diets as a means to lose weight.

Class Format: three hours per week

Requirements/Evaluation: exams and bi-weekly laboratory exercises and laboratory report

Prerequisites: none

Enrollment Limit: 90

Enrollment Preferences: seniors, juniors, sophomores, then first-year students

Expected Class Size: 90

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3)

Fall 2024

LEC Section: 01 TR 8:30 am - 9:45 am Steven J. Swoap

LAB Section: 02 T 1:00 pm - 3:50 pm Steven J. Swoap

LAB Section: 03 W 1:00 pm - 3:50 pm Steven J. Swoap

LAB Section: 04 R 1:00 pm - 3:50 pm Steven J. Swoap

BIOL 134 (F) The Tropics: Biology and Social Issues (DPE)

Cross-listings: CAOS 134

Primary Cross-listing

Biology and Social Issues of the Tropics explores the biological dimensions of social and environmental issues in tropical societies, focusing specifically on the tropics of Africa, Asia, Latin America, Oceania, and the Caribbean. Social issues are inextricably bound to human ecologies and their environmental settings. Each section of the course provides the science behind the issues and ends with options for possible solutions, which are debated by the class. The course highlights differences between the tropics and areas at higher latitudes while also emphasizing global interconnectedness. It begins with a survey of the tropical environment, including a global climate model, variation in tropical climates and the amazing biodiversity of tropical biomes. The next section focuses on human population biology, and emphasizes demography and the role of disease particularly malaria, AIDS and Covid-19 (SARS-CoV-2). The final part of the course covers the place of human societies in local and global ecosystems including the challenges of tropical food production, the interaction of humans with their supporting ecological environment, and global climate change. This course fulfills the DPE requirement. Through lectures, debates and readings, students confront social and environmental issues and policies from the perspective of biologists. This builds a framework for lifelong exploration of human diversity in terms of difference, power and equity.

Class Format: Debate

Requirements/Evaluation: two hour exams, a short paper, debate presentation, and a final exam

Prerequisites: none

Enrollment Limit: 62

Enrollment Preferences: Preference will be given to Environmental Studies majors/concentrators, students in need of a Division III or DPE requirement, and then Seniors, Juniors, Sophomores, and First Year students.

Expected Class Size: 62

Grading: no pass/fail option, no fifth course option

Unit Notes: Does not count for credit in the Biology major.

Distributions: (D3) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

BIOL 134(D3) CAOS 134(D3)

Difference, Power, and Equity Notes: This course highlights differences between the tropics and higher latitudes. For each section we focus on difference--different natural habitats and biodiversity, different patterns of population growth, different human disease profiles, different types of agriculture and different contributions to and impacts of climate change. For each section we highlight differences in power and the inequities of resource distribution. We then debate potential solutions to ameliorate these inequities.

Attributes: ENVI Natural World Electives GBST African Studies PHLH Biomedical Determinants of Health

Not offered current academic year

BIOL 135 (F) Evolution as Fact and Theory

This course examines evolution as a science and its current and historical importance. Lectures focus on the evidence for evolution, the main evolutionary forces (natural selection and others) and the diversification processes that generate biodiversity. We will also explore recent evolutionary

trends and discussions such as human evolution, heritability, personalized genomics, antibiotic and pesticide resistance, climate change, and the conflict between creationists and evolutionists. The course has a required day trip to the American Museum of Natural History in NYC.

Requirements/Evaluation: exams, panel discussion, short papers and participation

Prerequisites: none

Enrollment Limit: 60

Enrollment Preferences: Non biology majors, 1st year students

Expected Class Size: 60

Grading: yes pass/fail option, yes fifth course option

Unit Notes: may not be taken as credit towards the Biology major; not open to students who took BIOL 305

Distributions: (D3)

Not offered current academic year

BIOL 202 (F) Genetics (QFR)

Genetics, classically defined as the study of heredity, is today a multidisciplinary field whose principles provide critical insight and tools to most areas of biology and medicine. This course covers the experimental basis for our current understanding of the inheritance, structures, and functions of genes. It introduces approaches used by contemporary geneticists and molecular biologists to explore questions in areas of biology ranging from evolution to medicine. A primary focus of the course is on students developing familiarity with problem solving, the logic and quantitative reasoning required to understand how genetic mechanisms lead to biological patterns. The laboratory part of the course provides an experimental introduction to modern genetic analysis as well as introductions to interpreting genetic reasoning in the primary research literature. Laboratory experiments include investigating chromosome structure using microscopy, mapping a mutation to the genome by integrating multiple streams of evidence, and determining the structure of a DNA plasmid using molecular tools.

Class Format: Lecture: three hours per week, Lab: three hours per week.

Requirements/Evaluation: bi-weekly problem sets; weekly laboratory exercises and laboratory reports; three exams

Prerequisites: BIOL 101 and 102

Enrollment Limit: 120

Enrollment Preferences: students interested in the Biology major

Expected Class Size: 60

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: This course develops quantitative skills through solving problems. Students learn to apply basic calculations and logic to predict the outcomes of biological systems, for example, describing the likelihood that an individual will be affected by an inherited disease. Application of quantitative and logical analysis contributes to a large component of the in-class work and the graded material for the class, in the form of problem sets, exams, and data analysis for lab reports.

Attributes: BIGP Courses BIMO Required Courses

Fall 2024

LEC Section: 01 MWF 11:00 am - 11:50 am Luana S. Maroja

LAB Section: 02 M 1:00 pm - 3:50 pm Derek Dean

LAB Section: 03 T 1:00 pm - 3:50 pm Derek Dean

LAB Section: 04 W 1:00 pm - 3:50 pm Derek Dean

LAB Section: 05 R 1:00 pm - 3:50 pm Derek Dean

BIOL 203 (F) Ecology (QFR)

Cross-listings: ENVI 203

Primary Cross-listing

This course combines lectures & discussion with field and indoor laboratory activities to explore factors that determine the distribution and abundance

of plants and animals in natural systems. The course begins with an overview of global environmental patterns and then builds from the population to ecosystem level. Throughout the course, we will emphasize the connection between basic ecological principles and current environmental issues. Selected topics include population dynamics (competition, predation, mutualism); community interactions (succession, food chains and diversity) and ecosystem function (biogeochemical cycles, energy flow). Laboratory activities are designed to engage students in the natural history of the region and build skills in data analysis and scientific writing.

Requirements/Evaluation: pre-class quizzes, lab reports, two mid-term exams, and a final exam

Prerequisites: BIOL 102, or ENVI 102, or permission of instructor

Enrollment Limit: 30

Enrollment Preferences: students planning to pursue Biology and/or ENVI

Expected Class Size: 30

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

BIOL 203(D3) ENVI 203(D3)

Quantitative/Formal Reasoning Notes: Much of the material in this course centers on the interpretation and application of mathematical models used to describe ecological systems. The laboratory section of this course also contains a large data analysis component (based in R). Students are introduced to linear models, multidimensional data analysis and contingency tables.

Attributes: ENVI Natural World Electives EVST Environmental Science

Fall 2024

LEC Section: 01 TR 8:30 am - 9:45 am Manuel A. Morales

LAB Section: 02 T 1:00 pm - 3:50 pm Manuel A. Morales

LAB Section: 03 W 1:00 pm - 3:50 pm Manuel A. Morales

BIOL 204 (S) Animal Behavior

Making sense of what we see while watching animals closely is both an enthralling pastime and a discipline that draws on many aspects of biology. Explanations can be found on many levels: evolutionary theory tells us why certain patterns have come to exist, molecular biology can help us understand how those patterns are implemented, neuroscience gives insights as to how the world appears to the behaving animal, endocrinology provides information on how suites of behaviors are regulated. The first part of the course focuses upon how descriptive studies provide the basis for formulating questions about behavior as well as the statistical methods used to evaluate the answers to these questions. We then consider the behavior of individuals, both as it is mediated by biological mechanisms and as it appears from an evolutionary perspective. The second half of the course is primarily concerned with the behaviors of groups of animals, concentrating upon the selection pressures that drive animals toward a particular social system.

Class Format: six hours per week

Requirements/Evaluation: quizzes, exams, and lab reports

Prerequisites: BIOL 102, or PSYC 101, or permission of instructor

Enrollment Limit: 32

Enrollment Preferences: Biology majors and Neuroscience concentrators

Expected Class Size: 32

Grading: yes pass/fail option, no fifth course option

Distributions: (D3)

Attributes: COGS Interdepartmental Electives NSCI Group C Electives

Spring 2025

LEC Section: 01 TR 8:30 am - 9:45 am Manuel A. Morales

LAB Section: 02 W 1:00 pm - 3:50 pm Manuel A. Morales

BIOL 205 (S) Physiology

This course explores animal physiology--the principles and mechanisms by which animals live and function. Across the semester we will survey a variety of physiological processes including intracellular communication, animal movement, circulation, gas exchange, ion/water balance, digestion and metabolism, and thermoregulation. We will explore these topics from the level of cells and tissues to the whole organism, surveying a wide variety of animals with a focus on vertebrates. Laboratories provide practical experience in the experimental measurement and analysis of physiological parameters in animal models and in human subjects.

Requirements/Evaluation: Daily practice problems, problem sets, midterm exams, laboratory exercises, and a final exam

Prerequisites: BIOL 101; open to first-year students only with permission of instructor

Enrollment Limit: 72

Enrollment Preferences: Seniors, then juniors, then sophomores.

Expected Class Size: 72

Grading: no pass/fail option, no fifth course option

Distributions: (D3)

Spring 2025

LEC Section: 01 MWF 9:00 am - 9:50 am Matt E. Carter

LAB Section: 02 M 1:00 pm - 3:50 pm Deborah L. Carlisle

LAB Section: 03 T 1:00 pm - 3:50 pm Deborah L. Carlisle

LAB Section: 04 W 1:00 pm - 3:50 pm Deborah L. Carlisle

LAB Section: 05 R 1:00 pm - 3:50 pm Deborah L. Carlisle

BIOL 206 (S) Marine Biology

The oceans impact almost all life and processes on Earth. In this course we will explore the astounding diversity of life in the world's oceans, from the smallest photosynthetic microbes on the planet to the largest animals that weigh almost 200 tons. Using an integrative approach that spans from the molecular to the organismal to the ecological levels, we will focus on the biology of marine organisms, and their interactions and interrelationships. Topics including primary production, reproduction, acclimation to stresses, adaptation, and evolution will be discussed in the context of environments such as the open oceans, coastal waters, rocky intertidal zones, coral reefs, and the deep sea. We will emphasize how recent scientific advances have revolutionized our understanding of marine organisms and explore solutions to global challenges, including climate change and ocean acidification, pollution, sustainable fishing and aquaculture, and habitat conservation.

Requirements/Evaluation: two exams, one two-page research paper, one final project with a three-page written component and an oral presentation component, participation in discussions, laboratory assignments

Prerequisites: Biology 101 and Biology 102, or permission of instructor

Enrollment Limit: 20

Enrollment Preferences: Biology majors: seniors who need a second 200-level course for the major, and then juniors who need a second 200-level course for the major

Expected Class Size: 20

Grading: no pass/fail option, yes fifth course option

Distributions: (D3)

Not offered current academic year

BIOL 209 (F) Animal Communication (WS)

Cross-listings: NSCI 209

Primary Cross-listing

Animal communication systems come in as many varieties as the species that use them. What they have in common are a sender that encodes

information into a physical signal and a receiver that senses the signal, extracts the information, and adjusts its subsequent behavior accordingly. This tutorial will consider all aspects of communication, using different animal systems to explore different aspects of the biology of signaling. Topics will include the use of syntax to carry meaning in chickadee calls, synchronous signaling by fireflies, gestural communication by primates, long-distance chemical attractants that allow male moths to find the object of their desire, and cultural evolution within learned signaling systems.

Requirements/Evaluation: evaluation will be based on five 5-page papers, five short response papers, and the student's effectiveness in tutorial discussions.

Prerequisites: BIOL 101 and 102; open to sophomores, juniors, and seniors

Enrollment Limit: 10

Enrollment Preferences: Biology majors and Neuroscience concentrators who need a Biology elective to complete the concentration; then sophomores.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

NSCI 209(D3) BIOL 209(D3)

Writing Skills Notes: This course is a tutorial, and each student will write five position papers and five response papers. Extensive feedback will be provided; students will be required to rewrite one position paper, and may rewrite any of them.

Attributes: COGS Related Courses NSCI Group A Electives

Fall 2024

TUT Section: T1 TBA Heather Williams

BIOL 211 (S) Paleobiology

Cross-listings: GEOS 212

Secondary Cross-listing

The fossil record is a direct window into the history of life on Earth and contains a wealth of information on evolution, biodiversity, and climate change. This course investigates the record of ancient life forms, from single-celled algae to snails to dinosaurs. We will explore how, why, when, and where fossils form and learn about the major groups of fossilized organisms and how they have changed through time. In addition, we will cover a range of topics central to modern paleobiology. These include: how the fossil record informs our understanding of evolutionary processes including speciation; the causes and consequences of mass extinctions; how fossils help us tell time and reconstruct the Earth's climatic and tectonic history; statistical analysis of the fossil record to reconstruct biodiversity through time; analysis of fossil morphology to recreate the biomechanics of extinct organisms; and using fossil communities to reconstruct past ecosystems. Laboratory exercises will take advantage of Williams' fossil collections as well as published datasets to provide a broad understanding of fossils and the methods we use to study the history of life on Earth, including using the programming language R (no previous experience is required). We will also view a diversity of fossils in their geologic and paleo-environmental context on our field trip to Eastern New York. This course is in the Sediments and Life group for the Geosciences major.

Class Format: One day field trip to the the Paleozoic of New York State

Requirements/Evaluation: Weekly lab assignments, frequent short quizzes and writing assignments, and a final research projected presented in poster form.

Prerequisites: any 100-level GEOS course or BIOL 102, 203 or 205

Enrollment Limit: 24

Enrollment Preferences: sophomores, and junior GEOS majors

Expected Class Size: 20

Grading: no pass/fail option, no fifth course option

Unit Notes: does not satisfy the distribution requirement for the Biology major

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

GEOS 212(D3) BIOL 211(D3)

Attributes: EXPE Experiential Education Courses GEOS Group B Electives - Sediments + Life MAST Interdepartmental Electives

Not offered current academic year

BIOL 212 (F) Neuroscience

Cross-listings: NSCI 201 / PSYC 212

Secondary Cross-listing

This course is designed to give an overview of the field of neuroscience progressing from a molecular level onwards to individual neurons, neural circuits, and ultimately regulated output behaviors of the nervous system. Topics include a survey of the structure and function of the nervous system, basic neurophysiology and neurochemistry, development, learning and memory, sensory and motor systems, and clinical disorders. Throughout the course, many examples from current research in neuroscience are used to illustrate the concepts being considered. The lab portion of the course will emphasize a) practical hands-on exercises that amplify the material presented in class; b) interpreting and analyzing data; c) presenting the results in written form and placing them in the context of published work; and d) reading and critiquing scientific papers.

Requirements/Evaluation: Evaluation will be based on participation in discussion groups, exercises, problem sets and quizzes performed in small groups, lab reports, midterm exams, and a final exam.

Prerequisites: PSYC 101 or BIOL 101; open to first-year students only with permission of instructor

Enrollment Limit: 72

Enrollment Preferences: Sophomores and Biology and Psychology majors

Expected Class Size: 72

Grading: yes pass/fail option, no fifth course option

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

BIOL 212(D3) NSCI 201(D3) PSYC 212(D3)

Attributes: COGS Interdepartmental Electives NSCI Required Courses PSYC 200-level Courses

Fall 2024

LEC Section: 01 TR 9:55 am - 11:10 am Shivon A. Robinson, Charlotte L. Barkan

LAB Section: 02 M 1:00 pm - 4:00 pm Martha J. Marvin

LAB Section: 03 T 1:00 pm - 4:00 pm Martha J. Marvin

LAB Section: 04 W 1:00 pm - 4:00 pm Martha J. Marvin

BIOL 220 (S) Field Botany and Plant Natural History

Cross-listings: ENVI 220

Primary Cross-listing

This field-lecture course covers the evolutionary and ecological relationships among plant groups represented in our local and regional flora. Lectures focus on the evolution of the land plants, the most recent and revolutionary developments in plant systematics and phylogeny, the cultural and economic uses of plants and how plants shape our world. The course covers the role of plants in ameliorating global climate change, their importance in contributing to sustainable food production and providing solutions to pressing environmental problems. Throughout we emphasize the critical role of biodiversity and its conservation. The labs cover field identification, natural history and the ecology of local species.

Class Format: both field and indoor laboratories

Requirements/Evaluation: Based on two hour exams, field quizzes, a final project, and a final exam

Prerequisites: none

Enrollment Limit: 30

Enrollment Preferences: Biology majors, and Environmental Studies majors & concentrators

Expected Class Size: 24

Grading: no pass/fail option, yes fifth course option

Unit Notes: satisfies the distribution requirement for the Biology major

Materials/Lab Fee: There is a charge for the lab manual (\$25); the sketchbook (\$7) and hand lens (\$23) can be self-provided or purchased from the department.

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 220(D3) BIOL 220(D3)

Attributes: ENVI Natural World Electives EXPE Experiential Education Courses PHLH Nutrition,Food Security+Environmental Health

Spring 2025

LEC Section: 01 MWF 10:00 am - 10:50 am Joan Edwards

LAB Section: 02 T 1:00 pm - 3:50 pm Joan Edwards

LAB Section: 03 W 1:00 pm - 3:50 pm Joan Edwards

BIOL 231 (F)(S) Marine Ecology

Cross-listings: CAOS 311

Secondary Cross-listing

We have explored only a fraction of the ocean, with about 10% of marine species classified and 20% of the ocean mapped. Many discoveries remain to be made, and marine ecology is one technique to uncover new insights. The field of marine ecology, rooted in the theory of evolution, describes the mechanisms and processes that drive the diversity, abundance, and distribution of marine organisms. The goal is to document natural patterns and make predictions about how species will respond to environmental changes by investigating the relationship between the abiotic environment and biotic interactions. This course will take a deep dive into the unique challenges to life in the ocean. You will compare and contrast different marine ecosystems, such as coral reefs, kelp forests, and the deep sea. You will also practice a marine ecologist's skillset as you design, carry out, and analyze your own research project, which will improve your scientific writing, data analysis, and communication skills. Importantly, you will connect your research and course topics to larger marine conservation issues and broader societal impacts.

Class Format: including coastal and near-shore field trips, 10 days offshore, and a laboratory or field research project

Requirements/Evaluation: two tests, a research project, and a presentation

Prerequisites: BIOL 101 or GEOS/MAST 104, or permission of instructor

Enrollment Limit: 16

Enrollment Preferences: none

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Unit Notes: This course is only offered through Williams-Mystic Coastal and Ocean Studies Program located in Mystic, CT. satisfies the distribution requirement for the Biology major.

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

BIOL 231(D3) CAOS 311(D3)

Attributes: ENVI Natural World Electives EXPE Experiential Education Courses

Fall 2024

LEC Section: 01 TR 10:30 am - 11:45 am Tim J. Pusack

LAB Section: 02 TR 1:00 pm - 4:30 pm Tim J. Pusack

Spring 2025

LEC Section: 01 TR 10:30 am - 11:45 am Tim J. Pusack

LAB Section: 02 TR 1:00 pm - 4:30 pm Tim J. Pusack

BIOL 297 (F) Independent Study: Biology

Biology 200-level independent study. Each student carries out independent field or laboratory research under the supervision of a member of the department.

Requirements/Evaluation: 10-page paper

Prerequisites: Students must have found a faculty member who is willing to mentor them in the lab before enrolling in this course.

Enrollment Limit: 5

Enrollment Preferences: None.

Expected Class Size: 3

Grading: no pass/fail option, yes fifth course option

Distributions: (D3)

Fall 2024

IND Section: 01 TBA Robert M. Savage

BIOL 298 (S) Independent Study: Biology

Biology 200-level independent study. Each student carries out independent field or laboratory research under the supervision of a member of the department.

Requirements/Evaluation: 10 page paper

Prerequisites: Students must have found a faculty member who is willing to mentor them in the lab before enrolling in this course.

Enrollment Limit: N/A

Enrollment Preferences: None

Expected Class Size: N/A

Grading: no pass/fail option, yes fifth course option

Distributions: (D3)

Spring 2025

IND Section: 01 TBA Robert M. Savage

BIOL 303 (F) Pharmacology

Pharmacology explores how molecules interact with biological systems to elicit a response. Roughly half of modern medicines are derived from metabolites with origins in nature, including drugs used to treat cancers and heart disease. In this course, we will consider these natural origins from plant, microbial, and animal sources, as well as how and why organisms synthesize these molecules. We will follow the path of molecules from biosynthesis in one organism to ingestion by another, to interactions with proteins in the body, to metabolism, and ultimately to excretion. Close examination of the molecular interactions between metabolites and proteins will allow us to explore how metabolite binding alters protein function and how genetic variation impacts bioactivity. In the first half of the semester, laboratory experiments will investigate caffeine metabolism using in vitro pharmacokinetic assays and protein structure analysis; these experiments lead up to a multi-week independent project in the second half of the semester. Readings for the lecture will come from the primary literature.

Class Format: Three hours of lecture; three hours of lab with the possibility of occasional experiments outside of the scheduled lab time.

Requirements/Evaluation: Three exams, short response papers based on in-class paper discussions, a lab notebook, a lab report based on an independent project, and an oral presentation.

Prerequisites: BIOL 202 or any two 200-level Biology courses

Enrollment Limit: 20

Enrollment Preferences: senior and then junior Biology majors

Expected Class Size: 20

Grading: no pass/fail option, no fifth course option

Distributions: (D3)

Attributes: BIMO Interdepartmental Electives

Fall 2024

LEC Section: 01 MWF 10:00 am - 10:50 am Cynthia K. Holland

LAB Section: 02 T 1:00 pm - 3:50 pm Cynthia K. Holland

LAB Section: 03 W 1:00 pm - 3:50 pm Cynthia K. Holland

BIOL 305 (S) Evolution (QFR)

This course offers a critical analysis of contemporary concepts in biological evolution. We focus on the relation of evolutionary mechanisms (e.g., selection, drift, and migration) to long term evolutionary patterns (e.g., evolutionary innovations, origin of major groups, and adaptation). Topics include micro-evolutionary models, natural and sexual selection, speciation, the inference of evolutionary history, evolutionary medicine among others.

Requirements/Evaluation: independent research project, problem sets, participation in discussions and exams

Prerequisites: BIOL 102 and one 200 level BIOL course

Enrollment Limit: 24

Enrollment Preferences: Seniors and biology majors

Expected Class Size: 24

Grading: yes pass/fail option, yes fifth course option

Unit Notes: satisfies the distribution requirement for the Biology major

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: We will use mathematical models to study population genetics.

Attributes: BIGP Courses BIMO Interdepartmental Electives COGS Related Courses

Spring 2025

LEC Section: 01 TR 11:20 am - 12:35 pm

LAB Section: 02 M 1:00 pm - 3:50 pm

LAB Section: 03 T 1:00 pm - 3:50 pm

BIOL 308 (F) Integrative Plant Biology: Fundamentals and New Frontiers

Plants are one of the most successful groups of organisms on Earth and have a profound impact on all life. Successful use of plants in addressing global problems and understanding their role in natural ecosystems depends on fundamental knowledge of the molecular mechanisms by which they grow, develop, and respond to their environment. This course will examine the molecular physiology of plants using an integrative approach that considers plants as dynamic, functional units in their environment. Major emphasis will be on understanding fundamental plant processes, such as photosynthesis, growth and development, water transport, hormone physiology, and flowering, from the molecular to the organismal level. Environmental effects on these processes will be addressed in topics including photomorphogenesis, stress physiology, mineral nutrition, and plant-microbe interactions. Discussions of original research papers will examine the mechanisms plants use to perform these processes and explore advances in the genetic engineering of plants for agricultural, environmental, and medical purposes. Laboratory activities stress modern approaches and techniques used in investigating plant physiological processes.

Class Format: six hours per week

Requirements/Evaluation: short papers, lab reports and exams

Prerequisites: BIOL 101 and BIOL 102, or permission of instructor

Enrollment Limit: 24

Enrollment Preferences: Biology majors

Expected Class Size: 24

Grading: no pass/fail option, yes fifth course option

Distributions: (D3)

Attributes: BIMO Interdepartmental Electives PHLH Nutrition, Food Security+Environmental Health

Fall 2024

LEC Section: 01 TR 9:55 am - 11:10 am Claire S. Ting

LAB Section: 02 T 1:00 pm - 3:50 pm Claire S. Ting

LAB Section: 03 W 1:00 pm - 3:50 pm Claire S. Ting

BIOL 312 (F) Sensory Biology

Cross-listings: NSCI 312

Primary Cross-listing

How do animals sense properties of the physical world? How do they convert physical or chemical energy to a signal within a cell that carries information? How is that information represented? What are the limits on what can be sensed? We will look for answers to these questions by investigating the molecular and cellular mechanisms of sensory transduction and how these mechanisms constrain the types of information that the nervous system encodes and processes. We will also ask how natural selection shapes the type of sensory information that animals extract from the world, and what adaptations allow some species to have "special" senses. Some of the examples we will consider are: bat echolocation (hair cells in the ear), detecting visual motion (amacrine cells in the mammalian retina), the constant reshaping of the olfactory system (chemical mapping of odors), what makes a touch stimulus noxious, and enhanced color vision (in birds, bees, and shrimp). Laboratory exercises will focus on the nematode *C. elegans*, an important model system, to explore and extend how we understand touch, temperature sensation, chemosensation, and light sensation.

Requirements/Evaluation: Four take-home exams, an independent group research project (proposal, followed by results/discussion), presentation about a non-standard sensory system, many short online quizzes, and lab + class participation.

Prerequisites: BIOL 101 and either BIOL 212/NSCI 201 or BIOL 205

Enrollment Limit: 24

Enrollment Preferences: Preference to senior Biology majors who need a 300-level course; then to senior Neuroscience concentrators who need a Group A elective; then to Biology majors. Not open to students who have taken Biology 213.

Expected Class Size: 20

Grading: no pass/fail option, no fifth course option

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

NSCI 312(D3) BIOL 312(D3)

Attributes: BIMO Interdepartmental Electives NSCI Group A Electives

Not offered current academic year

BIOL 313 (F) Immunology

The rapidly evolving field of immunology examines the complex network of interacting molecules and cells that function to recognize and respond to agents foreign to the individual. In this course, we will focus on the biochemical mechanisms that act to regulate the development and function of the immune system and how alterations in different system components can cause disease. Textbook readings will be supplemented with current literature.

Class Format: Video lectures with in class discussions. Three hour laboratory each week

Requirements/Evaluation: exams, laboratory reports, and a research paper

Prerequisites: BIOL 102

Enrollment Limit: 24

Enrollment Preferences: Senior and then junior Biology majors

Expected Class Size: 24

Grading: no pass/fail option, no fifth course option

Distributions: (D3)

Attributes: BIMO Interdepartmental Electives PHLH Biomedical Determinants of Health

Not offered current academic year

BIOL 314 (S) Neuroethology

Cross-listings: NSCI 324

Primary Cross-listing

How does an animal experience its environment? What mechanisms allow an animal to select and generate behaviors? In this course we will use a comparative approach to examine how nervous systems have evolved to solve problems inherent to an animal's natural environment. We will discuss how animals sense physical and chemical properties of their surroundings and convert this information to a signal encoded in their brain. We will explore how nervous systems of diverse species are adapted to extract sensory information that is relevant to their survival--such as sound, light, and smell. We will also examine how neural circuits control muscles to generate motor behaviors such as locomotion and vocalization and how sensory information is integrated to influence behavior. To highlight the discovery process, we will read and discuss primary research articles that complement course content. During labs we will use a variety of approaches such as electrophysiology, optogenetics, behavior, and data analysis to understand sensory and motor systems in several different organisms.

Requirements/Evaluation: Participation in class and lab, several take-home exams, independent group research project and presentation, and short written class and lab assignments.

Prerequisites: BIOL 212 or BIOL 205

Enrollment Limit: 24

Enrollment Preferences: Senior, then junior, Biology majors and NSCI concentrators who need a 300-level course or a NSCI elective

Expected Class Size: 24

Grading: no pass/fail option, yes fifth course option

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

BIOL 314(D3) NSCI 324(D3)

Attributes: NSCI Group A Electives

Spring 2025

LEC Section: 01 TR 9:55 am - 11:10 am Charlotte L. Barkan

LAB Section: 02 W 1:00 pm - 3:50 pm Charlotte L. Barkan

LAB Section: 03 R 1:00 pm - 3:50 pm Charlotte L. Barkan

BIOL 315 (S) Microbiology: Diversity, Cellular Physiology, and Interactions

The Covid pandemic and the alarming spread of antibiotic resistant bacteria are but two of the reasons for the resurgence of interest in the biology of viruses and microorganisms. This course will examine microbes from the perspectives of cell structure and function, genomics, and evolution. A central theme will be the adaptation of bacteria as they evolve to fill specific ecological niches, with an emphasis on microbe: host interactions that lead to pathogenesis. We will consider communication among bacteria as well as between bacteria and their environment. Topics include: microbial development, population dynamics, metagenomics, bioremediation, plant and animal defenses against infection, and bacterial strategies to subvert the immune system. We will also discuss a few viral examples, including SARS-CoV2, in the context of pathogen-host co-evolution and the immune system. In the lab, major projects will focus on the mammalian gut microbiome and the isolation and characterization of bacteria from natural environments. The lab experience will culminate in multi-week independent investigations. Readings will be comprised primarily of articles from the primary literature.

Class Format: lectures three hours a week and laboratory three hours a week

Requirements/Evaluation: three exams/writing assignments, responses to thought questions on readings, a lab report/notebook, and an oral presentation

Prerequisites: BIOL 202 or 203

Enrollment Limit: 24

Enrollment Preferences: senior and then junior Biology majors

Expected Class Size: 24

Grading: no pass/fail option, no fifth course option

Distributions: (D3)

Attributes: BIMO Interdepartmental Electives PHLH Biomedical Determinants of Health

Spring 2025

LEC Section: 01 MWF 9:00 am - 9:50 am Lois M. Banta

LAB Section: 02 T 1:00 pm - 3:50 pm Lois M. Banta

LAB Section: 03 R 1:00 pm - 3:50 pm Lois M. Banta

BIOL 319 (S) Integrative Bioinformatics, Genomics, and Proteomics Lab (QFR)

Cross-listings: CHEM 319 / CSCI 319 / PHYS 319 / MATH 319

Primary Cross-listing

What can computational biology teach us about cancer? In this lab-intensive experience for the Genomics, Proteomics, and Bioinformatics program, computational analysis and wet-lab investigations will inform each other, as students majoring in biology, chemistry, computer science, mathematics/statistics, and physics contribute their own expertise to explore how ever-growing gene and protein data-sets can provide key insights into human disease. In this course, we will take advantage of one well-studied system, the highly conserved Ras-related family of proteins, which play a central role in numerous fundamental processes within the cell. The course will integrate bioinformatics and molecular biology, using database searching, alignments and pattern matching, and phylogenetics to reconstruct the evolution of gene families by focusing on the gene duplication events and gene rearrangements that have occurred over the course of eukaryotic speciation. By utilizing high through-put approaches to investigate genes involved in the inflammatory and MAPK signal transduction pathways in human colon cancer cell lines, students will uncover regulatory mechanisms that are aberrantly altered by siRNA knockdown of putative regulatory components. This functional genomic strategy will be coupled with independent projects using phosphorylation-state specific antisera to test our hypotheses. Proteomic analysis will introduce the students to de novo structural prediction and threading algorithms, as well as data-mining approaches and Bayesian modeling of protein network dynamics in single cells. Flow cytometry and mass spectrometry may also be used to study networks of interacting proteins in colon tumor cells.

Class Format: The lab for this course will meet for two afternoons per week. Some lab sessions will be shorter than 3 hours.

Requirements/Evaluation: lab participation, several short homework assignments, one lab report, a programming project, and a grant proposal

Prerequisites: BIOL 202; students who have not taken BIOL 202 but have taken BIOL 101 and a CSCI course, or CSCI/PHYS 315, may enroll with permission of instructor. No prior computer programming experience is required.

Enrollment Limit: 12

Enrollment Preferences: seniors, then juniors, then sophomores

Expected Class Size: 12

Grading: yes pass/fail option, no fifth course option

Distributions: (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

BIOL 319(D3) CHEM 319(D3) CSCI 319(D3) PHYS 319(D3) MATH 319(D3)

Quantitative/Formal Reasoning Notes: Through lab work, homework sets and a major project, students will learn or further develop their skills in programming in Python, and about the basis of Bayesian approaches to phylogenetic tree estimation.

Attributes: BIGP Courses BIMO Interdepartmental Electives

Not offered current academic year

BIOL 320 (S) Ecosystem ecology in the Anthropocene

Cross-listings: ENVI 320 / GEOS 320

Primary Cross-listing

Ecosystem ecology provides a framework for understanding the multidirectional interactions between biological organisms and their physical environments, and provides critical insight into our approaches for managing resource use in an era of anthropogenic change. In this class, we will explore the biological and biogeochemical underpinnings of ecosystem carbon and nutrient cycling. Topics will include interactions between species composition and ecosystem function, nutrient use efficiency, resource transformations, ecosystem management and restoration, and feedbacks to

global change. Lecture content will be supported by regular discussions of the primary literature. Labs will introduce students to field and laboratory techniques to study resource and energy flow in local ecosystems, as well as approaches to project design, hypothesis development, data collection, and analysis. The laboratory program will culminate with a multi-week independent project.

Class Format: lectures, discussions, and a weekly lab

Requirements/Evaluation: Evaluation will be based on lab assignments, discussion participation, three exams, and an independent project

Prerequisites: BIOL/ENVI 203 or GEOS 208 or BIOL 211 or GEOS 212

Enrollment Limit: 20

Enrollment Preferences: Biology majors, then Environmental studies majors/concentrators or Geosciences majors

Expected Class Size: 20

Grading: no pass/fail option, no fifth course option

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

BIOL 320(D3) ENVI 320(D3) GEOS 320(D3)

Attributes: ENVI Natural World Electives

Spring 2025

LEC Section: 01 MWF 11:00 am - 11:50 am Allison L. Gill

LAB Section: 02 T 1:00 pm - 3:50 pm Allison L. Gill

LAB Section: 03 W 1:00 pm - 3:50 pm Allison L. Gill

BIOL 321 (F) Biochemistry I: Structure and Function of Biological Molecules (QFR)

Cross-listings: BIMO 321 / CHEM 321

Secondary Cross-listing

This course introduces the foundational concepts of biochemistry with an emphasis on the structure and function of biological macromolecules. Specifically, the structure of proteins and nucleic acids are examined in detail in order to determine how their chemical properties and their biological behavior result from those structures. Other topics covered include catalysis, enzyme kinetics, mechanism and regulation; the molecular organization of biomembranes; and the flow of information from nucleic acids to proteins. In addition, the principles and applications of the methods used to characterize macromolecules in solution and the interactions between macromolecules are discussed. The laboratory provides a hands-on opportunity to study macromolecules and to learn the fundamental experimental techniques of biochemistry including electrophoresis, chromatography, and principles of enzymatic assays.

Class Format: lecture, three times per week and laboratory, four hours per week

Requirements/Evaluation: quizzes, a midterm exam, a final exam, problem sets and performance in the laboratories including lab reports

Prerequisites: BIOL 101, CHEM 200 and CHEM 201; or either CHEM 155 or 256 and CHEM 251

Enrollment Limit: 12/lab

Enrollment Preferences: junior and senior Biology and Chemistry majors and BIMO concentrators

Expected Class Size: 36

Grading: no pass/fail option, no fifth course option

Unit Notes: Cannot be counted towards the Biology major in addition to BIOL 222

Distributions: (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

BIOL 321(D3) BIMO 321(D3) CHEM 321(D3)

Quantitative/Formal Reasoning Notes: This course fulfills the QFR requirement with regular problem sets in which quantitative/formal reasoning skills are practiced.

Attributes: BIGP Courses BIMO Required Courses

Fall 2024

LEC Section: 01 MWF 10:00 am - 10:50 am B Thuronyi

LAB Section: 02 T 1:00 pm - 3:40 pm

LAB Section: 03 R 1:00 pm - 5:00 pm

BIOL 322 (S) Biochemistry II: Metabolism (QFR)

Cross-listings: BIMO 322 / CHEM 322

Secondary Cross-listing

This lecture course provides an in-depth presentation of the complex metabolic reactions that are central to life. Emphasis is placed on the biological flow of energy including alternative modes of energy generation (aerobic, anaerobic, photosynthetic); the regulation and integration of the metabolic pathways including compartmentalization and the transport of metabolites; and biochemical reaction mechanisms including the structures and mechanisms of coenzymes. This comprehensive study also includes the biosynthesis and catabolism of small molecules (carbohydrates, lipids, amino acids, and nucleotides). Laboratory experiments introduce the principles and procedures used to study enzymatic reactions, bioenergetics, and metabolic pathways.

Class Format: Lecture three hours per week and laboratory three hours per week.

Requirements/Evaluation: several exams and performance in the laboratories including lab reports that emphasize conceptual and quantitative and/or graphic analysis of data

Prerequisites: BIOL 101, plus either: CHEM 156 and CHEM 256, or CHEM 155 and CHEM 156, or CHEM 200 and CHEM 201, or permission of instructor

Enrollment Limit: 48

Enrollment Preferences: junior and senior Biology and Chemistry majors and BIMO concentrators

Expected Class Size: 48

Grading: no pass/fail option, no fifth course option

Unit Notes: cannot be counted towards the Biology major in addition to BIOL 222

Distributions: (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

BIMO 322(D3) CHEM 322(D3) BIOL 322(D3)

Quantitative/Formal Reasoning Notes: The laboratory program is quantitative covering data analyses, numerical transformations, graphical displays.

Attributes: BIGP Courses BIMO Required Courses

Spring 2025

LEC Section: 01 TR 11:20 am - 12:35 pm Caitlyn E. Bowman-Cornelius

LAB Section: 02 M 1:00 pm - 3:50 pm Caitlyn E. Bowman-Cornelius

LAB Section: 03 W 1:00 pm - 3:50 pm Caitlyn E. Bowman-Cornelius

LAB Section: 04 R 1:00 pm - 3:50 pm Caitlyn E. Bowman-Cornelius

BIOL 326 (S) Cellular Assembly and Movement

This course will focus on how multi-protein complexes are assembled to control key cellular processes in eukaryotic systems: 1) protein sorting and trafficking, 2) establishment and maintenance of cell architecture, and 3) mitosis, cell migration and tissue morphogenesis that require coordination of the membrane transport and cytoskeleton. The course will highlight involvement of these processes in pathological conditions. Laboratories will use mammalian tissue culture as a model system to study cellular functions. Important techniques in cell biology will be introduced in the first half of the semester; in the second half of the term, students will conduct a multi-week independent project. Textbook readings will be supplemented with primary literature.

Class Format: lectures, three hours a week; laboratory, three hours a week. The laboratory projects will require additional time outside of class hours.

Requirements/Evaluation: three exams, in-class discussion of papers, lab reports, an oral presentation and research paper based on an

independent lab research project

Prerequisites: BIOL 202 or BIOL 212 or BIOL 222

Enrollment Limit: 24

Enrollment Preferences: senior and junior Biology majors

Expected Class Size: 24

Grading: no pass/fail option, yes fifth course option

Distributions: (D3)

Attributes: BIMO Interdepartmental Electives

Not offered current academic year

BIOL 329 (F) Conservation Biology

Cross-listings: ENVI 339

Primary Cross-listing

Conservation Biology focuses on protection of the Earth's biodiversity. This course starts with an overview of biodiversity including patterns of species richness, causes of species loss (extinction), and the critical contributions of biodiversity to ecosystem function and human welfare. Then we analyze ways to conserve biodiversity at the genetic, population, species and community/ecosystem levels. Labs are field oriented, and focus on local New England communities and ecosystems. Labs emphasize knowing the dominant species in each system; they also stress how to collect and analyze the field data on ecological community structure and function that are critical to test hypotheses that relate to different conservation goals.

Class Format: lectures, discussions, and a weekly lab.

Requirements/Evaluation: Evaluation will be based on lab assignments and reports, discussion participation, two exams and an independent project.

Prerequisites: BIOL 203/ENVI 203 or BIOL 220 or BIOL 305 or permission of instructor.

Enrollment Limit: 24

Enrollment Preferences: Biology majors, Environmental Studies majors, seniors, and juniors

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

BIOL 329(D3) ENVI 339(D3)

Attributes: ENVI Natural World Electives

Not offered current academic year

BIOL 330 (S) Genomes: Structure, Function, Evolution

Genome sequencing technologies have opened the "book of life" to biologists. But making sense of genomes is still a work in progress. This course will examine central features of genomes, their evolution, and their contribution to human diseases such as cancer. Genome biology is a new field, and this presents the opportunity to learn science as it is being done. Biologists working today started out knowing nothing about core features of genomes, such as why most of the DNA is repetitive, or why segments of genes get removed in the RNA, or why silenced genes wake up in cancer cells. They began to find meaning by adopting dual perspectives of function and neutral evolution. Students will learn to walk these same paths and learn to evaluate for themselves what genome complexity means. In lab, students will develop hands-on and computational skills for investigating genome structural variation, then apply them in the second half of the semester in independent lab investigations.

Class Format: lectures, three hours a week; laboratory, three hours a week.

Requirements/Evaluation: Written responses to readings in primary literature; three take-home written exams; two laboratory reports; oral presentation of an independent laboratory project.

Prerequisites: BIOL 202

Enrollment Limit: 24

Enrollment Preferences: Biology majors

Expected Class Size: 24

Grading: no pass/fail option, no fifth course option

Unit Notes: does not satisfy the distribution requirement for the biology major.

Distributions: (D3)

Attributes: BIGP Courses BIMO Interdepartmental Electives

Not offered current academic year

BIOL 337 (F) Evolutionary Ecology (QFR)

Evolutionary ecology is an interdisciplinary field that integrates concepts in genetics, adaptation, and ecology to understand how evolution operates in the context of ecological communities. This course provides an overview of the discipline including foundational concepts in evolutionary demography, phenotypic plasticity, and population genetics. It also explores how breakthroughs in these topics provide a framework for advances in our understanding of the evolution of reproductive timing and ageing, interspecific interactions (e.g. competition, predation), cooperation, and altruism. The course combines lectures, readings, in-class discussion, and a lab section that includes a mixture of field, computer, and lab projects. Laboratories will give students practical, hands-on experience in how to develop, plan, and carry out evolutionary ecology research from start to finish.

Class Format: lecture, 3 hours per week; laboratory and discussion, 3 hours per week

Requirements/Evaluation: Evaluation will be based on lab assignments, two exams, discussion participation, and a written paper.

Prerequisites: BIOL 102, plus either BIOL 202 or BIOL 203 or equivalent

Enrollment Limit: 24

Enrollment Preferences: preference given to biology majors, seniors, and juniors

Expected Class Size: 24

Grading: no pass/fail option, no fifth course option

Unit Notes: Satisfies the distribution requirement for the Biology major

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: Evolutionary ecology uses concepts in genetics and ecology to understand how the frequency of alleles in a population changes over time. These changes are formalized in equations that describe these processes. Students will gain experience in utilizing these equations to describe, analyze, and predict the evolutionary outcome of ecological interactions for both theoretical and experimental purposes. Thus, the students will gain experience in solving systems of equations using algebra and in stat

Not offered current academic year

BIOL 407 (S) Neurobiology of Emotion

Cross-listings: NSCI 347

Primary Cross-listing

Emotion is influenced and governed by a number of neural circuits and substrates, and emotional states can be influenced by memory, cognition, and many external stimuli. We will read and discuss articles about mammalian neuroanatomy associated with emotion as defined by classic lesion studies, pharmacology, electrophysiology, fMRI imaging, knockout and optogenetic mouse studies, for investigating neural circuit function in order to gain an understanding of the central circuits and neurotransmitter systems that are implicated in emotional processing. We will focus initially on the neural circuits involved in fear, as a model for how human and animal emotion and physiology is studied, with special sessions on emotional responses to music and art, as well as discussions about burgeoning neurobiological research into the emotion of disgust. The larger goal of the course is to give students opportunities and experience in critical evaluation and discussion of primary scientific literature, and to develop and refine strategies on how to use scientific evidence in building arguments in essays.

Requirements/Evaluation: class participation and several short papers

Prerequisites: BIOL212/NSCI201; open to juniors and seniors. Sophomores must get instructor's consent prior to enrolling.

Enrollment Limit: 12

Enrollment Preferences: senior Biology majors who have not taken a 400-level Biology course; then to eligible NSCI concentrators

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

NSCI 347(D3) BIOL 407(D3)

Attributes: BIMO Interdepartmental Electives NSCI Group A Electives

Not offered current academic year

BIOL 408 (S) RNA Worlds

RNA is known best as the message cells use to turn genes into proteins. Yet investigations of several unusual genetic phenomena over the past few decades did not find protein-coding genes, but instead uncovered non-coding RNAs with a cornucopia of functions. Today, biologists have begun to develop a framework for how RNA's non-coding functions play central roles in immune defense and genetic conflicts, in gene regulation and cancer. We will develop our own understanding of the power of small noncoding RNA to protect the genome and direct cellular processes through reading and discussion of primary scientific literature. We will learn how this emerging perspective of RNA's non-coding functions helps to resolve genetic mysteries and has opened the door to RNA-based medications.

Class Format: discussion, three hours per week

Requirements/Evaluation: class participation and 4 three-page papers

Prerequisites: BIOL 202; open to juniors and seniors

Enrollment Limit: 12

Enrollment Preferences: senior Biology majors who have not taken a 400-level course

Expected Class Size: 12

Grading: no pass/fail option, yes fifth course option

Distributions: (D3)

Attributes: BIGP Courses BIMO Interdepartmental Electives

Spring 2025

SEM Section: 01 TR 9:55 am - 11:10 am David W. Loehlin

SEM Section: 02 TR 11:20 am - 12:35 pm David W. Loehlin

BIOL 414 (F) Life at Extremes: Molecular Mechanisms

All organisms face variability in their environments, and the molecular and cellular responses to stresses induced by environmental change often illuminate otherwise hidden facets of normal physiology. Moreover, many organisms have evolved unique molecular mechanisms, such as novel cellular compounds or macromolecular structural modifications, which contribute to their ability to survive continuous exposure to extreme conditions, such as high temperatures or low pH. This course will examine how chaperonins, proteases, and heat- and cold-shock proteins are regulated in response to changes in the external environment. We will then consider how these and other molecular mechanisms function to stabilize DNA and proteins- and, ultimately, cells and organisms. Other extreme environments, such as hydrothermal vents on the ocean floor, snow fields, hypersaline lakes, the intertidal zone, and acid springs provide further examples of cellular and molecular responses to extreme conditions. Biotechnological applications of these molecular mechanisms in areas such as protein engineering will also be considered. Class discussions will focus upon readings from the primary literature.

Class Format: discussion three hours per week

Requirements/Evaluation: several short papers, participation in class discussions and course notebook

Prerequisites: open to juniors and seniors who are Biology majors; all other students interested in this course should contact the professor; BIOL 202 recommended

Enrollment Limit: 12

Enrollment Preferences: senior Biology majors who have not taken a 400-level course; then junior Biology majors

Expected Class Size: 12

Grading: no pass/fail option, yes fifth course option

Distributions: (D3)

Attributes: BIMO Interdepartmental Electives MAST Interdepartmental Electives

Not offered current academic year

BIOL 417 (S) Translational Immunology: From Bench to Bedside

Recent advances in the field of immunology have led to the development of new approaches to prevent and treat diseases that affect millions of people worldwide. Drugs that modulate the body's natural immune response have become powerful tools in treating major diseases--infection, autoimmunity and cancer. This course will use readings from the primary literature to explore central themes involved in translating basic research to new clinical and therapeutic approaches. Topics will include vaccine development, autoimmunity and cancer immunotherapy.

Requirements/Evaluation: Class participation and 4 essays

Prerequisites: BIOL 202; open to juniors and seniors

Enrollment Limit: 12

Enrollment Preferences: senior biology majors who have not taken a 400-level course; then juniors

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D3)

Attributes: PHLH Biomedical Determinants of Health

Not offered current academic year

BIOL 419 (S) Secrets of Enzymes: Fidelity, Promiscuity, and Disease

Living organisms have spent the past 4 billion years evolving proteins and enzymes that perform basic cellular functions to support life. Over time, duplications and mutations of these enzymes have led to novel reactions, pathways, and chemistries. To gain an appreciation for these molecular catalysts, we will start by considering how enzymes are synthesized and how errors are introduced and naturally corrected. The course will focus on how enzymes such as CRISPR/Cas9 act as 'molecular scissors' to cut DNA and how these enzymes are used to correct errors. We will explore the implications of this field in active areas of biomedical, agricultural, and ecological research. Discussions and writing assignments will focus on reading and critiquing the scientific literature.

Class Format: discussion three hours per week

Requirements/Evaluation: three 3-page papers, a 3-page original research proposal, and participation in discussions

Prerequisites: BIOL 202 recommended

Enrollment Limit: 12

Enrollment Preferences: senior Biology majors that have not had a 400-level course, followed by senior Biology majors, then junior Biology majors

Expected Class Size: 12

Grading: no pass/fail option, yes fifth course option

Distributions: (D3)

Attributes: BIMO Interdepartmental Electives

Spring 2025

SEM Section: 01 MW 11:00 am - 12:15 pm Cynthia K. Holland

BIOL 421 (S) Thermoregulation: From Molecules to Organisms

Thermal physiology involves the study of molecular events, organ systems, and organism-environmental interactions that are involved with heat production and temperature maintenance. The area of thermal physiology has been around for over 100 years. However, only in the last 5-7 years has the science progressed to understanding basic fundamental mechanisms for generating and regulating heat production. This tutorial will focus on four questions: 1) how do organisms generate heat? 2) how do organisms sense the temperature in the environment? 3) how do organisms integrate information about the environment (temperature, humidity, time of day, etc.) with internal information (deep body temperature, energy stores, etc.) to regulate their metabolic production of heat? 4) how do animals make "the decision" to enter a state of torpor?

Requirements/Evaluation: five 4- to 5-page papers; five 1- to 2-page response papers; tutorial presentations; contribution to the intellectual enterprise

Prerequisites: BIOL 205 or permission of instructor

Enrollment Limit: 10

Enrollment Preferences: senior Biology majors that have not had a 400-level course, followed by senior Biology majors, followed by junior Biology majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Unit Notes: does not satisfy the distribution requirement for the Biology major

Distributions: (D3)

Attributes: NSCI Group C Electives

Not offered current academic year

BIOL 427 (F) The Nitrogen Problem

Nitrogen (N) is a critical component of the proteins and DNA on which living organisms depend, and its availability has historically limited growth in many land ecosystems. In the early 20th century, the development of the Haber-Bosch process, which converts atmospheric dinitrogen gas to biologically-usable ammonium, and the subsequent production of synthetic N fertilizers fundamentally changed the global N landscape. Widespread fertilizer use led to dramatic increases in agricultural yields, which has contributed to our ability to feed and sustain a growing human population, but also generated acute ecological externalities. In this seminar, we will use the primary literature to understand the ways in which a century of fertilizer use has changed the global N cycle, and the effects of those changes on plant (and animal) physiology, community composition and biodiversity, soil biogeochemistry, and aquatic ecosystem health. We will then consider the promises and challenges of new strategies to improve ecosystem N management while supporting robust food production in our changing climate. Discussions and writing assignments will focus on reading and critiquing the scientific literature. Course will culminate with the preparation of a five page grant proposal, with opportunities for peer review and revision.

Requirements/Evaluation: Class participation, two three-page papers, five page grant proposal.

Prerequisites: BIOL/ENVI 203 or BIOL/ENVI 220 or BIOL 308 or BIOL 329 or ENVI 339

Enrollment Limit: 12

Enrollment Preferences: Senior biology majors who have not taken a 400-level course

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D3)

Fall 2024

SEM Section: 01 TR 9:55 am - 11:10 am Allison L. Gill

BIOL 436 (F) Metabolites as Messengers

Beyond the genome, transcriptome, and proteome is the metabolome, the suite of small-molecule metabolites present in a biological sample. These molecules are not simply the products of the proteome nor a collection of cellular fuels and wastes. In this seminar, we will investigate metabolites as signals that influence cellular processes. Biochemistry and molecular biology textbooks often emphasize the proteins that mediate cellular communication. Of course, specialized metabolites like neurotransmitters and certain hormones are well known to regulate information flow between cells. But what about molecules that participate in the metabolic processes of almost every cell--how can these intermediary metabolites be used as signals? How do they communicate acutely and with specificity? What role do they play in sensing (or promoting) environmental change? And how can metabolites be regulated to override their typical fates in metabolic pathways and serve as signals? We'll examine these questions and more at the levels of inter-organellar, intercellular, and inter-organismal metabolic communication by reading the primary scientific literature together. Familiarity with typical mechanisms of cellular communication and/or physiology (BIOL 205) is recommended but not required.

Class Format: Discussion, three hours per week

Requirements/Evaluation: class participation and three to five papers of length 3-5 pages each

Prerequisites: BIOL 222 or 322; open to juniors and seniors

Enrollment Limit: 12

Enrollment Preferences: senior Biology majors who have not taken a 400-level course

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D3)

Attributes: BIMO Interdepartmental Electives

Not offered current academic year

BIOL 437 (F) Neural Flexibility: plasticity, modulation and evolution

Animals must adapt their behaviors to match their environment in order to survive and reproduce. How does the nervous system mediate behavioral change that occurs in seconds, hours, months, or millions of years? In this course we will use a comparative approach to explore how neural circuits control behavioral flexibility over a range of timescales. We will first discuss circuits that control behavioral switches that occur very rapidly based on environmental and social stimuli. Next, we will consider the role that internal state and identity play in modulating neuronal circuits over an organism's lifetime to influence behavioral decisions. Finally, we will examine how evolution tinkers with neural circuits to lead to behavioral change over very long timescales. Throughout the course we will explore how modifications to neural circuits--including connectivity, synaptic plasticity, neuromodulation and neuron physiology--can lead to differences in behavior and ask if there are connections between common mechanisms underlying behavioral change across timescales. Discussions and assignments in this course will focus on reading and critically evaluating primary scientific literature.

Requirements/Evaluation: class participation and three to five papers of length 3-5 pages each

Prerequisites: BIOL 212 or BIOL 205

Enrollment Limit: 12

Enrollment Preferences: senior Biology majors who have not taken a 400-level course

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D3)

Attributes: NSCI Group A Electives

Fall 2024

SEM Section: 01 MW 11:00 am - 12:15 pm Charlotte L. Barkan

BIOL 438 (F) Species Interactions Under Global Change

Cross-listings: CAOS 438

Primary Cross-listing

Anthropogenic changes to the world's ecosystems often have clear effects on the abundance and distribution of species. These effects, however, do not occur in a vacuum: changes in any given species' presence, abundance, or behavior can cascade into large and surprisingly context-dependent effects on the interactions of other organisms. In this course we will examine competitive, mutualistic, and antagonistic interactions in the Anthropocene from the species pair to community scale. We will explore the ecological and evolutionary mechanisms underlying the outcomes of these interactions, examining patterns including phenological mismatch, species invasions, and anthropogenic land use change. Classes will focus on critical evaluation of evidence from the primary literature, drawing on examples from community ecology, disease dynamics, and global change biology.

Requirements/Evaluation: class participation and three to five papers of length 3-5 pages each

Prerequisites: BIOL 203 or BIOL 204 or BIOL 329 or permission from instructor

Enrollment Limit: 12

Enrollment Preferences: senior Biology majors who have not taken a 400-level course, open to juniors and seniors

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

CAOS 438(D3) BIOL 438(D3)

Fall 2024

SEM Section: 01 Cancelled

BIOL 440 (S) Cell Signaling and Tissue Engineering: A Potential Fountain of Youth? (WS)

It is a long quest of mankind to have a healthy and long life but it is inevitable that our bodies lose function due to injury, disease or as we grow old. At the heart of tissue engineering is the idea that we can restore tissue function by replacing with or rebuild the right structure. To artificially generate tissues, organs or even organisms, one fundamental question must be addressed: How do our different organs, composed of cells with the identical genetic information, develop into such functionally different organs? Through the lens of tissue engineering, we will explore the mechanism by which cells sense the surrounding physical and chemical cues, and respond by changing their gene expression and consequent behaviors. We will devote most of our discussion to the scientific rationale and challenges of tissue engineering. Topics to be covered include 3D organoids in regenerative medicine, disease modeling, biobanking and drug discovery, computational modeling of stem cell dynamics, tissue growth and pattern formation, mechanotransduction, biomaterial fabrication, immunomodulation and cultured meat. Bioengineering of bone and cartilage, cardiovascular and nervous systems, etc. will be presented as case studies to illustrate details of certain aspects of tissue engineering in the broader context of the overall strategic approach used to solve a clinical problem. We will also consider the role of social factors like legislative regulation, health care philosophy, ethics and economics in the process of moving concept into the clinic and market.

Requirements/Evaluation: six 4-5 page papers; six 1-2 page response papers; tutorial presentations; contribution to the intellectual enterprise

Prerequisites: BIOL202 or permission of instructor

Enrollment Limit: 10

Enrollment Preferences: Junior and seniors, with preference to senior Biology majors who have not had a 400-level course

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (WS)

Writing Skills Notes: Each student will write six 4-5 page papers that address questions given by the professor and six 1-2 page critiques of their tutorial partner's papers, either adding to or refuting the main points made. Both papers and critiques will receive feedback from professor regarding structure, style and argument. As a final assignment, each student will write a paper that requires synthesizing/revising their ideas from the previous five papers and also a peer review of their partner's final paper.

Attributes: BIMO Interdepartmental Electives

Spring 2025

TUT Section: T1 TBA Pei-Wen Chen

BIOL 477 (S) Evolution of Species Coexistence

How can two or more species coexist if they compete for the same resources? Or when one preys on the other? Understanding species coexistence has been central to ecology since its inception. The question is important because species diversity is a defining characteristic of natural ecosystems. This course provides an in depth look into the theoretical and empirical evidence for species coexistence. It also explores how the evolution of interacting species can change the identity and number of species in a community thereby playing a key role in determining and maintaining species diversity. Finally, the course will address how this body of theory and empirical evidence can be used to predict how we might expect diversity to change with increases in human-caused disruptions to the natural environment.

Requirements/Evaluation: Evaluation will be based on participation in discussions, several short papers, and presentations.

Prerequisites: BIOL/ENVI 203

Enrollment Limit: 12

Enrollment Preferences: Biology seniors who have not yet taken a 400 level course

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D3)

Not offered current academic year

BIOL 493 (F) Senior Thesis Research: Biology

Each student prepares a thesis under the supervision of a member of the department. Thesis work can begin either in the spring of the junior or the fall of the senior year, and includes the Winter Study period of the senior year. The number of Biology Department faculty available to mentor research students and the number of students each can accommodate in their lab vary from year to year. Although the department will make every effort to provide an opportunity for students to conduct Honors research, you should be aware that it may not be possible to assign all applicants to a laboratory. This is part of a full-year thesis (493-494).

Requirements/Evaluation: Written thesis, poster presentation at the end of the year, oral presentation in October of the senior year.

Prerequisites: Students must apply during the first week in February of their junior year to pursue an Honors thesis in Biology.

Enrollment Limit: 30

Enrollment Preferences: Senior Biology majors

Expected Class Size: 25

Grading: no pass/fail option, yes fifth course option

Unit Notes: Senior majors are required to participate in Biology Colloquium, which is scheduled for most Fridays at 1:10 pm.

Distributions: (D3)

Fall 2024

HON Section: 01 TF 1:10 pm - 2:25 pm Robert M. Savage

BIOL 494 (S) Senior Thesis Research: Biology

Each student prepares a thesis under the supervision of a member of the department. Thesis work can begin either in the spring of the junior or the fall of the senior year, and includes the Winter Study period of the senior year. The number of Biology Department faculty available to mentor research students and the number of students each can accommodate in her/his lab vary from year to year. Although the department will make every effort to provide an opportunity for students to conduct Honors research, you should be aware that it may not be possible to assign all applicants to a laboratory. This is part of a full-year thesis (493-494).

Requirements/Evaluation: Written thesis, poster presentation at the end of the year, oral presentation in the first semester of the thesis year.

Prerequisites: Students must apply during the first week in February of their junior year to pursue an Honors thesis in Biology.

Enrollment Limit: 30

Enrollment Preferences: Senior Biology majors

Expected Class Size: 25

Grading: no pass/fail option, yes fifth course option

Unit Notes: Senior majors are required to participate in Biology Colloquium, which is scheduled for most Fridays at 1:10 pm.

Distributions: (D3)

Spring 2025

HON Section: 01 TBA Robert M. Savage

Winter Study -----**BIOL 22 (W) Introduction to Biological Research**

An experimental research project will be carried out under the supervision of the Biology Department. It is expected that the student will spend 20 hours per week in the lab at a minimum, and a 10-page written report is required. This experience is intended for, but not limited to, first-year students and sophomores, and requires the permission of the instructor.

Class Format: Independent study

Requirements/Evaluation: A 10-page paper

Prerequisites: None. Students may not register until they have a confirmed placement in a Williams Biology lab. The instructor will work with student to identify possible mentors, but it is the student's responsibility to talk to the mentor and get approval.

Enrollment Limit: 18

Enrollment Preferences: First years and sophomores

Expected Class Size: NA

Grading: pass/fail only

Attributes: EXPE Experiential Education Courses STUX Winter Study Student Exploration

Not offered current academic year

BIOL 24 (W) Introduction to Ecology and Evolutionary Biology Research

An experimental research project in ecology /evolutionary biology will be carried out under the supervision of the Biology Department. It is expected that the student will spend 20 hours per week in the lab at a minimum, and a 10-page written report is required. This experience is intended for, but not limited to, first-year students and sophomores, and requires the permission of the instructor.

Requirements/Evaluation: A 10-page paper.

Prerequisites: None. Students may not register until they have a confirmed placement in a Williams Biology lab. The instructor will work with student to identify possible mentors, but it is the student's responsibility to talk to the mentor and get approval.

Enrollment Limit: 12

Enrollment Preferences: First years and sophomores

Expected Class Size: 8

Grading: pass/fail only

Not offered current academic year

BIOL 27 (W) Introduction to Molecular and Cell Biology and Biochemistry Research

An experimental research project in molecular or cellular biology/biochemistry will be carried out under the supervision of the Biology Department. It is expected that the student will spend 20 hours per week in the lab at a minimum, and a 10-page written report is required. This experience is intended for, but not limited to, first-year students and sophomores, and requires the permission of the instructor.

Requirements/Evaluation: A 10-page paper.

Prerequisites: None. Students may not register until they have a confirmed placement in a Williams Biology lab. The instructor will work with student to identify possible mentors, but it is the student's responsibility to talk to the mentor and get approval.

Enrollment Limit: 12

Enrollment Preferences: First years and sophomores

Expected Class Size: 8

Grading: pass/fail only

Not offered current academic year

BIOL 28 (W) Introduction to Research in Neuroscience and Organismal Biology

An experimental research project in neurobiology/organismal biology will be carried out under the supervision of the Biology Department. It is expected that the student will spend 20 hours per week in the lab at a minimum, and a 10-page written report is required. This experience is intended for, but not limited to, first-year students and sophomores, and requires the permission of the instructor.

Requirements/Evaluation: A 10-page paper.

Prerequisites: None. Students may not register until they have a confirmed placement in a Williams Biology lab. The instructor will work with student to identify possible mentors, but it is the student's responsibility to talk to the mentor and get approval.

Enrollment Limit: 12

Enrollment Preferences: First years and sophomores.

Expected Class Size: 8

Grading: pass/fail only

Not offered current academic year

BIOL 31 (W) Senior Thesis: Biology

Continuation of Senior Honors thesis research. Required of all thesis students.

Requirements/Evaluation: Ongoing writing of honors thesis.

Prerequisites: Honors thesis student

Enrollment Limit: 33

Enrollment Preferences: To be taken by students registered for Biology 493, 494.

Expected Class Size: NA

Grading: pass/fail only

Attributes: EXPE Experiential Education Courses STUX Winter Study Student Exploration

Not offered current academic year

BIOL 99 (W) Independent Study: Biology

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study

Grading: pass/fail only

Not offered current academic year

CHEMISTRY (Div III)

Chair: Professor Thomas Smith

- Ben L. Augenbraun, Assistant Professor of Chemistry
- Anthony J. Carrasquillo, Assistant Professor of Chemistry; on leave Spring 2024
- Stephanie Christau, Visiting Assistant Professor of Chemistry
- Amy Gehring, Philip and Dorothy Schein Professor of Chemistry, Director of the Science Center
- Christopher Goh, Associate Dean for Institutional Diversity, Equity and Inclusion, Professor of Chemistry; affiliated with: Institutional Diversity, Equity, and Inclusion, Chemistry
- Sarah L. Goh, Professor of Chemistry
- Kerry-Ann Green, Assistant Professor of Chemistry; on leave 2023-2024
- Katie M. Hart, Assistant Professor of Chemistry
- Jenna L. MacIntire, Lecturer in Chemistry
- Lee Y. Park, William R. Kenan, Jr. Professor of Chemistry; on leave 2023-2024
- Enrique Peacock-López, Halford R Clark Professor of Natural Sciences
- Bob Rawle, Assistant Professor of Chemistry
- Jennifer K. Rosenthal, Instructor in Chemistry
- Thomas E. Smith, Chair and J. Hodge Markgraf '52 Professor of Chemistry
- Laura R. Strauch, Lecturer in Chemistry
- B Thuronyi, Assistant Professor of Chemistry
- Amanda K. Turek, Assistant Professor of Chemistry

MAJOR

Through a variety of individual courses and sequential programs, the department provides an opportunity for students to explore the nature and significance of chemistry, an area of important achievement in our quest for knowledge about ourselves and the world around us. The student of chemistry is able to become aware of the special viewpoint of chemists, the general nature of chemical investigation, some of its important results, how these results are expressed, and something of their significance within the fields of science and in the area of human endeavor as a whole. The Chemistry major provides excellent preparation for graduate study in chemistry, biochemistry, chemical engineering, environmental science, materials science, medicine, and the medical sciences.

A major in chemistry can be achieved in several ways, preferably beginning in the student's first year at Williams, but also beginning in the sophomore year. For students who are interested in fulfilling pre-medical requirements and/or pursuing study abroad, we strongly recommend consultation with the chemistry department as early as possible in order to plan a course of study. Building on a foundation in general chemistry, organic chemistry, and physical chemistry, a student elects additional advanced courses to complete a major that is consistent with their background in other sciences, interests, and goals. A student's program can emphasize any subdiscipline of chemistry including biochemistry, environmental, inorganic, materials, organic, and physical chemistry. Students considering a major in chemistry should consult with a member of the department as early as possible in order to plan a program which best suits their interests and abilities and which makes full use of their previous preparation.

For students beginning their chemistry studies in Fall 2023 or later.

Most students will begin their study in the department in Chemistry 101 (Concepts of Chemistry), which may be taken in the fall or the spring semester. For students with little or no high school chemistry, we offer Chemistry 100 (Chemistry Matters) in the fall semester as preparation for Chemistry 101 in the spring semester. All students interested in taking Chemistry 100 or Chemistry 101 must complete a brief departmental survey to assist in determining the best first semester placement. After Chemistry 101, students will take Chemistry 200 (Advanced Concepts in Chemistry) and Chemistry 201 (Introduction to Organic Chemistry), in either order. After completing these courses, students can move into elective courses.

Completion of a Chemistry major requires nine semester chemistry courses beginning with Chemistry 101. Chemistry 100 can count as one of

these courses. Alternatively, two approved courses from adjacent sciences (those with significant chemical and/or quantitative content) from Biology, Computer Science, Geosciences, Mathematics, Physics, or Statistics can count towards one of their required Chemistry credits. Only one course designated as pass/fail may be counted towards the major. Chemistry 242 (Intermediate Organic Chemistry) is required for the major, as is at least one course selected from Chemistry 361, 363, 364, 366, or 367. Starting at the 300 level, at least three of the courses taken must have a laboratory component. The specific courses selected, will depend on each student's future plans and interests, and can be determined in consultation with the chair or major advisor. In addition, the department has a number of "Independent Research Courses" which, while they do not count toward completion of the major, provide a unique opportunity to pursue an independent research project under the direction of a faculty member.

Required Foundational Courses

101 Concepts of Chemistry

200 Advanced Chemical Concepts

201 Organic Chemistry: Introductory Level

242 Organic Chemistry: Intermediate Level (required for the major)

For students who began their chemistry studies in Fall 2022 or earlier.

All students begin their study in the department with either Chemistry 151, 153, or 155 in the fall semester. Placement at the introductory level is based upon responses on the departmental survey and consultation with the faculty; results of the College Board Advanced Placement Test or the International Baccalaureate Exam are also taken into account.

The first year is completed with Chemistry 156. In the second year at the introductory level, students take Chemistry 251 and Chemistry 256 (those students who complete 155 are exempted from 256). Completion of a Chemistry major requires either nine semester chemistry courses or eight semester chemistry courses plus two approved courses from adjacent sciences (those with significant chemical and/or quantitative content) from Biology, Computer Science, Geosciences, Mathematics, Physics, or Statistics. Only one course designated as pass/fail may be counted towards the major. For all majors, at least one must be selected from Chemistry 361, 363, 364, 366, or 367. Starting at the 300 level, at least three of the courses taken must have a laboratory component. The specific courses selected, will depend on each student's future plans and interests, and can be determined in consultation with the chair or major advisor. In addition, the department has a number of "Independent Research Courses" which, while they do not count toward completion of the major, provide a unique opportunity to pursue an independent research project under the direction of a faculty member.

Foundational Courses

Second Year

Fall: 251 Organic Chemistry: Intermediate Level

Spring: 256 Advanced Chemical Concepts (or 300-level if completed 155)

Elective Courses

319 Integrative Bioinformatics, Genomics, and Proteomics Lab

321 Biochemistry I-Structure and Function of Biological Molecules

322 Biochemistry II-Metabolism

324 Enzyme Kinetics and Reaction Mechanisms

326 Chemical and Synthetic Biology

335 Inorganic/Organometallic Chemistry

336 Materials Chemistry

338 Bioinorganic Chemistry: Metals in Living Systems

341 Toxicology and Cancer

342 Synthetic Organic Chemistry

343 Medicinal Chemistry

344 Physical Organic Chemistry

348 Polymer Chemistry

361 Quantum Chemistry and Chemical Dynamics
363 Environmental Organic Chemistry
364 Instrumental Methods of Analysis
366 Thermodynamics and Statistical Mechanics
367 Biophysical Chemistry
368T Computational Chemistry and Molecular Spectroscopy

Independent Research Courses

393-W31-394 Junior Research and Thesis
397, 398 Independent Study, for Juniors
493-W31-494 Senior Research and Thesis
497, 498 Independent Study, for Seniors

For the purpose of assisting students in selecting a program consistent with their interests and possible continuation of their studies at the graduate level, the following groupings of electives and faculty advisors are suggested. However, a case can be made for selecting courses from the different groups.

Biochemistry: Chemistry 321, Chemistry 322, Chemistry 324, Chemistry 326, Chemistry 341, Chemistry 364, Chemistry 367. Students interested in biochemistry should consult with Professors Gehring, Hart, Rawle, or Thuronyi.

Environmental Chemistry: Chemistry 363, Chemistry 361, Chemistry 364, Chemistry 366. Students interested in environmental chemistry should consult with Professor Carrasquillo.

Inorganic Chemistry: Chemistry 335, Chemistry 336, Chemistry 338, Chemistry 361, Chemistry 364, Chemistry 366. Students interested in inorganic chemistry should consult with Professors C. Goh, Green, or Park.

Materials Chemistry: Chemistry 335, Chemistry 336, Chemistry 348, Chemistry 361, Chemistry 364, Chemistry 366. Students interested in materials science should consult with Professors S. Goh or Park.

Organic Chemistry: Chemistry 341, Chemistry 342, Chemistry 343, Chemistry 344, Chemistry 348, Chemistry 363, Chemistry 364, Chemistry 361, Chemistry 366. Students interested in organic chemistry should consult with Professors S. Goh, Green, Smith, Thuronyi, or Turek.

Physical Chemistry: Chemistry 361, Chemistry 364, Chemistry 366, Chemistry 368T. Students interested in physical chemistry should consult with Professors Augenbraun, Carrasquillo, or Peacock-López.

While any accepted route through the major would permit a student to proceed to graduate study in chemistry, four electives should be considered a minimum, and at least a semester of research is strongly recommended.

The department's curriculum is approved by the American Chemical Society (ACS), a professional body of academic, industrial, and research chemists. The ACS suggests the following courses for someone considering graduate study or work in chemistry or a related area:

For students beginning in 2023 or later: CHEM 101, CHEM 200, CHEM 201, CHEM 242

For students beginning in 2022 or earlier: CHEM 151,3/5, CHEM 156, CHEM 251, CHEM 256

At the upper level, the ACS recommends 321, 335, 364, (one of 361, 366 or 367) and at least 3 courses (all of which must have a laboratory component or at least one must be a research course of 393 or above) from our remaining upper level electives: 319, 322, 324, 326, 336, 341, 342, 343, 344, 348, 361, 363, 366, 367, 368T, 393, 394, 397, 398, 493, 494, 497, 498, BIMO 401. Students are strongly encouraged (though not required) to pursue independent research in some form. In addition, students have also completed 2 semesters of calculus and 2 semesters of physics. Students completing these requirements can be designated Certified ACS Majors.

BIOCHEMISTRY AND MOLECULAR BIOLOGY (BIMO)

Students interested in Biochemistry and Molecular Biology should consult with the general statement under the Biochemistry and Molecular Biology Program (BIMO) in the Courses of Instruction. Students interested in completing the BIMO program are also encouraged to complete the biochemistry courses within the chemistry major by taking 321, 322, 324, 326, and 367 in addition to the first and second year required courses.

BIOINFORMATICS, GENOMICS, AND PROTEOMICS (BiGP)

Students interested in Bioinformatics, Genomics, and Proteomics should consult the general statement under Bioinformatics, Genomics, and

Proteomics in the Courses of Instruction. Students interested in these areas are also encouraged to complete the biochemistry courses within the chemistry major by taking 319, 321, 322, 324 and 367 in addition to the first and second year required courses.

THE DEGREE WITH HONORS IN CHEMISTRY

The degree with honors in Chemistry provides students with an opportunity to undertake an independent research project under the supervision of a faculty member, and to report on the nature of the work in two short oral presentations and in a written thesis.

Chemistry majors who are candidates for the degree with honors take the following in addition to a major outlined above:

Chemistry 493-W31-494 Senior Research and Thesis

The principal considerations in admitting a student to a program of independent research are mastery of fundamental materials and skills, ability to pursue independent study successfully, and demonstrated student interest and motivation. In addition, to enroll in these courses leading to a degree with honors, a student must have at least a B- average in all chemistry courses or the permission of the chair. At the end of the first semester of the senior year, the department reviews the student's progress and determines whether the student is a candidate for a degree with honors. The designation of a degree with honors in Chemistry or a degree with highest honors in Chemistry is based primarily on a departmental evaluation of the accomplishments in these courses and on the quality of the thesis. Completion of the research project in a satisfactory manner and preparation of a well-written thesis usually results in a degree with honors. In cases where a student has demonstrated unusual commitment and initiative resulting in an outstanding thesis based on original results, combined with a strong record in all of their chemistry courses, the department may elect to award a degree with highest honors in Chemistry.

EXCHANGE AND TRANSFER STUDENTS

Students from other institutions wishing to register for courses in chemistry involving college-level prerequisites should do so in person with a member of the Chemistry Department. Registration should take place by appointment during the spring semester prior to the academic year in which courses are to be taken. Students are requested to have with them transcripts of the relevant previous college work.

COURSES FOR NON-MAJORS WITH NO PREREQUISITES

Students with principal interests outside of the sciences may extend a secondary school foundation in chemistry by electing a basic two-semester introductory course of a general nature or they may elect semester courses designed for non-majors. All courses in chemistry satisfy the divisional distribution requirement.

STUDY ABROAD

Students who wish to complete a chemistry major (or chemistry requirements for pre-medical study) as well as to study abroad during their junior year are encouraged to begin taking chemistry in their first semester at Williams, and should consult with members of the department as early as possible.

FAQ

Students **MUST** contact departments/programs **BEFORE** assuming study away credit will be granted toward the major or concentration.

Can your department or program typically pre-approve courses for major/concentration credit?

Yes, in some cases, if appropriate course information is available in advance (e.g. syllabi and/or course descriptions), though students should be sure to contact the department. We can give provisional approval in some cases if enough detail is available, but we always ask to see the details after the course is completed before signing off on the major credit.

What criteria will typically be used/required to determine whether a student may receive major/concentration credit for a course taken while on study away?

Course title and description, complete syllabus, including readings/assignments, and complete description of laboratory program. The biggest question is whether or not there is a lab component of the course and whether it is sufficient to fulfill the equivalent lab experience of Williams courses.

Does your department/program place restrictions on the number of major/concentration credits that a student might earn through study away?

No official restrictions, but we advise our students to take the majority of their chemistry courses at Williams.

Does your department/program place restrictions on the types of courses that can be awarded credit towards your major?

Yes. We have several special requirements. Only one non-lab class can be used toward the upper-level major requirements. This is usually the restriction that causes difficulty with study abroad—where appropriate lab courses may not be available. One of the lab courses must also meet our departmental "quantitative requirement." In principle, this could be met by a course taken abroad, but we would likely be more conservative in authorizing this equivalency.

Are there specific major requirements that cannot be fulfilled while on study away?

No. In principle, all major requirements could be filled abroad, but laboratory programs abroad are not always sufficiently rigorous to meet our

standards. We look for at least 40 hours of wet-lab time for the lab component. Importantly, this cannot be work in a professor's research lab, but must be "exercises" giving our students practice with standard techniques and methods of analysis.

Are there specific major requirements in your department/program that students should be particularly aware of when weighing study away options? (Some examples might include a required course that is always taught in one semester, laboratory requirements.)

Yes. The lab requirements that I've mentioned above are the main complicating factors. Also our first two years of ("introductory") chemistry courses are taught in an unconventional way. If a student had not yet completed all four of those courses before studying abroad, they would need to be aware of special timing that might complicate things. For our first two years of instruction, we teach one semester of introductory chemistry followed by two semesters of organic chemistry, and top things off with a final semester of a course that is somewhat specific to Williams. There are ways to take "equivalent" courses elsewhere, but we would need to work very closely with the student to ensure that all of the pieces fit together appropriately.

Give examples in which students thought or assumed that courses taken away would count toward the major or concentration and then learned they wouldn't:

None to date, but there may have been times when the lab component of a course was not sufficient and we were only able to assign major credit for a non-lab course instead of a course-with-a-lab.

CHEM 100 (F) Chemistry Matters (QFR)

Chemistry matters! From fueling the world's economy to preventing the next pandemic to forecasting future climate change, chemistry touches all aspects of daily life. This course provides an introduction to chemical principles and applications for students with little or no high school chemistry background. Through the lens of contemporary issues and applications (e.g. energy, environment, materials, medicine, etc.), students will be introduced to concepts fundamental to studying matter at the molecular level. Particular emphasis will be placed on skills essential for students to understand chemistry in these contexts, including quantitative reasoning and the development of chemical literacy and intuition. Laboratory meetings will be used to reinforce lecture material through experimentation at the bench and active learning exercises.

Class Format: lecture, three times per week and laboratory, three hours per week

Requirements/Evaluation: problem set assignments, laboratory work and analysis, quizzes/exams and a final assessment

Prerequisites: Students are required to take the online Chemistry Placement Survey prior to registering for the course (chemistry.williams.edu/placement).

Enrollment Limit: 32; 16/lab

Enrollment Preferences: First-year students with little or no high school chemistry experience.

Expected Class Size: 32

Grading: yes pass/fail option, no fifth course option

Unit Notes: CHEM 100 may be taken concurrently with MATH 102--see under Mathematics; CHEM 100 or its equivalent is a prerequisite to CHEM 101.

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: This course fulfills the QFR requirement with regular problem sets and in class activities in which quantitative/formal reasoning skills are practiced.

Fall 2024

LEC Section: 01 MWF 9:00 am - 9:50 am Katie M. Hart

LAB Section: 02 W 1:00 pm - 4:00 pm

LAB Section: 03 R 1:00 pm - 4:00 pm

CHEM 101 (F)(S) Concepts of Chemistry (QFR)

This course broadens and deepens the foundation in chemistry of students who have had one or more years of chemistry at the high school level. Most students begin study of chemistry at Williams with this course. Familiarity with stoichiometry, basic concepts of equilibria, the model of an atom, Lewis structures and VSEPR, and gas laws is expected. Principal topics for this course include modern atomic theory, molecular structure and bonding, states of matter, chemical equilibrium (acid-base and solubility), and an introduction to atomic and molecular spectroscopies. Laboratory periods will largely focus on experiment design, data analysis, literature, scientific writing, and other skills critical to students' development as

scientists. The course is of interest to students who anticipate professional study in chemistry, related sciences, or one of the health professions, as well as to those who want to explore the fundamentals of chemistry as part of their general education. This course may be taken pass/fail; however, students who are considering graduate study in science or in the health professions should elect to take this course for a grade.

Class Format: lecture, three times per week and laboratory, four hours per week

Requirements/Evaluation: problem sets and/or quizzes, laboratory work, and exams

Prerequisites: Students are required to take the online Chemistry Placement Survey prior to registering for the course (chemistry.williams.edu/placement) or CHEM 100.

Enrollment Limit: 45; 16/lab

Enrollment Preferences: first-year students

Expected Class Size: 45/lecture

Grading: yes pass/fail option, no fifth course option

Unit Notes: CHEM 101 or its equivalent is a prerequisite for both CHEM 200 and CHEM 201 and is required for the BIMO concentration.

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: This course fulfills the QFR requirement with regular and substantial problem sets in which quantitative/formal reasoning skills are practiced and evaluated.

Attributes: BIMO Required Courses

Fall 2024

LEC Section: 01 MWF 10:00 am - 10:50 am Bob Rawle

LEC Section: 02 MWF 11:00 am - 11:50 am Ben L. Augenbraun

LAB Section: 03 M 1:00 pm - 5:00 pm

LAB Section: 04 T 1:00 pm - 5:00 pm

LAB Section: 05 W 1:00 pm - 5:00 pm

LAB Section: 06 R 1:00 pm - 5:00 pm

LAB Section: 07 M 1:00 pm - 5:00 pm

LAB Section: 08 W 1:00 pm - 5:00 pm

Spring 2025

LEC Section: 01 MWF 9:00 am - 9:50 am Lee Y. Park

LAB Section: 02 M 1:00 pm - 5:00 pm

LAB Section: 03 T 1:00 pm - 5:00 pm

CHEM 115 (F) AIDS: The Disease and Search for a Cure

Cross-listings:

Primary Cross-listing

Since the discovery of the human immunodeficiency virus (HIV-1) in 1983, modern techniques of molecular biology have revealed much about its structure and life cycle. The intensity of the scientific investigation directed at HIV-1 is unprecedented in history. We now know more about this virus than any other pathogen. However, the early optimism concerning the prospects for an effective AIDS vaccine has not yet materialized, and HIV strains that are resistant to drug therapies are common. We are now four decades into the AIDS pandemic, and the World Health Organization estimates that there are more than 38 million HIV-infected persons worldwide. After an introduction to chemical structure, we examine the molecular biology of the HIV virus, the molecular targets of anti-HIV drugs, and the prospects for a cure. We look at how HIV-1 interacts with the human immune system and discuss strategies for developing an effective HIV vaccine.

Class Format: three hours per week

Requirements/Evaluation: problem sets, a midterm, quizzes, a final exam, and a presentation/discussion

Prerequisites: none; designed for the non-science major who does not intend to pursue a career in the natural sciences

Enrollment Limit: 32

Enrollment Preferences: seniors, juniors, sophomores, then first-year students

Expected Class Size: 32

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

CHEM 115(D3)

Attributes: PHLH Biomedical Determinants of Health

Not offered current academic year

CHEM 200 (S) Advanced Chemical Concepts (QFR)

This course treats an array of topics in modern chemistry, emphasizing broad concepts that connect and weave through the various subdisciplines of the field--biochemistry, inorganic chemistry, organic chemistry, and physical chemistry. It provides the necessary background in chemical science for students who are planning advanced study or a career in chemistry, biological science, geoscience, environmental science, or a health profession. Topics include coordination complexes, thermodynamics, electrochemistry, and kinetics. Laboratory sections will give students hands-on experience involving synthesis, characterization, and reactivity studies of coordination and organic complexes; spectroscopic analyses; thermodynamics; electrochemistry; and kinetics. Students will hone their skills in the presentation of results through written reports and worksheets.

Class Format: lecture, three times per week and laboratory, four hours per week

Requirements/Evaluation: homework assignments, laboratory work, quizzes, midterm exam, and a final exam

Prerequisites: CHEM 101

Enrollment Limit: 35; 16/lab

Enrollment Preferences: first-year students, then sophomores

Expected Class Size: 35

Grading: no pass/fail option, no fifth course option

Unit Notes: CHEM 200 is required for the BIMO concentration

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: This course fulfills the QFR requirement with regular and substantial problem sets in which quantitative/formal reasoning skills are practiced and evaluated.

Attributes: BIMO Required Courses

Spring 2025

LEC Section: 01 MWF 9:00 am - 9:50 am Enrique Peacock-López

LEC Section: 02 MWF 10:00 am - 10:50 am Enrique Peacock-López

LAB Section: 03 M 1:00 pm - 5:00 pm

LAB Section: 04 T 1:00 pm - 5:00 pm

LAB Section: 05 W 1:00 pm - 5:00 pm

LAB Section: 06 R 1:00 pm - 5:00 pm

LAB Section: 07 T 8:00 am - 12:00 pm

CHEM 201 (F) Organic Chemistry: Introductory Level (QFR)

This course provides the necessary background in organic chemistry for students who are planning advanced study or a career in chemistry, the biological sciences, or the health professions. It initiates the systematic study of the common classes of organic compounds with emphasis on theories of structure and reactivity. Specific topics include basic organic structures and bonding, delocalization and conjugation, acidity & basicity, nucleophilic addition and substitution reactions, stereochemistry and molecular energetics. The theory and interpretation of infrared (IR) and nuclear magnetic resonance (NMR) spectroscopy, as well as the fundamentals of molecular modeling as applied to organic molecules are presented. The coordinated laboratory work includes organic synthesis, purification and separation techniques, as well as characterization by IR and NMR spectroscopy.

Class Format: lecture, three times per week and laboratory, four hours per week

Requirements/Evaluation: quantitative problem solving, laboratory performance, three midterm exams, and a final exam

Prerequisites: CHEM 101 or CHEM 151, 153, or 155

Enrollment Limit: 40; 12/lab

Enrollment Preferences: Seniors, juniors, sophomores, first-year students

Expected Class Size: 40

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: This course fulfills the QFR requirement with regular and substantial problem solving in which quantitative/formal reasoning skills are practiced and evaluated.

Attributes: BIMO Required Courses

Fall 2024

LEC Section: 01 MWF 9:00 am - 9:50 am Kerry-Ann Green

LEC Section: 02 MWF 10:00 am - 10:50 am Amanda K. Turek

LAB Section: 03 M 1:00 pm - 5:00 pm

LAB Section: 04 T 1:00 pm - 5:00 pm

LAB Section: 05 W 1:00 pm - 5:00 pm

LAB Section: 06 R 1:00 pm - 5:00 pm

LAB Section: 07 M 1:00 pm - 5:00 pm

LAB Section: 08 T 1:00 pm - 5:00 pm

LAB Section: 09 W 1:00 pm - 5:00 pm

LAB Section: 10 T 8:00 am - 12:00 pm

CHEM 242 (S) Organic Chemistry: Intermediate Level

This course is a continuation of CHEM 156/201 and it concludes the systematic study of the common classes of organic compounds with emphasis on theories of structure and reactivity. Specific topics include radical chemistry, an introduction to mass spectrometry and ultraviolet spectroscopy, the theory and chemical reactivity of conjugated and aromatic systems, the concepts of kinetic and thermodynamic control, an extensive treatment of the chemistry of the carbonyl group, alcohols, ethers, polyfunctional compounds, the concept of selectivity, the fundamentals of organic synthesis, an introduction to carbohydrates, carboxylic acids and derivatives, acyl substitution reactions, amines, and an introduction to amino acids, peptides, and proteins. The coordinated laboratory work includes application of the techniques learned in the introductory level laboratory, along with new functional group analyses, to the separation and identification of several unknown samples. Skills in analyzing NMR, IR, and MS data are practiced and further refined.

Class Format: lecture, three times per week and laboratory, four hours per week

Requirements/Evaluation: midterm exams, problem sets, laboratory performance, including written lab reports, and a final exam

Prerequisites: CHEM 200 and CHEM 201 (or CHEM 156); or permission of instructor

Enrollment Limit: 40; 12/lab

Enrollment Preferences: seniors, juniors, then sophomores

Expected Class Size: 40

Grading: no pass/fail option, no fifth course option

Distributions: (D3)

Attributes: BIMO Required Courses

Spring 2025

LEC Section: 01 MWF 9:00 am - 9:50 am Thomas E. Smith

LEC Section: 02 MWF 10:00 am - 10:50 am B Thuronyi

LAB Section: 03 M 1:00 pm - 5:00 pm

LAB Section: 04 T 1:00 pm - 5:00 pm

LAB Section: 05 W 1:00 pm - 5:00 pm

LAB Section: 06 R 1:00 pm - 5:00 pm

LAB Section: 07 M 1:00 pm - 5:00 pm

LAB Section: 08 W 1:00 pm - 5:00 pm

CHEM 319 (S) Integrative Bioinformatics, Genomics, and Proteomics Lab (QFR)

Cross-listings: BIOL 319 / CSCI 319 / PHYS 319 / MATH 319

Secondary Cross-listing

What can computational biology teach us about cancer? In this lab-intensive experience for the Genomics, Proteomics, and Bioinformatics program, computational analysis and wet-lab investigations will inform each other, as students majoring in biology, chemistry, computer science, mathematics/statistics, and physics contribute their own expertise to explore how ever-growing gene and protein data-sets can provide key insights into human disease. In this course, we will take advantage of one well-studied system, the highly conserved Ras-related family of proteins, which play a central role in numerous fundamental processes within the cell. The course will integrate bioinformatics and molecular biology, using database searching, alignments and pattern matching, and phylogenetics to reconstruct the evolution of gene families by focusing on the gene duplication events and gene rearrangements that have occurred over the course of eukaryotic speciation. By utilizing high through-put approaches to investigate genes involved in the inflammatory and MAPK signal transduction pathways in human colon cancer cell lines, students will uncover regulatory mechanisms that are aberrantly altered by siRNA knockdown of putative regulatory components. This functional genomic strategy will be coupled with independent projects using phosphorylation-state specific antisera to test our hypotheses. Proteomic analysis will introduce the students to de novo structural prediction and threading algorithms, as well as data-mining approaches and Bayesian modeling of protein network dynamics in single cells. Flow cytometry and mass spectrometry may also be used to study networks of interacting proteins in colon tumor cells.

Class Format: The lab for this course will meet for two afternoons per week. Some lab sessions will be shorter than 3 hours.

Requirements/Evaluation: lab participation, several short homework assignments, one lab report, a programming project, and a grant proposal

Prerequisites: BIOL 202; students who have not taken BIOL 202 but have taken BIOL 101 and a CSCI course, or CSCI/PHYS 315, may enroll with permission of instructor. No prior computer programming experience is required.

Enrollment Limit: 12

Enrollment Preferences: seniors, then juniors, then sophomores

Expected Class Size: 12

Grading: yes pass/fail option, no fifth course option

Distributions: (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

BIOL 319(D3) CHEM 319(D3) CSCI 319(D3) PHYS 319(D3) MATH 319(D3)

Quantitative/Formal Reasoning Notes: Through lab work, homework sets and a major project, students will learn or further develop their skills in programming in Python, and about the basis of Bayesian approaches to phylogenetic tree estimation.

Attributes: BIGP Courses BIMO Interdepartmental Electives

Not offered current academic year

CHEM 321 (F) Biochemistry I: Structure and Function of Biological Molecules (QFR)

Cross-listings: BIOL 321 / BIMO 321

Secondary Cross-listing

This course introduces the foundational concepts of biochemistry with an emphasis on the structure and function of biological macromolecules. Specifically, the structure of proteins and nucleic acids are examined in detail in order to determine how their chemical properties and their biological behavior result from those structures. Other topics covered include catalysis, enzyme kinetics, mechanism and regulation; the molecular organization of biomembranes; and the flow of information from nucleic acids to proteins. In addition, the principles and applications of the methods used to characterize macromolecules in solution and the interactions between macromolecules are discussed. The laboratory provides a hands-on opportunity to study macromolecules and to learn the fundamental experimental techniques of biochemistry including electrophoresis, chromatography, and principles of enzymatic assays.

Class Format: lecture, three times per week and laboratory, four hours per week

Requirements/Evaluation: quizzes, a midterm exam, a final exam, problem sets and performance in the laboratories including lab reports

Prerequisites: BIOL 101, CHEM 200 and CHEM 201; or either CHEM 155 or 256 and CHEM 251

Enrollment Limit: 12/lab

Enrollment Preferences: junior and senior Biology and Chemistry majors and BIMO concentrators

Expected Class Size: 36

Grading: no pass/fail option, no fifth course option

Unit Notes: Cannot be counted towards the Biology major in addition to BIOL 222

Distributions: (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

BIOL 321(D3) BIMO 321(D3) CHEM 321(D3)

Quantitative/Formal Reasoning Notes: This course fulfills the QFR requirement with regular problem sets in which quantitative/formal reasoning skills are practiced.

Attributes: BIGP Courses BIMO Required Courses

Fall 2024

LEC Section: 01 MWF 10:00 am - 10:50 am B Thuronyi

LAB Section: 02 T 1:00 pm - 3:40 pm

LAB Section: 03 R 1:00 pm - 5:00 pm

CHEM 322 (S) Biochemistry II: Metabolism (QFR)

Cross-listings: BIMO 322 / BIOL 322

Secondary Cross-listing

This lecture course provides an in-depth presentation of the complex metabolic reactions that are central to life. Emphasis is placed on the biological flow of energy including alternative modes of energy generation (aerobic, anaerobic, photosynthetic); the regulation and integration of the metabolic pathways including compartmentalization and the transport of metabolites; and biochemical reaction mechanisms including the structures and mechanisms of coenzymes. This comprehensive study also includes the biosynthesis and catabolism of small molecules (carbohydrates, lipids, amino acids, and nucleotides). Laboratory experiments introduce the principles and procedures used to study enzymatic reactions, bioenergetics, and metabolic pathways.

Class Format: Lecture three hours per week and laboratory three hours per week.

Requirements/Evaluation: several exams and performance in the laboratories including lab reports that emphasize conceptual and quantitative and/or graphic analysis of data

Prerequisites: BIOL 101, plus either: CHEM 156 and CHEM 256, or CHEM 155 and CHEM 156, or CHEM 200 and CHEM 201, or permission of instructor

Enrollment Limit: 48

Enrollment Preferences: junior and senior Biology and Chemistry majors and BIMO concentrators

Expected Class Size: 48

Grading: no pass/fail option, no fifth course option

Unit Notes: cannot be counted towards the Biology major in addition to BIOL 222

Distributions: (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

BIMO 322(D3) CHEM 322(D3) BIOL 322(D3)

Quantitative/Formal Reasoning Notes: The laboratory program is quantitative covering data analyses, numerical transformations, graphical displays.

Attributes: BIGP Courses BIMO Required Courses

Spring 2025

LEC Section: 01 TR 11:20 am - 12:35 pm Caitlyn E. Bowman-Cornelius

LAB Section: 02 M 1:00 pm - 3:50 pm Caitlyn E. Bowman-Cornelius

LAB Section: 03 W 1:00 pm - 3:50 pm Caitlyn E. Bowman-Cornelius

LAB Section: 04 R 1:00 pm - 3:50 pm Caitlyn E. Bowman-Cornelius

CHEM 324 (F) Enzyme Kinetics and Reaction Mechanisms

Enzymes are complex biological molecules capable of catalyzing chemical reactions with very high efficiency, stereo-selectivity and specificity. The study of enzymatically-catalyzed reactions gives insight into the study of organic reaction mechanisms in general, and into the topic of catalysis especially. This course explores the methods and frameworks for determining enzymatic reaction mechanisms. These methods are based on a firm foundation of organic reaction mechanisms and chemical kinetics. We will investigate the major types of biochemical reactions, focusing on their catalytic mechanisms and how those mechanisms can be elucidated. We will lay the foundation for this mechanistic consideration with discussion of transition state theory, structure-reactivity relationships, steady state and pre-steady kinetics, use of isotopes, genetic modification, and other tools for probing enzymatic reactions. We will also examine the catalytic roles of a variety of vitamins and cofactors.

Class Format: three hours per week

Requirements/Evaluation: problem sets, quizzes, a midterm exam, a paper, and a final exam

Prerequisites: CHEM/BIOL/BIMO 321 or permission of instructor

Enrollment Limit: 20

Enrollment Preferences: Chemistry majors or BIMO concentrators

Expected Class Size: 20

Grading: no pass/fail option, yes fifth course option

Distributions: (D3)

Attributes: BIMO Interdepartmental Electives

Not offered current academic year

CHEM 326 (S) Chemical and Synthetic Biology

This course surveys the rapidly evolving, interdisciplinary and interconnected fields of chemical and synthetic biology. Chemical biology uses precise molecular-level manipulations to influence living systems from the bottom up, often by introducing components that are foreign to nature. Synthetic biology takes advantage of existing molecular technology and adopts an engineering mindset to reprogram life. Students will achieve literacy through immersion in chemical and synthetic biology. We will prioritize broad exposure to these fields, their vocabulary, culture, practices and ideas, through extensive engagement with the primary literature that expert practitioners use to teach themselves. The course model is instructor-facilitated peer-to-peer instruction, emphasizing skills important for autonomous and collaborative work in real-world scientific and professional fields. Topics we will cover include synthetic genomes, metabolic engineering, chemical synthesis and manipulation of biomacromolecules, directed evolution, and reworking of the central dogma of biology.

Class Format: two and a half hours of whole-class meetings and one hour of small-group meetings per week and online discussion using Perusall

Requirements/Evaluation: Course work includes consistent and intensive engagement with primary literature, discussions, weekly short presentations, formal and informal writing assignments, and an independent research project. The workload is designed to be distributed evenly throughout the semester. There are no exams. The course will be specifications-graded.

Prerequisites: CHEM/BIOL/BIMO 321 or permission of the instructor

Enrollment Limit: 12

Enrollment Preferences: seniors, then junior Chemistry and Biology majors with a demonstrated interest in chemical or synthetic biology

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D3)

Attributes: BIMO Interdepartmental Electives

Not offered current academic year

CHEM 335 (S) Inorganic/Organometallic Chemistry

This course covers fundamental aspects of the chemistry of main group elements and transition metals, and highlights how these properties are key to understanding the roles of these elements in applications such as the catalysis of synthetic organic transformations, the functions of enzymatic processes, the production of commodity chemicals such as plastics, and the actions of metal-based drugs such as cis-platin. The course introduces concepts of symmetry and group theory, and their systematic application to the study of the structure, bonding, and spectroscopy of inorganic and organometallic compounds. The course also covers the kinetics and mechanism of selected inorganic and organometallic reactions. Class discussions will involve exploration of the primary literature and review articles around recent developments and applications in inorganic chemistry, such as finding molecular solutions to water oxidation, the capture of solar energy, to cancer treatments and the optimization of industrial-scale reactions.

Class Format: lecture, three hours per week and laboratory, four hours per week

Requirements/Evaluation: problem sets, exams, presentation, group-based literature reviews, and laboratory work

Prerequisites: CHEM 155 or CHEM 256 and CHEM 251; or CHEM 200 and CHEM 201

Enrollment Limit: 16; 8/lab

Enrollment Preferences: senior and junior chemistry majors

Expected Class Size: 16

Grading: no pass/fail option, yes fifth course option

Distributions: (D3)

Spring 2025

LEC Section: 01 TR 9:55 am - 11:10 am Kerry-Ann Green

LAB Section: 02 M 1:00 pm - 5:00 pm

CHEM 336 (F) Materials Chemistry

Materials have defined much of what is possible in our daily lives. Materials scientists are at the center of imagining and delivering progress, as they improve existing materials and develop new ones to meet today's needs. Materials science focuses on the relationships between the structure, processing, properties, and performance of materials. In this course, we will explore how the properties and potential applications of a solid are related to its atomic and molecular structure, as well as to its organization on larger length scales than are traditionally considered in chemistry. We will cover a variety of different types of materials including metals, ceramics, polymers, and composites. We will examine some of the latest developments in materials science, including new strategies for the synthesis of materials on different length scales, as well as a variety of potential applications of emerging technologies.

Class Format: lecture, three hours per week

Requirements/Evaluation: problem sets, reviews of research articles, two exams, and oral presentations

Prerequisites: CHEM 155 or CHEM 256 and CHEM 251; or CHEM 200 and CHEM 201

Enrollment Limit: 20

Enrollment Preferences: Chemistry majors

Expected Class Size: 20

Grading: no pass/fail option, yes fifth course option

Distributions: (D3)

Attributes: MTSC Courses

Fall 2024

LEC Section: 01 TR 8:30 am - 9:45 am Lee Y. Park

CHEM 342 (S) Synthetic Organic Chemistry

The origins of organic chemistry are to be found in the chemistry of living things and the emphasis of this course is on the chemistry of naturally-occurring compounds. This course presents the logic and practice of chemical total synthesis while stressing the structures, properties and preparations of terpenes, polyketides and alkaloids. Modern synthetic reactions are surveyed with an emphasis on the stereochemical and mechanistic themes that underlie them. To meet the requirements for the semester's final project, each student chooses an article from the recent

synthetic literature and then analyzes the logic and strategy involved in the published work in a final paper. A summary of this paper is also presented to the class in a short seminar. There will be no laboratory component in 2022. Instead, one of the three class meetings each week will focus on discussion and presentation of reactions, mechanisms, and syntheses from the chemical literature.

Class Format: lecture, three hours per week and conference, 1.5 hours per week

Requirements/Evaluation: problem sets, midterm exams, class participation, class presentations, and a final project

Prerequisites: CHEM 155 or CHEM 256 and CHEM 251 or permission of instructor; or CHEM 200 and CHEM 242 or permission of instructor

Enrollment Limit: 16

Enrollment Preferences: Chemistry majors, seniors and juniors

Expected Class Size: 16

Grading: no pass/fail option, no fifth course option

Distributions: (D3)

Attributes: BIMO Interdepartmental Electives

Not offered current academic year

CHEM 344 (S) Physical Organic Chemistry

The structure of a molecule is inherently linked to its reactivity, and these correlations form the basis for understanding organic reaction mechanisms. This course advances the understanding from previous organic courses through a detailed examination of the concepts that underlie these structure/reactivity relationships, including molecular strain and stability, acid/base chemistry, steric and electronic effects, and aromaticity. These concepts will also be explored in the context of specific classes of reaction mechanisms. Classical and modern experimental and theoretical tools used to elucidate reaction mechanisms will also be presented, including reaction kinetics, isotope effects, and linear free energy relationships. By studying the primary literature, we will see how these experiments have been applied to the elucidation of reaction mechanism, while also learning to design a set of experiments for study of mechanisms of contemporary interest.

Class Format: lecture, three times per week and laboratory, four hours per week

Requirements/Evaluation: problem sets, exams, laboratory reports, presentations, and class participation

Prerequisites: CHEM 155 or CHEM 256 and CHEM 251; or CHEM 200 and CHEM 201

Enrollment Limit: 8

Enrollment Preferences: Chemistry majors: seniors, juniors, sophomores

Expected Class Size: 8

Grading: no pass/fail option, no fifth course option

Distributions: (D3)

Attributes: BIMO Interdepartmental Electives

Spring 2025

LEC Section: 01 MWF 11:00 am - 11:50 am Amanda K. Turek

LAB Section: 02 W 1:00 pm - 5:00 pm Amanda K. Turek

CHEM 345 (F) Supramolecular Organic Chemistry

Supramolecular chemistry is the study of chemical systems, often with practical applications, that are composed of two or more molecular components held together by non-covalent interactions. More specifically, we will focus on the use of "synthetic influence" over organic compounds and reactions to make tailor-made building blocks that will produce functional molecular assemblies. The various analytical methodologies used to probe these relatively weaker and more dynamic chemical systems will be studied. We will also examine (and be inspired by) the supramolecular chemistry found in nature, as the field was originally defined by the host-guest interactions used to explain receptor-substrate binding in many biological systems. Today, the field has intersected with numerous disciplines which we will explore; these include analytical molecular recognition and sensing, self-assembly molecular engineering, catalysis, and organic-based molecular devices, among others. We will also explore more complex supramolecular topics such as dynamic covalent chemistry and the mechanical bond. Students will be expected to delve into the chemical literature and analyze the research of pioneering chemists in the field (past and present) by choosing one prominent journal article, culminating in a final literature review paper.

Class Format: lecture/discussion

Requirements/Evaluation: problem sets, research article review homework assignments, class/discussion participation, exams, and a final literature review paper

Prerequisites: CHEM 251 and CHEM 256

Enrollment Limit: 20

Enrollment Preferences: Chemistry majors

Expected Class Size: 20

Grading: no pass/fail option, no fifth course option

Distributions: (D3)

Not offered current academic year

CHEM 348 (S) Polymer Chemistry

From synthetic to natural macromolecules, we encounter polymers everywhere and every day. This course explores the multitude of synthetic techniques available and discusses how structure defines function. Topics include polymer types, concept of molecular weight, structure-property relationships and polymer synthesis methods including condensation and chain (anionic, cationic, radical) polymerizations. Fundamentals of composition and physical properties of polymers, and methods of characterization are also covered. Examples of polymer functionalization, self-assembly, and surface modification are also discussed.

Class Format: lecture, three hours per week and laboratory, four hours per week

Requirements/Evaluation: problem sets, participation, two exams, laboratory work, and a final project

Prerequisites: CHEM 251 or CHEM 242

Enrollment Limit: 12/lab

Enrollment Preferences: Chemistry majors

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D3)

Attributes: BIMO Interdepartmental Electives MTSC Courses

Spring 2025

LEC Section: 01 TR 8:30 am - 9:45 am Sarah L. Goh

LAB Section: 02 T 1:00 pm - 5:00 pm Sarah L. Goh

CHEM 361 (S) Quantum Chemistry and Chemical Dynamics (QFR)

This course introduces quantum mechanics, which serves as the basis for understanding molecular structure and spectroscopy. We will begin by discussing the Schrodinger wave equation and then apply this to understanding the translational, vibrational, and rotational structure of molecules. This leads to a discussion of atomic/molecular electronic structure and spectroscopy. Computational methods will be taught to illustrate key quantum mechanical concepts, interpret experimental data, and extend hypotheses. Applications will be chosen from contemporary research fields, including photochemistry, laser spectroscopy, environmental/atmospheric chemistry, organometallic chemistry, and physical organic chemistry.

Requirements/Evaluation: class participation, problem sets, exams, and laboratory work

Prerequisites: CHEM 155 or CHEM 256; or CHEM 200; or permission of instructor; and strongly recommend MATH 150 or MATH 151

Enrollment Limit: 16; 8/lab

Enrollment Preferences: seniors, then juniors

Expected Class Size: 16

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: This course fulfills the QFC requirement and relies heavily upon mathematics and quantitative reasoning in all elements, including problem sets, examinations, and laboratories.

Spring 2025

LEC Section: 01 MWF 11:00 am - 12:15 pm Ben L. Augenbraun

LAB Section: 02 T 1:00 pm - 5:00 pm Ben L. Augenbraun

LAB Section: 03 R 1:00 pm - 5:00 pm Ben L. Augenbraun

CHEM 363 (F) Environmental Fate of Organic Chemicals

Cross-listings: ENVI 363

Primary Cross-listing

This course introduces students to the methods used to assess the risks posed by organic chemicals to human, animal, and ecosystem health. Our goal is to develop a quantitative understanding for how specific features of organic molecular structure directly dictate a given molecule's environmental fate. We will begin by using thermodynamic principles to estimate the salient physiochemical properties of molecules (e.g., vapor pressure, solubility, charging behavior, etc.) that impact the distribution, or partitioning, of organic chemicals between air, water, soils, and biota. Then, using quantitative structure activity relationships, we will predict the degradation kinetics resulting from natural nucleophilic, photochemical, and biological processes that determine chemical lifetime in the environment.

Class Format: lecture, three hours per week and laboratory, four hours per week

Requirements/Evaluation: weekly problem sets, laboratory exercises, two midterm exams, a final exam, participation in lecture and lab

Prerequisites: CHEM 155 or CHEM 256 and CHEM 156; or CHEM 200 and CHEM 201

Enrollment Limit: 12

Enrollment Preferences: junior and senior Chemistry and Environmental Studies majors with a demonstrated interest in environmental chemistry

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 363(D3) CHEM 363(D3)

Attributes: ENVI Natural World Electives EVST Environmental Science

Fall 2024

LEC Section: 01 TR 9:55 am - 11:10 am Anthony J. Carrasquillo

LAB Section: 02 T 1:00 pm - 5:00 pm Anthony J. Carrasquillo

LAB Section: 03 R 1:00 pm - 5:00 pm Anthony J. Carrasquillo

CHEM 364 (S) Instrumental Methods of Analysis

Instrumental methods of analysis provide scientists with different lenses to observe and elucidate fundamental chemical phenomena and to measure parameters and properties at the atomic, molecular, and bulk scales. This course introduces a framework for learning about a variety of instrumental techniques that typically include chromatography, mass spectrometry, thermal methods, atomic and molecular absorption and emission spectroscopy, X-ray diffraction, and optical and electron microscopies. Students complete laboratory projects and gain hands-on experience and project planning skills to study molecules and materials of interest. This practical experience is complemented by lectures that cover the theory and broader applications of these techniques. Students also explore the primary literature and highlight recent advances in instrumental methods that address today's analytical questions. The skills learned are useful in a wide variety of scientific areas and will prepare you well for research endeavors.

Class Format: lecture, two times per week and laboratory, four hours per week

Requirements/Evaluation: Weekly data analysis, laboratory assignments and reports, readings for class, problem sets, one oral presentation of an application of instrumental methods, a final independent literature project and presentation; demonstrated progress in research skills, and project engagement.

Prerequisites: CHEM 251 and CHEM 256 (or permission of instructor); or CHEM 200 and CHEM 201 (can be taken concurrently with CHEM 201)

Enrollment Limit: 16/lab

Enrollment Preferences: Chemistry and Environmental Studies majors

Expected Class Size: 16

Grading: no pass/fail option, no fifth course option

Distributions: (D3)

Attributes: BIMO Interdepartmental Electives ENVI Natural World Electives MTSC Courses

Not offered current academic year

CHEM 366 (F) Thermodynamics and Statistical Mechanics (QFR)

The thermodynamic laws provide us with our most powerful and general scientific principles for predicting the direction of spontaneous change in physical, chemical, and biological systems. This course develops the concepts of energy, entropy, free energy, temperature, heat, work, and chemical potential within the framework of classical and statistical thermodynamics. The principles developed are applied to a variety of problems: chemical reactions, phase changes, energy technology, industrial processes, and environmental science. Laboratory experiments provide quantitative and practical demonstrations of the theory of real and ideal systems studied in class.

Class Format: lecture, three times per week and laboratory, four hours per week

Requirements/Evaluation: class participation, oral presentations, problem sets, laboratory work, and an independent project

Prerequisites: CHEM 155 or CHEM 256; or CHEM 200; and basic knowledge of applied integral and differential calculus

Enrollment Limit: 16/lab

Enrollment Preferences: Chemistry majors: seniors, juniors, then sophomores

Expected Class Size: 16

Grading: no pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: This course fulfills the QFC requirement and relies heavily upon mathematics and quantitative reasoning in all elements, including problem sets, examinations, and laboratories.

Attributes: BIMO Interdepartmental Electives

Fall 2024

LEC Section: 01 MWF 11:00 am - 12:15 pm Enrique Peacock-López

LAB Section: 02 T 1:00 pm - 5:00 pm Enrique Peacock-López

CHEM 367 (S) Biophysical Chemistry

In this course, physical chemistry concepts are presented from the viewpoint of their practical application to a set of biochemical problems, which are explored side-by-side in the lecture and highly-integrated lab program. Major emphasis is placed on quantitative thermodynamic models of equilibrium processes, and students will learn how to develop and apply mathematical models to data. The main topics covered include: 1) conformations of biological macromolecules and the forces that stabilize them; 2) spectroscopic techniques for the study of structure and function; and 3) macromolecular interactions and binding.

Class Format: lecture, three hours per week and laboratory, four hours per week

Requirements/Evaluation: problem sets and/or quizzes, laboratory work, and exams

Prerequisites: CHEM 155 or CHEM 256 and CHEM 251; or CHEM 200 and CHEM 201; and BIMO 321 (or permission of instructor), with MATH 140 or equivalent preferred

Enrollment Limit: 18; 9/lab

Enrollment Preferences: junior and senior Chemistry majors

Expected Class Size: 18

Grading: no pass/fail option, no fifth course option

Distributions: (D3)

Attributes: BIMO Interdepartmental Electives

Spring 2025

LEC Section: 01 TR 9:55 am - 11:10 am Bob Rawle

LAB Section: 02 M 1:00 pm - 5:00 pm Bob Rawle

LAB Section: 03 W 1:00 pm - 5:00 pm Bob Rawle

CHEM 368 (S) Computational Chemistry and Molecular Spectroscopy (QFR)

This tutorial provides an introduction to the principles of computational quantum mechanics and their application to problems of chemical interest such as chemical bonding, chemical reactivity, and molecular spectroscopy. Emphasis is placed upon modern electronic structure calculations, their fundamentals, practical considerations, interpretation, and applications to current research questions. Under guidance in sessions and through independent work, students will use computational methods to explore assigned weekly research problems. The research results will be presented to and discussed with the tutorial partner at the end of each week.

Requirements/Evaluation: tutorial participation, presentations, and submitted papers

Prerequisites: CHEM 361 or equivalent background in Physics

Enrollment Limit: 10

Enrollment Preferences: Chemistry majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: This course fulfills the QFC requirement with problem sets for assignments in which quantitative/formal reasoning skills are practiced.

Not offered current academic year

CHEM 393 (F) Junior Research and Thesis: Chemistry

Chemistry junior research and thesis.

Requirements/Evaluation: N/A

Prerequisites: N/A

Enrollment Limit: N/A

Enrollment Preferences: N/A

Expected Class Size: N/A

Grading: no pass/fail option, no fifth course option

Distributions: (D3)

Fall 2024

HON Section: 01 TBA Thomas E. Smith

CHEM 394 (S) Junior Research and Thesis: Chemistry

Chemistry junior research and thesis.

Requirements/Evaluation: N/A

Prerequisites: N/A

Enrollment Limit: N/A

Enrollment Preferences: N/A

Expected Class Size: N/A

Grading: no pass/fail option, no fifth course option

Distributions: (D3)

Spring 2025

HON Section: 01 TBA Thomas E. Smith

CHEM 397 (F) Independent Study, for Juniors: Chemistry

Chemistry independent study for juniors.

Requirements/Evaluation: N/A

Prerequisites: N/A

Enrollment Limit: N/A

Enrollment Preferences: Junior chemistry majors only

Expected Class Size: N/A

Grading: no pass/fail option, no fifth course option

Distributions: (D3)

Fall 2024

IND Section: 01 TBA Thomas E. Smith

CHEM 398 (S) Independent Study, for Juniors: Chemistry

Chemistry independent study for juniors.

Requirements/Evaluation: N/A

Prerequisites: N/A

Enrollment Limit: N/A

Enrollment Preferences: Junior chemistry majors only

Expected Class Size: N/A

Grading: no pass/fail option, no fifth course option

Distributions: (D3)

Spring 2025

IND Section: 01 TBA Thomas E. Smith

CHEM 493 (F) Senior Research and Thesis

Individual research projects in a field of interest to the student are carried out under the direction of a faculty member and culminate in a thesis; this is part of a full-year thesis (493-494). Students in this program are strongly encouraged to keep 1:10 p.m. to 2:25 p.m. on Friday free for departmental colloquia.

Requirements/Evaluation: N/A

Prerequisites: N/A

Enrollment Limit: N/A

Enrollment Preferences: N/A

Expected Class Size: N/A

Grading: no pass/fail option, no fifth course option

Distributions: (D3)

Fall 2024

HON Section: 01 F 1:10 pm - 2:25 pm Thomas E. Smith

CHEM 494 (S) Senior Research and Thesis

Individual research projects in a field of interest to the student are carried out under the direction of a faculty member and culminate in a thesis; this is part of a full-year thesis (493-494). Students in this program are strongly encouraged to keep 1:10 p.m. to 2:25 p.m. on Friday free for departmental colloquia.

Requirements/Evaluation: N/A

Prerequisites: N/A

Enrollment Limit: N/A

Enrollment Preferences: N/A

Expected Class Size: N/A

Grading: no pass/fail option, no fifth course option

Distributions: (D3)

Spring 2025

HON Section: 01 F 1:10 pm - 2:25 pm Thomas E. Smith

CHEM 497 (F) Independent Study, for Seniors: Chemistry

Chemistry independent study for seniors. Individual research projects in a field of interest to the student are carried out under the direction of a faculty member.

Requirements/Evaluation: N/A

Prerequisites: N/A

Enrollment Limit: N/A

Enrollment Preferences: Senior chemistry majors only

Expected Class Size: N/A

Grading: no pass/fail option, no fifth course option

Distributions: (D3)

Fall 2024

IND Section: 01 TBA Thomas E. Smith

CHEM 498 (S) Independent Study, for Seniors: Chemistry

Chemistry independent study for seniors. Individual research projects in a field of interest to the student are carried out under the direction of a faculty member.

Requirements/Evaluation: N/A

Prerequisites: N/A

Enrollment Limit: N/A

Enrollment Preferences: Senior chemistry majors only

Expected Class Size: N/A

Grading: no pass/fail option, no fifth course option

Distributions: (D3)

Spring 2025

IND Section: 01 TBA Thomas E. Smith

Winter Study -----

CHEM 18 (W) Introduction to Research in Biochemistry

An independent experimental project in biochemistry is carried out in collaboration with a member of the Department with expertise in biochemistry. Biochemistry is a branch of chemistry that deals with the molecular details of living systems including the interaction of biologically important molecules. In the Chemistry Department, studies are underway to investigate the structure/function relationship of proteins, the interaction between proteins and RNA and DNA, the molecular basis of bacterial gene regulation, the lipid composition of model membranes, and the molecular underpinnings of viral infection.

Requirements/Evaluation: a 10-page paper

Prerequisites: Completion of a Chemistry introductory level course and permission of the instructor and department; interested students must consult with the faculty instructor.

Enrollment Limit: 4

Enrollment Preferences: expression of student interest

Expected Class Size: NA

Grading: pass/fail only

Attributes: EXPE Experiential Education Courses STUX Winter Study Student Exploration

Not offered current academic year

CHEM 20 (W) Introduction to Research in Inorganic Chemistry

Students in this course will carry out an independent research project in collaboration with a member of the Department with expertise in inorganic chemistry. Representative projects include the synthesis and study of polymers to encapsulate heavy metals with an eye to environmental remediation and the synthesis of coordination complexes as models of enzymes and as catalysts for the oxidation of organic compounds. The interdisciplinary nature of the project will expose students to a range of inorganic and organic synthetic protocols and analytical and spectroscopic techniques for the characterization of new materials and the monitoring of catalysis. In addition to lab work, participants will engage in an exploration of careers in chemistry and a discussion of topics of interest to chemists, such as ethics and creating a diverse workforce.

Requirements/Evaluation: a 10-page paper

Prerequisites: Completion of a Chemistry introductory level course and permission of the instructor and department; interested students must consult with the faculty instructor.

Enrollment Limit: 8

Enrollment Preferences: expression of student interest

Expected Class Size: NA

Grading: pass/fail only

Not offered current academic year

CHEM 23 (W) Introduction to Research in Organic Chemistry

An independent experimental project in polymer organic chemistry is carried out in collaboration with a member of the Department. Representative projects focus on controlled synthesis of block copolymers as self-assembled nanocarriers. Students involved in this work will learn techniques involved in organic synthesis, including analysis by NMR, IR, and SEC.

Requirements/Evaluation: 10-page paper

Prerequisites: Completion of a Chemistry introductory level course and permission of the instructor and department; interested students must consult with the faculty instructor.

Enrollment Limit: 4/lab

Enrollment Preferences: expression of student interest

Expected Class Size: NA

Grading: pass/fail only

Not offered current academic year

CHEM 24 (W) Introduction to Research in Physical Chemistry

An independent experimental or theoretical project in physical chemistry is carried out in collaboration with a member of the Department with expertise in physical chemistry. Current research projects in the Department include computer modeling of non-linear, chaotic chemical and biochemical systems, atmospheric chemical dynamics, molecular modeling of water clusters, molecular dynamics simulations, and laser spectroscopy of chlorofluorocarbon substitutes.

Requirements/Evaluation: 10-page paper

Prerequisites: Completion of a Chemistry introductory level course and permission of the instructor and department; interested students must consult with the faculty instructor.

Enrollment Limit: 6

Enrollment Preferences: expression of student interest

Expected Class Size: NA

Grading: pass/fail only

Attributes: EXPE Experiential Education Courses STUX Winter Study Student Exploration

Not offered current academic year

CHEM 31 (W) Senior Research and Thesis: Chemistry

To be taken by students registered for Chemistry 493, 494.

Requirements/Evaluation: None

Prerequisites: None

Enrollment Limit: 20

Enrollment Preferences: students registered for Chemistry 493, 494

Expected Class Size: NA

Grading: pass/fail only

Not offered current academic year

CHEM 99 (W) Independent Study: Chemistry

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study

Grading: pass/fail only

Not offered current academic year

DEPARTMENT of ASIAN LANGUAGES, LITERATURES, & CULTURES
CHINESE, JAPANESE, EAST ASIAN LANGUAGES & CULTURES

(Div I & II, see explanation below)

Chair: Professor Man He

Cecilia Chang, Frederick Latimer Wells Professor of Chinese; Masashi Harada, Assistant Professor of Japanese; Man He, Associate Professor of Chinese; Shinko Kagaya, Professor of Japanese; Cornelius C. Kubler, Stanfield Professor of Asian Studies; Christopher M. B. Nugent, John W. Chandler Professor of Chinese; Kasumi Yamamoto, Frank M. Gagliardi Professor of Japanese; Li Yu, Herbert H. Lehman Professor of Chinese

Visitors: Yumemi Hanaki, Visiting Lecturer in Japanese; Xiaoming Hou, Visiting Assistant Professor of Chinese; Ju-Yin Wang, Visiting Lecturer in Chinese; **Language Fellows:** Xuechan Dai, Yen-Yu Lin; **Teaching Associate:** Mei Ki (Lina) Law

Department Mission Statement and Curricular Goal

The mission of the department is to produce “global citizens” with multilingual abilities, intercultural communicative competence, and multicultural leadership skills, who will be able to make contributions in different sectors of society in a globalized and diverse world. Graduates of our department will not only achieve proficiency in at least one Asian language but also become competent in intercultural communication. They will develop interpretive and analytical skills using both primary texts and secondary sources and become familiar with the textual and cultural traditions in Asia.

The department offers three distinct major tracks: Chinese, Japanese, and East Asian Languages & Cultures. Each major requires a minimum of ten courses. Up to four study-away credits can be counted toward a major.

Learning Objectives for the Chinese Major

Students who complete the requirements for a major in Chinese will be able to:

- Attain the Advanced level in speaking, listening and reading, and Intermediate High level in writing based on the ACTFL proficiency guidelines.
- Read and analyze basic texts written in Classical Chinese.
- Gain intercultural communicative skills to competently navigate a wide range of social and cultural contexts in Chinese-speaking environments.
- Critically read and analyze a variety of Chinese-language primary sources for academic and professional purposes.
- Engage critically with important aspects of the historical and cultural developments and trends in China’s diverse and complex past and present.
- Acquire the skills to enable them to continue their engagement with the target language and culture as lifelong learners and users of Chinese.

THE MAJOR

In order to develop proficiency and intercultural communicative skills in the language, students are required to complete at least eight Mandarin Chinese language courses (CHIN 101, 102, 201, 202, 301, 302, 401, 402) and at least one course in Classical Chinese (CHIN 312). To gain a deeper understanding of Chinese cultural traditions, students should take at least one Chinese core elective in Chinese literary, linguistic, or cultural studies (taught either in English or in Chinese) with prefixes and primary cross-listings in CHIN.

Students placed out of lower-level language courses can take additional approved electives to replace the language course requirement. Electives include core language courses, core electives, and ASIA courses in [the program of Asian Studies](#).

Learning Objectives for the Japanese Major

Students who complete the requirements for a major in Japanese will be able to:

- Demonstrate linguistic competency/proficiency in comprehending, speaking, reading, and writing in Japanese at the ACTFL Intermediate High to Advanced levels.
- Critically read and analyze a variety of Japanese primary sources for academic and professional purposes.
- Critically engage with Japanese culture, past and present, recognizing its diversity and vibrancy.
- Navigate a wide range of social and cultural contexts by communicating effectively and appropriately with people of other cultures in their local and global communities.
- Continue their engagement with Japanese language and culture as lifelong learners and users of Japanese.

THE MAJOR

In order to develop proficiency and intercultural communicative skills in the language, students are required to complete at least eight Japanese language courses (JAPN 101, 102, 201, 202, 301, 302, 401, 402), at least one Japanese core elective in Japanese literary, linguistic, or cultural studies (taught either in English or in Japanese) with prefixes and primary cross-listings in JAPN, and one approved elective related to Japanese language and culture (including additional JAPN core electives, additional Asian language courses, or Japanese studies courses offered in art, comparative literature, history, music, political science, religion, etc.).

Students placed out of lower-level language courses can take additional approved electives to replace the language course requirement. Electives include core language courses, core electives, and ASIA courses in [the program of Asian Studies](#).

Learning Objectives for the East Asian Languages and Cultures Major

Students who complete the requirements for a major in East Asian Languages and Cultures will be able to:

- Attain a minimum of Intermediate High level in speaking, listening and reading of either Chinese or Japanese, and Intermediate Low level in writing in the language based on the ACTFL proficiency guidelines.
- Acquire research, problem-solving, and critical thinking skills by engaging in linguistic or literary analysis in the field of Chinese studies or Japanese studies.
- Obtain basic intercultural communicative skills to navigate some social and cultural contexts in Chinese- or Japanese-speaking environments.
- Continue their engagement with an Asian language and culture as lifelong learners and users of the target language.
- Students who choose the dual-language option will attain the Advanced level in speaking, listening, and reading in either Chinese or Japanese, and the intermediate level in a second Asian language based on the ACTFL proficiency guidelines.

THE MAJOR

East Asian Languages and Cultures (EALC) major: In order to develop proficiency and intercultural communicative skills in the language, students are required to complete at least six language courses (or attain a minimum proficiency equivalent to the completion of 302) in one East Asian language offered by the department (currently Chinese Mandarin and Japanese). To gain a deeper understanding of the Chinese or Japanese cultural traditions and to develop research skills in the Chinese or Japanese fields, they should take at least two Chinese/Japanese core electives in literary, linguistic, or cultural studies in their primary focus of study with prefixes and primary cross-listings in CHIN/JAPN, and two approved electives related to Chinese/Japanese language and culture (including additional CHIN/JAPN core electives, additional Asian language courses, or Chinese/Japanese studies courses offered in art, comparative literature, history, music, political science, religion, etc.).

Students placed out of lower-level language courses can take additional approved electives to replace the language course requirement. Electives include core language courses, core electives, and ASIA courses in [the program of Asian Studies](#).

This major offers students who are able to complete the 402 level in either Chinese or Japanese by the end of their sophomore year a dual-language option which will allow them to learn a second Asian language and reach the Intermediate level in speaking that language by the time of graduation. Please consult with the chair or language coordinator for more information about this option.

LANGUAGE PLACEMENT

Students who have studied or otherwise developed some familiarity with Chinese or Japanese language before coming to Williams and who wish to continue their language study at the college should complete a placement evaluation before pre-registering for a language course. More information about the Chinese placement evaluation can be found at <https://chinese.williams.edu/faq/>. Students who wish to take the Japanese placement test should contact the Japanese faculty.

THE DEGREE WITH HONORS

The department offers students the option of pursuing a degree with Honors in Chinese, Japanese, or East Asian Languages and Cultures through writing an honors thesis. Honors theses allow students a unique opportunity to undertake an examination of topics and texts with a greater depth than regular courses allow. The great majority of students who undertake the challenge of writing an honors thesis find it to be one of their most rewarding academic experiences at Williams.

Students interested in pursuing a degree with Honors should begin thinking about their thesis topic and materials as early as possible. This is particularly true for students who need to gather materials or conduct research abroad, as this will typically take place during their junior year or the summer between their junior and senior years. It is the responsibility of the student to approach faculty members to inquire about their willingness to serve as a thesis advisor. Ideally, students should have previously taken a course with that faculty member in an area related to the subject matter of the thesis. Faculty members will usually only advise a single thesis per year, and never more than two, with students who first approach the faculty member about serving as advisor being given priority. It is recommended that students approach the faculty members with whom they are interested in

working for their thesis by the end of the fall semester of their junior year.

Students must submit a proposal to the department chair and their intended advisor before they pre-register for senior year courses in the spring of their junior year. The proposal should include a statement of the topic, a general description of the types of materials available for study and how the study will be carried out, and the name of the faculty member who will serve as advisor. If the department approves the thesis proposal, the student should enroll in CHIN 493-W31-494, or JAPN 493-W31-494, depending on their major track. Please note that admission to the honors thesis program will normally be limited to students with a consistent record of honors-level work, as indicated by at least a B+ average in their courses for the major.

Students will typically meet with their advisor once a week at a set time other than office hours. The advisor will present the student with a set of deadlines for different stages in the thesis, ranging from a bibliography to the final draft. While these deadlines will vary for different advisors and theses, two deadlines will apply to all theses, whether analytic or translation. 1) Students must submit a finished first chapter or substantial section of polished translation by the last day of the first semester reading period. If the student misses this deadline, he or she will not be allowed to continue the thesis. 2) The finished thesis is due to the advisor by 4:00 pm on the Monday two weeks after the last day of Spring Recess. The student should submit three copies of the thesis at this time. There will be no extensions.

The department will assign two readers, separate from the advisor, to each thesis. The readers will give a written assessment of the thesis that will be an important factor in the final determination of the student's grades for the thesis and what honors designation, if any, will be given. These written comments will be shared with the student. Within two weeks after submission, the department will schedule an oral defense. This will be a one to one-and-a-half hour session in which the student will give a public presentation of his or her thesis to members of the department and invited guests followed by a question and answer period. A final, corrected copy of the thesis must be submitted to the Technical Services Department of Sawyer Library by 4:00 P.M. on the last day of the final examination period.

In order to qualify for Honors, the department must agree that the student has earned two semester grades of B+ or higher, based on his or her thesis and oral defense. Students whose thesis and defense are deemed by the department to be of exceptional merit will be awarded Highest Honors. A letter from the department chair will inform students of these decisions.

STUDY ABROAD

Students intending to major in the department are strongly encouraged to study in Asia at some point during their time at Williams—for a summer or for a semester or full year. Study-abroad in an immersive environment in the target culture is an indispensable step toward advanced proficiency in a second language. Prospective majors or language students who are planning to study abroad must attend the fall semester study-abroad information sessions organized by the department or discuss their plans with department faculty as far in advance as possible. The department administers the Linen Fellowships for Summer Study in Asia which fund selected students' summer intensive language study or research projects. Up to four study-abroad courses may be transferred and counted toward graduation and toward the majors offered in the department. Students MUST contact the department faculty BEFORE assuming study-away credit will be granted toward the major in the department. Upon return, students should ask their study-away program to send their transcript to the Registrar's office so that the appropriate number of credits can be transferred and granted by the department chair.

DEPARTMENT EMAIL LISTS

To be informed about the events, activities and funding opportunities in the department, please use your Williams login to sign up for one or more of the following GLOW special interest email lists.

"DALLC Majors and Faculty" (open to all current and prospective Chinese, Japanese, or East Asian Languages and Cultures majors):

<https://glow.williams.edu/enroll/AWTMPX>

"Asia-Related Funding Opportunities" (open to all students who would like to seek internal or external funding related to Asia):

<https://glow.williams.edu/enroll/PGJHAC>

"Special Interest Chinese" (open to all students interested in Chinese language and culture): <https://glow.williams.edu/enroll/XEYMPG>

"Special Interest Japanese" (open to all students interested in Japanese language and culture): <https://glow.williams.edu/enroll/DAYTN3>

CHIN 101 (F) Basic Chinese

An introduction to Mandarin, the language with the largest number of native speakers in the world, which is the national language of China, the de facto official language of Taiwan, and one of the official languages of Singapore. Course objectives are for the student to develop simple, practical conversational skills and acquire basic proficiency in reading and writing at about the 200-character level. The relationship between language and

culture and the sociolinguistically appropriate use of language will be stressed throughout. Both audio and video materials will be employed extensively. CHIN 101 and CHIN 102 constitute an integral, indivisible year-long course. Students who register for a year-long course are required to complete both semesters of that course within the same academic year. Students who fail to take and pass the second half of a year-long course will incur a course deficiency.

Class Format: (for spoken classes) dialog performance, drills, communicative exercises; (for written classes) oral and silent reading, questions and discussion in Chinese, translation and explanation in English as needed.

Requirements/Evaluation: classroom performance, homework, quizzes, unit tests, and an oral and written final exam

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: If the course is overenrolled, priority will be given to first-year students, sophomores, and majors in the Department of Asian Languages, Literatures & Cultures.

Expected Class Size: 12

Grading: yes pass/fail option, no fifth course option

Unit Notes: Course credit is granted only if both semesters (CHIN 101 and CHIN 102) as well as the Winter Study Sustaining Program, which is taken in addition to a regular Winter Study course, are taken and passed.

Distributions: (D1)

Fall 2024

LEC Section: 01 MWF 9:00 am - 9:50 am TR 8:55 am - 9:45 am Cornelius C. Kubler

CON Section: 02 M-F 10:00 am - 10:50 am Cornelius C. Kubler

CHIN 102 (S) Basic Chinese

An introduction to Mandarin, the language with the largest number of native speakers in the world, which is the national language of China, China and Taiwan, and one of the de facto official languages of Taiwan, and one of the official languages of Singapore. Course objectives are for the student to develop simple, practical conversational skills and acquire basic proficiency in reading and writing at about the 500-character level. The relationship between language and culture and the sociolinguistically appropriate use of language will be stressed throughout. Both audio and video materials will be employed extensively. Traditional characters will be introduced. CHIN 101 and CHIN 102 constitute an integral, indivisible year-long course. Students who register for a year-long course are required to complete both semesters of that course within the same academic year. Students who fail to take and pass the second half of a year-long course will incur a course deficiency.

Class Format: (for spoken classes) dialog performance, drills, communicative exercises; (for written classes) oral and silent reading, questions and discussion in Chinese, translation and explanation in English as needed.

Requirements/Evaluation: attendance and participation, daily quizzes in the form of dialog or reading performance, homework, regular unit tests, and oral and written exams.

Prerequisites: CHIN 101 and WSP Sustaining Program or equivalent. Students who have never taken a Chinese language course at Williams should complete the Chinese Placement Evaluation in GLOW before registering for this course.

Enrollment Limit: 12

Enrollment Preferences: If the course is overenrolled, first priority will be given to current or prospective majors in the Department of Asian Languages, Literatures, and Cultures; and second priority will be given to first-year students and sophomores.

Expected Class Size: 12

Grading: yes pass/fail option, no fifth course option

Unit Notes: Course credit is granted only if both semesters (101 and 102) as well as the Winter Study Sustaining Program, which is taken in addition to a regular Winter Study course, are taken and passed.

Distributions: (D1)

Spring 2025

LEC Section: 01 MWF 9:00 am - 9:50 am TR 8:55 am - 9:45 am Cecilia Chang

LEC Section: 02 M-F 10:00 am - 10:50 am Ju-Yin Wang

CHIN 131 (S) Basic Cantonese

Cross-listings: ASIA 130

Primary Cross-listing

An introduction to Standard Cantonese, a major regional language of southern China which is spoken by over 70 million people in Hong Kong, Macao, Guangdong, and Guangxi as well as by many overseas Chinese in Southeast Asia, Hawaii, and North America. Due to the pervasive influence of Hong Kong as well as the economic transformation of Guangdong Province, the prestige of Cantonese within greater China rose steadily in the period 1980-2010 and it continues to be an important language today. Our focus in this course will be on developing basic listening and speaking skills, though some attention will also be paid to written Cantonese, including the special characters which have been used for centuries to write colloquial Cantonese, which have become even more widely used in Hong Kong since 1997. Since students will ordinarily possess prior proficiency in Mandarin, a rather closely related language, they should be able to attain in one semester approximately the same proficiency level that is attained in the first two semesters of Mandarin.

Class Format: dialog performance, drills, communicative exercises, oral reading, questions, and discussion

Requirements/Evaluation: Evaluation is based on classroom performance, quizzes, unit tests, and an oral and written final exam.

Prerequisites: CHIN 202 or permission of instructor

Enrollment Limit: 12

Enrollment Preferences: Chinese and East Asian Languages & Cultures majors as well as Asian Studies concentrators

Expected Class Size: 12

Grading: no pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ASIA 130(D1) CHIN 131(D1)

Not offered current academic year

CHIN 152 (S) Basic Taiwanese/Southern Min

Cross-listings: ASIA 152

Primary Cross-listing

This course constitutes an introduction to Taiwanese, the majority language of Taiwan, which is essentially the same as the native language of Xiamen, China and environs. Different varieties of this language, which is also known as Amoy, Hokkien, Fukienese, and Southern Min are spoken by about 50 million people in Taiwan, southern Fujian, the Philippines, Indonesia, Malaysia, and Singapore. Suppressed in Taiwan by the Japanese from 1895-1945 and by the KMT Chinese government from 1945 through the 1970s, Taiwanese--in both its spoken and written forms--has been experiencing a fascinating revival in recent decades. The most divergent of all the Sinitic languages, this language is of special linguistic interest because it has preserved a number of features of Old Chinese. Our focus will be on developing basic listening and speaking skills, though we will also study some of the special characters used to write Taiwanese. The relationship between language and culture and the sociolinguistically appropriate use of language will be stressed throughout. Since students in the course will ordinarily possess prior proficiency in Mandarin, a related language, we should be able to cover in one semester about as much as is covered in the first two semesters of Mandarin. Classes will include dialog performance, drills, communicative exercises, and oral reading and discussion of written Taiwanese.

Requirements/Evaluation: classroom performance, homework, quizzes, unit tests, and an oral and written final exam

Prerequisites: CHIN 301 or permission of the instructor

Enrollment Limit: 15

Enrollment Preferences: if course is over-enrolled, preference given to majors in CHIN, EALC, JAPN and concentrators in Asian Studies

Expected Class Size: 10

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ASIA 152(D1) CHIN 152(D1)

Not offered current academic year

CHIN 162 (S) Languages of East Asia

Cross-listings: ANTH 162 / ASIA 162 / GBST 162

Primary Cross-listing

A survey of the Chinese, Japanese, and Korean languages in their linguistic and cultural context. Working with various types of multimedia including audio, video, animation, and texts, we'll take up the phonetics, phonology, morphology, syntax, and lexicon of these three major East Asian languages, including also their history and writing systems as well as how they function in the societies where they are spoken. Though the emphasis of the course is on linguistic description and analysis, there will also be an applied component, as part of which we'll learn several dozen common expressions in each language. Some of the questions to be discussed are: What are the similarities and differences among these three languages? How are and how aren't they related? How did the modern standard form of each develop and what is its relationship to any non-standard languages or dialects? How do these three languages reflect sociolinguistic phenomena such as gender, class, and politeness? How do the writing systems of these languages function and what is the role of Chinese characters in them? What has been the influence of Classical Chinese on Modern Chinese, Japanese, and Korean? How have these languages changed due to influence from English and other languages? How are they used in Asian American speech communities? And what are the prospects for their future development, including the influence of computers and digital communications? While this course is not intended as a comprehensive introduction to linguistics, it does introduce many basic terms and concepts from that discipline.

Class Format: combination of lecture, discussion, and language practice

Requirements/Evaluation: three quizzes, two 2- to 3-page papers, an oral presentation, and an 8- to 10-page term paper

Prerequisites: none (lectures, class discussions, and readings in English; no prior background in linguistics or any Asian language required)

Enrollment Limit: 20

Enrollment Preferences: open to all with preference to first-year students and sophomores as well as majors/concentrators in CHIN, JAPN, EALC, ANTH, ASIA and GBST

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ANTH 162(D2) ASIA 162(D1) CHIN 162(D1) GBST 162(D2)

Attributes: Linguistics

Not offered current academic year

CHIN 200 (F) Accelerated Chinese on Special Topics for Heritage Speakers

Cross-listings: ASIA 201

Primary Cross-listing

This course is tailor designed for students who already possess intermediate-level proficiency in speaking Chinese but lack the basic reading and writing skills, commonly referred to as heritage speakers of Chinese. They will make accelerated progress in their literacy skills through this course and be able to take either CHIN 202 or CHIN 302 in the spring semester. Adopting a semi-tutorial format (a mix of group classes and two/three-people classes), this course aims to provide differentiated instruction to heritage learners of varying proficiency levels whose Chinese speaking and listening abilities exceed their reading and writing skills. This tailored course will help students effectively expand their literacy skills while helping to solidify the linguistic foundation for continuous proficiency advancement. The main theme of the course is focused on the experiences of Chinese Americans in a global context. Students will gain a deeper understanding of Chinese culture by way of individual projects that are meaningful and relevant to their intellectual interests. Students who are placed into CHIN 102 or 202 at the beginning of the fall semester should consider taking this course in the fall.

Class Format: Semi-tutorial format, students will meet as a large group in most weeks for linguistic development and two-to-three-people groups in some weeks for project-based discussions.

Requirements/Evaluation: Active participation in class, homework, quizzes, essays, oral presentations, and a final project

Prerequisites: Students must complete the Chinese Placement Evaluation in GLOW before registering for this course

Enrollment Limit: 12

Enrollment Preferences: Enrollment priority goes to current or prospective majors in the Department of Asian Languages, Literatures, and Cultures, concentrators in the Program of Asian Studies, and then to first-year students and sophomores

Expected Class Size: 12

Grading: no pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ASIA 201(D1) CHIN 200(D1)

Fall 2024

LEC Section: 01 MR 2:35 pm - 3:50 pm Cecilia Chang

CHIN 201 (F) Intermediate Chinese I

Intermediate Chinese I and II are designed to consolidate the foundations built in Basic Chinese and continue developing students' skills in aural comprehension, speaking, reading, writing, and intercultural communication. Upon completion of the courses, students should be able to speak Chinese with fluency on everyday topics, reach a literacy level of 1000 characters (approximately 1200 common words written in both traditional and simplified characters), read materials written in simple standard written Chinese, and produce both orally and in writing short compositions on everyday topics. Traditional characters will be introduced. *Conducted in Mandarin.*

Class Format: Students will do dialog performance and communicative exercises in the speaking/listening classes. We will do read-aloud, questions and answers in the reading/writing classes.

Requirements/Evaluation: attendance and active participation, daily quizzes in the form of speaking or reading performances, homework, regular unit tests, and a final exam (including both oral and written portions)

Prerequisites: CHIN 102 or permission of instructor. Students who have never taken a Chinese language course at Williams should complete the Chinese Placement Evaluation in GLOW before registering for this course.

Enrollment Limit: 12

Enrollment Preferences: Priorities will be given to current or prospective majors in the Department of Asian Languages, Literatures, and Cultures, first-year students and sophomores, then to juniors and seniors.

Expected Class Size: 12

Grading: yes pass/fail option, no fifth course option

Distributions: (D1)

Fall 2024

LEC Section: 01 MWF 9:00 am - 9:50 am TR 8:55 am - 9:45 am Ju-Yin Wang

LEC Section: 02 M-F 10:00 am - 10:50 am Ju-Yin Wang

CHIN 202 (S) Intermediate Chinese II

Intermediate Chinese I & II are designed to consolidate the foundations built in Basic Chinese and continue developing students' skills in aural comprehension, speaking, reading, writing, and intercultural communication. Upon completion of the courses, students should be able to speak Chinese with fluency on everyday topics, reach a literacy level of 1000 characters (approximately 1200 common words written in both traditional and simplified characters), read materials written in simple standard written Chinese, and produce both orally and in writing short compositions on everyday topics. Students will continue to improve reading proficiency in both simplified and traditional characters. *Conducted in Mandarin.*

Requirements/Evaluation: attendance and active participation, daily homework and quizzes, regular written and oral unit tests, essays, and a final exam.

Prerequisites: CHIN 201 or permission of instructor. Students who have never taken a Chinese language course at Williams should complete the Chinese Placement Evaluation in GLOW before registering for this course.

Enrollment Limit: 12

Enrollment Preferences: Priorities will be given to current or prospective majors in the Department of Asian Languages, Literatures, and Cultures, first-year students and sophomores, then to juniors and seniors.

Expected Class Size: 12

Grading: no pass/fail option, yes fifth course option

Distributions: (D1)

Spring 2025

LEC Section: 01 MWF 9:00 am - 9:50 am TR 8:55 am - 9:45 am Xiaoming Hou

LEC Section: 02 M-F 10:00 am - 10:50 am Xiaoming Hou

CHIN 215 (S) Foundations of Confucian Thought (DPE) (WS)

Cross-listings: REL 295 / ASIA 215

Primary Cross-listing

How should people treat each other? What constitutes human nature and does it tend towards good or evil? How should we organize society, by focusing on laws and regulations, or on ritual and moral guidance? What is the nature of moral rulership? What is the proper relationship between the individual and larger units of society, from the family to the state? These are some of the key questions that the school of thought that has come to be known as "Confucianism" addresses. As the dominant moral and political philosophy for thousands of years in much of East Asia, Confucianism has shaped our world, past and present, in innumerable ways. In this class we will focus on the foundational texts of the Confucian tradition: the *Analects* (purported to record the words of Confucius himself), *Mengzi* (often romanized as "Mencius"), and *Xunzi*. Beyond those questions noted above, we will further examine how these texts construct their arguments; how they were first composed, compiled, and circulated; how they employ such key concepts as "humaneness" (*ren*), "moral power" (*de*), and "ritual propriety" (*li*); and how they functioned as part of the larger philosophical, linguistic, political, and historical context that we now think of as "early China."

Requirements/Evaluation: Evaluation is based on writing assignments (3-4 pages, 5-6 pages, and 10-12 pages) and participation in class discussions.

Prerequisites: None.

Enrollment Limit: 19

Enrollment Preferences: Enrollment priority goes to current or prospective majors in the Department of Asian Languages, Literatures, and Cultures; current or prospective Asian Studies concentrators; and Religion majors.

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

CHIN 215(D1) REL 295(D2) ASIA 215(D1)

Writing Skills Notes: Writing will include short writing assignments (1 paragraph, 3-4 pages, and 5-6 pages) that will involve drafts, feedback and revision, and one longer final paper of 10-12 pages that will involve close consultation with the instructor during the writing process.

Difference, Power, and Equity Notes: Throughout the course we will examine how these texts deal with issues of differentials of power, both political and social, in a range of contexts. In particular, we will discuss how these texts conceptualize political and social power and how they see hierarchy and difference functioning in both beneficial and deleterious ways in society.

Not offered current academic year

CHIN 217 (S) The Literature of Early China (WS)

Cross-listings: ASIA 209 / COMP 211

Primary Cross-listing

From poems on forbidden trysts and tales of bloody battles to aphorisms about filial piety and essays on moral governance, the literature of early China spans a wide range of topics and genres. In this course we will read, discuss, and write about literary works from the period stretching from approximately 600 BCE to the end of the Han empire in the third century CE, including poems, narratives, and philosophical works. All readings will be in English.

Requirements/Evaluation: Evaluation is based on writing assignments (1 paragraph, 3-4 pages, 5-6 pages, and 8-10 pages) and participation in class discussions.

Prerequisites: None

Enrollment Limit: 19

Enrollment Preferences: Current or prospective majors in the Department of Asian Languages, Literatures, and Cultures; current or prospective majors in Comparative Literature; and current or prospective concentrators in Asian Studies.

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Unit Notes: Counts as a core elective for majors in Asian Languages, Literatures, and Cultures.

Distributions: (D1) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

CHIN 217(D1) ASIA 209(D1) COMP 211(D1)

Writing Skills Notes: Students will write a series of progressively longer papers, each involving drafting, commenting, and revising.

Spring 2025

SEM Section: 01 MWF 11:00 am - 11:50 am Christopher M. B. Nugent

CHIN 226 (F) Chinese Film and Its Significant Others (DPE)

Cross-listings: ASIA 226 / COMP 296

Primary Cross-listing

From the first "wows" that the short films invoked at a Shanghai teahouse in 1896, Chinese films have made successive wonders that straddle reality and fantasy, technological modernity and shadow-making craft, aesthetic experiments and monetary yearnings, global investments and local interest. This seminar will explore the evolving relationships between Chinese films and five "significant others" that are central to film and film-making. Roughly following a chronological order, this course will examine 1) the effect of new technological developments (such as photography, sound, color, special FX) on film; 2) the tension between film and traditional modes of public entertainment (such as operas and shadow plays); 3) film's social role to affirm and contest gender, national, and class identities; 4) the need to garner differing sources of financial support (state funding, cultural entrepreneurs, and transnational capital); and 5) the circulation of Chinese films in the global market. Class materials include various genre films (melodrama, horror, martial arts, comedy, etc.), directors' notes, contemporary reviews, and scholarship in China and media studies. All materials and discussions are in English.

Requirements/Evaluation: Evaluation will be based on 1) ACTIVE in-class discussion; 2) Pre-class discussion posts based on reading (Graded as Complete or Incomplete); 3) Three short papers (3 pages); and 4) the final group project (including a presentation, and a paper or other form of project. Students will be graded both individually and as a group).

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: current or prospective majors in Department of Asian Languages, Literatures, and Cultures; Comp Lit majors; those with Asian Studies Concentration.

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

CHIN 226(D1) ASIA 226(D1) COMP 296(D1)

Difference, Power, and Equity Notes: This course provides students with the opportunity to analyze the clashes and negotiations between Western media technological modernities and Chinese indigenous understanding of shadows, visibility, and sound. By discussing various films produced from mainland China, Hong Kong, Taiwan, and other diaspora areas from 1920 to now, this course asks students to explore how cinema invokes (and erases) differences, and consolidates (and challenges) hegemonic notions of nation, gender, and class.

Attributes: FMST Core Courses

Fall 2024

SEM Section: 01 TF 2:35 pm - 3:50 pm Man He

CHIN 275 (S) Acting Out: Performativity, Production, and Politics in East Asian Theatres (DPE)

Cross-listings: THEA 271 / COMP 271 / ASIA 275 / AAS 275

Primary Cross-listing

"Asian Theaters," for those in the West, can conjure up a variety of exotic impressions: spectacle and cacophony, mysterious masks and acrobatic bodies, exquisite styles and strangely confusing conventions. Although Asian theaters have been studied systematically in the West for at least a century, the West has never truly left its "othering" look at them. Yet, what is "different" for the West is bedrock for Asian cultures. Theatre, one of the most important and dynamic forms of cultural production and communication, has actively involved all strata of Asian societies for a millennium. How to explain theatre's continued presence and relevance for Asian nations? What do the traditions of Kun, Kabuki, and P'ansori reveal about the cultures and communities in which they were created? This course seeks to understand from the Asian perspective, rather than "exoticize" and "other," musical and dance theatres from China, Japan, and Korea. Examining the evolving presentations of signature dramas dating from the sixteenth to the eighteenth centuries, we will act out Asian theatres in the following ways: (1) by reading the original plays in translation in tandem with their contemporary and intercultural reproductions, we will explore how Asian theatres fare in the era of globalization within and beyond national borders; (2) by revealing the "technologies" of writing, reading, acting, and staging these plays in different cultural milieus, we will consider what kinds of language and rhetoric, forms of music and movement, as well as visual components are deployed to convey evolving messages; (3) by considering key performances held outside of the proscenium stage, we will gain exposure to alternative theatrical spaces in Asian and diasporic communities that reform performing conventions, reconfigure staging environments, and renegotiate cultural values. In this manner, we will together gain an appreciation for the aesthetic devices, thematic concerns, and production politics of East Asian theatres and their global reproductions. Class materials include drama, production videos, and invited zoom sessions with Asian theatre practitioners and directors who live in the U.S. and other diasporic communities. All materials are in English. No language prerequisite. Funded by the Global Initiatives Venture Fund, this course includes an all-expense-paid travel component, a cultural and academic exchange project titled "Redefining Amateurism: Experiential Learning with Student Theatre in Contemporary China," which will bring up to eight Williams students to Nanjing, China during the Spring Break (3/23-4/3/2025). Students will participate in workshops with playwrights and theater-makers in contemporary China and engage in black-box theater productions with students from Nanjing University and Shanghai Theatre Academy. This travel component is OPTIONAL for students taking this course. However, students enrolled in this class will receive priority consideration to be included in the free travel project. Selection criteria include active participation, excellent performance in the course, etc.

Class Format: Funded by the Global Initiatives Venture Fund, this course includes an all-expense-paid travel component, which will bring up to eight Williams students to Nanjing, China during the Spring Break (3/23-4/3/2025). This travel component is OPTIONAL for students taking this course. However, students enrolled in this class will receive priority consideration to be included in the free travel project. Selection criteria include active participation, excellent performance in the course, etc.

Requirements/Evaluation: Evaluation will be based on 1) ACTIVE in-class discussion; 2) three small projects (papers and audio/video essays); 3) a take-home midterm; and 4) Poster presentation based on students' final projects.

Prerequisites: None; open to all. No knowledge of Asian languages required, though students with advanced Asian language proficiency are encouraged to work with primary sources if they wish.

Enrollment Limit: 20

Enrollment Preferences: Current or prospective majors in the Department of Asian Languages, Literatures, and Cultures; Theatre majors; Comp Lit majors; Concentrators in Asian Studies or Asian American Studies.

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

CHIN 275(D1) THEA 271(D1) COMP 271(D1) ASIA 275(D1) AAS 275(D2)

Difference, Power, and Equity Notes: This course examines the power dynamics of spectacle and cacophony and how theatre provided a cultural space that engaged all strata of East Asian societies, thereby masking class and ethnic divisions within these nation-states, while also presenting a distinct image of "China," "Japan," and "Korea" to be consumed in the West. Students will learn ways in which "traditional" theatre productions affirm or subvert Western biases against Asians.

Attributes: AAS Non-Core Electives GBST East Asian Studies

Spring 2025

SEM Section: 01 TF 2:35 pm - 3:50 pm Man He

CHIN 301 (F) Upper-Intermediate Chinese I

The goal of this course is to continue developing students' overall language proficiency. However, special emphasis will be on strengthening students' reading and writing proficiency in standard written Chinese, the grammar and vocabulary of which differ considerably from colloquial Chinese introduced during the first two years of instruction. Students will continue to improve reading proficiency in both simplified and traditional characters. *Conducted in Mandarin.*

Class Format: The class meets four days per week, twice in lecture (75 mins) and twice in conference (50 mins).

Requirements/Evaluation: Evaluation will be based on daily classroom performance, short essays, presentations, homework, quizzes, unit tests, and a final exam (oral and written).

Prerequisites: CHIN 202 or permission of instructor. Students who have never taken a Chinese language course at Williams should complete the Chinese Placement Evaluation in GLOW before registering for this course.

Enrollment Limit: 12

Enrollment Preferences: Current or perspective majors in the Department of Asian Languages, Literatures, and Cultures; Asian Studies Concentrators.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Fall 2024

LEC Section: 01 TR 11:20 am - 12:35 pm Cecilia Chang

CON Section: 02 MW 11:00 am - 11:50 am Cecilia Chang

CHIN 302 (S) Upper-Intermediate Chinese

The goal of this course is to continue developing students' overall language proficiency. However, special emphasis will be on strengthening students' reading and writing proficiency in standard written Chinese, the grammar and vocabulary of which differ considerably from colloquial Chinese introduced during the first two years of instruction. Students will continue to improve reading proficiency in both simplified and traditional characters. *Conducted in Mandarin.*

Requirements/Evaluation: Evaluation will be based on daily classroom performance, short essays, presentations, homework, quizzes, unit tests, and a final exam (oral and written).

Prerequisites: CHIN 301 or permission of instructor. Students who have never taken a Chinese language course at Williams should complete the Chinese Placement Evaluation in GLOW before registering for this course.

Enrollment Limit: 12

Enrollment Preferences: If the course is overenrolled, preferences will be given to current or prospective majors in the Department of Asian Languages, Literatures, and Cultures, and Asian Studies Concentrators.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Spring 2025

LEC Section: 01 TR 11:20 am - 12:35 pm Man He

CON Section: 02 MW 11:00 am - 11:50 am Man He

CHIN 312 (F) Introduction to Classical Chinese

This course is an introduction to the grammar and basic vocabulary of Classical Chinese, the standard written language of China from around the seventh century BCE through the 1920s (and for many centuries an important written language in Japan, Korea, and Vietnam as well). Aspects of

Classical Chinese continue to play a role in both written (e.g., in newspaper, academic, and legal writing) and in spoken (e.g., proverbs and aphorisms) modern Chinese. Our work in this course will be based on reading, translating, and discussing philosophical, political, literary, and historical anecdotes from the Spring and Autumn (770-481 BCE) through the Han (206 BCE-220 CE) periods, as they served as the foundation for the language. We will conduct discussions of grammatical and philological issues primarily in English and most of our translation work will be from Classical Chinese into English. We will, however, frequently discuss the points of intersection between Classical and Modern Chinese. Students are required to have completed CHIN 202 or the equivalent. Students who have extensive reading knowledge of Chinese characters through other languages (such as Japanese) may also take this course with the instructor's permission.

Requirements/Evaluation: Classroom performance, homework, quizzes, tests, and a final exam

Prerequisites: CHIN 202 or extensive reading knowledge of Chinese characters through other languages

Enrollment Limit: 40

Enrollment Preferences: Students who have completed CHIN 202 or have extensive reading knowledge of Chinese characters through other languages

Expected Class Size: 10

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Fall 2024

SEM Section: 01 MWF 8:30 am - 9:45 am Christopher M. B. Nugent

CHIN 401 (F) Advanced Chinese I

This course is designed to enhance the Chinese language proficiency of students at the advanced level. A wide assortment of materials about Chinese culture and society is used to help learners develop advanced skills to use formal written Chinese (*shumianyu*) in spoken and written registers. Students will continue to improve reading proficiency in both simplified and traditional characters. *Conducted in Mandarin.*

Class Format: The class meets three days per week, twice in lecture (75 mins) and once in conference (50 mins).

Requirements/Evaluation: Class performance, homework, presentations, essays, unit tests, and final exam/project.

Prerequisites: CHIN 302 or permission of instructor. Students who have never taken a Chinese language course at Williams should complete the Chinese Placement Evaluation in GLOW before registering for this course.

Enrollment Limit: 12

Enrollment Preferences: Current or prospective majors in the Department of Asian Languages, Literatures, and Cultures; Asian Studies concentrators.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Fall 2024

LEC Section: 01 MR 1:10 pm - 2:25 pm Xiaoming Hou

CON Section: 02 W 1:10 pm - 2:00 pm Xiaoming Hou

CHIN 402 (S) Advanced Chinese II

This course is designed to enhance the Chinese language proficiency of students at the advanced level. A wide assortment of materials about Chinese culture and society is used to help learners develop advanced skills to use formal written Chinese (*shumianyu*) in spoken and written registers. Students will continue to improve reading proficiency in both simplified and traditional characters. *Conducted in Mandarin.*

Class Format: two 75-minute classes plus one 50-minute discussion conference.

Requirements/Evaluation: homework, quizzes, unit tests, essays, oral presentations, and a final exam/project.

Prerequisites: CHIN 401 or permission of instructor. Students who have never taken a Chinese language course at Williams should complete the Chinese Placement Evaluation in GLOW before registering for this course.

Enrollment Limit: 12

Enrollment Preferences: Current or prospective majors in the Department of Asian Languages, Literatures, and Cultures; Asian Studies concentrators.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Spring 2025

LEC Section: 01 MR 1:10 pm - 2:25 pm Ju-Yin Wang

CON Section: 02 W 1:10 pm - 2:00 pm Ju-Yin Wang

CHIN 421 (F) Chinese Societies through the lens of COVID-19

Cross-listings: GBST 386 / ASIA 421

Primary Cross-listing

The COVID-19 pandemic has profoundly changed the world. How did the Chinese-speaking regions in Asia, including Mainland China, Taiwan, and Singapore, respond to the pandemic during its earlier years? How did their responses reflect the political and economic systems as well as the cultural values of Asian societies? What were the effects of these responses on the regions and people's daily lives? In this course, students will gain a deeper understanding of Chinese-speaking societies through an analysis of the "public" and "private" literature pertaining to the lived experiences of the COVID-19 pandemic. Through readings and discussions of various materials such as government records, scientific publications, journalistic writings, personal diaries, and online narratives, students will explore a wide range of issues related to the politics, economy, public health, and sociocultural issues of Asian societies. Simultaneously, Chinese language learners will further enhance their language proficiency and intercultural competency by engaging in complex discourse in the target language. All readings and discussions are in Chinese.

Requirements/Evaluation: Evaluation will be based on CLASS performance, homework, two short papers (4-5 pages), and one longer paper (8-10 pages).

Prerequisites: CHIN 402 or permission of instructor

Enrollment Limit: 12

Enrollment Preferences: Current or prospective majors in the Department of Asian Languages, Literatures, and Cultures; Asian Studies, Global Studies and Public Health concentrators

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Unit Notes: Mandarin Chinese is the instructional language for this course

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

GBST 386(D2) CHIN 421(D1) ASIA 421(D1)

Attributes: PHLH Social Determinants of Health

Fall 2024

SEM Section: 01 TF 1:10 pm - 2:25 pm Xiaoming Hou

CHIN 425 (S) Becoming Taiwan: Social, Cultural, and Economic Discourses of Modern Day Taiwan

Cross-listings: ASIA 425

Primary Cross-listing

Nestled in East Asia, Taiwan stands as a dynamic island home to a populace of 23 million. From 1949, when the Nationalist Party (KMT) retreated to Taiwan after the Chinese Civil War, to becoming one of the Four Asian Tigers in the latter half of the 20th century, Taiwan has developed into a multifaceted society through an array of social/cultural/economic changes associated with industrialization, globalization and identity formation. Throughout this course, we will delve into pivotal moments that have shaped contemporary Taiwanese society, drawing insights from literary works,

films, journalistic exposés, and academic discourse. Through group discussions and individual projects, students will not only acquire specialized vocabulary but also hone their ability to dissect and debate complex ideas in Mandarin pertaining to the aforementioned themes. Crafted in a semi-tutorial format, this course aims to cultivate linguistic proficiency ranging from Advanced Low to Advanced Mid as outlined by the ACTFL proficiency guidelines. To enrich the learning experience, language partnerships will be forged in collaboration with a graduate program in Chinese pedagogy based in Taiwan, offering further opportunities for in-depth engagement with course materials.

Class Format: Mandarin Chinese will be the instructional language for this course. Semi-tutorial format, students will meet as a large group on one day for linguistic development and three to four people groups on other days for discussions.

Requirements/Evaluation: quizzes, presentations, posting of discussion questions, two position papers (3 pages) and one final paper (5 pages)

Prerequisites: CHIN 402 or permission of instructor

Enrollment Limit: 12

Enrollment Preferences: Majors in Chinese; DALLC; Asian Studies Concentration; seniors.

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

CHIN 425(D1) ASIA 425(D1)

Spring 2025

SEM Section: 01 TF 1:10 pm - 2:25 pm Cecilia Chang

CHIN 427 (F) Spring Grass: A Peek into Inequality in China (DPE) (WS)

Cross-listings: WGSS 127 / ASIA 127

Primary Cross-listing

Spring Grass (Chuncao) is a Chinese novel written by award-winning author Qiu Shanshan (1958-). Using the literary techniques of social realism, the novel chronicles the life of a young rural woman from 1961 to 2001. Spring Grass, the protagonist of the novel, was born in a rural village to a mother who preferred sons over daughters. At a young age, Spring Grass was deprived of the opportunity to attend school. Against all odds, she managed to marry for love, venture into the city, and become an enterprising migrant worker. This novel not only reflects the struggles of women in contemporary China but also captures the economic transformation of modern China since 1978 when the Reform and Open-Door Policy (*gaige kaifang*) was initiated. The novel was adapted into a television drama series and became an instant hit in 2008. This course takes an interdisciplinary, cultural studies and humanistic approach to studying a literary text, using literature as a means to help students better understand social and cultural issues. Through close readings of the novel, the eponymous TV drama series, documentaries, and films depicting rural life and women's roles in China, as well as in-depth discussions of both primary and secondary sources that deal with the cultural, historical, and socioeconomic background of the unfolding story of Spring Grass, this course aims to provide a window for students to examine the issues of inequality in the Chinese village and society at large. Why would mothers be harsh to their own daughters and bar girls' right to education? Why would young people leave their village and migrate to the city? Why would migrant workers leave their children behind in the village? Why would economic developments in China exacerbate the problem of gender inequality in society? Why would the ideology and cultural logic behind Mao Zedong's proclamation "women can hold up half of the sky" add more burden to women rather than truly liberate them? Why would city people discriminate against country folks? After taking this course, students will gain a deeper understanding of the issues related to gender inequality (*nannü bu pingdeng*) and the urban/rural-gap (*chengxiang chabie*) in China. Throughout the course, they are also encouraged to critically think about how to achieve equity in different societies. This tutorial is conducted in either Chinese or English. Students wishing to take the course in English should register under ASST or WGSS and language learners wishing to take the course in Chinese should register under CHIN.

Requirements/Evaluation: For all students, active participation in tutorial meetings and an online writing portfolio as the final project. For CHIN students, four 4- or 5-page tutorial papers and revisions in Chinese, four 2-page critiques. For ASIA/WGSS students, five 5-page tutorial papers in English, five 2-page critiques, one revised paper.

Prerequisites: For students registering under CHIN, the prerequisite is CHIN 402 or a language proficiency interview conducted by the instructor. For students registering under ASST or WGSS, there is no prerequisite.

Enrollment Limit: 10

Enrollment Preferences: Enrollment priorities will be given to Chinese language learners who register under CHIN, and to freshmen and

sophomores who register under ASST or WGSS.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 127(D2) CHIN 427(D1) ASIA 127(D1)

Writing Skills Notes: Writing is taught using the writing-as-process pedagogical approach. The writing process consists of invention, composition, and revision. Detailed writing prompts will be provided to students to generate and organize ideas for each essay. The instructor gives detailed feedback to students' drafts and students are required to turn in revisions. At the end of the semester, students will compile an online writing portfolio to showcase their best works.

Difference, Power, and Equity Notes: The issue of "inequality," including both gender inequality and regional inequality is the driving force behind the readings and discussions of this tutorial. Students are guided to develop an empathetic way of interpreting a literary work that features a rural woman/migrant worker. They will critically analyze the sources of inequality in the Chinese cultural context and explore ways to address such inequality.

Not offered current academic year

CHIN 428 (S) Present Pasts: The Politics of Memory in Contemporary Chinese Literatures and Films (DPE) (WS)

Cross-listings: ASIA 228 / COMP 297

Primary Cross-listing

What happens when memories, already slippery, are further massaged by literary and cinematic narrative strategies? How is the historical "pasts" remembered, forgotten, and subverted in a literary "presence"? This tutorial explores the politics of memory in contemporary literatures and films from the People's Republic of China (post-socialist era, 1978), Taiwan (post-martial law, 1987), and Hong Kong (postcolonial era, 1997). We will look at how literary and cinematic works in each of these "post" societies represent state-sponsored narratives of remembrance, dissidents' collective amnesia, and at the popular level, a playful yet cynical flirtation with politics. With close- and distant- readings of textualized and visualized memories, we will examine themes of nation and locality, public and private, mesology and mythology, amnesia and nostalgia, and diaspora and settlement in the PRC, Taiwan, and Hong Kong from the late 1980s until to today. Course readings include "root-seeking", "new realist", "avant-garde" and "hooligan" novels, examples from the Taiwanese small theater movement, and the transnational cinemas made by the fifth, sixth, and second new wave filmmakers from these three "post" societies. This tutorial is conducted in either Chinese or English. Students wishing to take the course in English should register under ASST or COMP and language learners wishing to take the course in Chinese should register under CHIN.

Requirements/Evaluation: attendance and participation, five 5-page papers, five peer-review and critique papers, revisions on selected papers.

Prerequisites: None for students taking the course under ASST and COMP 297; CHIN 402 or permission of the instructor for students taking CHIN 428

Enrollment Limit: 10

Enrollment Preferences: current or prospective majors in the Department of Asian Languages, Literatures, and Cultures; COMP majors; Asian Studies Concentration

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ASIA 228(D1) CHIN 428(D1) COMP 297(D1)

Writing Skills Notes: Students will write a 5-page paper every other week for a total of five papers. On weeks when they are not writing papers, they are expected to critique their tutorial partner's paper as peer reviewers. Detailed writing prompts will be provided to students to generate and organize ideas for each essay. Students are also required to revise key paragraphs, sections, and papers throughout the semester.

Difference, Power, and Equity Notes: This course provides students with the opportunity to analyze and critique the following entangled modernist dualisms: present and past; memory and representations; diaspora and settlement; transnationalism and localism. By discussing texts produced from the PRC, Hong Kong, Taiwan, and other diaspora areas in these "post" societies, this course asks students to explore how literary and cinematic narratives invoke (and erase) differences, and challenge (and consolidate) borders.

Attributes: FMST Core Courses

Not offered current academic year

CHIN 493 (F) Senior Thesis: Chinese

Chinese senior thesis; this is part of a full-year thesis (493-494).

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Fall 2024

HON Section: 01 TBA Man He

CHIN 494 (S) Senior Thesis: Chinese

Chinese senior thesis; this is part of a full-year thesis (493-494).

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Spring 2025

HON Section: 01 TBA Man He

CHIN 497 (F) Independent Study: Chinese

For students who have completed Chinese 402 and Chinese 412 or equivalent. Interested students must contact the Coordinator of the Chinese Program one semester in advance and present a proposal to the Coordinator or the professor with whom they wish to study during pre-registration week.

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Fall 2024

IND Section: 01 TBA Man He

CHIN 498 (S) Independent Study: Chinese

For students who have completed Chinese 402 and Chinese 412 or equivalent. Interested students must contact the Coordinator of the Chinese Program one semester in advance and present a proposal to the Coordinator or the professor with whom they wish to study during pre-registration week.

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Spring 2025

IND Section: 01 TBA Man He

Winter Study -----

CHIN 31 (W) Senior Thesis: Chinese

To be taken by all students who are candidates for honors in Chinese.

Class Format: independent study

Grading: pass/fail only

Not offered current academic year

CHIN 88 (W) Chinese Sustaining Program

Students registered for CHIN 101-102 are required to attend and pass the Chinese Sustaining Program. However, students are also required to register for a regular Winter Study course. Once the regular Winter Study registration process is complete, the Registrar's Office will automatically enroll you in the Sustaining Program; check your class schedule to confirm enrollment.

Requirements/Evaluation: regular attendance and active participation

Prerequisites: Chinese 101

Grading: pass/fail option only

Materials/Lab Fee: one Xerox packet

Not offered current academic year

CHIN 99 (W) Independent Study: Chinese

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study

Grading: pass/fail only

Not offered current academic year

CLASSICS (Div I)

Chair: Professor Amanda Wilcox

- Nicole G. Brown, Associate Professor of Classics; on leave Spring 2024
- Edan Dekel, Garfield Professor of Ancient Languages, Chair of Jewish Studies Program; affiliated with: Classics, Religion
- Marissa A. Henry, Visiting Assistant Professor of Classics
- Sarah E. Olsen, Associate Professor of Classics
- Felipe Soza, Assistant Professor of Classics
- Amanda R. Wilcox, Chair and Professor of Classics

The course offerings in Classics enable students to explore the ancient Greek, Roman, and Mediterranean worlds from various perspectives, including literature, history, art, archaeology, philosophy, and religion. Courses are of two types: language (Greek and Latin) and courses in which all the readings are in English translation (Classical Studies). The 100-level language courses are intensive introductions to Greek and Latin grammar and reading skills; the 200-level language courses combine grammar review with primary readings from Greek or Latin texts of key historical periods; Latin 302 and the 400-level language courses are seminars that explore in depth selected authors or topics and the methods of analysis appropriate to each of them. Classical Studies courses offer introductions to and more specialized study of the literature, visual and material culture, history, and other aspects of the Greek and Roman worlds.

MAJOR

Majors and prospective majors are encouraged to consult with the department's faculty to ensure a well-balanced and comprehensive selection of Classics courses appropriate to their individual interests. A course in ancient history is strongly recommended. Majors may also benefit from advice on courses offered in other departments that would complement their particular interests in Classics. A reading knowledge of French, German, and Italian is useful for advanced study in Classics and is required in at least two of these modern languages by graduate programs in classics, ancient history, classical art and archaeology, and medieval studies.

The department offers two routes to the major: Route A emphasizes more coursework in Greek and Latin, while Route B emphasizes more Classical Studies courses.

Route A: (1) Six courses in Greek and/or Latin, with at least two 400-level courses in one language. (2) Three additional courses from the offerings in Greek, Latin, or Classical Studies or from approved courses in other departments and programs.

Route B: (1) One course each from any two of the following categories: literature (CLAS 101 or CLAS 102); visual and material culture (CLAS 209 or CLAS 210); history (CLAS 222 or CLAS 223). (2) Four courses in Greek or Latin with at least one at the 400-level, or the four-course sequence CLLA 101, 102, 201, and 302. (3) Three additional courses from the offerings in Classical Studies or from approved courses in other departments and programs.

Classics Colloquium: All Classics majors in residence are expected to participate fully in the life of the department through attendance at lectures and other departmental events.

THE DEGREE WITH HONORS IN CLASSICS

Students who wish to be considered for the degree with honors will normally prepare a thesis or pursue appropriate independent study in one semester and winter study of their senior year. The thesis or independent study offers students the opportunity to work in depth on a topic of their choosing and to apply and develop the techniques and critical methods with which they have become acquainted during their regular course work. It may also include relevant work with members of other departments. In order to write a thesis, students normally must have a minimum GPA of 3.3 in their major courses and must submit a thesis proposal that earns departmental approval before the end of the spring semester of their junior year. To be awarded the degree with honors in Classics, the student is required to have taken a minimum of ten semester courses in the department (not including the thesis or independent study) and to have demonstrated original or superior ability in studies in the field both through course work and through the thesis or equivalent independent study.

COURSE NUMBERING SYSTEM

Language Courses: The numbering of courses through the 300 level reflects the prerequisites involved. The only prerequisite for any 400-level course is Greek 201 or Latin 302. The rotation of 400-level courses is arranged to permit exposure, in a three- to four-year period, to most of the important periods and genres of Greek and Latin literature. Students may enter the rotation at 100-level, 200-level, or 300-level, depending on previous experience.

Classical Studies Courses: The numbering of these courses does not reflect a strict sequence, and most of them do not assume prior experience in Classics or a cross-listed field. The following pairs of courses offer excellent introductions to key areas of study within Classics: CLAS 101 and 102 (literature), CLAS 209, 210 (visual and material culture), CLAS 222, 223 (history).

STUDY AWAY

We strongly encourage Classics majors to study away in their junior year, at programs in Italy (especially the semester-length program at the Intercollegiate Center for Classical Studies in Rome), at programs in Greece (especially the College Year in Athens, which students need only attend for one semester), and in the Williams at Oxford Program. Our majors have also had excellent Classics experiences in other study-abroad programs in Italy and Greece and at various universities in Europe and the United Kingdom. In addition, we encourage students to take advantage of opportunities available in the summer: study abroad programs in Italy and Greece, archaeological digs, or even carefully planned individual travel to sites in Greece, Italy or other areas of the ancient Mediterranean world. When the college cannot do so, the department may be able to provide some financial support for summer study abroad. The department's faculty are always available to advise students, the chair has materials to share, and students can visit the department's website for information and links to helpful sites. Majors who are considering studying away should especially consult with faculty members about the implications for language study.

FAQ

Students **MUST** contact departments/programs **BEFORE** assuming study away credit will be granted toward the major or concentration.

Can your department or program typically pre-approve courses for major/concentration credit?

Yes, in some cases, if appropriate course information is available in advance (e.g., syllabi and/or course descriptions), though students should be sure to contact the department.

What criteria will typically be used/required to determine whether a student may receive major/concentration credit for a course taken while on study away?

Complete syllabus and course description, including readings/assignments.

Does your department/program place restrictions on the number of major/concentration credits that a student might earn through study away?

No.

Does your department/program place restrictions on the types of courses that can be awarded credit towards your major?

No.

Are there specific major requirements that cannot be fulfilled while on study away?

No.

Are there specific major requirements in your department/program that students should be particularly aware of when weighing study away options? (Some examples might include a required course that is always taught in one semester, laboratory requirements.)

No, but students should consult with the department about language sequences.

Give examples in which students thought or assumed that courses taken away would count toward the major or concentration and then learned they wouldn't:

None to date.

CLAS 101 (F) Greek Literature: Performance, Conflict, Desire

Cross-listings: COMP 101 / THEA 104 / DANC 101

Primary Cross-listing

In the *Iliad*, Paris' desire for the famously beautiful Helen leads to the Trojan War, the devastating conflict between the Trojans and the Greeks retold and reimagined time and again in ancient Greek literature. The stories of Troy and its aftermath were performed not only as epic poems (as in the *Iliad* and the *Odyssey*), but also re-enacted by singing and dancing choruses, dramatized on the tragic stage, and recounted in oratory. Beginning with the Homeric epics, this course explores the recurring and ever-shifting debates, longings, hostilities, and aspirations that drive Greek literature and shape its reception, with a particular focus on questions of performance context and audience. Our attention to sound, movement, and staging will be enriched by consideration of select examples from the rich reception history of Greek myth in modern theater and dance. The nexus of performance, conflict, and desire will also give us a distinct perspective on many important topics within the study of Greek culture, including the embodiment of personal and collective identities, the workings of Athenian democracy, and the development of literary genres. This course will include readings from,

e.g., Homer, Sappho, Herodotus, Aeschylus, Sophocles, Euripides, Aristophanes, Thucydides, and Plato, as well as viewings of relevant performance works. All readings are in translation.

Requirements/Evaluation: midterm and final exam; brief (one or two pages) written assignments; participation in class.

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: Classics majors, first years, sophomores

Expected Class Size: 20

Grading: no pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 101(D1) THEA 104(D1) CLAS 101(D1) DANC 101(D1)

Fall 2024

LEC Section: 01 TR 9:55 am - 11:10 am Sarah E. Olsen

CLAS 102 (S) Roman Literature: Gender, Virtue, Empire

Cross-listings: COMP 108

Primary Cross-listing

In the first book of Vergil's *Aeneid*, the god Jupiter prophesies the foundation and the greatness of Rome: "I place no limits on their fortunes and no time; I grant them empire without end." Yet elsewhere in this epic account of Rome's origins, this promise of unlimited power for the descendants of Romulus seems to be seriously abridged. Some readers have seen, not only in the *Aeneid* but throughout classical Roman literature, a persistent tendency to inscribe the decay and disintegration of Roman power into the very works that proclaim and celebrate Roman preeminence. This course explores the ancient Romans' own interpretations of their past, their present, and their destiny: the humble beginnings of their city, its rise to supreme world power, and premonitions of its decline. Related topics for our consideration will include Roman constructions of gender, the location and expression of virtue in the public and private spheres, the connections and conflicts between moral probity and political success, the exercise of individual power versus action on behalf of the commonwealth, the absorption of foreign customs and peoples into Rome, the management of literal and imaginary frontiers, and other anxieties of empire. We will read selections and complete works by a wide variety of Roman authors, including Cicero, Catullus, Caesar, Vergil, Sallust, Horace, Ovid, Seneca, and Tacitus. *All readings will be in translation.*

Class Format: discussion

Requirements/Evaluation: short written assignments, midterm and final exams with essays, and contributions to class discussion

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: first-year students and sophomores and majors in Classics and Comparative Literature

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 108(D1) CLAS 102(D1)

Not offered current academic year

CLAS 105 (F) Telling Tales in Ancient Greece (WS)

Cross-listings: COMP 104

Primary Cross-listing

One-eyed monsters, magical spells, and trips to the moon: Greek literature is replete with tales of fantastic creatures and wild adventures. These ancient stories give us valuable opportunities to explore early understandings of "fiction," the development of narrative, and the construction of the storyteller in both poetry and prose. In this course, we will read texts from Homer's *Odyssey* (8th cent. BCE) to Heliodorus' *Aethiopica* (4th cent. CE),

alongside a range of scholarly approaches to them. We will pay particular attention to the prose fiction of the Roman imperial era, including both the texts traditionally called the "ancient novel" as well as the various forms of biography, ethnography, and mythography adjacent to them. Throughout, we will explore narratives and representations of gender, sexuality, race/ethnicity, class, and cultural identity, reflecting on how our primary sources engage with their complex social and political contexts. All readings will be in English.

Requirements/Evaluation: regular tutorial papers and response, discussion in tutorial meetings

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: first years, sophomores

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 104(D1) CLAS 105(D1)

Writing Skills Notes: Students will receive regular feedback on their writing (structure, style, argumentation) from the professor as well as their tutorial partners, which should be taken into account as they move forward in the course and compose subsequent papers and responses.

Not offered current academic year

CLAS 111 (F) Oracle, Prophecy, Possession: Commun(ica)ting with Divine Powers

Cross-listings: REL 111

Secondary Cross-listing

This course explores a set of practices and contexts in which humans have sought to interact with divine powers. We shall ask how humans interact with divine powers through the techniques of spirit possession, prophecy, and consulting with oracles. Importantly, we shall also ask how these interactions reveal and produce what it is to be human, with attention to differences among humans and the relation between humans and nonhuman forces (divine powers but also natural forces and other animals). The bulk of the course will focus on ancient examples from cultural contexts near the Mediterranean Sea, but we shall also consider other geographical regions and some modern practices and contexts. Ideal for students interested in ancient religions but also those interested in questions of power, agency, and how the ways that we imagine what it means to be human involve questions about nonhuman forces (whether imagined in religious, scientific, philosophical, or other terms).

Class Format: the class will include 1 or more field trips

Requirements/Evaluation: weekly GLOW posts; 2 3-page papers; 1 collaborative project; 1 final project

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: first-year students, then second-year students, then majors in religion or classics

Expected Class Size: 20

Grading: yes pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

CLAS 111(D1) REL 111(D2)

Fall 2024

SEM Section: 01 TF 1:10 pm - 2:25 pm Denise K. Buell

CLAS 202 (S) Greek Tragedy (DPE)

Cross-listings: THEA 220 / COMP 220

Primary Cross-listing

Ancient Greek tragedy was a cultural phenomenon deeply embedded in its 5th-century Athenian context, yet it is also a dramatic form that resonates powerfully with 21st-century artists and audiences. This course examines tragedy on both levels. We will read such plays as Aeschylus' *Agamemnon*,

Sophocles' *Electra*, and Euripides' *Medea* in English translation, considering their literary and dramatic features as well as their relationship to civic, social, and ritual contexts. We will discuss such topics as the construction of gender and identity on the dramatic stage, the engagement between tragedy and other literary genres, and the distinctive styles of the three major Athenian playwrights. We will also survey a set of recent productions and adaptations of these plays, with a particular focus on how modern playwrights and producers use Greek tragedy to explore justice, power, race, gender, status, and sexuality. We will consider how a dramatic form largely produced by and for Athenian citizen men became a creative resource for a remarkably diverse range of 21st-century artists, and explore how modern productions offer fresh perspectives on ancient material. All readings will be in English.

Requirements/Evaluation: class participation, several essays, brief oral presentations

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: Classics, Comp Lit, and Theater majors; first-years; sophomores

Expected Class Size: 25

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

THEA 220(D1) CLAS 202(D1) COMP 220(D1)

Difference, Power, and Equity Notes: This course considers the questions of justice and power central to the performance of tragedy in the ancient Greek world, as well as the manifold ways in which 21st-century artists have used Greek drama to explore the modern construction of race, gender, class, and sexuality. Students will also examine how theater can operate both as a form of institutional power and as a space for exposing, critiquing, and reimagining dominant cultural narratives.

Not offered current academic year

CLAS 203 (F) History of Ancient Greek Philosophy

Cross-listings: PHIL 201

Secondary Cross-listing

Very few people believe that everything is water, that we knew everything before birth, that philosophers ought to rule the state, or that the earth is at the center of the cosmos. Why then should we spend our time studying people who in addition to having these surprising beliefs have been dead for 2500 years? First of all, Greek thinkers, especially Plato and Aristotle, radically shaped the trajectory of western thought in every area of philosophy. No one can have an adequate understanding of western intellectual history without some familiarity with the Greeks, and we might think that an understanding of our intellectual history can deepen our understanding of our own situation. More importantly, many of the thinkers that we will read in this class are simply excellent philosophers, and it is worthwhile for anyone interested in philosophical problems to read treatments of these problems by excellent philosophers. We will begin the course by looking briefly at some of the Presocratic philosophers active in the Mediterranean world of the seventh through fifth centuries BCE, and some of the sophists active in the fifth century. We will then turn to several of Plato's dialogues, examining Plato's portrayal of Socrates and his development of a new and profoundly powerful philosophical conception. Finally, we will examine some of Aristotle's works on metaphysics, epistemology and ethics, considering some of the ways Aristotle's thought responds to that of predecessors.

Requirements/Evaluation: There will be a midterm and final exam. There will also be short writing assignments.

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: Philosophy and Classics Majors.

Expected Class Size: 15-20

Grading: no pass/fail option, yes fifth course option

Unit Notes: Philosophy majors must take either PHIL 201 or PHIL 202 (and are encouraged to take both)

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

CLAS 203(D1) PHIL 201(D2)

CLAS 209 (F) From Alexander to Cleopatra: Remodeling the Mediterranean World

Cross-listings: ARTH 230

Primary Cross-listing

The period between Alexander the Great (323 B.C.) and Cleopatra (30 B.C.), like our own, was characterized by internationalism, migration, wide-ranging cultural values and religious practices, and ethnically diverse urban populations. Large numbers of non-Greeks came under the control of newly established Hellenistic kingdoms, while in the west Rome's emergence as a superpower offered both new opportunity and danger. The Hellenistic world was a place of vibrant change in the spheres of art, architecture, urban planning, and public spectacle. In this course, we will consider the art and archaeology of this period in their political, social, and religious contexts, focusing on the visual language of power and royalty; developments in painting, sculpture, mosaics, and monumental architecture; interactions between Greeks and non-Greeks; and the impact of Greek culture in Rome.

Requirements/Evaluation: class participation, map quizzes, three short papers, mid-term exam, and a final paper

Prerequisites: none

Enrollment Limit: 40

Enrollment Preferences: students with an interest in the ancient Mediterranean world and in the history of art and architecture

Expected Class Size: 35

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

CLAS 209(D1) ARTH 230(D1)

Not offered current academic year

CLAS 210 (S) Art and Experience in Ancient Rome

Cross-listings: ARTH 211

Primary Cross-listing

To see and be seen--it could be argued that this was the very definition of Roman culture. Much like today, spectacle and the dissemination of images lay at the heart of political and social life. The visual arts were crucial both to how the Romans rehearsed their identity and goals as a community, and to how individual Romans communicated their achievements and values. In this course, lectures on the art and architecture of ancient Rome (ca. 300 B.C.-A.D. 400) will provide the backdrop for an investigation into the role visual culture played in the lives of all Romans, including slaves and former slaves, women and children. Special topics will include the funeral and funerary portraiture; the military triumph and monuments of victory; the house as a site of memory; the use of images on coins; participation in religious celebrations; displays of war booty and prisoners of war; experience and audience at the racetrack and in the amphitheater; the spectacle of food and dining; and the Roman street as both contested space and a place for art. Readings will include a combination of primary and secondary sources. *All readings are in translation.*

Requirements/Evaluation: attendance and preparation, quizzes/short writing assignments, two exams, and a final project

Prerequisites: none

Enrollment Limit: 35

Enrollment Preferences: Classics majors

Expected Class Size: 35

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

CLAS 210(D1) ARTH 211(D1)

Spring 2025

CLAS 213 (F) The Human Figure in the Ancient Mediterranean

Cross-listings: ARTH 213

Secondary Cross-listing

From the earliest representations in the third millennium BCE until the end of the Roman period in the fifth century CE the human body remained the foremost choice of subject for artists, patrons, critics, and the public in the ancient Mediterranean world. This course will consider cultural ideas about the body in antiquity, and trace their repercussions in the modern era. Over the course of the semester we will concentrate on 12 case studies, each representing a specific concept from an area of the Mediterranean. Topics include the "shining bodies" of bare-chested potentates in Egypt and the ancient Near East, statues that give the dead voice, the perfection and humanity of the bodies of the gods, ancient Greek science and the nude goddess, the pathos of Hellenistic athletes, and the interpretative challenge of the ambiguous and sensuous marble forms of the Barberini Faun or the Sleeping Hermaphrodite, both found in Roman contexts. We'll consider the cross-influences of ideas about gender, class, race and the body coded in public and private art. Reading material will include ancient literature in translation as well as contemporary critical essays. Evaluation will be based on participation in discussion and group presentations, short response paper, tests on images, and a final 8-page research paper. Engaged library research of original paper topics will be supported throughout the semester.

Class Format: Lecture and Discussion

Requirements/Evaluation: participation in discussion and group presentations, short response paper, tests on images, a final 8-page research paper.

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: open to any student, majors and non-majors, with interests in the ancient world; no experience with art history required; first-years and sophomores are encouraged

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTH 213(D1) CLAS 213(D1)

Attributes: ARTH pre-1800

Fall 2024

LEC Section: 01 MR 1:10 pm - 2:25 pm Elizabeth P. McGowan

CLAS 214 (S) Athletics and Literature in Ancient Greece (WS)

Cross-listings: COMP 284

Primary Cross-listing

The modern Olympic games are one of the most visible traces of ancient Greek influence on contemporary culture. Less well-known, however, are the complex and challenging poems (originally songs) of Pindar and Bacchylides that celebrated the victors of the archaic Greek games. These victory odes are a rich source for the study of Greek culture, from their vivid descriptions of heroic feats to their philosophical claims about human life and divine favor. Athletic competition provides the impetus for these songs and constitutes one of their major themes, yet their significance extends far beyond a single athlete or festival. In this course, we will interrogate the relationship between athletics and literary production in the ancient Greek world. We will use both primary and secondary sources to develop familiarity with major festivals, games, events, and figures, and use that knowledge to contextualize our analysis of Greek literature. Ancient Greek athletic discourse will thus provide an entry point to broader reflections on the literary construction and representation of the body and its movement, as well as the interplay between literature and its cultural contexts.

Requirements/Evaluation: brief writing assignments, essays, class participation

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: majors, first-years, sophomores

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

CLAS 214(D1) COMP 284(D1)

Writing Skills Notes: Weekly (pass/fail) writing assignments (1-2 pages), five graded essays (two of which will be revisions and expansions of previous work, 4-5 pages each), regular in-class workshops on writing style and essay structure. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Not offered current academic year

CLAS 215 (F) Roman Homes and Gardens

For ancient Romans, the house was far more than a private dwelling intended only for a nuclear family and close friends. Instead, it was a place where many different social roles--those of the homeowners themselves, as well as their dependents, enslaved workers, business partners, and political rivals--were enacted and expressed. The garden also had a crucial part to play, communicating a special relationship with the natural world, with travel lands, or with the divine. In this course, we will examine a wide range of Roman homes and gardens from 250 BCE-300 CE (including shepherds' huts and military camps, apartments and townhouses, villas and palaces), traveling to different geographical regions, both throughout Italy (especially, Pompeii, Herculaneum, and Rome), but also to Britain, Croatia, Israel, Spain, and Tunisia. Using a multi-disciplinary approach, this seminar will explore the archaeology, history, decoration, and social practices of these physical spaces, as well as their deployment as powerful cultural symbols in ancient life and literature--and in later historical periods, too. All readings are in translation.

Requirements/Evaluation: class participation, short written assignments, and a final project. Students should also plan to take 1-2 field trips to local sites and museums.

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: Classics majors

Expected Class Size: 20

Grading: no pass/fail option, yes fifth course option

Distributions: (D1)

Not offered current academic year

CLAS 222 (F) Greek History

Cross-listings: HIST 222

Primary Cross-listing

This course covers the history of ancient Greece from the Bronze Age Minoan and Mycenaean palace civilizations to the Roman conquest of the East Mediterranean (c. 1500-1 BC). We will study the development, expansion, and interactions of Greek society and its cultural expressions through a wide variety of textual sources and archaeological evidence across the Mediterranean basin and West Asia. How did the Greek world conceptualize and enact various modes of individual and collective status, construct political systems from one-man rule to popular democracy, and grapple with issues of memory and identity? How did the Greek world deal with victory and defeat, imperialism and subjugation, freedom and slavery, upheaval and decline? How should we approach the mythology about the origins of humanity, or the subsequent development of natural science and philosophy from Ionia to Athens and beyond? Why has this past continued to work as a mirror in subsequent periods, even up to our modern day? From the collapse of the Mycenaean palaces to the building of the Athenian acropolis, from autocratic warlords to the birth of democracy, from wandering merchants to Hellenistic kings, from Hesiod to Herodotus, Socrates, and Thucydides, this course will seek to reconstruct and understand the trajectory of ancient Greek society and culture from its early inception to its subjugation under Roman rule. All readings will be in translation.

Class Format: discussion

Requirements/Evaluation: contributions to class discussions, occasional short written assignments, quizzes, a midterm, a final exam.

Prerequisites: none; open to all

Enrollment Limit: 35

Enrollment Preferences: First-year students and sophomores; majors and intended majors in Classics, History, and Art History,

Expected Class Size: 25

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 222(D2) CLAS 222(D1)

Attributes: HIST Group C Electives - Europe and Russia HIST Group P Electives - Premodern

Not offered current academic year

CLAS 223 (S) Roman History

Cross-listings: HIST 223 / LEAD 223

Primary Cross-listing

The history of ancient Rome can be seen as an account of formative events, practices, and thought in the history of western culture; it also is the history of the most far-reaching experience of diverse cultures, beliefs, and practices known in the Western tradition until modern times. By studying Roman history from Rome's emergence in central Italy in the 7th century BCE through the reign of the emperor Constantine in the early fourth century CE, we will see the complex and fascinating results of an ambitious, self-confident nation's evolution, transformation, and expansion throughout the Mediterranean world. We will consider questions such as, How did a republic with an aversion to autocratic rule and devotion to *libertas* understand its existence as an imperial power as well as its own elite's dominant rule over Romans and non-Romans alike? How and why did the Roman republic and its deeply entrenched republican ideology give way to the effective rule by one man, Augustus, and the increasingly monarchical rule of the emperors who followed? Did Roman political life in the later republic cause the violence that left it in crisis, or did the persistence of violence in Roman life account for the nature of Roman politics? Who were the non-elites of Rome, Italy, and the Roman empire that often get left in the shadows in our ancient sources? Who were the important writers, politicians, poets, philosophers, and innovators whose works constitute a rich cultural heritage worthy of both appreciation and critique? Throughout the course there will be an emphasis on the problems of historical and cultural interpretation, on how the Roman experience is relevant to our own, and, importantly, on the pleasures of historical investigation. Readings for this course will include a variety of original sources, a range of scholarly essays on specific topics, and a textbook that will provide our chronological framework.

Requirements/Evaluation: Class preparation and participation, quizzes, a midterm, a final exam, and occasional short written assignments.

Prerequisites: None; open to all

Enrollment Limit: 35

Enrollment Preferences: First-year students and sophomores; majors and intended majors in Classics, History, and Art History.

Expected Class Size: 35

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 223(D2) LEAD 223(D2) CLAS 223(D1)

Attributes: HIST Group C Electives - Europe and Russia HIST Group P Electives - Premodern

Spring 2025

LEC Section: 01 MR 1:10 pm - 2:25 pm Felipe Soza

CLAS 233 (S) Animals in Ancient Literature

Humans are animals, but we tend to view animals as the ultimate other. They delight and terrify us, providing infinite vehicles for the imagination: ways of being other than human and other than civilized, ways of confronting that which seems inhuman in ourselves. In this class, we will read a selection of ancient texts that approach animals in different ways: as inverted humans, as predators, as prey, as agents of the gods, as laborers, as friends, and as a revelation of the ugly truth about our own "human" nature. Primary source readings will be paired with modern scholarly works from classics, comparative literature, and animal studies. We will think about why ancient authors used images of animals in such diverse ways and about our own relationships with animals in modern life, enriching our study with field trips. This is a seminar and will be conducted through discussion and writing workshops, with little to no lecture.

Requirements/Evaluation: weekly reading responses; several short writing assignments; a final paper of 10-15 pages in two drafts; active participation in seminar discussion

Prerequisites: None

Enrollment Limit: 25

Enrollment Preferences: Classics majors, then COMP and ENVI majors; senior majors have priority, followed by juniors, sophomores, and first-year students

Expected Class Size: 15

Grading: no pass/fail option, yes fifth course option

Distributions: (D1)

Spring 2025

SEM Section: 01 TF 1:10 pm - 2:25 pm Marissa A. Henry

CLAS 237 (S) The Life of Ancient Cities: Building, Belonging, Trading and Dying in Greece and Rome

Cross-listings: HIST 237

Primary Cross-listing

In this course we explore ancient urbanism, investigating Greco-Roman cities from the early archaic period through late antiquity. By analyzing a variety of primary sources -- literature, visual art, inscriptions, papyri, building remains -- dating from 750 B.C. to 300 A.D. and ranging geographically from Spain to central Asia, we will think critically about problems such as communal belonging, spatial interaction, social exclusion, monuments, memories, and identities in urban contexts. Athens and Rome will beckon along the way, but numerous places around the Mediterranean basin and beyond will feature prominently, including Pompeii in southern Italy, Olynthus in Macedonia, Cyrene in North Africa, Ephesus and Priene in western Asia Minor, Alexandria and Berenike in Egypt, and Dura Europos and Ai Khanoum in Central Asia. Every week, we will tackle a core question associated with life in the ancient city: the challenges of urban design, the tensions associated with civic membership, the consolidation of political institutions, the conflicts brought about by trade and migration, the role of religion, the effects of war, the universal reality of social exclusion, cultural expressions of life and death, and the impact of sudden natural catastrophes, among others.

Requirements/Evaluation: Class participation in discussion, various written assignments leading toward the development and completion of a research paper on a topic of the student's choosing.

Prerequisites: None

Enrollment Limit: 20

Enrollment Preferences: Majors and intending majors in Classics and History

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

CLAS 237(D1) HIST 237(D2)

Attributes: HIST Group P Electives - Premodern

Not offered current academic year

CLAS 241 (S) Sex and Gender in Ancient Greece and Rome

Cross-listings: COMP 241 / WGSS 241

Primary Cross-listing

From the household to the marketplace, from sacred spaces to the political arena, sexuality and gender shaped a broad range of attitudes and actions in the ancient Mediterranean world. This course investigates a variety of discourses and practices around sexuality and gender in ancient Greece and Rome with the aim of promoting students' capacity to evaluate claims and dismantle false assumptions about the continuity of the "classical" past with contemporary norms and values. We will carefully analyze, contextualize, and compare a variety of texts, including selections from tragic and comic drama, epic and lyric poetry, handbooks, epitaphs, novels and biography in order to better understand how gender and sexuality were expressed, experienced, and regulated in Greece and Rome. Our emphasis will be on ancient texts, but selections from contemporary criticism and theory will enrich the methodological frameworks through which we approach the primary sources.

Requirements/Evaluation: five to six weekly tutorial papers, five to six responses, a midterm self-evaluation and conference with instructor, a

mid-length final paper (approximately eight pages) consisting of a revision and expansion of a previously written paper

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: majors or intended majors in Classics, WGSS, and Comparative Literature

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 241(D1) CLAS 241(D1) WGSS 241(D2)

Not offered current academic year

CLAS 243 (S) The Nature of Work

Cross-listings: ARTH 245 / COMP 285

Primary Cross-listing

Work is something that touches the lived experience and historical realities of almost every human being in every time and place. But how did ancient Mediterranean societies and cultures define and deploy the concepts of "work" and "working," as both an activity and as discourse? This is a question that has received remarkably little attention, in part since modern scholars have all too often followed the lead of elite authors, who obscure the nature of work through their focus on its products: agricultural prosperity, material luxury, urban grandeur, etc. In this course, we will seek to shed light on the world of work in antiquity, to better understand both the experiences of those who worked for a living across an array of spheres and professions, and the value of work as a cultural, aesthetic, and literary concept. Special topics will include: the place of work in conceptions of a "golden age"; the literary topoi of work (like the idle shepherd or the virtuous peasant); representations of "heroic work" (most famously, the Labors of Hercules); the elision or erasure of non-elite labor for elite audiences in art and text; the iconography of work in painting, mosaic, and sculpture; and investigations into specific trades, crafts, and other forms of "making" (from midwifery to shoe making). Readings will be a combination of primary and secondary sources. All readings will be in translation.

Requirements/Evaluation: class participation; several short writing assignments; final paper

Prerequisites: none

Enrollment Limit: 24

Enrollment Preferences: Classics majors, Art History majors, Comp Lit majors, and intending majors

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTH 245(D1) COMP 285(D1) CLAS 243(D1)

Not offered current academic year

CLAS 270 (S) Reading Jesus, Writing Gospels: Christian Origins in Context (WS)

Cross-listings: REL 270 / COMP 263

Secondary Cross-listing

What were the religious and cultural landscapes in which Christianity emerged? How did inhabitants of the ancient Mediterranean world speak about the concept and significance of religion? How have scholars of early Christianity answered these questions? What are the implications of their reconstructions of early Christian history? The course is divided into four parts. The first part establishes the course's interpretive approach. The second part of this course explores aspects of the formation of Christianity from its origins as a Jewish movement until its legalization. The third part of the course focuses on the earliest literature produced to memorialize Jesus. The final part of the course emphasizes modern interpretations of Jesus and the movement of which he was a part; here we shall be examining how scholars make use of ancient materials to frame their arguments and the modern contexts and legacies of making meaning out of biblical and other ancient materials.

Class Format: lecture/discussion

Requirements/Evaluation: three 3-page papers (with revisions), one 5- to 7-page paper (that builds on one of the earlier 3 page papers), and a final

paper (7-10 pages, that draws on some of the earlier writing in addition to new writing)

Prerequisites: none; open to all

Enrollment Limit: 19

Enrollment Preferences: sophomores, especially potential majors in Religion, Classics, and Comparative Literature

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

REL 270(D2) CLAS 270(D1) COMP 263(D1)

Writing Skills Notes: Students will write a series of short essays, with required revisions, to develop their skills in close reading of ancient texts and interpretive analysis of modern scholarship about Christian origins. In each successive section of the course, writing from the prior unit will inform the subsequent papers.

Not offered current academic year

CLAS 306 (S) The Good Life in Greek and Roman Ethics

Cross-listings: PHIL 306

Secondary Cross-listing

Most thoughtful human beings spend a good deal of time musing about how we ought to live and about what counts as a good life for a human being. The philosophers of ancient Greece and Rome were among the first thinkers to develop rigorous arguments in response to such musings. Much of the moral philosophy produced in Greece and Rome remains as relevant today as when it was written. In this course, we will examine some central texts in ancient Greek and Roman moral philosophy. We will begin by reading some of Plato's early dialogues and his *Republic*. We will then turn to Aristotle's *Nicomachean Ethics*. We will then examine writings in the Stoic and Epicurean traditions, as well as Cicero's *On the Ends of Good and Evil*. As we proceed through the course, we will look at the way in which each thinker characterizes happiness, virtue and the relation between the two. We will also pay close attention to the way in which each of these thinkers takes the practice of philosophy to play a key role in our realization of the good human life.

Requirements/Evaluation: several short response pieces; a final paper of 10-15 pages; active participation in seminar discussion

Prerequisites: Phil 201 will be helpful but is not necessary.

Enrollment Limit: 15

Enrollment Preferences: Philosophy majors

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

PHIL 306(D2) CLAS 306(D1)

Attributes: PHIL History Courses

Not offered current academic year

CLAS 330 (S) Plato (WS)

Cross-listings: PHIL 330

Secondary Cross-listing

Plato is one of the most important and influential thinkers in the history of the western tradition. His depiction of the trial and death of Socrates is one of the classics of western literature, and his views on ethics and politics continue to occupy a central place in our discussions 2400 years after they were written. It is, in fact, quite difficult to get through any course of study in the liberal arts without some familiarity with Plato. Nevertheless, comparatively few people realize that the views we commonly think of as "Platonic" represent only one strand in Plato's thought. For example, we commonly attribute to Plato a theory of the Forms on the basis of his claims in the so-called "middle dialogues" (mainly *Republic*, *Phaedo*, and *Symposium*). However, in his philosophically more sophisticated and notoriously difficult later dialogues (such as the *Parmenides*, *Philebus*, *Sophist* and *Statesman*), Plato engages in radical criticism and revision of his earlier views. In this course, we will spend the first third of the semester attempting to understand the

metaphysics and epistemology in Plato's middle dialogues. We will spend the balance of the semester coming to grips with Plato's arguments in the later dialogues. We will read several complete dialogues in translation, and will also read a wide variety of secondary source material.

Class Format: lecture/discussion; this class will be a roughly equal mixture of lectures, student presentations, and seminar discussion

Requirements/Evaluation: students will be expected to prepare a seminar presentation, to write several focused short analytical pieces, and to write a 15- to 20-page term paper in multiple drafts

Prerequisites: PHIL 101, PHIL 102 or permission of instructor; a prior course in logic will be extremely helpful, but is not necessary

Enrollment Limit: 15

Enrollment Preferences: upper-level Philosophy and Classics majors

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

CLAS 330(D1) PHIL 330(D2)

Writing Skills Notes: Instructor will provide regular commentary on papers.

Attributes: PHIL History Courses

Not offered current academic year

CLAS 436 (F) Interspecies beings: demigods and monsters in art and culture, ancient to modern

Cross-listings: ARTH 511

Secondary Cross-listing

Horse-men, cat-women, bull-men, mermaids, snake-people: interspecies creatures are everywhere in ancient Greek and Roman art and poetry. Embodied in satyrs, sphinxes, centaurs, nymphs, and other part-human, part-animal beings is an alternative evolutionary and cultural history. In it, humans and animals live as one. There is no distinction between nature and culture. Male and female are equal. The industrial revolution never happens. This course traces the history of interspecies beings from their origin in ancient Greek art and poetry until today. Three points are important: 1) the relationship between the imagery and ancient political theory about "primitive" life; 2) evolving conceptions of biology and the environment, and 3) the role played by interspecies beings in the conceptualization of what is possible in art. The first half of the course examines the origins and character of interspecies beings in works of ancient art such as the Parthenon, and in ancient writers including Hesiod and Ovid. We examine relevant religious practices, materialist conceptions of nature, and biological theories of speciation, in Empedokles, On nature, Euripides' Bakchai, Plato's Phaidros, and Lucretius' De rerum natura. The second half of the course investigates the survival of classical monsters in the work of early-modern artists such as Botticelli, Michelangelo, Titian, and Dürer, and the rediscovery of ancient materialist theory. We consider the role played by interspecies beings in the formation of late modernism in art and literature. Key texts include Rousseau and Hobbes, Nietzsche's Birth of Tragedy, Mallarmé's "L'Après midi d'une faun," and Stoppard's Arcadia. Problems include the relationship between nymphs and sex-workers in Manet, the meaning of the Minotaur in Picasso, and the interest in interspecies beings in the work of women surrealists such as Leonora Carrington. We conclude with contemporary popular culture such as the Hunger Games.

Class Format: Lecture and discussion.

Requirements/Evaluation: The requirements of the course include: attendance and participation in discussion; preparing summaries/analyses of reading assignments for discussions; one presentation on a research project, and one 20-page paper on the research project.

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: Priority goes to graduate students in art history. If space is available, senior art-history majors, classics majors, and environmental studies majors may enroll.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Unit Notes: This course will satisfy the seminar requirement in art history.

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTH 511(D1) CLAS 436(D1)

Attributes: ARTH pre-1800

Not offered current academic year

CLAS 493 (F) Senior Thesis: Classics

Recommended for all candidates for the degree with honors. This project will normally be of one semester's duration, in addition to a Winter Study.

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Fall 2024

HON Section: 01 TBA Edan Dekel

CLAS 494 (S) Senior Thesis: Classics

Recommended for all candidates for the degree with honors. This project will normally be of one semester's duration, in addition to a Winter Study.

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Spring 2025

HON Section: 01 TBA Edan Dekel

CLAS 497 (F) Independent Study: Classics

Classics independent study. Students with permission of the department may enroll for independent study on select topics not covered by current course offerings.

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Fall 2024

IND Section: 01 TBA Edan Dekel

CLAS 498 (S) Independent Study: Classics

Classics independent study. Students with permission of the department may enroll for independent study on select topics not covered by current course offerings.

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Spring 2025

IND Section: 01 TBA Edan Dekel

Winter Study -----

CLAS 31 (W) Senior Thesis: Classics

May be taken by students registered for Classics 493-494.

Class Format: independent study

Grading: pass/fail only

Not offered current academic year

CLAS 99 (W) Independent Study: Classics

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study

Grading: pass/fail only

Not offered current academic year

CLASSICS (Div I)

GREEK

Chair: Professor Amanda Wilcox

- Nicole G. Brown, Associate Professor of Classics; on leave Spring 2024
- Edan Dekel, Garfield Professor of Ancient Languages, Chair of Jewish Studies Program; affiliated with: Classics, Religion
- Marissa A. Henry, Visiting Assistant Professor of Classics
- Sarah E. Olsen, Associate Professor of Classics
- Felipe Soza, Assistant Professor of Classics
- Amanda R. Wilcox, Chair and Professor of Classics

The course offerings in Classics enable students to explore the ancient Greek, Roman, and Mediterranean worlds from various perspectives, including literature, history, art, archaeology, philosophy, and religion. Courses are of two types: language (Greek and Latin) and courses in which all the readings are in English translation (Classical Studies). The 100-level language courses are intensive introductions to Greek and Latin grammar and reading skills; the 200-level language courses combine grammar review with primary readings from Greek or Latin texts of key historical periods; Latin 302 and the 400-level language courses are seminars that explore in depth selected authors or topics and the methods of analysis appropriate to each of them. Classical Studies courses offer introductions to and more specialized study of the literature, visual and material culture, history, and other aspects of the Greek and Roman worlds.

MAJOR

Majors and prospective majors are encouraged to consult with the department's faculty to ensure a well-balanced and comprehensive selection of Classics courses appropriate to their individual interests. A course in ancient history is strongly recommended. Majors may also benefit from advice on courses offered in other departments that would complement their particular interests in Classics. A reading knowledge of French, German, and Italian is useful for advanced study in Classics and is required in at least two of these modern languages by graduate programs in classics, ancient history, classical art and archaeology, and medieval studies.

The department offers two routes to the major: Route A emphasizes more coursework in Greek and Latin, while Route B emphasizes more Classical Studies courses.

Route A: (1) Six courses in Greek and/or Latin, with at least two 400-level courses in one language. (2) Three additional courses from the offerings in Greek, Latin, or Classical Studies or from approved courses in other departments and programs.

Route B: (1) One course each from any two of the following categories: literature (CLAS 101 or CLAS 102); visual and material culture (CLAS 209 or CLAS 210); history (CLAS 222 or CLAS 223). (2) Four courses in Greek or Latin with at least one at the 400-level, or the four-course sequence CLLA 101, 102, 201, and 302. (3) Three additional courses from the offerings in Classical Studies or from approved courses in other departments and programs.

Classics Colloquium: All Classics majors in residence are expected to participate fully in the life of the department through attendance at lectures and other departmental events.

THE DEGREE WITH HONORS IN CLASSICS

Students who wish to be considered for the degree with honors will normally prepare a thesis or pursue appropriate independent study in one semester and winter study of their senior year. The thesis or independent study offers students the opportunity to work in depth on a topic of their choosing and to apply and develop the techniques and critical methods with which they have become acquainted during their regular course work. It may also include relevant work with members of other departments. In order to write a thesis, students normally must have a minimum GPA of 3.3 in their major courses and must submit a thesis proposal that earns departmental approval before the end of the spring semester of their junior year. To be awarded the degree with honors in Classics, the student is required to have taken a minimum of ten semester courses in the department (not including the thesis or independent study) and to have demonstrated original or superior ability in studies in the field both through course work and through the thesis or equivalent independent study.

COURSE NUMBERING SYSTEM

Language Courses: The numbering of courses through the 300 level reflects the prerequisites involved. The only prerequisite for any 400-level course is Greek 201 or Latin 302. The rotation of 400-level courses is arranged to permit exposure, in a three- to four-year period, to most of the important periods and genres of Greek and Latin literature. Students may enter the rotation at 100-level, 200-level, or 300-level, depending on

previous experience.

Classical Studies Courses: The numbering of these courses does not reflect a strict sequence, and most of them do not assume prior experience in Classics or a cross-listed field. The following pairs of courses offer excellent introductions to key areas of study within Classics: CLAS 101 and 102 (literature), CLAS 209, 210 (visual and material culture), CLAS 222, 223 (history).

STUDY AWAY

We strongly encourage Classics majors to study away in their junior year, at programs in Italy (especially the semester-length program at the Intercollegiate Center for Classical Studies in Rome), at programs in Greece (especially the College Year in Athens, which students need only attend for one semester), and in the Williams at Oxford Program. Our majors have also had excellent Classics experiences in other study-abroad programs in Italy and Greece and at various universities in Europe and the United Kingdom. In addition, we encourage students to take advantage of opportunities available in the summer: study abroad programs in Italy and Greece, archaeological digs, or even carefully planned individual travel to sites in Greece, Italy or other areas of the ancient Mediterranean world. When the college cannot do so, the department may be able to provide some financial support for summer study abroad. The department's faculty are always available to advise students, the chair has materials to share, and students can visit the department's website for information and links to helpful sites. Majors who are considering studying away should especially consult with faculty members about the implications for language study.

FAQ

Students MUST contact departments/programs BEFORE assuming study away credit will be granted toward the major or concentration.

Can your department or program typically pre-approve courses for major/concentration credit?

Yes, in some cases, if appropriate course information is available in advance (e.g., syllabi and/or course descriptions), though students should be sure to contact the department.

What criteria will typically be used/required to determine whether a student may receive major/concentration credit for a course taken while on study away?

Complete syllabus and course description, including readings/assignments.

Does your department/program place restrictions on the number of major/concentration credits that a student might earn through study away?

No.

Does your department/program place restrictions on the types of courses that can be awarded credit towards your major?

No.

Are there specific major requirements that cannot be fulfilled while on study away?

No.

Are there specific major requirements in your department/program that students should be particularly aware of when weighing study away options? (Some examples might include a required course that is always taught in one semester, laboratory requirements.)

No, but students should consult with the department about language sequences.

Give examples in which students thought or assumed that courses taken away would count toward the major or concentration and then learned they wouldn't:

None to date.

CLGR 101 (F) Introduction to Greek

This course is the first half of a full-year sequence designed to introduce students to the exciting and rewarding process of reading ancient Greek texts in their original language. We will focus on Attic Greek, the dialect of the Greek language that was spoken in Athens during the Classical period (5th and 4th centuries BCE) and in which some of the most famous works of Greek literature (e.g., the tragedies of Aeschylus, Sophocles, and Euripides and the dialogues of Plato) were composed. But this course will provide a solid foundation in Greek grammar and syntax for students interested in studying other dialects (e.g., the distinctive Greek of the Homeric epics, or the *koine* of the New Testament) as well. For the fall semester, we will work on developing a firm grasp of Greek nouns, verbs, and adjectives, as well as learning some of the most common ways of constructing complex sentences. From the very beginning, students will have opportunities to apply their knowledge by translating brief excerpts from original Greek sources.

Requirements/Evaluation: frequent quizzes, tests, and a final exam

Prerequisites: none; designed for students who are beginning Greek or have studied less than two years of Greek in secondary school; students with some previous experience in Greek may want to enroll in CLGR 102 only (consult the department)

Enrollment Limit: 15

Enrollment Preferences: Classics majors or intended Classics majors, first years and sophomores

Expected Class Size: 8-10

Grading: no pass/fail option, yes fifth course option

Unit Notes: credit granted only if both semesters (CLGR 101 and 102) are taken

Distributions: (D1)

Fall 2024

LEC Section: 01 MWF 11:00 am - 12:15 pm Sarah E. Olsen

CLGR 102 (S) Introduction to Greek

This course is the second half of a full-year sequence designed to introduce students to the exciting and rewarding process of reading ancient Greek texts in their original language. We will focus on Attic Greek, the dialect of the Greek language that was spoken in Athens during the Classical period (5th and 4th centuries BCE) and in which some of the most famous works of Greek literature (e.g., the tragedies of Aeschylus, Sophocles, and Euripides and the dialogues of Plato) were composed. But this course will provide a solid foundation in Greek grammar and syntax for students interested in studying other dialects (e.g., the distinctive Greek of the Homeric epics, or the *koine* of the New Testament) as well. In the spring semester, we will continue our study of the Greek language as we begin translating longer stretches of Greek poetry, historiography, oratory, and/or narrative fiction. By the end of the year, students are prepared to move on to intermediate-level Greek reading courses.

Requirements/Evaluation: frequent quizzes, tests, and a final exam

Prerequisites: CLGR 101 or permission of department

Enrollment Limit: 15

Enrollment Preferences: Classics majors or intended Classics majors, first years and sophomores

Expected Class Size: 8-10

Grading: no pass/fail option, yes fifth course option

Unit Notes: credit granted only if both semesters (CLGR 101 and 102) are taken

Distributions: (D1)

Spring 2025

LEC Section: 01 MWF 11:00 am - 12:15 pm Felipe Soza

CLGR 201 (F) Intermediate Greek

This course will be based on readings from Plato's *Crito* and Hesiod's *Theogony* in their original Greek. These texts will give you a taste of both Classical prose and Archaic poetry and enable you to improve your ability to read, comprehend, and translate ancient Greek literature. Plato and Hesiod also offer important and influential perspectives on the origins, connections, effects, and value of justice and religion. Students who successfully complete this course will be well-prepared for advanced study of Greek language and literature.

Requirements/Evaluation: Evaluation will be based on classroom participation, quizzes and exams, and take-home assignments (including, e.g., essays and brief prose composition tasks).

Prerequisites: CLGR 101-102 or two years of Greek in secondary school

Enrollment Limit: 12

Enrollment Preferences: Classics majors and intended Classics majors

Expected Class Size: 5-10

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Fall 2024

SEM Section: 01 MR 1:10 pm - 2:25 pm Felipe Soza

CLGR 401 (S) Homer

The Homeric epics (*Iliad* and *Odyssey*) are foundational works of ancient Greek literature. They offer valuable insight into early Greek society, religion, and culture, and constitute some of our earliest representations of the most famous Greek gods and heroes. The narratives about the Trojan War and its aftermath attributed to Homer also shape much of later Greek literature, both poetry and prose. In this course, we will read extensive selections from Homeric poetry in its original Greek, along with additional readings (primary and/or secondary) in English.

Requirements/Evaluation: class participation, short written exercises and/or oral reports, midterm and final exams, and a final paper

Prerequisites: CLGR 201 or permission of instructor

Enrollment Limit: 12

Enrollment Preferences: majors in Classics, Comparative Literature, English and other literatures

Expected Class Size: 5-6

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Spring 2025

SEM Section: 01 MR 2:35 pm - 3:50 pm Sarah E. Olsen

CLGR 403 (F) Poetry and Revolution in Archaic Greece

Taken together, the historian Herodotus and the Greek lyric poets (Alcaeus, Solon, Pindar, and others) offer a fascinating window into the tumultuous world of archaic Greece: a period of colonial expansion, political experimentation, and artistic innovation. In this course, we will read selections from both Herodotus' *Histories* and archaic Greek lyric, in order to understand how these two genres can work together to illuminate Greek cultural discourse during this pivotal era. Students will improve their ability to read Greek poetry and prose in multiple dialects, and deepen their understanding of Greek history and literary style.

Class Format: recitation/discussion

Requirements/Evaluation: midterm and final exam, class participation, final paper

Prerequisites: CLGR 201 or permission of instructor

Enrollment Limit: 12

Enrollment Preferences: Classics majors and intending majors

Expected Class Size: 5-6

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Fall 2024

LEC Section: 01 TF 1:10 pm - 2:25 pm Sarah E. Olsen

CLGR 404 (S) Tragedy

This course will focus on reading, in Greek, a complete tragedy by Sophocles or Euripides. It will thus improve your ability to read and analyze Greek poetry in a variety of styles and meters. While focusing on questions of particular importance for the play we are reading in Greek, we will also situate that play in a larger context by exploring, for instance: aspects of the social and political situations in and for which fifth-century tragedies were first produced; the several performance genres out of which tragedy was created; developments in the physical characteristics of the theater and in elements of staging and performance; problems of representation particularly relevant to theatrical production and performance.

Requirements/Evaluation: contributions to class, exams, and a final paper

Prerequisites: CLGR 201 or permission of instructor

Enrollment Limit: 15

Enrollment Preferences: Classics majors, students continuing the Greek sequence

Expected Class Size: 13

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Not offered current academic year

CLGR 406 (F) Aristophanes and Plato

This course explores Aristophanes' comedy *Clouds* and Plato's dramatic dialogue *Apology of Socrates* through close reading, commentary, translation, and analysis. Together, these texts provide a point of entry for grasping the political and social processes that culminated in the trial, conviction, and execution of Socrates in 399 BCE because "he corrupts the youth and does not recognize the gods the city recognizes (*Apology* 28b-c)." More broadly, these texts open up perspectives on how scientific inquiry, Socratic conversation, and rhetorical education were viewed in fifth-century Athens and prime us to reconsider core questions ranging from the proper methods, purpose, and stakes of scientific and rhetorical education to the proper role of tradition in familial and civic life and the costs of nonconformity.

Requirements/Evaluation: Evaluation will be based on class participation, several short written assignments, a midterm and final exam, and a longer final paper.

Prerequisites: CLGR 201 or instructor permission

Enrollment Limit: 12

Enrollment Preferences: intending or declared Classics majors

Expected Class Size: 5-6

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Not offered current academic year

CLGR 412 (F) Herodotus

This course will focus on the reading in Greek of Herodotus' *Histories*, his multivalent and deeply human account of how and why several hundred years of contact and conflict between the Greek city-states and non-Greek peoples to the east culminated in the Persian invasion of Greece. We will explore the ways in which his rich narrative style and intellectual landscape reflect the influence of Greek and near-eastern oral traditions, Ionian philosophical thought, Greek tragedy, and contemporary Athenian rhetoric and philosophy. We will also study his use of anthropological methods, ethnography, and geography in explaining human events. Among the many themes that permeate his work, we will pay special attention to the working of divine versus human justice, the mutability of human affairs, the nature of authority, the role of family, and the quest for wisdom.

Requirements/Evaluation: class participation, two short written assignments, a midterm exam, a final paper, and a final exam

Prerequisites: CLGR 201 or permission of instructor

Enrollment Limit: 12

Enrollment Preferences: Classics majors

Expected Class Size: 8

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Not offered current academic year

CLGR 422 (S) Crete in the Ancient Greek Imagination

The island of Crete appears across ancient Greek literature as a place of mythic origins, monstrosity, and technological marvels. It plays a paradoxical role as an origin point for quintessentially-Greek practices, such as the paeon (hymn to Apollo), as well as a site of difference and even perversion. The god Zeus and the half-human, half-bull Minotaur were both, after all, born on Crete. In this course, we will explore the representation of Crete and Cretans in Greek poetry, including hexameter epic (Homer, the *Homeric Hymns*), lyric (Bacchylides), and tragedy (Euripides' *Hippolytus*). The range of reading selections will improve students' understanding of ancient Greek grammar and syntax, and deepen their appreciation of different metrical patterns, dialects, and genres. They will also enable us to consider how the representation of Crete functioned as a way for poets to articulate various elements of Greek identity. In addition to advancing their understanding of Greek language and literature, students in this course will learn about the

history, geography, and culture of Crete in the Archaic and Classical periods as it relates to our literary sources, and complete research projects on significant Cretan sites in Greek art, literature, and culture. All students enrolled in this course will have the option of participating in a short-term travel course to Crete in May, conducted in collaboration with CLLA 422.

Requirements/Evaluation: class participation, translation exams, seminar paper and presentation

Prerequisites: CLGR 201

Enrollment Limit: 10

Enrollment Preferences: Classics majors and intending majors

Expected Class Size: 4

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Not offered current academic year

Winter Study -----

CLGR 99 (W) Independent Study: Greek

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study

Grading: pass/fail only

Not offered current academic year

CLASSICS (Div I)

LATIN

Chair: Professor Amanda Wilcox

- Nicole G. Brown, Associate Professor of Classics; on leave Spring 2024
- Edan Dekel, Garfield Professor of Ancient Languages, Chair of Jewish Studies Program; affiliated with: Classics, Religion
- Marissa A. Henry, Visiting Assistant Professor of Classics
- Sarah E. Olsen, Associate Professor of Classics
- Felipe Soza, Assistant Professor of Classics
- Amanda R. Wilcox, Chair and Professor of Classics

The course offerings in Classics enable students to explore the ancient Greek, Roman, and Mediterranean worlds from various perspectives, including literature, history, art, archaeology, philosophy, and religion. Courses are of two types: language (Greek and Latin) and courses in which all the readings are in English translation (Classical Studies). The 100-level language courses are intensive introductions to Greek and Latin grammar and reading skills; the 200-level language courses combine grammar review with primary readings from Greek or Latin texts of key historical periods; Latin 302 and the 400-level language courses are seminars that explore in depth selected authors or topics and the methods of analysis appropriate to each of them. Classical Studies courses offer introductions to and more specialized study of the literature, visual and material culture, history, and other aspects of the Greek and Roman worlds.

MAJOR

Majors and prospective majors are encouraged to consult with the department's faculty to ensure a well-balanced and comprehensive selection of Classics courses appropriate to their individual interests. A course in ancient history is strongly recommended. Majors may also benefit from advice on courses offered in other departments that would complement their particular interests in Classics. A reading knowledge of French, German, and Italian is useful for advanced study in Classics and is required in at least two of these modern languages by graduate programs in classics, ancient history, classical art and archaeology, and medieval studies.

The department offers two routes to the major: Route A emphasizes more coursework in Greek and Latin, while Route B emphasizes more Classical Studies courses.

Route A: (1) Six courses in Greek and/or Latin, with at least two 400-level courses in one language. (2) Three additional courses from the offerings in Greek, Latin, or Classical Studies or from approved courses in other departments and programs.

Route B: (1) One course each from any two of the following categories: literature (CLAS 101 or CLAS 102); visual and material culture (CLAS 209 or CLAS 210); history (CLAS 222 or CLAS 223). (2) Four courses in Greek or Latin with at least one at the 400-level, or the four-course sequence CLLA 101, 102, 201, and 302. (3) Three additional courses from the offerings in Classical Studies or from approved courses in other departments and programs.

Classics Colloquium: All Classics majors in residence are expected to participate fully in the life of the department through attendance at lectures and other departmental events.

THE DEGREE WITH HONORS IN CLASSICS

Students who wish to be considered for the degree with honors will normally prepare a thesis or pursue appropriate independent study in one semester and winter study of their senior year. The thesis or independent study offers students the opportunity to work in depth on a topic of their choosing and to apply and develop the techniques and critical methods with which they have become acquainted during their regular course work. It may also include relevant work with members of other departments. In order to write a thesis, students normally must have a minimum GPA of 3.3 in their major courses and must submit a thesis proposal that earns departmental approval before the end of the spring semester of their junior year. To be awarded the degree with honors in Classics, the student is required to have taken a minimum of ten semester courses in the department (not including the thesis or independent study) and to have demonstrated original or superior ability in studies in the field both through course work and through the thesis or equivalent independent study.

COURSE NUMBERING SYSTEM

Language Courses: The numbering of courses through the 300 level reflects the prerequisites involved. The only prerequisite for any 400-level course is Greek 201 or Latin 302. The rotation of 400-level courses is arranged to permit exposure, in a three- to four-year period, to most of the important periods and genres of Greek and Latin literature. Students may enter the rotation at 100-level, 200-level, or 300-level, depending on previous experience.

Classical Studies Courses: The numbering of these courses does not reflect a strict sequence, and most of them do not assume prior experience in Classics or a cross-listed field. The following pairs of courses offer excellent introductions to key areas of study within Classics: CLAS 101 and 102 (literature), CLAS 209, 210 (visual and material culture), CLAS 222, 223 (history).

STUDY AWAY

We strongly encourage Classics majors to study away in their junior year, at programs in Italy (especially the semester-length program at the Intercollegiate Center for Classical Studies in Rome), at programs in Greece (especially the College Year in Athens, which students need only attend for one semester), and in the Williams at Oxford Program. Our majors have also had excellent Classics experiences in other study-abroad programs in Italy and Greece and at various universities in Europe and the United Kingdom. In addition, we encourage students to take advantage of opportunities available in the summer: study abroad programs in Italy and Greece, archaeological digs, or even carefully planned individual travel to sites in Greece, Italy or other areas of the ancient Mediterranean world. When the college cannot do so, the department may be able to provide some financial support for summer study abroad. The department's faculty are always available to advise students, the chair has materials to share, and students can visit the department's website for information and links to helpful sites. Majors who are considering studying away should especially consult with faculty members about the implications for language study.

FAQ

Students **MUST** contact departments/programs **BEFORE** assuming study away credit will be granted toward the major or concentration.

Can your department or program typically pre-approve courses for major/concentration credit?

Yes, in some cases, if appropriate course information is available in advance (e.g., syllabi and/or course descriptions), though students should be sure to contact the department.

What criteria will typically be used/required to determine whether a student may receive major/concentration credit for a course taken while on study away?

Complete syllabus and course description, including readings/assignments.

Does your department/program place restrictions on the number of major/concentration credits that a student might earn through study away?

No.

Does your department/program place restrictions on the types of courses that can be awarded credit towards your major?

No.

Are there specific major requirements that cannot be fulfilled while on study away?

No.

Are there specific major requirements in your department/program that students should be particularly aware of when weighing study away options? (Some examples might include a required course that is always taught in one semester, laboratory requirements.)

No, but students should consult with the department about language sequences.

Give examples in which students thought or assumed that courses taken away would count toward the major or concentration and then learned they wouldn't:

None to date.

CLLA 101 (F) Introduction to Latin

This is a full-year course on the fundamentals of the Latin language. We focus throughout on learning grammar and vocabulary, and we regularly incorporate selections from literature, inscriptions, and other sources. Over time, we gradually increase the emphasis on reading selections from Latin poetry (e.g., Ovid's *Metamorphoses*) and prose (e.g., Piny's *Letters*).

Requirements/Evaluation: frequent quizzes, classroom exercises, two midterms, a final project

Prerequisites: none; this course is designed for the student with no previous preparation in Latin or with only a little Latin who wishes a refresher; students with some previous experience in Latin may want to enroll in CLLA 102 only (consult the department)

Enrollment Limit: 15

Enrollment Preferences: Classics majors or intended Classics majors, first years and sophomores

Expected Class Size: 8-10

Grading: yes pass/fail option, yes fifth course option

Unit Notes: credit granted only if both semesters (CLLA 101 and 102) are taken

Distributions: (D1)

Fall 2024

LEC Section: 01 MWF 11:00 am - 12:15 pm Marissa A. Henry

CLLA 102 (S) Introduction to Latin

This is a full-year course on the fundamentals of the Latin language. We focus throughout on learning grammar and vocabulary, and we regularly incorporate selections from literature, inscriptions, and other sources. Over time, we gradually increase the emphasis on reading selections from Latin poetry (e.g., Ovid's *Metamorphoses*) and prose (e.g., Piny's *Letters*).

Class Format: recitation/discussion

Requirements/Evaluation: attendance and participation, frequent quizzes, tests, classroom exercises, and a final exam

Prerequisites: CLLA 101 or permission of department

Enrollment Limit: 18

Enrollment Preferences: Students who have completed CLLA 101

Expected Class Size: 10-12

Grading: yes pass/fail option, yes fifth course option

Unit Notes: credit granted only if both semesters (CLLA 101 and 102) are taken

Distributions: (D1)

Spring 2025

LEC Section: 01 MWF 11:00 am - 12:15 pm Nicole G. Brown

CLLA 201 (F) Intermediate Latin: The Late Republic

This course aims to strengthen skills gained in previous study. In order to develop greater fluency and familiarity with classical Latin, we will read, translate, and analyze Cicero's *Pro Caelio* and selected short poems of Catullus. Both authors are brilliant stylists, though each writes in a very different mode. Taken together, these texts offer an excellent introduction to the expressive capacity of Latin in prose and verse. They also open up intriguing overlapping perspectives on the social, sexual, and political mores of late Republican Rome. We will consider the cultural context and implications of these texts as time permits.

Requirements/Evaluation: Engaged participation in class, occasional quizzes and short written assignments, a midterm and final exam

Prerequisites: CLLA 101-102 or 3-4 years of Latin in secondary school; consult the department

Enrollment Limit: 12

Enrollment Preferences: Classics majors and prospective majors

Expected Class Size: 10

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Fall 2024

SEM Section: 01 MWF 10:00 am - 10:50 am Marissa A. Henry

CLLA 302 (S) Vergil's Aeneid

This course is a comprehensive introduction to Vergil's *Aeneid*. Students will develop their ability to read and translate the Latin text of the poem, while at the same time exploring the major interpretive issues surrounding the definitive Roman epic. Through a combination of close reading and large-scale analysis, we will investigate the poem's literary, social, and political dimensions with special attention to Vergil's consummate poetic craftsmanship.

Requirements/Evaluation: Class participation, a midterm exam, a final paper, and a final exam.

Prerequisites: CLLA 201 or permission of instructor

Enrollment Limit: 12

Enrollment Preferences: If the course is overenrolled, preference will be given to Classics majors and prospective majors.

Expected Class Size: 10

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Spring 2025

SEM Section: 01 TF 2:35 pm - 3:50 pm Edan Dekel

CLLA 405 (S) Livy and Tacitus: Myth, History and Morality in Ancient Rome

We will begin the semester in mythical Rome by reading selections from Book 1 of Livy's history in which Roman values, practices and institutions are given their origin stories, and the mythical figures of Rome's past are established as moral exempla for Rome's present. We will examine how Livy deploys the storyteller's art to excite his readers' pathos, indignation and sympathy; we will examine as well how he constructs Rome's past through the filter of his own Augustan present. Writing more than a century after Livy, Tacitus offers a different and jaded view of Augustus and his legacy, one conditioned by his own experiences living through the terrors of the reign of Domitian. His compressed and fastidious prose is the vehicle for complex and gripping accounts of imperial scandals and tragedies as well as of individual acts of heroism and nobility. We will read primarily selections from Tacitus' Annals as well as selections from either his Germania or Agricola.

Class Format: discussion

Requirements/Evaluation: Evaluation will be based on class preparation and participation, an 8- to 10-page paper, a midterm, and a final exam

Prerequisites: CLLA 302 or permission of instructor

Enrollment Limit: 12

Enrollment Preferences: Classics majors

Expected Class Size: 6-8

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Not offered current academic year

CLLA 406 (F) Horace's Odes

This course will explore the poetic delights of Horace's extraordinary experiment in crafting Latin personal verse using Greek lyric forms. We will immerse ourselves in the poems' intricate construction and examine how they engage such themes as love and friendship, landscape and memory, youth and old age, politics, and morality. At the same time, we will consider the variety of voices and perspectives within the poems and their complex relationship both to Greek and Latin poetic traditions and to Horace's own contemporary world. The goal throughout is to investigate the literary, social, political, and philosophical dimensions of the odes, as well as their consummate poetic artistry.

Requirements/Evaluation: class participation, a midterm exam, a final paper, and a final exam

Prerequisites: CLLA 302 or permission of instructor

Enrollment Limit: 15

Enrollment Preferences: Classics majors

Expected Class Size: 10

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Not offered current academic year

CLLA 409 (F) Seneca and the Self

This course considers ethical and literary dimensions of self-fashioning, self-examination, and the conception of selfhood in the Stoic philosophy of the younger Seneca through close reading of extensive selections from his philosophical works and tragedies. The focus of this course lies squarely in the first century CE and on the analysis of Seneca's own texts. We begin, however, with an introduction to the ethics of Roman Stoicism through the personae theory of Panaetius as transmitted by Cicero's *De Officiis*. Moreover, we will read and discuss reflections on selfhood from some of Seneca's most famous philosophical and literary heirs, including Montaigne, Emerson, and Foucault, both to enrich our understanding of his work and to gain an appreciation of his considerable influence on later writing about the self.

Requirements/Evaluation: class participation, several short written and oral assignments, midterm and final exams, and a final paper

Prerequisites: CLLA 302 or permission of instructor

Enrollment Limit: 12

Expected Class Size: 5-10

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Not offered current academic year

CLLA 411 (S) Advanced Latin: Apuleius

In this class, we will study Apuleius' hilarious and disturbing Latin novel, *Metamorphoses* or *The Golden Ass*. This work explores the themes of curiosity, witchcraft, transformation, animality, and religious conversion through the figure of Lucius, a man who accidentally turns himself into a donkey and remains trapped in this body through various trials and adventures. We will translate the famous inset narrative of "Cupid and Psyche," as well as reading the entire work in English. Our time in class will be spent translating together and discussing readings, which will also include selections from contemporary scholarship and a modern novel inspired by this narrative, C.S. Lewis' *Till We Have Faces*. As the final component, students will complete a creative project consisting of their own creative work in any medium inspired by the novel and a commentary that engages closely with the Latin text.

Requirements/Evaluation: class participation; periodic translation quizzes; two short writing assignments; final creative project

Prerequisites: CLLA 302 or instructor permission

Enrollment Limit: 15

Enrollment Preferences: Classics majors

Expected Class Size: 10

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Spring 2025

SEM Section: 01 TF 2:35 pm - 3:50 pm Marissa A. Henry

CLLA 414 (F) Vergil's Eclogues and Georgics

This course will explore the two major works of Vergil that precede the *Aeneid*: the *Eclogues*, a series of ten pastoral poems that range widely across personal, political, and mythological themes; and the *Georgics*, a longer didactic poem in four books that uses an agricultural framework to examine issues of life, death, power, suffering, and love. The goal throughout is to investigate the literary, political, and social dimensions of the poems with special attention to their relationship to earlier models, as well as their exquisite poetic craftsmanship.

Requirements/Evaluation: class participation, a midterm exam, a final paper, and a final exam

Prerequisites: CLLA 302 or permission of instructor

Enrollment Limit: 15

Enrollment Preferences: Classics majors

Expected Class Size: 10

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Fall 2024

SEM Section: 01 TF 2:35 pm - 3:50 pm Edan Dekel

CLLA 422 (S) Crete in the Ancient Roman Imagination

Appeals to origins "long ago" and "far away" occur as a basis for positive cultural claims in ancient literature, but also function to banish or contain taboo desires and practices by placing them safely beyond the limits of civilized time and place. For the Romans, the island of Crete fulfilled both these roles. In this course, we will explore the representation of Crete and Cretans in several authors and genres, with special attention to Catullus 64 and Ovid's *Metamorphoses*. We will consider how representations of Crete helped our authors navigate perennial tensions at Rome between philhellenism and xenophobia and attend to the complex play of poetic intertextuality among Roman texts as well as their intimate engagement with Greek predecessors. Moreover, to complement our literary investigation, students will gain familiarity with the history of Roman rule on the island from its establishment as a province in 67 BCE through late antiquity, and will consider vestiges of the Roman imperial presence that endured much longer. Students will research Roman activity on Crete with an emphasis on material culture as well as written sources. All students enrolled in this course will have the option of participating in a short-term travel course to Crete in May, conducted in collaboration with CLGR 422.

Requirements/Evaluation: class participation, translation quizzes and exams, occasional short writing assignments, seminar paper and presentation

Prerequisites: CLLA 302

Enrollment Limit: 10

Enrollment Preferences: Classics majors and intending majors

Expected Class Size: 6

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Not offered current academic year

Winter Study -----

CLLA 99 (W) Independent Study: Latin

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study

Grading: pass/fail only

Not offered current academic year

CENTER FOR ENVIRONMENTAL STUDIES

COASTAL AND OCEAN STUDIES

Chair: Professor Rónadh Cox

Coastal and Ocean Studies Advisory Committee: Professors: S. Jacobson, C. Thorne. Associate Professors: J. Constantine, T. Pusack. Assistant Professor: S. Zepeda. Mystic Executive Director: T. Van Winkle.

CONCENTRATION IN COASTAL AND OCEAN STUDIES

Understanding the oceans, the coasts, and our interactions with both is critical in this era of climate change, sea-level rise, fisheries crises, and the internationalization of the high seas. The oceans control the planet's weather, they supply about 20% of the world's food, and ocean-going cargo ships carry 90% of international trade goods. More than a third of the global population lives within some tens of kilometers of the coast, and about 10% of the world's people could be directly impacted by sea level rise in the coming decades. Williams run the [Williams-Mystic Program](#), one of the nation's few interdisciplinary semesters investigating the multifaceted ocean and coastal system via the humanities, social sciences, and physical sciences; and Coastal and Ocean Studies (CaOS) provides an on-campus structure for students to weave the Williams-Mystic curriculum into an interdisciplinary concentration.

Candidates for the concentration in Coastal and Ocean Studies must complete a minimum of seven courses: the four Williams-Mystic courses (which cover history, literature, science, and policy of the coasts and oceans); an oceanography course, an elective, and a 400-level Senior Seminar. The Williams-Mystic courses require a semester away at the Williams-Mystic Program, and the remainder of the concentration is completed on campus.

Students who have completed other study-away programs that emphasize marine studies should consult with the program chair about the possibility of completing the Coastal and Ocean Studies concentration. [More information can be found on the Coastal and Ocean Studies web page](#), and the CaOS curriculum is summarised on [this information sheet](#).

Course requirements (7 courses in all)

One foundational oceanographic course from the following list:

CAOS/ENVI/GEOS 104 Oceanography

CAOS/GEOS 110/ENVI 109 Oceans and Society

CAOS/GEOS 201 Oceanographic Processes

Four core courses across the humanities, science, and social sciences (taken at Williams-Mystic):

CAOS/ENGL 231 Literature of the Sea

CAOS 311/BIOL 231 Marine Ecology OR CAOS/GEOS 210 Oceanographic Processes

CAOS/ENVI 351/ PSCI 319 Marine Policy

CAOS/HIST 352 America and the Sea, 1600-Present

One capstone Course

ENVI/CAOS 412 Senior Seminar: Perspectives on Environmental Studies

Elective Courses to bring the total to 7

A number of elective courses are available across the disciplinary spectrum, based on either a clear coastal and ocean statement in the course description or broad practical/theoretical applicability to coastal and ocean studies. Concentrators will take a minimum of one course from the list below. Students using CAOS/GEOS 201 Oceanographic Processes at Williams Mystic to meet their foundational oceanographic course requirement will need to take two electives to meet the seven-course requirement. If concentrators find other courses in the catalog that they believe meet the requirements for a CAOS elective, they may bring them to the attention of the Chair.

[GEOS 110 / ENVI 109 / CAOS 110 LEC Oceans and Society](#)

Taught by: [Rónadh Cox](#)
[Catalog details](#)

INDEPENDENT STUDY

The following courses are offered for students pursuing CaOS research, and they may be used as electives for the concentration:

CAOS 397, 398 Independent Study: Coastal and Ocean Studies

HONORS IN COASTAL AND OCEAN STUDIES

Candidates for honors in Coastal and Ocean Studies will complete a thesis project in their senior year, involving original research under the supervision of a faculty advisor (archive, museum, field, or laboratory) followed by analysis and write-up of results. The work may be a continuation and expansion of Williams-Mystic research or may be a new and separate project. The research duration may either be one semester plus a winter study, or a full year (two semesters plus winter study). Data collection during the summer before the senior year may be necessary in some cases. Honors will be awarded if the thesis shows a high degree of scholarship, originality, and intellectual insight.

CAOS 100 (S) Introduction to Weather and Climate (QFR)

Cross-listings: GEOS 100

Secondary Cross-listing

How is it that we have such a hard time predicting if it's going to rain next week, but we can be confident in projections of future climate change decades from now? This course will explore how fundamental laws of physics determine why air moves and changes, creating the wind, clouds, precipitation, and extreme events that form our weather. Building off of our understanding of the atmosphere, we'll look at longer time scales to develop an understanding of earth's climate system, global heat and moisture transport, climate change, and the ways that humans can change our planet. We will use weather and climate models to learn how scientists and meteorologists predict future conditions. Labs include benchtop experiments, data analysis projects, and self-scheduled meteorological observations. This course is in the Oceans and Climate group for the Geosciences major.

Requirements/Evaluation: weekly problem sets, lab assignments, midterm exam, and final exam

Prerequisites: none

Enrollment Limit: 60

Enrollment Preferences: first year and second year students, Geosciences majors

Expected Class Size: 60

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

GEOS 100(D3) CAOS 100(D3)

Quantitative/Formal Reasoning Notes: This course will have regular problem sets which require substantial quantitative reasoning. Labs will require analysis, presentation, and explanation of quantitative data, and exams will require some quantitative problem solving.

Attributes: ENVI Natural World Electives EXPE Experiential Education Courses

Not offered current academic year

CAOS 104 (F) Oceanography

Cross-listings: ENVI 104 / GEOS 104

Secondary Cross-listing

The oceans cover three quarters of Earth's surface, yet oceanography as a modern science is relatively young: the first systematic explorations of the geology, biology, physics and chemistry of the oceans began in the late 19th century. This introduction to ocean science includes the creation and destruction of ocean basins with plate tectonics; the source and transport of seafloor sediments and the archive of Earth history they contain; currents, tides, and waves; photosynthesis and the transfer of energy and matter in ocean food webs; the composition and origin of seawater, and how its chemistry traces biological, physical and geological processes; oceans and climate change; and human impacts.

Class Format: two 75-minute lecture/discussion meetings each week; 2-hour lab every second week; one all-day field trip to the Atlantic coast of New England.

Requirements/Evaluation: lab activities, homework, reading-comprehension quizzes, three tests

Prerequisites: none

Enrollment Limit: 48

Enrollment Preferences: first year and second year students, Geosciences majors, Maritime Studies concentrators

Expected Class Size: 48

Grading: yes pass/fail option, yes fifth course option

Unit Notes: This course and GEOS 110 Oceans and Society cannot both be taken for credit.

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 104(D3) CAOS 104(D3) GEOS 104(D3)

Attributes: ENVI Natural World Electives EXPE Experiential Education Courses

Fall 2024

LEC Section: 01 TR 9:55 am - 11:10 am Chris Halsted

LAB Section: 02 T 1:00 pm - 3:00 pm Chris Halsted

LAB Section: 03 W 1:00 pm - 3:00 pm Chris Halsted

CAOS 110 (F) Oceans and Society

Cross-listings: GEOS 110 / ENVI 109

Secondary Cross-listing

Oceans impact society in many ways: they provide much of our protein, they hide untapped mineral wealth, their circulation regulates global climate, they transport and accumulate our plastic garbage, marine storms batter coastal infrastructure, and sea-level rise threatens communities. However, despite the oceans' importance throughout history--for trade, as a source of food, and because of their unpredictable dangers--we know shockingly little about them. More than 6000 people have reached the summit of Everest, Earth's highest elevation; but only 22 have visited Challenger Deep, the deepest point below the ocean surface. We have mapped the surfaces of Mars and Venus in far more detail than the topography of Earth's ocean basins. New marine organisms are discovered regularly. And we still don't fully understand the complex details of how ocean and atmosphere work together as the planet's climate engine. In this course, you will examine ocean science themes with direct societal relevance that are also at the forefront of scientific investigation. Topics will be selected based on current events, but are likely to include deep sea mining, meridional overturning, sea level rise, atmospheric rivers, and aquaculture. By taking focused dives into a range of subjects you will learn about the evolution and operation of the ocean as a physical and geological system as well as investigating the intersections between ocean functions, climate change, and human societies. Exercises and discussions will foreground active learning. A field trip to the Atlantic coast will integrate experiential investigation of the intersection between coastal change, extreme weather, and communities. The aim is to have energised interdisciplinary discussions about topics of pressing societal relevance, to understand some of the fundamentals of ocean science, to develop expertise in gathering and distilling information by researching new topics, and thereby to improve critical and analytical thinking.

Class Format: Two 75-minute lecture/discussion meetings each week; 2-hour lab every second week; one all-day field trip to the Atlantic coast.

Requirements/Evaluation: Evaluation is based on engagement with in-class activities, six graded lab exercises, four short writing/research assignments, and a five-page term paper

Prerequisites: none

Enrollment Limit: 60

Enrollment Preferences: First year and second year students

Expected Class Size: 60

Grading: yes pass/fail option, yes fifth course option

Unit Notes: This course and GEOS 104 Oceanography cannot both be taken for credit.

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

GEOS 110(D3) CAOS 110(D3) ENVI 109(D3)

Attributes: CAOS Interdepartmental Electives ENVI Natural World Electives EXPE Experiential Education Courses

Not offered current academic year

CAOS 134 (F) The Tropics: Biology and Social Issues (DPE)

Cross-listings: BIOL 134

Secondary Cross-listing

Biology and Social Issues of the Tropics explores the biological dimensions of social and environmental issues in tropical societies, focusing specifically on the tropics of Africa, Asia, Latin America, Oceania, and the Caribbean. Social issues are inextricably bound to human ecologies and their environmental settings. Each section of the course provides the science behind the issues and ends with options for possible solutions, which are debated by the class. The course highlights differences between the tropics and areas at higher latitudes while also emphasizing global interconnectedness. It begins with a survey of the tropical environment, including a global climate model, variation in tropical climates and the amazing biodiversity of tropical biomes. The next section focuses on human population biology, and emphasizes demography and the role of disease particularly malaria, AIDS and Covid-19 (SARS-CoV-2). The final part of the course covers the place of human societies in local and global ecosystems including the challenges of tropical food production, the interaction of humans with their supporting ecological environment, and global climate change. This course fulfills the DPE requirement. Through lectures, debates and readings, students confront social and environmental issues and policies from the perspective of biologists. This builds a framework for lifelong exploration of human diversity in terms of difference, power and equity.

Class Format: Debate

Requirements/Evaluation: two hour exams, a short paper, debate presentation, and a final exam

Prerequisites: none

Enrollment Limit: 62

Enrollment Preferences: Preference will be given to Environmental Studies majors/concentrators, students in need of a Division III or DPE requirement, and then Seniors, Juniors, Sophomores, and First Year students.

Expected Class Size: 62

Grading: no pass/fail option, no fifth course option

Unit Notes: Does not count for credit in the Biology major.

Distributions: (D3) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

BIOL 134(D3) CAOS 134(D3)

Difference, Power, and Equity Notes: This course highlights differences between the tropics and higher latitudes. For each section we focus on difference--different natural habitats and biodiversity, different patterns of population growth, different human disease profiles, different types of agriculture and different contributions to and impacts of climate change. For each section we highlight differences in power and the inequities of resource distribution. We then debate potential solutions to ameliorate these inequities.

Attributes: ENVI Natural World Electives GBST African Studies PHLH Biomedical Determinants of Health

Not offered current academic year

CAOS 206 Marine Biology

The oceans impact almost all life and processes on Earth. In this course we will explore the astounding diversity of life in the world's oceans, from the smallest photosynthetic microbes on the planet to the largest animals that weigh almost 200 tons. Using an integrative approach that spans from the molecular to the organismal to the ecological levels, we will focus on the biology of marine organisms, and their interactions and interrelationships. Topics including primary production, reproduction, acclimation to stresses, adaptation, and evolution will be discussed in the context of environments such as the open oceans, coastal waters, rocky intertidal zones, coral reefs, and the deep sea. We will emphasize how recent scientific advances have revolutionized our understanding of marine organisms and explore solutions to global challenges, including climate change and ocean acidification, pollution, sustainable fishing and aquaculture, and habitat conservation.

Requirements/Evaluation: two exams, one two-page research paper, one final project with a three-page written component and an oral presentation component, participation in discussions, laboratory assignments

Prerequisites: Biology 101 and Biology 102, or permission of instructor

Enrollment Limit: 20

Enrollment Preferences: Biology majors: seniors who need a second 200-level course for the major, and then juniors who need a second 200-level course for the major

Expected Class Size: 20

Grading:**Distributions:** (D3)

Not offered current academic year

CAOS 210 (F)(S) Oceanographic Processes**Cross-listings:** GEOS 210**Primary Cross-listing**

Part of the Williams-Mystic Coastal and Ocean Studies Program, this course provides an introduction to physical, geological, chemical, and biological oceanography. Using local field sites as well as places visited on field seminars, we will investigate why the Earth has oceans, why they are salty, how they move and flow, reasons for sea level change on both long and short timescales, and how our oceans interact with the atmosphere to control global climate. We will emphasize societal interactions with the ocean, and will consider coastal processes including land loss. We will apply an environmental justice and anti-racist lens to our discussions. Field work will take place on shores in southern New England, as well as during field seminars on the Atlantic ocean, the West Coast and the Mississippi River Delta. This course is in the Oceans and Climate group for the Geosciences major.

Class Format: Flipped classroom will focus on active learning using data-based exercises. Mini-symposia will involve student research and discussion.

Requirements/Evaluation: graded lab exercises, mini-symposium participation, and a research project

Prerequisites: none

Enrollment Limit: 24

Enrollment Preferences: none

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Unit Notes: This course is taught at our Mystic Seaport campus. Students must be enrolled in the Williams-Mystic Coastal and Ocean Studies Program.

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

CAOS 210(D3) GEOS 210(D3)

Attributes: ENVI Natural World Electives EXPE Experiential Education Courses GEOS Group A Electives - Climate + Oceans

Fall 2024

LEC Section: 01 TR 9:00 am - 10:15 am Lloyd B. Anderson

LAB Section: 02 TR 1:00 pm - 4:30 pm Lloyd B. Anderson

Spring 2025

LEC Section: 01 TR 9:00 am - 10:15 am Lloyd B. Anderson

LAB Section: 02 TR 1:00 pm - 4:30 pm Lloyd B. Anderson

CAOS 212 Paleobiology

The fossil record is a direct window into the history of life on Earth and contains a wealth of information on evolution, biodiversity, and climate change. This course investigates the record of ancient life forms, from single-celled algae to snails to dinosaurs. We will explore how, why, when, and where fossils form and learn about the major groups of fossilized organisms and how they have changed through time. In addition, we will cover a range of topics central to modern paleobiology. These include: how the fossil record informs our understanding of evolutionary processes including speciation; the causes and consequences of mass extinctions; how fossils help us tell time and reconstruct the Earth's climatic and tectonic history; statistical analysis of the fossil record to reconstruct biodiversity through time; analysis of fossil morphology to recreate the biomechanics of extinct organisms; and using fossil communities to reconstruct past ecosystems. Laboratory exercises will take advantage of Williams' fossil collections as well as published datasets to provide a broad understanding of fossils and the methods we use to study the history of life on Earth, including using the programming language R (no previous experience is required). We will also view a diversity of fossils in their geologic and paleo-environmental context on our field trip to Eastern New York. This course is in the Sediments and Life group for the Geosciences major.

Class Format: One day field trip to the the Paleozoic of New York State

Requirements/Evaluation: Weekly lab assignments, frequent short quizzes and writing assignments, and a final research project presented in poster form.

Prerequisites: any 100-level GEOS course or BIOL 102, 203 or 205

Enrollment Limit: 24

Enrollment Preferences: sophomores, and junior GEOS majors

Expected Class Size: 20

Grading:

Unit Notes: does not satisfy the distribution requirement for the Biology major

Distributions: (D3)

Attributes: EXPE Experiential Education Courses GEOS Group B Electives - Sediments + Life

Not offered current academic year

CAOS 213 (S) Introduction to Environmental and Natural Resource Economics (QFR)

Cross-listings: ECON 213 / ENVI 213

Secondary Cross-listing

We'll use economics to provide one perspective on reasons humans harm the environment and overuse natural resources, and what we can do about it. We'll study climate change, pollution in general, cost benefit analysis, environmental justice, natural resources (like fisheries, forests, and fossil fuels), and energy. We'll talk about how economists put a dollar value on nature and ecosystem services (as well as human health and life!), and the concerns people may have about doing so. We will take an economic approach to global sustainability, and study the relationship between the environment and economic growth. Consideration of justice and equity will be woven throughout the whole semester.

Requirements/Evaluation: problem sets, short essays, final paper; intermediate assignments may include a poster, one or more short presentation(s), other brief writing assignment(s)

Prerequisites: ECON 110 or equivalent

Enrollment Limit: 30

Enrollment Preferences: first-year and sophomore students

Expected Class Size: 30

Grading: yes pass/fail option, yes fifth course option

Unit Notes: this course will count toward both the Environmental Studies major and concentration

Distributions: (D2) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

ECON 213(D2) ENVI 213(D2) CAOS 213(D2)

Quantitative/Formal Reasoning Notes: We will use formal theory expressed in math and graphs, perform calculations, and consume statistical data.

Attributes: ENVI Environmental Policy EVST Social Science/Policy POEC Depth

Spring 2025

LEC Section: 01 MWF 8:30 am - 9:45 am Sarah A. Jacobson

CAOS 215 (S) Climate Changes (QFR)

Cross-listings: GEOS 215

Secondary Cross-listing

Paleoclimatology is the reconstruction of past climate variability and the forces that drove the climate changes. The Earth's climate system is experiencing unprecedented and catastrophic change because of anthropogenic emission of greenhouse gases and land use change.

Paleoclimatology allows humans to put modern climate changes into the context of the history of this planet, and shows how and why it is unprecedented and catastrophic. Each climate event we study from Earth's past teaches us lessons on why the climate system responds to anthropogenic perturbations, what climate changes we're committed to in the future, how long-lasting they will be, and what climate consequences we

can avoid if we take action and reduce greenhouse gas emissions sooner. In this course, we will discuss the major mechanisms that cause natural climate variability, how climate of the past is reconstructed, and how climate models are used to test mechanisms that drive climate variation. With these tools, you will analyze and interpret data and model simulations from climate events from Earth's history, and apply these findings to anthropogenic climate changes happening now and that are projected to happen in the future. Laboratories and homework will emphasize developing problem solving skills as well as sampling and interpreting geological archives of climate change. This course is in the Oceans and Climate group for the Geosciences major.

Class Format: This class has three scheduled lectures per week, and one lab meeting per week which will consist of field excursions, lab exercises, problem solving and discussion

Requirements/Evaluation: lab exercises and homework (25%), three quizzes (50%), and a final project (25%)

Prerequisites: 100-level course in GEOS, CHEM, or PHYS or ENVI 102 or permission of instructor

Enrollment Limit: 24

Enrollment Preferences: Geosciences majors and Environmental Studies majors and concentrators and Maritime Studies concentrators

Expected Class Size: 16

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

GEOS 215(D3) CAOS 215(D3)

Quantitative/Formal Reasoning Notes: Labs and homework include quantitative problem solving, visualization and analysis of quantitative data, and scientific computing with Matlab. No previous programming experience is assumed.

Attributes: ENVI Natural World Electives EVST Environmental Science EXPE Experiential Education Courses GEOS Group A Electives - Climate + Oceans

Not offered current academic year

CAOS 216 (F) Globalization

Cross-listings: GBST 315 / ECON 215

Secondary Cross-listing

This course will examine the causes and consequences of globalization. This includes studying topics such as trade, immigration, foreign direct investment, and offshoring. The impact of these forms of globalization on welfare, wages, employment, and inequality will be a focal point. Throughout we will rely on economic principles, models, and empirical tools to explain and examine these contentious issues.

Class Format: discussion

Requirements/Evaluation: problem sets, two midterms, and a final paper and presentation

Prerequisites: ECON 110

Enrollment Limit: 25

Expected Class Size: 25

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

GBST 315(D2) ECON 215(D2) CAOS 216(D2)

Attributes: GBST Economic Development Studies POEC Depth

Fall 2024

LEC Section: 01 TR 8:30 am - 9:45 am Will Olney

LEC Section: 02 TR 9:55 am - 11:10 am Will Olney

CAOS 218 (F) Capital and Coercion (DPE)

Cross-listings: ECON 218

Secondary Cross-listing

Capital, tradable ownership shares in long-lived corporations, invented in the 17th century, has connected people of different races, religions, and geographies. There are huge profits from such economic interactions, but also risks: of being cheated, deceived, or coerced. This course uses insights from the economics of incentives (principal-agent models, contracts, mechanism design) to investigate the interplay between capital, coercion, and resistance. The role of prejudice will be central, as will the rise of middlemen as enforcers of coercion. Case studies span the 17th century to the 20th and include: the spice trade and conflict in the Indian Ocean, capital markets and fraud in Amsterdam and London, the Atlantic trade in enslaved people, the Dutch "cultivation system" in Java, the slow end of slavery in Brazil, and colonial control and independence in Kenya. Required readings for this class will include primary historical sources, and even excerpts from autobiographical novels!

Requirements/Evaluation: Students will be evaluated based on weekly reading responses, class participation, a midterm and a final.

Prerequisites: Econ 110

Enrollment Limit: 15

Enrollment Preferences: If overenrolled, students will be asked to submit a short statement of interest.

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

CAOS 218(D2) ECON 218(D2)

Difference, Power, and Equity Notes: This course analyzes the evolution of economic inequity. It analyzes how global market opportunities have been shaped by race, religion, wealth, and power.

Attributes: GBST Economic Development Studies POEC Depth

Not offered current academic year

CAOS 231 (F)(S) Literature of the Sea (DPE)

Cross-listings: ENGL 231

Primary Cross-listing

The ocean, and human relationships with it, have been central features of literatures and cultures around the world for more than a thousand years. But since literary study is typically based around authors' homelands, careful examination of the oceanic experience is often pushed to the periphery--an "empty space" to be crossed between nations, a "vast darkness" antithetical to human life, or a mirror for land-borne concerns. Increasingly, however, scholars and readers are centering the sea and stories about it as a means stepping outside human frameworks of space and time, situating the complex emotions and narratives inspired by the ocean into a complex network of geologic history and teeming other-than-human life. This course examines a wide range of texts and perspectives on the ocean and human relationships with it. Doing so will help us consider how literature both plays into and subverts dominant viewpoints of the ocean. Through texts that consider 19th-century whaling, the Middle Passage, the postcolonial Caribbean, and islands throughout the Pacific Ocean, we will explore a range of questions, including: What can we learn from examining efforts to write about the ocean? How do ocean stories help individuals understand themselves, their communities, and their place in global environments? What can the range of cultural and literary perspectives on our "single, global ocean" reveal about the ways different people are both connected with and profoundly distant from each other? Most importantly, we will practice, as a classroom community, different strategies for carefully reading texts while connecting them to cultural traditions, surrounding environments, and personal experiences.

Class Format: weekly roundtable discussions, including coastal and near-shore field trips and multiple field seminars.

Requirements/Evaluation: regular papers, class participation, journal-writing, and a final assignment

Prerequisites: N/A

Enrollment Limit: 25

Enrollment Preferences: Williams-Mystic Students only

Expected Class Size: 20

Grading: no pass/fail option, no fifth course option

Unit Notes: offered only at Mystic Seaport

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

CAOS 231(D1) ENGL 231(D1)

Difference, Power, and Equity Notes: This course focuses on the range of cultural perspectives about the sea, as well as the ways those perspectives can unsettle and challenge dominant narratives about the sea and its role in colonial expansion. Furthermore, this course centers voices that are typically overlooked in the genre of "Sea Literature," paying particular attention to Indigenous and African-American narratives about the ocean.

Attributes: AMST Arts in Context Electives ENVI Humanities, Arts + Social Science Electives

Fall 2024

SEM Section: 01 MW 10:30 am - 11:45 am Ned G. Schaumberg

Spring 2025

SEM Section: 01 MW 10:30 am - 11:45 am Ned G. Schaumberg

CAOS 234 Francophone Oceania: The Other Side of the Postcard

Manava i Te Ao Ma'ohi! Tongan-Fijian author Epeli Hau'ofa writes: "Centuries before Europeans entered the Pacific, in the days when boundaries were not imaginary lines in the ocean but points of entry that were constantly negotiated and even contested, the sea was open to anyone who could navigate a way through." Of critical importance to Oceanian communities and scholarship today is the project of remembering and re-membering the stories, knowledges, travel routes, and more-than-human ecologies that have crisscrossed the vast aqueous landscapes of this "other" side of the globe. This course is a comprehensive survey of the literature, modern history, and aesthetics that inform the field of contemporary Francophone Oceanian Studies. Major concepts in Indigenous Oceanian philosophy and genealogies of thought (from Ma'ohi, Kanak, and Ni-Vanuatu communities in particular), European imperialism and racial politics, gender and sexuality, maritime knowledges, the French nuclear agenda and climate fiction will be studied. Students will use multimedia formats and storytelling techniques to cross-examine narrative development, philosophy, and Oceanian history from a comparative perspective. Texts may include: Déwé Gorodé's *Sous les cendres des conqués* (1985), Chantal T. Spitz's *L'île des rêves écrasés* (1991), Claudine Jacques' *L'Âge du perroquet-banane, Parabole païenne* (2002), Ari'irau's *Matamimi ou la vie nous attend* (2006), Nicholas Kurtovitch's *Dans le ciel splendide* (2015), Titaua Peu's *Pina* (2016), and Titaua Porcher's *Hina, Maui et compagnie* (2018) among others. Conducted in French.

Requirements/Evaluation: Evaluation will be based on active participation and preparation, two short presentations, a guided journal, and a final project.

Prerequisites: RLFR 105 or 106; or results of the College Placement exam; or permission of Instructor.

Enrollment Limit: 20

Enrollment Preferences: French majors and certificate holders

Expected Class Size: 15

Grading:

Distributions: (D1)

Not offered current academic year

CAOS 269 (F) Environmental Law and Policy

Cross-listings: ENVI 269

Secondary Cross-listing

America's environmental statutes, regulations, legal precedents, and policies have grown in complexity over the last 75 years. These bi-partisan, broadly supported laws also shaped environmental laws and policies in the European Union, China, the Middle East, and countries in the Global South. Yet in 2024, America is no longer a global leader in climate mitigation or environmental protection. As legal and policy solutions to environmental problems continue to evolve based on values, science, market dynamics, and increasing climate change impacts, it is important to study this complex legal landscape to understand where opportunities lie for more ambitious and just solutions to complex environmental problems. This class surveys major environmental laws and policies by looking at cases of current, complex environmental problems. This course will focus not only on the hallmark American environmental laws, regulations, and policies but also on the interplay of state and tribal law, food, water, mineral, energy, tax, and animal rights law issues, and international treaties and climate agreements. By the completion of the semester, students will understand both the successes and failures of modern environmental law. In addition to learning about the substantive legal issues covered in the

course, students will develop legal research skills associated with researching statutes and regulations and interpreting judicial decisions. This course will help students interested in future work in law or policy understand how to analyze cases, regulations, and policy, and see opportunities for future solutions.

Requirements/Evaluation: 1) Class Participation (leading discussion and presenting materials) 20%; 2) Weekly 300-word Case Briefs 30%; 3) Comparative Law/Policy Analysis (5-7 page research paper) 30%; 4) Final Exam 20%

Prerequisites: ENVI 101 or permission of instructor

Enrollment Limit: 25

Enrollment Preferences: Preference to Environmental Studies majors and concentrators and sophomores and above.

Expected Class Size: 25

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 269(D2) CAOS 269(D2)

Attributes: AMST Space and Place Electives ENVI Environmental Policy EVST Social Science/Policy JLST Interdepartmental Electives POEC Depth

Fall 2024

LEC Section: 01 TF 2:35 pm - 3:50 pm Lindi von Mutius

CAOS 275 Ocean and Climate Changes

Earth's oceans are a central part of the global climate system, and changes to the oceans throughout Earth's history were often accompanied by dramatic climate shifts. In this class we will discuss the interconnected nature of oceans and climate, evidence for ocean and climate changes in the geologic past, what is happening to the oceans today, and what may happen in the future due to human-induced climate change. We will use computer models to explore ocean circulation in three dimensions, examine societal case studies to appreciate how people rely on the oceans, and analyze articles from the scientific literature to learn about the origins of foundational oceanographic knowledge and modern advances. Using marine sediment records, we will synthesize paleoclimate data and reconstruct past changes in the ocean and climate system. Through these explorations you will learn about the influence of the oceans on the global carbon system over both short and long timescales, and how changes in ocean circulation have altered Earth's energy balance. Using modern satellite data, we will investigate changes happening in the world's oceans today and assess the mechanisms thought to be responsible. We will visit a dedicated ocean research facility to learn about the tools and techniques employed by oceanographers to answer questions about our changing oceans. And, with the aid of emissions scenarios and probabilistic models, we will explore future scenarios of climate change and evaluate how the oceans will be affected by, and will in turn influence, the changing climate system.

Requirements/Evaluation: 2 lectures per week, one 3 hour lab per week. Students should expect to spend about 7 additional hours per week out of class working on course-related reading/homework/studying/project preparation. Readings, podcasts, and/or videos before most lecture and some lab meetings. Short, check-in quizzes.

Prerequisites: one 100-level GEOS course

Enrollment Limit: 24

Enrollment Preferences: sophomores, and junior Geos majors

Expected Class Size: 24

Grading:

Distributions: (D3)

Attributes: GEOS Group A Electives - Climate + Oceans

Not offered current academic year

CAOS 279 (S) Islam on the Indian Ocean

Cross-listings: REL 279 / ASIA 279 / ARAB 279

Secondary Cross-listing

While colonial and Eurocentric geographies speak in terms of continental separation, historically the continents of Africa and Asia have been

connected to one another through a dual link: Islam and the Indian Ocean. Indian Ocean trade and travel have historically connected East Africa, the Arabian Peninsula, South Asia, and South East Asia, shaping the lives of people and communities who lived not only along the coasts but also inland. This course focuses on these transregional connections, looking at the Indian ocean as a connective space that binds people and regions together rather than separating them. The course will also examine the role of Islam as a religious, economic, social and political force that brought together Muslim communities throughout the regions along the Indian ocean. In exploring these connections, the course will cover a broad historical period, from the 7th century with the rise of Islam to European colonialism and the emergence of a global economy in the nineteenth century.

Requirements/Evaluation: weekly responses, midterm essay, final paper

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: majors

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

REL 279(D2) ASIA 279(D2) CAOS 279(D2) ARAB 279(D2)

Not offered current academic year

CAOS 309 (F) Modern Climate (QFR)

Cross-listings: GEOS 309

Secondary Cross-listing

What will happen to the Earth's climate in the next century? What is contributing to sea level rise? Is Arctic sea ice doomed? In this course we will study the components of the climate system (atmosphere, ocean, cryosphere, biosphere and land surface) and the processes through which they interact. Greenhouse gas emission scenarios will form the basis for investigating how these systems might respond to human activity. This course will explore how heat and mass are moved around the atmosphere and ocean to demonstrate how the geographic patterns of climate change arise. We will also focus on climate feedback effects--like the albedo feedback associated with sea ice and glacier loss--and how these processes can accelerate climate change. In labs we will learn MATLAB to use process and full-scale climate models to investigate the behavior of these systems in response to increasing greenhouse gasses in the atmosphere. This course is in the Oceans and Climate group for the Geosciences major.

Requirements/Evaluation: 4 multi-week lab projects and several short quizzes

Prerequisites: Any of GEOS 100, GEOS 103, ENVI 102, GEOS 215, or permission of instructor

Enrollment Limit: 20

Enrollment Preferences: GEOS and ENVI majors

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

GEOS 309(D3) CAOS 309(D3)

Quantitative/Formal Reasoning Notes: Lab projects consist of a series of numerical climate modeling projects, which require significant quantitative and logical reasoning.

Attributes: ENVI Natural World Electives EVST Environmental Science GEOS Group A Electives - Climate + Oceans

Not offered current academic year

CAOS 311 (F)(S) Marine Ecology

Cross-listings: BIOL 231

Primary Cross-listing

We have explored only a fraction of the ocean, with about 10% of marine species classified and 20% of the ocean mapped. Many discoveries remain to be made, and marine ecology is one technique to uncover new insights. The field of marine ecology, rooted in the theory of evolution, describes the

mechanisms and processes that drive the diversity, abundance, and distribution of marine organisms. The goal is to document natural patterns and make predictions about how species will respond to environmental changes by investigating the relationship between the abiotic environment and biotic interactions. This course will take a deep dive into the unique challenges to life in the ocean. You will compare and contrast different marine ecosystems, such as coral reefs, kelp forests, and the deep sea. You will also practice a marine ecologist's skillset as you design, carry out, and analyze your own research project, which will improve your scientific writing, data analysis, and communication skills. Importantly, you will connect your research and course topics to larger marine conservation issues and broader societal impacts.

Class Format: including coastal and near-shore field trips, 10 days offshore, and a laboratory or field research project

Requirements/Evaluation: two tests, a research project, and a presentation

Prerequisites: BIOL 101 or GEOS/MAST 104, or permission of instructor

Enrollment Limit: 16

Enrollment Preferences: none

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Unit Notes: This course is only offered through Williams-Mystic Coastal and Ocean Studies Program located in Mystic, CT. satisfies the distribution requirement for the Biology major.

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

BIOL 231(D3) CAOS 311(D3)

Attributes: ENVI Natural World Electives EXPE Experiential Education Courses

Fall 2024

LEC Section: 01 TR 10:30 am - 11:45 am Tim J. Pusack

LAB Section: 02 TR 1:00 pm - 4:30 pm Tim J. Pusack

Spring 2025

LEC Section: 01 TR 10:30 am - 11:45 am Tim J. Pusack

LAB Section: 02 TR 1:00 pm - 4:30 pm Tim J. Pusack

CAOS 323 (S) Law and Politics of the Sea

Cross-listings: PSCI 323

Secondary Cross-listing

Can international law save the seas? That is one current bet. The sea law regime centers on the United Nations Convention on the Law of the Sea (UNCLOS), which gathers into one place what most countries consider to be scattered ancient laws about piracy, transit through other countries' territorial waters, fishing, jurisdiction over ships, and so forth. It also creates ocean zones, with rules for each, and a system for taxing firms that it licensed to exploit minerals on the high seas, and sharing the proceeds with developing countries. It seeks to mitigate conflicts among countries and companies as they energetically compete to exploit the seas. In 2023, UNCLOS launched a follow-on treaty, the Agreement on the Conservation and Sustainable Use of Marine Biological Diversity of Areas Beyond National Jurisdiction (BBNJ), which adds areas in the high seas that all nations commit to protect. This course explores the politics and practices that arise from UNCLOS and BBNJ. We engage with the agreements' history, content, and exclusions, examine the incentives they provides states and criminals, and assess the way that geopolitical and climate collapse create new opportunities and constraints for states, firms, international organizations, and activists. Topics include piracy, naval officers' guidelines, conflict in the South China Sea, bonded labor, refugee quarantine on islands, marine genetic resources, Arctic transit, and ocean pollution. This is a way to understand major deals regarding the oceans; it is also a way to understand what it means to consider an international legal agreement a solution to something.

Requirements/Evaluation: Three 6-page papers, longer final paper, class participation including weekly writing

Prerequisites: Introduction to International Relations, and/or International Law, or permission of instructor

Enrollment Limit: 18

Enrollment Preferences: Political science majors, Marine Studies majors, seniors

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

CAOS 323(D2) PSCI 323(D2)

Attributes: PSCI International Relations Courses

Spring 2025

SEM Section: 01 TR 11:20 am - 12:35 pm Cheryl Shanks

CAOS 327 (F) Coastal Processes and Geomorphology (QFR)

Cross-listings: ENVI 327 / GEOS 327

Secondary Cross-listing

Can people live safely along the coast? Recent events like SuperStorm Sandy and the Tohoku Tsunami have shown us how the ocean can rise up suddenly and wreak havoc on our lives and coastal infrastructure. Only educated geoscientists can evaluate the risks and define informed strategies to prevent future coastal catastrophes. Currently almost half the global population lives within 100 km of the coast, with a large percent of those living in densely populated cities (e.g., New York, New Orleans, Los Angeles, Shanghai, Hong Kong, Cape Town, Sydney, Mumbai). Despite the growing risks and challenges associated with climate change and rising sea levels, the coastal population continues to grow rapidly. To help ensure these growing populations can live safely along the coast requires a detailed understanding of the processes that shape the coastal zone. These processes act across a variety of scales, from deep-time geologic processes that dictate coastal shape and structure, to decadal-scale processes that determine shoreline position and evolution, to weekly and daily processes such as storms and tides. This course will provide an in-depth look at the forces--wind, waves, storms, and people--that shape the coastal zone, as well as the geologic formations--sandy beaches, rocky cliffs, barrier islands, deltas, and coral reefs--that are acted upon and resist these forces. Coastal dynamics are strongly affected by human interventions, such as seawalls, dredged channels, and sand dune removal, as well as by sea level rise and changes in storm frequency and magnitude associated with climate change. Finally, the course will provide students with a perspective on how the U.S. seeks to manage its coastal zone, focusing on sea level rise and coastal development. This class will include a quantitative lab that will use MATLAB software to model and evaluate various coastal processes. Students will gain a basic understanding of MATLAB functionality, and will be asked to independently apply what they have learned to various data sets provided by the instructor.

Class Format: lecture two times a week with a lab one time per week

Requirements/Evaluation: lab reports, quizzes, and an independent research project

Prerequisites: Either GEOS 104 or GEOS 210; or permission of instructor. No prior knowledge is necessary, but this course does build on principles used to explore complex scientific challenges.

Enrollment Limit: 15

Enrollment Preferences: Geosciences majors

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Unit Notes: This course counts toward the GEOS Group B Electives - Sediments + Life.

Distributions: (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 327(D3) GEOS 327(D3) CAOS 327(D3)

Quantitative/Formal Reasoning Notes: This course will involve the use of MATLAB software to quantitatively analyze coastal process and geomorphological data.

Attributes: ENVI Natural World Electives GEOS Group B Electives - Sediments + Life

Fall 2024

LEC Section: 01 MWF 8:30 am - 9:45 am Alex A. Apotsos

CAOS 351 (F)(S) Marine Policy (DPE) (WS)

Cross-listings: PSCI 319 / ENVI 351

Primary Cross-listing

Coastal communities are home to nearly 40% of the U.S. population, but occupy only a small percentage of our country's total land area. Intense population density, critical transportation infrastructure, significant economic productivity, and rich cultural and historic value mark our coastal regions as nationally significant. But, coastal and ocean-based climate-induced impacts such as sea level rise, ocean warming and acidification pose extraordinary challenges to our coastal communities, and are not borne equally by all communities. This seminar considers our relationship with our ocean and coastal environments and the foundational role our oceans and coasts play in our Nation's environmental and economic sustainability as well as ocean and coastal climate resiliency. Through the lens of coastal and ocean governance and policy-making, we critically examine conflict of use issues relative to climate change, climate justice, coastal zone management, fisheries, ocean and coastal pollution and marine biodiversity.

Class Format: This class is taught only at Williams-Mystic in Mystic, Connecticut and includes coastal and near-shore interdisciplinary field seminars, and 10 days offshore.

Requirements/Evaluation: Weekly Readings; Class Participation; Small and large group strategy exercises (written and oral); Written Research Project: issues paper and draft research paper; Final Research Project: multiple formats available

Prerequisites: none

Enrollment Limit: 23

Enrollment Preferences: must be enrolled at Williams-Mystic in Mystic, Connecticut

Expected Class Size: 22

Grading: no pass/fail option, no fifth course option

Unit Notes: must be enrolled at Williams-Mystic in Mystic, Connecticut

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

PSCI 319(D2) ENVI 351(D2) CAOS 351(D2)

Writing Skills Notes: Each student will write one 3-5 page research issues paper and one 8-10 page draft research paper as well as a final project with written components equaling 5-8 pages. Each submission receives written feedback from the professor, including research guidance, input on grammar, structure, language, analysis. Students also receive verbal feedback in individual conferences to discuss research paper organization, analysis, structure and grammar as well as final project input.

Difference, Power, and Equity Notes: Coastal and ocean policy issues relating to climate change, coastal zone management, fisheries, ocean pollution and marine biodiversity impact environmental and climate justice. Students examine coastal governance while considering the disproportionate burdens on underrepresented populations in U.S. coastal communities caused by climate change and coastal policies. Students analyze multi-disciplinary evidence and work to strengthen their integrative, analytical, writing, and advocacy skills.

Attributes: ENVI Environmental Policy EXPE Experiential Education Courses POEC Depth

Fall 2024

SEM Section: 01 F 9:00 am - 12:00 pm

Spring 2025

SEM Section: 01 F 9:00 am - 12:00 pm

CAOS 352 (F)(S) American Maritime History (DPE) (WS)

Cross-listings: HIST 352

Primary Cross-listing

This course explores themes in American maritime history from the colonial era to the 21st century. We will consider the dynamic relationship between the sea and American life, and the broad influence that each has had on the other. This relationship led to interactions with the water as a highway for the transportation of not just people and goods, but powerful new forces and ideas. The water creates a unique space for the formation of new communities and identities, while also acting as an important, and often exploited, resource. We will sample from different fields of inquiry including labor, environmental, cultural, and political history to gain a deeper understanding of diverse people's complex interactions with the oceans and seas.

Class Format: Seminars, discussions, and field seminars

Requirements/Evaluation: Participation in class discussions, activities, and presentations, regular papers, and a final independent research project

Prerequisites: None

Enrollment Limit: 27

Enrollment Preferences: If course over-enrolls, preference will be given to sophomores and juniors

Expected Class Size: 22

Grading: no pass/fail option, no fifth course option

Unit Notes: Offered only at Mystic Seaport

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 352(D2) CAOS 352(D2)

Writing Skills Notes: Students must complete regular writing assignments including a final 10- to 15-page paper. Additionally, students will participate in several in-class writing workshops and peer critiques. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: Maritime activity has long provided opportunities for some while creating tremendous hardships for others. From the slave trade and the encounters between native and European mariners to the power wielded by multi-national shipping conglomerates, this course investigates contests over power, empire, and capitalism as they played out on the maritime stage.

Attributes: AMST Space and Place Electives ENVI Humanities, Arts + Social Science Electives EXPE Experiential Education Courses HIST Group F Electives - U.S. + Canada HIST Group P Electives - Premodern

Fall 2024

SEM Section: 01 MW 9:00 am - 10:15 am Sofia E. Zepeda

Spring 2025

SEM Section: 01 MW 9:00 am - 10:15 am Sofia E. Zepeda

CAOS 361 (F) The Atlantic World: Connections, Crossings, and Confluences (DPE)

Cross-listings: AMST 360 / HIST 361

Secondary Cross-listing

This course considers the Atlantic World as both a real place and a concept: an ocean surrounded and shaped by diverse people and communities, and an imagined space of shared and competing affiliations. Moving from "time out of mind" to the early nineteenth century, it examines ecological, cultural, political, economic, intellectual, and spiritual transits as well as exchanges among Indigenous/Native American, African and African American, Asian and Asian American, and Euro-colonial people. It introduces conceptual dimensions of this Atlantic paradigm and case studies that illuminate its human subtleties, with the goal of examining "early American" histories through transnational and transoceanic lenses. The course takes an interdisciplinary approach to these intertwined histories, and reckons with how the very construction of "history" has, at different turns, affected what is shared, known, valued, and commemorated--or overwritten, denied, or seemingly silenced. Attentive to the structures of power that inflect every part of Atlantic histories, it offers specific ethical frameworks for approaching these topics. Blending methods grounded in oral traditions and histories, place-based knowledge systems, documentary/written archives, songs, archaeology, material culture, and other forms of expression and representation, it invites class members to revisit the nature and meanings of these connected spaces. The course consistently connects historical experiences with the twenty-first century, and how communities today are grappling with the afterlives and ongoing effects of these Atlantic pasts through calls to action for reparations, repatriation and rematriation, Land Back, climate justice, and other forms of accountability. The course also provides an opportunity to engage with original materials pertaining to Atlantic World histories in the Williams College Archives/Special Collections and Art Museum.

Requirements/Evaluation: active participation in class discussion, several short essays based on readings and discussion topics, museum/archives assignment, final essay/project

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: If the course over-enrolls, preference is for sophomore, junior, and senior History and American Studies majors

Expected Class Size: 25

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 360(D2) HIST 361(D2) CAOS 361(D2)

Difference, Power, and Equity Notes: This course examines the formation and articulation of racial, ethnic, cultural, and other forms of difference across the Atlantic World, and ways that people from Indigenous, African/American, and Asian/American communities have engaged with and challenged European colonization. It devotes substantial time to critical methodologies that re-center voices oftentimes treated as "silenced" or "absent" in colonial literatures, and helps students build fluencies in approaching and interpreting them.

Attributes: GBST Borders, Exiles + Diaspora Studies HIST Group F Electives - U.S. + Canada HIST Group G Electives - Global History HIST Group P Electives - Premodern

Fall 2024

SEM Section: 01 TR 9:55 am - 11:10 am Christine DeLucia

CAOS 387 (S) Economics of Climate Change (QFR)

Cross-listings: ECON 387 / ECON 522

Secondary Cross-listing

This course introduces the economic view of climate change, including both theory and empirical evidence. Given the substantial changes implied by the current stock of greenhouse gases (GHGs) in the atmosphere, we will begin by looking at impacts on agriculture, health, income, and migration. We will consider the distribution of climate damages across poor and wealthy people, both within and across countries. Next we will study adaptation, including capital investments and behavioral changes. We will examine the sources of climate change, especially electricity generation and transportation, and think about optimal policies. Throughout the course we will discuss the limits of the economic approach, pointing out normative questions on which economic theory provides little guidance.

Requirements/Evaluation: problem sets, midterm, group presentation, final exam

Prerequisites: ECON 251, familiarity with statistics

Enrollment Limit: 25

Enrollment Preferences: Junior/Senior Economics majors and CDE fellows

Expected Class Size: 25

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

CAOS 387(D2) ECON 387(D2) ECON 522(D2)

Quantitative/Formal Reasoning Notes: The course involves simple calculus-based theory and applied statistics.

Attributes: ENVI Environmental Policy POEC Depth

Not offered current academic year

CAOS 397 (F) Independent Study: Coastal and Ocean Studies

Coastal and Ocean Studies independent study.

Grading: yes pass/fail option, yes fifth course option

Distributions: No divisional credit

Fall 2024

IND Section: 01 TBA Rónadh Cox

CAOS 398 (S) Independent Study: Coastal and Ocean Studies

Coastal and Ocean Studies independent study.

Grading: yes pass/fail option, yes fifth course option

Distributions: No divisional credit

Spring 2025

IND Section: 01 TBA Rónadh Cox

CAOS 414 Life at Extremes: Molecular Mechanisms

All organisms face variability in their environments, and the molecular and cellular responses to stresses induced by environmental change often illuminate otherwise hidden facets of normal physiology. Moreover, many organisms have evolved unique molecular mechanisms, such as novel cellular compounds or macromolecular structural modifications, which contribute to their ability to survive continuous exposure to extreme conditions, such as high temperatures or low pH. This course will examine how chaperonins, proteases, and heat- and cold-shock proteins are regulated in response to changes in the external environment. We will then consider how these and other molecular mechanisms function to stabilize DNA and proteins- and, ultimately, cells and organisms. Other extreme environments, such as hydrothermal vents on the ocean floor, snow fields, hypersaline lakes, the intertidal zone, and acid springs provide further examples of cellular and molecular responses to extreme conditions. Biotechnological applications of these molecular mechanisms in areas such as protein engineering will also be considered. Class discussions will focus upon readings from the primary literature.

Class Format: discussion three hours per week

Requirements/Evaluation: several short papers, participation in class discussions and course notebook

Prerequisites: open to juniors and seniors who are Biology majors; all other students interested in this course should contact the professor; BIOL 202 recommended

Enrollment Limit: 12

Enrollment Preferences: senior Biology majors who have not taken a 400-level course; then junior Biology majors

Expected Class Size: 12

Grading:

Distributions: (D3)

Attributes: BIMO Interdepartmental Electives

Not offered current academic year

CAOS 438 (F) Species Interactions Under Global Change

Cross-listings: BIOL 438

Secondary Cross-listing

Anthropogenic changes to the world's ecosystems often have clear effects on the abundance and distribution of species. These effects, however, do not occur in a vacuum: changes in any given species' presence, abundance, or behavior can cascade into large and surprisingly context-dependent effects on the interactions of other organisms. In this course we will examine competitive, mutualistic, and antagonistic interactions in the Anthropocene from the species pair to community scale. We will explore the ecological and evolutionary mechanisms underlying the outcomes of these interactions, examining patterns including phenological mismatch, species invasions, and anthropogenic land use change. Classes will focus on critical evaluation of evidence from the primary literature, drawing on examples from community ecology, disease dynamics, and global change biology.

Requirements/Evaluation: class participation and three to five papers of length 3-5 pages each

Prerequisites: BIOL 203 or BIOL 204 or BIOL 329 or permission from instructor

Enrollment Limit: 12

Enrollment Preferences: senior Biology majors who have not taken a 400-level course, open to juniors and seniors

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

Fall 2024

SEM Section: 01 Cancelled

CAOS 465 Solutions to the Biodiversity Crisis

The biodiversity crisis is one of the greatest challenges of our century. Faced with climate change, persistent pollution, and habitat fragmentation, species are declining locally and globally. In this upper-level seminar we will integrate knowledge from the natural sciences, social sciences, policy, arts, and the humanities to design and implement biodiversity interventions. Through readings, discussions with experts, and applied projects, we will learn how biodiversity conservation and restoration can be socially just; how spaces can be designed to promote the flourishing of life; and how much local environmental management can alter global trends. We will also envision what the biotic world might look like in 10, 100, and 1000 years and consider who gets to decide which species live and which die, and who *should* decide.

Requirements/Evaluation: One 5-7-page paper; final collaborative project

Prerequisites: Environmental Studies 101 and 102

Enrollment Limit: 19

Enrollment Preferences: Environmental/Maritime Studies majors and concentrators; seniors

Expected Class Size: 12

Grading:

Distributions: (D2)

Attributes: CAOS Senior Seminars ENVI Senior Seminar EVST Senior Seminar

Not offered current academic year

CAOS 477 (F) Economics of Environmental Behavior (QFR)

Cross-listings: ENVI 376 / ECON 477

Secondary Cross-listing

A community maintains a fishery; a firm decides whether to get a green certification; you choose to fly home or stay here for spring break: behaviors of people and firms determine our impact on the environment. We'll use economics to model environmental behavior and to assess how policies can help or hurt the environment. Topics may study include: common pool resources, voluntary conservation, social norms and nudges, discrimination and justice, rationality, firm responses to mandatory and voluntary rules, voting and public opinion, and boycotts and divestment. We'll also build familiarity with the main methodologies of modern economic research: theoretical modeling, empirical analysis of observational data, and experiments.

Class Format: Class sessions will largely consist of presentations and discussions of academic research papers, as well as lab sessions to work on empirical exercises; we may break the class into groups for some discussions

Requirements/Evaluation: regular reading markup, empirical exercises, class participation, 2 oral presentations, and a final original research paper using an experiment, existing data, or theory

Prerequisites: ECON 251 and (ECON 255 or STAT 346)

Enrollment Limit: 19

Enrollment Preferences: senior Economics majors

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

CAOS 477(D2) ENVI 376(D2) ECON 477(D2)

Quantitative/Formal Reasoning Notes: The research students will consume and produce in the class will be based on math-based theory and/or econometric-based empirical analysis.

Attributes: CAOS Senior Seminars ENVI Humanities, Arts + Social Science Electives POEC Depth POEC Skills

Fall 2024

SEM Section: 01 TR 8:30 am - 9:45 am Sarah A. Jacobson

CAOS 493 (F) Senior Thesis: Coastal and Ocean Studies

Coastal and Ocean Studies senior thesis.

Grading: no pass/fail option, no fifth course option

Distributions: No divisional credit

Fall 2024

HON Section: 01 TBA Rónadh Cox

CAOS 494 (S) Senior Thesis: Coastal and Ocean Studies

Coastal and Ocean Studies senior thesis.

Grading: no pass/fail option, no fifth course option

Distributions: No divisional credit

Spring 2025

HON Section: 01 TBA Rónadh Cox

COGNITIVE SCIENCE (Div II)

Chair: Professor Nate Kornell

- Joseph L. Cruz, Chair and Professor of Philosophy
- Kris N. Kirby, Professor of Psychology
- Nate Kornell, Professor of Psychology, Chair of Cognitive Science Program; affiliated with: Psychology, Cognitive Science; on leave Fall 2023
- Heather Williams, William Dwight Whitney Professor of Biology; affiliated with: Biology, Neuroscience

Cognitive science is concerned with how humans, non-human animals, and computers acquire, represent, manipulate, and use information. As an interdisciplinary field it combines research and theory from computer science (e.g., artificial intelligence), cognitive psychology, philosophy, linguistics, and neuroscience, and to some extent evolutionary biology, math, and anthropology. Complex issues of cognition are not easily addressed using traditional intra-disciplinary tools. Cognitive researchers in any discipline typically employ a collection of analytic and modeling tools from across traditional disciplinary boundaries. Thus, the methods and research agenda of cognitive science are broader than those of any of the fields that have traditionally contributed to cognitive science. The Cognitive Science Program is designed to provide students with the broad interdisciplinary foundation needed to approach issues of cognition.

THE CONCENTRATION

The concentration in Cognitive Science consists of six courses, including an introductory course, four electives, and a senior seminar.

Minds, Brains, and Intelligent Behavior (COGS 222) is the entry point into the concentration, and provides an interdisciplinary perspective on issues of cognition. Ideally, it should be taken before the end of the sophomore year. Emphasizing the highly interdisciplinary nature of the field, the four electives must be distributed over at least three course prefixes. In the fall of the senior year, concentrators will participate in a senior seminar (COGS 493) or a senior tutorial, depending on enrollments.

Required Courses

COGS/PHIL/PSYC 222 Minds, Brains, and Intelligent Behavior: An Introduction to Cognitive Science

COGS 493 Senior Seminar or Senior Tutorial (In years where 493 is not offered, students should contact the Program Chair for details).

Elective Courses

Four electives are required, chosen from at least three prefixes, at most two of which can be at the 100 level.

[BIOL 204\(S\) LEC Animal Behavior](#)

Taught by: [Manuel Morales](#)

[Catalog details](#)

[COGS 224 / PHIL 221 LEC Introduction to Formal Linguistics](#)

Taught by: [Christian De Leon](#)

[Catalog details](#)

[COGS 390 / PHIL 390 SEM Discourse Dynamics](#)

Taught by: [Christian De Leon](#)

[Catalog details](#)

[CSCI 134\(F, S\) LEC Introduction to Computer Science](#)

Taught by: [Bill Jannen](#), [Laura South](#), [Iris Howley](#), [Mark Hopkins](#)

[Catalog details](#)

[CSCI 373 LEC Artificial Intelligence](#)

Taught by: [Mark Hopkins](#)

[Catalog details](#)

[CSCI 374 LEC Machine Learning](#)

Taught by: [Rohit Bhattacharya](#)

[Catalog details](#)

[CSCI 375\(F\) LEC Natural Language Processing](#)

Taught by: [Katie Keith](#)

[Catalog details](#)

[CSCI 376 / STS 376\(F, S\) LEC Human-Computer Interaction](#)

Taught by: [Laura South](#)

[Catalog details](#)

[CSCI 378 / STS 378 LEC Human Artificial Intelligence Interaction](#)

Taught by: [Iris Howley](#)

[Catalog details](#)

[CSCI 379 LEC Causal Inference](#)

Taught by: [Rohit Bhattacharya](#)
[Catalog details](#)

[CSCI 381\(F\) LEC Deep Learning](#)

Taught by: [Mark Hopkins](#)
[Catalog details](#)

[MATH 361\(F\) LEC Theory of Computation](#)

Taught by: [Shikha Singh](#)
[Catalog details](#)

[NSCI 201 / BIOL 212 / PSYC 212\(F\) LEC Neuroscience](#)

Taught by: [Shivon Robinson](#), [Charlotte Barkan](#)
[Catalog details](#)

[PHIL 207 SEM Contemporary Philosophy of Mind](#)

Taught by: [Joseph Cruz](#)
[Catalog details](#)

[PSYC 221\(S\) LEC Cognitive Psychology](#)

Taught by: [Kris Kirby](#)
[Catalog details](#)

[PSYC 316 / NSCI 316 SEM Neuroscience of Decision-Making](#)

Taught by: [Yunshu Fan](#)
[Catalog details](#)

[PSYC 326\(S\) SEM Choice and Decision Making](#)

Taught by: [Kris Kirby](#)
[Catalog details](#)

[PSYC 327\(S\) SEM Cognition and Education](#)

Taught by: [Nate Kornell](#)
[Catalog details](#)

[REL 288 / PHIL 288 SEM Embodiment and Consciousness: A Cross-Cultural Exploration](#)

Taught by: [Georges Dreyfus](#)
[Catalog details](#)

Recommended Courses

The following courses are recommended for students seeking a richer background in cognitive science. These will not count as electives for the cognitive science concentration.

[BIOL 209 / NSCI 209\(F\) TUT Animal Communication](#)

Taught by: [Heather Williams](#)
[Catalog details](#)

[BIOL 305\(S\) LEC Evolution](#)

Taught by: TBA
[Catalog details](#)

[COGS 224 / PHIL 221 LEC Introduction to Formal Linguistics](#)

Taught by: [Christian De Leon](#)
[Catalog details](#)

[COGS 390 / PHIL 390 SEM Discourse Dynamics](#)

Taught by: [Christian De Leon](#)
[Catalog details](#)

[ECON 502\(F\) LEC Statistics/Econometrics](#)

Taught by: [Susan Godlonton](#)
[Catalog details](#)

[MATH 250\(F, S\) LEC Linear Algebra](#)

Taught by: [Christina Athanasouli](#), [Ivo Terek](#)
[Catalog details](#)

[PSYC 201\(F, S\) LEC Experimentation and Statistics](#)

Taught by: [Kenneth Savitsky](#), [Kris Kirby](#), [Rebecca Crochiere](#), [Amie Hane](#)
[Catalog details](#)

[STAT 101\(F, S\) LEC Elementary Statistics and Data Analysis](#)

Taught by: [Mihai Stoiciu](#), [Anna Plantinga](#)
[Catalog details](#)

[STAT 201\(F, S\) LEC Statistics and Data Analysis](#)

Taught by: [Elizabeth Upton](#)
[Catalog details](#)

Formal admission to candidacy for honors will occur at the end of the fall semester of the senior year and will be based on promising performance in COGS 493. This program will consist of COGS W31-494(S), and will be supervised by members of the advisory committee from at least two

departments. Presentation of a thesis, however, should not be interpreted as a guarantee of a degree with honors.

STUDY ABROAD

Students who wish to discuss plans for study abroad are invited to meet with any member of the Cognitive Science advisory committee.

FAQ

Students **MUST** contact departments/programs **BEFORE** assuming study away credit will be granted toward the major or concentration.

Can your department or program typically pre-approve courses for major/concentration credit?

Yes, in many cases, though students should be sure to contact the department.

What criteria will typically be used/required to determine whether a student may receive major/concentration credit for a course taken while on study away?

Complete syllabus and course description, including readings/assignments.

Does your department/program place restrictions on the number of major/concentration credits that a student might earn through study away?

No.

Does your department/program place restrictions on the types of courses that can be awarded credit towards your major?

No. As long as the study abroad courses conform to the interdisciplinary distribution requirements of the concentration.

Are there specific major requirements that cannot be fulfilled while on study away?

No.

Are there specific major requirements in your department/program that students should be particularly aware of when weighing study away options? (Some examples might include a required course that is always taught in one semester, laboratory requirements.)

No.

Give examples in which students thought or assumed that courses taken away would count toward the major or concentration and then learned they wouldn't:

None to date.

COGS 129 (S) Language and the Mind

Cross-listings: PHIL 129

Secondary Cross-listing

Many animals communicate, but only humans can use language. What is language? Is the ability to learn it specialized, or just a matter of having enough cognitive processing power? Do successes of large language models and AI chat bots confirm or challenge traditional linguistic theory? Does language in any way determine, shape, or enable thought? How sophisticated could a mind without language be? Does knowledge of language require consciousness? In this course we will investigate (a) what makes language stand out from other kinds of communication system and (b) what makes human minds uniquely capable of acquiring language. Drawing on debates about the evolution of language, Chomskyan universal grammar, the computational theory of mind, and more, we will explore the philosophical consequences of our existence as linguistic creatures.

Requirements/Evaluation: Short reading responses (approx. 2 pages) every other week, two exams

Prerequisites: None

Enrollment Limit: 20

Enrollment Preferences: Priority given to first and second years

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

PHIL 129(D2) COGS 129(D2)

Attributes: Linguistics

Not offered current academic year

COGS 222 (F) Minds, Brains, and Intelligent Behavior: An Introduction to Cognitive Science

Cross-listings: PHIL 222 / PSYC 222

Primary Cross-listing

This course will emphasize interdisciplinary approaches to the study of intelligent systems, both natural and artificial. Cognitive science synthesizes research from cognitive psychology, computer science, linguistics, neuroscience, and contemporary philosophy. Special attention will be given to the philosophical foundations of cognitive science, representation and computation in symbolic and connectionist architectures, concept acquisition, problem solving, perception, language, semantics, reasoning, and artificial intelligence.

Requirements/Evaluation: midterm and final exams, and weekly exercises

Prerequisites: PSYC 101 or any PHIL course or CSCI 134 or permission of instructor; background in more than one of these is recommended.

Enrollment Limit: 25

Enrollment Preferences: sophomore and first-year students, with additional preference given to students who satisfy more of the prerequisites. Do not contact the instructor to plead for special enrollment consideration.

Expected Class Size: 25

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

PHIL 222(D2) PSYC 222(D3) COGS 222(D2)

Attributes: Linguistics PHIL Contemp Metaphysics + Epistemology Courses PSYC 200-level Courses

Fall 2024

LEC Section: 01 TR 11:20 am - 12:35 pm Joseph L. Cruz

COGS 224 (F) Introduction to Formal Linguistics (QFR)

Cross-listings: PHIL 221

Primary Cross-listing

The sentence "Every cookie is chocolate chip and three of them are oatmeal raisin" is a perfectly grammatical sentence of English, but it's self-contradictory. What does it take to realize this fact? One must grasp the meanings of the various parts of the sentence. In particular, one must grasp that "three of them" picks out a subset of the group picked out by "every cookie", and that there's no such thing as a cookie that is both chocolate chip *and* oatmeal raisin. There two ways to understand "Many students took every class". According to one, there is a single group of students that had their hands extremely full this semester. According to the other, every class was well-populated, potentially by different groups. The reason for this is that there are two underlying structures that the original sentence can realize. This course serves as an introduction to formal methods in the scientific study of language. Our goal will be to characterize phenomena like those above with logical and mathematical precision. The focus will be on model-theoretic semantics, the sub-field of linguistics that studies meanings. Along the way we will discuss principles of syntax, the sub-field that studies sentence structures, and pragmatics, the sub-field that studies inferences of non-literal content. This is a formal course, but no prior logical or mathematical background will be expected. Starting from scratch, students will learn the building blocks of current-day linguistic research. This introduction will be of use to students interested in language from a variety of perspectives, including philosophy, cognitive science, and computer science.

Requirements/Evaluation: Weekly problem sets, plus a final project (paper/presentation/other type, to be discussed with instructor)

Prerequisites: No prerequisites

Enrollment Limit: 20

Enrollment Preferences: Preference given to seniors and philosophy/cognitive science majors.

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

COGS 224(D2) PHIL 221(D2)

Quantitative/Formal Reasoning Notes: This course teaches the fundamentals of the formal analysis of language. Students will learn to provide translation schemes from English to a logical language (typed lambda calculus).

Attributes: COGS Interdepartmental Electives COGS Related Courses Linguistics PHIL Contemp Metaphysics + Epistemology Courses

Not offered current academic year

COGS 390 (S) Discourse Dynamics (WS)

Cross-listings: PHIL 390

Primary Cross-listing

It'd be perfectly natural to say "I might've left the stove on", then check the stove, then say "I didn't leave the stove on". But perform those exact same steps in a different order--check the stove, say "I didn't leave the stove on", then say "I might've left the stove on"--and something's gone quite wrong. Conversation is dynamic--the back and forth exchange of information is a process that grows and adapts to the surrounding context. The order in which you say things matters, and it matters for what you communicate what actions you take and what events happen around you. In this course, we will investigate dynamic communicative phenomena and discuss competing theoretical explanations about how they're interpreted. Of particular interest will be the extent to which discourse dynamics are built into the meanings of linguistic expressions vs. the extent to which they're consequences of our rational cognition. Is a sentence's relation to previously uttered sentences similar to its relation to extra-linguistic events? How much inference goes into interpreting what's said? In pursuing the answers to these questions, we will discuss both classic and contemporary theories from philosophy and linguistics.

Requirements/Evaluation: Four short papers (3-4 pages), take-home midterm paper (5-7) pages, take-home final paper (6-8 pages)

Prerequisites: At least one philosophy or cognitive science course (any level), or permission of instructor.

Enrollment Limit: 19

Enrollment Preferences: Preference given to seniors and philosophy/cognitive science majors, then to students who have taken 200-Level Intro to Formal Linguistics

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

COGS 390(D2) PHIL 390(D2)

Writing Skills Notes: There will be four short papers (3-4 pages each) that will receive written comments on substance, argument structure, and writing style. These will be designed to include sections that, upon revision in light of comments, can be incorporated into the longer midterm and final papers (5-7 pages and 6-8 pages respectively). Students will be required to meet with the instructor before the midterm and final papers to discuss outlines and revisions of short papers.

Attributes: COGS Interdepartmental Electives COGS Related Courses Linguistics PHIL Contemp Metaphysics + Epistemology Courses

Not offered current academic year

COGS 493 (F) Advanced Topics in Mind and Cognition

In the last decade the science of the mind has continued to draw on its 20th century history as well as expand its methodological repertoire. In this seminar we will investigate some of the current trends in mind and cognition. We will attend both to the specific empirical details as well as the conceptual foundations of cognitive science. In particular, we will focus on the concept of mental representation, which is the core and defining theoretical posit in the field of cognitive sciences. We will discuss both the philosophical foundations of this concept, as well as how it is utilized in the current empirical literature in this field.

Requirements/Evaluation: in-class participation, seminar presentations, final paper & project

Prerequisites: Senior Cognitive Science concentrator

Enrollment Limit: 12

Enrollment Preferences: Open only to Senior Cognitive Science concentrators

Expected Class Size: 5

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

Fall 2024

SEM Section: 01 W 1:10 pm - 3:50 pm Joseph L. Cruz

COGS 494 (S) Senior Thesis: Cognitive Science

The senior concentrator, having completed the senior seminar and with approval from the advisory committee, may devote winter study and the spring semester to a senior thesis based on the fall research project.

Requirements/Evaluation: Determined by thesis advisor

Prerequisites: permission of program chair

Enrollment Limit: none

Enrollment Preferences: Senior Cognitive Science concentrators

Expected Class Size: NA

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

Spring 2025

HON Section: 01 TBA Nate Kornell

COGS 497 (F) Independent Study: Cognitive Science

Cognitive Science independent study.

Class Format: This course is coordinated in agreement with a sponsoring Cognitive Science faculty member.

Requirements/Evaluation: Determined by individual instructors

Prerequisites: permission of program chair

Enrollment Limit: none

Enrollment Preferences: Cognitive Science concentrators

Expected Class Size: NA

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Fall 2024

IND Section: 01 TBA Nate Kornell

COGS 498 (S) Independent Study: Cognitive Science

Cognitive Science independent study.

Class Format: This course is coordinated in agreement with a sponsoring Cognitive Science faculty member.

Requirements/Evaluation: Determined by individual instructors

Prerequisites: permission of program chair

Enrollment Limit: none

Enrollment Preferences: Cognitive Science concentrators

Expected Class Size: NA

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Spring 2025

IND Section: 01 TBA Nate Kornell

Winter Study -----

COGS 31 (W) Senior Thesis: Cognitive Science

May be taken by students registered for Cognitive Science 494.

Class Format: independent study

Grading: pass/fail only

Not offered current academic year

COGS 99 (W) Ind Study: Cognitive Science

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study

Grading: pass/fail only

Not offered current academic year

COMPARATIVE LITERATURE (Div I)

Chair: Professor Sarah Allen

- Sarah Allen, Comparative Literature
- Gene Bell-Villada, Romance Languages
- Christopher Bolton, Comparative Literature
- Rashida K. Braggs, Africana Studies
- Julie Cassiday, German and Russian
- Edan Dekel, Classics; Religion
- Brahim El Guabli, Arabic Studies
- Amal Equeiq, Arabic Studies
- Soledad Fox, Romance Languages
- Man He, Asian Languages, Literatures, and Cultures
- Amy S. Holzapfel, Theatre
- Sinko Kagaya, Asian Languages, Literatures, and Cultures
- Olga Kim, German and Russian
- Christophe A. Koné, German and Russian
- Brian Martin, Romance Languages
- Lama Nassif, Arabic Studies
- Gail Newman, German and Russian
- Christopher Nugent, Asian Languages, Literatures, and Cultures
- Jason Josephson Storm, Religion
- Katarzyna Pieprzak, Romance Languages
- Leyla Rouhi, Romance Languages
- Christian Thorne, English
- Janneke van de Stadt, German and Russian
- Ricardo A. Wilson, English

Students motivated by a desire to study literary art in the broadest sense of the term will find an intellectual home in the Program in Comparative Literature. The Program in Comparative Literature gives students the opportunity to develop their critical faculties through the analysis of literature across cultures, and through the exploration of literary and critical theory. By crossing national, linguistic, historical, and disciplinary boundaries, students of Comparative Literature learn to read texts for the ways they make meaning, the assumptions that underlie that meaning, and the aesthetic elements evinced in the making. Students of Comparative Literature are encouraged to examine the widest possible range of literary communication, including the metamorphosis of media, genres, forms, and themes.

Whereas specific literature programs allow the student to trace the development of one literature in a particular culture over a period of time, Comparative Literature juxtaposes the writings of different cultures and epochs in a variety of ways. Because interpretive methods from other disciplines play a crucial role in investigating literature's larger context, the Program offers courses intended for students in all divisions of the college and of all interests. These include courses that introduce students to the comparative study of world literature and courses designed to enhance any foreign language major in the Williams curriculum. In addition, the Program offers courses in literary theory that illuminate the study of texts of all sorts. Note: the English Department allows students to count one course with a COMP prefix as an elective within the English major.

MAJOR

The Comparative Literature major consists of nine courses in literature (broadly conceived) or relevant theoretical approaches, and a Senior Portfolio (COMP 490; thesis-writers substitute COMP 494). All Comparative Literature majors take COMP 111: Nature of Narrative. Students considering the major are strongly encouraged to take COMP 111 in their first or second year. In exceptional circumstances, a student may substitute an upper-level course with the approval of the Comparative Literature Advisory Committee. Five (or more) of the remaining courses must include, as at least half of their content, material originally written in a language other than English (non-English texts may be read in the original language or in translation) OR be heavily focused on comparison across different media. Note that courses not carrying the COMP prefix may also be eligible for major credit. Two of the courses taken for the major must be designated as Writing Skills courses and two must be at the 300-level or above.

Senior Portfolio

The Senior Portfolio is an assembly of the student's work that explores their intellectual development through the course of their study of Comparative Literature. The student will select three pieces of work from previous courses taken for the major and tie them together through an eight-to-ten-page unifying essay or other creative project. There are a range of possibilities for this aspect of the portfolio, including more traditional analytic essays and other forms of creative artistic expression (fiction, poetry, visual arts, etc.). For thesis writers, the thesis replaces the Senior Portfolio. Majors will present their Senior Portfolios during a symposium soon after spring break in their final spring semester. Students should select a Senior Portfolio advisor and submit an initial proposal to the advisor and to the chair in the semester preceding (fall semester of senior year for students graduating in June, and fall semester of junior year for students graduating in December), and must enroll in COMP 490 in their final spring semester.

THE DEGREE WITH HONORS IN COMPARATIVE LITERATURE

Prerequisites

Honors candidates in Comparative Literature are required to have maintained a GPA of 3.5 in the major to qualify for submitting a thesis proposal. In addition, candidates must demonstrate a strong interest in a specific topic for which an appropriate faculty advisor will be available in the senior year.

Timing

Students wishing to pursue a thesis in Comparative Literature are strongly urged to secure an advisor by the end of the week after Spring Break in their junior year. By May 15th of their junior year, candidates must submit to the Program Advisory Committee a one- to two-page proposal and a preliminary bibliography. The Advisory Committee will inform candidates by June 1 whether they may proceed with the thesis and advise them about any changes that should be made in the focus or scope of the project. The summer before the senior year will be spent compiling a more detailed bibliography and preparing for the process of writing the thesis.

In their senior year, candidates will devote two semesters and the winter study period to their theses (493-31-494). By the end of the Fall semester, students will normally have undertaken substantial research and produced the draft of at least the first half of the project. At this point students should also have a clear sense of the work remaining for completion of the thesis. In the course of the Fall semester, students will also have chosen and met with a second reader for the project, who will provide additional guidance and read the final thesis. By the end of Winter Study, students should have completed a draft of the entire project. At that time, the Comparative Literature Advisory Committee, together with the advisor, will determine whether the project may continue as an Honors Thesis, or whether its first portions (COMP 493-COMP 31) will be graded as Independent Studies.

The second semester of independent thesis work will be spent revising as necessary. The completed thesis in its final form will be due one week before the last day of classes. The student will make a public presentation of the thesis as part of the Senior Portfolio Symposium soon after spring break.

Characteristics of the Thesis, Evaluation, and Major Credit

The topic of the thesis must be comparative and/or theoretical. It is also possible to write a thesis that consists of an original translation of a significant text or texts; in this case, a theoretical apparatus must accompany the translation. The complete thesis must be at least 50 and at most 75 pages in length, excluding the bibliography.

The advisor will assign the grades for the thesis courses (COMP 493-31-494); the Advisory Committee will determine whether a candidate will receive Honors, Highest Honors, or no honors.

For students who pursue an honors thesis, the total number of courses required for the major—including the thesis course (COMP 493-31-494)—is 10, i.e., one of the thesis courses may substitute for one course and the Senior Portfolio.

STUDY ABROAD

The Program in Comparative Literature strongly urges its majors to study abroad. Up to four courses on literature taken abroad can be counted towards the major, provided they satisfy the program's requirements.

FAQ

Students MUST contact departments/programs BEFORE assuming study away credit will be granted toward the major or concentration.

Can your department or program typically pre-approve courses for major/concentration credit?

Yes, in many cases, though students should be sure to contact the department. Some courses can be approved definitively, others provisionally. Approval for core credit may require more information.

What criteria will typically be used/required to determine whether a student may receive major/concentration credit for a course taken while on study away?

Course title and description, and complete syllabus, including readings/assignments. Sometimes we can tell from the title, sometimes a description is needed. We often need to know the readings assigned.

Does your department/program place restrictions on the number of major/concentration credits that a student might earn through study away?

Yes, four.

Does your department/program place restrictions on the types of courses that can be awarded credit towards your major?

No.

Are there specific major requirements that cannot be fulfilled while on study away?

Yes. No substitutions are allowed for COMP 111 (Nature of Narrative).

Are there specific major requirements in your department/program that students should be particularly aware of when weighing study away options? (Some examples might include a required course that is always taught in one semester, laboratory requirements.)

Yes. No study abroad spring semester senior year because of the senior portfolio. We also strongly recommended that students take COMP 111 Nature of Narrative before studying abroad (but they aren't required to do so).

Give examples in which students thought or assumed that courses taken away would count toward the major or concentration and then learned they wouldn't:

Not a common problem, but it has happened. The department typically doesn't count Div II-type culture courses.

COMP 101 (F) Greek Literature: Performance, Conflict, Desire

Cross-listings: THEA 104 / CLAS 101 / DANC 101

Secondary Cross-listing

In the *Iliad*, Paris' desire for the famously beautiful Helen leads to the Trojan War, the devastating conflict between the Trojans and the Greeks retold and reimagined time and again in ancient Greek literature. The stories of Troy and its aftermath were performed not only as epic poems (as in the *Iliad* and the *Odyssey*), but also re-enacted by singing and dancing choruses, dramatized on the tragic stage, and recounted in oratory. Beginning with the Homeric epics, this course explores the recurring and ever-shifting debates, longings, hostilities, and aspirations that drive Greek literature and shape its reception, with a particular focus on questions of performance context and audience. Our attention to sound, movement, and staging will be enriched by consideration of select examples from the rich reception history of Greek myth in modern theater and dance. The nexus of performance, conflict, and desire will also give us a distinct perspective on many important topics within the study of Greek culture, including the embodiment of personal and collective identities, the workings of Athenian democracy, and the development of literary genres. This course will include readings from, e.g., Homer, Sappho, Herodotus, Aeschylus, Sophocles, Euripides, Aristophanes, Thucydides, and Plato, as well as viewings of relevant performance works. All readings are in translation.

Requirements/Evaluation: midterm and final exam; brief (one or two pages) written assignments; participation in class.

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: Classics majors, first years, sophomores

Expected Class Size: 20

Grading: no pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 101(D1) THEA 104(D1) CLAS 101(D1) DANC 101(D1)

Fall 2024

LEC Section: 01 TR 9:55 am - 11:10 am Sarah E. Olsen

COMP 104 (F) Telling Tales in Ancient Greece (WS)

Cross-listings: CLAS 105

Secondary Cross-listing

One-eyed monsters, magical spells, and trips to the moon: Greek literature is replete with tales of fantastic creatures and wild adventures. These ancient stories give us valuable opportunities to explore early understandings of "fiction," the development of narrative, and the construction of the storyteller in both poetry and prose. In this course, we will read texts from Homer's *Odyssey* (8th cent. BCE) to Heliodorus' *Aethiopica* (4th cent. CE), alongside a range of scholarly approaches to them. We will pay particular attention to the prose fiction of the Roman imperial era, including both the texts traditionally called the "ancient novel" as well as the various forms of biography, ethnography, and mythography adjacent to them. Throughout, we will explore narratives and representations of gender, sexuality, race/ethnicity, class, and cultural identity, reflecting on how our primary sources engage with their complex social and political contexts. All readings will be in English.

Requirements/Evaluation: regular tutorial papers and response, discussion in tutorial meetings

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: first years, sophomores

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 104(D1) CLAS 105(D1)

Writing Skills Notes: Students will receive regular feedback on their writing (structure, style, argumentation) from the professor as well as their tutorial partners, which should be taken into account as they move forward in the course and compose subsequent papers and responses.

Not offered current academic year

COMP 106 (F) Temptation (WS)

Cross-listings: ENGL 107

Secondary Cross-listing

We want most those things we can't--or shouldn't--have. Or, to put it another way, it is when limitations are placed on our actions by law, religion, or the facts of our own biology that we experience desire most acutely. In this course, we will examine fictional narratives, lyric poems, and philosophical meditations in which people are tempted to act against their better judgement. Free will, ambition, temperance, suspense, despair, and repression will be our conceptual preoccupations. We will get to know such writers and artists as Homer, Euripides, Ovid, Augustine, Shakespeare, Donne, Milton, Laclos, Mozart, Freud, Frost, and Scorsese.

Requirements/Evaluation: Four five-page papers, in-class presentation, thoughtful participation in discussions

Prerequisites: None

Enrollment Limit: 19

Enrollment Preferences: First-year students who have not taken or placed out of a 100-level ENGL course

Expected Class Size: 19

Grading: no pass/fail option, yes fifth course option

Distributions: (D1) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 107(D1) COMP 106(D1)

Writing Skills Notes: Students will write four five-page papers, each of which will receive timely and extensive written feedback from the instructor. Students will be invited to discuss their papers with the instructor at the draft stage.

Fall 2024

SEM Section: 01 TR 9:55 am - 11:10 am Emily Vasiliauskas

SEM Section: 02 TR 11:20 am - 12:35 pm Emily Vasiliauskas

COMP 107 (S) Advanced French: Danger and Desire in French Film and Fiction (DPE)

Cross-listings: RLFR 106

Secondary Cross-listing

This is an advanced course in French language designed to help you improve your speaking, comprehension, reading, and writing, through the dynamic study of short literary texts and films focusing on danger and desire in nineteenth-, twentieth-, and twenty-first-century France and the Francophone World. Through active discussion and debate, textual and cinematic analysis, grammatical review, and careful writing and revision, you will improve your command of spoken and written French, strengthen your ability to express complex ideas, expand your vocabulary, and deepen your understanding of French and Francophone fiction, film, and cultures. This is an ideal course to prepare for study abroad or for more advanced coursework in French and Francophone literature and cinema. As a focus for improving your French, we will examine a broad range of texts and films on danger and desire in France, Québec, and Algeria from 1820 to 2025, with an emphasis on passion and ambition, infatuation and seduction, betrayal and vengeance, courage and cruelty, warfare and resistance. Works to include nineteenth-century texts by Chateaubriand, Duras, Balzac, Mérimée, Flaubert, Maupassant, Zola; twentieth-century texts by Colette, Camus, Sartre, Beauvoir, Duras, Ernaux, Guibert, Quint, Lindon, Vilrouge; and twenty-first-century films by Caron, Ozon, Ducastel, Martineau, Dercourt, and Becker. Conducted in French.

Requirements/Evaluation: Active class participation, grammar exercises, midterm exam, and two papers.

Prerequisites: Exceptional performance in RLFR 104; successful performance in RLFR 105; or by placement test; or permission of the instructor.

Enrollment Limit: 16

Enrollment Preferences: All are welcome, but if over-enrolled, preference will be given to French Majors and French Certificate students.

Expected Class Size: 16

Grading: yes pass/fail option, no fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 107(D1) RLFR 106(D1)

Difference, Power, and Equity Notes: This course centers on a critical examination of difference, power, and equity in French film and fiction. The content examines the effects of class, ethnicity, gender, and sexuality on social inequalities among rich and poor, soldiers and civilians, nations and colonies, men and women. The course employs critical tools to teach students how to articulate and interrogate social injustice, through reading, viewing, discussion, writing, and revision.

Spring 2025

SEM Section: 01 TR 9:55 am - 11:10 am Brian Martin

COMP 108 (S) Roman Literature: Gender, Virtue, Empire

Cross-listings: CLAS 102

Secondary Cross-listing

In the first book of Vergil's *Aeneid*, the god Jupiter prophesies the foundation and the greatness of Rome: "I place no limits on their fortunes and no time; I grant them empire without end." Yet elsewhere in this epic account of Rome's origins, this promise of unlimited power for the descendants of Romulus seems to be seriously abridged. Some readers have seen, not only in the *Aeneid* but throughout classical Roman literature, a persistent tendency to inscribe the decay and disintegration of Roman power into the very works that proclaim and celebrate Roman preeminence. This course explores the ancient Romans' own interpretations of their past, their present, and their destiny: the humble beginnings of their city, its rise to supreme world power, and premonitions of its decline. Related topics for our consideration will include Roman constructions of gender, the location and expression of virtue in the public and private spheres, the connections and conflicts between moral probity and political success, the exercise of

individual power versus action on behalf of the commonwealth, the absorption of foreign customs and peoples into Rome, the management of literal and imaginary frontiers, and other anxieties of empire. We will read selections and complete works by a wide variety of Roman authors, including Cicero, Catullus, Caesar, Vergil, Sallust, Horace, Ovid, Seneca, and Tacitus. *All readings will be in translation.*

Class Format: discussion

Requirements/Evaluation: short written assignments, midterm and final exams with essays, and contributions to class discussion

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: first-year students and sophomores and majors in Classics and Comparative Literature

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 108(D1) CLAS 102(D1)

Not offered current academic year

COMP 111 (F)(S) The Nature of Narrative (WS)

Cross-listings: ENGL 120

Primary Cross-listing

Narrative--storytelling--is a fundamental human activity. Narratives provide us with maps of how the world does or should or might work, and we make sense of our own experiences through the narratives we construct ourselves. This course examines the nature and functions of narrative using texts from a wide range of literary traditions, media, and genres. Readings may span classics (e.g. Homeric epic, *The Tale of Genji*, and/or the *Popol Vuh*), fiction ranging from nineteenth-century realism to postmodern experimentation (possibly including Kafka, Tolstoy, Toni Morrison, and/or Emile Habibi), and visual literature from film and drama to graphic memoir (possibly including Mizoguchi Kenji, Art Spiegelman, Alison Bechdel, and/or Joe Sacco). We may also read some short works of literary theory from around the world to help us broaden our idea of what literature can be and do. All readings in English.

Class Format: The second half of the course may incorporate a modified tutorial format, where small groups meet with the instructor once a week, with students' papers and responses forming the basis of the discussion.

Requirements/Evaluation: Regular attendance and participation in class; short and mid-length writing assignments spaced throughout the semester; revision of selected assignments after receiving instructor feedback.

Prerequisites: none

Enrollment Limit: 18

Enrollment Preferences: Comparative Literature majors, students considering a major in Comparative Literature, first-years, sophomores.

Expected Class Size: 18

Grading: yes pass/fail option, no fifth course option

Distributions: (D1) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 111(D1) ENGL 120(D1)

Writing Skills Notes: Multiple writing assignments that build upon each other, including drafts and revisions, with substantial individualized feedback on writing from the instructor.

Attributes: FMST Related Courses

Fall 2024

SEM Section: 01 TR 9:55 am - 11:10 am Sarah M. Allen

Spring 2025

SEM Section: 01 TR 8:30 am - 9:45 am Sarah M. Allen

COMP 117 (F) Introduction to Cultural Theory (WS)

Cross-listings: ENGL 117

Secondary Cross-listing

This course has a clear purpose. If you had signed up for a course in biology, you would know that you were about to embark on the systematic study of living organisms. If you were registered for a course on the American Civil War, you would know that there had been an armed conflict between the northern and southern states in the 1860s. But if you decide you want to study "culture," what exactly is it that you are studying? The aim of this course is not to come up with handy and reassuring definitions for this word, but to show you why it is so hard to come up with such definitions. People fight about what the word "culture" means, and our main business will be to get an overview of that conceptual brawl. We will pay special attention to the conflict between those thinkers who see culture as a realm of freedom or equality or independence or critical thought and those thinkers who see culture as a special form of bondage, a prison without walls. The course will be organized around short theoretical readings by authors ranging from Matthew Arnold to Laura Mulvey, but we will also, in order to put our new ideas to the test, watch several films (mostly of the class's choosing) and listen to a lot of rock and roll. Why do you think culture matters? Once you stop to pose that question, there's no turning back.

Class Format: discussion

Requirements/Evaluation: four formal writing assignments totaling 20 pages (three full essays + one lead-in assignment), informal writing twice weekly, class attendance and participation

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: first-year students who have not taken or placed out of a 100-level ENGL course

Expected Class Size: 19

Grading: no pass/fail option, yes fifth course option

Distributions: (D1) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 117(D1) ENGL 117(D1)

Writing Skills Notes: Students will write three five- to seven-page papers, on which I will provide extensive feedback. Before writing their first papers, students will submit theses and introductions, which I will help them refine. We will hold three extra writing sessions, to discuss how best to organize arguments. Students will write informally before every class.

Attributes: AMST Critical and Cultural Theory Electives

Fall 2024

SEM Section: 01 TF 1:10 pm - 2:25 pm Christian Thorne

SEM Section: 02 TF 2:35 pm - 3:50 pm Christian Thorne

COMP 129 (S) James Baldwin's Song

Cross-listings: MUS 179 / AFR 128

Secondary Cross-listing

"It is only in his music [. . .] that the Negro in America has been able to tell his story. It is a story which otherwise has yet to be told and which no American is prepared to hear," wrote James Baldwin in *Notes of a Native Son* in 1955. In this course, we strive to listen more closely to racialized experience through James Baldwin's musical literature. Through analysis and creation of music, we hope to better understand cultural difference and collective humanity. In this course, we closely analyze James Baldwin's use of song names, creation of musician characters, and replication of musical elements in his writing. Baldwin's musical word play crosses historical and genre boundaries. So we will explore texts from his early to late career, such as the gospel music of his youth in the semi-autobiographical novel *Go Tell It on the Mountain*, the metaphor of the blues in the play written during the civil-rights movement *Blues for Mr. Charlie*, the jazz musician protagonist in "Sonny's Blues" written after World War II in Paris, and his only musical recording in *A Lover's Question* set down near the end of his life. In addition to closely analyzing James Baldwin's attention to music throughout his literature, students will learn basic music writing and production skills. The tutorial will draw on a range of musical resources, including playlists, music workshops, guest lectures and performances. All of these resources will guide students to a more attuned hearing not only of music but also of the African American experience it reflects. By the end of the course, students will have written several short 1-2 page close analysis essays and song lyrics. For their final project, students will produce an original song based on key insights from the course. No musical experience is required, though an openness to learn and practice songwriting is expected.

Requirements/Evaluation: Several short 1-2 page close analysis essays of Baldwin's work, oral peer feedback presentations, song lyrics, and an original song composition for the final project

Prerequisites: None

Enrollment Limit: 10

Enrollment Preferences: This course is specifically for first-year students and they will receive preference in this class; a statement of interest will be solicited from pre-registrants.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

MUS 179(D1) AFR 128(D2) COMP 129(D1)

Attributes: AFR Core Electives

Spring 2025

TUT Section: T1 TBA Rashida K. Braggs

COMP 130 Writing for the Humanities (WS)

Compelling academic prose is a rare beast. In this course we will investigate what makes for good academic writing and how we can produce it ourselves. We will begin with words, then progress to sentences, paragraphs, and essays. Our reading will be close, our writing closer. Topics include the following: Are adverbs incredibly important? When is less more, and when isn't it? Is your garden English, or is it Chinese? What is the "uneven U" and why does it work? How does your audience affect how you write? In addition to reading writing about writing by Orwell, Fish, Tufte, Hayot, and (inevitably) Strunk and White, we will look closely at academic prose out in the wild, both good and bad. This course is for anyone who is interested in exploring in more depth the craft of writing, whether you have always considered yourself a "good writer" or struggle to fill a single page (or both). Our focus will be on academic writing for the humanities, but the skills we will develop are relevant to many other contexts as well.

Requirements/Evaluation: Regular attendance and active participation in class; writing assignments ranging in length from sentences to essays of varying length (500 words to 5-7 pages).

Prerequisites: None

Enrollment Limit: 12

Enrollment Preferences: First- and second-year students

Expected Class Size: 12

Grading:

Distributions: (D1) (WS)

Writing Skills Notes: The course will center on explicit, in-depth discussion of writing. We will read and discuss both writing on writing, and examples of prose. Students will complete weekly writing assignments of varying lengths and degrees of formality on which they will receive feedback from the instructor with particular attention to the craft of writing; some assignments will also be shared with the rest of the class.

Not offered current academic year

COMP 151 (F) The Art of Playing: An Introduction to Theatre and Performance

Cross-listings: THEA 101 / GBST 116

Secondary Cross-listing

This is an introduction to the global art and practice of making theatre. Students will learn about the history, aesthetics, and approaches to the performer's labor associated with select performance forms from around the world. Emphasis will be on the analysis of embodied practices and the relationship between the stage and everyday life. Through readings, audiovisual materials, performance exercises, and discussions we will engage with theatre as a constantly evolving art form, sharpening our analytical skills through theoretical approaches from performance studies. Central to our exploration will be excavating the Eurocentric assumptions that conventionally shape the practice and study of theater in the United States. We will seek ways to decolonize our perspectives and ask critical questions about performance's potential to enact strategies of anti-racism and anti-imperialism. This course, open to all students, is a gateway to the major in Theatre, and is a prerequisite for THEA 201, THEA 204, THEA 301,

and THEA 401.

Requirements/Evaluation: two 5-page critical essays, journal reflections, studio exercises, and active participation in all activities

Prerequisites: none

Enrollment Limit: 14

Enrollment Preferences: prospective Theatre majors or Theatre majors or Comparative Literature majors

Expected Class Size: 14

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

THEA 101(D1) COMP 151(D1) GBST 116(D2)

Fall 2024

SEM Section: 01 MW 11:00 am - 12:15 pm Shanti Pillai

SEM Section: 02 M 7:00 pm - 9:40 pm Shanti Pillai

COMP 153 (F) Japanese Film

Cross-listings: ASIA 153

Primary Cross-listing

From the swashbuckling samurai films of Kurosawa and delicate family dramas of Ozu to edgy cinematic experiments and a breathtaking range of animation, Japan has one of the most varied and exciting film traditions in the world. This course will introduce you to major periods, genres, and directors in that tradition. We will read film criticism that represents a range of approaches, but we'll focus particularly on learning and practicing the kind of close visual analysis that will allow you to build your own original descriptions of how a given scene "works." Throughout the course we will consider the relationship between classic cinema and popular genres like sword flicks, melodramas, psychological thrillers, and anime, focusing particularly on directors whose work seems to borrow equally from genre film and the artistic avant-garde. *All texts are translated or subtitled.* All levels welcome.

Requirements/Evaluation: attendance & participation, a few short response assignments, two 5-page papers, in-class test

Prerequisites: none

Enrollment Limit: 40

Enrollment Preferences: comparative literature majors

Expected Class Size: 25

Grading: no pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 153(D1) ASIA 153(D1)

Attributes: FMST Core Courses

Not offered current academic year

COMP 161 (F) Metafiction (WS)

Cross-listings: ENGL 161

Secondary Cross-listing

This course will examine ways in which literary works reflect on their status as written texts. We'll look at the formal pleasures and puzzles generated by techniques including frame narratives, recursion, and self-reference, in novels, films, and stories by Vladimir Nabokov, Jorge Luis Borges, Kelly Link, Paul Park, and others. Ultimately, we will use our study of metafiction to focus inquiry into the socializing force of self-consciousness in human development. Note that students will be required to use, as well as interpret, metafictional techniques in their assigned writing, and will write one or two essays in collaboration with a Chat AI.

Requirements/Evaluation: Several short exercises; four or five papers of increasingly complexity, totaling 22 pages; consistent attendance and

participation; a love of reading, and a willingness to reread.

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: first-year students who have not taken or placed out of a 100-level ENGL course; sophomores

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 161(D1) ENGL 161(D1)

Writing Skills Notes: Students write five essays with considerable feedback from the instructor.

Fall 2024

SEM Section: 01 TF 1:10 pm - 2:25 pm Shawn J. Rosenheim

COMP 166 (F) Being Muslim, Being American: American Muslim Literature in the 21st century (DPE)

Cross-listings: AMST 166 / ENGL 268 / REL 166

Secondary Cross-listing

Islam and Muslims in the United States are the subject of extensive public scrutiny and media coverage in broader public discourses. It is less common, however, to hear Muslims' own voices speak about their lives, experiences, beliefs, and commitments. This course will take a literary approach to exploring American Muslims' own narratives about themselves, which will serve as an introduction to religion in contemporary U.S. culture. We will address questions such as: How do American Muslims attempt to fashion their identity in the wake of 9/11? What are the pressures and demands of American national belonging and cultural citizenship that Muslims must navigate? How are race, gender, ethnic heritage, and immigration definitive of Muslim experiences and self-understandings? How are Muslims approaching the tensions between communal belonging and individuality? What are the competing claims and contestations about authentic expressions of Islam? We will be engaging such themes through an analysis of popular memoirs, autobiographies, novels, short stories, poetry, films, and comedy.

Requirements/Evaluation: regular reading responses, short midterm essays, and final paper

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: First-year students and sophomores

Expected Class Size: 15

Grading: no pass/fail option, yes fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 166(D2) COMP 166(D1) ENGL 268(D1) REL 166(D2)

Difference, Power, and Equity Notes: This course will explore the intersections of power in American Muslim life, such as: Muslims as a religious minority in the context of the War on Terror; racial and ethnic differences in Muslim communities; immigration and national belonging; competing claims to religious authenticity and authority; and conflicting gendered norms. Students will learn to identify these multiple layers and configurations in the texts, and how to analyze their workings in nuanced multidimensional ways.

Not offered current academic year

COMP 201 (F) The Hebrew Bible

Cross-listings: JWST 201 / REL 201

Secondary Cross-listing

The Hebrew Bible is perhaps the single most influential work in the history of Western philosophy, literature, and art. But the overwhelming presence of the text in nearly every aspect of modern culture often obscures the sheer brilliance of its narrative technique as well as the complex interplay between law, history, prophecy, and poetry. This course offers a comprehensive introduction to the literary, historical, and theological aspects of the

Hebrew Bible with an eye towards developing a sophisticated understanding of the text in its ancient context. Through the close reading of substantial portions of the Hebrew Scripture in translation and the application of various modern critical approaches to culture and literature, students will explore fundamental questions about the social, ritual, and philosophical history of ancient Israel, as well as the fundamental power of storytelling that has resonated across two millennia.

Requirements/Evaluation: Class participation, short written assignments, midterm and final exams.

Prerequisites: none

Enrollment Limit: 40

Enrollment Preferences: If the course is overenrolled, preference will be given to Jewish Studies concentrators and Religion and Comparative Literature majors.

Expected Class Size: 40

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

JWST 201(D2) COMP 201(D1) REL 201(D2)

Attributes: JWST Gateway Courses

Fall 2024

LEC Section: 01 TR 9:55 am - 11:10 am Edan Dekel

COMP 202 (S) Modern Drama

Cross-listings: THEA 229 / ENGL 202

Secondary Cross-listing

An introduction to major plays and key movements in European and American theatre since the late nineteenth century. Our focus will be on close reading, with attention also to questions of performance and production. Plays to be discussed will likely include: Ibsen, *Hedda Gabler*; Wilde, *The Importance of Being Earnest*; Chekhov, *The Cherry Orchard*; Pirandello, *Six Characters in Search of an Author*; Brecht, *Mother Courage*; Miller, *Death of a Salesman*; Beckett, *Waiting for Godot*; Hansberry, *A Raisin in the Sun*; Pinter, *Betrayal*; Churchill, *Cloud Nine*; Stoppard, *Arcadia*.

Requirements/Evaluation: Two 6-page papers; regular Glow posts; and active participation in class discussions.

Prerequisites: none

Enrollment Limit: 18

Enrollment Preferences: Theatre, English, and Comparative Literature majors

Expected Class Size: 18

Grading: no pass/fail option, no fifth course option

Unit Notes: This course is strongly recommended for any students majoring in Theatre.

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 202(D1) THEA 229(D1) ENGL 202(D1)

Attributes: ENGL Literary Histories C

Spring 2025

SEM Section: 01 MR 2:35 pm - 3:50 pm James L. Pethica

COMP 203 (F) Nineteenth-Century Russian Literature in Translation

Cross-listings: RUSS 203

Secondary Cross-listing

Description: Nineteenth Century Russian literature is well known for its exploration of extreme states of consciousness. Because of this, it also

contains some of the most compelling diagnoses of the illnesses and malaise of the modern condition: alienation, loss of meaning, suffering in face of the abuse of power, and the destructiveness of hyperrationality. Covering Russian literature's first modern treatments of madness up to the Silver Age, we will take this theme as a path to explore 19th century Russian literature as a whole. We will read works by Pushkin, Gogol, Dostoevsky, Tolstoy, and others in order to better understand the Russian response to modernity and cast our glance along with them into the depths of the human soul.

Requirements/Evaluation: Daily reading and participation 20%; 1 paper illustrating the practice of close reading 1-2 pp. 10%; paper 2: paper comparing two readings 3-4 pp. 15%; paper 3, comparing two readings or a creative assignment "re-writing" a Russian classic 4-5 pp. 20%; Final paper + presentation (essay on a critical work or story that we did not read or an independent creative assignment): 5-6 pp. 25%; Course Test or final essay: 10%.

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: RUSS or COMP

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 203(D1) RUSS 203(D1)

Attributes: GBST Russian + Eurasian Studies

Not offered current academic year

COMP 204 (S) To See the Past: Russian and Soviet Cinema on History

Cross-listings: RUSS 204 / GBST 204

Secondary Cross-listing

This course surveys Soviet and Russian cultural history of the 20th- and 21st-centuries through the history of the cinematic medium. We will watch and analyze key films of this period--films by Eisenstein, Vertov, Tarkovsky, Muratova, Balabanov, Zviagintsev, and Fedorchenko among others--from a double perspective. On the one hand, we will study the cultural and historical contexts of the Soviet Union and Russia; on the other hand, we will learn the formal and stylistic aspects of the cinematic medium as it developed historically (from silent, to sound, to color, to digital etc.). From this double perspective, we will try to answer a larger question that underlies this course: What kind of historical thinking can we learn through cinema as a medium? In other words, we will take cinema neither simply as a direct reflection of state ideology nor as pure aesthetic form or entertainment for the masses. Rather, we will approach the films of this period as audio-visual texts that are rich in historical content and require our informed and attentive interpretation.

Requirements/Evaluation: For each class you'll watch 1 or 2 film(s) and read typically 1 article under 20 pages. You will submit short viewing response before each class. Additionally, there will be short viewing or creative assignments to familiarize students with formal aspects of film. Evaluation will be based on participation, one presentation, short sequence analysis, and final paper or video essay

Prerequisites: none, open to all students

Enrollment Limit: 15

Enrollment Preferences: declared or prospective Russian or Comparative Literature majors, Russian Certificate seekers, Global Studies concentrators

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

RUSS 204(D1) COMP 204(D1) GBST 204(D2)

Attributes: GBST Russian + Eurasian Studies

Spring 2025

SEM Section: 01 MR 1:10 pm - 2:25 pm Olga Kim

COMP 205 (S) Magical Realists, Fantasists, Experimentalists: The Latin-American Novel in Translation (DPE)

Cross-listings: RLSP 205

Secondary Cross-listing

A course specifically designed to enable students who have no knowledge of Spanish to read and discover those Latin-American authors who, in the twentieth century and after, have attracted world-wide attention. Among the texts to be discussed: Borges, Labyrinths; Cortázar, Blow-up and Hopscotch; Lispector, the Hour of the Star; lesser works by Fuentes and Puig; and by Nobel Prize-winner Gabriel García Márquez, One Hundred Years of Solitude. Conducted in English

Requirements/Evaluation: class participation, two brief papers, a midterm, and a final exam

Prerequisites: none

Enrollment Limit: 22

Enrollment Preferences: Latina/o Studies concentrators, Comp Lit majors

Expected Class Size: 22

Grading: yes pass/fail option, yes fifth course option

Unit Notes: does not carry credit for the Spanish major or the certificate

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 205(D1) RLSP 205(D1)

Difference, Power, and Equity Notes: This course offers students an opportunity to read some major works of fiction that have challenged the canon of European and American literature. Through the readings, class members will understand that great literature comes not only from London or Paris, from the U.S. or Russia. Several of these novels, moreover, directly challenge European and Western cultural hegemony and make an implicit claim for the legitimacy of Latin American cultural concerns.

Attributes: GBST Latin American Studies

Spring 2025

LEC Section: 01 MR 2:35 pm - 3:50 pm Gene H. Bell-Villada

COMP 206 (S) The Book of Job and Joban Literature

Cross-listings: REL 206 / JWST 206

Secondary Cross-listing

The Book of Job has often been described as the most philosophical book of the Hebrew Bible. The story of one man's struggle to understand the cause of his suffering and his relationship to God represents the finest flowering of the Near Eastern wisdom literature tradition. Through its exploration of fundamental issues concerning human suffering, fate and divinity, and the nature of philosophical self-examination, Job has served as a touchstone for the entire history of existential literature. At the same time, the sheer poetic force of the story has inspired some of the greatest artistic and literary meditations in the Western tradition. This course will engage in a close reading of the Book of Job in its full cultural, religious, and historical context with special attention to its literary, philosophical, and psychological dimensions. We will then proceed to investigate key modern works in several genres that involve Joban motifs, themes, and text both explicitly and implicitly. These texts will include Franz Kafka's *The Trial*, Archibald MacLeish's *J.B.*, Robert Frost's "Masque of Reason," Carl Jung's *Answer to Job*, and William Blake's *Illustrations to the Book of Job*. All readings are in translation.

Requirements/Evaluation: Evaluation will be based on class participation, short written assignments, and midterm and final exams.

Prerequisites: none

Enrollment Limit: 18

Enrollment Preferences: If the course is overenrolled, preference will be given to students who have already taken a course in biblical literature.

Expected Class Size: 18

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 206(D1) REL 206(D2) JWST 206(D2)

Attributes: JWST Core Electives

Spring 2025

SEM Section: 01 TR 9:55 am - 11:10 am Edan Dekel

COMP 208 (S) Through the Looking Glass: Comparative Children's Literature

Oh, the reads we will read, if you follow my lead!
We will amble at first and then soon pick up speed,
And we'll bury our noses in books thick and thin.
This I vow by the hair on my chinny-chin-chin.
There'll be picture books, fairy tales, primers, and verse,
Tales of joy, fun, and laughter; and, alas, the reverse.
Some were written in English, but most of them not.
Though we'll read in translation: sign on up, polyglot!
For example, there's Lindgren, Yumoto, and Grimm,
Tonatiuh, and Sendak. Surely, you've heard of him?
We'll critique illustrations, we'll wonder, we'll ponder,
And by turns we'll divine what defines this grand genre.
Is it mere fun and games, pixie dust, sweet as pie?
Does it ask to be read with a serious eye?
Books appeal to our puzzler--our minds--after all,
And a child is a thinker, no matter how small.
You'll reflect, cogitate, then you'll write, write, write, WRITE!
And your thoughts will become this instructor's delight.

Class Format: This course runs in seminar format, but in terms of content and approach, it also functions as a survey course. We will generally move through material quickly, but occasionally pause and dig more deeply. Please note: this course will sometimes meet during the scheduled Friday slot.

Requirements/Evaluation: regular reading and/or viewing, leading class discussion, 4-5 short writing assignments (2 pages), one longer writing assignment (4-5 pages), and a final project

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: Comparative Literature majors, then language majors, then students in teaching program

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Not offered current academic year

COMP 209 (S) The Outsider in French & Francophone Film Adaptations of Literary Texts (DPE)

Cross-listings: RLFR 206

Secondary Cross-listing

In this course students will examine the figure of the outsider (queer, black, woman, intruder, loner) in several French and Francophone literary texts and their film adaptations and will explore questions such as: how are such outsiders translated onto the screen? To what extent does outsider status help maintain, challenge, or reveal hegemonic discourse? In what ways do non-Western and Western filmmakers (re)cast power and privilege through the figure of the outsider in their film adaptations (of Western canonical texts)? Students will read original French and Francophone literary texts and

apply theories of film adaptation to their analyses.

Requirements/Evaluation: Three response papers, one short essay on film adaptation, one video essay with a student partner

Prerequisites: Students should have taken RLFR 105 or above, or placement test, or by permission of instructor

Enrollment Limit: 16

Enrollment Preferences: Comparative Literature majors, Africana Studies concentrators, French majors and certificates

Expected Class Size: 12

Grading: yes pass/fail option, no fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

RLFR 206(D1) COMP 209(D1)

Difference, Power, and Equity Notes: This course fulfills the DPE requirement because it focuses via the figure of the outsider on power dynamics (based on sexual identity race, class, gender) between cultural producers in literary texts and their film adaptations.

Attributes: FMST Core Courses

Spring 2025

SEM Section: 01 TR 11:20 am - 12:35 pm Sophie F. Saint-Just

COMP 210 (S) Latinx Language Politics: Hybrid Voices

Cross-listings: LATS 240 / AMST 240

Secondary Cross-listing

In this interdisciplinary course we focus on questions of language and identity in the contemporary cultural production and lived experience of various Latinx communities. We consider the following questions and more: In what ways does Spanish shift as it crosses over to the US from Latin America and the Caribbean? How does Latinx identity challenge traditional notions of the relationship between language, culture, and nation? How does careful attention to language elucidate the dynamics of gender and sexuality in the Latinx community? How are cultural values and material conditions expressed through Latinx linguistic practices? In what ways might Latinx literary and linguistic practices serve as tools for social change? Departing from an overview of common linguistic ideologies, we will examine code-switching or Spanglish, bilingual education, linguistic public policy, the English Only movement, and Latinx linguistic attitudes and creative responses to linguistic colonialism. In addition to a consideration of language and identity grounded in sociolinguistics, anthropological linguistics, Latinx studies, and cultural studies, we will survey a variety of literary genres including memoir, novel, and poetry. Both directly and/or indirectly, these texts address Latinx language politics, as well as the broader themes of power, difference, and hybridity.

Requirements/Evaluation: participation, two essays, final written reflection

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: Latina/o Studies concentrators, then American Studies majors and Comparative Literature majors by seniority

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

LATS 240(D2) AMST 240(D2) COMP 210(D1)

Attributes: AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora LATS Core Electives

Spring 2025

SEM Section: 01 TF 2:35 pm - 3:50 pm Maria Elena Cepeda

COMP 211 (S) The Literature of Early China (WS)

Cross-listings: CHIN 217 / ASIA 209

Secondary Cross-listing

From poems on forbidden trysts and tales of bloody battles to aphorisms about filial piety and essays on moral governance, the literature of early China spans a wide range of topics and genres. In this course we will read, discuss, and write about literary works from the period stretching from approximately 600 BCE to the end of the Han empire in the third century CE, including poems, narratives, and philosophical works. All readings will be in English.

Requirements/Evaluation: Evaluation is based on writing assignments (1 paragraph, 3-4 pages, 5-6 pages, and 8-10 pages) and participation in class discussions.

Prerequisites: None

Enrollment Limit: 19

Enrollment Preferences: Current or prospective majors in the Department of Asian Languages, Literatures, and Cultures; current or prospective majors in Comparative Literature; and current or prospective concentrators in Asian Studies.

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Unit Notes: Counts as a core elective for majors in Asian Languages, Literatures, and Cultures.

Distributions: (D1) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

CHIN 217(D1) ASIA 209(D1) COMP 211(D1)

Writing Skills Notes: Students will write a series of progressively longer papers, each involving drafting, commenting, and revising.

Spring 2025

SEM Section: 01 MWF 11:00 am - 11:50 am Christopher M. B. Nugent

COMP 215 (F) Cults of Personality (WS)

Cross-listings: RUSS 219

Secondary Cross-listing

First uttered by Soviet leader Nikita Khrushchev in 1956, the phrase "cult of personality" was formulated to discredit the hero-worship that accompanied Joseph Stalin's iron-fisted rule of the Soviet Union. Since then, the phrase has gained currency as a condemnation of a variety of seemingly all-powerful leaders in oppressive political regimes, including China's Mao Zedong, Iran's Ayatollah Khomeini, and the ruling Kim family in North Korea. In this course, we will examine the phenomenon of the cult of personality from a variety of perspectives, beginning with the cult surrounding Stalin and ending with that of Vladimir Putin. Our course material will encompass scholarship from multiple disciplines, including history, sociology, political science, cultural and media studies, as well as artistic expression typically labeled propaganda in literature, the visual arts, and film. Although our course will begin in the Soviet Union and end in contemporary Russia, we will explore how the cult of personality has been adapted and updated for different cultural and political purposes in fascist Germany and Spain, China, Iran, North Korea, and Cuba. *All readings will be in English, and all films will have English subtitles.*

Requirements/Evaluation: completion of weekly reading and writing assignments, as well as active engagement during tutorial sessions

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: first-year students

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 215(D1) RUSS 219(D1)

Writing Skills Notes: Students will be writing papers (5-6 pages) every other week and receiving detailed feedback on their writing with the expectation that they will identify areas in need of improvement and work on these throughout the semester. The course will also require that students write one paper together with their tutorial partner and that they rewrite two different papers, one at midterm and the other at the end of the term.

Not offered current academic year

COMP 216 (S) Folk and Fairy Tales in Literature and Beyond (WS)

From cannibalistic crones in sugary cottages to frogs who can be transformed with a kiss, the English term "folktale" covers a broad range of stories that been beloved and belittled, transmitted and transformed for hundreds of years. This course will look broadly at folktales from different traditions, ranging from medieval China to early modern Europe and contemporary America. We will approach the folktale from a number of perspectives, including typologies; moral lessons embedded in tales; nationalism and the origins of folktale studies; modern transformations of old tales in new media such as film; and the often porous borders between the natural and the supernatural, the animal and the human, and the living and the dead. We will explore the way normative gender and ethnic roles are portrayed and sometimes undermined. We will also consider the complex literary histories of folktales, looking at sources, the interplay of oral and written traditions, folktales as alternative histories, notions of authorship, and the ways stories transform over time.

Requirements/Evaluation: Regular attendance and participation in class; multiple written assignments of varying lengths building towards a final paper of 10-12 pages.

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Comparative Literature majors

Expected Class Size: 19

Grading: yes pass/fail option, no fifth course option

Distributions: (D1) (WS)

Writing Skills Notes: Students will complete multiple writing assignments over the course of the semester that prepare them to produce a polished paper (10-12 pages) by the end of the semester. The final paper will be drafted in stages, and students will receive substantial feedback on these drafts as well as on other written assignments.

Spring 2025

SEM Section: 01 TR 11:20 am - 12:35 pm Sarah M. Allen

COMP 218 (S) Nordic Nights: Scandinavia and the Second World War (DPE)

In April 1940, the Nazis invaded Denmark and Norway. In the lands of the Aurora Borealis and the Midnight Sun, the Nordic lights gave way to what seemed like one endless night of Nazi brutality. As the Danish and Norwegian peoples began five long years of occupation, Sweden remained neutral, walking the dangerous line between its role as a safe haven for Allied operatives and refugees (including Norwegian Resisters and Danish Jews) and its concessions to Nazi demands (for natural resources and troop movement across its borders). At the same time, Finland fought for its survival, first against the Soviet Union and then against the Nazis, in the boreal forests of its eastern border and the winter snows of its arctic north. In the Atlantic, the Danish colonial territories of Iceland, Greenland, and the Faroe Islands remained insulated from Nazi control in faraway Denmark, but struggled to maintain their autonomy, amid the occupation of their islands by Allied forces. While some Danes and Norwegians (like the writer Knut Hamsun and traitor Vidkun Quisling) collaborated with the Nazis, others risked their lives in the Resistance to carry out sabotage, espionage, and rescue others. Even as hundreds of Norwegian Jews were deported and murdered in Auschwitz, thousands of Danish Jews escaped to neutral Sweden with the help of their neighbors. Some Scandinavians continued this struggle beyond Nordic borders, like the Swedish diplomats Raoul Wallenberg (who saved thousands of European Jews in Budapest) and Raoul Nordling (whose careful diplomacy saved the city of Paris from total destruction). In this course, we will examine some of the most powerful literature and film on Scandinavia and World War II, and their representation of soldiers and civilians, invasion and occupation, collaboration and resistance, atrocities and genocide, cruelty and courage, survival and sacrifice. *All readings and discussions in English.*

Requirements/Evaluation: Active participation, two shorter papers, a midterm, and a longer final paper.

Prerequisites: None

Enrollment Limit: 16

Enrollment Preferences: Comparative Literature Majors, and those with compelling justification for admission.

Expected Class Size: 16

Grading: yes pass/fail option, no fifth course option

Distributions: (D1) (DPE)

Difference, Power, and Equity Notes: This course centers on a critical examination of difference, power, and equity in Scandinavian war literature and film. Through the study of war (as invasion and occupation, collaboration and resistance, atrocity and genocide), the course employs critical tools to teach students how to examine the effects of class, race, religion, ethnicity, gender, and sexuality in narratives on human violence and cruelty, sacrifice and solidarity.

Not offered current academic year

COMP 219 (S) Liberté, Egalité, Fraternité ? Race, Gender, and Political Power in Eighteenth-Century France (DPE)

Cross-listings: RLFR 232

Secondary Cross-listing

The French Revolution of 1789 was, to a large extent, inspired by Enlightenment thinkers such as Voltaire, Rousseau, and Diderot who promoted ideas on individual liberty, scientific progress, religious freedom, and secularism. The Revolution brought with it promises of a society freed from the abuses of an absolute monarchy. Yet as feminist thinker Olympe de Gouges would note, when France redefined its notion of citizenship after 1789, it did not include women and people of color. This course examines Enlightenment ideas that led to the French Revolution, while analyzing how those ideas failed to bring true equality. Voltaire, Buffon, and Montesquieu all advocated for the abolition of slavery, but they also held racist and sexist views, justified by pseudoscientific discourse. By further juxtaposing these thinkers with feminist and abolitionist authors such as Olympe de Gouges and Claire de Duras, we will examine how eighteenth-century female authors advocated for the rights of women. Finally, we will analyze artworks such as Marie-Guillemine Benoist's *Portrait d'une négresse* (1800) and discuss how France is using such works today to reckon with its history of discrimination.

Requirements/Evaluation: active class participation, one presentation (8-10 minutes), three to four papers (3-5 pages), and a longer final paper

Prerequisites: excellent performance in RLFR 105; successful performance in RLFR 106; other RLFR 200-level courses; or by French placement exam; or by permission of instructor

Enrollment Limit: 20

Enrollment Preferences: French majors and certificate students; Comparative Literature majors; and those with compelling justification for admission

Expected Class Size: 20

Grading: yes pass/fail option, no fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

RLFR 232(D1) COMP 219(D1)

Difference, Power, and Equity Notes: In its focus on Race, Gender, and Political Power, this course centers on a critical examination of difference, power, and equity in eighteenth-century France. Through the study of enlightenment and feminist thinkers and leaders, the course asks students to analyze the social, political, and discursive effects of class, race, ethnicity, gender, and sexuality in narratives on revolution, and to re-examine both past and present definitions of "liberty, equality, fraternity."

Not offered current academic year

COMP 220 (S) Greek Tragedy (DPE)

Cross-listings: THEA 220 / CLAS 202

Secondary Cross-listing

Ancient Greek tragedy was a cultural phenomenon deeply embedded in its 5th-century Athenian context, yet it is also a dramatic form that resonates powerfully with 21st-century artists and audiences. This course examines tragedy on both levels. We will read such plays as Aeschylus' *Agamemnon*, Sophocles' *Electra*, and Euripides' *Medea* in English translation, considering their literary and dramatic features as well as their relationship to civic, social, and ritual contexts. We will discuss such topics as the construction of gender and identity on the dramatic stage, the engagement between tragedy and other literary genres, and the distinctive styles of the three major Athenian playwrights. We will also survey a set of recent productions and adaptations of these plays, with a particular focus on how modern playwrights and producers use Greek tragedy to explore justice, power, race, gender, status, and sexuality. We will consider how a dramatic form largely produced by and for Athenian citizen men became a creative resource for a remarkably diverse range of 21st-century artists, and explore how modern productions offer fresh perspectives on ancient material. All readings will be in English.

Requirements/Evaluation: class participation, several essays, brief oral presentations

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: Classics, Comp Lit, and Theater majors; first-years; sophomores

Expected Class Size: 25

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

THEA 220(D1) CLAS 202(D1) COMP 220(D1)

Difference, Power, and Equity Notes: This course considers the questions of justice and power central to the performance of tragedy in the ancient Greek world, as well as the manifold ways in which 21st-century artists have used Greek drama to explore the modern construction of race, gender, class, and sexuality. Students will also examine how theater can operate both as a form of institutional power and as a space for exposing, critiquing, and reimagining dominant cultural narratives.

Not offered current academic year

COMP 221 (S) Dante and the Medieval World

This course explores Dante Alighieri's *Divine Comedy* vis-à-vis the medieval world. Through a close reading of this epic poem, students will consider Dante's use of language, allegory, and cultural knowledge to depict the afterlife and assess medieval society's social, political, and religious systems. The course will also examine the poem's relationship with global literature, art, and culture. We will read the *Divine Comedy* (with a focus on the *Inferno*) along with selections from the *Aeneid*, the *Apocalypse of Saint Paul*, the *Voyage of Saint Brendan the Abbot*, the *Kitab al-Miraj*, *Ibn Fadlan and the Land of Darkness*, and other texts that will help us depict a better idea of the global Middle Ages and the exchange of ideas. By the end of the course, students will have a deep understanding of Dante's contributions to global cultural and literary traditions and how his work continues to inspire contemporary artists and thinkers. Students will develop critical analysis and research skills through class discussions and writing assignments.

Requirements/Evaluation: No prior knowledge of Italian or the Middle Ages is necessary. Students will be evaluated on their participation through in-class and online discussions, three short mid-term papers, and a final project.

Prerequisites: None.

Enrollment Limit: 20

Enrollment Preferences: Comparative Literature majors, English majors.

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Not offered current academic year

COMP 223 (S) Japanese Food Culture in a Global Context (DPE)

Cross-listings: JAPN 223

Secondary Cross-listing

The burgeoning popularity of Japanese food on a global scale has resulted in a surge of new research, literature, and films. Conversely, the effects of globalization have transformed the dining experience within Japan to be ever more multiethnic. This interdisciplinary course explores the complex relationship between food and culture in Japan, and the emergence of Japanese cuisine as a global phenomenon, referring to a variety of materials and practices. Topics to be addressed include modernization, nation-building, militarization, globalization, the environment, and popular culture.

Requirements/Evaluation: active class participation, three response papers, two small written report (including class presentations), and one research paper and presentation

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: current or prospective majors in the Department of Asian Languages, Literatures, and Cultures

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

JAPN 223(D1) COMP 223(D1)

Difference, Power, and Equity Notes: This course explores the complex relationship between food and culture in and out of Japan, in relation to a variety of topics such as modernization, nation-building, militarization, globalization, environmentally sustainable development, and popular culture. Students will have the opportunity to critically analyze how various social/cultural, historical, and political contexts shaped and unveiled (in)difference, (dis)power, and (in)equity in food production and consumption.

Not offered current academic year

COMP 224 (F) Remembering the Great War: The First World War in Literature and Film (DPE)

Cross-listings: RLFR 225

Primary Cross-listing

From 1914 to 1918, the First World War ravaged Europe and slaughtered millions of soldiers and civilians from across the globe. Known as the "war to end (all) war(s)," World War I set the stage for an entire century of military conflict and carnage. New technologies led to unprecedented violence in the trenches, killing and wounding as many as 41 million soldiers and civilians. Beyond the slaughter at the front, the Great War also led to the global influenza pandemic that claimed up to 50 million lives, and the Armenian genocide that presaged the later atrocities of the Holocaust. The war also led to massive political transformation, from the Irish Rebellion and Russian Revolution, to the collapse of the German, Russian, Austro-Hungarian, and Ottoman Empires, and the redrawing of national borders across Europe and the Middle East. Even the end of the war with the Treaty of Versailles lay the groundwork for new animosities that would lead to the Second World War just two decades later. However, the First World War also inspired great social change, from the emergence of the United States as a global leader and the founding of the League of Nations, to growing discontent with colonial rule in Asia and Africa, and greater power for women whose wartime labor influenced the post-war passage of their right to vote in countries across Europe and North America. In our study of the Great War, we will examine texts and films that bear witness to the suffering and courage of soldiers and civilians, and consider the legacy of the war in the twentieth- and twenty-first centuries. Readings to include memoirs and novels by Barbusse, Barker, Brittain, Cocteau, Graves, Hemingway, Jünger, Remarque, Wharton, Woolf; poetry by Apollinaire, Brooke, Mackintosh, McCrae, Owen, Sassoon; films by Attenborough, Boyd, Carion, Chaplin, Jeunet, Ozon, Renoir, Trumbo, Walsh, Weir; and archival materials on the roles of Williams students and faculty during the First World War. *Readings and Discussions in English.*

Requirements/Evaluation: Active class participation, two shorter papers (4-5 pages), a midterm, and a longer final paper (5-7 pages).

Prerequisites: None.

Enrollment Limit: 16

Enrollment Preferences: All are welcome, but if the course is overenrolled, preference will be given to Comparative Literature majors and French majors and certificate students; if the course is over-enrolled, students will submit a form online.

Expected Class Size: 16

Grading: yes pass/fail option, no fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 224(D1) RLFR 225(D1)

Difference, Power, and Equity Notes: As the course description explains, this course centers on a critical examination of difference, power, and equity during WWI. The content examines the effects of class, race, ethnicity, gender, and sexuality on social inequalities among soldiers & civilians, nations & colonies, men & women. The course also employs critical tools to teach students how to articulate and interrogate the social injustices of the Great War, from reading & discussion, to analytical essays & archival investigation.

Not offered current academic year

COMP 225 (S) Introduction to Comparative Literature

Cross-listings: ENGL 241

Primary Cross-listing

Comparative literature involves reading and analyzing literature drawn from different times, movements, cultures, and media. In this class, we will study English translations of texts from eras spanning the ancient to the contemporary; literary movements including romanticism, realism, and postmodernism; national traditions arising in Europe, Asia, and the Americas; and media from prose fiction to theater, comics, and film. Throughout the course, we will consider what it means to think about all these different works as literary texts. To help with this, we will also read selections of literary

theory that define literature and its goal in abstract or philosophical terms. Assignments will focus on close, creative reading of relatively short texts by authors like Homer, Sei Shônagon, Kleist, Lermontov, Zola, Borges, Wilde, Bechdel, and others. *All readings will be in English.*

Requirements/Evaluation: attendance, participation, two 5-page papers, a few short responses, midterm exam

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: Comparative Literature majors

Expected Class Size: 25

Grading: no pass/fail option, yes fifth course option

Unit Notes: This course can be substituted for COMP 111 to satisfy the gateway requirement for Comparative Literature majors.

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 225(D1) ENGL 241(D1)

Not offered current academic year

COMP 227 (F) Outdoor Pools: Where Eros Meets Thanatos (WS)

In an outdoor swimming pool is where Eros meets Thanatos: in both F. Scott Fitzgerald's novel *The Great Gatsby* (1925) and Billy Wilder's movie *Sunset Boulevard* (U.S.A., 1950), the protagonists are shot dead in their pool, and in his adaptation of *Romeo and Juliet* (U.S.A., 1996) Baz Luhrmann transposes the balcony scene to an outdoor pool where romance unfolds. What is it about outdoor swimming pools that they irremediably capture our imagination? This interdisciplinary tutorial explores the function and significance of outdoor swimming pools in French, German, and U.S. culture through literature, painting, photography, and film. Whether we regard them as a symbol of status and wealth, the remnants of Hollywood's Golden Age era, the embodiment of order and discipline, or a major environmental impact factor, they nevertheless fascinate us. Because outdoor swimming pools, whether private or public, are a microcosm of society and a metaphor for human civilization, they have also been at the center of discussions about racial segregation and religious discrimination in Europe as well as in the U.S.A.. Although pools are mostly governed by tacit rules, such as respect for personal space and the desexualization of encounters, visitors have often disregarded and broken these regulations. That explains why outdoor swimming pools have often served as the perfect backdrop for literature and cinema's steamiest and most violent scenes. We will start the course with a brief social history of pools and read a few sociological studies of swimming pools by experts (Jeff Wiltse, Kate Moles, Susie Scott) to lay the theoretical ground for our analysis. In the course of the tutorial, we will explore through novels, photographs, paintings, and films the various functions assigned to outdoor swimming pools depending on the time period. We will also delve into the genre of summer pool side literature (the satirical *Summer House with Swimming Pool* (2011) by Hermann Koch, the thriller *The Swimming Pool* (2018) by Clare Mackintosh, and Julie Otsuka's latest novel, *The Swimmers* (2022)) and try to explain its great popularity. While the outdoor pool functions as a mirror of excess and decadence in the 1920's as evidenced by the lavish pool parties thrown by *The Great Gatsby* by F. Scott Fitzgerald (1925), it becomes the epitome of white middleclass suburban life in the 60's as John Cheever's short story *The Swimmer* narrates. During the 1970's, the pool advances as a symbol of sexual liberation as the erotic thriller *The Swimming Pool* (France, 1969) by Jacques Deray, the sexually charged pool paintings *Peter Getting Out of Nick's Pool* (1966) or *Portrait of an Artist (Pool with Two Figures)* (1972) by David Hockney, or the male nudes by Tom Bianchi in his *Fire Island Pines: Poloroids 1975-1983* attest. In the 1980's the outdoor pool becomes once more the mirror of opulence and eroticism, which Helmut Newton's photographs of Hollywood celebrities (Liz Taylor swimming in her jewels) and for Playboy magazine capture as well as Paul Thomas Anderson's film *Boogie Nights* (U.S.A., 1997) about the booming porn industry during the Reagan-era. Starting in the late 90's, the outdoor swimming pool takes on greater political significance, largely due to the emergence and increasing visibility of female and gay filmmakers. In François Ozon's thriller *Swimming Pool* (France, 1996), the pool is the setting of female solidarity and feminist revenge. In her character study movie *Everyone else* (Germany, 2009), Maren Ade carefully examines how gender roles and stereotypes play out and get reinforced during a pool party. At last, in her recent comedy *Freibad*, (Germany, 2022) Doris Dorrie chooses a women-only public outdoor pool as the backdrop to raise questions of racial segregation and religious discrimination

Requirements/Evaluation: six 5- to 7-page argumentative papers; six 2- to 3-page response papers; final paper optional

Prerequisites: None

Enrollment Limit: 10

Enrollment Preferences: Freshmen, sophomores, and juniors

Expected Class Size: 8

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (WS)

Writing Skills Notes: Each student will write five 5- to 7-page papers on which they will receive written feedback regarding grammar, style, and argument. Each student will write five 3-page critiques of their partners' papers. As the final assignment, each student will revise one of their five papers.

Fall 2024

TUT Section: T1 TBA Christophe A. Koné

COMP 228 (S) Boys Love (DPE)

Cross-listings: WGSS 227

Primary Cross-listing

Originating in Japanese manga of the 1970s, the genre of yaoi, boy love, or BL has expanded into other media and around the globe during the last half century. Created mostly by women for women, BL transposes classic tropes of popular romance into a male homosocial environment, depicting the inevitable love of young, attractive, and typically androgynous men. The growing popularity of BL begs several questions: Why do women create and consume romances that tend to exclude female characters? Why do they enjoy a fictional universe that deliberately downplays homophobia yet ostensibly preserves heteronormativity by showing powerful, protective tops who repeatedly fall for vulnerable, passive bottoms? And how has BL changed global perceptions of and expectations for masculinity? This course explores these and other questions by examining key examples of BL from Japanese manga to Thai television, as well as shipping culture, BL's robust fandom, and adjacent genres such as slash fiction and girl love.

Requirements/Evaluation: completing all assignments, active participation in class discussions, two short papers, creating your own BL, and a final project

Prerequisites: none

Enrollment Limit: 40

Enrollment Preferences: COMP and WGSS majors

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 227(D2) COMP 228(D1)

Difference, Power, and Equity Notes: This class examines difference, power, and equity by examining representations of gender and sexuality, as well as their global flow over the past fifty years. Works of yaoi, boys love, or BL represent a significant genre of popular culture, as well as soft power, that originated in East Asia yet has spread around the globe. The course will address the gendered aspects of BL production, consumption, and fandom, as well the genre's mobilization of homosociality and homosexuality.

Spring 2025

SEM Section: 01 TF 2:35 pm - 3:50 pm Julie A. Cassidy

COMP 230 (S) The Renaissance in England and the European Continent: Self and World (DPE) (WS)

Cross-listings: ENGL 228

Secondary Cross-listing

At the same time as the individual human being in possession of a distinctive personality was taking on enormous importance in politics, philosophy, literature, and the visual arts, early modern Europeans were encountering unprecedented levels of cultural diversity. In this interdisciplinary course, we will consider these two developments both separately and together. As Renaissance humanists were acquiring a sophisticated understanding of the distance between the present and various European pasts (the recent medieval past and the remote history of antiquity), they were also coming into contact with non-European cultures in Africa, the Americas, and Asia via trade and economic development, imperial expansion, and religious conversion. Always at stake in these encounters was the question of who counted as an individual; the self was not considered to be intrinsic to human nature but rather the product of historical and cultural developments. Themes will include religious pluralism, the sacred and the secular, vernacularity, exploration and empire, the relationship between mind and body, slavery, trade, wealth, gender, self-fashioning, and style. We will consider such English writers as the Pearl poet, More, Marlowe, Spenser, Shakespeare, Browne, and Milton; such continental intellectuals as Descartes, Erasmus, Las Casas, and Castiglione; and such continental artists as Michelangelo, Velázquez, Bruegel, and Rembrandt.

Requirements/Evaluation: Five four-page papers, in-class presentation, thoughtful participation in discussions

Prerequisites: A 100-level ENGL course, a score of 5 on the AP English Literature exam, a score of 6 or 7 on the Higher Level IB English exam, or permission of the instructor

Enrollment Limit: 19

Enrollment Preferences: First- and second-year students, and English majors who have yet to take a Gateway course

Expected Class Size: 19

Grading: no pass/fail option, yes fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 230(D1) ENGL 228(D1)

Writing Skills Notes: The course asks students to write five four-page papers and offers exposure to a range of humanistic modes, from close reading to visual analysis to the exposition of philosophical claims. One paper will involve independent research. The instructor will provide frequent and extensive written feedback on student work. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: This course examines the role of historical and cultural difference within and beyond Europe at the very beginning of globalization. Students will become acquainted with the origins of colonialism and the global traffic in slaves, as well as with the complex role of writers and intellectuals in questioning, defending, and imagining these practices. We will consider the epistemological challenges of accessing the testimony of subordinated persons.

Attributes: ENGL 200-level Gateway Courses ENGL Literary Histories A

Spring 2025

SEM Section: 01 TR 9:55 am - 11:10 am Emily Vasiliauskas

COMP 231 (F) Postmodernism (WS)

Cross-listings: ENGL 266

Primary Cross-listing

In one definition, postmodernism in art and literature is what you get when you combine modernism's radical experimentation with pop culture's easy appeal. This term has been used to describe works from Andy Warhol's paintings of Campbell's soup cans and Jean Baudrillard's critical essays on Disneyland to Murakami Haruki's euphoric conspiracy novels. Theorists of the postmodern have argued that it represents not only a radical change in aesthetic sensibilities, but a fundamentally new relationship between art, language, and society. In this tutorial, we will read some of the most important theoretical essays defining the postmodern (essays which themselves often embrace this playful and sometimes ironic style), and we will pair them with artistic texts that are said to illustrate the features of postmodernism. The latter will be mainly novels and short stories from around the world, but one feature of this theory is a flattening of the distinction between high and low culture as well as between the written and the visual, so we will also examine examples from architecture, visual art, and/or broader pop culture. Texts will include essays by critics like Jean Baudrillard, Fredric Jameson, Jean-François Lyotard, and Azuma Hiroki; novels and short stories by writers like Don DeLillo, Italo Calvino, and Murakami Haruki; painting and sculpture associated with Pop Art and Superflat; the architecture of Williamstown-area museums; etc. Writing assignments will focus on reading the theoretical texts closely and applying their ideas to the artistic texts in creative and interesting ways. Open to sophomores as well as advanced students.

Class Format: After an introductory lecture meeting, students will meet with the instructor in pairs for approximately an hour each week.

Requirements/Evaluation: participation plus 4 papers (4-5 pages), 2 short papers (1-2 pages), and 4 peer critiques (1 page)

Prerequisites: a previous literature or critical theory course at Williams plus sophomore standing or higher, or permission of instructor

Enrollment Limit: 10

Enrollment Preferences: Comparative Literature majors, students with a demonstrated interest

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 266(D1) COMP 231(D1)

Writing Skills Notes: Students will write several regularly spaced papers that build on one another by revisiting, extending, and/or rewriting earlier material. Students will receive detailed written feedback from the instructor on each paper, addressing argument, organization, and style, as well as written peer feedback on the longer papers. (See requirements for details about the number and type of assignments.)

Attributes: ENGL Criticism Courses

Fall 2024

TUT Section: T1 TBA Christopher A. Bolton

COMP 234 (S) Saharan Imaginations (DPE) (WS)

Cross-listings: ARAB 209 / ENVI 208

Secondary Cross-listing

Deconstructing reductive Saharanism, which the course conceptualizes as a universalizing discourse about deserts, this course seeks to critically examine the myriad assumptions that are projected upon deserts across times and cultures. In addition to their depiction as dead and empty, deserts have become a canvas for the demonstration of religiosity, resilience, heroism and athleticism. Cultural production, particularly literature and film, do, however, furnish a critical space in which important questions can be raised about deserts' fundamental importance to different cultures and societies. Drawing on novels, films, and secondary scholarship, the course will help students understand how myth, memory, history, coloniality/postcoloniality, and a strong sense of ethics are deeply intertwined in the desert sub-genre of African, Euro-American, and Middle Eastern literatures. Whether grappling with transcontinental issues of climate change, cannibalization of biodiversity or overexploitation of natural resources, desert-focused cultural production invites us to interrogate the politics of space and place as well as mobility and spatial control as they relate to this supposedly dead nature.

Requirements/Evaluation: active participation, short presentation, short weekly responses on GLOW, midterm exam, and final paper

Prerequisites: none

Enrollment Limit: 14

Enrollment Preferences: If the course is over-enrolled, students will be required to provide a 200-word paragraph in which they explain how the course fits within their plan of study at Williams.

Expected Class Size: 14

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ARAB 209(D1) COMP 234(D1) ENVI 208(D1)

Writing Skills Notes: Students will receive constant and extensive feedback on their written work. Students will write regular weekly responses on GLOW, a reflection statement, two 5pp. papers for midterms, and one 10pp. final paper.

Difference, Power, and Equity Notes: Students will gain critical awareness of the imbrication of power, hegemony, economic injustice, and colonial policies in the disruption of indigenous conceptions of the Saharan space. Students will also be able to question representations of the Sahara as a dead or empty space by engaging with locally produced alternative conceptualizations of place. Finally, students will produce written assignments that address issues of power and environmental discrimination.

Attributes: ENVI Humanities, Arts + Social Science Electives

Spring 2025

SEM Section: 01 MR 2:35 pm - 3:50 pm Brahim El Guabli

COMP 236 (S) Narrating Color: Black Women Sing and Write About Complexion

Cross-listings: WGSS 206 / AFR 202

Secondary Cross-listing

Colorism, skin color discrimination where light skin is privileged over dark skin, is not a new phenomenon, but globally entrenched in our society and

one of the many vestiges of white supremacy. For Black Americans of all backgrounds, colorism is a familiar and a living legacy concretized by the institution of slavery in the Americas. Although some believe that we are "post-color," similarly to those that naively believe we are "post-race," one can look to the recent example of misogynoir (misogyny directed at Black women) and skin color politics that Meghan Markle, the Duchess of Sussex, has faced at the hands of the British Monarchy, that her light-skinned color, biraciality, and class privileges couldn't protect her from. Alternatively, we can look at the numerous examples of colorism and anti-Black racism that tennis icon Serena Williams is subjected to because of her dark-brown skin complexion and body shape. One cannot fully understand the issue of colorism without understanding that it is an outgrowth or an extension of anti-Black racism firmly rooted in white supremacy, and so insidious that it impacts all aspects of Black life. Examining colorism through literary texts and music, provides a depth of understanding that both compliments and expands these empirical studies. Literature and music provide the narratives and rhythm that paint a vivid picture of the many ways that colorism impacts the lives of Black people. Through the methods of literary and rhetorical criticism we will examine the works of five Black women authors and music artists that take up issues around colorism and passing. We will explore, Toni Morrison's, *The Origins of Others* (2017), Brit Bennett's, *The Vanishing Half* (2020), Tressie McMillian Cottom's, *Thick* (2019), Marita Golden's, *Don't Play in the Sun* (2004), Yaba Blay's, *One Drop: Shifting the Lens on Race* (2021), Nina Simone's, "Four Women" (1966) and "Young, Gifted and Black" (1958), Sara Martin's, "Mean Tight Mama" (1927), India.Arie's, "Brown Skin" (2001), Azealia Banks' "Liquorice" (2012), and Beyoncé's "Creole" (2012), "Formation" (2016) and "Brown Skin Girl" (2020). By examining colorism in both literature and music, it will give first year students a foundational and nuanced understanding of skin tone bias and equip them with the tools to critically engage literary and music texts.

Requirements/Evaluation: Three, short papers (4-5 pages) discussing aspects of the readings and songs; three response papers to tutorial partner's papers (2 pages long); two, video essays; two, Twitter threads explaining aspects of one of the books and one of the songs; and a curated playlist of songs that would serve as accompaniment to one of the texts from the class.

Prerequisites: N/A

Enrollment Limit: 10

Enrollment Preferences: This class is specifically designed for first year students. Sophomores can register only with advanced permission.

Expected Class Size: 8-10

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 206(D2) AFR 202(D2) COMP 236(D1)

Attributes: AFR Core Electives AFR Culture, Performance, and Popular Technologies

Spring 2025

TUT Section: T1 TBA VaNatta S. Ford

COMP 237 (F) Medieval Worlds (WS)

While the word "medieval" was first used to designate the period in European history between the fall of Rome and the Renaissance, historians and literary scholars frequently use the term to label periods in other regions and cultures that not only overlap chronologically with the European Middle Ages, but also appear to share similarities in terms of technology, social structures, and religious orientation. In this course we will focus on how medieval literary works from multiple traditions represented past events both public and personal, from conflicts that impacted huge swaths of society to the minutiae of an individual's daily life. Readings will range from European verse epics such as the Anglo-Saxon poem *Beowulf* and a Chinese civil servant's poem on the destruction wrought by war to the memoirs of a Japanese court lady and a set of narratives about influential women of the past by the first professional female writer in Europe. We will explore the stories these works tell about historical (or purportedly historical) events and their claims to historicity or truthfulness, asking questions such as: In an age where information traveled very differently from how it does today, how did people form an understanding of recent and historical events? How did people create, experience, and transmit literary texts in different medieval cultures? What roles did religion play in texts that are not explicitly religious? What does it mean to think of the medieval as a category across different cultures?

Requirements/Evaluation: Requirements/Evaluation: Regular attendance and participation in class; multiple written assignments of varying lengths building towards a final paper of 10-12 pages.

Prerequisites: none

Enrollment Limit: 18

Enrollment Preferences: Comparative Literature majors

Expected Class Size: 10

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (WS)

Writing Skills Notes: Writing skills justification: Multiple writing assignments over the course of the semester that prepare students to produce a polished essay of 10-12 pages by the end of the semester. The final paper will be drafted in stages, and students will receive substantial feedback on these drafts as well as on other written assignments.

Fall 2024

SEM Section: 01 TF 1:10 pm - 2:25 pm Sarah M. Allen

COMP 238 (F) Europe and the Black Diaspora (DPE) (WS)

Cross-listings: AFR 236 / GERM 234

Secondary Cross-listing

This course provides an overview of the relationships and interactions between the Black diaspora and the European continent in the nineteenth and twentieth centuries. Drawing from biographies, autobiographies, reports, literature, creative arts and academic articles, we will consider the different relationships that have evolved between Black people and Europe over the course of time. Focusing on Central Europe, we will discuss the relationships established between Europe and the Black diaspora, such as Africans, African-Americans, Afro-Latinx and Afro-Caribbeans. Some of the themes we will address include the influence of cultural contact on intellectuals, writers, artists, soldiers, politicians and asylum seekers and their works, factors that established and influenced their relationship with Europe, as well the ways in which these selected people did or did not exert influence on European cultures. We will conclude by looking at some of the current discussions that still revolve around the relationship between the Black diaspora and Europe. Reading and Discussion in English.

Requirements/Evaluation: Active class participation, written homework, short papers and final research paper.

Prerequisites: None.

Enrollment Limit: 19

Enrollment Preferences: If course overenrolls (beyond cap), preference given to first-years, sophomores, and juniors.

Expected Class Size: 15

Grading: yes pass/fail option, no fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 236(D2) GERM 234(D1) COMP 238(D1)

Writing Skills Notes: Students will write two 3-5-page essays each written in two drafts with instructor comments. They will also write an 8-12-page research paper with required submission of a proposed topic, an annotated bibliography, an outline, and a draft before the final paper itself. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: We will discuss how minorities and minoritized individuals and the identities they hold can be affected by the dominant cultures around them. While we will focus on Europe, we will approach discussions with a comparative view, so as to encourage the students to reflect on how difference, power and equity interact and impact minorities in the context of the United States or wherever they come from.

Not offered current academic year

COMP 241 (S) Sex and Gender in Ancient Greece and Rome

Cross-listings: CLAS 241 / WGSS 241

Secondary Cross-listing

From the household to the marketplace, from sacred spaces to the political arena, sexuality and gender shaped a broad range of attitudes and actions in the ancient Mediterranean world. This course investigates a variety of discourses and practices around sexuality and gender in ancient Greece and Rome with the aim of promoting students' capacity to evaluate claims and dismantle false assumptions about the continuity of the "classical" past with contemporary norms and values. We will carefully analyze, contextualize, and compare a variety of texts, including selections from tragic and comic drama, epic and lyric poetry, handbooks, epitaphs, novels and biography in order to better understand how gender and sexuality were expressed, experienced, and regulated in Greece and Rome. Our emphasis will be on ancient texts, but selections from contemporary criticism and theory will enrich the methodological frameworks through which we approach the primary sources.

Requirements/Evaluation: five to six weekly tutorial papers, five to six responses, a midterm self-evaluation and conference with instructor, a mid-length final paper (approximately eight pages) consisting of a revision and expansion of a previously written paper

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: majors or intended majors in Classics, WGSS, and Comparative Literature

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 241(D1) CLAS 241(D1) WGSS 241(D2)

Not offered current academic year

COMP 242 (S) Americans Abroad (DPE)

Cross-listings: GBST 242 / AMST 242 / ENGL 250

Primary Cross-listing

This course will explore some of the many incarnations of American experiences abroad from the end of the 19th century to the present day. Materials will be drawn from novels, short stories, films, and nonfiction about Americans in Europe in times of war, peace, and pandemic. We will compare and contrast the experiences of novelists, soldiers, students, war correspondents, jazz musicians, and adventurers. What has drawn so many Americans to Europe? What is the difference between a tourist, an expat, and an émigré? What are the profound, and often comic, gaps between the traveler's expectations and the reality of living in, say, Paris or a rural village in Spain? What are the misadventures and unexpected rewards of living, working, writing, or even falling in love in translation? How did recent lockdowns and border closings impact and/or interrupt these complex experiences? Authors may include: Edith Wharton, Henry James, Langston Hughes, Martha Gellhorn, Ernest Hemingway, Elaine Dundy, Richard Wright, and Ben Lerner. Additional reading will be drawn from historical and critical works. All readings will be in English. This comparative course is designed to highlight the challenges and benefits of cultural immersion abroad. It will focus on the linguistic, emotional, intellectual, and social adaptation skills that are required to understand others, and oneself, in new contexts. Many of the authors and artists we will study chose, or were forced to, leave oppressive situations in the United States where their futures were limited due to factors related to politics, gender, race or class (and combinations thereof). We will study their dislocation, and freedom, and struggles to reshape their (and our) concept of "home" into something that reflects individual identity, and not one imposed by any national culture--American or foreign.

Requirements/Evaluation: Each student will give an in-class presentation and complete 3 writing assignments totaling 20 pages; one of these writing assignments will be a personal travel narrative based on the student's own experiences.

Prerequisites: Any literature course at Williams or permission of instructor.

Enrollment Limit: 18

Enrollment Preferences: Comparative Literature, English or American Studies majors, and/or students who have studied away or plan on doing so, and/or students who are from international and/or bilingual (or multilingual) backgrounds.

Expected Class Size: 18

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

GBST 242(D2) AMST 242(D2) COMP 242(D1) ENGL 250(D1)

Difference, Power, and Equity Notes: We will read and analyze primary materials and literature that reflect on Americans who chose, or were forced to, reinvent themselves abroad to escape oppressive situations in the United States related to gender, class, race, or political views. The socio-historical context of each writer will be crucial to understanding their situations. Students will write critical papers, and their own narrative in which they reflect on a situation of personal dislocation, either while traveling, or at home.

Attributes: AMST Arts in Context Electives GBST Borders, Exiles + Diaspora Studies

Spring 2025

SEM Section: 01 TR 9:55 am - 11:10 am Soledad Fox

COMP 243 Performance Practices of India (DPE)

This course explores ancient and contemporary performance practices in India. Our objects of study will include the text and performance of Sanskrit plays, contemporary and experimental theater productions, as well as forms of dance and ritual. We will discuss dramaturgical structure, staging, acting conventions, gender representation, performer training, the experience and role of the audience, as well as mythological and political themes. Thinking historically and ethnographically, we will seek to understand the aesthetics and social purposes of these practices, in addition to the relationship that performance has with everyday life, contested concepts of the nation, and caste. Throughout the semester we will interrogate the ways in which Western categories such as "classical," "folk," "religious," "traditional," and even the distinction between "dance/theater/music/visual arts" are not indigenous or accurate concepts for organizing thinking about performance in this part of the world.

Requirements/Evaluation: Evaluation will be based on participation in discussion, reading responses, an oral presentation, and one 10-page paper.

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: preference for seniors and juniors

Expected Class Size: 12

Grading:

Distributions: (D1) (DPE)

Difference, Power, and Equity Notes: We will examine British colonial edicts that prohibited performance practices as a form of social control as well as in the name of Christian morality. From here we will explore how upper-caste Independence era artists and leaders sought to reinvent the arts as vessels of "Indian" identity, at the cost of further marginalizing hereditary performance communities. We will also interrogate how the Indian state has promoted narrow visions of "femininity" and how artists contest religious nationalism

Attributes: GBST South + Southeast Asia Studies

Not offered current academic year

COMP 244 (S) On Monsters, Demons, and Dragons: The Supernatural in the Middle Ages

Medieval literature overflows with supernatural creatures. They populate travel accounts, religious texts, chivalric quests, and descriptions of dreams and the afterlife. Some of them are unique to certain traditions, while others encompass different areas of the world. This course aims to address the presence of the supernatural in Medieval literature, in texts such as the *Legenda Aurea*, *Saint Brendan's Voyage*, *Wonders of the East*, *Ibn Fadlan and the Land of Darkness*, the *Divine Comedy*, and the *Decameron*, among others. Students will analyze the supernatural in different kinds of medieval texts (written between 900 and 1500 CE in Europe and Asia) and its intersection with art, history, and science, trying to understand its purpose and literary wealth while exploring the audience's expectations and its reception in contemporary media.

Requirements/Evaluation: Students will be evaluated on their participation through in-class and online discussions, short mid-term papers, and a final project.

Prerequisites: None

Enrollment Limit: 20

Enrollment Preferences: Comparative Literature majors, English majors

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Spring 2025

SEM Section: 01 TF 1:10 pm - 2:25 pm Mario Sassi

COMP 247 (F) Feminist Theatres: A Global Perspective (DPE) (WS)

Cross-listings: THEA 250 / WGSS 250 / ENGL 253

Secondary Cross-listing

What makes a work of theatre "feminist"? How do plays and performances across global networks engage with different models of feminism: liberal, radical, materialist, and intersectional? Why has feminism mattered to theatre-makers of the past? Should it still matter now? If so, what forms might

future feminist theatres take? In this tutorial course, students will work in pairs to examine the social and political relation of feminism to the art and practice of theatre. Taking a global and comparative perspective on the subject, we will focus on the intersectionalities of gender, race, class, ethnicity, nationality, and sexual identity in the production of feminist-driven theatrical practices. Artists, companies, and movements to be considered may include: Spiderwoman Theatre, Adrienne Kennedy, Caryl Churchill, Sphinx Theatre Company, Ntozake Shange, Griselda Gambaro, Manjula Padmanabhan, Cherríe Moraga, Lisa Kron, Arethusa Speaks, Maya Krishna Rao, Tracie Chima Utoh-Ezeajugh, Alexis Scheer, Tori Sampson, Clare Barron, and others. Close analysis of source material will be informed by critical and autobiographical writings by: Audre Lorde, Judith Butler, bell hooks, Gloria Anzaldúa, Kimberlé Crenshaw, Eve K. Sedgwick, Gayatri Spivak, Jill Dolan, José E. Muñoz, and Donna Haraway. This course will follow a standard tutorial format, with students taking turns presenting or responding to their peer every other week; for their presentations, students will write a 5-page paper or, in up to two cases if they choose, offer their argumentation through more performance-driven methods (such as an oral argument, spoken-word monologue, or activist prompt).

Requirements/Evaluation: students will meet with instructor in pairs for an hour each week; every other week they will be responsible for sharing either a 5-page paper or, if they choose, in up to two cases, a more performance-driven presentation, such as: an oral argument, spoken-word monologue, or activist prompt (five presentations/papers in all). They will comment on / respond to their partner's papers/presentations in alternate weeks; emphasis will be placed on developing skills in reading, interpretation, critical argumentation, and written and oral communication.

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: THEA majors; WGSS majors; ENGL majors; COMP majors. Students from all majors are welcome and invited to contact Prof. Holzapfel about their interest in the class: ash2@williams.edu

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

THEA 250(D1) COMP 247(D1) WGSS 250(D2) ENGL 253(D1)

Writing Skills Notes: This course fulfills the writing skills requirement by engaging students in the active and creative process of critical writing, based on the notion that "writing is thinking, not thinking written down." Emphasis will be given to crafting and developing an argument, clarifying prose, selecting evidence, gaining authority, and incorporating theoretical ideas into an essay. We will also focus on the performance and presentation of written arguments.

Difference, Power, and Equity Notes: This tutorial examines intersections between gender, race, sexuality, class, nationality, and ethnicity in relation to theatre's ongoing engagement with feminism. We will consider how articulations of difference, power, and equity arise and are, in fact, prioritized in quite different ways within the politics of feminism itself, leading to their variable expressions through art.

Not offered current academic year

COMP 255 (F) Love and Death in Modern Japanese Literature and Visual Culture

Cross-listings: ASIA 253

Primary Cross-listing

Modern Japanese literature is filled with compelling love stories that are variously passionate and poignant, tragic or uplifting, heartwarming or twisted, and sometimes all of the above. This course offers a survey of modern Japanese fiction and visual culture through the lens of the love story, beginning with tales of doomed lovers that were popular in the eighteenth-century kabuki and puppet theaters, and moving through a range of other relationships, including parental love and sacrifice, sex and the occult, and romance at an advanced age. We will focus on novels and short stories by canonical modern authors like Tanizaki, Kawabata, and Mishima, as well as contemporary popular fiction by writers like Murakami Haruki and Murakami Ryu. We will also give significant attention to popular visual culture, including puppet theater, comics, animation, and film. *The class and the readings are in English.*

Requirements/Evaluation: attendance and participation, 2-4 short response assignments, one test, one or two 5-page papers, and an ungraded creative project

Prerequisites: none; no familiarity with Japanese language or culture is required

Enrollment Limit: 25

Enrollment Preferences: Students majoring or considering a major in Comparative Literature

Expected Class Size: 15

Grading: no pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 255(D1) ASIA 253(D1)

Attributes: GBST East Asian Studies

Fall 2024

SEM Section: 01 TF 2:35 pm - 3:50 pm Christopher A. Bolton

COMP 256 (S) Stop Making Sense: Absurd(ist) Theatre in Historical Context (WS)

Cross-listings: THEA 252 / ENGL 256

Secondary Cross-listing

We want to make sense of things. In nearly all of our academic pursuits, the point of analysis is to find meaning, to explain intricate or confusing phenomena, to provide clarity from complexity. What happens when we can't do this, indeed, when the objects of our analytical attention seem willfully designed to thwart the attempt? Such is the challenge of "understanding" the traditions of the absurd. In this tutorial course, we will engage this challenge within the realm of Western theatre and performance from 1900 to the present. Beginning with selected readings from writers who have engaged the absurd in theoretical fashion (Albert Camus, Soren Kierkegaard, Jean-Paul Sartre, Martin Esslin), the course will move swiftly to original artworks for contemplation and analysis. Some questions we will grapple with include: How do we, can we, should we respond to art that specifically defies meaning? Can art that seems pointless have a point? Playwrights will range from canonical (Samuel Beckett, Eugene Ionesco) to more obscure but equally engaging (as well as baffling) artists (Peter Handke, Slavomir Mrocek). We will follow standard practice in tutorial pairs, as each week one student will prepare original analysis of the assigned reading, and the other will craft a response to prompt an hour-long discussion. Whether we "make sense," or perhaps discover different ways of appreciating the varied works of art, will depend on the nature of those weekly attempts.

Requirements/Evaluation: Evaluation will be based on weekly tutorial papers/response papers, and active participation in weekly tutorial sessions.

Prerequisites: None

Enrollment Limit: 10

Enrollment Preferences: Theatre, English, and Comparative Literature majors.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 256(D1) THEA 252(D1) ENGL 256(D1)

Writing Skills Notes: Weekly tutorial papers and response papers, plus regular feedback on writing/argumentation skills. The course will provide consistent and ongoing feedback on students' writing, and will require multiple assignments, each prompting comments which address writing problems and strategies, as appropriate.

Not offered current academic year

COMP 258 (S) Gnosis, Gnostics, Gnosticism (DPE)

Cross-listings: REL 276

Secondary Cross-listing

Reality is not what it seems. Salvation by knowledge, arch-heresy, an eternal source of mystical insights and experiences, secret esoteric teachings available only to a few. All these and more have been claims made about gnosis, Gnostics, and Gnosticism. This course will introduce you to the key ancient texts and ideas associated with Gnostics in modern forms of esotericism and spiritualities. We shall explore how claims about gnosis offer modes of critiquing and seeking to transform unjust social and political systems.

Class Format: lecture/discussion

Requirements/Evaluation: weekly GLOW posts, 1 textual analysis paper, 1 historiographical analysis paper, and a final paper that entails a revision and expansion of earlier writing for the course.

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: students with prior coursework in biblical or other ancient literature or history

Expected Class Size: 15

Grading: no pass/fail option, yes fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

REL 276(D2) COMP 258(D1)

Difference, Power, and Equity Notes: This course situates "gnosis" as a practical epistemological orientation used both to disrupt and challenge power arrangements deemed unjust and to empower those who are marginalized within dominant power structures. At the same time, the course interrogates "gnostic" epistemological claims as capable of being used to reinstall hierarchical power structures. Attention to power and equity and how difference is produced is at the center of the course.

Spring 2025

LEC Section: 01 MR 1:10 pm - 2:25 pm Denise K. Buell

COMP 260 (F) Francophone Graphic Novels (DPE)

Cross-listings: RLFR 260

Secondary Cross-listing

In this class we will read contemporary graphic novels and *bandes dessinées* from Côte d'Ivoire, Morocco, Guadeloupe, Lebanon, France, and Québec to analyze how they approach subjects such as colonial history, migration and discrimination, gender and sexuality, and representations of disability and the racialized body. We will pay particular attention to the visual form and the critical theory of the graphic novel to further understand why this hybrid genre has become so popular and widespread, and how it is shaping conversations about difference and power in the Francophone world. *Conducted in French.*

Requirements/Evaluation: weekly 1-page response papers, midterm 4-5-page paper, presentation and final 7-8-page research paper

Prerequisites: RLFR 105, 106, by placement or by permission of instructor

Enrollment Limit: 20

Enrollment Preferences: French majors and certificate students, Comparative Literature majors

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 260(D1) RLFR 260(D1)

Difference, Power, and Equity Notes: The readings in this course focus on French colonial and Francophone postcolonial history, contemporary migration, and structures of discrimination built on race, religion, gender, and ableism in the French-speaking world. We will explore how graphic novels in their hybrid visual/verbal forms propose different ways of shaping the dynamics and the discourse of difference and power.

Fall 2024

SEM Section: 01 TR 9:55 am - 11:10 am Katarzyna M. Pieprzak

COMP 263 (S) Reading Jesus, Writing Gospels: Christian Origins in Context (WS)

Cross-listings: REL 270 / CLAS 270

Secondary Cross-listing

What were the religious and cultural landscapes in which Christianity emerged? How did inhabitants of the ancient Mediterranean world speak about the concept and significance of religion? How have scholars of early Christianity answered these questions? What are the implications of their reconstructions of early Christian history? The course is divided into four parts. The first part establishes the courses's interpretive approach. The second part of this course explores aspects of the formation of Christianity from its origins as a Jewish movement until its legalization. The third part of

the course focuses on the earliest literature produced to memorialize Jesus. The final part of the course emphasizes modern interpretations of Jesus and the movement of which he was a part; here we shall be examining how scholars make use of ancient materials to frame their arguments and the modern contexts and legacies of making meaning out of biblical and other ancient materials.

Class Format: lecture/discussion

Requirements/Evaluation: three 3-page papers (with revisions), one 5- to 7-page paper (that builds on one of the earlier 3 page papers), and a final paper (7-10 pages, that draws on some of the earlier writing in addition to new writing)

Prerequisites: none; open to all

Enrollment Limit: 19

Enrollment Preferences: sophomores, especially potential majors in Religion, Classics, and Comparative Literature

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

REL 270(D2) CLAS 270(D1) COMP 263(D1)

Writing Skills Notes: Students will write a series of short essays, with required revisions, to develop their skills in close reading of ancient texts and interpretive analysis of modern scholarship about Christian origins. In each successive section of the course, writing from the prior unit will inform the subsequent papers.

Not offered current academic year

COMP 265 (S) Theories of Language and Literature (WS)

Cross-listings: ENGL 209

Secondary Cross-listing

This course is made up of questions: What is literature and why would anyone want to study it? What can you figure out by examining language that you can't figure out by studying history or psychology? Do students of literature have distinctive ways of asking questions about the world? Why do we call some language literary? Can any language be literary if it appears in the right kind of book? Is there a difference between verbal forms of art and visual or auditory ones? Can novels do things that plays and poetry cannot? Why does anyone read poetry anyway?

Requirements/Evaluation: informal writing every week; three 6-page papers; class attendance and participation

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: first- and second-year students, and English majors who have yet to take a Gateway course

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 265(D1) ENGL 209(D1)

Writing Skills Notes: Informal writing before every class (about 500 words); three 6-page essays, plus a lead-in assignment on which the professor comments; two special writing sessions; fifteen pages of writing advice. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Attributes: ENGL Criticism Courses ENGL 200-level Gateway Courses

Spring 2025

SEM Section: 01 TF 1:10 pm - 2:25 pm Christian Thorne

COMP 266 (S) Confession and Deception in Japanese Literature

Cross-listings: ASIA 266

Primary Cross-listing

Situated at the origins of Japanese literature are the beautiful and revealing diaries of ladies in waiting at the tenth-and eleventh-century court. Yet one of the most famous of these women turned out to be a man. For the next thousand years, Japanese literary tradition would place a premium on confessional writing, but the distortions and concealments of these narrators (and the authors hiding behind them) would always prove at least as interesting as the revelations. This course examines several centuries of Japanese literature to ask whether you can ever put your true self into writing; along the way I will ask you what you reveal, conceal, discover, or reinvent about yourself when you write about literature for a class like this. Texts will range from classical and medieval court literature by Sei Shōnagon and Lady Nijō, through autobiographical and confessional novels by Sōseki, Tanizaki, Mishima, and Abe Kōbō, to documentary and subculture films like *The New God* and *Kamikaze Girls*. The class and the readings are in English; no familiarity with Japanese language or culture is required.

Requirements/Evaluation: attendance and participation, a few short response assignments, one test, two 5-page papers, and an ungraded creative project

Prerequisites: none; no familiarity with Japanese language or culture is required

Enrollment Limit: 25

Enrollment Preferences: students majoring or considering a major in Comparative Literature

Expected Class Size: 15

Grading: no pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 266(D1) ASIA 266(D1)

Attributes: GBST East Asian Studies

Not offered current academic year

COMP 268 (S) The Contemporary African American and Latin American Novella (WS)

Cross-listings: ENGL 243

Secondary Cross-listing

This tutorial examines how the novella has been deployed in the African American and Latin American contexts in our present century. Throughout the term, we will grow a vocabulary to understand how, from the perspective of craft, an elongated brevity can often lend itself, perhaps counterintuitively, to such an immersive reading experience. We will also contemplate why so many of the texts appear focused on countering established historical narratives. What unique possibilities does the form of the novella offer in this regard? In these explorations, we will encounter novellas from, among others, César Aira, Yuri Herrera, Jocelyn Nicole Johnson, Gayl Jones, John Keene, Bruna Dantas Lobato, Toni Morrison, and Alejandro Zambra. These readings will be paired with brief critical texts that will frame the essays to be written each week.

Requirements/Evaluation: five tutorial essays (4-5 pages); five responses to partners tutorial essays; thoughtful participation in tutorial meetings

Prerequisites: A 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam, or permission of the instructor.

Enrollment Limit: 10

Enrollment Preferences: Sophomores, but juniors and seniors are also welcome.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 268(D1) ENGL 243(D1)

Writing Skills Notes: Beyond the quantity of assigned writing, significant class time will be spent covering strategies for effective and persuasive academic writing. Throughout the semester, students will receive written feedback from the instructor with specific suggestions for revision and improvement.

Attributes: AMST Arts in Context Electives ENGL Criticism Courses ENGL Literary Histories C

Spring 2025

COMP 269 Stop Making Sense: Absurd(ist) Theatre in Historical Context (WS)

In most academic work the point of analysis is to make sense, to find meaning, to explain intricate or confusing phenomena, to provide clarity from complexity. What happens when we can't do this, indeed, when the objects of our analytical attention seem willfully designed to thwart the attempt? Such is the challenge of "understanding" the traditions of the absurd. In this tutorial course, we will engage this challenge within the realm of Western theatre and performance from 1900 to the present. Beginning with selected readings from writers who have engaged the absurd in theoretical fashion (Albert Camus, Soren Kierkegaard, Jean-Paul Sartre, Martin Esslin), the course will move swiftly to original artworks for contemplation and analysis. Some questions we will grapple with include: How do we, can we, should we respond to art that specifically defies meaning? Can art that seems pointless have a point? How and when have strategies of nonsense, circular reasoning, linguistic obfuscation, and intentional theatrical absence been employed to disguise, or deflect attention from, specific didactic (even political) agendas? What role specifically does theatre, theatricality, or performativity play in the presentation of art that refuses understanding? Playwrights will range from canonical (Samuel Beckett, Eugene Ionesco) to more obscure but equally engaging (as well as baffling) artists (Peter Handke, Slavomir Mrocek, Richard Foreman). We will follow standard practice in tutorial pairs, as each week one student will prepare original analysis of the assigned reading, and the other will craft a response to prompt an hour-long discussion. Whether we "make sense," or perhaps discover different ways of appreciating the varied works of art, will depend on the nature of those weekly attempts.

Requirements/Evaluation: Standard tutorial requirements; weekly paper or response paper from each member of the tutorial pair. Evaluation based on improvement in written expression and engaged contribution to weekly discussions.

Prerequisites: None

Enrollment Limit: 10

Enrollment Preferences: Theatre, English, and Comparative Literature majors and prospective majors.

Expected Class Size: 10

Grading:

Distributions: (D1) (WS)

Writing Skills Notes: This tutorial will demand writing from each student each week (either a primary paper or a shorter response paper), and each student will receive regular, extensive feedback including a focus on strategies for successful persuasive argumentation.

Not offered current academic year

COMP 270 (S) Divas and Dervishes: Introduction to Modern Arab Music and Performance (DPE) (WS)

Cross-listings: MUS 214 / ARAB 214

Secondary Cross-listing

From Sufi rituals to revolutionary uprisings, music has long played a central role in the social, political, and religious life of the Arab world. This is especially audible in the modern era, when new technologies and institutions began to record, amplify, and broadcast the region's sounds, preserving centuries-old traditions while also producing new forms of popular music. This course introduces students to Arab musical genres and practices as they developed from the late nineteenth century. We will cover a broad geographical range, exploring the classical Andalusian repertoires of Algeria, ecstatic dervish chants in Egypt, patriotic pop tunes from Lebanon, and other topics. To highlight connections between musical traditions as well as their unique local features, we will ask questions such as: What can music tell us about interactions between sacred and secular life? How is music used to define social groups and negotiate identity, gender, and class? Which musical characteristics are associated with Arab "heritage" and "modernity," and how are these performed? In what ways does music shape everyday life in the Arab world? Class sessions and discussion will be based on academic readings and at-home listening assignments. No previous knowledge of Arabic or Arab music are required.

Requirements/Evaluation: In-class participation, short essays (1 page) every two weeks, midterm presentation, and a final paper (12-14 pages).

Prerequisites: None

Enrollment Limit: 19

Enrollment Preferences: Arabic Studies and Music majors

Expected Class Size: 10

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 270(D1) MUS 214(D1) ARAB 214(D1)

Writing Skills Notes: Students will develop their writing skills by submitting one-page unit responses every two weeks and a final paper of 12-14 pages on a topic of their choice. Students will receive feedback on each writing assignment and have opportunities for multiple drafts and peer review during the semester.

Difference, Power, and Equity Notes: Through the lens of music, this course critically examines modern Arab society and power dynamics related to politics, gender, race, and class.

Not offered current academic year

COMP 271 (S) Acting Out: Performativity, Production, and Politics in East Asian Theatres (DPE)

Cross-listings: CHIN 275 / THEA 271 / ASIA 275 / AAS 275

Secondary Cross-listing

"Asian Theaters," for those in the West, can conjure up a variety of exotic impressions: spectacle and cacophony, mysterious masks and acrobatic bodies, exquisite styles and strangely confusing conventions. Although Asian theaters have been studied systematically in the West for at least a century, the West has never truly left its "othering" look at them. Yet, what is "different" for the West is bedrock for Asian cultures. Theatre, one of the most important and dynamic forms of cultural production and communication, has actively involved all strata of Asian societies for a millennium. How to explain theatre's continued presence and relevance for Asian nations? What do the traditions of Kun, Kabuki, and P'ansori reveal about the cultures and communities in which they were created? This course seeks to understand from the Asian perspective, rather than "exoticize" and "other," musical and dance theatres from China, Japan, and Korea. Examining the evolving presentations of signature dramas dating from the sixteenth to the eighteenth centuries, we will act out Asian theatres in the following ways: (1) by reading the original plays in translation in tandem with their contemporary and intercultural reproductions, we will explore how Asian theatres fare in the era of globalization within and beyond national borders; (2) by revealing the "technologies" of writing, reading, acting, and staging these plays in different cultural milieus, we will consider what kinds of language and rhetoric, forms of music and movement, as well as visual components are deployed to convey evolving messages; (3) by considering key performances held outside of the proscenium stage, we will gain exposure to alternative theatrical spaces in Asian and diasporic communities that reform performing conventions, reconfigure staging environments, and renegotiate cultural values. In this manner, we will together gain an appreciation for the aesthetic devices, thematic concerns, and production politics of East Asian theatres and their global reproductions. Class materials include drama, production videos, and invited zoom sessions with Asian theatre practitioners and directors who live in the U.S. and other diasporic communities. All materials are in English. No language prerequisite. Funded by the Global Initiatives Venture Fund, this course includes an all-expense-paid travel component, a cultural and academic exchange project titled "Redefining Amateurism: Experiential Learning with Student Theatre in Contemporary China," which will bring up to eight Williams students to Nanjing, China during the Spring Break (3/23-4/3/2025). Students will participate in workshops with playwrights and theater-makers in contemporary China and engage in black-box theater productions with students from Nanjing University and Shanghai Theatre Academy. This travel component is OPTIONAL for students taking this course. However, students enrolled in this class will receive priority consideration to be included in the free travel project. Selection criteria include active participation, excellent performance in the course, etc.

Class Format: Funded by the Global Initiatives Venture Fund, this course includes an all-expense-paid travel component, which will bring up to eight Williams students to Nanjing, China during the Spring Break (3/23-4/3/2025). This travel component is OPTIONAL for students taking this course. However, students enrolled in this class will receive priority consideration to be included in the free travel project. Selection criteria include active participation, excellent performance in the course, etc.

Requirements/Evaluation: Evaluation will be based on 1) ACTIVE in-class discussion; 2) three small projects (papers and audio/video essays); 3) a take-home midterm; and 4) Poster presentation based on students' final projects.

Prerequisites: None; open to all. No knowledge of Asian languages required, though students with advanced Asian language proficiency are encouraged to work with primary sources if they wish.

Enrollment Limit: 20

Enrollment Preferences: Current or prospective majors in the Department of Asian Languages, Literatures, and Cultures; Theatre majors; Comp Lit majors; Concentrators in Asian Studies or Asian American Studies.

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

CHIN 275(D1) THEA 271(D1) COMP 271(D1) ASIA 275(D1) AAS 275(D2)

Difference, Power, and Equity Notes: This course examines the power dynamics of spectacle and cacophony and how theatre provided a cultural space that engaged all strata of East Asian societies, thereby masking class and ethnic divisions within these nation-states, while also presenting a distinct image of "China," "Japan," and "Korea" to be consumed in the West. Students will learn ways in which "traditional" theatre productions affirm or subvert Western biases against Asians.

Attributes: AAS Non-Core Electives GBST East Asian Studies

Spring 2025

SEM Section: 01 TF 2:35 pm - 3:50 pm Man He

COMP 273 (S) The Humanities: A Literary and Cultural History (DPE)

Cross-listings: GBST 273

Primary Cross-listing

This course will start with a history of the curriculum of Williams College, and will include a research project students will complete through the course catalogues and other materials in the college archives. From that point of departure we will read several novels and articles, see films, listen to music, and study cultural moments in the United States and abroad when the Humanities have peaked (for example, the GI Bill) and others when their value has been questioned, censored or come under threat (from the McCarthy era to AI).

Requirements/Evaluation: A semester-long research project in the Williams College Archives, engaged daily class participation, midterm exam, final paper, two in-class presentations (one in pairs, one individual), discussion leading.

Prerequisites: None

Enrollment Limit: 18

Enrollment Preferences: Open to all students. If overenrolled, instructor will send out a survey to determine enrollment in the course.

Expected Class Size: 18

Grading: no pass/fail option, no fifth course option

Materials/Lab Fee: None

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 273(D1) GBST 273(D2)

Difference, Power, and Equity Notes: One of the goals of this course is to consider the democratizing role the humanities play within a Liberal Arts education, and the role of this type of education in the larger context of the world we live in. Is the pursuit of the study of literature, languages, and the arts in sync with career readiness goals that students are, very reasonably, concerned with? We will explore this and related questions. This course proposes the humanities as a space for all, not a luxury for the privileged few.

Spring 2025

SEM Section: 01 TR 11:20 am - 12:35 pm Soledad Fox

COMP 275 (S) Digital Humanities in Art History and Literary Studies

Cross-listings: ARTH 275

Secondary Cross-listing

This course introduces students to critical topics, techniques, and methods related to digital scholarship in the humanities. Students will learn how to critique the reliability of published case studies that use digital methods, and how to construct basic projects that use digital techniques, including text analysis, digital mapping, 3d modeling & imaging, and data analysis with both quantitative and qualitative data sources. They will also explore different ways of sharing research through digital methods, including virtual storytelling and best practices of data communication. Digital Humanities in Art History and Literary Studies provides a foundation to encourage student exploration of digital projects in a variety of disciplines at Williams, whether students wish to incorporate digital methodologies into a humanities discipline or to understand the ways humanities materials require different approaches to data and digital projects in the sciences. While trying different tools and approaches, we will discuss the larger ramifications of using digital techniques in humanistic disciplines. What kinds of ethical questions should we consider? What sorts of environmental footprint or sustainability

issues do our projects raise? What kinds of power structures do they create, reflect, sustain, or dismantle?

Requirements/Evaluation: Students are evaluated based on 1) preparation for and participation in class discussions and exercises, including assigned readings and project reviews; 2) completion of a digital portfolio that includes 6-8 assignments applying methods learned in class, with written analysis and responses to reflection prompts.

Prerequisites: none

Enrollment Limit: 24

Enrollment Preferences: Junior majors in Division I receive preference, followed by juniors in other fields.

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 275(D1) ARTH 275(D1)

Spring 2025

LEC Section: 01 T 1:10 pm - 3:50 pm Amy D. Podmore

COMP 281 Animals in Ancient Literature

Humans are animals, but we tend to view animals as the ultimate other. They delight and terrify us, providing infinite vehicles for the imagination: ways of being other than human and other than civilized, ways of confronting that which seems inhuman in ourselves. In this class, we will read a selection of ancient texts that approach animals in different ways: as inverted humans, as predators, as prey, as agents of the gods, as laborers, as friends, and as a revelation of the ugly truth about our own "human" nature. Primary source readings will be paired with modern scholarly works from classics, comparative literature, and animal studies. We will think about why ancient authors used images of animals in such diverse ways and about our own relationships with animals in modern life, enriching our study with field trips. This is a seminar and will be conducted through discussion and writing workshops, with little to no lecture.

Requirements/Evaluation: weekly reading responses; several short writing assignments; a final paper of 10-15 pages in two drafts; active participation in seminar discussion

Prerequisites: None

Enrollment Limit: 25

Enrollment Preferences: Classics majors, then COMP and ENVI majors; senior majors have priority, followed by juniors, sophomores, and first-year students

Expected Class Size: 15

Grading:

Distributions: (D1)

Not offered current academic year

COMP 284 (S) Athletics and Literature in Ancient Greece (WS)

Cross-listings: CLAS 214

Secondary Cross-listing

The modern Olympic games are one of the most visible traces of ancient Greek influence on contemporary culture. Less well-known, however, are the complex and challenging poems (originally songs) of Pindar and Bacchylides that celebrated the victors of the archaic Greek games. These victory odes are a rich source for the study of Greek culture, from their vivid descriptions of heroic feats to their philosophical claims about human life and divine favor. Athletic competition provides the impetus for these songs and constitutes one of their major themes, yet their significance extends far beyond a single athlete or festival. In this course, we will interrogate the relationship between athletics and literary production in the ancient Greek world. We will use both primary and secondary sources to develop familiarity with major festivals, games, events, and figures, and use that knowledge to contextualize our analysis of Greek literature. Ancient Greek athletic discourse will thus provide an entry point to broader reflections on the literary construction and representation of the body and its movement, as well as the interplay between literature and its cultural contexts.

Requirements/Evaluation: brief writing assignments, essays, class participation

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: majors, first-years, sophomores

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

CLAS 214(D1) COMP 284(D1)

Writing Skills Notes: Weekly (pass/fail) writing assignments (1-2 pages), five graded essays (two of which will be revisions and expansions of previous work, 4-5 pages each), regular in-class workshops on writing style and essay structure. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Not offered current academic year

COMP 285 (S) The Nature of Work

Cross-listings: ARTH 245 / CLAS 243

Secondary Cross-listing

Work is something that touches the lived experience and historical realities of almost every human being in every time and place. But how did ancient Mediterranean societies and cultures define and deploy the concepts of "work" and "working," as both an activity and as discourse? This is a question that has received remarkably little attention, in part since modern scholars have all too often followed the lead of elite authors, who obscure the nature of work through their focus on its products: agricultural prosperity, material luxury, urban grandeur, etc. In this course, we will seek to shed light on the world of work in antiquity, to better understand both the experiences of those who worked for a living across an array of spheres and professions, and the value of work as a cultural, aesthetic, and literary concept. Special topics will include: the place of work in conceptions of a "golden age"; the literary topoi of work (like the idle shepherd or the virtuous peasant); representations of "heroic work" (most famously, the Labors of Hercules); the elision or erasure of non-elite labor for elite audiences in art and text; the iconography of work in painting, mosaic, and sculpture; and investigations into specific trades, crafts, and other forms of "making" (from midwifery to shoe making). Readings will be a combination of primary and secondary sources. All readings will be in translation.

Requirements/Evaluation: class participation; several short writing assignments; final paper

Prerequisites: none

Enrollment Limit: 24

Enrollment Preferences: Classics majors, Art History majors, Comp Lit majors, and intending majors

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTH 245(D1) COMP 285(D1) CLAS 243(D1)

Not offered current academic year

COMP 291 (F) Red Chamber Dreams: Reading China's Greatest Novel (WS)

Cross-listings: ASIA 291

Primary Cross-listing

Since it first began to circulate in manuscript in the mid-eighteenth century, Cao Xueqin's novel *Story of the Stone* (*Shitou ji*), also called *Dream of the Red Chamber* (*Honglou meng*), has captured the imaginations of readers young and old with its sprawling story of the coming-of-age of members of a wealthy family on the cusp of ruin. As critically acclaimed as it is beloved, *Story of the Stone* is widely regarded as China's greatest novel due to the intricacy of its narrative, the complexity of its characters, and the sophistication with which it deals with themes as varied as romance, enlightenment, sexuality and gender identity, and the construction of public and private spaces. The focus of this tutorial will be reading the 120-chapter novel. Students will have the option to read either in Chinese or English (though papers and class discussion will be in English). We will also read scholarly literature to learn about some of the major critical approaches to the novel, and about its enduring importance in the Chinese literary tradition.

Requirements/Evaluation: Tutorial papers (including revisions); responses to tutorial partners' papers; engagement in in-class discussion.

Prerequisites: None.

Enrollment Limit: 10

Enrollment Preferences: Comparative literature majors and prospective majors; Asian Studies concentrators.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 291(D1) ASIA 291(D1)

Writing Skills Notes: Students will draft a 5- to 7-page paper every other week (for a total of five papers), which they will then revise in response to feedback from their tutorial partners and the instructor. On weeks in which they are not writing, they will critique their partner's paper. Papers will receive substantial individualized feedback on both writing and content from the instructor as well as the tutorial partner.

Not offered current academic year

COMP 293 (F) Great Big Books (WS)

Cross-listings: ENGL 233

Secondary Cross-listing

Some of the greatest novels are really, really long--so long that they are too seldom read and taught. This course takes time to enjoy the special pleasures of novels of epic scope: the opportunity to immerse oneself in a wide and teeming fictional world; to focus sustained attention on the changeable fortunes of characters and societies over a long span of time; to appreciate the detailed grounding of lives in their social environment and historical moment; to experience the leisurely and urgent rhythms, with their elaborate patterning of build-ups and climaxes, that are possible in such works. We will read but two novels, both preoccupied with the disruption and evolution of lives and loves at moments of historic upheaval: *War and Peace* (1869), Leo Tolstoy's epic of the Napoleonic Wars, and *Parade's End* (1924-28), Ford Madox Ford's modernist masterpiece about World War I and its traumatic impact on English social life. Set a century apart, the novels are distinguished by vivid and scrupulous representation of their respective wars, by their shrewd accounts of political and social pressures informing the crises, and by their insight into the struggles of those whose lives are engulfed in global crisis. Tolstoy's and Ford's approaches to fictional representation, however, provide intriguing contrasts: one favors the lucidity of classic realism, the other the challenges of modernist innovation; one deploys a single multiplot novel, the other a tetralogy of shorter novels developing a single plot. We will discuss the differing strategies and effects of these two approaches, as well as the more general difficulties of reading and interpreting long fiction.

Requirements/Evaluation: regular class participation and four 5-page papers, two of them submitted in both a draft and a revision

Prerequisites: a 100-level English course, or a score of 5 on the Advanced Placement examination in English Literature or a 6 or 7 on the International Baccalaureate

Enrollment Limit: 19

Enrollment Preferences: first- and second-year students, and English majors who have yet to take a Gateway course

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 233(D1) COMP 293(D1)

Writing Skills Notes: Four 5-page papers, two of them submitted in both a draft and a revision; two mandatory paper conferences to discuss the drafts; occasional in-class discussion of issues of writing and argumentation.

Attributes: ENGL 200-level Gateway Courses ENGL Literary Histories B ENGL Literary Histories C

Not offered current academic year

COMP 295 (S) Utopia and the Idea of America(s) (WS)

Cross-listings: ENGL 264

Secondary Cross-listing

What value does the utopian/dystopian text hold in the development of alternative thought? This course, primarily grounded in science fiction and the African American and Latin American contexts, will address this question via the thoughtful examination of a range of theoretical, fictional, and cinematic texts from, among others, Thomas More, John Akomfrah, Samuel Delany, Octavia Butler, Jorge Luis Borges, Alfonso Cuarón, José Vasconcelos, Eduardo Urzaiz, and Fredric Jameson.

Requirements/Evaluation: weekly reading responses, active class participation, two close readings (500 words each), annotated bibliography, class presentation, final paper (8-10 pages)

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 19

Enrollment Preferences: first- and second-year students, and English majors who have yet to take a Gateway course

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 295(D1) ENGL 264(D1)

Writing Skills Notes: Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Attributes: ENGL 200-level Gateway Courses ENGL Literary Histories C

Not offered current academic year

COMP 296 (F) Chinese Film and Its Significant Others (DPE)

Cross-listings: CHIN 226 / ASIA 226

Secondary Cross-listing

From the first "wows" that the short films invoked at a Shanghai teahouse in 1896, Chinese films have made successive wonders that straddle reality and fantasy, technological modernity and shadow-making craft, aesthetic experiments and monetary yearnings, global investments and local interest. This seminar will explore the evolving relationships between Chinese films and five "significant others" that are central to film and film-making. Roughly following a chronological order, this course will examine 1) the effect of new technological developments (such as photography, sound, color, special FX) on film; 2) the tension between film and traditional modes of public entertainment (such as operas and shadow plays); 3) film's social role to affirm and contest gender, national, and class identities; 4) the need to garner differing sources of financial support (state funding, cultural entrepreneurs, and transnational capital); and 5) the circulation of Chinese films in the global market. Class materials include various genre films (melodrama, horror, martial arts, comedy, etc.), directors' notes, contemporary reviews, and scholarship in China and media studies. All materials and discussions are in English.

Requirements/Evaluation: Evaluation will be based on 1) ACTIVE in-class discussion; 2) Pre-class discussion posts based on reading (Graded as Complete or Incomplete); 3) Three short papers (3 pages); and 4) the final group project (including a presentation, and a paper or other form of project. Students will be graded both individually and as a group).

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: current or prospective majors in Department of Asian Languages, Literatures, and Cultures; Comp Lit majors; those with Asian Studies Concentration.

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

CHIN 226(D1) ASIA 226(D1) COMP 296(D1)

Difference, Power, and Equity Notes: This course provides students with the opportunity to analyze the clashes and negotiations between Western media technological modernities and Chinese indigenous understanding of shadows, visibility, and sound. By discussing various films produced from mainland China, Hong Kong, Taiwan, and other diaspora areas from 1920 to now, this course asks students to explore how cinema invokes (and erases) differences, and consolidates (and challenges) hegemonic notions of nation, gender, and class.

Attributes: FMST Core Courses

Fall 2024

SEM Section: 01 TF 2:35 pm - 3:50 pm Man He

COMP 297 (S) Present Pasts: The Politics of Memory in Contemporary Chinese Literatures and Films (DPE) (WS)

Cross-listings: ASIA 228 / CHIN 428

Secondary Cross-listing

What happens when memories, already slippery, are further massaged by literary and cinematic narrative strategies? How is the historical "pasts" remembered, forgotten, and subverted in a literary "presence"? This tutorial explores the politics of memory in contemporary literatures and films from the People's Republic of China (post-socialist era, 1978), Taiwan (post-martial law, 1987), and Hong Kong (postcolonial era, 1997). We will look at how literary and cinematic works in each of these "post" societies represent state-sponsored narratives of remembrance, dissidents' collective amnesia, and at the popular level, a playful yet cynical flirtation with politics. With close- and distant- readings of textualized and visualized memories, we will examine themes of nation and locality, public and private, mesology and mythology, amnesia and nostalgia, and diaspora and settlement in the PRC, Taiwan, and Hong Kong from the late 1980s until to today. Course readings include "root-seeking", "new realist", "avant-garde" and "hooligan" novels, examples from the Taiwanese small theater movement, and the transnational cinemas made by the fifth, sixth, and second new wave filmmakers from these three "post" societies. This tutorial is conducted in either Chinese or English. Students wishing to take the course in English should register under ASST or COMP and language learners wishing to take the course in Chinese should register under CHIN.

Requirements/Evaluation: attendance and participation, five 5-page papers, five peer-review and critique papers, revisions on selected papers.

Prerequisites: None for students taking the course under ASST and COMP 297; CHIN 402 or permission of the instructor for students taking CHIN 428

Enrollment Limit: 10

Enrollment Preferences: current or prospective majors in the Department of Asian Languages, Literatures, and Cultures; COMP majors; Asian Studies Concentration

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ASIA 228(D1) CHIN 428(D1) COMP 297(D1)

Writing Skills Notes: Students will write a 5-page paper every other week for a total of five papers. On weeks when they are not writing papers, they are expected to critique their tutorial partner's paper as peer reviewers. Detailed writing prompts will be provided to students to generate and organize ideas for each essay. Students are also required to revise key paragraphs, sections, and papers throughout the semester.

Difference, Power, and Equity Notes: This course provides students with the opportunity to analyze and critique the following entangled modernist dualisms: present and past; memory and representations; diaspora and settlement; transnationalism and localism. By discussing texts produced from the PRC, Hong Kong, Taiwan, and other diaspora areas in these "post" societies, this course asks students to explore how literary and cinematic narratives invoke (and erase) differences, and challenge (and consolidate) borders.

Attributes: FMST Core Courses

Not offered current academic year

COMP 299 (F)(S) On Occupations: Work, Colonization and Contemporary Life (DPE) (WS)

Cross-listings: ENGL 294

Secondary Cross-listing

Reading political essays, critical theory, historiography, and literary works, in this course we will ask what thinking through the different senses of "occupation" can teach us about contemporary life. The course wagers that there is a connection between why some nations are or were "under" occupation and why, as individuals, all of us must "have" occupations. On the one hand, we will think about work: What does it mean to have an occupation today? There was a time when most people could distinguish between the time of work and that of leisure. But we live under a different regime. What now is the difference between work and leisure for those working "gigs"? In the case of "creatives," Bifo Berardi says, it is the soul itself that has been put to work. And then there are those who are unemployed, i.e., those occupied by the most widespread form of work there is--looking

for work. On the other hand, we will ask questions about colonialism: Did not Europe's occupation of the globe birth this world in which the only way to live is to be occupied in a narrow sense, i.e., to always be working or looking for work? And isn't one economic function of the occupation of peoples in our own times to create a cheap workforce? Finally, we will ask what art and political organizing can teach us about a "de-occupied" life--a life after work, a life without colonization. Writers will include Marx, Jyotiba Phule, Du Bois, Raymond Williams, Premchand, M. E. O'Brien and Eman Abdelhadi, Bifo Berardi, David Graeber, Mahatma Gandhi, Rabindra Nath Tagore, Mahasweta Devi, Edward Said etc.

Requirements/Evaluation: Students will read 100-120 pages each week. Each student will do one classroom presentation about the week's readings. Other assignments include weekly journals, an annotated bibliography, a proposal, and a final paper.

Prerequisites: 100-level English course or a 5 on the AP literature exam, or permission of the instructor.

Enrollment Limit: 19

Enrollment Preferences: first-years and sophomores considering majoring in English or Comparative Literature, and English majors who have not yet taken a gateway course.

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 294(D1) COMP 299(D1)

Writing Skills Notes: Students will write over 20 pages in the semester and they will receive extensive feedback.

Difference, Power, and Equity Notes: Students will read and discuss texts about the organization of power in contemporary society. They will reflect upon the economic structures that underpin a range of oppressive social forms.

Attributes: ENGL 200-level Gateway Courses ENGL Literary Histories C

Fall 2024

SEM Section: 01 W 1:10 pm - 3:50 pm Paresh Chandra

Spring 2025

SEM Section: 01 W 1:10 pm - 3:50 pm Paresh Chandra

COMP 301 (F) Sublime Confusion: A Survey of Literary and Critical Theory

Cross-listings: ENGL 301

Primary Cross-listing

Which is more appealing, a roller coaster or a rose? For much of its history, art and literary theory has conceived itself as a science devoted to explaining and defining "beauty." But running alongside this is an edgier countercurrent that worships something else: an experience of excitement, fear, suspense, or thrilling confusion often described as "the sublime." The sublime interested early critics, from classical rhetoricians to the German Idealists, as a way to make aesthetics more scientific paradoxically by identifying the doorway through which art and literature escaped the realm of reason. More recently the notion of literature's exciting confusion has played a key role in modern critical theory from Russian formalism to new criticism, deconstruction, postmodernism, and posthumanism. (In fact, poststructuralist criticism itself has a thrillingly confusing quality that we will not ignore.) We will take up a cross section of critical theory from classical times to the present, focusing on careful reading of relatively short texts by Plato, Aristotle, Addison, Burke, Schiller, Nietzsche, Shklovsky, I.A. Richards, Barthes, Derrida, Lyotard, Fredric Jameson, Haraway, and others. Case studies ranging from opera to Xbox will enlighten, thrill, and confound you. Written assignments will encourage you to parse these theories carefully and apply them to the literary texts that most interest you: prose, poetry, or drama from any time and place; film, visual art, or architecture; music, new media, or digital media, and beyond.

Requirements/Evaluation: attendance and active participation, several short response assignments, final project consisting of a scripted oral presentation and a 15-page final paper

Prerequisites: 200- or 300-level course in literature, theory, or philosophy, or permission of the instructor

Enrollment Limit: 15

Enrollment Preferences: students majoring or considering a major in a related field

Expected Class Size: 9

Grading: no pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 301(D1) ENGL 301(D1)

Attributes: ENGL Criticism Courses

Not offered current academic year

COMP 303 (F) Embodied Archives: Global Theatre Histories, From Antiquity to 1900 (DPE)

Cross-listings:

Secondary Cross-listing

A survey of global theatre and performance, spanning from antiquity to 1900. Students will engage with the archives and repertoires of the theatrical past, approaching subjects both critically and creatively. Topics to be considered may include: Indian Sanskrit drama; ancient Greco/Roman theatre; pre-Columbian Mesoamerican dance/drama; Japanese Noh and Kabuki performance; Medieval and Renaissance English theatre; West African masquerade; French Neoclassicism; Spanish "golden age" theatre; and American melodrama. In addition, we will consider receptions of such traditions in the present, examining how contemporary theatre makers have engaged with (adapted, appropriated, recycled, or re-appropriated) historical sources. As a major project in the class, students will develop and share their own artistic approaches to selected archival works. While attending to theatre's formal aspects, we will at the same time focus on the relationship of performance to politics and society, as well as to the enduring legacies of empire, state power, colonialism, and private capital in which theatre is historically embedded. If and when possible, we will encounter archival sources housed in College Archives and WCMA. This course is required for Theatre majors and is a prerequisite for THEA 401.

Requirements/Evaluation: active participation in class discussion; a 5-7 page midterm paper; an oral presentation on a selected historical resource; a final creative adaptation/script, or live performance

Prerequisites: Theatre majors must have already taken THEA 101 by the time they enroll in this course

Enrollment Limit: 14

Enrollment Preferences: Theatre majors; Comparative Literature majors

Expected Class Size: 8

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 303(D1)

Difference, Power, and Equity Notes: This course works to dismantle the ongoing bias in theatre studies that positions textual and literary forms of theatre in the globalized north as the primary sites of knowledge transfer, status, and value in the field. Instead, theatre and performance are approached as global and diverse forms of repertoire and embodied knowledge that must be analyzed in relation to the structures of social inequity and power in which they historically arise.

Not offered current academic year

COMP 305 (F) Dostoevsky and the Meaning of Life

Cross-listings: RUSS 305

Secondary Cross-listing

This course surveys the works of the great Russian writer Fyodor Dostoevsky, whose oeuvre represents a life-long quest to uncover the meaning of life. Readings include Dostoevsky's major novels, *Crime and Punishment*, *Demons*, and *The Brothers Karamazov*, as well as several shorter works, including *Notes from Underground*. We will also examine Dostoevsky's journalism, so that we understand how he answers life's most troubling questions in the social and political context of his day, as well as what role artistic representation plays in these answers. *All readings will be in English.*

Requirements/Evaluation: willingness and ability to complete lengthy reading assignments, active class participation, two short papers, and final project

Prerequisites: none, open to all students

Enrollment Limit: 40

Enrollment Preferences: Russian and Comp Lit majors, as well as those seeking the Russian Certificate

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

RUSS 305(D1) COMP 305(D1)

Fall 2024

SEM Section: 01 MR 2:35 pm - 3:50 pm Julie A. Cassiday

COMP 306 (S) Tolstoy and the Meaning of Life

Cross-listings: RUSS 306

Secondary Cross-listing

This course examines the works of the great Russian writer Lev Tolstoy, whose stories and novels represent a life-long quest to uncover the meaning of life. Readings include Tolstoy's two major novels, *War and Peace* and *Anna Karenina*, as well as several shorter works, such as *The Death of Ivan Ilych* and *Hadji Murad*. We will also examine Tolstoy's aesthetic and didactic writing so that we understand precisely how Tolstoy answers life's most troubling questions, as well as what role artistic representation plays in these answers. *All readings will be in English.*

Requirements/Evaluation: timely completion of all reading assignments, active participation in class discussions, 2 short papers, and a final project

Prerequisites: none

Enrollment Limit: 50

Enrollment Preferences: RUSS and COMP majors, then students studying Russian

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

RUSS 306(D1) COMP 306(D1)

Attributes: GBST Russian + Eurasian Studies

Not offered current academic year

COMP 307 (S) Aesthetic Outrage

Cross-listings: ENGL 332

Secondary Cross-listing

In this course we will explore interdisciplinary ways of understanding and theorizing the outraged reception of provocative works of film, theater, and fiction. When riots, censorship, trials, and vilification greet such works in moments of political and social upheaval, the public outrage is often strangely out of proportion to either the work's aesthetic nature or its overt commentary on the political crisis. Something powerfully symptomatic is at work, then: a set of threatened investments, unacknowledged values, and repressed ideas which surface explosively, but indirectly, in the aesthetic outrage. In an attempt to understand the strange logic of public outrage against works of art, we will explore the respective works' historical contexts, and use theoretical models--aesthetic, political, psychological, social--as a means of illuminating the dynamics of outrage and exposing understated linkages between a work's figurative logic and the political passions of its historical moment. We will study instances of outrage in the context of the French Revolution (Beaumarchais' *The Marriage of Figaro*), the wave of anarchist terrorism in turn-of-the-century Paris (Jarry's *Ubu the King*), the trials of Oscar Wilde for "gross indecency" (*The Picture of Dorian Gray*), the Irish Revolution (Synge's *The Playboy of the Western World* and O'Casey's *The Plough and the Stars*), and Stalinist collectivization (Eisenstein's suppressed film *Bezhin Meadow*). Non-literary reading will include historiographic work on these crises, as well as essays and excerpts by theorists from various disciplines, such as Kristeva, Foucault, Freud, Girard, Arendt, Sedgwick, Bakhtin, Douglas, and Rancière.

Requirements/Evaluation: active participation in class discussions, two papers 8-10 pages in length.

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 22

Enrollment Preferences: English majors and Comparative Literature majors, then highly qualified sophomores

Expected Class Size: 18

Grading: no pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 307(D1) ENGL 332(D1)

Attributes: ENGL Criticism Courses ENGL Literary Histories C

Not offered current academic year

COMP 308 (F) Building Francophone Cities: Literature, Art and History (DPE)

Cross-listings: RLFR 307

Secondary Cross-listing

Through literature, visual art, and urban history, this class will engage with the remarkable histories, presents and imagined futures of five Francophone cities: Casablanca (Morocco), Algiers (Algeria), Kinshasa (Democratic Republic of the Congo), Fort-de-France (Martinique) and Port-au-Prince (Haiti). We will learn about their colonial foundations and postcolonial transformations while paying attention to how these urban spaces and their people and histories are represented and imagined by poetry, novels, and visual art. (Conducted in French)

Requirements/Evaluation: Active participation, weekly 1-page response papers, midterm 5-page paper, final project (oral presentation and 8-page paper).

Prerequisites: RLFR 105 or above, or by permission of instructor

Enrollment Limit: 18

Enrollment Preferences: French majors or certificate students, Comp. Lit. majors

Expected Class Size: 15

Grading: yes pass/fail option, no fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

RLFR 307(D1) COMP 308(D1)

Difference, Power, and Equity Notes: This course examines the French colonial history and postcolonial futures of five major Francophone cities and pays particular attention to questions of representation of class, race and gender in the historical, literary and visual record.

Not offered current academic year

COMP 310 (F) Transcending Boundaries: The Creation and Evolution of Creole Cultures (DPE)

Cross-listings: RLFR 320 / GBST 306 / AFR 306

Secondary Cross-listing

Born out of a history of resistance, Creole cultures transcend racial boundaries. This course provides a comprehensive framework for understanding the creation of Creole nations in various parts of the world. Beginning with an examination of the dark history of slavery and French colonialism, we will reflect upon the cultural transformation that took place when people speaking mutually unintelligible languages were brought together. We will then delve into the study of how deterritorialized peoples created their languages and cultures, distinct from the ones imposed by colonizing forces. As we journey from the past to the present, we will also explore how international events such as a worldwide pandemic, social justice, racism, and police brutality are currently affecting these islands. Potential readings will include prominent authors from different Creole-speaking islands, including Frantz Fanon and Aimé Césaire from Martinique, Maryse Condé from Guadeloupe, Ananda Devi from Mauritius and Jacques Roumain from Haiti. Conducted in French with introductions to different creoles.

Requirements/Evaluation: Active class participation, three papers (of 3-4 pages each), presentation, final research paper (7-8 pages)

Prerequisites: Any RLFR 200-level course or above, or by permission of instructor.

Enrollment Limit: 18

Enrollment Preferences: All are welcome. If overenrolled, preference will be given to French majors and certificate students; Comparative Literature majors; Africana Studies students; Global Studies students; and those with compelling justification for admission

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

RLFR 320(D1) COMP 310(D1) GBST 306(D2) AFR 306(D2)

Difference, Power, and Equity Notes: This course qualifies for a Difference, Power, and Equity requirement because it examines the history of slavery as related to French colonialism in different parts of the world. It also considers International issues of social justice, racism and police brutality.

Not offered current academic year

COMP 311 (S) Environmental Literature and Film in Latin America (DPE) (WS)

Cross-listings: ENVI 311 / RLSP 304

Secondary Cross-listing

What use are aesthetics when the world is (literally) on fire? We will take up this question and others in a critical engagement with Latin American cultural production of the twentieth and twentieth centuries, especially works of literature and film that directly or indirectly engage with environmental crisis. Students can expect to explore a variety of media, forms and genres, including works that range from (more or less) mainstream to cutting edge. Our examinations of literature and film will be supported by theoretical writings produced in the Americas and other places. Writers and directors whose work may be considered include, but are not limited to: Lucrecia Martel, Ciro Guerra, Rafael Barrett, Samanta Schweblin, Ernesto Cardenal, Juan Rulfo, María Luisa Bombal, Eduardo Gudynas, Silvia Rivera Cusicanqui, Eduardo Viveiros de Castro, Isabelle Stengers.

Requirements/Evaluation: This course will be conducted seminar-style. Students will be expected to prepare thoroughly and be active, engaged participants in class discussions. In addition to day to day preparation and participation, other graded assignments will include discussion-leading, one short (5-7 page) essay and a longer (15-20 page) paper combining research and original analysis.

Prerequisites: One college literature or film course at the 200-level or above.

Enrollment Limit: 19

Enrollment Preferences: Envi majors and concentrators, Comp Lit majors, Spanish majors and those working towards the Spanish certificate.

Expected Class Size: 12

Grading: no pass/fail option, yes fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 311(D1) RLSP 304(D1) COMP 311(D1)

Writing Skills Notes: All students in the course will write (and rewrite) no less than 20 pages. Major writing assignments will be scaffolded, with explicit discussion of the writing process (pre-writing, drafting, revision) and consultation.

Difference, Power, and Equity Notes: The works of literature and film that we will be examining challenge North American conceptions of climate change (and environmental crisis more broadly) by making visible (often uncomfortably so) the colonial and neocolonial history of extractivism.

Attributes: ENVI Humanities, Arts + Social Science Electives

Not offered current academic year

COMP 313 (S) Disinterest in the Bhagavad Gita

Cross-listings: ENGL 353 / REL 353 / ASIA 351

Secondary Cross-listing

In this course, students will read the *Bhagavad Gita* alongside selected responses to it. These responses range from philosophical and theological commentaries written in Sanskrit by Shankaracharya, Abhinavagupta, and Ramanuja, to later "Bhakti" poetic responses in other Indian languages, to 18th and 19th century European aesthetic and political commentary (Herder, Schlegel, Hegel), to the work of 20th century commentators like M.K. Gandhi, B.G. Tilak, B.R. Ambedkar and D.D. Kosambi. We will examine the *Gita's* theory of action and the place of disinterest in this theory. We will inquire into the social, metaphysical, and political conditions of possibility of such disinterestedness, and think about disinterestedness itself as a condition for political action and aesthetic experience. Finally, we will reflect on how such a comparative history of interpretation might help us model a dialectical history of thought.

Requirements/Evaluation: Weekly meetings, weekly reading; weekly essay or response. Attendance in 2-3 lectures over the semester.

Prerequisites: No prerequisites

Enrollment Limit: 10

Enrollment Preferences: Majors in English and Comparative Literature; Religion, Classics, or Philosophy majors; Sophomores looking to major in any of these.

Expected Class Size: 8-10

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 353(D1) COMP 313(D1) REL 353(D2) ASIA 351(D1)

Attributes: ENGL Literary Histories A

Spring 2025

TUT Section: T1 TBA Paresh Chandra

COMP 314 (F) Paris on Fire: Incendiary Voices from the City of Light (DPE)

Cross-listings: RLFR 316 / WGSS 315

Secondary Cross-listing

During the 1830s, Honoré de Balzac described Paris as a "surprising assemblage of movements, machines, and ideas, a city of one hundred thousand novels, the head of the world," but also characterized the French capital as a "land of contrasts," a "monstrous wonder," a "moral sewer." Similarly, writers from Victor Hugo to Émile Zola have simultaneously celebrated Parisian elegance and condemned the appalling misery of Paris's urban poor. Since 1889, Paris has been fêted as the "City of Light" for its Enlightenment legacy, Eiffel Tower modernity, and luminous energy, captured in countless paintings, photographs, and film. However, Paris is also the site of revolution, resistance, and riots. From revolutionary revolt (1830, 1848, 1871), to wartime resistance (1870, 1914-18, 1940-44), to reformist and race riots (1968 and 2005), Paris has repeatedly sparked with incendiary passion and political protest. As fires raged during the 2005 riots, many heard the echo of Hitler's 1944 question, "Is Paris burning?" and asked: why was Paris burning again at the dawn of the twenty-first century? Following the 2015 terrorist attacks, many wondered yet again what the future would hold for the City of Light. To answer these questions, we will examine the social, political, and literary landscape of Paris during the nineteenth, twentieth, and twenty-first centuries, from urbanization and modernization, to occupation and liberation, to immigration and globalization. Readings to include poetry, short stories, and novels by Hugo, Balzac, Baudelaire, Maupassant, Verne, Zola, Apollinaire, Colette, Duras, Perec, Rochefort, and Charef. Films to include works by Clair, Truffaut, Godard, Minnelli, Clément, Lelouch, Luhrmann, Kassovitz, Besson, and Jeunet. *Conducted in French.*

Requirements/Evaluation: Active class participation, midterm exam, and two papers.

Prerequisites: Strong performance in RLFR 106, or another RLFR 200-level or 300-level course, or permission of the instructor.

Enrollment Limit: 16

Enrollment Preferences: French Majors and French Certificate students, Comparative Literature Majors.

Expected Class Size: 16

Grading: yes pass/fail option, no fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

RLFR 316(D1) WGSS 315(D2) COMP 314(D1)

Difference, Power, and Equity Notes: This course examines the operations of difference, power, and equity in French film and fiction, history and politics, art and culture, from 1830 to 2025. In readings, lectures, and discussions, we will look at how class, ethnicity, gender, and sexuality structure the lives and struggles of the working class and urban poor, women and men, migrants and immigrants. Students will learn critical tools to better understand and interrogate social inequity and injustice.

Attributes: GBST Urbanizing World

Fall 2024

SEM Section: 01 MW 11:00 am - 12:15 pm Brian Martin

COMP 315 (S) Social Construction (DPE)**Cross-listings:** WGSS 302 / STS 301 / SOC 301 / REL 301**Secondary Cross-listing**

"Social construction" can often seem like the great collegial insight. By now, you've all heard that categories such as race, gender, and sexuality are in some sense not part of nature, but instead are created and maintained socially or culturally. The idea of social construction has been vital to critical race theory and queer theory, and, in this course, we will push ourselves into philosophy of science to see whether or not these same insights apply to everything. If we know that "Whiteness," "heterosexuality," and "masculinity," for instance, are all socially constructed, we will ask if the same is true of "electrons," "money," "the solar system," and "climate change." Can it be that all of our reality is socially constructed? Or does social construction have limits? If so, what are they? We will also ask more fundamental questions, such as: What does it mean to say something is socially constructed? How does social construction relate to claims that an aspect of the world is "real" or "not real?" Is social construction a theory about language, power, culture, societies, human perceptions, or the limits of science? What kind of political, ethical, ontological, or epistemological work do theories of social construction do? We will begin with different accounts of the social construction of race, gender, and sexuality. In the second part of the course, we will dig deeper into philosophical debates about social construction as such. Then we will explore constructionism about natural science. In the last part of the course, we will change gears and explore look at cutting-edge work in the theory of social science aimed at explaining the construction and ontology of social worlds. The class will culminate in a project in which students will put their social construction theories into practice.

Requirements/Evaluation: regular attendance and participation, short weekly reflection papers, a 8-10 page research paper, and final project**Prerequisites:** none**Enrollment Limit:** 15**Enrollment Preferences:** Preference will be given to majors and concentrators from STS, ANSO, COMP, REL, PHIL, WGSS, AAS, LATS, JWST, and AFR. If the class is overenrolled students will be asked to submit an email about themselves and why they want to take the course.**Expected Class Size:** 15**Grading:** no pass/fail option, yes fifth course option**Distributions:** (D1) (DPE)**This course is cross-listed and the prefixes carry the following divisional credit:**

COMP 315(D1) WGSS 302(D2) STS 301(D2) SOC 301(D2) REL 301(D2)

Difference, Power, and Equity Notes: Central to REL 301 will be an analysis of the social construction of race, gender, and sexuality. It will show how power and difference are tied up in their construction and maintenance of these categories. Students will be taught how to critically analyze race, gender, and sexuality as well as social construction as such. Students will also learn sophisticated tools for studying systems of social power and difference.**Attributes:** PHIL Related Courses

Spring 2025

SEM Section: 01 W 1:10 pm - 3:50 pm Jason Josephson Storm

COMP 318 (F) Twentieth-Century French Novel: From Adversity to Modernity (DPE)**Cross-listings:** RLFR 318**Secondary Cross-listing**

In his futurist novel *Paris in the Twentieth Century* (1863), Jules Verne envisions an era of technological superiority, complete with hydrogen cars and high-speed trains, televisions and skyscrapers, computers and the internet. But in Verne's vision of modernity, technological sophistication gives way to intellectual stagnation and social indifference, in a world where poetry and literature have been abandoned in favor of bureaucratic efficiency, mechanized surveillance, and the merciless pursuit of profit. To contest or confirm this dystopic vision, we will examine a broad range of twentieth-century novels and their focus on adversity and modernity. In a century dominated by the devastation of two World Wars, the atrocities of colonial empire, and massive social and political transformation, the novel both documented and interrogated France's engagement with race and ethnicity, gender and sexuality, colonialism and immigration. Within this historical context, we will discuss the role of the novel in confronting war and disease, challenging poverty and greed, and exposing urban isolation and cultural alienation in twentieth-century France. Readings to include novels by Colette, Genet, Camus, Duras, Ernaux, Guibert, Begag. Lectures to include discussions of Gide, Proust, Sartre, Beauvoir, Cixous, Foucault, Jelloun, Djébar. Films to include works by Fassbinder, Annaud, Lioret, Ducastel, Martineau, Téchiné, Charef. *Conducted in French.*

Requirements/Evaluation: Active class participation, two shorter papers, a midterm, and a longer final paper.

Prerequisites: A 200-level course (at Williams or abroad), or by placement test, or permission of the instructor.

Enrollment Limit: 16

Enrollment Preferences: French majors and certificate students, Comparative Literature majors, and those with compelling justification for admission. Seniors returning from Study Abroad (in France or other Francophone countries) are particularly welcome.

Expected Class Size: 16

Grading: yes pass/fail option, no fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 318(D1) RLFR 318(D1)

Difference, Power, and Equity Notes: As the course description explains, this course focuses on a critical examination of difference, power, and equity in twentieth-century France. The course also employs critical tools to teach students how to examine the roles of race and ethnicity, gender and sexuality, colonialism and immigration, in the French novel's critical representation of war and disease, poverty and greed, urban isolation and cultural alienation during the twentieth-century.

Not offered current academic year

COMP 319 (F) Black Migrations: African American Performance at Home and Abroad

Cross-listings: THEA 317 / DANC 317 / AFR 317 / AMST 317 / ENGL 317

Secondary Cross-listing

In this course, students will investigate, critique and define the concepts migration and diaspora with primary attention to the experiences of African Americans in the United States and Europe. Drawing on a broad definition of performance, students will explore everything from writing and painting to sports and dance to inquire how performance reflects, critiques and negotiates migratory experiences in the African diaspora. For example, how did musician Sidney Bechet's migration from New Orleans to Chicago to London influence the early jazz era? How did Katherine Dunham's dance performances in Germany help her shape a new black dance aesthetic? Why did writer James Baldwin go all the way to Switzerland to write his first novel on black, religious culture in Harlem? What drew actor/singer Paul Robeson to Russia, and why did the U.S. revoke his passport in response to his speeches abroad? These questions will lead students to investigate multiple migrations in the African diasporic experience and aid our exploration of the reasons for migration throughout history and geography. In addition to critical discussions and written analysis, students will explore these topics through their own individual and group performances in class. No prior performance experience is necessary.

Class Format: discussion

Requirements/Evaluation: class participation, in-class student performances, several 2-page performance response papers, one 10- to 12-page research paper, a final performance with a 3-page report

Prerequisites: none; open to all

Enrollment Limit: 15

Enrollment Preferences: Africana Studies majors and concentrators; Dance and Theatre majors; American Studies, Comparative Literature, and English majors

Expected Class Size: 10

Grading: no pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

THEA 317(D1) DANC 317(D1) AFR 317(D2) AMST 317(D2) ENGL 317(D1) COMP 319(D1)

Attributes: AFR Core Electives AFR Culture, Performance, and Popular Technologies AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora AMST Space and Place Electives GBST Borders, Exiles + Diaspora Studies

Not offered current academic year

COMP 320 (S) Kafka (WS)

"It's so Kafkaesque!" We love to use the most famous Austro-Hungarian-Czech-Jewish writer of all time to characterize puzzling and dispiriting situations. But close examination of Franz Kafka's work and life reveals a multi-dimensional world that goes far beyond the cliché. Jewish in an

increasingly anti-Semitic environment, German-speaking surrounded by Czech-speakers, deeply alone in a family that didn't understand him, Kafka produced texts that simultaneously demand and refuse to be interpreted. In this tutorial we will begin with intensive readings of selected short stories and parables, then move on to an exploration of Kafka's own words from diaries and letters, as well as secondary sources. The course will conclude with discussions of how Kafka's texts and their contexts might relate to contemporary conditions and/or to students' own lives and thoughts. This will be a modified tutorial, with five groups of three students apiece. Conducted in English.

Class Format: the class will be divided into groups of 3. At each weekly meeting, one of the 3 will present a 5-page paper, another will present a formal response, and the third will participate actively in discussion. Students will incorporate at least one of their papers into a final project that links their discussions of Kafka to their own interests and/or to contemporary issues.

Requirements/Evaluation: Three 5-page papers, three 1-2 page responses, one final project, discussion leading. Evaluation: Tutorial papers will receive extensive comments, but no grade; the instructor will meet with individual students at least twice during the semester to discuss how things are going for them. Responses will not be evaluated by the instructor, but instead will function well or less well in the context of the discussion. The final project will receive a grade, and the final grade will be determined by the overall trajectory of the student's learning.

Prerequisites: One college literature course

Enrollment Limit: 15

Enrollment Preferences: majors or prospective majors in Comparative Literature or German

Expected Class Size: 15

Grading: yes pass/fail option, no fifth course option

Distributions: (D1) (WS)

Writing Skills Notes: Modified tutorial. Students will write 3 five-page papers apiece, plus the same number of 1-2-page response papers, and will revise and expand one of their papers for a final project. Each paper will receive extensive comments.

Not offered current academic year

COMP 322 (S) Comic Lives: Graphic Novels & Dangerous Histories of the African Diaspora

Cross-listings: ENGL 356 / ARTH 223 / AFR 323 / AMST 323

Secondary Cross-listing

This course explores how the graphic novel has been an effective, provocative and at times controversial medium for representing racialized histories. Drawing on graphic novels such as the late Congressman John Lewis' *March* and Ebony Flowers' *Hot Comb*, this course illustrates and critiques multiple ways the graphic novel commingles word and image to create more sensorial access into ethnic traumas, challenges and interventions in critical moments of resistance throughout history. Students will practice analyzing graphic novels with the help of critical essays, reviews and film; the chosen texts will center on Africana cultures, prompting students to consider how the graphic novel may act as a useful alternate history for marginalized peoples. During the course, students will build comic creation and analysis skills through short exercises, eventually building up to the final project of a graphic short story that illustrates historical and/or autobiographical narratives. No art experience is required, only an openness to expanding one's visual awareness and composition skills. This course is often taught in collaboration with the Williams College Museum of Art's Object Lab program, which allows the class to have its own space and art objects that are directly related to the course topic. This class may feature Object Lab participation, film screenings, and collaborations with guest speakers.

Requirements/Evaluation: class participation, written responses, student-led facilitation, one 3-page graphic analysis, one 6- to 8-page essay, and a final project (producing a graphic short story)

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: If the enrollment limit is exceeded, preference will be given to Africana Studies concentrators or students who have taken AFR 200, the department's introductory course.

Expected Class Size: 20

Grading: no pass/fail option, no fifth course option

Unit Notes: this course is part of the Gaudino Danger Initiative

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 356(D1) ARTH 223(D1) AFR 323(D2) AMST 323(D2) COMP 322(D1)

Attributes: AFR Core Electives AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora GBST Borders, Exiles +

Spring 2025

SEM Section: 01 TR 9:55 am - 11:10 am Rashida K. Braggs

COMP 324 (F) Japanese Art and Visual Culture: Private/Public/Pop (WS)

Cross-listings: ARTH 525 / ASIA 324 / ARTH 324

Primary Cross-listing

This tutorial offers a survey of Japanese art and visual culture across time and media, with particular attention to two areas: the links between different artistic media, and the relationship between art and its audience. We'll begin with early court diaries and related scroll paintings as examples of "private" art. Then we'll move through progressively more public visual media of the 17th through 21st centuries: Kanô screen painting; nô, kabuki, and puppet theater; premodern architecture; popular woodblock prints; turn-of-the-century photography; and finally some examples of contemporary popular culture like comics, animation, and/or film. We will focus on the specificities of each medium while simultaneously developing formal visual reading skills that can work across different media.

Class Format: Students will meet with the instructor in pairs or trios for 75 minutes each week. This tutorial is offered simultaneously at the 300 level for undergraduates and at the 500 level for graduate students: graduate students will be paired with other graduate students and undergraduates with undergraduates.

Requirements/Evaluation: For undergraduates: weekly participation, 5 short written assignments in alternate weeks (ranging from 1 to 5 pages), and several 1-page peer critiques. For graduate students: weekly participation and 3-4 short written exercises that build toward a final 15-page research paper.

Prerequisites: No previous knowledge of Japanese art or culture is required. Students with similar preparation and interests will be paired with one another.

Enrollment Limit: 10

Enrollment Preferences: Graduate Art students, followed by undergraduates majoring in Art History or Comparative Literature.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTH 525(D1) ASIA 324(D1) ARTH 324(D1) COMP 324(D1)

Writing Skills Notes: Students will write several regularly spaced papers that build on one another by tackling similar problems from different angles. Students will receive detailed feedback from the instructor on each paper, addressing argument, organization, and style, as well as peer feedback. (See requirements for details about the number and type of assignments.)

Not offered current academic year

COMP 327 (F) Romanticism, Belatedly (DPE)

Cross-listings: ENGL 324

Secondary Cross-listing

What is Romanticism? Instead of searching for an answer at the movement's supposed point of origin (1790-1830, in Germany, England, and France), we will begin in early twentieth-century South Asia. In the nineteenth century, English Romantic poetry and, to a lesser extent, ethico-political and aesthetic ideas associated with German Idealism circulated in South Asia as part of a colonial education aimed at producing "a class of persons Indian in blood and color, but English in tastes, in opinions, in morals and in intellect" (Macaulay). The intentions of this plan of education aside, it unwittingly opened channels for literary, philosophical, and political exchange that were harmful to colonial rule, and essential to how we understand worlds of literature today. Behind the backs of its homegrown, self-anointed inheritors, Romanticism in the "colonies" led multiple other lives and was transformed in encounters that must--belatedly--be read back into its originary texts. Hence, in counter-chronological fashion, in this class we will begin with important postcolonial works by Faiz Ahmad Faiz (Urdu), Suryakant Tripathi Nirala (Hindi), Mahadevi Verma (Hindi), Sarojini Naidu (English), Mohammad Iqbal (Urdu and Persian), and Rabindranath Tagore (Bengali), to move on to Karl Marx and Heinrich Heine (German), Charles Baudelaire (French), and George Eliot (English), to end with John Keats (English), William Wordsworth (English), and G.W.F. Hegel (German). In considering these texts with an eye to poetics and interpretation, we will pay close attention to concepts that they bring to the fore, key among them

"belatedness" (Nachträglichkeit), "allegory", "critique," "non-identity." We will read non-English language texts in translation, though we will have occasion to discuss originals.

Requirements/Evaluation: One mid-term essay (6-8 pages), one presentation or participation in roundtable, one final paper (12 pages)

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 25

Enrollment Preferences: English majors, then sophomores considering the major

Expected Class Size: 25

Grading: yes pass/fail option, no fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 327(D1) ENGL 324(D1)

Difference, Power, and Equity Notes: This course examines how the political impact of colonization upon both Europe and South Asia gets expressed in literary productions of the nineteenth and the twentieth centuries. It explores the way these literary works understand the axes of social identity that shape oppression and inequity--coloniality, race, caste, gender--as constitutive of the unevenly developing world of capitalism. The concepts upon which the course focuses are essential to contemporary social critique.

Attributes: ENGL Literary Histories B ENGL Literary Histories C

Not offered current academic year

COMP 329 (S) Literary History: Shakespeare, Dickinson, Celan, Knausgaard

Cross-listings: ENGL 346

Secondary Cross-listing

This course will consider literature as a distinctive kind of historical object, one that emerges within a specific linguistic, cultural, and political context and that, nevertheless, travels far beyond its point of origin into unknown and, indeed, unknowable futures. The four figures who will concern us this semester are interested in one another - the later writers are careful readers of the earlier ones - but our thinking will go beyond reception history and the dynamics of literary influence. Instead, we will focus on the way in which literature's own temporality structures its history and, indeed, the way in which history itself might be conceived in literary terms. We will read a lot of lyric poems, but we will end the semester with perhaps the most important contemporary European novel. We will also read a significant body of theory and criticism, including works by Theodor Adorno, Giorgio Agamben, Maurice Blanchot, Martin Buber, Sharon Cameron, Anne Carson, Jonathan Culler, Joel Fineman, Virginia Jackson, Boris Maslov, and Sianne Ngai.

Requirements/Evaluation: Midterm paper of 6-8 pages, final research paper of 10-12 pages, thoughtful participation in class discussions

Prerequisites: either a 100-level ENGL course, a score of 5 on the AP English Literature exam, a score of 6 or 7 on the Higher Level IB English exam, or permission of the instructor

Enrollment Limit: 25

Enrollment Preferences: English majors and those intending to major in English. Reading knowledge of German welcome but not expected.

Expected Class Size: 25

Grading: no pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 346(D1) COMP 329(D1)

Attributes: ENGL Literary Histories A ENGL Literary Histories B ENGL Literary Histories C

Spring 2025

SEM Section: 01 MR 1:10 pm - 2:25 pm Emily Vasiliauskas

COMP 331 (F) The Brothers Karamazov (WS)

Cross-listings: RUSS 331 / ENGL 371

Secondary Cross-listing

Widely hailed as one of the greatest novels ever written, Dostoevsky's *The Brothers Karamazov* contains a series of enigmas, not the least of which is precisely who murdered the Karamazov father. In addition to exploring the shared guilt of all four of the brothers Karamazov in the crime of patricide, Dostoevsky poses the most probing questions of his day: Are families tied together merely by blood or by deeper spiritual bonds? Is religious faith possible in an age of reason, science, and technology? Can man's earthly laws ever carry out divine justice? Is humanity prepared to bear the burden of responsibility that comes with freedom? This tutorial will spend an entire semester exploring Dostoevsky's masterwork, and we will read a variety of secondary sources alongside *The Brothers Karamazov*, including history, philosophy, and literary theory. Our goal will be to understand Dostoevsky's answers to these so-called "accursed questions" through the unique artistic form of *The Brothers Karamazov*.

Requirements/Evaluation: completion of weekly reading and writing assignments, as well as active engagement during tutorial sessions

Prerequisites: at least one 200-level literature class

Enrollment Limit: 10

Enrollment Preferences: students majoring or considering a major in Russian, Comparative Literature, or English

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

RUSS 331(D1) COMP 331(D1) ENGL 371(D1)

Writing Skills Notes: Students will write six 6-page papers in the course of the semester and received detailed feedback on their writing and argumentation for each paper, which they will be expected to incorporate into subsequent papers.

Attributes: JLST Interdepartmental Electives

Not offered current academic year

COMP 332 (F) Popular Culture in the Arab World: Youth, Populism, and Politics (DPE)

Cross-listings: ARAB 331

Secondary Cross-listing

Since the uprisings in the Arab world in 2011 and the counter-revolutions that followed, much attention has been paid to the significant role of the "popular" in creating social and political transformations. The voice of the youth and "the street," in particular, emerged as massive sources and sites for political mobilization. But, are these categories identical? Does youth culture equal popular culture? This survey course is designed to provide students with an introduction to the different layers that constitute popular culture in the Arab world since the decolonization of Arab states in the 1950s. Questions that we will ask include: What constitutes "popular culture" in the Arab world? How is it different than folk culture, mass culture, or "high" culture? Who are the key players in the creation and dissemination of "popular" culture? Besides globalization, for example, what other social, political and economic dynamics engulf the definition of the "popular"? What are modes of self-fashioning and representation of Arab identity that characterize this culture? To answer these questions we will examine original sources (with English translation) that include a graphic novel, political cartoon and graffiti, documentaries, TV shows, soap operas, video clips, music, comedy, blogs, news and social media. A selection of essays from anthropology, Arab culture studies, political science, journalism, and online videos will be used to provide historical and critical context for the material discussed in class.

Requirements/Evaluation: active class participation, two shorter papers (3-4 pages), two film reviews and critical reflections (1-page), a performance, and a longer final paper (7-10 pages)

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: students majoring in or considering a major in Arabic Studies

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ARAB 331(D1) COMP 332(D1)

Difference, Power, and Equity Notes: As the course description explains, this course engages the concept of the popular through a critical examination of difference, power, and equality in the context of national revolt against colonialism, dictatorship, and socioeconomic injustice in the

Arab world since the 1950s. The content will focus on addressing how voices from the margins, particularly the youth, the urban poor, and women, articulated a political language of popular resistance against the dual hegemony of state and colony.

Attributes: GBST Middle Eastern Studies

Not offered current academic year

COMP 333 (F) Fanaticism

Cross-listings: ENGL 331

Secondary Cross-listing

From the early modern period on, writers of literature and political philosophy have repudiated fanaticism, whether as a religious, political, or amorous posture. But what is fanaticism, and why should it be considered such a threat? In this course, we will examine these questions by considering literary texts that dramatize fanaticism in light of accounts by philosophers and historians. Readings will draw on literary works by Spenser, Swift, M. Shelley, Hogg, Dickens, Eliot, Conrad, among others, and political philosophy and historical writings by Hobbes, Locke, Hume, Voltaire, Kant, Diderot, Burke, Hume, Carlyle, Adorno, and a range of recent critics. We will also watch films by Riefenstahl, Hitchcock and Pontecorvo, and look at paintings, drawings and sculpture by Fragonard, Goya, and Shibonare. Since fanaticism has recently had considerable political currency, we will also examine contemporary accounts that reanimate the debates and concerns of the course.

Requirements/Evaluation: Regular class participation and two papers, 7-10 pages in length.

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 22

Enrollment Preferences: English and Comparative Literature majors, then qualified sophomores and first-year students.

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 333(D1) ENGL 331(D1)

Attributes: ENGL Criticism Courses ENGL Literary Histories A ENGL Literary Histories B

Not offered current academic year

COMP 334 (S) Imagining Joseph

Cross-listings: REL 334 / ANTH 334 / JWST 334

Secondary Cross-listing

Beloved son, rival brother, faithful servant, dreamer, seer, object of desire, lover, husband, bureaucrat, Joseph is one of the most fully-limned and compelling figures in the Jewish, Christian, and Muslim scriptural traditions. The story of Joseph unfolds over fourteen chapters in the Hebrew Bible, and is the subject of the fourth longest sura in the Qur'an. Through millennia, the story of Joseph has inspired a wealth of interpretations, commentary, apocrypha, re-tellings, and back-story, including an apocryphal book of scripture about Joseph and his wife, Asenath, Sufi poetry about Joseph and Zuleikha (Potiphar's wife), a trilogy by the 20th century German novelist Thomas Mann, a musical by Andrew Lloyd Weber, and many expressions in Western visual art. The course will explore these various expressions, looking to them for the ways in which Joseph has captured the imaginations of peoples and cultures across time and space. The course will be organized as a collaborative seminar in which the class will read the foundational scriptures together, followed by thematic discussions to which students will contribute insights from their own readings of particular peripheral texts. Students will learn the pleasures of close and intense exegetical reading in approaching the Hebrew Bible and Qur'an, as well as the more expansive pleasures of linking post-scriptural expressions together.

Requirements/Evaluation: occasional response papers; substantial final project and paper; class participation

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: based on responses to a questionnaire

Expected Class Size: 12

Grading: no pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

REL 334(D2) ANTH 334(D2) COMP 334(D1) JWST 334(D2)

Attributes: JWST Core Electives

Spring 2025

SEM Section: 01 W 1:10 pm - 3:50 pm Peter Just

COMP 335 (F) Poetry of Indignation: Poetics and Transnational Liberation (DPE) (WS)

Cross-listings: AFR 328 / ARAB 320

Secondary Cross-listing

Poetry is usually associated with beautiful, metered, and charged language. However, beyond its poeiticity, poetry has also functioned as a tool of liberation and transnational construction of identities and solidarities. States have national poets, and, in many countries, national anthems were written by famous poets. From Abu al-Qasim al-Shabbi and Claude McKay to Pablo Neruda, poetry has acted as a space for life, rebellion, resistance, revolution, and the defense of a common humanity that transcends the barriers of language and national aesthetics. This course draws on a variety of materials from the Caribbean to Africa and from the Middle East to India to conceptualize a "poetics of indignation" against slavery, social injustice, colonization, authoritarianism, capitalism, and globalization. The students in this course will read poets, such as Okot p'Bitek, Derek Walcott, Tsitsi Jaji, Mahmoud Darwish, and Pablo Neruda, among many other poets, to examine how poetics changed and shifted across times and geographic boundaries while retaining a commitment to indignation, rebellion, and anger at almost the same recurring oppressive forces.

Requirements/Evaluation: Two 5pp. midterm papers; a 1000-word reflection statement; weekly GLOW posts; one 10-minute presentation; active participation in the discussions in class.

Prerequisites: None

Enrollment Limit: 14

Enrollment Preferences: If the class is overenrolled, the students will submit a 200-word paragraph in which they explain how the course fits within their plan of study at Williams.

Expected Class Size: 14

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 328(D2) COMP 335(D1) ARAB 320(D1)

Writing Skills Notes: The students in this course will receive intensive feedback on their writing. This includes writing two 5pp. papers as well as a 10pp. final paper. The students will submit weekly GLOW posts and a final reflection statement.

Difference, Power, and Equity Notes: The students will understand that poetry is a field in which power dynamics and imbalances of access to resources are reflected. They will also pay attention to who writes what and who publishes where in order to understand the imbrication of inequality within the institutions that produce, disseminate, and reward poets.

Fall 2024

SEM Section: 01 MR 2:35 pm - 3:50 pm Brahim El Guabli

COMP 343 (F) Shakespeare on Page, Stage and Screen: Text to Performance (WS)

Cross-listings: ENGL 345 / THEA 340

Secondary Cross-listing

Four centuries on, Shakespeare still challenges us. How should we weigh the respective claims of our own era's concerns--with matters of gender, sexuality, race, class, or materiality, for instance--against historicist attention to the cultural, political and theatrical circumstances in which his plays were actually written? And when it comes to realizing the texts in dramatic performance, such challenges--and opportunities--multiply further. Critical fidelity to Shakespeare's times, language and theatrical milieu prioritizes a historical authenticity that can be constraining or even sterilizing. At the other extreme, staging the plays with the primary aim of making them "speak to our times" risks revisionary absorption in our own interests. We will

read six plays, of different genres and written at different periods of Shakespeare's career. These will likely be *Romeo and Juliet*, *Henry V*, *Twelfth Night*, *Hamlet*, *The Tempest*, and *A Midsummer Night's Dream*. Close reading of the texts will be the priority, but we will also attend to the demands and opportunities of performance, and assess a range of recent film and stage productions.

Requirements/Evaluation: Three papers ranging from 4 to 7 pages; regular Glow posts; class participation.

Prerequisites: A THEA course; a 100-level ENGL course; a score of 5 on the AP Literature exam or a 6 or 7 on the IB exam; or permission of instructor.

Enrollment Limit: 18

Enrollment Preferences: Theatre and English majors or prospective majors

Expected Class Size: 18

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 345(D1) THEA 340(D1) COMP 343(D1)

Writing Skills Notes: Three papers rising from 4 to 6+ pages; regular discussion board postings and several short response papers. Students will receive substantive feedback on their writing, and there will be opportunities for revision.

Attributes: ENGL Literary Histories A

Fall 2024

SEM Section: 01 MR 2:35 pm - 3:50 pm James L. Pethica

COMP 345 (F) Wonderland(s): *Alice* in Translation

Cross-listings: GBST 345 / ENGL 365

Primary Cross-listing

"What do you mean by that?" said the Caterpillar, sternly. "Explain yourself!" "I can't explain myself, I'm afraid, Sir," said Alice, "because I'm not myself, you see?" The confusion around personal identity, which Alice is seen to experience as she makes her way through Wonderland, can be examined productively as an allegory of translation. Beyond its representation of the developmental and socio-cultural transitions of a child, what happens to *Alice*, a seminal text in children's literature, when it travels down the rabbit hole to a new linguistic wonderland? For starters, the seven-year-old girl becomes Marie in Danish, Arihi in Maori, Ai-chan in Japanese, and Paapachchi in Kannada. Then there are the highly idiosyncratic humor, word play, embedded English nursery rhymes, and iconic illustrations by Tenniel. How do they fare in new linguistic, cultural, and even genre contexts? Lewis Carroll told his publisher in 1866: "Friends here seem to think the book is untranslatable." And yet. Over 200 translations later, including Kazakh, Shona, Papiamento, Braille, and Emoji, *Alice* continues to delight and confound readers all over the world and to pose myriad challenges as well as opportunities for translators. This course will serve as an introduction to the theory and practice of translation using Carroll's *Alice* as an anchoring primary text. We will examine key disciplinary issues and concepts, such as equivalence, domestication, foreignization, and autonomy, and challenge the old canard that translation leads ineluctably, and exclusively, to loss.

Requirements/Evaluation: active, regular, and substantive class participation; discussion leading; weekly translation exercises; 2-3 short writing assignments; final project

Prerequisites: students must have at least three years of college-level second-language instruction already in place, or the equivalent (advanced proficiency), or permission of the instructor

Enrollment Limit: 16

Enrollment Preferences: COMP majors; language majors; language students

Expected Class Size: 10

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

GBST 345(D2) ENGL 365(D1) COMP 345(D1)

Fall 2024

COMP 348 (S) Drawing Democracy: Graphic Narratives as Democratic Ideals

Cross-listings: AMST 348 / LATS 348

Secondary Cross-listing

This course examines the graphic narrative in terms of how each author/illustrator employs narrative elements (plotting, structure, characterization, text, and visuals) to express social realities within the context of democratic ideals. Regular assignments and in-class exercises throughout the course offer students the opportunity to create their own graphic narratives.

Requirements/Evaluation: attendance and class participation, short writing exercises, 4-5 page midterm paper (close-reading a text), 10-15 page final creative paper

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: LATS concentrators

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 348(D1) AMST 348(D2) LATS 348(D2)

Attributes: AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora LATS Core Electives

Not offered current academic year

COMP 350 (F) Separation: An Introduction to Postcolonial Literature (DPE)

Cross-listings: ASIA 353 / ENGL 352

Secondary Cross-listing

Few themes in the history of human societies have produced as much writing as that of separation--from a lover, from one's homeland, from God(s). In the past two centuries, this theme has been essential to representing experiences of exile and migration in the wake of the colonially mediated transition to world capitalism. In this course, we will take up the theme of separation as a privileged point of entry into postcolonial literature and towards understanding the multiple meanings of "postcoloniality." We will encounter examples in which this theme shapes critical thought and helps imagine new modes of existence, as well as those in which the grief of separation shades into such overpowering melancholy that writing becomes impossible. We will also look at what the preoccupation with separation can tell us about the ways human beings relate to human and non-human objects, and how they make and experience history. To think through these issues, we will read nineteenth and twentieth century works dealing with experiences of love, ecstasy, migrancy, and exile, composed in diverse geographical, socio-political, and linguistic contexts. We will read works (novels, poems, memoirs, essays) and watch films from South Asia, Egypt, the Caribbeans, the US, and Europe, composed in multiple languages (English, Hindi, Urdu, Persian, French, Arabic, Bengali and Malayalam).

Requirements/Evaluation: mid-term paper (6-page), participation in class discussions and one roundtable, final paper (15-page)

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 25

Enrollment Preferences: English majors, then sophomores considering the major

Expected Class Size: 25

Grading: yes pass/fail option, no fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ASIA 353(D1) COMP 350(D1) ENGL 352(D1)

Difference, Power, and Equity Notes: This course examines how the political impact of colonization upon both "colonizer" and "colonized" gets expressed in literary productions of the nineteenth and the twentieth centuries. It explores the way these literary works understand the axes of social identity that shape oppression and inequity--coloniality, race, caste, gender--as constitutive of the unevenly developing world of capitalism. The

concepts upon which the course focuses are essential to contemporary social critique.

Attributes: ENGL Literary Histories C

Fall 2024

SEM Section: 01 TF 1:10 pm - 2:25 pm Paresh Chandra

COMP 360 (F) Boucicault to McDonagh: Irish Theatre, 1870 to the present (DPE)

Cross-listings: ENGL 364 / THEA 336

Secondary Cross-listing

During the Irish Literary Revival of c.1885-1920, Irish writers sought to assert "Irishness" as culturally distinctive, and resisted the marginalizing impacts of British colonial rule. The achievement of Independence in 1923 brought years of insularity and censorship, but over the past three decades Ireland's embrace of globalization and the hybridizing impacts of postmodernism has led to a remarkable flowering of creative vitality. This course will trace the evolution of Irish theatre over the past century-and-a-half. We will read plays by Dion Boucicault, Oscar Wilde, W.B. Yeats, J.M. Synge, Augusta Gregory, George Bernard Shaw, Douglas Hyde, Sean O'Casey, Samuel Beckett, Brendan Behan, Brian Friel, Marina Carr, Frank McGuinness, Christina Reid, Conor McPherson, and Martin McDonagh, and also chart the course of the founding and history of the Abbey Theatre, one of first National Theatres in Europe.

Requirements/Evaluation: Two essays of 6+ pages; regular Glow posts; class participation

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Theatre majors, English and Comparative Literature majors

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 360(D1) ENGL 364(D1) THEA 336(D1)

Difference, Power, and Equity Notes: This course is centrally concerned with identity politics within a colonial context. Irish writers prior to independence from Britain sought to assert "Irishness" as culturally distinctive. After 1923, they continued to wrestle with the legacies of colonial subjection and the inferiorizing identifications that had been ingrained during colonial rule. The texts we will read centre on questions of cultural self-definition and explore (and resist) the process of othering.

Attributes: ENGL Literary Histories B ENGL Literary Histories C

Not offered current academic year

COMP 361 (F) Repairing a Broken World: Intro to North African Contemporary Art (DPE)

Cross-listings: RLFR 360 / ARTH 460 / ARTH 560 / ARAB 360

Secondary Cross-listing

How do artists respond to a world in crisis? How does visual art engage violent histories, injured bodies, social injustice and ecological disaster? In this course we will explore the political and ethical concept of repair as it emerges in the work of contemporary North African visual artists. Repair is both a material and symbolic transformational practice of putting together something that is torn or broken. It is never complete, nor does it redeem a history of harm or violence. Rather repair is an invitation: a bringing of people, histories, objects, buildings, feelings and geographies into relation with one another in order to link worlds that have been splintered and separated. It is also a call to imagine other futures. North African contemporary artists have deeply engaged in this type of repair work, attending to colonial history, economies of extraction and environmental damage, race and slavery, housing inequity, gender identity and broken transmission of memory. We will dive into the work of individual artists as well as collectives while reading theoretical texts about broken-world thinking, reparative epistemology, alternative archives, and material reparations.

Class Format: Conducted in French.

Requirements/Evaluation: For undergrads: Active participation, 8 1-page response papers, 5-page mid-term paper, 10-12 page final paper and presentation. For grad students: Active participation, 8 response papers, 5-page mid-term paper, and 20-page final paper and presentation.

Prerequisites: Any RLFR 200-level course or above, or by permission of instructor.

Enrollment Limit: 18

Enrollment Preferences: If over-enrolled, preference will be given to RLFR, ARAB, ARTH and COMP majors, and only 2 spots will be offered to Grad Art students.

Expected Class Size: 15

Grading: yes pass/fail option, no fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

RLFR 360(D1) ARTH 460(D1) ARTH 560(D1) ARAB 360(D1) COMP 361(D1)

Difference, Power, and Equity Notes: This course critically examines art work that engages colonial history, economies of extraction and environmental damage, race and slavery, housing inequity, gender identity.

Fall 2024

SEM Section: 01 TF 2:35 pm - 3:50 pm Katarzyna M. Pieprzak

COMP 362 (S) Stories We Tell

Cross-listings: SOC 362

Secondary Cross-listing

From The Moth to StoryCorps to Williams College's own Storytime, stories are ubiquitous in contemporary society. Indeed, sociologists have argued that social life is itself "storied"--that we locate ourselves within familiar narrative structures, using them to "construct" identities and "tell" our lives. Stories, in this view, are not only the stuff of literature, but also the very fabric of social life: the foundation for individual and collective identities. This course grapples with the role of stories and storytelling in modern social life. What role do stories play in constituting personal identity? What cultural templates structure the stories we tell? Why are memoirs so popular, and how can we explain the more recent resurgence of interest in oral forms of storytelling? What role does storytelling play in politics and social movements? Specific topics will include confessional culture, podcasts, memoir, politics, and social change. Along the way, we will pay explicit attention to medium, and consider how sociologists might learn from journalists, documentarians, and memoirists to convey stories from their own research.

Requirements/Evaluation: occasional discussion questions, one 2-page reflective essay, one 6-8 page paper, and a final project (either a 10-page paper or an equivalent podcast or video essay)

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: if overenrolled, students will be asked to submit a short statement of interest

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

SOC 362(D2) COMP 362(D1)

Spring 2025

SEM Section: 01 TR 9:55 am - 11:10 am Christina E. Simko

COMP 363 (S) Where are all the Jews? (DPE) (WS)

Cross-listings: REL 268 / JWST 268 / ARAB 363

Secondary Cross-listing

Until four decades ago, many Maghrebi and Middle Eastern cities and villages teemed with Jewish populations. However, the creation of the Alliance Israelite Universelle's schools (1830s), the establishment of the State of Israel in 1948, the decolonization process in the Maghreb and the Middle East, and the Arab defeat in the Six-Day War accelerated the departure of Arab and Berber Jews from their homelands to other destinations, including France, Israel, Canada, the United States, and different Latin American countries. Arab and Berber Jews' departure from their ancestral lands left a

socioeconomic and cultural void that Maghrebi and Middle Eastern cultural production has finally started to address, albeit shyly. The course will help students understand the depth of Jewish life in the Maghreb and the Middle East, and interrogate the local and global factors that led to their disappearance from both social and cultural memories for a long time. Reading fiction, autobiographies, ethnographies, historiographical works, and anthropological texts alongside documentaries films, the students will understand how literature and film have become a locus in which amnesia about Arab/Berber Jews is actively contested by recreating a bygone world. Resisting both conflict and nostalgia as the primary determinants of Jewish-Muslim relations, the course will help students think about multiple ways in which Jews and Muslims formed communities of citizens despite their differences and disagreements.

Requirements/Evaluation: 400-word weekly, focused responses on Glow; a book review (600 words); two five-page papers as mid-terms; one ten-page final paper; one presentation.

Prerequisites: none

Enrollment Limit: 14

Enrollment Preferences: students interested in critical and comparative literary, religious or historical studies.

Expected Class Size: 14

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 363(D1) REL 268(D2) JWST 268(D2) ARAB 363(D1)

Writing Skills Notes: Students are required to present an outline of their papers before submitting a draft paper. The professor will give feedback on each written work to improve students' writing skills. Students are required to incorporate the feedback to improve their drafts before they become final. Students will receive detailed and consistent feedback about their writing. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: Students in this course will understand the historical process that lead to the disappearance of Arab/Berber Jews. Students also will work out alternative ways to grasp Jewish-Muslim relations beyond nostalgia and conflict. Finally, students enrolled in the course will grapple with and try to disentangle the complexity of Jewish-Muslim citizenship in both pre-colonial and postcolonial contexts.

Attributes: JWST Core Electives

Not offered current academic year

COMP 366 (S) Joyce, Woolf, and Proust

Cross-listings: ENGL 325

Secondary Cross-listing

This seminar focuses on novels by three of the most important writers of modernist fiction: Marcel Proust (*Swann's Way*, the first novel of his sequence *In Search of Lost Time*); Virginia Woolf (*To the Lighthouse*); and James Joyce (*Ulysses*, read in slightly abridged form). By juxtaposing these pathbreaking texts, we will examine the distinctive yet related ways in which they explore crucial preoccupations of modernism: the threat and the exhilaration of cultural loss in face of social and political transformations in the early twentieth century; the turn to memory, to art, and to objects as stays against de-stabilized subjectivity and as means of re-thinking value; the emergence of new forms of political and sexual identity; the heightening of consciousness to the verge of transport or disintegration; and the roots and perversities of desire. Students who have studied *Ulysses* in a previous course are welcome.

Requirements/Evaluation: regular class participation, two 8- to 10-page papers

Prerequisites: a 100-level ENGL course, a score of 5 on the AP English Lit exam, or a score of 6 or 7 on the Higher Level IB English exam; students who have taken ENGL 360 are welcome

Enrollment Limit: 22

Enrollment Preferences: English and Comparative Literature majors

Expected Class Size: 18

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 325(D1) COMP 366(D1)

Attributes: ENGL Literary Histories C

Not offered current academic year

COMP 369 (F) Indigenous Narratives: From the Fourth World to the Global South (DPE) (WS)

Cross-listings: HIST 306 / ARAB 369 / GBST 369

Primary Cross-listing

In the late 20th century, world literature has witnessed a "boom" in indigenous literature. Many critics and historians describe this global re-emergence of the subaltern and the indigenous in terms of literary justice fostered by post-colonial studies and the adoption of the Declaration of the Rights of Persons Belonging to National or Ethnic, Religious and Linguistic Minorities, by the UN General Assembly on December 18, 1992. In this course, we will investigate this "indigenous boom" by reading novels and short stories from the Americas, the Middle East and North Africa from the 1970s to the present. Through these trans-regional and trans-historical peregrinations, our principal goal will be to examine and compare narratives about conquest, settler colonialism, colonial nationalism, indigeneity, sovereignty, indigenous epistemology and philosophy. At the same time, we will consider the following questions: How did pioneering indigenous women writers, such as the Laguna Pueblo Leslie Marmon Silko in the US and the Mayan playwrights of La Fomma in Chiapas, Mexico lead the feminist front of the indigenous literary renaissance? How did Palestinian folktales, Amazigh poetics in the Maghreb, and Mayan dream narratives in Mexico and Guatemala produce narratives of decolonial history? What does the aesthetics of magical realism in Arabic, Quechua and Spanish, respectively, as evident in the works of the Kurdish writer Salim Barakat (Syria) and the mestizo writer José María Arguedas (Peru) tell us about the intersection of race, ethnicity, and indigenous epistemology? What is the connection between the recent "boom" of English translations of Indigenous texts and neoliberalism, multiculturalism and neo-colonialism? Ultimately, our goal is to trace how these texts contributed to global indigenous literature and the trans-historical and trans-geographical connections between them.

Requirements/Evaluation: active class participation, several short response assignments (3-4 pages), two film reviews (1 page), a performance project, and a final paper (7- to 10-pages)

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Comparative Literature majors

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 369(D1) HIST 306(D2) ARAB 369(D1) GBST 369(D2)

Writing Skills Notes: This course will enable students to write weekly while engaging with various forms of writing skills: articulating arguments in short response papers (3-4 pages each), developing visual criticism through writing two film reviews, (1 page each), journaling through writing a personal reflections on a performance project, and honing research language in producing a final paper of 7-10 pages. Instructor's feedback and peer review sessions will include review of drafts and argumentative structures.

Difference, Power, and Equity Notes: At the heart of this course is the history of global Indigenous struggle for liberation and decolonization. The various novels, short stories, poems, films and other texts that students will engage with narrate histories of colonial dispossession, racial oppression, economic subjugation and dehumanization of minoritized Indigenous communities in the Americas, North Africa and the Middle East.

Attributes: GBST Borders, Exiles + Diaspora Studies

Fall 2024

SEM Section: 01 MR 1:10 pm - 2:25 pm Amal Egeiq

COMP 378 (S) Proust's "In Search of Lost Time"

Cross-listings: ENGL 378 / RLFR 378

Secondary Cross-listing

In this seminar we will study Marcel Proust's novel-sequence *In Search of Lost Time*, widely regarded as one of the most transformative works of 20th-century fiction. The first-person narrative chronicling the life of a fictional figure bearing a close relationship to Proust himself spans several decades from the late 19th to the early 20th century, centering on French high society as it enters the modern world, shaped by historical events such as the Dreyfus Affair and the First World War. Proust's exploration of the consciousness of the protagonist, an aspiring writer, has led readers to see

him as a philosopher of aesthetics, of the psyche, of time and memory, and of the nature of desire. His narrative ranges from meditations on such subjects to social satire to absorbing and sometimes soap opera-like plots exploring upward and downward social mobility and a wide array of sexual entanglements, straight and queer. Through his fluent prose, Proust renders the vicissitudes of desire, loss, and joy, of betrayal and emotional intransigence, and tests the power of memory and the imagination to recapture the past. Because of the length of *In Search of Lost Time*, the emphasis of the course will be more on reading (about 7 to 7½ hours per week) and less on writing (four or five 1½-page journal entries and a final paper of 8-10 pages) than the average 300-level course; and approximately one-third of the sequence will be bracketed as optional reading.

Requirements/Evaluation: Regular class participation, several 2-page journal entries, and a final paper of 8-10 pages

Prerequisites: a 100-level ENGL course, a score of 5 on the AP English Lit exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 22

Enrollment Preferences: English, French, and Comparative Literature majors

Expected Class Size: 16-18

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 378(D1) COMP 378(D1) RLFR 378(D1)

Attributes: ENGL Literary Histories C

Not offered current academic year

COMP 380 (F) Literary and Critical Theory in the Twentieth Century

Cross-listings: ENGL 370

Primary Cross-listing

From the rise of modern literary criticism around 1900 to the explosion of high theory in the 1980s and 1990s, the twentieth century witnessed an international flowering of new ideas about how to interpret art and literature: Russian Formalism, American New Criticism, French Structuralism and Deconstruction, and a welter of post- prefixed concepts that claim to transcend national boundaries: the poststructural, the postmodern, the postcolonial, the posthuman. What are the ideas associated with these different movements, and how are they connected? Does each represent a radical break with previous ways of reading, or do they actually build on one another and evolve in a systematic way? And given the entanglement between criticism and teaching, which are the theories that seem to define the work we do (and want to do) here at Williams? This course will focus on a very careful reading of essays representing major 20th-century critical schools (and a couple of their earlier precursors), by critics like Plato, Schiller, Shklovsky, Richards, Barthes, Derrida, de Man, Beauvoir, and Butler. Written assignments will encourage you to parse these theories carefully and apply them to the literary texts that most interest you: prose or poetry from any time and place; film, visual art, or architecture; music, new media, or digital media, etc.

Requirements/Evaluation: attendance and active participation, several short response assignments, final project consisting of a scripted oral presentation and a 15-page final paper

Prerequisites: at least one previous literature or theory course

Enrollment Limit: 15

Enrollment Preferences: Comparative Literature majors

Expected Class Size: 15

Grading: no pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 380(D1) ENGL 370(D1)

Attributes: AMST Critical and Cultural Theory Electives ENGL Criticism Courses

Not offered current academic year

COMP 390 (F) Feminist and Queer Horror Films (DPE)

Cross-listings: WGSS 398 / ENGL 333 / AMST 390 / THEA 390

Secondary Cross-listing

This course focuses on pairing theoretical readings with a variety of horror films with feminist or queer themes. Many tropes are associated with this genre - "the final girl" in slasher movies, "the transvestite murderer," femme lesbian vampires, supernatural BDSM figures, vampires as allegories for HIV/AIDS, werewolves as metaphors for FTM gender transitions or puberty, lonely mothers in creaky houses as unreliable narrators, Satanic spawn, and creepy long-haired girls. Some films reinforce gender stereotypes while others snap on more explicitly feminist and queer lenses. This course functions as a survey of many different genres, introducing students to classic 1970s films and working up to the present day and we will learn how these tropes developed and then were subverted by more modern day films such as those by A24 Studies and the new renaissance of Black horror, etc. Most films will focus on the US, with some notable exceptions in Japan, Spain, and elsewhere globally. There will be graphic content. You must be 18 or over to take this class.

Requirements/Evaluation: Class participation, short reflection papers, 2-3 extemporaneous oral class responses, several creative assignments.

Prerequisites: None. Prior WGSS courses will be helpful.

Enrollment Limit: 15

Enrollment Preferences: Stage 1 is a statement of interest form; Stage 2 will be a very brief interview. There is NO preference by major or class year.

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Materials/Lab Fee: Some of the creative assignments will have an "artsy-craftsy" component, but should not cost more than 25 dollars total per student per semester, though amounts will vary depending on how the student chooses to execute the assignment.

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 398(D2) ENGL 333(D1) AMST 390(D2) COMP 390(D1) THEA 390(D1)

Difference, Power, and Equity Notes: This course necessarily examines power when it comes to gender and sexuality - who has it? what do they do with it? how does this power turn deadly? how can agency be regained? Horror is almost never about equitable situations but rather the imbalance that comes from difference (along whatever axis) causing a lack of equity.

Attributes: WGSS Racial Sexual + Cultural Diversity Courses

Fall 2024

SEM Section: 01 MW 7:00 pm - 8:15 pm Gregory C. Mitchell

COMP 397 (F) Independent Study: Comparative Literature

Comparative Literature 300-level independent study.

Requirements/Evaluation: To be determined in consultation with the instructor.

Prerequisites: Permission of the instructor

Enrollment Limit: None

Enrollment Preferences: None

Expected Class Size: NA

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Fall 2024

IND Section: 01 TBA Christopher A. Bolton

COMP 398 (S) Independent Study: Comparative Literature

Comparative Literature 300-level independent study.

Requirements/Evaluation: To be determined in consultation with the instructor.

Prerequisites: Permission of the instructor

Enrollment Limit: None

Enrollment Preferences: None

Expected Class Size: NA

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Spring 2025

IND Section: 01 TBA Christopher A. Bolton

COMP 406 (S) The Historical Novel

Cross-listings: ENGL 402

Secondary Cross-listing

Setting a novel in a prior time period risks estranging a reader, yet the genre has roused deep-rooted interest, intense critical debate, and aesthetic daring. In this course, we will explore the complex and layered uses of a historical past in literary works of the seventeenth through twenty-first centuries, by way of novels by Madame de Lafayette, Scott, M. Shelley, Dickens, Eliot, Ford, Woolf, Morrison, Sebald, and Roy. Exploring the uses of gothic and sensational effects, dystopian and utopian possibilities, and fractured time, we will consider the aesthetic and political experiments historical novels have spawned. We will do so in context of the sustained critical engagement with the genre by such thinkers as Lukacs, Benjamin, Adorno, Jameson, McKeon and Moretti.

Requirements/Evaluation: class discussion and two 8-10 page papers or one longer final paper.

Prerequisites: a 100-level English course and a 300-level English course or permission of the instructor

Enrollment Limit: 15

Enrollment Preferences: English majors

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 406(D1) ENGL 402(D1)

Attributes: ENGL Criticism Courses ENGL Literary Histories B ENGL Literary Histories C

Not offered current academic year

COMP 412 (S) Senior Seminar: Nineteenth-Century French Novel: Desperate Housewives and Extreme Makeovers (DPE)

Cross-listings: WGSS 408 / RLFR 412

Secondary Cross-listing

In 1834, Honoré de Balzac wrote that "Paris is a veritable ocean. Sound it: you will never know its depth." The same can be said of the French nineteenth-century novel and its boundless ability to echo the past and illuminate the present. From the Romanticism of Stendhal and Hugo, and the Realism of Balzac and Flaubert, to the Naturalism of Zola and Maupassant, the novel became a forum for examining illicit sexuality, institutional misogyny, social injustice, criminal passions, revolutionary struggles, and Parisian pleasures in nineteenth-century France. Characters such as the miserable housewife Emma Bovary, the reluctant revolutionary Jean Valjean, the social climber Julien Sorel, the ambitious undergraduate Eugène de Rastignac, and the domestically abused Gervaise Macquart became synonymous with France's turbulent social and political landscape from the 1830s to the 1880s. As recent film adaptations make clear, these desperate housewives and extreme makeovers continue to haunt our twenty-first century present. Reinterpreted by such actors as Gérard Depardieu, Isabelle Huppert, Uma Thurman, Claire Danes, and Jennifer Aniston, the nineteenth-century novel continues to sound out the scandalous and sensational depths of our own century. Readings to include novels by Balzac, Stendhal, Hugo, Flaubert, Maupassant, Zola. Films to include adaptations by Clément, Berri, August, Arteta, Lelouch, Chabrol. Conducted in French.

Requirements/Evaluation: Active class participation, midterm exam, and two papers.

Prerequisites: A 200-level or 300-level RLFR course at Williams, or Advanced coursework during Study Abroad in France or the Francophone World, or permission of the instructor.

Enrollment Limit: 16

Enrollment Preferences: French Majors and French Certificate students, Comparative Literature Majors, Women's, Gender, & Sexuality Studies Majors.

Expected Class Size: 16

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 408(D2) RLFR 412(D1) COMP 412(D1)

Difference, Power, and Equity Notes: This course analyzes difference, power, and equity through its examination of gender diversity, institutional misogyny, urban criminality, human sexuality, social injustice, and revolutionary struggle in nineteenth-century France. In class discussions and critical essays on 1830s-1880s France, students will examine and articulate the inequities and injustices between women and men, the privileged and oppressed, the wealthy and working class, and both the rural and urban poor.

Spring 2025

SEM Section: 01 TR 11:20 am - 12:35 pm Brian Martin

COMP 414 (S) Senior Seminar: Coming of Age: French and Francophone Childhood and Adolescent Film (DPE)

Cross-listings: RLFR 414

Secondary Cross-listing

Like the bildungsroman in literature, the coming of age story is a genre in itself in cinema. In this senior seminar, we will watch, discuss, and analyze French and Francophone childhood and adolescent narrative films whose protagonists bring into focus larger issues such as racial discrimination, class, gender, sexual identity, social mobility, repression from the state, regime change, delinquency, justice, bereavement, and human trafficking. We will watch seminal films by Euzhan Palcy, the Dardennes brothers, Céline Sciamma, Férid Boughédir, François Truffaut, Faiza Ambah, and Raoul Peck.

Requirements/Evaluation: three three-page response papers; thesis statement, methodology, and works cited list on one page; 2 low-stakes presentations and one script of a video essay or academic journal "special issue" essay

Prerequisites: 200-level RLFR courses

Enrollment Limit: 19

Enrollment Preferences: French and Comparative Literature majors and certificate students

Expected Class Size: 10

Grading: yes pass/fail option, no fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

RLFR 414(D1) COMP 414(D1)

Difference, Power, and Equity Notes: This course qualifies for a Difference, Power, and Equity requirement because the films we focus on racial inequality, class, gender, sexual identity, post slavery society in the Caribbean, lack of social mobility, repression from the state, regime change, delinquency, justice, bereavement, and human trafficking.

Not offered current academic year

COMP 415 (S) Breaking the Silence: Women Voices, Empowerment and Equality in the Francophone World (DPE)

Cross-listings: WGSS 415 / RLFR 415

Secondary Cross-listing

How have Francophone women challenged the historical and current effects of colonialism and gendered racism in France and the Francophone world? How have Francophone women writers challenged the status quo of patriarchy and advocated for change? Beginning with political activist Olympe de Gouges, who published *Le droit de la femme et de la citoyenne* (1791) challenging gender inequality in France, we will then examine Claire de Duras' portrayal of the intersection between race and gender, Simone de Beauvoir's challenge to traditional femininity and gender roles, and Ananda Devi's intimate portrayal of violence against women in post-colonial societies. Throughout the course, we will use a feminist and intersectional lens to analyze how Francophone women writers have broken the silence then and now.

Requirements/Evaluation: Three 3-4-page response papers, a final 10-page research paper, presentation and active participation.

Prerequisites: Any 200-level RLFR course, or by permission of instructor

Enrollment Limit: 18

Enrollment Preferences: Senior French majors and students completing the certificate in French, but open to advanced students of French; Comparative Literature majors; Women's, Gender and Sexuality Studies majors; and those with compelling justification for admission.

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 415(D2) COMP 415(D1) RLFR 415(D1)

Difference, Power, and Equity Notes: In its focus on Race, Gender, and Political Power, this course centers on a critical examination of difference, power, and equity. This course uses a feminist and intersectional lens to analyze how French and Francophone women writers have challenged the historical and current effects of colonialism and gendered racism.

Not offered current academic year

COMP 483 (S) Representing History

Cross-listings: ENGL 483

Secondary Cross-listing

Moments of political turmoil expose the highly charged ways in which a culture structures itself around a narrative past. In this course, we will read literary and cinematic works that invoke such moments of upheaval -- the French and Russian Revolutions as well as those of 1848, the rise of fascism and the Great Depression of the 1930s, the battle for Algerian independence, and the AIDS crisis -- in order to explore those fraught narratives of the past. We will consider such issues as the aesthetics of fascism and of democracy under pressure, fantasies of decolonization, representational clashes of culture, forms of affective and sexual disorientation, and the uses of melancholy in representing historical loss. Readings will be drawn from literary works by Mary Shelley, Balzac, Eliot, Conrad, Kafka, Borges, Stoppard, Kushner, Morrison, Pamuk, Bolano, Sebald, and Philip, and essays by Kant, Burke, Marx, Benjamin, Adorno, Foucault, Jameson, Lefort, and Ahmed. Films will include such works as Eisenstein's *October*, Riefenstahl's *The Blue Light*, Wellman's *Nothing Sacred*, and Pontecorvo's *The Battle of Algiers*.

Class Format: discussion

Requirements/Evaluation: two shorter or one longer paper/s, approximately 20 pages

Prerequisites: a 300-level English course or permission of the instructor

Enrollment Limit: 15

Enrollment Preferences: English and Comparative Literature majors

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 483(D1) ENGL 483(D1)

Attributes: ENGL Criticism Courses ENGL Literary Histories B

Not offered current academic year

COMP 490 (S) Senior Portfolio

This is a required, non-credit, pass/fail course for Comparative Literature majors in their final two semesters at the college who are not writing a senior thesis.

Class Format: There are no regular meetings for this class. Please contact the chair of the Program in Comparative Literature for further information.

Requirements/Evaluation: Students must successfully complete their Senior Portfolio project.

Prerequisites: Majoring in Comparative Literature

Enrollment Limit: none

Enrollment Preferences: Comparative Literature majors in their final two semesters who are not writing a thesis.

Expected Class Size: NA

Grading: pass/fail option only

Distributions: (D1)

Spring 2025

IND Section: 01 TBA Christopher A. Bolton

COMP 493 (F) Senior Thesis: Comparative Literature

Comparative Literature senior thesis; this is part of a full-year thesis (493-494).

Requirements/Evaluation: Substantial progress on research and writing of the senior thesis.

Prerequisites: Permission of the Comparative Literature advisory committee.

Enrollment Limit: none

Enrollment Preferences: Candidates for Honors in Comparative Literature

Expected Class Size: NA

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Fall 2024

HON Section: 01 TBA Christopher A. Bolton

COMP 494 (S) Senior Thesis: Comparative Literature

Comparative Literature senior thesis; this is part of a full-year thesis (493-494).

Requirements/Evaluation: Completion of the senior thesis, including presentation of the thesis at the spring Senior Portfolio Symposium or, for fall degree candidates, an equivalent venue in the fall.

Prerequisites: Successful completion of COMP 493 and permission of the Comparative Literature advisory committee.

Enrollment Limit: none

Enrollment Preferences: Candidates for Honors in Comparative Literature

Expected Class Size: NA

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Spring 2025

HON Section: 01 TBA Christopher A. Bolton

COMP 497 (F) Independent Study: Comparative Literature

Comparative Literature 400-level independent study.

Requirements/Evaluation: To be determined in consultation with the instructor.

Prerequisites: Permission of the instructor.

Enrollment Limit: None

Enrollment Preferences: None

Expected Class Size: NA

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Fall 2024

IND Section: 01 TBA Christopher A. Bolton

COMP 498 (S) Independent Study: Comparative Literature

Comparative Literature 400-level independent study.

Requirements/Evaluation: To be determined in consultation with the instructor.

Prerequisites: Permission of the instructor.

Enrollment Limit: None

Enrollment Preferences: None

Expected Class Size: NA

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Spring 2025

IND Section: 01 TBA Christopher A. Bolton

Winter Study -----

COMP 31 (W) Senior Thesis: Comparative Literature

To be taken by students registered for Comparative Literature 493-494.

Class Format: independent study

Grading: pass/fail only

Not offered current academic year

COMP 99 (W) Independent Study: Comparative Literature

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study

Grading: pass/fail only

Not offered current academic year

COMPUTER SCIENCE (Div III)

Chair: Professor Jeannie Albrecht

- Jeannie R Albrecht, Chair and Professor of Computer Science
- Daniel W. Barowy, Assistant Professor of Computer Science
- James M. Bern, Assistant Professor of Computer Science
- Rohit Bhattacharya, Assistant Professor of Computer Science
- Stephen N. Freund, A. Barton Hepburn Professor of Computer Science; on leave Spring 2024
- Mark Hopkins, Assistant Professor of Computer Science
- Iris Howley, Assistant Professor of Computer Science
- Bill K. Jannen, Associate Professor of Computer Science
- Katie A. Keith, Assistant Professor of Computer Science
- Samuel McCauley, Assistant Professor of Computer Science; on leave Fall 2023
- Kelly A. Shaw, Professor of Computer Science; on leave 2023-2024
- Shikha Singh, Assistant Professor of Computer Science; on leave Fall 2023
- Laura South, Visiting Assistant Professor of Computer Science
- Aaron M. Williams, Associate Professor of Computer Science

Computers and computation are pervasive in our society. They play enormously important roles in areas as diverse as education, science, business, and the arts. Understanding the nature of computation and exploring the great potential of computers are the goals of the discipline of computer science. A sample of the areas of research investigated by the Williams Department of Computer Science alone illustrates the vast range of topics that are of interest to computer scientists and computing professionals today. This includes: the use of computer-generated graphic images in the arts and as a tool for visualization in the sciences and other areas; the protocols that make transmission of information over the Internet possible; the design of revolutionary new computer languages that simplify the process of constructing complex programs for computers; the development of machine learning algorithms that can extract useful and even novel information from data that is too complex for humans to analyze; algorithms that can solve problems that were previously too hard to solve in a reasonable amount of time, just by giving up a little bit of optimality in the solution; the investigation of machine architectures and specific hardware aimed at making computing fast.

The department recognizes that students' interests in computer science will vary widely. The department attempts to meet these varying interests through: (1) the major; (2) a selection of courses intended for those who are interested primarily in an introduction to computer science; (3) recommended course sequences for the non-major who wants a more extensive introduction to computer science in general or who seeks to develop some specific expertise in computing for application in some other discipline.

MAJOR

The goal of the major is to provide an understanding of algorithmic problem solving as well as the conceptual organization of computers and complex programs running on them. Emphasis is placed on the fundamental principles of computer science, building upon the mathematical and theoretical ideas underlying these principles. The introductory and core courses build a broad and solid base for understanding computer science. The more advanced courses allow students to sample a variety of specialized areas including graphics, artificial intelligence, computer architecture, networks, compiler design, human computer interaction, distributed systems, and operating systems. Independent study and honors work provide opportunities for students to study and conduct research on topics of special interest.

The major in Computer Science equips students to pursue a wide variety of career opportunities. It can be used as preparation for a career in computing, for graduate school, or to provide important background and techniques for the student whose future career will extend outside of computer science.

MAJOR REQUIREMENTS

Required Courses in Computer Science

A minimum of 8 courses is required in Computer Science, including the following:

Introductory Courses

Computer Science 134 Introduction to Computer Science

Computer Science 136 Data Structures and Advanced Programming

Core Courses

Computer Science 237 Computer Organization

Computer Science 256 Algorithm Design and Analysis

At least one of the following:

Computer Science 334 Principles of Programming Languages

Computer Science 361 Theory of Computation

Elective Courses

Three or more electives (bringing the total number of Computer Science courses to at least 8) chosen from 300- or 400-level courses in Computer Science. If a student takes both Computer Science 334 and Computer Science 361, then one of the two may be counted as an elective. Computer Science courses with 9 as the middle digit (reading, research, and thesis courses) will normally not be used to satisfy the elective requirements. Students may petition the department to waive this restriction with good reason.

Elective courses in Computer Science fall into three categories: systems, theory and algorithms, and applications. In general, systems courses have 3 or 4 as the middle digit, theory and algorithms courses have 5 or 6 as the middle digit, and applications courses have 7 or 8 as the middle digit. Students are strongly encouraged to explore at least one elective course from each category.

Required Courses in Mathematics

Any Mathematics or Statistics course at the 200-level or higher in addition to the one used to satisfy the Discrete Math Proficiency Requirement.

Required Proficiency in Discrete Mathematics

Students must demonstrate proficiency in discrete mathematics by earning a grade of C- or better in MATH 200, MATH 328, MATH 334, or MATH 341. This requirement must be met by the end of the sophomore year.

The Department previously offered a Discrete Mathematics Proficiency Exam that could be used to fulfill the Discrete Math Proficiency requirement in lieu of a passing grade in MATH 200. The exam will be discontinued in Fall 2025. Students entering in Fall 2024 or later are not eligible to take the exam.

Students considering pursuing a major in Computer Science are urged to take Computer Science 134 and to begin satisfying their mathematics requirements early. Note in particular that the Discrete Mathematics Proficiency requirement is a prerequisite for many advanced courses.

Other Notes

Students who take Computer Science 102T, 103, or 104 prior to Fall 2023 may use that course as one of the electives required for the major in Computer Science. Those classes cannot be counted toward the major if taken in Fall 2023 or later semesters. Computer Science 102T, 103, 104, and 134 are not open to students who have taken a Computer Science course numbered 136 or higher.

To be eligible for admission to the major, a student must have completed at least two Computer Science courses, including Computer Science 136, as well as fulfilled the Discrete Mathematics Proficiency Requirement by the end of the sophomore year. A Mathematics or Statistics course at the 200-level or higher (in addition to the one used to satisfy the Discrete Math Proficiency Requirement) must be completed by the end of the junior year. Students are urged to have completed two core courses (Computer Science 237, 256, 334 or 361) by the end of the sophomore year and must normally have completed three core courses by the end of the junior year.

We encourage students to be intellectually engaged in our field beyond the formal structure of courses. As such, all computer science majors must attend at least twenty Computer Science colloquia. Juniors and seniors are encouraged to attend at least five during each semester they are present on campus. Prospective majors in their first and second years are also encouraged to attend. A student studying away in a program approved by the International Education and Study Away Office will receive four colloquium credits for each semester away, up to a total of eight credits.

With the advance permission of the department, two appropriate mathematics or statistics courses may be substituted for one Computer Science elective. Appropriate mathematics classes are those numbered 300 or above, and appropriate statistics courses are those numbered 200 or above. Other variations in the required courses, adapting the requirements to the special needs and interests of the individual student, may be arranged in consultation with the department.

LABORATORY FACILITIES

The Computer Science Department maintains four departmental computer laboratories for students taking Computer Science courses. The workstations in these laboratories also support student and faculty research in computer science.

THE DEGREE WITH HONORS IN COMPUTER SCIENCE

The degree with honors in Computer Science is awarded to students who have demonstrated outstanding intellectual achievement in a program of study extending beyond the requirements of the regular major. The principal considerations in recommending a student for the degree with honors will be: mastery of core material, ability to pursue independent study of computer science, originality in methods of investigation, and creativity in research. Honors study is highly recommended for those students with strong academic records in computer science who wish to attend graduate school, pursue high-level industrial positions in computing, or who would simply like to experience research in computer science.

Prospective honors students are urged to consult with their departmental advisor at the time of registration in the spring of the sophomore or at the beginning of the junior year to arrange a program of study that could lead to the degree with honors. Such a program normally consists of Computer Science 493 and 494 and a WSP of independent research under the guidance of a Computer Science faculty member, culminating in a thesis that is judged acceptable by the department. The program produces a significant piece of written work and often includes a major computer program. All honors candidates are required to give an oral presentation of their research in the Computer Science Colloquium in early spring semester.

Students considering honors work should obtain permission from the department before registering in the fall of the senior year. Formal admission to candidacy occurs at the beginning of the spring semester of the senior year and is based on promising performance in the fall semester and winter study units of honors work. Recommendations for the degree with honors will be made for outstanding performance in the three honors courses. Highest honors will be recommended for students who have displayed exceptional ability, achievement, or originality.

INTRODUCTORY COURSES

The department offers a choice of introductory courses; Computer Science 102 The Socio-Techno Web, 103 Electronic Textiles, 104 Data Science and Computation for All, and 134 Introduction to Computer Science.

Computer Science 134 provides an introduction to computer science with a focus on developing computer programming skills. These skills are essential to most upper-level courses in the department. As a result, Computer Science 134 together with Computer Science 136, are required as a prerequisite to most advanced courses in the department. Those students intending to take several Computer Science courses are urged to take 134 early.

Those students interested in learning more about exciting new ideas in computer science, but not necessarily interested in developing extensive programming skills, should consider Computer Science 102 The Socio-Techno Web, 103 Electronic Textiles, or 104 Data Science and Computation for All.

Students with significant programming experience should consider electing Computer Science 136 (see "Advanced Placement" below).

Please see <https://csci.williams.edu/placement-for-introductory-computer-science-classes/> for more details on selecting among our classes. Students are always welcome to contact a member of the department for guidance in selecting a first course.

COMPUTER SCIENCE 134

Introduction to Computer Science covers fundamental concepts in the design, implementation and testing of computer programs including loops, conditionals, functions, elementary data types and recursion. There is a strong focus on constructing correct, understandable and efficient programs in a structured language such as Java or Python.

STUDY ABROAD

Study abroad can be a wonderful experience. Students who hope to take computer science courses while abroad should discuss their plans in advance with the chair of the department or the departmental study away advisor. Students who plan to study away but do not expect to take courses toward the major should work with the department to create a plan to ensure that they will be able to complete the major. While study abroad is generally not an impediment to completing the major, students should be aware that certain computer science courses must be taken in a particular sequence and that not all courses are offered every semester (or every year). Students who wish to discuss their plans are invited to meet with any of the faculty in Computer Science.

FAQ

Students MUST contact departments/programs BEFORE assuming study away credit will be granted toward the major or concentration.

Can your department or program typically pre-approve courses for major/concentration credit?

Yes, in some cases, if appropriate course information is available in advance (e.g. syllabi and/or course descriptions), though students should be sure to contact the department.

What criteria will typically be used/required to determine whether a student may receive major/concentration credit for a course taken while on study away?

Course title and description, and complete syllabus, including readings and assignments.

Does your department/program place restrictions on the number of major/concentration credits that a student might earn through study away?

Yes. Typically no more than two CSCI courses and one Math course.

Does your department/program place restrictions on the types of courses that can be awarded credit towards your major?

No.

Are there specific major requirements that cannot be fulfilled while on study away?

No.

Are there specific major requirements in your department/program that students should be particularly aware of when weighing study away options? (Some examples might include a required course that is always taught in one semester, laboratory requirements.)

Yes. Many CSCI electives are not taught every year. Students should develop a plan to complete all major requirements and discuss them with the department prior to going abroad.

Give examples in which students thought or assumed that courses taken away would count toward the major or concentration and then learned they wouldn't:

Students must have courses pre-approved prior to going abroad to ensure they meet the curricular goals and standards of the department.

ADVANCED PLACEMENT

Students with an extensive background in computer science are urged to take the Advanced Placement Examination in Computer Science. A score of 4 or better on the AP Computer Science A exam is normally required for advanced placement in Computer Science 136. Students who receive a score of 4 or better on the AP Computer Science A exam are not eligible to take Computer Science 134.

Students who wish to be placed in Computer Science 136 but who have not taken the Advanced Placement Examination should consult with the department and arrange to take the departmental placement exam. Such students should have had a good course in computer science using a structured language such as Java or Python.

PLANS OF STUDY FOR NON-MAJORS

The faculty in Computer Science believes that students can substantially enrich their academic experience by completing a coherent plan of study in one or more disciplines outside of their majors. With this in mind, we have attempted to provide students majoring in other departments with options in our department's curriculum ranging from two-course sequences to collections of courses equivalent to what would constitute a minor at institutions that recognize such a concentration. Students interested in designing such a plan of study are invited to discuss their plans in detail with a member of the faculty. To assist students making such plans, we include some suggestions below.

Students seeking to develop an extensive knowledge of computer science without majoring in the department are encouraged to use the major requirements as a guide. In particular, the core courses required of majors are intended to provide a broad knowledge of topics underlying all of computer science. Students seeking a concentration in Computer Science are urged to complete at least two of these courses followed by one of our upper-level electives. Such a program would typically require the completion of a total of five Computer Science courses in addition to the Discrete Mathematics Proficiency requirement.

There are several sequences of courses appropriate for those primarily interested in developing skills in programming for use in other areas. For general programming, Computer Science 134 followed by 136 and 256 will provide students with a strong background in algorithm and data structure design together with an understanding of issues of correctness and efficiency. Students of the Bioinformatics program are encouraged to take Computer Science 134 at a minimum, and should also consider Computer Science 136 and 256. Students interested in Data Science should take Computer Science 134, 136, 256, and at least one elective with a 7 or 8 as the middle digit. For engineering students, we recommend Computer Science 134 followed by 136 and 237.

There are, of course, many other alternatives. We encourage interested students to consult with the department chair or other members of the department's faculty.

GENERAL REMARKS

Divisional Requirements

All Computer Science courses may be used to satisfy the Division III distribution requirement.

Alternate Year Courses

Computer Science 102, 103, 104, and our electives are each usually offered at least every other year. All other Computer Science courses are normally offered every year.

Course Numbering

The increase from 100, through 200 and 300, to 400 indicates in most instances an increasing level of maturity in the subject that is expected of students. Within a series, numeric order does not indicate the relative level of difficulty of courses. Rather, the middle digit of the course number (particularly in upper-level courses) generally indicates the area of computer science covered by the course.

Course Descriptions

Brief descriptions of the courses in Computer Science can be found below. More detailed information on the offerings in the department is available at <http://www.cs.williams.edu/>.

Courses Open on a Pass-Fail Basis

Students taking a Computer Science course on a pass-fail basis must meet all the requirements set for students taking the course on a graded basis.

With the permission of the department, any course offered by the department may be taken pass-fail (with the exception of tutorials), though courses graded with the pass-fail option may not be used to satisfy any of the major or honors requirements. However, with the permission of the department, courses taken in the department beyond those requirements may be taken on a pass-fail basis.

CSCI 103 (S) Electronic Textiles (QFR)

Digital data is being infused throughout the entire physical world, escaping the computer monitor and spreading to other devices and appliances, including the human body. Electronic textiles, or eTextiles, is one of the next steps toward making everything interactive and this course aims to introduce learners to the first steps of developing their own wearable interactive technology devices. After completing a series of introductory eTextiles projects to gain practice in necessary sewing, circuitry, and programming skills, students will propose and design their own eTextiles projects, eventually implementing them with sewable Arduino components, and other found electronic components as needed. The scope of the project will depend on the individual's prior background, but can include everything from a sweatshirt with light-up turn signals for bicycling, to a wall banner that displays the current air quality of the room, to a stuffed animal that plays a tune when the lights go on, to whatever project you can conceivably accomplish with sewable Arduino inputs, outputs, and development board in a semester context. This class will introduce students to introductory computer programming, circuitry, and sewing with the goal of creating novel wearable artifacts that interact with the world.

Class Format: interspersed with hands-on activities in a computer lab

Requirements/Evaluation: weekly homework assignments and a final project

Prerequisites: none

Enrollment Limit: 18

Enrollment Preferences: students who have not previously taken a CSCI course

Expected Class Size: 18

Grading: yes pass/fail option, yes fifth course option

Unit Notes: Please see the Computer Science Department website for more information on selecting an introductory computer science class: <https://csci.williams.edu/>

Materials/Lab Fee: a fee of \$95 will be added to term bill to cover Lilypad Arduino components (Protosnap Plus Kit, battery holders, sets of LEDs, temperature sensor, vibe board, tri-color LED), alligator test leads, fabric, thread & fabric scissors.

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: The course will teach students the basics of computer programming through projects in which quantitative/formal reasoning skills are practiced and evaluated.

Not offered current academic year

CSCI 104 (F) Data Science and Computing for All (QFR)

Many of the world's greatest discoveries and most consequential decisions are enabled or informed by the analysis of data from a myriad of sources. Indeed, the ability to wrangle, visualize, and draw conclusions from data is now a critical tool in the sciences, business, medicine, politics, other academic disciplines, and society as a whole. This course lays the foundations for quantifying relationships in data by exploring complementary computational, statistical, and visualization concepts. These concepts will be reinforced by lab experiences designed to teach programming and statistics skills while analyzing real-world data sets. This course will also examine the broader context and social issues surrounding data analysis, including privacy and ethics.

Requirements/Evaluation: Weekly lab assignments involving programming, a project, and examinations.

Prerequisites: None; previous programming experience or statistics is not required.

Enrollment Limit: 30;15/lab

Enrollment Preferences: Not open to those who have completed or are currently enrolled in a Computer Science course numbered 136 or higher. Preference given to those who have not previously taken a computer science or statistics course.

Expected Class Size: 30

Grading: yes pass/fail option, no fifth course option

Unit Notes: Additional details about the class are available here: <https://www.cs.williams.edu/~cs104>. Please see the Computer Science Department website for more information on selecting an introductory computer science class: <https://csci.williams.edu/>

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: This course includes regular and substantial problem sets, labs, and/or projects in which quantitative/formal reasoning skills are practiced and evaluated.

Fall 2024

LEC Section: 01 MWF 10:00 am - 10:50 am Stephen N. Freund

LEC Section: 02 MWF 11:00 am - 11:50 am Stephen N. Freund

LAB Section: 03 M 1:00 pm - 2:30 pm Stephen N. Freund

LAB Section: 04 M 2:30 pm - 4:00 pm Stephen N. Freund

LAB Section: 05 T 1:00 pm - 2:30 pm Stephen N. Freund

LAB Section: 06 T 2:30 pm - 4:00 pm Stephen N. Freund

CSCI 134 (F)(S) Introduction to Computer Science (QFR)

This course introduces students to the science of computation by exploring the representation and manipulation of data and algorithms. We organize and transform information in order to solve problems using algorithms written in a modern object-oriented language. Topics include organization of data using objects and classes, and the description of processes using conditional control, iteration, methods and classes. We also begin the study of abstraction, self-reference, reuse, and performance analysis. While the choice of programming language and application area will vary in different offerings, the skills students develop will transfer equally well to more advanced study in many areas. In particular, this course is designed to provide the programming skills needed for further study in computer science and is expected to satisfy introductory programming requirements in other departments.

Requirements/Evaluation: weekly programming projects, weekly written homeworks, and two examinations.

Prerequisites: none, except for the standard prerequisites for a (QFR) course; previous programming experience is not required

Enrollment Limit: 30;15/lab

Enrollment Preferences: if the course is over-enrolled, enrollment will be determined by lottery.

Expected Class Size: 30/lec

Grading: yes pass/fail option, yes fifth course option

Unit Notes: Please see the Computer Science Department website for more information on selecting an introductory computer science class: <https://csci.williams.edu/>. Students with prior experience with object-oriented programming should discuss appropriate course placement with members of the department.

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: This course includes regular and substantial problem sets, labs, and/or projects in which quantitative/formal reasoning skills are practiced and evaluated.

Attributes: COGS Interdepartmental Electives

Fall 2024

LEC Section: 01 MWF 9:00 am - 9:50 am Bill K. Jannen

LEC Section: 02 MWF 10:00 am - 10:50 am Iris Howley

LEC Section: 03 MWF 11:00 am - 11:50 am Iris Howley

LAB Section: 04 M 1:00 pm - 2:30 pm Iris Howley

LAB Section: 05 M 1:00 pm - 2:30 pm Bill K. Jannen
LAB Section: 06 M 2:30 pm - 4:00 pm Iris Howley
LAB Section: 07 M 2:30 pm - 4:00 pm Bill K. Jannen
LAB Section: 08 T 2:30 pm - 4:00 pm Iris Howley
LAB Section: 09 T 2:30 pm - 4:00 pm Bill K. Jannen

Spring 2025

LEC Section: 01 MWF 9:00 am - 9:50 am Laura South
LEC Section: 02 MWF 10:00 am - 10:50 am Mark Hopkins
LEC Section: 03 MWF 11:00 am - 11:50 am Mark Hopkins
LAB Section: 04 M 1:00 pm - 2:30 pm Mark Hopkins
LAB Section: 05 M 2:30 pm - 4:00 pm Mark Hopkins
LAB Section: 06 T 1:00 pm - 2:30 pm Laura South
LAB Section: 07 T 1:00 pm - 2:30 pm Mark Hopkins
LAB Section: 08 T 2:30 pm - 4:00 pm Laura South
LAB Section: 09 T 2:30 pm - 4:00 pm Mark Hopkins

CSCI 136 (F)(S) Data Structures and Advanced Programming (QFR)

This course builds on the programming skills acquired in Computer Science 134. It couples work on program design, analysis, and verification with an introduction to the study of data structures. Data structures capture common ways in which to store and manipulate data, and they are important in the construction of sophisticated computer programs. Students are introduced to some of the most important and frequently used data structures: lists, stacks, queues, trees, hash tables, graphs, and files. Students will be expected to write several programs, ranging from very short programs to more elaborate systems. Emphasis will be placed on the development of clear, modular programs that are easy to read, debug, verify, analyze, and modify.

Requirements/Evaluation: programming and written assignments, quizzes, examinations

Prerequisites: CSCI 134 or equivalent; fulfilling the Discrete Mathematics Proficiency requirement is recommended, but not required

Enrollment Limit: 30;15/lab

Enrollment Preferences: if the course is over-enrolled, enrollment will be determined by lottery.

Expected Class Size: 30/lec

Grading: yes pass/fail option, no fifth course option

Unit Notes: Please see the Computer Science Department website for more information on selecting an introductory computer science class:

<https://csci.williams.edu/>

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: This course include regular and substantial problem sets, labs, and/or projects in which quantitative/formal reasoning skills are practiced and evaluated.

Attributes: BIGP Courses

Fall 2024

LEC Section: 01 MWF 9:00 am - 9:50 am James M. Bern
LEC Section: 02 MWF 10:00 am - 10:50 am James M. Bern
LAB Section: 03 W 1:00 pm - 2:30 pm James M. Bern
LAB Section: 04 W 2:30 pm - 4:00 pm James M. Bern
LAB Section: 05 R 1:00 pm - 2:30 pm James M. Bern
LAB Section: 06 R 2:30 pm - 4:00 pm James M. Bern

Spring 2025

LEC Section: 01 MWF 9:00 am - 9:50 am Katie A. Keith

LEC Section: 02 MWF 10:00 am - 10:50 am Katie A. Keith

LAB Section: 03 W 1:00 pm - 2:30 pm Katie A. Keith

LAB Section: 04 W 2:30 pm - 4:00 pm Katie A. Keith

LAB Section: 05 R 1:00 pm - 2:30 pm Katie A. Keith

LAB Section: 06 R 2:30 pm - 4:00 pm Katie A. Keith

CSCI 237 (F)(S) Computer Organization (QFR)

This course studies the basic instruction set architecture and organization of a modern computer. It provides a programmer's view of how computer systems execute programs, store information, and communicate. Over the semester the student learns the fundamentals of translating higher level languages into assembly language, and the interpretation of machine languages by hardware. At the same time, a model of computer hardware organization is developed from the gate level upward.

Requirements/Evaluation: weekly programming assignments and/or problem sets, quizzes, midterm and final exams

Prerequisites: CSCI 136

Enrollment Limit: 24;12/lab

Enrollment Preferences: current or expected Computer Science majors

Expected Class Size: 24

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: The course will consist of programming assignments and problem sets in which quantitative/formal reasoning skills are practiced and evaluated.

Fall 2024

LEC Section: 01 MWF 10:00 am - 10:50 am Kelly A. Shaw

LEC Section: 02 MWF 11:00 am - 11:50 am Kelly A. Shaw

LAB Section: 03 W 1:00 pm - 2:30 pm Kelly A. Shaw

LAB Section: 04 W 2:30 pm - 4:00 pm Kelly A. Shaw

LAB Section: 05 R 1:00 pm - 2:30 pm Kelly A. Shaw

LAB Section: 06 R 2:30 pm - 4:00 pm Kelly A. Shaw

Spring 2025

LEC Section: 01 MWF 11:00 am - 11:50 am Jeannie R Albrecht

LAB Section: 02 W 1:00 pm - 2:30 pm Jeannie R Albrecht

LAB Section: 03 R 1:00 pm - 2:30 pm Jeannie R Albrecht

CSCI 256 (F)(S) Algorithm Design and Analysis (QFR)

This course investigates methods for designing efficient and reliable algorithms. By carefully analyzing the structure of a problem within a mathematical framework, it is often possible to dramatically decrease the computational resources needed to find a solution. In addition, analysis provides a method for verifying the correctness of an algorithm and accurately estimating its running time and space requirements. We will study several algorithm design strategies that build on data structures and programming techniques introduced in Computer Science 136. These include greedy, divide-and-conquer, dynamic programming, and network flow algorithms. Additional topics of study include algorithms on graphs and strategies for handling potentially intractable problems.

Requirements/Evaluation: Problem sets, midterm and final examinations

Prerequisites: CSCI 136 and fulfillment of the Discrete Mathematics Proficiency requirement

Enrollment Limit: 24

Enrollment Preferences: Preference will be given to students who need the class in order to complete the major. Ties will be broken by seniority (seniors first, then juniors, etc.).

Expected Class Size: 24

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: This course will have weekly problem sets in which students will formally prove statements about the behavior and performance of algorithms. In short, the course is about applying abstract and mathematical reasoning to the study of algorithms and computation.

Fall 2024

LEC Section: 01 MWF 12:00 pm - 12:50 pm Aaron M. Williams

Spring 2025

LEC Section: 01 MR 1:10 pm - 2:25 pm Samuel McCauley

LEC Section: 02 MR 2:35 pm - 3:50 pm Samuel McCauley

CSCI 315 (F) Computational Biology (QFR)

Cross-listings: PHYS 315

Secondary Cross-listing

This course will provide an overview of Computational Biology, the application of computational, mathematical, statistical, and physical problem-solving techniques to interpret the rapidly expanding amount of biological data. Topics covered will include database searching, DNA sequence alignment, clustering, RNA structure prediction, protein structural alignment, methods of analyzing gene expression, networks, and genome assembly using techniques such as string matching, dynamic programming, hidden Markov models, and statistics.

Requirements/Evaluation: weekly Python programming assignments, code reviews, problem sets, plus a few quizzes and a final project

Prerequisites: programming experience (e.g., CSCI 136) and mathematics (PHYS/MATH 210 or MATH 150) and physical science (PHYS 142/151, or CHEM 101/15X), or permission of instructor

Enrollment Limit: 10

Enrollment Preferences: if over-enrolled, a questionnaire will be circulated

Expected Class Size: 8

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

CSCI 315(D3) PHYS 315(D3)

Quantitative/Formal Reasoning Notes: problem sets and programming assignments

Attributes: BIGP Courses

Fall 2024

LEC Section: 01 MR 2:35 pm - 3:50 pm Daniel P. Aalberts

CSCI 319 (S) Integrative Bioinformatics, Genomics, and Proteomics Lab (QFR)

Cross-listings: BIOL 319 / CHEM 319 / PHYS 319 / MATH 319

Secondary Cross-listing

What can computational biology teach us about cancer? In this lab-intensive experience for the Genomics, Proteomics, and Bioinformatics program, computational analysis and wet-lab investigations will inform each other, as students majoring in biology, chemistry, computer science, mathematics/statistics, and physics contribute their own expertise to explore how ever-growing gene and protein data-sets can provide key insights into human disease. In this course, we will take advantage of one well-studied system, the highly conserved Ras-related family of proteins, which play a central role in numerous fundamental processes within the cell. The course will integrate bioinformatics and molecular biology, using database searching, alignments and pattern matching, and phylogenetics to reconstruct the evolution of gene families by focusing on the gene duplication events and gene rearrangements that have occurred over the course of eukaryotic speciation. By utilizing high through-put approaches to investigate genes involved in the inflammatory and MAPK signal transduction pathways in human colon cancer cell lines, students will uncover regulatory

mechanisms that are aberrantly altered by siRNA knockdown of putative regulatory components. This functional genomic strategy will be coupled with independent projects using phosphorylation-state specific antisera to test our hypotheses. Proteomic analysis will introduce the students to de novo structural prediction and threading algorithms, as well as data-mining approaches and Bayesian modeling of protein network dynamics in single cells. Flow cytometry and mass spectrometry may also be used to study networks of interacting proteins in colon tumor cells.

Class Format: The lab for this course will meet for two afternoons per week. Some lab sessions will be shorter than 3 hours.

Requirements/Evaluation: lab participation, several short homework assignments, one lab report, a programming project, and a grant proposal

Prerequisites: BIOL 202; students who have not taken BIOL 202 but have taken BIOL 101 and a CSCI course, or CSCI/PHYS 315, may enroll with permission of instructor. No prior computer programming experience is required.

Enrollment Limit: 12

Enrollment Preferences: seniors, then juniors, then sophomores

Expected Class Size: 12

Grading: yes pass/fail option, no fifth course option

Distributions: (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

BIOL 319(D3) CHEM 319(D3) CSCI 319(D3) PHYS 319(D3) MATH 319(D3)

Quantitative/Formal Reasoning Notes: Through lab work, homework sets and a major project, students will learn or further develop their skills in programming in Python, and about the basis of Bayesian approaches to phylogenetic tree estimation.

Attributes: BIGP Courses BIMO Interdepartmental Electives

Not offered current academic year

CSCI 331 (F) Introduction to Computer Security (QFR)

This class explores common vulnerabilities in computer systems, how attackers exploit them, and how systems engineers design defenses to mitigate them. The goal is to be able to recognize potential vulnerabilities in one's own software and to practice defensive design. Hands-on experience writing assembly language and C code to inspect and modify the low-level operation of running programs is emphasized. Finally, regular reading and writing assignments round out the course to help students understand the cultural and historical background of the computer security "arms race."

Class Format: This course has twice-weekly lecture meetings as well as a weekly lab meeting.

Requirements/Evaluation: weekly reading responses, lab assignments, midterm exam, and final project

Prerequisites: CSCI 237

Enrollment Limit: 24(12/lab)

Enrollment Preferences: upper-level students

Expected Class Size: 24

Grading: no pass/fail option, no fifth course option

Materials/Lab Fee: A fee of \$75-\$100 will be added to the term bill to cover the purchase of a Raspberry Pi computer and accessories.

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: This course include regular and substantial problem sets and labs in which quantitative/formal reasoning skills are practiced and evaluated.

Not offered current academic year

CSCI 334 (S) Principles of Programming Languages (QFR)

This course examines the concepts and structures governing the design and implementation of programming languages. It presents an introduction to the concepts behind compilers and run-time representations of programming languages; features of programming languages supporting abstraction and polymorphism; and the procedural, functional, object-oriented, and concurrent programming paradigms. Programs will be required in languages illustrating each of these paradigms.

Requirements/Evaluation: weekly problem sets and programming assignments, a midterm examination, and a final examination

Prerequisites: CSCI 136

Enrollment Limit: 30

Enrollment Preferences: current or expected Computer Science majors

Expected Class Size: 30

Grading: yes pass/fail option, no fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: This course include regular and substantial problem sets and labs in which quantitative/formal reasoning skills are practiced and evaluated.

Spring 2025

LEC Section: 01 MR 1:10 pm - 2:25 pm Daniel W. Barowy

LEC Section: 02 MR 2:35 pm - 3:50 pm Daniel W. Barowy

CSCI 338 (S) Parallel Processing (QFR)

This course explores different parallel programming paradigms used for writing applications on today's parallel computer systems. The course will introduce concurrency (i.e. multiple simultaneous computations) and the synchronization primitives that allow for the creation of correct concurrent applications. It will examine how a variety of systems organize parallel processing resources and enable users to write parallel programs for these systems. Covered programming paradigms will include multiprogramming with processes, message passing, threading in shared memory multiprocessors, vector processing, graphics processor programming, transactions, MapReduce, and other forms of programming for the cloud. Class discussion is based on assigned readings. Assignments provide students the opportunity to develop proficiency in writing software using different parallel programming paradigms.

Requirements/Evaluation: homework assignments, programming projects, and up to two exams

Prerequisites: CSCI 136 or equivalent programming experience, and CSCI 237, or permission of instructor

Enrollment Limit: 24

Enrollment Preferences: current or expected Computer Science majors

Expected Class Size: 24

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: The course will consist of substantial problem sets and programming assignments in which quantitative/formal reasoning skills are practiced and evaluated.

Spring 2025

LEC Section: 01 TR 9:55 am - 11:10 am Kelly A. Shaw

CSCI 339 (F) Distributed Systems (QFR)

This course studies the key design principles of distributed systems, which are collections of independent networked computers that function as single coherent systems. Covered topics include communication protocols, processes and threads, naming, synchronization, consistency and replication, fault tolerance, and security. Students also examine some specific real-world distributed systems case studies, including Google and Amazon. Class discussion is based on readings from the textbook and research papers. The goals of this course are to understand how large-scale computational systems are built, and to provide students with the tools necessary to evaluate new technologies after the course ends.

Requirements/Evaluation: weekly homework assignments, midterm exam, 3 major programming projects, and a final project

Prerequisites: CSCI 237

Enrollment Limit: 24

Enrollment Preferences: current or expected Computer Science majors

Expected Class Size: 24

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: The course will consist of programming assignments and problem sets in which quantitative/formal

reasoning skills are practiced and evaluated.

Fall 2024

LEC Section: 01 MR 1:10 pm - 2:25 pm Jeannie R Albrecht

CSCI 345 (S) Robotics and Digital Fabrication (QFR)

This course is a hands-on exploration of topics in robotics and digital fabrication. We will experience firsthand how ideas and methods from computer science can be applied to make physical objects, including robots and other machines. The emphasis will be on creative, hands-on experimentation. Along the way, students will learn the basics of embedded systems programming (Arduino), breadboarding, soldering, printed circuit board (PCB) design, mechanical computer-aided design (CAD)--both conventional (OnShape) and programmatic (OpenSCAD)--as well digital fabrication (3D-printing, laser cutting). Students will learn both how to build their own prototypes and how to send out designs to have parts machined professionally. Students will work in teams throughout. The course will culminate in a team robotic design competition testing both functionality and creativity.

Requirements/Evaluation: Evaluation based on assignments, projects, and exams.

Prerequisites: CSCI 237

Enrollment Limit: 18; 9/lab

Enrollment Preferences: Current or expected Computer Science majors

Expected Class Size: 18

Grading: no pass/fail option, no fifth course option

Materials/Lab Fee: A fee of \$150-\$200 will be added to the term bill to cover the purchase of consumable electronics, motors, 3D-printing filament, and stock used in the assignments and final project.

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: The course will include programming assignments and problem sets in which quantitative/formal reasoning skills are practiced and evaluated.

Spring 2025

LEC Section: 01 TR 9:55 am - 11:10 am James M. Bern

LAB Section: 02 T 1:00 pm - 2:30 pm James M. Bern

LAB Section: 03 T 2:30 pm - 4:00 pm James M. Bern

CSCI 357 (S) Algorithmic Game Theory (QFR)

This course focuses on topics in game theory and mechanism design from a computational perspective. We will explore questions such as: how to design algorithms that incentivize truthful behavior, that is, where the participants have no incentive to cheat? Should we let drivers selfishly minimize their commute time or let a central algorithm direct traffic? Does Arrow's impossibility result mean that all voting protocols are doomed? The overarching goal of these questions is to understand and analyze selfish behavior and whether it can or should influence system design. Students will learn how to model and reason about incentives in computational systems both theoretically and empirically. Topics include types of equilibria, efficiency of equilibria, auction design and mechanism design with money, two-sided markets and mechanism design without money, incentives in computational applications such as P2P systems, and computational social choice.

Requirements/Evaluation: weekly problem sets and/or programming assignments, two midterm exams, and a final project.

Prerequisites: CSCI 256

Enrollment Limit: 24

Enrollment Preferences: current or expected Computer Science majors

Expected Class Size: 24

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: The course will consist problem sets and programming assignments in which quantitative/formal reasoning skills are practiced and evaluated.

Spring 2025

LEC Section: 01 TF 1:10 pm - 2:25 pm Shikha Singh

CSCI 358 (F) Applied Algorithms (QFR)

This course is about bridging the gap between theoretical running time and writing fast code in practice. The course is divided into two basic topics. The first is algorithmic: we will discuss some of the most useful tools in a coder's toolkit. This includes topics like randomization (hashing, filters, approximate counters), linear and convex programming, similarity search, and cache-efficient algorithms. Our goal is to talk about why these efficient algorithms make seemingly difficult problems solvable in practice. The second topic is applications: we will discuss how to implement algorithms in an efficient way that takes advantage of modern hardware. Specific topics covered will include blocking, loop unrolling, pipelining, as well as strategies for performance analysis. Projects and assessments will include both basic theoretical aspects (understanding why the algorithms we discuss actually work), and practical aspects (implementing the algorithms we discuss to solve important problems, and optimizing the code so it runs as quickly as possible).

Requirements/Evaluation: Over the course of each week, there will be either a homework or an assignment. Homeworks and assignments have similar structure, with both a coding and problem set component, but assignments will be weighted more heavily and must be completed individually. There will also be a take home final at the end of the year.

Prerequisites: CSCI 256 and CSCI 237

Enrollment Limit: 24

Enrollment Preferences: current or expected Computer Science majors

Expected Class Size: 24

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: The course will consist of programming assignments and problem sets in which quantitative/formal reasoning skills are practiced and evaluated.

Fall 2024

LEC Section: 01 TF 1:10 pm - 2:25 pm Samuel McCauley

CSCI 361 (F) Theory of Computation (QFR)

This course introduces a formal framework for investigating both the computability and complexity of problems. We study several models of computation including finite automata, regular languages, context-free grammars, and Turing machines. These models provide a mathematical basis for the study of computability theory--the examination of what problems can be solved and what problems cannot be solved--and the study of complexity theory--the examination of how efficiently problems can be solved. Topics include the halting problem and the P versus NP problem.

Requirements/Evaluation: weekly problem sets and one or more exams

Prerequisites: CSCI 256 or both a 300-level MATH course and permission of instructor

Enrollment Limit: 24

Enrollment Preferences: current or expected Computer Science majors

Expected Class Size: 24

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: This course include regular and substantial problem sets in which quantitative/formal reasoning skills are practiced and evaluated.

Attributes: COGS Interdepartmental Electives

Fall 2024

LEC Section: 01 TR 8:30 am - 9:45 am Shikha Singh

CSCI 371 (S) Computer Graphics (QFR)

This course covers the fundamental mathematics and techniques behind computer graphics, and will teach students how to represent and draw 2D and 3D geometry for real-time and photorealistic applications. Students will write challenging implementations from the ground up in C/C++, OpenGL, and GLSL. Topics include transformations, rasterization, ray tracing, immediate mode GUI, forward and inverse kinematics, and physically-based animation. Examples are drawn from video games, movies, and robotics.

Requirements/Evaluation: evaluation based on assignments, projects, and exams.

Prerequisites: CSCI 237

Enrollment Limit: 24;12/lab

Enrollment Preferences: current or expected Computer Science majors

Expected Class Size: 24

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: The course will consist of programming assignments and problem sets in which quantitative/formal reasoning skills are practiced and evaluated.

Not offered current academic year

CSCI 373 (S) Artificial Intelligence (QFR)

Artificial Intelligence (AI) has become part of everyday life, but what is it, and how does it work? This course introduces theories and computational techniques that serve as a foundation for the study of artificial intelligence. Potential topics include the following: Problem solving by search, Logic, Planning, Constraint satisfaction problems, Reasoning under uncertainty, Probabilistic graphical models, and Automated Learning.

Requirements/Evaluation: Evaluation based on assignments, projects, and exams.

Prerequisites: CSCI 136 and (CSCI 256 or permission of instructor)

Enrollment Limit: 24

Enrollment Preferences: current or expected Computer Science majors

Expected Class Size: 24

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: The course will consist of programming assignments and problem sets in which quantitative/formal reasoning skills are practiced and evaluated.

Attributes: COGS Interdepartmental Electives

Not offered current academic year

CSCI 374 (F) Machine Learning (QFR)

Machine learning is a field that derives from artificial intelligence and statistics, and is concerned with the design and analysis of computer algorithms that "learn" automatically through the use of data. Computer algorithms are capable of discerning subtle patterns and structure in the data that would be practically impossible for a human to find. As a result, real-world decisions, such as treatment options and loan approvals, are being increasingly automated based on predictions or factual knowledge derived from such algorithms. This course explores topics in supervised learning (e.g., random forests and neural networks), unsupervised learning (e.g., k-means clustering and expectation maximization), and possibly reinforcement learning (e.g., Q-learning and temporal difference learning.) It will also introduce methods for the evaluation of learning algorithms (with an emphasis on analysis of generalizability and robustness of the algorithms to distribution/environmental shift), as well as topics in computational learning theory and ethics.

Requirements/Evaluation: Presentations, problem sets, programming exercises, empirical analyses of algorithms, critical analysis of current literature; the final two weeks are focused on a project of the student's design.

Prerequisites: CSCI 136 and CSCI 256 or permission of instructor

Enrollment Limit: 24

Enrollment Preferences: Current or expected Computer Science majors.

Expected Class Size: 24

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: This course heavily relies on discrete mathematics, calculus, and elementary statistics. Students will be proving theorems, among many other mathematically oriented assignments. Additionally, they will be programming, which involves analytical and logical thinking.

Attributes: COGS Interdepartmental Electives

Not offered current academic year

CSCI 375 (F) Natural Language Processing (QFR)

Natural language processing (NLP) is a set of methods for making human language accessible to computers. NLP underlies many technologies we use on a daily basis including automatic machine translation, search engines, email spam detection, and automated personalized assistants. These methods draw from a combination of algorithms, linguistics and statistics. This course will provide a foundation in building NLP models to classify, generate, and learn from text data.

Requirements/Evaluation: Evaluation based on assignments, projects, and exams.

Prerequisites: CSCI 136, and either CSCI 256 or STAT 201/202.

Enrollment Limit: 24

Enrollment Preferences: current or expected Computer Science majors.

Expected Class Size: 24

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: The course will consist of programming assignments and problem sets in which quantitative/formal reasoning skills are practiced and evaluated.

Attributes: COGS Interdepartmental Electives

Fall 2024

LEC Section: 01 TR 9:55 am - 11:10 am Katie A. Keith

CSCI 376 (F)(S) Human-Computer Interaction

Cross-listings: STS 376

Primary Cross-listing

Human-Computer Interaction (HCI) principles are practiced in the design and evaluation of most software, greatly impacting the lives of anyone who uses interactive technology and other products. There are many ways to design and build applications for people, so what methods can increase the likelihood that our design is the most useful, intuitive, and enjoyable? This course provides an introduction to the field of human-computer interaction, through a user-centered approach to designing and evaluating interactive systems. HCI draws on methods from computer science, the social and cognitive sciences, and interaction design. In this course we will use these methods to: ideate and propose design problems, study existing systems and challenges, explore design opportunities and tradeoffs, evaluate and improve designs, and communicate design problems and solutions to varying audiences.

Requirements/Evaluation: course projects, in-class group work/participation, and exams

Prerequisites: CSCI 136

Enrollment Limit: 24

Enrollment Preferences: current or expected Computer Science majors

Expected Class Size: 24

Grading: no pass/fail option, no fifth course option

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

STS 376(D2) CSCI 376(D3)

Attributes: COGS Interdepartmental Electives

Fall 2024

LEC Section: 01 MR 2:35 pm - 3:50 pm Laura South

Spring 2025

LEC Section: 01 MW 11:00 am - 12:15 pm Laura South

CSCI 378 (S) Human Artificial Intelligence Interaction

Cross-listings: STS 378

Primary Cross-listing

Artificial intelligence (AI) is already transforming society and every industry today. In order to ensure that AI serves the collective needs of humanity, we as computer scientists must guide AI so that it has a positive impact on the human experience. This course is an introduction to harnessing the power of AI so that it benefits people and communities. We will cover a number of general topics such as: agency and initiative, AI and ethics, bias and transparency, confidence and errors, human augmentation and amplification, trust and explainability, and mixed-initiative systems. We explore these topics via readings and projects across the AI spectrum, including: dialog and speech-controlled systems, computer vision, data science, recommender systems, text summarization, and UI personalization, among others.

Class Format: Lecture content is delivered via video, and in-class time will be spent doing hands-on activities or in group discussion.

Requirements/Evaluation: homework, programming assignments, group work, participation, and quizzes

Prerequisites: CSCI 136, and at least one of CSCI 237, 256, or 334

Enrollment Limit: 24

Enrollment Preferences: current or expected Computer Science majors

Expected Class Size: 24

Grading: yes pass/fail option, no fifth course option

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

STS 378(D2) CSCI 378(D3)

Attributes: COGS Interdepartmental Electives

Not offered current academic year

CSCI 379 (S) Causal Inference (QFR)

Does X cause Y? If so, how? And what is the strength of this causal relation? Seeking answers to such causal (as opposed to associational) questions is a fundamental human endeavor; the answers we find can be used to support decision-making in various settings such as healthcare and public policy. But how does one tease apart causation from association--early in our statistical education we are taught that "correlation does not imply causation." In this course, we will re-examine this phrase and learn how to reason with confidence about the validity of causal conclusions drawn from messy real-world data. We will cover core topics in causal inference including causal graphical models, unsupervised learning of the structure of these models, expression of causal quantities as functions of observed data, and robust/efficient estimation of these quantities using statistical and machine learning methods. Concepts in the course will be contextualized via regular case studies.

Requirements/Evaluation: Problem sets, programming exercises, empirical analyses, case studies, and a final project.

Prerequisites: CSCI 136, and either CSCI 256 or STAT 201/202.

Enrollment Limit: 24

Enrollment Preferences: Computer science majors and prospective majors.

Expected Class Size: 24

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: This course heavily relies on discrete mathematics, algorithms, and elementary statistics. There will be regular assignments requiring rigorous quantitative or formal reasoning.

Attributes: COGS Interdepartmental Electives

Not offered current academic year

CSCI 381 (F) Deep Learning (QFR)

This course is an introduction to deep neural networks and how to train them. Beginning with the fundamentals of regression and optimization, the course then surveys a variety of neural network architectures, which may include multilayer feedforward neural networks, convolutional neural networks, recurrent neural networks, and transformer networks. Students will also learn how to use deep learning software such as PyTorch or Tensorflow.

Requirements/Evaluation: Evaluation based on assignments, projects, and exams.

Prerequisites: CSCI 136 and fulfillment of the Discrete Mathematics Proficiency requirement

Enrollment Limit: 24

Enrollment Preferences: Current or expected Computer Science majors

Expected Class Size: 24

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: The course will consist of programming assignments and problem sets in which quantitative/formal reasoning skills are practiced and evaluated.

Attributes: COGS Interdepartmental Electives

Fall 2024

LEC Section: 01 MWF 9:00 am - 9:50 am Mark Hopkins

CSCI 397 (F) Independent Reading: Computer Science

Directed independent reading in Computer Science.

Requirements/Evaluation: To be determined by supervising faculty member.

Prerequisites: permission of department

Enrollment Limit: none

Enrollment Preferences: none

Expected Class Size: NA

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3)

Not offered current academic year

CSCI 398 (S) Independent Reading: Computer Science

Directed independent reading in Computer Science.

Requirements/Evaluation: To be determined by supervising faculty member.

Prerequisites: permission of department

Enrollment Limit: none

Enrollment Preferences: none

Expected Class Size: NA

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3)

Not offered current academic year

CSCI 432 (F) Operating Systems (QFR)

This course explores the design and implementation of computer operating systems. Topics include historical aspects of operating systems development, systems programming, process scheduling, synchronization of concurrent processes, virtual machines, memory management and virtual memory, I/O and file systems, system security, os/architecture interaction, and distributed operating systems.

Requirements/Evaluation: several implementation projects that will include significant programming, as well as written homework, and up to two exams

Prerequisites: CSCI 237 and either CSCI 256 or 334

Enrollment Limit: 24

Enrollment Preferences: current or expected Computer Science majors

Expected Class Size: 24

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: The course will consist of substantial problem sets and/or programming assignments in which quantitative/formal reasoning skills are practiced and evaluated.

Not offered current academic year

CSCI 493 (F) Research in Computer Science

This course provides highly-motivated students an opportunity to work independently with faculty on research topics chosen by individual faculty. Students are generally expected to perform a literature review, identify areas of potential contribution, and explore extensions to existing results. The course culminates in a concise, well-written report describing a problem, its background history, any independent results achieved, and directions for future research.

Requirements/Evaluation: class participation, presentations, and the final written report

Prerequisites: none

Enrollment Limit: none

Enrollment Preferences: open to senior Computer Science majors with permission of instructor

Expected Class Size: NA

Grading: yes pass/fail option, yes fifth course option

Unit Notes: this course (along with CSCI 31 and CSCI 494) is required for students pursuing honors, but enrollment is not limited to students pursuing honors

Distributions: (D3)

Fall 2024

HON Section: 01 TBA Jeannie R Albrecht

CSCI 494 (S) Senior Thesis: Computer Science

Computer Science thesis; this is part of a full-year thesis (493-494).

Requirements/Evaluation: class participation, presentations, and the final written report

Prerequisites: CSCI 493

Enrollment Limit: none

Enrollment Preferences: open to senior Computer Science majors with permission of instructor

Expected Class Size: NA

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3)

Spring 2025

HON Section: 01 TBA Jeannie R Albrecht

CSCI 497 (F) Independent Reading: Computer Science

Directed independent reading in Computer Science.

Requirements/Evaluation: To be determined by supervising faculty member.

Prerequisites: permission of department

Enrollment Limit: none

Enrollment Preferences: none

Expected Class Size: NA

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3)

Fall 2024

IND Section: 01 TBA Jeannie R Albrecht

CSCI 498 (S) Independent Reading: Computer Science

Directed independent reading in Computer Science.

Requirements/Evaluation: To be determined by supervising faculty member.

Prerequisites: permission of department

Enrollment Limit: none

Enrollment Preferences: none

Expected Class Size: NA

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3)

Spring 2025

IND Section: 01 TBA Jeannie R Albrecht

Winter Study -----

CSCI 23 (W) Research and Development in Computing

An independent project is completed in collaboration with a member of the Computer Science Department. The projects undertaken will either involve the exploration of a research topic related to the faculty member's work or the implementation of a software system that will extend the students design and implementation skills. It is expected that the student will spend 20 hours per week working on the project. At the completion of the project, each student will submit a 10-page written report or the software developed together with appropriate documentation of its behavior and design. In addition, students will be expected to give a short presentation or demonstration of their work. Prior to the beginning of the Winter Study registration period, any student interested in enrolling must have arranged with a faculty member in the department to serve as their supervisor for the course.

Requirements/Evaluation: short paper and final project or presentation

Prerequisites: project must be pre-approved by the faculty supervisor

Enrollment Limit: 30

Enrollment Preferences: preference given to sophomores and juniors

Expected Class Size: NA

Grading: pass/fail only

Attributes: EXPE Experiential Education Courses STUX Winter Study Student Exploration

Not offered current academic year

CSCI 31 (W) Senior Thesis: Computer Science

To be taken by students registered for Computer Science 493-494.

Class Format: independent study

Grading: pass/fail only

Not offered current academic year

CSCI 99 (W) Independent Study: Computer Science

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study

Grading: pass/fail only

Distributions: (D3)

Not offered current academic year

CONTRACT MAJOR (Div I, II, or III)

Contract Major Advisor: Amanda Turner

Students with the talent and energy for working independently and with the strong support of faculty advisors may undertake a Contract Major: a coherent study of an interdisciplinary subject not covered by a regularly offered major. The purpose of a Contract Major is to allow highly motivated students to follow a course of study outside the boundaries of established majors. Students have an opportunity to draw from the wealth of offered courses and develop a major that corresponds to their particular interests and goals.

A Contract Major must be in an area suitable to the talents of the faculty in residence and cannot consist of modifications to an existing major. A Contract Major also must conform to the structure and coherence of a departmental or program major—it must embody a disciplined study that moves from an elementary to an advanced level and culminate in a synthesis similar to a senior major course.

Developing a Contract Major proposal is both interesting and demanding. Due to these demands, students should carefully consider the advantage of working within existing majors or programs, taking note of the considerable intellectual pleasures involved in sharing similar educational experiences with other students working within the same area of study.

Students who wish to explore or propose a Contract Major should consult with the Contract Major Advisor and potential faculty advisors as early as possible first semester of sophomore year.

Considerations

A Contract Major cannot be pursued in conjunction with another major or concentration.

Alternatives:

- two majors
- major + concentration
- major + coordinate program
- major + courses of special interest

Identification

A Contract Major is:

- A coherent study of an interdisciplinary subject not covered by a regularly offered major or concentration, consistent with the liberal arts mission.
- A cumulative study that moves from an elementary to an advanced level.
- A course of study that is appropriate for the undergraduate level—not so narrowly defined where it would be considered a graduate level course of study.

A Contract Major cannot consist of minor modifications to an existing major or concentration.

Advising

Before deciding to pursue a Contract Major, schedule an appointment with Amanda Turner, Contract Major Advisor (CMA) **prior to November 15**. This advising session will help determine if a Contract Major is a good fit and also serve as an overview to the Contract Major approval process.

[More information can be found on the Contract Major site.](#)

CMAJ 493 (F) Senior Thesis: Contract Major

A Contract Major senior thesis, which is determined in consultation with faculty advisors, is either: one semester term (CMAJ 493 or CMAJ 494) and one Winter Study term (CMAJ 31); or two semester terms and Winter Study term (CMAJ 493, CMAJ 31, and CMAJ 494).

Grading: yes pass/fail option, yes fifth course option

Unit Notes: Divisional credit is either I, II, or III depending on approved Contract Major proposal.

Distributions: No divisional credit

Fall 2024

HON Section: 01 TBA Amanda B. Turner

CMAJ 494 (S) Senior Thesis: Contract Major

A Contract Major senior thesis, which is determined in consultation with faculty advisors, is either: one semester term (CMAJ 493 or CMAJ 494) and one Winter Study term (CMAJ 31); or two semester terms and Winter Study term (CMAJ 493, CMAJ 31, and CMAJ 494).

Grading: yes pass/fail option, yes fifth course option

Unit Notes: Divisional credit is either I, II, or III depending on approved Contract Major proposal.

Distributions: No divisional credit

Spring 2025

HON Section: 01 TBA Amanda B. Turner

CMAJ 497 (F) Independent Study: Contract Major

Contract Major independent study. An independent study petition is required, please see registrar.williams.edu for more information.

Grading: yes pass/fail option, yes fifth course option

Unit Notes: Divisional credit is either I, II, or III depending on approved Contract Major proposal.

Distributions: No divisional credit

Fall 2024

IND Section: 01 TBA Amanda B. Turner

CMAJ 498 (S) Independent Study: Contract Major

Contract Major independent study. An independent study petition is required, please see registrar.williams.edu for more information.

Grading: yes pass/fail option, yes fifth course option

Unit Notes: Divisional credit is either I, II, or III depending on approved Contract Major proposal.

Distributions: No divisional credit

Spring 2025

IND Section: 01 TBA Amanda B. Turner

Winter Study -----

CMAJ 31 (W) Senior Thesis: Contract Major

To be taken by students registered for Contract Major 493, 494.

Grading: pass/fail only

Not offered current academic year

CMAJ 99 (W) Independent Study: Contract Major

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study

Grading: pass/fail only

Not offered current academic year

DANCE (Div I)

Chair: Sandra Burton

- Sandra L. Burton, Lipp Family Director of Dance and Senior Lecturer in Dance
- Saroya Y. Corbett, Arthur Levitt, Jr. '52 Artist-in-Residence
- Erica Dankmeyer, Artist-in-Residence in Dance
- Janine Parker, Artist-in-Residence in Dance
- Munjulika R. Tarah, Assistant Professor of Dance

The Dance Department offers students ways to investigate embodied knowledge and to develop multiple perspectives by studying individuals and communities. Our courses support close study of physical practices, histories, cultural context and musical understanding and interpretation. Through techniques, research, and creative inquiry, students deepen capacity for interdisciplinary discovery.

The department curriculum offers complementary study in the disciplines of Theater, Visual Art, Africana Studies, American Studies, Asian-American Studies, Global Studies, Gender Studies, Music, and Performance Studies. Dance technique courses include ballet, modern, and African Dance.

Currently students seeking to anchor their academic and creative study in dance may pursue the [Contract Major](#) option. Designated courses are offered for full academic and/or PE credit; you must register for PE courses through the [Physical Education department](#).

All students are welcome to audition for membership in the Department's [performing companies](#) which include: CoDa, whose members train in and perform works created in the vocabularies of modern dance and ballet; Kusika, an African Dance and percussion ensemble which accepts members as dancers, musicians, and storytellers; Sankofa, the college's step team, whose members present this percussive dance form with both respect to tradition and an energetic exploration of new ideas; and the Zambezi Marimba Band, which performs music from Zambia and Zimbabwe, as well as from around the world. Membership is also possible through invitation by the company directors. Company members study with faculty, guest artists and peers. Student choreographers are also supported.

DANC 101 (F) Greek Literature: Performance, Conflict, Desire

Cross-listings: COMP 101 / THEA 104 / CLAS 101

Secondary Cross-listing

In the *Iliad*, Paris' desire for the famously beautiful Helen leads to the Trojan War, the devastating conflict between the Trojans and the Greeks retold and reimagined time and again in ancient Greek literature. The stories of Troy and its aftermath were performed not only as epic poems (as in the *Iliad* and the *Odyssey*), but also re-enacted by singing and dancing choruses, dramatized on the tragic stage, and recounted in oratory. Beginning with the Homeric epics, this course explores the recurring and ever-shifting debates, longings, hostilities, and aspirations that drive Greek literature and shape its reception, with a particular focus on questions of performance context and audience. Our attention to sound, movement, and staging will be enriched by consideration of select examples from the rich reception history of Greek myth in modern theater and dance. The nexus of performance, conflict, and desire will also give us a distinct perspective on many important topics within the study of Greek culture, including the embodiment of personal and collective identities, the workings of Athenian democracy, and the development of literary genres. This course will include readings from, e.g., Homer, Sappho, Herodotus, Aeschylus, Sophocles, Euripides, Aristophanes, Thucydides, and Plato, as well as viewings of relevant performance works. All readings are in translation.

Requirements/Evaluation: midterm and final exam; brief (one or two pages) written assignments; participation in class.

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: Classics majors, first years, sophomores

Expected Class Size: 20

Grading: no pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 101(D1) THEA 104(D1) CLAS 101(D1) DANC 101(D1)

Fall 2024

LEC Section: 01 TR 9:55 am - 11:10 am Sarah E. Olsen

DANC 103 (F) Historical Research in Dance and Performance Studies

Cross-listings: ARTH 204

Primary Cross-listing

This course is an introduction to the analysis of historical and socio-political context of movement-based performances. While readings and viewings will focus on dance genres practiced at Williams and beyond, an important element of the course will be the practice of documenting, interpreting, and writing about performances. The course will enable students interested in dance, theater, and visual arts to hone their skills in the practice of analyzing still and moving images, while also offering students of history and art history the opportunity to develop competency in historical research. This is primarily a discussion-based seminar course. Learning objectives: to understand the social and political contexts for various artistic and performative genres; to develop the ability to document, analyze, and write about dance as a socio-historical practice; to explore interdisciplinary modes of engaging with movement-based performances.

Requirements/Evaluation: short weekly responses and in-class writing assignments, participation in discussions and presentations, two 5-6 page essays, one 6-7 page final essay

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: first-years and sophomores

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

DANC 103(D1) ARTH 204(D1)

Fall 2024

SEM Section: 01 TF 2:35 pm - 3:50 pm Munjulika R. Tarah

DANC 104 (F)(S) Ballet I Beginning Ballet Technique

In this class, participants learn the fundamentals of ballet technique, in a manner both safe and challenging. This is an absolute beginning course: EVERYONE is welcome! In barre work and center/traveling exercises, the class will begin to develop a working understanding of basic positions of the arms and legs; individual steps such as turns and jumps; and simple combinations. Through repetition and logical progression artistry, musicality, strength and coordination will develop and grow. This course may be repeated for credit. **NOTE: this course can be taken for partial academic credit (credit which doesn't count toward the number required for graduation, but which does appear on one's final transcript) or Physical Education credit. For those who wish PE credit, please register through the PE department. For those who would like to receive FULL ACADEMIC CREDIT, see DANC 105 BFF! (Ballet Film Festival!)*

Class Format: course meets for the full semester, twice per week

Requirements/Evaluation: quality of participation, individual progress with the physical material, and clear understanding of concepts

Prerequisites: none

Enrollment Limit: 24

Enrollment Preferences: beginning students

Expected Class Size: 20

Grading: pass/fail option only

Unit Notes: May be taken for PE or partial academic credit. If PE, register through the PE dept. Otherwise, students must contact instructors for

permission to be put on roster and must attend the first class meeting. For FULL ACADEMIC CREDIT, see DANC 105 BFF! (Ballet Film Festival!)

Materials/Lab Fee: Ballet class attire--students are responsible for acquiring personal clothing and shoes. Est. cost \$75-100. However, students who are on financial aid can use the "book grant" for attire purchases--contact the dance dept. for information.

Distributions: No divisional credit

Fall 2024

STU Section: 01 TR 11:20 am - 12:35 pm Janine Parker

Spring 2025

STU Section: 01 TR 11:20 am - 12:35 pm Janine Parker

DANC 106 (S) Modern Dance I: Beginning Modern Dance

This studio course is designed for students with little or no experience in modern dance technique. All interested in dance are welcome! Students will be immersed in the physicality, principles, and aesthetics of basic modern dance through progression of floor work, standing work, and traveling movement. Skills that will be acquired include strength, coordination, musicality, correct body alignment, and spatial awareness needed for movers. Live musical accompaniment will enhance students' understanding of the relationship between music and movement.

Class Format: full semester

Requirements/Evaluation: Evaluation is based on consistent participation that fosters progress and increased understanding of principles of movement in modern dance, as introduced through the study of dance technique. Students are assessed on individual progress throughout the semester.

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: students who have limited or no experience in dance

Expected Class Size: 15

Grading: pass/fail option only

Unit Notes: May be taken for PE (2 credits, full semester required) or partial academic credit. Students seeking partial academic credit must contact the instructor for enrollment assistance. Partial academic credit does NOT go towards the required # for graduation, but will appear on final transcripts. Students seeking PE credit must register through the PE Dept. Course can be repeated for credit.

Distributions: No divisional credit

Spring 2025

STU Section: 01 TR 9:55 am - 11:10 am Erica Dankmeyer

DANC 107 (F) Dancing in the Streets (Strange Fruit)

There is a reason why collective activism and impulses toward revolution are called "movements." Movements have bodies, actions, rhythms, voices, and stories. They are embodied, and they create change through this embodiment. During the summer of 1964, the Motown anthem Dancing In the Street (D.I.T.S.) became a joyful expression of the desire to take up space, in tune with the powerful political and social justice movements of the time. D.I.T.S. continues to be sung by contemporary artists as an expression of celebration and as a call to action, highlighting the cyclical nature of time and experience. What brought people into the streets in communities across the globe in 1964, in 2020, and beyond? With this question in mind, we will examine, discuss, and respond to the ways in which artistic expression can document lived experiences, and deploy similar tactics to explore and document our present lives. How have artists documented and driven forward major themes in social justice, both in the past and in our current times? A primary focus of consideration will be the anti-lynching movement across time, which has given rise to the art and aesthetics of the Civil Rights, Black Lives Matter, and Say Her Name Movements. Grounding this work will be a deep exploration of "Strange Fruit," an artistic tour de force that began life as a poem in response to a photographic image and grew to encompass dance, visual art, theatre, media, and music--particularly the enduring and repeating renditions by artists like Billie Holiday, Pearl Primus, and Nina Simone. The course trajectory will be deeply affected by the students who take part, offering their own stories and experiences in conversation with the work of influential creative practitioners. Inspired by our own origin stories and the roll call of cities heard in D.I.T.S., we will consider the ways in which dance, music, theatre, visual art and other forms of creative expression are made to be shared, causing culture and experiences to bear witness and become meaningful beyond the boundaries of origin. Course meetings will include viewings and discussions of creative expression in various media and formats through an ethnographic performance

studies lens, further examining the role of the artist as witness/documentarian, activist, and agent of change. This work will serve as a catalyst in the production of original performance offerings (solo and group-based) that will be shared with a public audience.

Class Format: Seminar/Studio. This course is a collaboration with Gotham Professional Arts Academy, an arts-focused public high school in Brooklyn, NY, and all sessions will feature the participation of students from both institutions. Other resources include guest artists and scholars, the online Jacob's Pillow Dance Interactive and Archives, the Williams College Museum of Art, New York City Public Library of Performing Arts, and the Schomburg Center for Research in Black Culture.

Requirements/Evaluation: Evaluation will be based upon: 1. Weekly assignments based on readings/discussions on course materials. 2. Scheduled showings of material you and any collaborators are making in response to course materials, guest artists and scholars. 3. Quality of participation in weekly meetings that are interactive and discussions of course materials. 4. A final performance project/presentation that is a synthesis of the information and ideas presented and developed over the course of the semester.

Prerequisites: None. This course is intended for beginning as well as experienced students who are curious about ways that the arts (dance, music, theater, media, etc.) document the present and the past. DANC 107 & DANC 108 do not need to be taken in sequence.

Enrollment Limit: 16

Enrollment Preferences: An interest in the arts, performance studies, popular culture, history, and/or experience in social dance, music, theatre, writing or visual art making. No prior training is necessary in the above. Come prepared to play, take risks, and find joy together

Expected Class Size: 10

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Fall 2024

SEM Section: 01 TF 1:10 pm - 2:25 pm Sandra L. Burton

DANC 108 (S) Dancing in the Streets (The Message)

There is a reason why collective activism and impulses toward revolution are called "movements." Movements have bodies, actions, rhythms, voices, and stories. They are embodied, and they create change through this embodiment. During the summer of 1964, the Motown anthem Dancing In the Street (D.I.T.S.) became a joyful expression of the desire to take up space, in tune with the powerful political and social justice movements of the time. D.I.T.S. continues to be sung by contemporary artists as an expression of celebration and as a call to action, highlighting the cyclical nature of time and experience. What brought people into the streets in communities across the globe in 1964, in 2020, and beyond? With this question in mind, we will examine, discuss, and respond to the ways in which artistic expression can document lived experiences, and deploy similar tactics to explore and document our present lives. How have artists documented and driven forward major themes in social justice, both in the past and in our current times? How do artists and their work document and comment on the past, embody the present, and perform the future into existence? A primary focus of consideration will be the use of storytelling as a vehicle for artistic expression that connects people and ideas across time and space. When Grandmaster Flash and The Furious Five drop "The Message" in 1982, the Bronx is burning, and the birth of Hip-Hop has people returning to the streets. Disco's velvet rope comes down and urban America comes together to celebrate the life they can live, aspire toward a life they want to live, and spread the word about the realities they face along the way. The cypher creates space for verse, hooks, samples, and dance, and the world becomes a canvas as graffiti artists work to claim space and contribute to a new canon. With global urban music like Hip-Hop, Reggae, and Afrobeat as a backdrop, we will examine the impact of vernacular African American dance and music, and its presence in various performance traditions. The course trajectory will also be deeply affected by the students who take part, offering their own stories and experiences in conversation with the work of influential creative practitioners. Inspired by our own origin stories and the roll call of cities heard in D.I.T.S., we will consider the ways in which dance, music, theatre, visual art and other forms of creative expression are made to be shared, causing culture and experiences to bear witness and become meaningful beyond the boundaries of origin. Course meetings will include viewings and discussions of creative expression in various media and formats through an ethnographic performance studies lens, further examining the role of the artist as witness/documentarian, activist, and agent of change. This work will serve as a catalyst in the production of original performance offerings (solo and group-based) that will be shared. We will examine how dancers/choreographers: Fatima Robinson, and Rennie Harris use dance and media to tell personal stories and document public events. Musicians/performers: Dr. Dre, James Brown, Beyonce, Public Enemy, Kendrick Lamar and visual artists: Titus Kaphar, Hank Willis are creators whose work will be referenced. Writers and poets: Jeff Chang, Gregory Tate, Tricia Rose, Suheir Hammad, Gill Scott-Herron. What questions are artists posing? What statements are they making? What can be made that responds to this work and that reflects your own stories? Course meetings will include: 1. Weekly movement and listening sessions that embody the Hip Hop aesthetic 2. Weekly discussion of readings, media and other course materials 3. Making a solo or a collaborative project during the semester to be shared as a final project

Class Format: Seminar/Studio. This course is a collaboration with Gotham Professional Arts Academy, an arts-focused public high school in

Brooklyn, NY, and all sessions will feature the participation of students from both institutions. Other resources include guest artists and scholars, the online Jacob's Pillow Dance Interactive and Archives, the Williams College Museum of Art, New York City Public Library of Performing Arts, and the Schomburg Center for Research in Black Culture.

Requirements/Evaluation: Evaluation will be based upon: 1. Weekly assignments based on readings/discussions on course materials. 2. Scheduled showings of material you and any collaborators are making in response to course materials, guest artists and scholars. 3. Quality of participation in weekly meetings that are interactive and discussions of course materials. 4. A final performance project/presentation that is a synthesis of the information and ideas presented and developed over the course of the semester.

Prerequisites: None. This course is intended for beginning as well as experienced students who are curious about ways that the arts (dance, music, theater, media, etc.) document the present and the past. DANC 107 & DANC 108 do not need to be taken in sequence.

Enrollment Limit: 16

Enrollment Preferences: An interest in the arts, performance studies, popular culture, history, and/or experience in social dance, music, theatre, writing or visual art making. No prior training is necessary in the above. Come prepared to play, take risks, and find joy together

Expected Class Size: 10

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Spring 2025

SEM Section: 01 TF 1:10 pm - 2:25 pm Sandra L. Burton

DANC 111 (F) Afro-Modern Dance I: Theory & Practice (Dunham Technique)

Cross-listings: AFR 111

Primary Cross-listing

Modern African diasporic dance creates a conversation between the past and the present; it brings forth memories of the African "homeland" and of the dispersal of African bodies around the world, while simultaneously engaging the current joys, pains, challenges, and cultural growth of Black people. Through movement and rhythm, dancers experience the embodied knowledge of previous generations, while connecting to contemporary cultural, political, and economic realities. Katherine Dunham devoted her life to exploring and exposing the multiple layers and complexities of the African diasporic experience through her ethnographic dance choreographies, her dance technique, her schools, her music, and her writing. Dunham's work as a dance anthropologist, artist, educator, and humanitarian is manifested in Dunham Technique; the technique is a fusion of African diasporic dance, ballet and modern dance, and functions as an embodied medium for cultural communication. The technique is considered "a way of life" as it uses theory and philosophy to engage participants in a holistic experience that is not only physical, but also intellectual, emotional, and spiritual. Through this combination of physicality, history, theory, and philosophy, Dunham Technique is a tool to understand one's inner self and place oneself within a historical and cultural framework. In this course, students will explore the history, theory, and philosophies of Dunham Technique and Katherine Dunham, while actively participating with the technique's movement concepts and vocabulary. Students will engage in the fundamentals of a Dunham Technique movement class through center floor work, barre exercises, progressions, and choreography. The course will combine the studio experience of the physical technique with lectures and discussions. Students will learn about the three theories of Dunham Technique (Form and Function, Intercultural Communication, and Socialization through the Arts) and its three philosophies (Self-Examination, Detachment, and Discrimination) while also learning the history and historical context of the technique and its creator.

Class Format: The course meets in person, twice per week for the full semester. The course includes two main integrated components: physical dance training and lecture/discussion.

Requirements/Evaluation: Students will be evaluated on the completion of journals, the quality of the final movement assignment, the completion of weekly reading assignments, and their participation during class activities/discussions.

Prerequisites: None

Enrollment Limit: 15

Enrollment Preferences: Students interested in expanding their knowledge of African diasporic dance and Dunham Technique.

Expected Class Size: 12-15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

DANC 111(D1) AFR 111(D2)

Attributes: AFR Culture, Performance, and Popular Technologies

Not offered current academic year

DANC 125 (F) Music and Social Dance in Latin America (DPE)

Cross-listings: MUS 125

Secondary Cross-listing

This course offers a full-spectrum introduction to a number of Latin American social dance forms, including samba, salsa, tango, and the Suriname Maroon genre, awasa. Through critical listening and viewing assignments, performance workshops, and readings from disciplines spanning ethnomusicology, anthropology, dance studies, Latin American studies and history, students will combine a technical understanding of the musical and choreographic features of these genres with a consideration of their broader contexts and social impact. Among the questions that will drive class discussions are: How do sound and movement interrelate? What aspects of gender, sexuality, class, race and ethnicity arise in the performance and consumption of Latin American genres of social dance? How do high political, economic, and personal stakes emerge through activities more commonly associated with play and leisure? This class is driven by academic inquiry into these various social dance practices; it does not prioritize gaining performance skills in the genres discussed. While there will be experiential components included throughout the course (for instance music or dance workshops), the majority of the class will be conducted in a discussion/seminar format. While the ability to read musical notation is helpful, it is not required.

Class Format: seminar/studio

Requirements/Evaluation: Regular short assignments, three 5-7 page papers, final project or paper (10-12pgs)

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: upperclassmen, majors in music, dance, Latino/a studies.

Expected Class Size: 20

Grading: no pass/fail option, yes fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

MUS 125(D1) DANC 125(D1)

Difference, Power, and Equity Notes: Together, the music and dance genres discussed here indicate the diversity of social dance practices within Latin America, broadly conceived. Each unit of the course delves into aspects of political, historical, and cultural context and their resonance within the realm of music and dance. Specific attention is paid to racial and intercultural aspects each genre's formulation, practice, and circulation, as well as the politics of representation in embodied expression.

Attributes: GBST Latin American Studies MUS Ethnomusicology

Fall 2024

SEM Section: 01 MWF 8:30 am - 9:45 am Corinna S. Campbell

DANC 200 (F)(S) Zena Rommett Floor Barre(TM) Lengthening and Strengthening cross-training for dancers

A subtle but deep, calming yet powerful conditioning/training tool used by many dancers and athletes; the work is done entirely on one's back, side, and front body (that is, no standing) and is designed for subtle strengthening/lengthening and safe alignment throughout the body. People who study the technique almost immediately appreciate the calm, somewhat meditative manner in which participants are encouraged to work. (Though there are many other wonderful techniques/regimens, this is NOT the same thing as other classes called "Barre" or "PureBarre".) Instructors must be annually certified in order to teach "true" Zena Rommett Floor Barre(TM). Previous ballet training required for this session--please contact jmp2@williams.edu to inquire about eligibility.

Class Format: This class is NOT a full credit course. It meets once per week for the full semester; one can receive partial academic credit (this kind of credit doesn't go toward one's required number of credits for graduation but will appear on one's final transcript) OR 1 P.E. credit.

Requirements/Evaluation: Regular weekly attendance is required. Punctuality and ability to be focused and calm essential for this technique.

Prerequisites: Some previous ballet training is necessary; please contact jmp2@williams.edu for eligibility.

Enrollment Limit: 20

Enrollment Preferences: Dancers currently engaged in and earnest about their continued growth and training as dancers, athletes, and artists.

Expected Class Size: 12

Grading: pass/fail option only

Materials/Lab Fee: None. You can wear whatever you'd wear for ballet class (though the work is done in bare feet or in socks); for those who prefer a yoga mat, feel free to bring your own but we also have a large quantity of mats to use while you're in the '62 Center.

Distributions: No divisional credit

Fall 2024

STU Section: 01 W 9:45 am - 10:45 am Janine Parker

Spring 2025

STU Section: 01 W 9:45 am - 10:45 am Janine Parker

DANC 201 (F) African Dance and Percussion

Cross-listings: AFR 201 / MUS 220

Primary Cross-listing

We will examine two forms that embody continuity of tradition or the impact of societal, political or economic change. Lamban was created by the Djeli, popularly called Griots served many roles in the kingdoms of Ghana and Old Mali from the 12th century to current times. This dance and music form continues as folklore in modern day Guinea, Senegal, Mali and The Gambia where it is practiced by the Mandinka people. Bira is an ancient and contemporary spiritual practice of Zimbabwe's Shona people. While these forms are enduring cultural practices, Kpanlogo from the modern West African state of Ghana represents the post-colonial identity of this nation's youth and their aspirations for independence at the end of the 1950s. We will also consider the introduction of these forms outside of their origin. This course can be taken for academic and/or PE credit.

Class Format: Class hours will be used to learn and use the dance and music of at least two forms including historical context, and individual or group performance project. When possible, our process will include guest artists and field trips to see live performances. As well as use of the archives at Jacob's Pillow Dance Festival, Sawyer Library and the art collection at Williams College Museum of Art.

Requirements/Evaluation: Discussion of assignments, semester long group performance project rooted in the materials taught. Students enrolled for PE credit are responsible only for the performance-based projects

Prerequisites: none

Enrollment Limit: 16

Enrollment Preferences: Students who have taken a 100 level dance course or DANC 202; have experience in a campus-based performance ensemble; or have permission of the instructors

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

DANC 201(D1) AFR 201(D2) MUS 220(D1)

Attributes: AFR Culture, Performance, and Popular Technologies GBST African Studies MUS Ethnomusicology

Fall 2024

STU Section: 01 MR 1:10 pm - 3:50 pm Sandra L. Burton, Tendai Muparutsa

DANC 202 (S) African Dance and Percussion

Cross-listings: AFR 206 / MUS 221

Primary Cross-listing

Before the 20th century, the African continent was the source of dance and music that influenced new forms rooted on and off the continent. These forms are shaped by the impact of religion, colonialism, national political movements, travel, immigration, and the continuing emergence of technology.

In South Africa, the labor conditions of miners instigated the creation of Isicathulo, Gum boots, and in Brazil the history of colonialism is a factor that anchors Samba as a sustaining cultural and socioeconomic force. The birth of Hip Hop in the 20th century finds populations across the globe using its music, dance, lyrics, and swagger as a vehicle for individual and group voice. Hip Hop thrives as a cultural presence in most countries of the African continent and in the Americas. We will examine the factors that moved this form from the Bronx, New York, to Johannesburg, South Africa, and Rio, Brazil. We will examine at least two of these forms learning dance and music technique and composition material that will inform their practice. Each of these genres generated physical practices, new and enduring communities while continuing to embody specific histories that have moved beyond their place of origin. What is their status in this century?

Class Format: Class hours will be used to learn and use the dance and music of at least two forms including historical context, and individual or group performance project. When possible, our process will include guest artists and field trips to see live performances. As well as use of the archives at Jacob's Pillow Dance Festival, Sawyer Library and the art collection at Williams College Museum of Art.

Requirements/Evaluation: Discussion of assignments, semester long group performance project rooted in the materials taught. Students enrolled for PE credit are responsible only for the performance-based projects

Prerequisites: none

Enrollment Limit: 16

Enrollment Preferences: students who have taken DANC 107 ,108 or DANC 201; have experience in a campus based performance ensemble; or have permission of the instructors

Expected Class Size: 10

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

DANC 202(D1) AFR 206(D2) MUS 221(D1)

Attributes: AFR Culture, Performance, and Popular Technologies GBST African Studies MUS Ethnomusicology

Spring 2025

STU Section: 01 MR 1:10 pm - 3:50 pm Sandra L. Burton, Tendai Muparutsa

DANC 204 (F)(S) Ballet II Intermediate Technique

This course is for participants who have reached an intermediate level of ballet and are serious about continued progression in their technique and artistry and interested in working with spirit, perseverance, and joy. ANYONE with adequate prior knowledge is welcome to this class! Proper alignment and rigorous but safe application of technique are stressed. Classes will follow the traditional ballet class format of barre work proceeding into center work*; vocabulary, ability and stamina will be built in a safe but challenging atmosphere. Participants will be guided to work safely and correctly with their individual abilities. The classes have live piano accompaniment. *NOTE that this course may be taken for partial academic credit or PE credit; partial academic credit does NOT go toward the required number of credits for graduation, but does appear on one's final transcript. For PE credit, please register through the PE department. For those interested in FULL ACADEMIC CREDIT, see DANC 105 BFF! (Ballet Film Festival!)*

Class Format: Full semester participation, pass/fail or PE credit.

Requirements/Evaluation: Robust participation and individual progress with material, technique and deeper understanding of concepts

Prerequisites: Ballet I and/or prior experience in ballet, and permission of instructor.

Enrollment Limit: 20

Enrollment Preferences: participants who have taken Beginner Ballet/ DANC 104/ Ballet I, placement class with instructor or permission based on prior training

Expected Class Size: 12

Grading: pass/fail option only

Unit Notes: May be taken for PE or partial academic credit. If PE, register through the PE dept. Otherwise, participants must contact instructors for permission to be put on roster and must attend the first class meeting.

Materials/Lab Fee: Ballet class attire--students are responsible for acquiring personal clothing and shoes. Est. cost \$75-\$200. However, students who are on financial aid can use the "book grant" for attire purchases--contact the dance dept. for information.

Distributions: No divisional credit

Fall 2024

STU Section: 01 MR 1:10 pm - 2:25 pm Janine Parker

Spring 2025

STU Section: 01 MR 1:10 pm - 2:25 pm Janine Parker

DANC 206 (F) Modern Dance II: Intermediate Modern Dance

This course is designed for students with some experience with dance technique who wish to develop their skills specific to modern dance. Students will learn the physicality, aesthetics, and philosophy of the art form. We will build increased endurance, expanded vocabulary of movement, and will explore more complex use of space, with a focus on musical awareness and longer phrases of movement. Proper body alignment and use of breath, space, and music are emphasized. Live musical accompaniment will give students the opportunity to approach movement with varied and nuanced sound. Approaches to technique created by various founding figures in modern dance will be introduced where appropriate, in order to recognize the depth of styles and shared concepts at the root of the art form.

Class Format: For .5 (P/F) or PE credit, full semester participation required.

Requirements/Evaluation: Quality of participation and progress made during the semester with the creative and physical concepts taught. Students will be assessed on their individual progress.

Prerequisites: Modern I and /or permission of the instructor; may be repeated for credit. If the student is unsure if their experience in dance provides enough preparation, or is not known by the instructor, they should seek permission of the instructor.

Enrollment Limit: 12

Enrollment Preferences: Students who have taken Modern I or other department dance courses with technique components, or who have previous study in a dance technique.

Expected Class Size: 12

Grading: pass/fail option only

Unit Notes: May be taken for partial (.5 P/F) academic credit, or PE credit. For PE credit, register through the PE Dept. Students seeking .5 credit, contact instructor for enrollment procedure and assistance.

Distributions: No divisional credit

Not offered current academic year

DANC 207 (F) ReReading/Righting Ballet's History: Celebrating BIPOC Figures in Ballet (w/ Ballet Technique)

Cross-listings: AFR 218

Primary Cross-listing

"What does dance give you?" asked the great African American dancer, teacher, and director Arthur Mitchell: "The freedom to be who you are and do what you want to do." In the ballet world, however, Black, Indigenous, and People of Color have struggled to achieve that "freedom" their white counterparts have enjoyed. In this course students continue their technical/artistic training in ballet while also exploring different topics in past and current ballet history; in Fall 2022, our main focus will be on some of the notable BIPOC figures in the world of ballet, with the history of ballet providing both a timeline and a sociopolitical backdrop against which we can trace and discover the intersectionality that has helped shape the aesthetics of ballet as well as other genres we know today. Though this is primarily a studio course (with twice-weekly ballet technique classes) readings and viewings relevant to our coursework will be assigned; a third weekly meeting will be held for group discussions on those assignments. Alongside broader ballet history texts, the essays and articles by authors such as Brenda Dixon Gottschild and Theresa Ruth Howard will offer keen insights into some of the more specific issues and topics regarding race and diversity in the field of ballet. In addition to informal, written responses to the readings and viewings, Howard's website "Memoirs of Blacks in Ballet" will be an important anchor/springboard for course projects. Howard will be a guest collaborator in this course for Fall '22; in addition to joining us (remotely) for discussions, she will guide us in those projects.

Class Format: Students will be placed in either Beginning Ballet, or Intermediate/Advanced Ballet (see prerequisites for more information): ALL students will meet together for a third class meeting/seminar.

Requirements/Evaluation: Robust engagement in technique classes and meeting sessions; timely and thoughtful written (informal) responses to assigned readings and viewings; development and presentation of course projects.

Prerequisites: Technique for the two levels will be separate. For the beginner level NO prior experience is required. For the int/adv level, students must have at least three yrs of prior ballet training, and instructor's permission.

Enrollment Limit: 12

Enrollment Preferences: Students who are invested in learning both the physical aspect of ballet technique, as well as its broader history and the specific areas this course is investigating.

Expected Class Size: 8

Grading: yes pass/fail option, yes fifth course option

Materials/Lab Fee: Ballet class attire (i.e., leotards, tights/leggings, slippers)--students are responsible for acquiring personal clothing and shoes. Est. cost \$75-150.

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 218(D2) DANC 207(D1)

Not offered current academic year

DANC 210 (F) LET'S MAKE A DANCE: Dance Making and Re-Making

This tutorial is designed for both first-time dance makers as well as more experienced dance students who seek the opportunity to practice dance making in a structured, intimate setting. Any genre or style of dance may be explored. Projects are designed primarily to empower the creator to clarify the intent and vision for their work. Central to this is the practice of giving and receiving feedback, using Liz Lerman's Critical Response Process (CRP). Tutorial partners will be active artistic advisors for each others' projects. Projects may include solo and group work, site-specific dance making, and creating in collaboration. Students are expected to rigorously build upon and revise their work(s) in three possible roles: artist, responder, and facilitator. Studying the work and philosophies of dance makers in a variety of genres, such as Akram Khan, Pina Bausch, Camille A. Brown, and William Forsythe will give further context to our work. Weekly presentation of assignments, active participation in CRP sessions, reading assignments, identifying to the group one's intended goal(s) for the week, written reflection on sessions, and final showing will be required. The full class will meet periodically for group feedback.

Class Format: plus one periodic full class meeting

Requirements/Evaluation: weekly presentation of assignments, participation in CRP sessions, identifying to the group one's intended goal, written reflection on sessions, and final showing

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: Students with some prior dance experience in technique and/or performance; no experience with choreography is required

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Fall 2024

TUT Section: T1 TBA Erica Dankmeyer

DANC 211 (S) Afro-Modern Dance II: Theory & Practice (Dunham Technique)

Cross-listings: AFR 219

Primary Cross-listing

Modern African diasporic dance creates a conversation between the past and the present; it brings forth memories of the African "homeland" and of the dispersal of African bodies around the world, while simultaneously engaging the current joys, pains, challenges, and cultural growth of Black people. Through movement and rhythm, dancers experience the embodied knowledge of previous generations, while connecting to contemporary cultural, political, and economic realities. Katherine Dunham devoted her life to exploring and exposing the multiple layers and complexities of the African diasporic experience through her ethnographic dance choreographies, her dance technique, her schools, her music, and her writing. Dunham's work as a dance anthropologist, artist, educator, and humanitarian is manifested in Dunham Technique; the technique is a fusion of African diasporic dance, ballet and modern dance, and functions as an embodied medium for cultural communication. The technique is considered "a way of life" as it uses theory and philosophy to engage participants in a holistic experience that is not only physical, but also intellectual, emotional, and spiritual. Through this combination of physicality, history, theory, and philosophy, Dunham Technique is a tool to understand one's inner self and place oneself within a historical and cultural framework. In this course, students will explore the history, theory, and philosophies of Dunham Technique and Katherine Dunham, while actively participating with the technique's movement concepts and vocabulary. Students will engage in the fundamentals of a

Dunham Technique movement class through center floor work, barre exercises, progressions, and choreography. The course will combine the studio experience of the physical technique with lectures and discussions. Students will learn about the three theories of Dunham Technique (Form and Function, Intercultural Communication, and Socialization through the Arts) and its three philosophies (Self-Examination, Detachment, and Discrimination) while also learning the history and historical context of the technique and its creator. Students are expected to have taken DANC 111, DANC 204, DANC 206, or had some prior significant training in Dunham Technique.

Class Format: The course meets in person, twice per week for the full semester. The course includes two main integrated components: physical dance training and lecture/discussion. Students will experience guest artists certified in Dunham Technique.

Requirements/Evaluation: Students will be evaluated on the completion of (3) journals, the quality of the final movement assignment, the completion of weekly reading assignments, and their participation during class activities/discussions.

Prerequisites: Students are expected to have taken DANC 111, DANC 204, DANC 206, or had some prior significant training in Dunham Technique.

Enrollment Limit: 10

Enrollment Preferences: Students interested in expanding their knowledge of African diasporic dance and Dunham Technique.

Expected Class Size: 8-10

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 219(D2) DANC 211(D1)

Attributes: AFR Culture, Performance, and Popular Technologies

Not offered current academic year

DANC 216 (F) Asian/American Identities in Motion (DPE)

Cross-listings: AAS 216 / AMST 213 / GBST 214 / ASIA 216 / THEA 216

Primary Cross-listing

The course aims to explore dance and movement-based performances as mediums through which identities in Asian and Asian American (including South Asian) communities are cultivated, expressed, and contested. Students will engage with how social and historical contexts influence the processes through which dance practices are invested with particular sets of meanings, and how artists use performance to reinforce or resist stereotypical representations. Core readings will be drawn from Dance, Performance, Asian, and Asian American Studies to engage with issues such as nation formation, racial and ethnic identity politics, appropriation, tradition and innovation among other topics. This is primarily a discussion-based seminar course, and might also include screenings, movement workshops, and discussion with guest artists and scholars. No previous dance experience is required.

Requirements/Evaluation: reading responses, in-class writing assignments, participation in discussions and presentations, two 5-6 page essays, and a final cumulative essay assignment.

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: first years and sophomores

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AAS 216(D2) AMST 213(D2) DANC 216(D1) GBST 214(D2) ASIA 216(D1) THEA 216(D1)

Difference, Power, and Equity Notes: This course introduces students to the role of performance in nation formation in Asia and the history of Asian Americans in the US through analysis of dance practices. Student will explore how race was central to the formation of Asian and the American nations, and how social and legal discriminatory practices against minorities influence identity and popular cultural practices. The assigned material provide examples of how artists address these inequalities and differences in social power.

Attributes: AAS Core Electives AAS Gateway Courses

Fall 2024

DANC 218 (F) BFF! (Ballet Film Festival!) Ballet Technique, History/Evolution

This course is for ANYONE interested in learning more about ballet, through a variety of experiences, from absolute beginners to very advanced dancers. First, is the physical practice: Everyone will take ballet technique class twice per week, in the appropriate level (beginner, intermediate or advanced, please see specific times/days for each level in the "Additional Class Format Info" section below). All course participants will gather together once a week for viewings--a wide range of documentary, dramatic, or performance films (primarily) about ballet and ballet dancers from around the world. Readings and other viewings will be assigned so that all students have a grasp of the overarching history of ballet. We'll consider whether, how, and why "traditional" ballets can be relevant as performance art today, and explore ways in which ballet has stumbled, and ways in which it has soared and evolved. While the course assignments will offer historical context, we'll also take a rigorous look at broader topics in the art form, including some of the ways in which ballet hasn't always lived up to its potential as a dance form for all people regardless of class, race, and gender. Students will submit (informal) written responses to the assignments and/or mock "film reviews." The class may go on one or two field trips to attend live performances. EVERYONE is welcome in this class, and students will be assessed on their individual progress.

Class Format: In addition to two physical/technique classes per week in the dance studio, all participants will gather together to view/discuss dance films once a week; one or two field trips to view live dance may occur over semester. Specific schedules per technique level: each level (beginner, intermediate, or advanced meets twice weekly for corresponding technique class and ALL participants meet together in a group seminar/discussion/viewing session once per week.

Requirements/Evaluation: Workload: in-class physical participation, 2x per week, 75 minutes each class = 2.5 hours/wk; group film viewing/discussion = 3 hours per week; weekly class readings and viewings, with informal written responses and/or "mock mini reviews" = 1-2 hours/wk; one or two live performance "field trips" with response papers over course of semester. Evaluation: based on quality of participation & individual progress in technique class, (50% of grade); quality of assignment responses and in-class discussions (30% of grade); final "Film Festival Review" paper (20% of grade)

Prerequisites: There are 3 separate technique levels (beg., inter., adv). Beginner NO prior experience is required. For int, at least 1 year or Ballet I & instructor's permission; For adv level, at least three yrs of prior ballet training, and instructor's permission

Enrollment Limit: 20

Enrollment Preferences: Students who express a wish to engage with dance in a deep way, both with physical practice and intellectual curiosity about the form, whether a beginner or an experienced dancer.

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Materials/Lab Fee: Ballet class attire: leotard, tights/leggings, ballet slippers (students should purchase their own clothing) approx. \$75-100. However, students who are on financial aid can use the "book grant" for purchases--contact the dance dept. for information.

Distributions: (D1)

Not offered current academic year

DANC 220 (S) Dancing with the Hips, Butt, and Pelvis: Dangerous Bodies and Community Traditions

Cross-listings: AFR 245

Primary Cross-listing

Within the historical context of the U.S., dance that emphasizes hip, butt, and pelvic movement has been racialized and associated with the Black body. While the popularity of these dance styles has expanded and now different groups of people now embrace these movement vocabularies, the practices remain deeply connected to the history and culture of Black folk. Despite the increased popularity of these dances, within Eurocentric aesthetics, the Black dancing body carries the mark of vulgarity and should either be controlled, exploited, and/or exoticized. These dangerous bodies are considered sexually deviant and in need of influence and control through colonialism, imperialism, and religion. Yet, the dancing pelvis, hips, and butt write and document the Black experience. The dancing Black body carries the memories of the diaspora and provides space for the body to experience autonomy. This embodied knowledge, carried by Black bodies, is intertwined with the everyday lives of Black folk. Furthermore, through these practices, Black communities commune, resist dominant narratives, and embrace their humanity. Nevertheless, the pelvis/hips/butt dancing body is not embraced equally among Black people. In the practice of these movement genres, Black communities negotiate matters of respectability, pleasure, and self-actualization. This course is an exploration into the use of the hips, butt, and pelvis in three movement genres: bounce, a genre of hip-hip from New Orleans and origin culture of the term "twerking" Black majorette/dance team performance, a jazz and Black social dance infused

form that originated from the marching band culture at Historically Black Colleges and Universities; and Caribbean wining, a hip rolling movement performed throughout the Caribbean. Students will engage with scholarship and participate in discussions focused on the individual and communal practice of these traditions. The class community will investigate themes such as respectability politics, the politics of pleasure, and communal organizing to gain a better understanding of these practices. Additionally, students will physically explore these dance traditions and work with guest artists who specialize in these practices. The course will culminate in a public dance party that will be curated and facilitated by the class community.

Class Format: The course meets in person, twice per week for the full semester. The course includes two main integrated components: lecture/discussion and physical movement exploration.

Requirements/Evaluation: Students will be evaluated on the completion of assignments, participation during class activities/discussions, and their contribution towards the dance party event.

Prerequisites: None

Enrollment Limit: 12

Enrollment Preferences: Students interested in expanding their knowledge of African diasporic dance, particularly social dance.

Expected Class Size: 10-12

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

DANC 220(D1) AFR 245(D2)

Attributes: AFR Culture, Performance, and Popular Technologies

Not offered current academic year

DANC 226 (S) Gender and the Dancing Body (DPE)

Cross-listings: AMST 226 / WGSS 226 / THEA 226

Primary Cross-listing

This course posits that the dancing body is a particularly rich site for examining the history of gender in America and beyond. The aim of the course is to explore ideas related to gender as prescribed by dominant cultural, social, and religious institutions, and how dance has been used to challenge those normative ideologies. We will examine a wide range of dance genres, from stage performances to popular forms to dance on television, with particular attention to the intersections of race and class with gender. This is primarily a discussion-based seminar course and may also include film screenings, movement workshops, discussions with guest artists and scholars. No previous dance experience required.

Requirements/Evaluation: participation in discussions and presentations, reading responses, in-class writing assignments, two 5-6 page essays, and a final cumulative essay.

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: first years and sophomores

Expected Class Size: 10-15

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

DANC 226(D1) AMST 226(D2) WGSS 226(D2) THEA 226(D1)

Difference, Power, and Equity Notes: In the course, students will explore the concept of gender as a social construction and how the body's historical associations to markers of gender and sexuality lead to differences in socio-political power. The assigned texts and viewings provide examples of how bodies and their movements make meaning in a network of power relationships, and how artists use dance to address social inequalities such as sexism, racism, and transmisogyny, to imagine a more just world.

Spring 2025

SEM Section: 01 WF 11:00 am - 12:15 pm Munjulika R. Tarah

DANC 300 (F) Advanced Ballet/CoDa--Variations on a Theme: Technique, History, Variations and Performance

Designed for intermediate/advanced ballet dancers, participants will explore different topics in past and current ballet history. Dancers will augment the intellectual and philosophical paths we'll navigate via the course's assigned readings and viewings with embodiment of the history through variations from various ballets throughout different eras in ballet. In addition to technique classes, participants will learn variations and/or ensemble sections from selected ballets. In addition, a new, short ballet will be created on members of the course, which will be performed in the department's fully-produced semester concerts. Selections from the variations will be presented 2 or 3 times throughout the semester, and may also be performed in the department's fully-produced semester performances. This is primarily a studio course, although weekly readings and viewings relevant to our coursework will be assigned. These assignments will offer historical context, as well as provide rigorous looks at some of the ways in which ballet hasn't always lived up to its potential as a dance form for all people regardless of class, race, and gender. We'll consider basic information-the plotlines of the ballets-as well as more subtle ideas-famous dancers' takes on these roles, the socio-political aspects of the works themselves and the times they were created in. Viewings will also be assigned to allow students to fully explore and grasp the ballets and to provide additional contextualization. Participants will submit (informal) written responses to the assignments. The class may go on one or two field trips to attend performances and may write response papers when applicable. This course MAY BE REPEATED for general academic credit. ANY participant with adequate prior training is welcome to this class! Material will be introduced at an intermediate/advanced level, and individuals will be assessed on their own personal progress.

Class Format: Dancers will attend twice weekly technique class depending on their level (intermediate or advanced) as well as a third weekly session with all participants during which we'll review variations, learn new material, and discuss that week's assignment.

Requirements/Evaluation: quality of participation and progress (throughout the semester) in classes, rehearsals, presentations, and assignment responses; ongoing preparation for and realization of final performances.

Prerequisites: Appropriate prior training in ballet enabling a participant to work at an intermediate or advanced level, and a demonstrated ability to safely keep up with this level of instruction; permission of instructor required

Enrollment Limit: 20

Enrollment Preferences: students with demonstrated ability and desire to continue rigorous study

Expected Class Size: 10

Grading: yes pass/fail option, yes fifth course option

Materials/Lab Fee: ballet class attire: leotard, tights/leggings, ballet slippers; and for those on pointe, pointe shoes; the book grant may be used when applicable--please contact the department for details.

Distributions: (D1)

Fall 2024

STU Section: 01 MWF 11:00 am - 12:50 pm Janine Parker

DANC 301 (S) Creative Process in Dance

This course gives the experienced mover the opportunity to develop a personal creative voice by examining and practicing methods used to make dances. Creating and collaborating will allow us to study dance making as it is being practiced in the current moment. We will focus on theory, methods, and the history of composing dance in various traditions. Students will be asked to identify their own methods and engage in research and regular presentations of their compositions for critical feedback. We will practice giving and receiving feedback designed to support artistic growth by using Liz Lerman's Critical Response Process (CRP). Projects may include solo and group work, site-specific dance making, and creating in collaboration. The class will view works by innovative professional choreographers in various dance genres, both contemporary and historic, such as LaTasha Barnes, Michelle Dorrance, Heddy Malem, Shen Wei, Jawole Willa Jo Zollar, Pina Bausch, Akram Khan, George Balanchine, Eiko and Koma, Martha Graham, Camille A. Brown, and Trisha Brown. We will engage with guest artists in order to examine contemporary choreographic processes and repertoire. To more fully understand the context in which works were created, we will read work by dance scholars such as John O. Perpener, Brenda Dixon Gottschild, Liz Lerman, Deborah Jowitt, Sally Baner, and Susan Leigh Foster. One or two virtual or in person field trips to Jacob's Pillow, MassMoCA, or other locations in the Berkshires will be included.

Requirements/Evaluation: Weekly showings of projects, active engagement in feedback sessions and discussion of readings and viewing assignments, written reflections, and final project presentation

Prerequisites: Experience with dance/movement practices and by permission of the instructors

Enrollment Limit: 10

Enrollment Preferences: Students who have an active dance practice, defined as study of technique(s) and the habit of composing dances in a

specific genre such as Modern dance, Hip Hop, Ballet, African dance forms, social dance and including a hybrid use of dance vocabularies

Expected Class Size: 10

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Not offered current academic year

DANC 302 (S) Moving Words, Wording Dance (DPE) (WS)

Cross-listings: ENGL 335

Primary Cross-listing

How can we capture the "liveness" of dance and performance through writing? How can the spoken and written word promote a deeper understanding of felt emotions expressed through embodied practice? In this tutorial, we will explore different modes of writing about performance such as ethnography, non-/fiction, and performative writing. While there will be skill-based goals and a set outline for the tutorial, core texts that will anchor the conversations and paired writing assignments will be selected according to the interests of enrolled students. Texts will be complemented with visual materials and/or virtual conversation with artist-scholars to encourage a multilayered experience with writing about performance. The course is reading and writing intensive, and oriented towards juniors, seniors, and those with deep interest in analytical and creative writing. Students will (i) read several monographs during the semester, (ii) produce creative and critical writing (at least 5-6 pages every two weeks and a longer final essay) (iii) be committed to the peer review and revision process of their own work and that of their writing partners, and (iv) participate in discussions about course materials and reflections about their writing process.

Class Format: enrollment in the course will require each student to have in-person or zoom meeting with the instructor before the first class meeting, and attendance in the first organizational meeting or class session.

Requirements/Evaluation: This tutorial is reading and writing intensive, and oriented towards juniors, seniors, and those with deep interest in analytical and creative writing. Students will (i) read several monographs during the semester, (ii) produce creative and critical writing (at least 5-6 pages every two weeks and a longer final essay) (iii) be committed to the peer review and revision process of their own work and that of their writing partners, and (iv) participate in discussions about course materials and reflections about their writing process.

Prerequisites: none

Enrollment Limit: 8

Enrollment Preferences: Juniors and seniors, and those with specific interest in performance, creative, and analytical writing. Prior dance or performance experience not required.

Expected Class Size: 6

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 335(D1) DANC 302(D1)

Writing Skills Notes: Each student will write three 5- to 6- page papers on which the professor and peers will provide critical feedback on content, style, and form. After each cycle of feedback, students will have the option to submit a revision, and discuss the revision process and the revised paper. As the final assignment, students will select one of the three papers to develop into a longer essay, which will be 10-15 pages.

Difference, Power, and Equity Notes: The monographs that will anchor the tutorial engage with politics of identity as it manifests in both staged and in everyday performances. The introductory points of exploration and the objects of analysis in the course are bodies in motion. So our inquiry throughout the semester will necessarily include how bodies "make meaning" in a network of power relationships within the context of historical associations to markers of race, class, gender, sexuality, and socially constructed differences

Spring 2025

TUT Section: T1 TBA Munjulika R. Tarah

DANC 304 (F)(S) Ballet III Technique for Advanced Dancers

Designed for dancers who have achieved an intermediate/advanced level of ballet technique, and who are interested in working with spirit, perseverance, and joy. Everyone at the appropriate level is welcome! Class includes barre work, center and traveling exercises that incorporate

adage, pirouettes, petit and grand allegro*. Proper alignment and rigorous but safe application of technique are expected, as is an openness to continuing to develop artistic expression. (Additional pointe work available if applicable and requested.) Students are encouraged to work safely and correctly within their individual abilities so that artistry, musicality and the dynamics in ballet are explored. The classes have live piano accompaniment. *NOTE: May be taken for PE (2 credits) or partial academic credit. Partial academic credit does NOT go towards the required # for graduation, but will appear on final transcripts. For FULL academic credit, see DANC 305 or DANC 105.*

Class Format: This class can be repeated and meets for the full semester, twice per week. May be taken for PE (2 credits) or partial academic credit. Partial academic credit does NOT go towards the required # for graduation, but will appear on final transcripts. If PE, register through the PE dept. Otherwise, participants must contact instructors for permission to be put on roster and must attend the first class meeting. For FULL academic credit, see DANC 305 or DANC 105.

Requirements/Evaluation: Robust participation and individual progress with the material, concepts, and technique

Prerequisites: minimum of three years prior experience in ballet and/or with permission of instructor

Enrollment Limit: 15

Enrollment Preferences: students who have at least three years experience in ballet; students with prior engagement with Dance Department

Expected Class Size: 8

Grading: pass/fail option only

Unit Notes: May be taken for PE or partial academic credit. If PE, register through the PE dept. Otherwise, participants must contact instructors for permission to be put on roster and must attend the first class meeting. For FULL academic credit, see DANC 305 or DANC 105.

Materials/Lab Fee: Ballet class attire--students are responsible for acquiring personal clothing and shoes. Est. cost \$75-\$200. However, students who are on financial aid can use the "book grant" for attire purchases--contact the dance dept. for information.

Distributions: No divisional credit

Fall 2024

STU Section: 01 MW 11:00 am - 12:15 pm Janine Parker

Spring 2025

STU Section: 01 MW 11:00 am - 12:15 pm Janine Parker

DANC 305 (S) Advanced Ballet Technique and Performance/CoDa

Designed for advanced ballet dancers looking for a vigorous dance experience in which technique classes, rehearsals, and performances are approached with focus and commitment, and in which these integral processes are conducted with creativity, curiosity, and joy. This is entirely a studio course. Twice a week dancers will have a 75 minute ballet technique class composed of barre and center work (adage, pirouettes, petit allegro, grand allegro); rehearsal, pointe work and/or partnering may be incorporated into some classes or may follow in the 1/2 hour after technique class as applicable. (Please note that pointe work is entirely optional, only for those who desire to continue that aspect of their ballet training.) The 3rd weekly class meeting will consist of a warm-up followed by rehearsal of a new ballet that will be created for the class; material will also be reviewed earlier in the week after technique class. This new ballet will be performed in a formal setting later in the semester, to be determined based on performance scheduling. The class may go on one or two field trips to see live dance performance(s) during the semester. This course **MAY BE REPEATED** for general/full academic credit. ANY student with adequate prior training is welcome to this class! Material will be introduced at an intermediate/advanced level, and individuals will be assessed on their own personal progress. (Students with a full academic course schedule may also take this class for partial academic* or PE credit. *Partial academic credit does not go toward the number of credits required to graduate, but will appear on one's final transcript.)

Class Format: The final for this course will consist of at least two performances, outside the informal studio setting, of the original ballet the students will be learning.

Requirements/Evaluation: Quality of participation and progress (throughout the semester) in classes, rehearsals, and performances. Each student will be expected to rehearse material on their own, outside of regular classes/rehearsals, in order to come to each meeting prepared and ready to progress.

Prerequisites: a minimum of four years prior training in ballet, and a demonstrated ability to safely keep up with this level of instruction; permission of instructor required

Enrollment Limit: 15

Enrollment Preferences: Students with demonstrated ability and desire to work collaboratively, thoughtfully, rigorously

Expected Class Size: 6

Grading: yes pass/fail option, yes fifth course option

Materials/Lab Fee: Ballet class attire--students are responsible for acquiring personal clothing and shoes. Est. cost \$75-\$400. However, students who are on financial aid can use the "book grant" for attire purchases--contact the dance dept. for information.

Distributions: (D1)

Spring 2025

STU Section: 01 MWF 11:00 am - 12:50 pm Janine Parker

DANC 306 (F)(S) Modern Dance III: Intermediate/Advanced Modern Dance

Designed for students ready to continue developing their modern/contemporary dance skills, this course will focus on the application of movement principles appropriate/essential for building a more advanced dance practice, including improved anatomical awareness and alignment, the integration of complex movement patterns, increased ability to sustain energetic flow, developing a more sophisticated rhythmic awareness, and emphasis on using dance as a form of expression. Live musical accompaniment will challenge students to work closely with nuances of sound in order to further develop their personal musicality. Longer phrases of movement and excerpts from choreography will be taught in order for students to fully embody the art form, deepening their understanding of modern dance performance.

Class Format: Studio. This class can be repeated and meets for the full semester, twice per week. May be taken for PE (2 credits, full semester required) or partial academic credit. Students seeking partial academic credit must contact the instructor for enrollment assistance. Partial academic credit does NOT go towards the required # for graduation, but will appear on final transcripts. Students seeking PE credit must register through the PE Dept. For FULL academic credit, see DANC 315.

Requirements/Evaluation: Evaluation is based on the quality of participation and progress over the course of the semester with the creative and physical concepts taught. Students will be assessed on their individual progress.

Prerequisites: DANC 206: Modern Dance II and/or other department dance courses/ensembles with intermediate technique components, and /or permission of the instructor; may be repeated for credit.

Enrollment Limit: 20

Enrollment Preferences: Any student with adequate prior training is welcome in this class. Students unsure if their experience in dance provides enough preparation, and/or are unknown to the instructor should contact the instructor before registering.

Expected Class Size: 10

Grading: pass/fail option only

Distributions: (D1)

Fall 2024

STU Section: 01 TF 1:10 pm - 2:25 pm Erica Dankmeyer

Spring 2025

STU Section: 01 TF 2:35 pm - 3:50 pm Erica Dankmeyer

DANC 315 (F) Modern/Contemporary Dance Technique, Repertory and Performance

In this studio course, students have the opportunity to embody selected choreographed work(s) through an in- depth rehearsal process, paired with concentrated study of the technique needed to perform them. Students will participate in a culminating performance in a public setting. Learning in a rehearsal setting develops performance skills and awareness of the many components involved in the technical practice and artistry of the performing dancer. The intellectual, physical, and artistic challenges of this endeavor give students the opportunity to relate their work in technique class to a rehearsal setting, and allow them to embody knowledge of the work(s) particular only to dancers who perform them. Students develop artistic self discipline, both in class and in the expected review of material outside of class time. Individual and collaborative learning will contribute to the class community. We will also consider creative choices related to production such as costume, set, and lighting design. Students will maintain individual reflection of their discoveries and experiences via weekly short journal/blog entries (1-2 pages) and/or other methods of choice, such as video clips, visual art impressions, photography, etc. The course may encompass one or both of the following (contact instructor for details each semester): A) Historic Repertory: Students will learn and perform an existing work(s) of historic repertoire, and will experience strategies used in dance reconstruction. Students will also learn the background of the work via archival films, photographs, reviews and other documents. Students will gain a

contextual understanding of the work in its time, as well as its significance today. AND/OR B) New Creation: Students will learn and perform an original work created by a faculty or guest artist choreographer. They will experience the creative process both from the inside and outside as dancers in the work, and will also learn directorship skills by serving as rotating rehearsal assistants to the choreographer.

Class Format: Each class meeting will include a technique class, followed by a rehearsal.

Requirements/Evaluation: Students will be assessed based on their individual progress, working toward their highest technical and artistic ability via active, engaged participation in all elements of the course. Criteria include quality of participation in technique classes, rehearsals, weekly self assessments, and the final showing(s).

Prerequisites: Intermediate or advanced dance technique; contact the instructor for more information.

Enrollment Limit: 20

Enrollment Preferences: Any student with adequate dance experience is welcome in this class.

Expected Class Size: 10

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Fall 2024

STU Section: 01 TF 1:10 pm - 3:50 pm Erica Dankmeyer

DANC 317 (F) Black Migrations: African American Performance at Home and Abroad

Cross-listings: THEA 317 / AFR 317 / AMST 317 / ENGL 317 / COMP 319

Secondary Cross-listing

In this course, students will investigate, critique and define the concepts migration and diaspora with primary attention to the experiences of African Americans in the United States and Europe. Drawing on a broad definition of performance, students will explore everything from writing and painting to sports and dance to inquire how performance reflects, critiques and negotiates migratory experiences in the African diaspora. For example, how did musician Sidney Bechet's migration from New Orleans to Chicago to London influence the early jazz era? How did Katherine Dunham's dance performances in Germany help her shape a new black dance aesthetic? Why did writer James Baldwin go all the way to Switzerland to write his first novel on black, religious culture in Harlem? What drew actor/singer Paul Robeson to Russia, and why did the U.S. revoke his passport in response to his speeches abroad? These questions will lead students to investigate multiple migrations in the African diasporic experience and aid our exploration of the reasons for migration throughout history and geography. In addition to critical discussions and written analysis, students will explore these topics through their own individual and group performances in class. No prior performance experience is necessary.

Class Format: discussion

Requirements/Evaluation: class participation, in-class student performances, several 2-page performance response papers, one 10- to 12-page research paper, a final performance with a 3-page report

Prerequisites: none; open to all

Enrollment Limit: 15

Enrollment Preferences: Africana Studies majors and concentrators; Dance and Theatre majors; American Studies, Comparative Literature, and English majors

Expected Class Size: 10

Grading: no pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

THEA 317(D1) DANC 317(D1) AFR 317(D2) AMST 317(D2) ENGL 317(D1) COMP 319(D1)

Attributes: AFR Core Electives AFR Culture, Performance, and Popular Technologies AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora AMST Space and Place Electives GBST Borders, Exiles + Diaspora Studies

Not offered current academic year

DANC 323 (S) Arts Organizing in Africa and the Diaspora (DPE)

Cross-listings: THEA 321 / MUS 323

Secondary Cross-listing

At the heart of this class is the question, how do artists and organizations use the performing arts to effect social change in their communities? Drawing from a number of case studies from throughout Africa and the African Diaspora, we will first endeavor to understand and contextualize issues related to education, social uplift, the environment, and the economy as they relate to specific communities. We will then examine how a series of organizations (from grassroots campaigns to multinational initiatives) utilize the performing arts in response to those issues. Among the issues we will discuss at length are: -How do performers and organizations navigate the interplay between showcasing the performance talents of individuals and groups and foregrounding an issue or cause? More broadly, what dilemmas emerge as social and aesthetic imperatives intermingle? -What are the dynamics between people acting on a local level within their communities and their various international partnerships and audiences? -How can government or NGO sponsorship help and/or hinder systemic change? By the end of the semester, students will be equipped with conceptual frameworks and critical vocabularies that can help them ascertain the functions of performance within larger organizations and in service to complex societal issues. Throughout the course, we will watch and listen to a variety of performances from traditional genres to hip-hop, however this class is less about learning to perform or analyze any particular genre than it is about thinking through how performance is used as a vehicle for social change. Case studies will include youth outreach and uplift in Tanzania through the United African Alliance, campaigns to promote girls' education in Benin and Zimbabwe, community-wide decolonizing initiatives through the Yole!Africa Center in the Democratic Republic of Congo, and the cultural reclamation of a mining town in Suriname through the arts organization, Stichting Kibii.

Requirements/Evaluation: Four case study profiles, midterm essay (5-7pages), and a final project. Regular participation in class discussion.

Prerequisites: None

Enrollment Limit: 15

Enrollment Preferences: If the course exceeds the maximum enrollment, selection will be made based on students explanations for why they want to take the class.

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

DANC 323(D1) THEA 321(D1) MUS 323(D1)

Difference, Power, and Equity Notes: This course interrogates on a fundamental level issues of power and equity. Using the performing arts as a critical lens, we discuss a series of social and environmental challenges that communities of African descent face. These are in direct dialogue with global systems of power and economic factors. Issues include: environment, education, local communities' interactions with multinational corporations, and representational politics in performance.

Attributes: MUS World Music/Ethnomusicology

Not offered current academic year

DANC 397 (F) Independent Study: Dance

This course is intended for students who are juniors or seniors with continued study in department courses and or participation in Dance Department companies (CoDa, Kusika, Sankofa or Zambezi). Students must propose a project that deepens their learning and creativity. The intention is to support research in a historical period that can include cultural, political and economic impact of dance and other modes of performance. Students must meet with faculty to discuss project prior to submitting the proposal.

Requirements/Evaluation: quality of research and presentations

Prerequisites: permission of department and minimum of 2-3 years as a student in the department

Enrollment Limit: 3

Enrollment Preferences: Juniors and seniors who have been or are currently students in Dance Department courses or ensembles

Expected Class Size: 1-3

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Fall 2024

IND Section: 01 TBA Sandra L. Burton

DANC 398 (S) Independent Study: Dance

This course is intended for students who are juniors or seniors with continued study in department courses and or participation in Dance Department companies (CoDa, Kusika, Sankofa, Zambezi). Students must propose a project that deepens their learning and creativity. The intention is to support research in a historical period that can include cultural, political and economic impact of dance and other modes of performance. Students must meet with faculty to discuss their project prior to submitting the proposal.

Requirements/Evaluation: based on the quality of research and final presentation

Prerequisites: permission of the department and a minimum of 2-3 years as a student in the department

Enrollment Limit: 3

Enrollment Preferences: Juniors or Seniors who have been or are currently enrolled in Dance Department courses or ensembles

Expected Class Size: 1-3

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Spring 2025

IND Section: 01 TBA Sandra L. Burton

Winter Study -----

DANC 99 (W) Independent Study: Dance

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study

Grading: pass/fail only

Not offered current academic year

DIFFERENCE, POWER, AND EQUITY (DPE)

Williams College recognizes that in a diverse and globalized world, the critical examination of difference, power, and equity is an essential part of a liberal arts education. The Difference, Power, and Equity (DPE) requirement provides students with the opportunity to analyze the shaping of social differences, dynamics of unequal power, and processes of change. Courses satisfying the DPE requirement include content that encourages students to confront and reflect on the operations of difference, power and equity. They also provide students with critical tools they will need to be responsible agents of change. Employing a variety of pedagogical approaches and theoretical perspectives, DPE courses examine themes including but not limited to race, class, ethnicity, gender, sexuality, and religion.

All students are required to complete at least ONE course that has the DPE designation. Although this course, which may be counted toward the divisional distribution requirement, can be completed any semester before graduation, students are urged to complete the course by the end of the sophomore year. The requirement may be fulfilled with a course taken away from campus, but students wishing to use this option must [petition the Committee on Educational Affairs \(CEA\)](#) upon their return by providing a clear and detailed explanation of how the course taken away from Williams fulfills the DPE requirement.

AAS 125 (F) Introduction to Asian American Studies (DPE)

Cross-listings: AMST 125

Secondary Cross-listing

Who or what constitutes the term "Asian American"? Leading with this provocation, this course offers an introductory overview of the interdisciplinary discipline of Asian American Studies, tracing its formation and evolution from the late 1960s onward. Focusing on an array of foundational texts, cultural production, and primary sources, we will ask who has been included/excluded from this term, what the bounds are (if any), and how others approach and negotiate this term. As such, we will analyze its shifting constructions and enactments alongside other markers of difference from the nineteenth century to the present. In particular, we will be attentive to how these constructions have been shaped both relationally through other racial formations as well as overlapping systems of power, including settler colonialism, U.S. war and empire, capitalism, and globalization within and beyond the U.S. With this, we will examine how this term has been widely undone and remade via political activism, visual and performance art, plays, media, poetry, etc. The aim of this course is not to identify a single or right definition of the term "Asian American" but to collectively assess and explore the limits, reaches, utility, and expansiveness of it.

Requirements/Evaluation: weekly readings, in-class discussions, weekly discussion posts, two papers, and a final paper or creative project

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: first-year students, AAS concentrators or prospective concentrators, AMST majors or prospective majors

Expected Class Size: 18

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 125(D2) AAS 125(D2)

Difference, Power, and Equity Notes: This course examines "Asian" and Asian American" as categories of racial difference constructed through various structures of power. Students in the course are asked to unpack how constructions of this difference have changed over time and produced uneven power relations and access to resources.

Attributes: AAS Core Electives AAS Gateway Courses AMST Comp Studies in Race, Ethnicity, Diaspora

Fall 2024

SEM Section: 01 TF 1:10 pm - 2:25 pm Kelly I. Chung

AAS 215 (S) Introduction to Asian American Literature (DPE)

Cross-listings: ENGL 215

Secondary Cross-listing

This course will provide an introduction to some of the major works of Asian American literature, from the mid-20th century to the present. Throughout, we'll attend to the intersection of aesthetics and politics, exploring the creative ways Asian American literary texts both reflect and respond to the historical forces that have shaped Asian American experiences and identities, including exclusion, internment, and U.S. wars and imperialism in Asia. Works we're likely to read include: John Okada's *No-No Boy*, Maxine Hong Kingston's *The Woman Warrior*, Theresa Hak Kyung Cha's *Dictee*, Jessica Hagedorn's *Dogeaters*, Lê thj diem thúy's *The Gangster We Are All Looking For*, and Jhumpa Lahiri's *Interpreter of Maladies*.

Requirements/Evaluation: class participation, occasional informal discussion posts, a 5-page midterm paper, and an 8-10 page final paper.

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: If over-enrolled, enrollment preference will be given to Asian American Studies concentrators and prospective concentrators.

Expected Class Size: 20

Grading: yes pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AAS 215(D2) ENGL 215(D1)

Difference, Power, and Equity Notes: This course offers students the opportunity to learn and think critically about Asian American community struggles throughout U.S. history while examining the forms of literary expressions that arise out of and in relation to those struggles. It also delves into the intersectional nature of Asian American community struggles as they emerge along the fault lines of race, class, and gender/sexuality.

Attributes: AAS Core Electives AAS Gateway Courses

Spring 2025

SEM Section: 01 TF 2:35 pm - 3:50 pm Bernard J. Rhie

AAS 216 (F) Asian/American Identities in Motion (DPE)

Cross-listings: AMST 213 / DANC 216 / GBST 214 / ASIA 216 / THEA 216

Secondary Cross-listing

The course aims to explore dance and movement-based performances as mediums through which identities in Asian and Asian American (including South Asian) communities are cultivated, expressed, and contested. Students will engage with how social and historical contexts influence the processes through which dance practices are invested with particular sets of meanings, and how artists use performance to reinforce or resist stereotypical representations. Core readings will be drawn from Dance, Performance, Asian, and Asian American Studies to engage with issues such as nation formation, racial and ethnic identity politics, appropriation, tradition and innovation among other topics. This is primarily a discussion-based seminar course, and might also include screenings, movement workshops, and discussion with guest artists and scholars. No previous dance experience is required.

Requirements/Evaluation: reading responses, in-class writing assignments, participation in discussions and presentations, two 5-6 page essays, and a final cumulative essay assignment.

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: first years and sophomores

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AAS 216(D2) AMST 213(D2) DANC 216(D1) GBST 214(D2) ASIA 216(D1) THEA 216(D1)

Difference, Power, and Equity Notes: This course introduces students to the role of performance in nation formation in Asia and the history of Asian Americans in the US through analysis of dance practices. Student will explore how race was central to the formation of Asian and the American

nations, and how social and legal discriminatory practices against minorities influence identity and popular cultural practices. The assigned material provide examples of how artists address these inequalities and differences in social power.

Attributes: AAS Core Electives AAS Gateway Courses

Fall 2024

SEM Section: 01 WF 11:00 am - 12:15 pm Munjulika R. Tarah

AAS 252 (F) Im/mobilities (DPE) (WS)

Cross-listings: AMST 252 / SOC 252

Secondary Cross-listing

We think of the freedom to move as a mark of privilege. In the United States, passing a driving test, owning a car, and getting a passport are milestones that signal modernity and freedom. Likewise, we think of restrictions on movement as the domain of the underprivileged, such as the current and formerly incarcerated. But as the Covid-19 pandemic revealed, there have always been two sides to immobility: privileged as well as involuntary immobility. There are correspondingly two sides to mobility: those who move because they want to and others because they have no choice. In this class, students will explore conceptions of mobility as adventurous, free, and modern (as with jet-setting international elites). They will compare and contrast when mobility can be threatening, exclusionary, and limited (as recognized by the Black Lives Matter movement). This class invites students to interpret their environment through the lens of mobility and inequality. Drawing on sociology, anthropology, cultural studies, geography, and migration studies, this interdisciplinary course offers a beginning conversation on the causes and consequences of the freedom to move--or to stay still.

Requirements/Evaluation: Thoughtful and consistent class participation, several short reflection papers, two drafts of an opinion essay, class presentation

Prerequisites: None

Enrollment Limit: 15

Enrollment Preferences: Given to first-year students and sophomores, particularly those who have demonstrated an interest in AAS/SOC. If the course overenrolls, the instructor will send out a Google Form to make enrollment decisions.

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 252(D2) AAS 252(D2) SOC 252(D2)

Writing Skills Notes: Emphasis on the processes of writing and revising, several short papers on which students will receive close feedback, and drafts of a final written assessment

Difference, Power, and Equity Notes: This course explores a politics of im/mobilities: how we move through space through different bodies at the intersection of race, class, gender, ability, and citizenship. Students will use their own bodies as research sites for deepening their understanding of how we navigate the freedom to move or stay still.

Fall 2024

SEM Section: 01 MR 2:35 pm - 3:50 pm Phi H. Su

AAS 275 (S) Acting Out: Performativity, Production, and Politics in East Asian Theatres (DPE)

Cross-listings: CHIN 275 / THEA 271 / COMP 271 / ASIA 275

Secondary Cross-listing

"Asian Theaters," for those in the West, can conjure up a variety of exotic impressions: spectacle and cacophony, mysterious masks and acrobatic bodies, exquisite styles and strangely confusing conventions. Although Asian theaters have been studied systematically in the West for at least a century, the West has never truly left its "othering" look at them. Yet, what is "different" for the West is bedrock for Asian cultures. Theatre, one of the most important and dynamic forms of cultural production and communication, has actively involved all strata of Asian societies for a millennium. How to explain theatre's continued presence and relevance for Asian nations? What do the traditions of Kun, Kabuki, and P'ansori reveal about the cultures

and communities in which they were created? This course seeks to understand from the Asian perspective, rather than "exoticize" and "other," musical and dance theatres from China, Japan, and Korea. Examining the evolving presentations of signature dramas dating from the sixteenth to the eighteenth centuries, we will act out Asian theatres in the following ways: (1) by reading the original plays in translation in tandem with their contemporary and intercultural reproductions, we will explore how Asian theatres fare in the era of globalization within and beyond national borders; (2) by revealing the "technologies" of writing, reading, acting, and staging these plays in different cultural milieus, we will consider what kinds of language and rhetoric, forms of music and movement, as well as visual components are deployed to convey evolving messages; (3) by considering key performances held outside of the proscenium stage, we will gain exposure to alternative theatrical spaces in Asian and diasporic communities that reform performing conventions, reconfigure staging environments, and renegotiate cultural values. In this manner, we will together gain an appreciation for the aesthetic devices, thematic concerns, and production politics of East Asian theatres and their global reproductions. Class materials include drama, production videos, and invited zoom sessions with Asian theatre practitioners and directors who live in the U.S. and other diasporic communities. All materials are in English. No language prerequisite. Funded by the Global Initiatives Venture Fund, this course includes an all-expense-paid travel component, a cultural and academic exchange project titled "Redefining Amateurism: Experiential Learning with Student Theatre in Contemporary China," which will bring up to eight Williams students to Nanjing, China during the Spring Break (3/23-4/3/2025). Students will participate in workshops with playwrights and theater-makers in contemporary China and engage in black-box theater productions with students from Nanjing University and Shanghai Theatre Academy. This travel component is OPTIONAL for students taking this course. However, students enrolled in this class will receive priority consideration to be included in the free travel project. Selection criteria include active participation, excellent performance in the course, etc.

Class Format: Funded by the Global Initiatives Venture Fund, this course includes an all-expense-paid travel component, which will bring up to eight Williams students to Nanjing, China during the Spring Break (3/23-4/3/2025). This travel component is OPTIONAL for students taking this course. However, students enrolled in this class will receive priority consideration to be included in the free travel project. Selection criteria include active participation, excellent performance in the course, etc.

Requirements/Evaluation: Evaluation will be based on 1) ACTIVE in-class discussion; 2) three small projects (papers and audio/video essays); 3) a take-home midterm; and 4) Poster presentation based on students' final projects.

Prerequisites: None; open to all. No knowledge of Asian languages required, though students with advanced Asian language proficiency are encouraged to work with primary sources if they wish.

Enrollment Limit: 20

Enrollment Preferences: Current or prospective majors in the Department of Asian Languages, Literatures, and Cultures; Theatre majors; Comp Lit majors; Concentrators in Asian Studies or Asian American Studies.

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

CHIN 275(D1) THEA 271(D1) COMP 271(D1) ASIA 275(D1) AAS 275(D2)

Difference, Power, and Equity Notes: This course examines the power dynamics of spectacle and cacophony and how theatre provided a cultural space that engaged all strata of East Asian societies, thereby masking class and ethnic divisions within these nation-states, while also presenting a distinct image of "China," "Japan," and "Korea" to be consumed in the West. Students will learn ways in which "traditional" theatre productions affirm or subvert Western biases against Asians.

Attributes: AAS Non-Core Electives GBST East Asian Studies

Spring 2025

SEM Section: 01 TF 2:35 pm - 3:50 pm Man He

AAS 284 (F)(S) Asian American History (DPE)

Cross-listings: AMST 284 / HIST 284

Secondary Cross-listing

This course offers an overview of Asian American history from the late seventeenth century to the present. It will cover the earliest Asian migration and settlement in the U.S., the rise of anti-Asian movements, the experiences of Asian Americans during World War II and the Cold War, the emergence of the Asian American movement in the 1960s, the post-1965 Asian immigration, and the War on Terror. We will investigate broader themes including labor, citizenship, political resistance, gender and sexuality, community formation, empire, and transnationalism. We will also consider key

contemporary issues, including race and ethnic relations, anti-Asian harassment and violence, and the legacy of U.S. colonialism in Asia-Pacific. Along the way, we will engage classic and recent scholarship in the field, and form our own interpretations of the past based on a wide range of sources--including films, novels, newspapers, government documents, political cartoons, and more. Throughout, the course advances the argument that citizenship and belonging in the U.S. cannot be fully understood without accounting for the experiences of Asian Americans.

Requirements/Evaluation: Attendance and participation in discussion, weekly reading responses (2 pages), midterm exam, and final in-class exam and take-home essay (7-10 pages)

Prerequisites: None

Enrollment Limit: 30

Enrollment Preferences: Preference given to History majors and Asian American Studies concentrators.

Expected Class Size: 25-30

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 284(D2) AAS 284(D2) HIST 284(D2)

Difference, Power, and Equity Notes: This course introduces students to the incredible diversity of Asian Americans. It guides students through an examination of the historical events, policies and dynamics that have marginalized Asian American communities based on race, ethnicity, class, gender, sexuality, citizenship, and other forms of difference. It also explores the diverse ways that Asian Americans have sought inclusion and belonging in the U.S.

Attributes: AAS Core Electives AAS Gateway Courses HIST Group F Electives - U.S. + Canada

Fall 2024

LEC Section: 01 TR 11:20 am - 12:35 pm Hongdeng Gao

Spring 2025

LEC Section: 01 TR 9:55 am - 11:10 am Hongdeng Gao

AAS 312 (S) The 626 (DPE)

Cross-listings: SOC 313

Secondary Cross-listing

Ryka Aoki's *Light from Uncommon Stars* is "a defiantly joyful adventure in California's San Gabriel Valley, with cursed violins, Faustian bargains, and queer alien courtship over fresh-made doughnuts." What sociological insight could a sci-fi novel about intense extracurricular pressure, food, and foreignness have to offer about the San Gabriel Valley, area code 626? In this course, we take the fantastical characters and plots of Aoki's novel as an invitation to delve into the histories of Asian American settlement to Gabrielino/Tongva lands on the eastern fringes of present-day Los Angeles County. The multilingual boba shops, restaurants, and store fronts throughout the valley mask a history of violent backlash and English-only initiatives. Media reports of academic and musical prodigies skew a broader socioeconomic picture that includes crimmigration, deportation, and xenophobia. And the figure of an intergalactic refugee mother exposes the toll that crossing borders takes on individuals, families, and communities. In this project-based course, we survey the formation of a particular place and its surroundings. In doing so, students grapple with general questions such as: How does migration shape intergenerational dynamics? When and with what tools do people confront racism and intersecting forms of discrimination? How do ethnic enclaves form and fracture? And how do communities mobilize for political rights?

Requirements/Evaluation: thoughtful and consistent participation; mock film festival screening and vote; regular writing assignments; teach-ins

Prerequisites: N/A

Enrollment Limit: 15

Enrollment Preferences: ANSO majors and AAS concentrators. If the course overenrolls, the instructor will send out a Google Form to make enrollment decisions.

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

SOC 313(D2) AAS 312(D2)

Difference, Power, and Equity Notes: This course explores the making of the San Gabriel Valley as the "Asian American Holy Land." It delves into actors' diverse responses to the model minority stereotype, class, and belonging. Students will evaluate (pan)ethnicity as something to be explained, rather than explanatory, and consider the gaps between diversity and inclusion versus equity in the so-called majority-minority context of the 626.

Attributes: AAS Core Electives

Spring 2025

SEM Section: 01 TF 2:35 pm - 3:50 pm Phi H. Su

AAS 351 (F) Racism in Public Health (DPE)

Cross-listings: PHLH 351

Secondary Cross-listing

Across the nation, states, counties and communities have declared racism a public health crisis. This push to identify systemic racism as a high priority in public health action and policy is an important symbolic and political move. It names the faults of histories, systems and institutions but also brings to the spotlight the individual and community responsibility to dismantle racism in the US. In this tutorial, we will examine racism in public health policy, practice and research through an investigation of several mediums of evidence and information, ranging from peer reviewed literature to news editorials, podcasts and documentaries. We will explore specific pathways by which legacies of colonialism and racism function in various public health disciplines such as epidemiology, social & behavioral sciences, health policy and environmental health while also examining the dynamics of power and history in research and community practice. We will take deep dives into issues on how health can be impacted by redlining, racist medical algorithms, racial trauma and stress and police violence, to name a few. Students will also have two opportunities to select their own case studies, as a way for you to research and learn about particular racial health issues that are of personal interest. This course is also about self-reflection and exploration of the ways in which our identities and lived experiences impact our understanding and perspective. We will gain skills in speaking across differences and articulation of how our own perceptions and lived experiences of race and racism impact our study of public health. This tutorial requires an openness to self-reflection and the practice of listening and articulation.

Requirements/Evaluation: bi-weekly tutorial papers, weekly journaling, oral commentaries and tutorial discussion

Prerequisites: PHLH 201 or instructor approval.

Enrollment Limit: 10

Enrollment Preferences: 1-Public Health concentrators. 2- Asian American Studies concentrators.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AAS 351(D2) PHLH 351(D2)

Difference, Power, and Equity Notes: In this course students will examine and critically examine the inequities and race based social and health injustices, and the ways racism infiltrates public health action and policy, both historically and currently. They will also refine their self reflection skills in understanding how their own positions of privilege and power, or lack thereof, inform their understanding of public health.

Attributes: AAS Non-Core Electives PHLH Social Determinants of Health

Fall 2024

TUT Section: T1 TBA Marion Min-Barron

AAS 364 (S) Asia and Asian Americans During the Cold War (DPE)

Cross-listings: HIST 364 / AMST 384

Secondary Cross-listing

This course traces how American geopolitical interests and involvement in Asia during the Cold War affected Asian Americans. It examines the history of the Cold War as a period of U.S. imperial expansion as well as a time when various actors and organizations, especially those of Asian descent, harnessed the East-West rivalry to advance their own agendas. We will consider how diverse diplomatic strategies including militarization, educational

exchange, and immigration reform shaped East, South, and Southeast Asian migrations to and settlement in the United States and the social and material lives of these diverse communities. Case studies include transnational adoptees from Korea, Hmong and Vietnamese refugees in the U.S. and across Guam and Israel-Palestine, Black, Latinx, and Asian American activists who traveled to Vietnam, educated Indian and Pakistani immigrants, and American-born individuals of Japanese ancestry in Japan. We will also explore how individuals of Asian descent leveraged Cold War geopolitics and forged cross-ethnic, cross-class alliances to advocate for social change both at home and abroad.

Requirements/Evaluation: Attendance and active participation in discussion, three response papers (3-4 pages), and final research paper (12-15 pages), as well as topic proposal, annotated bibliography, outline, and draft of the final paper

Prerequisites: None

Enrollment Limit: 25

Enrollment Preferences: History majors and Asian American studies concentrators

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 364(D2) AAS 364(D2) AMST 384(D2)

Difference, Power, and Equity Notes: This course will examine how various global and local actors competed for power in Asia and the U.S. during the Cold War. It will consider how new political and economic decisions by policymakers created and reinforced inequalities rooted in race, gender, class and other forms of difference. It will also examine how grassroots changemakers, whom we know little about, creatively and comprehensively navigated and changed the political and social landscapes in and outside of the U.S.

Attributes: HIST Group F Electives - U.S. + Canada

Spring 2025

SEM Section: 01 W 7:00 pm - 9:40 pm Hongdeng Gao

AAS 375 (S) Asian American Sexualities (DPE)

Cross-listings: AMST 375 / WGSS 375

Secondary Cross-listing

Perceived as objects of sexual use and perversity, how might Asian/Asian American subjects contend with these projections and enact their own genders and sexualities? Anchored in this question, this theory-intensive seminar will provide a study of seminal and recent scholarship at the intersections of Asian American Studies, feminist criticism, and queer theory that focus on or are read in tandem with a collection of cultural expressions, including film, sculpture, poetry, drag performance, music, manifestos, and visual and performance art. To first root us, the seminar will introduce key uses and theorizations of sex/gender, sexuality, and queerness. Then, across the semester, we will focus on deployments of them through a range of topics, including sexual subjugation and activism of "comfort women," orientalism/ornamentalism, the queering of Sikh, South Asian, and Muslim Americans post-9/11, western demands to "come out," representations in pornography, lesbian invisibility, devaluation of trans* lives, etc., exploring questions of racialized, gendered, and sexual subordination alongside power, pleasure, play, and critique. To this end, we will approach gender and sexuality not as identity categories that one is or has but socially and biologically construed categories, loci for intervention and play, anti-normative positions, lived experiences, and ever-evolving processes of doing, becoming, and unbecoming.

Requirements/Evaluation: in-class discussion, weekly posts, short presentation, one paper, and one longer paper or creative assignment that will be peer reviewed and revised

Prerequisites: AMST 125 or WGSS 101/202

Enrollment Limit: 15

Enrollment Preferences: AMST/WGSS majors and AAS concentrators will be given priority; prospective AA concentrators

Expected Class Size: 15

Grading: yes pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 375(D2) WGSS 375(D2) AAS 375(D2)

Difference, Power, and Equity Notes: This course examines the terms Asian American, gender, sexuality, and ability as categories of social difference and oppression. Throughout the course, students will unpack how these categories have been made, unmade, and remade in relationship to ongoing issues of sexual violence, colonialism, racial capitalism, and empire.

Attributes: AAS Core Electives AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora AMST Critical and Cultural Theory Electives

Spring 2025

SEM Section: 01 TF 1:10 pm - 2:25 pm Kelly I. Chung

AAS 384 (F) Comparative History of Science and Medicine in Asian/Pacific America, 1800-Present (DPE)

How have scientific knowledge and medicine been tools of exclusion, violence, and imperial control against Asian Americans, as well as indigenous peoples, Black, Latinx, and white migrants, and their descendants? How have these groups negotiated and resisted encounters with such knowledge from the 19th century to the present? This seminar explores these questions by examining a series of case studies--including American colonial medicine and science in the Philippines and Hawai'i, Cold War migration of Chinese scientists and South Asian doctors to the U.S., and the politics of HIV/AIDS, psychiatry, and culturally competent care in Black, Asian, and Cuban migrant communities. Together, we will survey the literature in history, English, Global Health, Sociology, and other fields and consider how the Asian/Pacific American experience in science and medicine has been integral to, as well as informed by, the experiences of other groups in the transpacific world. Students will leave this course with interdisciplinary tools for understanding present-day health inequities in underserved Asian/Pacific American communities and other marginalized groups.

Requirements/Evaluation: Attendance and active participation in discussion, three response papers (3-4 pages), and final research paper (12-15 pages), as well as topic proposal, annotated bibliography, outline, and draft of the final paper

Prerequisites: None

Enrollment Limit: 25

Enrollment Preferences: Preference to History majors, Asian American Studies concentrators, and Public Health concentrators

Expected Class Size: 20-25

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: This course explores how knowledge about science and medicine has been constituted and remade over time by various groups in the transpacific world to exert power over others on the structural, community and individual levels. We will also consider how individuals who experienced violence and inequities as a result of encounters with such knowledge challenged definitions and practices of science and medicine.

Attributes: AAS Core Electives HIST Group F Electives - U.S. + Canada PHLH Social Determinants of Health

Fall 2024

SEM Section: 01 W 7:00 pm - 9:40 pm Hongdeng Gao

AAS 399 (F) Marxist Feminisms: Race, Performance, Labor (DPE)

Cross-listings: AMST 399 / WGSS 399

Secondary Cross-listing

This seminar provides an overview of queer, black and women of color feminist, decolonial, and critical ethnic studies critiques of orthodox Marxism. Beginning with core texts from the tradition, including *Capital Volume I*, we will examine a range of social positions and modes of extraction that complicate Marx's emphasis on the white male industrial factory worker. Every week, we will focus on texts that foreground conditions of reproduction, racial slavery, care and domestic work, indentured servitude, immigrant labor, land expropriation, and sex work among others. Throughout the seminar and specifically at the close of it, we will turn to critical perspectives and aesthetic practices that not only respond to these conditions but also incite new social relations and ways of being in the world. As such, this seminar will equip students with critical understandings of how racial capitalism has fundamentally relied on the mass elimination, capture, recruitment, and displacement of different racialized, gendered, and abled bodies in and beyond the U.S. as well as how the capitalist system of value and life under these conditions can and must be undone and reimagined.

Requirements/Evaluation: in-class participation, short presentation, weekly posts, paper, and final project (paper, community resource distribution proposal, and creative project options)

Prerequisites: AMST 101, AMST/AAS 125, or similar courses

Enrollment Limit: 15

Enrollment Preferences: AMST and WGSS juniors and seniors, AAS concentrators

Expected Class Size: 15

Grading: yes pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AAS 399(D2) AMST 399(D2) WGSS 399(D2)

Difference, Power, and Equity Notes: This course satisfies the DPE requirement as it explores difference, power, and equity by asking how racial, gendered, sexual, and class differences are produced, whose voices are centered and whose are excluded, and what forms of labor are valued over others.

Attributes: AAS Core Electives AMST Comp Studies in Race, Ethnicity, Diaspora AMST Critical and Cultural Theory Electives WGSS Theory Courses

Fall 2024

SEM Section: 01 W 1:10 pm - 3:50 pm Kelly I. Chung

AFR 159 (F) Crossing the Color Line: A History of Passing (DPE) (WS)

Cross-listings: HIST 159

Secondary Cross-listing

In June 2015, Rachel Dolezal emerged as a media spectacle and the subject of national scrutiny after her *white* parents stated publicly that Dolezal is a white woman *passing as black*. Their insistence that Dolezal is white came in the wake of her reports to local news media and police that she had been the victim of several hate crimes. To critics, Dolezal is a fraud who has committed cultural appropriation. Yet, for her supporters, Dolezal's racial identification as a black woman is authentic and indisputable, since race is not based on biology but rather is a social construction. For both groups as well as impartial observers, many wondered curiously why a white woman had chosen to pass as black, especially given that historically it has been African Americans who opted to *become* white. Inspired by the controversy surrounding Dolezal, this tutorial will explore the history of passing in the United States. Whereas our attention will primarily be focused on black-to-white passing, we will expand our understandings of passing by emphasizing the variety of ways that identities have been shaped through the crossing of boundaries--class, ethnic, gender, intellectual, political, religious, and sexual. To accomplish our goals, we will read and cross-examine fictional and nonfictional as well as primary and secondary historical accounts of boundary-crossers. We will also screen several films that engage the theme of passing.

Requirements/Evaluation: Weekly formal response papers and written critiques.

Prerequisites: None.

Enrollment Limit: 10

Enrollment Preferences: First and second-year students will be prioritized, followed by history majors. Should the course be overenrolled, students will be asked to complete an enrollment questionnaire.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 159(D2) AFR 159(D2)

Writing Skills Notes: Students will be required to complete formal writing assignments each week, alternating between response papers (4 pages) and written critiques (2-pages) of their peers' work. Students will receive substantial feedback on their writing skills, with verbal and written suggestions for improvement. Students also will receive feedback from their tutorial partners.

Difference, Power, and Equity Notes: Narratives of racial passing provocatively raise questions about the construction, logics, reinforcement, and subversion of racial categories and identities. Tutorial students will have the opportunity to deconstruct the meanings of race and identity in addition to thinking culturally, historically, and ontologically about the implications and value of these constructs. In essence, we will theorize racial identity, reconsidering, if not challenging, its stable notions of identic intelligibility.

Attributes: HIST Group F Electives - U.S. + Canada

Fall 2024

TUT Section: T1 TBA Tyran K. Steward

AFR 222 (S) Hip Hop Culture (DPE) (WS)

Cross-listings: AMST 222 / ENGL 221 / MUS 217

Secondary Cross-listing

The course examines how young people of color created hip hop culture in the postindustrial ruins of New York City, a movement that would eventually grow into a global cultural industry. Hip hop music producers have long practiced "diggin' in the crates"--a phrase that denotes searching through record collections to find material to sample. In this course, we will examine the material and technological history of hip hop culture, with particular attention to hip hop's tendency to sample, remix, mash-up, and repurpose existing media artifacts to create new works or art. We will use a media archaeological approach to examine the precise material conditions that first gave rise to graffiti art, deejaying, rapping, and breakdancing, and to analyze hip hop songs, videos, and films. Media archaeology is a critical and artistic practice that seeks to interpret the layers of significance embedded in cultural artifacts. How does hip hop archaeology remix the past, the present, and the future? How do the historical, political, and cultural coding of hip hop artifacts change as they increasingly become part of institutional collections, from newly established hip hop archives at Cornell and Harvard to the Smithsonian National Museum of African American History and Culture?

Requirements/Evaluation: Four papers, project with presentation, and a final exam.

Prerequisites: None

Enrollment Limit: 19

Enrollment Preferences: AMST majors or prospective majors

Expected Class Size: 19

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 222(D2) ENGL 221(D1) AFR 222(D2) MUS 217(D1)

Writing Skills Notes: Students in this course develop a capacity to write generative arguments in an interdisciplinary scholarly context. Students will receive feedback not only on structure, substance, and style, but also on how to best build a line of inquiry, how to gather high-quality evidence, and how to make one's thinking productively intersect with more than one scholarly or creative field.

Difference, Power, and Equity Notes: This course requires students to use an effective descriptive and critical vocabulary to discuss and analyze artifacts of hip hop culture, with attention to race, gender, class, sexuality, and other categories of social difference. They must understand the material, technological, historical, and cultural contexts that gave rise to hip hop culture, and proficiently synthesize scholarly perspectives related to the formation and transformations of hip hop from the early 70s to the early 21st cent.

Attributes: AFR Culture, Performance, and Popular Technologies AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora

Spring 2025

SEM Section: 01 TR 11:20 am - 12:35 pm Brian Murphy

AFR 328 (F) Poetry of Indignation: Poetics and Transnational Liberation (DPE) (WS)

Cross-listings: COMP 335 / ARAB 320

Secondary Cross-listing

Poetry is usually associated with beautiful, metered, and charged language. However, beyond its poeticity, poetry has also functioned as a tool of liberation and transnational construction of identities and solidarities. States have national poets, and, in many countries, national anthems were written by famous poets. From Abu al-Qasim al-Shabbi and Claude McKay to Pablo Neruda, poetry has acted as a space for life, rebellion, resistance, revolution, and the defense of a common humanity that transcends the barriers of language and national aesthetics. This course draws on a variety of materials from the Caribbean to Africa and from the Middle East to India to conceptualize a "poetics of indignation" against slavery, social injustice,

colonization, authoritarianism, capitalism, and globalization. The students in this course will read poets, such as Okot p'Bitek, Derek Walcott, Tsitsi Jaji, Mahmoud Darwish, and Pablo Neruda, among many other poets, to examine how poetics changed and shifted across times and geographic boundaries while retaining a commitment to indignation, rebellion, and anger at almost the same recurring oppressive forces.

Requirements/Evaluation: Two 5pp. midterm papers; a 1000-word reflection statement; weekly GLOW posts; one 10-minute presentation; active participation in the discussions in class.

Prerequisites: None

Enrollment Limit: 14

Enrollment Preferences: If the class is overenrolled, the students will submit a 200-word paragraph in which they explain how the course fits within their plan of study at Williams.

Expected Class Size: 14

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 328(D2) COMP 335(D1) ARAB 320(D1)

Writing Skills Notes: The students in this course will receive intensive feedback on their writing. This includes writing two 5pp. papers as well as a 10pp. final paper. The students will submit weekly GLOW posts and a final reflection statement.

Difference, Power, and Equity Notes: The students will understand that poetry is a field in which power dynamics and imbalances of access to resources are reflected. They will also pay attention to who writes what and who publishes where in order to understand the imbrication of inequality within the institutions that produce, disseminate, and reward poets.

Fall 2024

SEM Section: 01 MR 2:35 pm - 3:50 pm Brahim El Guabli

AFR 335 (S) Sacred Custodians: Environmental Conservation in Africa (DPE)

Cross-listings: HIST 304 / GBST 304 / ENVI 304

Secondary Cross-listing

In this seminar we will explore environmental conservation in Africa. In particular we will look at African ideas, ethics, and approaches to environmental conservation. Are there African ideas, ethics, and activities that are uniquely conservationist in nature? We will explore well-known African leaders to understand what spurred them to become conservationists, how they interpreted and communicated environmental crises. For example, Wangari Maathai is a world-renowned female scientist who established the Green Belt Movement in Kenya. This movement focuses on addressing the problem of de-forestation. Ken Saro-Wiwa was an activist in Nigeria who fought for and alongside local communities against multinational oil corporations. We will examine these and other African conservation practices alongside popular images of environmental crisis that place blame for environmental degradation on Africans. Students will be invited to critically study histories of environmental management on the continent and the emergence, development, and impact of the idea of conservation. We will unpack the rich histories of conservation efforts in Africa, such as resource extraction, game parks, desertification, wildlife and hunting, traditional practices, and climate change.

Requirements/Evaluation: Requirements/Evaluation: active participation in discussion, map quiz, reading reflections, critical reflections on films, a case study (5-7 pages), and one exam.

Prerequisites: None

Enrollment Limit: 25

Enrollment Preferences: If course is over-enrolled, preference to History Majors and students with a demonstrated interest in African studies.

Expected Class Size: 15-20

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 304(D2) GBST 304(D2) ENVI 304(D2) AFR 335(D2)

Difference, Power, and Equity Notes: This course will intensively explore the question of how various global and local actors have defined environmental degradation and promoted approaches to conservation in Africa. It guides students through an examination of the different power

dynamics that have shaped environmental conservation thought and practices on the continent. This course, therefore, provides a critical lens through which to examine the inequalities rooted in race, gender, and other forms of difference

Attributes: ENVI Humanities, Arts + Social Science Electives HIST Group A Electives - Africa

Spring 2025

SEM Section: 01 TF 1:10 pm - 2:25 pm Benjamin Twagira

AFR 367 (S) Black History is Labor History (DPE) (WS)

Cross-listings: HIST 367

Secondary Cross-listing

This seminar explores labor history in relation to black people, spanning the colonial period to the early twenty-first century. It racializes the history of work by tracing the long story of black labor in the U.S. from the plantation to the plant. Whereas the bulk of the course will analyze black labor and labor movements in the twentieth century, specifically focusing on the push for economic inclusion and mobility amid employment, societal and union-related racial discrimination, we will examine what involuntary black labor meant in the context of slavery and the construction of a capitalist economy. Likewise, we will devote attention to black workers with regard to such topics as antiunionism, deindustrialization, economic inequality, Fordism, informal economies, Jim and Jane Crow, labor radicalism and violence, New Deal and welfare, the rise of civil rights unionism, and slavery and capitalism, among other themes.

Requirements/Evaluation: Students are expected to participate actively and will write two comparative essays (5-7 and 6-8 pages) and two primary source analyses (1-2 pages), all of which will be letter-graded and returned with comments. In addition, students will write a final research paper (10-12 pages) in consultation with the instructor and will be required to submit a topic proposal and outline, an annotated bibliography, and a peer-reviewed draft of the final paper.

Prerequisites: Recommended for students with sophomore standing or above and first-year students who both have taken a 200-level history course and have received instructor permission to enroll into the course.

Enrollment Limit: 25

Enrollment Preferences: HIST and AFR majors followed by students with sophomore, junior, or senior standing. If the course is overenrolled, students will be given a questionnaire and only first-year students who have completed a 200-level history course will be enrolled.

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 367(D2) AFR 367(D2)

Writing Skills Notes: Students will be required to write two comparative essays (5-7 and 6-8 pages) and two primary source analyses (1-2 pages), all of which will be letter-graded and returned with comments. In addition, students will write a final research paper (10-12 pages). Throughout the semester, these writing assignments will total roughly 22-30 pages. Students can expect to have line-edited feedback on their papers with substantial and timely, writing-related suggestions for improvement.

Difference, Power, and Equity Notes: This course racializes the study of labor history, focusing on black people and their experiences in the United States from the plantation to the plant. It challenges students to confront and to redefine what it means to labor, grasping how slavery, segregation, and systemic inequalities amid black people's pursuit of citizenship, equality, and freedom have shaped their economic, political, and social conditions and identities.

Attributes: HIST Group F Electives - U.S. + Canada

Spring 2025

SEM Section: 01 MR 1:10 pm - 2:25 pm Tyran K. Steward

AFR 374 (S) Technologies of Race (DPE) (WS)

Cross-listings: AMST 372 / STS 373

Secondary Cross-listing

This course is an introduction to theories, methods, sources, and approaches for interdisciplinary research and creativity in and through the interdisciplinary field of American Studies. We will focus on the intersection of race, gender, sexuality, and disability with modern media technologies, from early photography in the mid-19th century to contemporary trends in machine learning and artificial intelligence. Through a process of shared inquiry, course participants will investigate the ways that historical legacies of oppression and futuristic speculation combine to shape human lives in the present under racial capitalism. Whether analyses of the automation of militarized border control in Texas, or of the ways that obsolete, racist concepts are embedded in machine vision and surveillance systems, the readings in the course will chart out the key moments in the co-evolution of race and technology in the Americas. Students will gain a working competence in all four tracks of the American Studies major (Space and Place; Comparative Studies in Race, Ethnicity, and Diaspora; Arts in Context; and Critical and Cultural Theory). Finally, we will also explore alternative paths toward a future where technology might help to effect the abolition of oppressive structures and systems, rather than continue to perpetuate them.

Requirements/Evaluation: Four papers, in-class writing/reflective work, and a final exam.

Prerequisites: none

Enrollment Limit: 16

Enrollment Preferences: AMST majors or prospective majors.

Expected Class Size: 16

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 372(D2) STS 373(D2) AFR 374(D2)

Writing Skills Notes: Students in this course develop a capacity to write generative arguments in an interdisciplinary scholarly context. Students will receive feedback not only on structure, substance, and style, but also on how to best build a line of inquiry, how to gather high-quality evidence, and how to make one's thinking productively intersect with more than one scholarly or creative field.

Difference, Power, and Equity Notes: This course requires students to contextualize technologies historically and in relation to one another, with attention to their entanglements with racial discourses and racism. Students gain critical skills that equip them to imagine possible futures where technologies serve increasingly as abolitionist tools.

Attributes: AFR Theories, Methods, and Poetics AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora AMST Critical and Cultural Theory Electives AMST Space and Place Electives

Spring 2025

SEM Section: 01 MR 1:10 pm - 2:25 pm Brian Murphy

AFR 396 (S) Relationality and Its Antagonisms (DPE) (WS)

Cross-listings: AMST 428 / WGSS 428

Secondary Cross-listing

Relationality has been the defining approach, feature, and framework of ethnic studies since its inception in the late 1960s. Since then, notable scholars have applied multiple keywords, including difference, comparison, entanglements, cacophonies, and intimacies, to emphasize how processes of racialization and racial formation are not isolated and separate but inextricably linked and shaped by one another. Only from these distinct, uneven, yet shared positions of oppression, as scholars argue, solidarity across race, gender, class, sexuality, and location may emerge. At its crux, this seminar will underscore major tensions and antagonisms *against* frameworks of relationality. Tracing primary sources, cultural expressions, and literature within the traditions of ethnic studies and transnational/women of color feminisms, it will trace the shifts in approaches to relationality, especially as it relates to practices of reciprocity and community-building across difference. At the same time, it will turn to works that name relationality as what Frank B. Wilderson calls a "ruse," or trick, that subsumes the specific, exceptional position of blackness. Our units will include discussions of Afro-Pessimism, indigeneity, racialized settler colonialism as well as queer theory debates on queer presentism (i.e., a queer "no future") versus queer futurity. Studying the tensions that emerge from multiple, distinct, and contradictory planes of power, oppression, and temporalities, how do we assess, work through, and reconcile, if at all, relations deemed as "irreconcilable" across vectors of difference?

Requirements/Evaluation: in-class participation, paper presentation, peer feedback, writing webs (short series of writing exercises), and final project developed from original research and/or creative work

Prerequisites: AMST 101 or WGSS 101

Enrollment Limit: 12

Enrollment Preferences: AMST and WGSS seniors and juniors

Expected Class Size: 12

Grading: yes pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 396(D2) AMST 428(D2) WGSS 428(D2)

Writing Skills Notes: Students will regularly engage in a series of writing exercises and submit a longer paper presentation that will be peer reviewed and revised.

Difference, Power, and Equity Notes: The main objective of the course is to study and assess ethnic studies' approaches to questions of difference, particularly as it relates to theories of racialization and relationality across multiple nodes of power and oppression.

Attributes: AFR Theories, Methods, and Poetics AMST Comp Studies in Race, Ethnicity, Diaspora AMST Critical and Cultural Theory Electives AMST 400-level Senior Seminars WGSS Theory Courses

Spring 2025

SEM Section: 01 W 1:10 pm - 3:50 pm Kelly I. Chung

AMST 101 (F)(S) America: The Nation and Its Discontents (DPE) (WS)

This course introduces students to the capacious and extraordinarily varied interdisciplinary field of American Studies. First institutionalized in the mid-twentieth century, American Studies once bridged literature and history in an attempt to discover a singular American identity. Over 80 years later, many American Studies scholars reject this exceptionalizing rhetoric, working instead to understand how genocide, enslavement, colonization, and militarism/war are foundational to the formation of the U.S. nation-state, and how marginalized and minoritized peoples have survived through, rebelled against, and created new visions for collectivity, relationality, and community. In this course, students will be introduced to the dynamic ways American Studies work links to ethnic studies; women, gender, and sexuality studies; literary studies, political science; critical geography; critical media studies; disability studies; history; anthropology; sociology; art; and more. We will anchor this array of approaches by examining beliefs, practices, places, and migrations that have shaped and been shaped by the U.S., and we will pay particular attention to the people who labor for, have been racialized by, and who think critically about "America." Through close reading; discussions; and analyses of music, art, and film, we will collectively reckon with the questions of who and what makes "America" -- hemispherically, transnationally, globally. In the process, students will be encouraged to co-create a learning experience rooted in praxis, political consciousness, intersectionality, and mutual support.

Requirements/Evaluation: Four 4-5 page papers (with attention to revision process), one project with oral presentation, and a longer, final essay.

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: first- and second-year students

Expected Class Size: 20

Grading: no pass/fail option, yes fifth course option

Unit Notes: Core Course

Distributions: (D2) (DPE) (WS)

Writing Skills Notes: This Writing Skills course will include multiple papers, with attention to revision, as well as an oral presentation, and a longer, final essay. Attention will be paid to the process of composing a persuasive, interpretive essay based in close analysis of texts.

Difference, Power, and Equity Notes: This course requires students to think critically about the meanings of "America" and about the consequences and costs of racialization and other processes for making social differences. Students learn to discern the ways in which historical legacies of oppression continue in the present, and consider the mutual interrelation of local, national, and global contexts and events.

Fall 2024

SEM Section: 01 TR 9:55 am - 11:10 am Brian Murphy

Spring 2025

SEM Section: 01 MR 2:35 pm - 3:50 pm Cassandra J. Cleghorn

AMST 113 (F) The Feminist Poetry Movement (DPE) (WS)**Cross-listings:** ENGL 113 / WGSS 113**Secondary Cross-listing**

Feminist poetry and feminist politics were so integrated in the 1960s and 1970s in America that critical essays on poets, such as Adrienne Rich and Audre Lorde, appeared in the same handbook that listed such resources for women as rape crisis centers and health clinics. This course will map the crucial alliance between feminist politics (and its major cultural and political gains) and the feminist poetry movement that became a major "tool" for building, organizing, and theorizing second-wave feminism. In order to track this political and poetic revolution, we will take an interdisciplinary approach that brings together historical, critical, and literary documents (including archival ones) and visual products (through the Object Lab of the Williams College Art Museum) that recreate the rich context of the period and help us consider the important social nature of aesthetic production. At the center of the course will be writings of major poets of the period, as well as anthologies and feminist periodicals that published their work and created a significant forum and shared space for women to articulate the politics and poetics of change. These periodicals and anthologies will also help us track the diversity of the feminist poetry movement and its intersection with issues of race, class, ethnicity, and sexuality. Ultimately, we will want to consider how poetry serves as an important tool for thinking through questions of power and injustice and what role it plays in creating necessary imaginative space in the world for expression, critique, and change.

Class Format: discussion, some lecture, project work in archives and art gallery**Requirements/Evaluation:** two-three short analysis papers, creative (1-2 pages), curated final project (archival exhibit and digital project), presentations**Prerequisites:** none**Enrollment Limit:** 19**Enrollment Preferences:** first years**Expected Class Size:** 19**Grading:** yes pass/fail option, yes fifth course option**Distributions:** (D2) (DPE) (WS)**This course is cross-listed and the prefixes carry the following divisional credit:**

AMST 113(D2) ENGL 113(D1) WGSS 113(D2)

Writing Skills Notes: Writing skills taught through a series of assignments evenly spaced throughout the semester: two to three four-to-five-page graded papers, one creative assignment, and a final digital research project (8-10-page equivalent; peer reviewed). Students receive critical feedback on written assignments a week prior to due date through conferences and Google Docs and on final graded assignments within one week with sufficient time between assignments to improve the next assignment.**Difference, Power, and Equity Notes:** The course examines the effects of class, race, ethnicity, gender, and sexuality on both poetry and the movement and how women negotiated their differences within the movement, as well as in response to the dominant patriarchal culture. This course employs critical tools (feminist theory, archival research, poetics, close reading, comparative approaches) to help students question and articulate the social injustices that led to the poetry and poetics of the Women's Liberation Movement.**Attributes:** AMST Critical and Cultural Theory Electives ENGL Criticism Courses EXPE Experiential Education Courses WGSS Racial Sexual + Cultural Diversity Courses WGSS Theory Courses

Fall 2024

SEM Section: 01 TF 2:35 pm - 3:50 pm Bethany Hicok

AMST 125 (F) Introduction to Asian American Studies (DPE)**Cross-listings:** AAS 125**Primary Cross-listing**

Who or what constitutes the term "Asian American"? Leading with this provocation, this course offers an introductory overview of the interdisciplinary discipline of Asian American Studies, tracing its formation and evolution from the late 1960s onward. Focusing on an array of foundational texts, cultural production, and primary sources, we will ask who has been included/excluded from this term, what the bounds are (if any), and how others approach and negotiate this term. As such, we will analyze its shifting constructions and enactments alongside other markers of difference from the nineteenth century to the present. In particular, we will be attentive to how these constructions have been shaped both relationally through other racial formations as well as overlapping systems of power, including settler colonialism, U.S. war and empire, capitalism, and globalization within and

beyond the U.S. With this, we will examine how this term has been widely undone and remade via political activism, visual and performance art, plays, media, poetry, etc. The aim of this course is not to identify a single or right definition of the term "Asian American" but to collectively assess and explore the limits, reaches, utility, and expansiveness of it.

Requirements/Evaluation: weekly readings, in-class discussions, weekly discussion posts, two papers, and a final paper or creative project

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: first-year students, AAS concentrators or prospective concentrators, AMST majors or prospective majors

Expected Class Size: 18

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 125(D2) AAS 125(D2)

Difference, Power, and Equity Notes: This course examines "Asian" and Asian American" as categories of racial difference constructed through various structures of power. Students in the course are asked to unpack how constructions of this difference have changed over time and produced uneven power relations and access to resources.

Attributes: AAS Core Electives AAS Gateway Courses AMST Comp Studies in Race, Ethnicity, Diaspora

Fall 2024

SEM Section: 01 TF 1:10 pm - 2:25 pm Kelly I. Chung

AMST 146 (S) Introduction to Native American and Indigenous Studies (DPE)

Consider just the last few years... during the 2016 presidential campaign then-candidate Donald Trump called Senator Elizabeth Warren "Pocahontas," a disparaging reference to Warren's claim to Native American heritage. In 2017, Los Angeles became the largest US city to rename "Columbus Day" to "Indigenous Peoples Day." Indigenous-led resistance to oil pipelines continues in multiple locations, and in 2022 Washington DC's professional football team abandoned their old name, a racial slur for Native Americans, rebranding as the Washington Commanders. Struggles in Indian Country over politics, natural resources, and representation have become increasingly visible. This course will prepare students to better understand contemporary indigenous issues. Course content will actively work against the myth that Native American history ended in 1890 with the end of militant Native resistance to US expansion. Instead, we will ask: Who are indigenous peoples? How is their status and identity determined? How do Indian nations sit within and in relation to state and federal governments? What are the pressing issues of the present moment? What are the histories that make sense of those issues? How do we explain that curious American urge to claim "Indian blood" and to create novels and films about Indians? Course topics will include colonialism, tribal sovereignty, Native American art, literature, and culture, activism and "Red Power," struggles over natural resources, gender and sexuality, representations of indigenous people in popular culture, and more. We will enrich our classroom activities with visits to the Williams College Special Collections and the Williams College Museum of Art. This course offers a broad introductory survey of these and other issues as it explores the development and current state of the interdisciplinary field known as Native and Indigenous Studies.

Requirements/Evaluation: Assignments will include weekly discussion, responses to assigned readings, short papers, and essay exams for the midterm and final.

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: American Studies majors or first- and second-year students

Expected Class Size: 20

Grading: yes pass/fail option, no fifth course option

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: This course focuses on race, indigeneity, and the ongoing forms of colonialism that infringe on the sovereignty of indigenous nations. Students in the course are asked to explore how difference, power, and inequality have shaped the history of the United States and other settler-colonies.

Attributes: AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora AMST pre-1900 Requirement

Spring 2025

SEM Section: 01 MW 11:00 am - 12:15 pm Stefan B. Aune

AMST 150 (F) Data for Justice (DPE) (QFR)

Cross-listings: STS 150 / SOC 150 / WGSS 150 / INTR 150

Secondary Cross-listing

This course is a unique and inclusive introduction to data science where quantitative thinking, programming, and social justice intertwine. We will build our data science skills using R, a popular open-source data science tool. We will focus on essential stages of data analysis, including data acquisition, cleaning, wrangling, visualization, and exploration. But rather than divorcing these techniques from the social issues they can help illuminate, we ground them in a social justice context. Overall, we will apply data science skills to topics drawn from criminal justice, environmental justice, diversity and inclusion in arts and media, education equity, and much more, with the goal of growing our collective capacity to use data science as a tool for social good. During a time when humans are increasingly subjugated to data-driven algorithmic decisions, when there are social media accounts dedicated to highlighting misuses of data, and when artificial intelligence makes faking data a nearly trivial task, using data to ethically and carefully promote justice is more important than ever.

Class Format: This course is taught in a highly interactive format and will frequently use a flipped-classroom approach. Students should expect substantial time devoted to in-class collaboration.

Requirements/Evaluation: Students will complete regularly assigned activities, problem sets, and other assessments. To move towards a non-hierarchical, transparent, and egalitarian grading system, the instructor adopts a mastery-based approach.

Prerequisites: None. This course assumes no prior knowledge of data science or R programming. An interest in social justice and a willingness to engage intensively with data and computing are essential.

Enrollment Limit: 18

Enrollment Preferences: Students without prior college-level courses in statistics and programming.

Expected Class Size: 18

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

STS 150(D2) AMST 150(D2) SOC 150(D2) WGSS 150(D2) INTR 150(D2)

Difference, Power, and Equity Notes: This course uses data science as a lens for injustice in spheres such as criminal justice, environmental justice, diversity and inclusion in arts and media, education equity. We will consider race, gender, LGBTQ+, disability, and other axes of identity. Additionally, we will adopt a data-critical perspective, thinking about how social forces shape data and our understanding of it.

Quantitative/Formal Reasoning Notes: This course teaches quantitative tools in R, a widely-adopted data science platform. We will focus on essential stages of data analysis, including data acquisition, cleaning, wrangling, visualization, and exploration.

Fall 2024

LEC Section: 01 TR 9:55 am - 11:10 am Chad M. Topaz

LEC Section: 02 TR 11:20 am - 12:35 pm Chad M. Topaz

AMST 164 (F) Communications in Early America (DPE) (WS)

Cross-listings: HIST 163

Secondary Cross-listing

How did the multiplicity of people who shaped "early" North America communicate with each other, across profound linguistic, cultural, social, political, and spiritual differences? What strategies did they use to forge meaning and connections in times of tremendous transformation, while maintaining vital continuities with what came before? This course examines histories of communication in North America and the technologies that communities have developed to record, remember, advocate, persuade, resist, and express expectations for the future. Using a continental and transoceanic lens of "Vast Early America," we will take up Indigenous oral traditions, Traditional Ecological Knowledge, wampum belts, and winter counts as expressions of ethics, identity, relationality, and diplomacy among sovereign Native/Indigenous nations. We will reflect on artistic and natural science paintings, engravings, and visual culture that circulated widely; and diaries and journals as forms of personal as well as collective memory. We will work with

political orations, newspapers, pamphlets, and other forms of print culture that galvanized public opinion in the Age of Atlantic Revolutions; memorials and monuments that communities have created to honor ancestors and significant events; material culture such as baskets and weavings that signified through their imagery and physical forms; and social critique and visions of justice in the verse and prose of Phillis Wheatley Peters and William Apess. These materials take us into the complexities of individuals' and communities' interactions and relations of power. They also illuminate spaces of potential or realized solidarity, alliance, and co-building of new worlds. Throughout we will work together to understand different methodologies, theories, practices, and ethics involved in approaching the past. We will at every turn be attuned to the ongoing significances of these experiences among communities in the twenty-first century.

Requirements/Evaluation: active participation in class discussions, several short essays based on readings and discussion topics, museum/archives exercise, final essay/project

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: limited to first- and second-year students who have not yet taken a 100-level course in History or American Studies; juniors and seniors only with the permission of the instructor

Expected Class Size: 19

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 164(D2) HIST 163(D2)

Writing Skills Notes: Short essays (3-5 pages) spaced throughout the semester with instructor feedback on writing skills as well as historical content; written reflection and analysis related to museum/archives visit with original materials; final essay (8-10 pages) due at end of semester that synthesizes findings from across the whole semester and allows students to closely examine primary/secondary sources; regular opportunities to conference with instructor about writing ideas and drafts.

Difference, Power, and Equity Notes: This course centers experiences of diverse people in early America including substantial focus on Native American/Indigenous and African American communities. It introduces foundational methods for historical and interdisciplinary study, including decolonizing methodologies from Native American and Indigenous Studies (NAIS) and African American histories; critical vantages on Euro-American settler colonialism; and scholarship on complex entanglements in multiracial and multiethnic communities

Attributes: HIST Group F Electives - U.S. + Canada HIST Group P Electives - Premodern

Fall 2024

SEM Section: 01 MR 2:35 pm - 3:50 pm Christine DeLucia

AMST 206 (S) Designer Genes (DPE)

Cross-listings: ENGL 208 / STS 208 / WGSS 208

Secondary Cross-listing

In this course, we explore cultural texts that attempt to come to terms with--or exploit--the revolution in contemporary genetics with a particular focus on gender, race, class, and sexuality. The mapping of the human genome in 2001 opened incredible opportunities for medicine, law, and society, but it also, as Alice Wexler has written, "opened a vast arena for contests of power over what it means to be human, who has the power to define what is normal, [and] who has access to what resources and when." Wexler was writing before the final sequencing of the human genome. Now we have CRISPR technology, ushering in a new, more pressing set of ethical concerns. We are currently in the midst of a "global race to genetically modify humans," as the anthropologist Eben Kirksey has documented in his new book *The Mutant Project*. How will we come to define the human? Who gets to decide? Our writers and filmmakers make clear that genetic medicine cannot be thought apart from a profit-driven American health care system or family and gender dynamics. Joanna Rudnick's documentary *In the Family*, for instance, explores the personal and political issues associated with hereditary breast cancer and the patenting of genes. Octavia Butler's Afro-futurist novel *Dawn* explores black female sexuality, reproduction, and the survival of the species in her character's encounter with a genetically enhanced alien species. The film *Gattaca* shows us a fully realized dystopian society where genetically modified humans are the norm--a society that now "has discrimination down to a science." The transgender artist Tamara Pertamina, on the other hand, "hopes to decolonize the science of genetic engineering," as Kirksey has written, with her performance artist projects. Our texts come from a number of different genres, including the memoir, science fiction, film, documentary, art, and non-fiction writing at the intersections of science, medicine, philosophy, anthropology, and law.

Requirements/Evaluation: Personal essay, short analysis papers, final research group project

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: None; if class is overenrolled, professor will ask for statements of interest.

Expected Class Size: 25

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 208(D1) STS 208(D2) WGSS 208(D2) AMST 206(D2)

Difference, Power, and Equity Notes: This course asks students to think deeply about questions of social justice in the context of the revolution in modern genetics. Race, class, gender, and sexuality all play a role in who has access to new life-saving technologies, and how these technologies are used. This course employs critical tools (feminist and queer theory, ethics' case studies, close reading) to help students question and articulate the social injustices at play in scientific research and bioengineering.

Attributes: AMST Critical and Cultural Theory Electives ENGL Criticism Courses ENGL Literary Histories C WGSS Racial Sexual + Cultural Diversity Courses

Spring 2025

SEM Section: 01 TF 2:35 pm - 3:50 pm Bethany Hicok

AMST 213 (F) Asian/American Identities in Motion (DPE)

Cross-listings: AAS 216 / DANC 216 / GBST 214 / ASIA 216 / THEA 216

Secondary Cross-listing

The course aims to explore dance and movement-based performances as mediums through which identities in Asian and Asian American (including South Asian) communities are cultivated, expressed, and contested. Students will engage with how social and historical contexts influence the processes through which dance practices are invested with particular sets of meanings, and how artists use performance to reinforce or resist stereotypical representations. Core readings will be drawn from Dance, Performance, Asian, and Asian American Studies to engage with issues such as nation formation, racial and ethnic identity politics, appropriation, tradition and innovation among other topics. This is primarily a discussion-based seminar course, and might also include screenings, movement workshops, and discussion with guest artists and scholars. No previous dance experience is required.

Requirements/Evaluation: reading responses, in-class writing assignments, participation in discussions and presentations, two 5-6 page essays, and a final cumulative essay assignment.

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: first years and sophomores

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AAS 216(D2) AMST 213(D2) DANC 216(D1) GBST 214(D2) ASIA 216(D1) THEA 216(D1)

Difference, Power, and Equity Notes: This course introduces students to the role of performance in nation formation in Asia and the history of Asian Americans in the US through analysis of dance practices. Student will explore how race was central to the formation of Asian and the American nations, and how social and legal discriminatory practices against minorities influence identity and popular cultural practices. The assigned material provide examples of how artists address these inequalities and differences in social power.

Attributes: AAS Core Electives AAS Gateway Courses

Fall 2024

SEM Section: 01 WF 11:00 am - 12:15 pm Munjulika R. Tarah

AMST 218 (S) Black and Brown Jacobins (DPE) (WS)

What does it take to be free in the free world? In this class we explore the dark side of democracy. The title is inspired by C.L.R. James' famous book, *Black Jacobins*, about the Haitian Revolution (1791-1804). This revolution was the most successful revolt of the enslaved in recorded history. But the irony is that their oppressors were the leaders of the French Revolution across the Atlantic. Those who proclaimed "liberty, equality, fraternity" for themselves violently denied them to others. There is a similar dismal irony to the American Revolution, as captured by the title of Frederick Douglass' famous 1852 speech, "What to the Slave Is the Fourth of July?" Not even the Civil War could resolve this issue, as demonstrated by the failure of Reconstruction and the rise of Jim Crow. To revisit this history, we will read W.E.B. Du Bois' great book, *Black Reconstruction in America*. Alongside a selection of readings by canonical postcolonial writers and current political theorists, James and Du Bois provoke us to ask what it would take for the democratic world to be truly free.

Requirements/Evaluation: Mandatory in-class free writing, three position papers, three mandatory in-class debates, final exam

Prerequisites: None

Enrollment Limit: 15

Enrollment Preferences: AMST majors or prospective majors

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE) (WS)

Writing Skills Notes: "Black and Brown Jacobins" is a writing-intensive course focused on persuasive argumentation. Each day in class will begin with 5-10 minutes of free writing in response to a prompt. At the end of each unit, students must complete a position paper (three in total). These papers will be accompanied by in-class debates in which students will be asked to argue both sides of the prompt they have been given.

Difference, Power, and Equity Notes: "Black and Brown Jacobins" calls into question the success of modern democracy from the perspective of minoritized groups, in particular Black Americans and Afro-Caribbeans. Students will grapple with the legacy of enslavement in the Americas, the Haitian Revolution (1791-1804), the American Civil War and Reconstruction (1861-1877), Jim Crow, and our current era of mass incarceration. The question driving this course is, what does it take to be free in the free world?

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora AMST Critical and Cultural Theory Electives AMST pre-1900 Requirement

Spring 2025

SEM Section: 01 TR 9:55 am - 11:10 am

AMST 222 (S) Hip Hop Culture (DPE) (WS)

Cross-listings: ENGL 221 / AFR 222 / MUS 217

Primary Cross-listing

The course examines how young people of color created hip hop culture in the postindustrial ruins of New York City, a movement that would eventually grow into a global cultural industry. Hip hop music producers have long practiced "diggin' in the crates"--a phrase that denotes searching through record collections to find material to sample. In this course, we will examine the material and technological history of hip hop culture, with particular attention to hip hop's tendency to sample, remix, mash-up, and repurpose existing media artifacts to create new works or art. We will use a media archaeological approach to examine the precise material conditions that first gave rise to graffiti art, deejaying, rapping, and breakdancing, and to analyze hip hop songs, videos, and films. Media archaeology is a critical and artistic practice that seeks to interpret the layers of significance embedded in cultural artifacts. How does hip hop archaeology remix the past, the present, and the future? How do the historical, political, and cultural coding of hip hop artifacts change as they increasingly become part of institutional collections, from newly established hip hop archives at Cornell and Harvard to the Smithsonian National Museum of African American History and Culture?

Requirements/Evaluation: Four papers, project with presentation, and a final exam.

Prerequisites: None

Enrollment Limit: 19

Enrollment Preferences: AMST majors or prospective majors

Expected Class Size: 19

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 222(D2) ENGL 221(D1) AFR 222(D2) MUS 217(D1)

Writing Skills Notes: Students in this course develop a capacity to write generative arguments in an interdisciplinary scholarly context. Students will receive feedback not only on structure, substance, and style, but also on how to best build a line of inquiry, how to gather high-quality evidence, and how to make one's thinking productively intersect with more than one scholarly or creative field.

Difference, Power, and Equity Notes: This course requires students to use an effective descriptive and critical vocabulary to discuss and analyze artifacts of hip hop culture, with attention to race, gender, class, sexuality, and other categories of social difference. They must understand the material, technological, historical, and cultural contexts that gave rise to hip hop culture, and proficiently synthesize scholarly perspectives related to the formation and transformations of hip hop from the early 70s to the early 21st cent.

Attributes: AFR Culture, Performance, and Popular Technologies AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora

Spring 2025

SEM Section: 01 TR 11:20 am - 12:35 pm Brian Murphy

AMST 226 (S) Gender and the Dancing Body (DPE)

Cross-listings: DANC 226 / WGSS 226 / THEA 226

Secondary Cross-listing

This course posits that the dancing body is a particularly rich site for examining the history of gender in America and beyond. The aim of the course is to explore ideas related to gender as prescribed by dominant cultural, social, and religious institutions, and how dance has been used to challenge those normative ideologies. We will examine a wide range of dance genres, from stage performances to popular forms to dance on television, with particular attention to the intersections of race and class with gender. This is primarily a discussion-based seminar course and may also include film screenings, movement workshops, discussions with guest artists and scholars. No previous dance experience required.

Requirements/Evaluation: participation in discussions and presentations, reading responses, in-class writing assignments, two 5-6 page essays, and a final cumulative essay.

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: first years and sophomores

Expected Class Size: 10-15

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

DANC 226(D1) AMST 226(D2) WGSS 226(D2) THEA 226(D1)

Difference, Power, and Equity Notes: In the course, students will explore the concept of gender as a social construction and how the body's historical associations to markers of gender and sexuality lead to differences in socio-political power. The assigned texts and viewings provide examples of how bodies and their movements make meaning in a network of power relationships, and how artists use dance to address social inequalities such as sexism, racism, and transmisogyny, to imagine a more just world.

Spring 2025

SEM Section: 01 WF 11:00 am - 12:15 pm Munjulika R. Tarah

AMST 242 (S) Americans Abroad (DPE)

Cross-listings: GBST 242 / COMP 242 / ENGL 250

Secondary Cross-listing

This course will explore some of the many incarnations of American experiences abroad from the end of the 19th century to the present day. Materials will be drawn from novels, short stories, films, and nonfiction about Americans in Europe in times of war, peace, and pandemic. We will compare and contrast the experiences of novelists, soldiers, students, war correspondents, jazz musicians, and adventurers. What has drawn so many Americans

to Europe? What is the difference between a tourist, an expat, and an émigré? What are the profound, and often comic, gaps between the traveler's expectations and the reality of living in, say, Paris or a rural village in Spain? What are the misadventures and unexpected rewards of living, working, writing, or even falling in love in translation? How did recent lockdowns and border closings impact and/or interrupt these complex experiences? Authors may include: Edith Wharton, Henry James, Langston Hughes, Martha Gellhorn, Ernest Hemingway, Elaine Dundy, Richard Wright, and Ben Lerner. Additional reading will be drawn from historical and critical works. All readings will be in English. This comparative course is designed to highlight the challenges and benefits of cultural immersion abroad. It will focus on the linguistic, emotional, intellectual, and social adaptation skills that are required to understand others, and oneself, in new contexts. Many of the authors and artists we will study chose, or were forced to, leave oppressive situations in the United States where their futures were limited due to factors related to politics, gender, race or class (and combinations thereof). We will study their dislocation, and freedom, and struggles to reshape their (and our) concept of "home" into something that reflects individual identity, and not one imposed by any national culture--American or foreign.

Requirements/Evaluation: Each student will give an in-class presentation and complete 3 writing assignments totaling 20 pages; one of these writing assignments will be a personal travel narrative based on the student's own experiences.

Prerequisites: Any literature course at Williams or permission of instructor.

Enrollment Limit: 18

Enrollment Preferences: Comparative Literature, English or American Studies majors, and/or students who have studied away or plan on doing so, and/or students who are from international and/or bilingual (or multilingual) backgrounds.

Expected Class Size: 18

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

GBST 242(D2) AMST 242(D2) COMP 242(D1) ENGL 250(D1)

Difference, Power, and Equity Notes: We will read and analyze primary materials and literature that reflect on Americans who chose, or were forced to, reinvent themselves abroad to escape oppressive situations in the United States related to gender, class, race, or political views. The socio-historical context of each writer will be crucial to understanding their situations. Students will write critical papers, and their own narrative in which they reflect on a situation of personal dislocation, either while traveling, or at home.

Attributes: AMST Arts in Context Electives GBST Borders, Exiles + Diaspora Studies

Spring 2025

SEM Section: 01 TR 9:55 am - 11:10 am Soledad Fox

AMST 247 (S) Cities, Suburbs, and Rural Places (DPE)

Cross-listings: ENVI 257 / LATS 230

Secondary Cross-listing

Long associated with cities in the scholarly and popular imagination, transnational migrants have increasingly settled in U.S. suburbs and rural localities and have made these places home. Through the lens of new destinations for im/migrants, this course introduces spatial methods, perspectives, and concepts to understand cities, suburbs, and rural places. We ask how geographically specific forces and actors shape migrants' living conditions, as well as consider the spatially uneven outcomes of complex processes like globalization. We analyze how different actors discursively and materially demarcate who belongs and who does not, and how these boundaries shape migrants' everyday practices. This interdisciplinary course highlights the legal, economic, political, environmental, social, and cultural dimensions of how transnational migrants become part of and create homes in new destinations. Through a range of textual materials (academic, literary, popular, visual), we explore the construction of landscapes, how people shape space at local and regional scales, and where people do life's work and come together to build cultural space. Rooted in critical race geographies, case studies are comparative across different racial and ethnic groups in the U.S. West, South, Midwest, and Northeast. This course will be mostly discussion-based, grading based on participation, short writing exercises, four assignments, and a final project.

Class Format: This is also a discussion course. While I will spend some time at the beginning of the class lecturing, most of the time will be spent in class discussions.

Requirements/Evaluation: Grading based on participation, short writing exercises, four assignments, and a final project. All writing materials and exams are based on coursework.

Prerequisites: None

Enrollment Limit: 25

Enrollment Preferences: LATS concentrators or those intending to become LATS concentrators

Expected Class Size: 25

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 257(D2) AMST 247(D2) LATS 230(D2)

Difference, Power, and Equity Notes: Students examine how race, gender, sexuality, class, and documentation status also impact how immigrants 'transition' to new migration destinations. We consider how the exercise of unequal power affects migration, settlement, and place-making. Students analyze representations and demographic data to determine how people are portrayed and what their material conditions are.

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora AMST Space and Place Electives ENVI Humanities, Arts + Social Science Electives LATS Core Electives

Spring 2025

LEC Section: 01 TR 9:55 am - 11:10 am Edgar Sandoval

AMST 252 (F) Im/mobilities (DPE) (WS)

Cross-listings: AAS 252 / SOC 252

Secondary Cross-listing

We think of the freedom to move as a mark of privilege. In the United States, passing a driving test, owning a car, and getting a passport are milestones that signal modernity and freedom. Likewise, we think of restrictions on movement as the domain of the underprivileged, such as the current and formerly incarcerated. But as the Covid-19 pandemic revealed, there have always been two sides to immobility: privileged as well as involuntary immobility. There are correspondingly two sides to mobility: those who move because they want to and others because they have no choice. In this class, students will explore conceptions of mobility as adventurous, free, and modern (as with jet-setting international elites). They will compare and contrast when mobility can be threatening, exclusionary, and limited (as recognized by the Black Lives Matter movement). This class invites students to interpret their environment through the lens of mobility and inequality. Drawing on sociology, anthropology, cultural studies, geography, and migration studies, this interdisciplinary course offers a beginning conversation on the causes and consequences of the freedom to move--or to stay still.

Requirements/Evaluation: Thoughtful and consistent class participation, several short reflection papers, two drafts of an opinion essay, class presentation

Prerequisites: None

Enrollment Limit: 15

Enrollment Preferences: Given to first-year students and sophomores, particularly those who have demonstrated an interest in AAS/SOC. If the course overenrolls, the instructor will send out a Google Form to make enrollment decisions.

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 252(D2) AAS 252(D2) SOC 252(D2)

Writing Skills Notes: Emphasis on the processes of writing and revising, several short papers on which students will receive close feedback, and drafts of a final written assessment

Difference, Power, and Equity Notes: This course explores a politics of im/mobilities: how we move through space through different bodies at the intersection of race, class, gender, ability, and citizenship. Students will use their own bodies as research sites for deepening their understanding of how we navigate the freedom to move or stay still.

Fall 2024

SEM Section: 01 MR 2:35 pm - 3:50 pm Phi H. Su

AMST 284 (F)(S) Asian American History (DPE)

Cross-listings: AAS 284 / HIST 284

Secondary Cross-listing

This course offers an overview of Asian American history from the late seventeenth century to the present. It will cover the earliest Asian migration and settlement in the U.S., the rise of anti-Asian movements, the experiences of Asian Americans during World War II and the Cold War, the emergence of the Asian American movement in the 1960s, the post-1965 Asian immigration, and the War on Terror. We will investigate broader themes including labor, citizenship, political resistance, gender and sexuality, community formation, empire, and transnationalism. We will also consider key contemporary issues, including race and ethnic relations, anti-Asian harassment and violence, and the legacy of U.S. colonialism in Asia-Pacific. Along the way, we will engage classic and recent scholarship in the field, and form our own interpretations of the past based on a wide range of sources--including films, novels, newspapers, government documents, political cartoons, and more. Throughout, the course advances the argument that citizenship and belonging in the U.S. cannot be fully understood without accounting for the experiences of Asian Americans.

Requirements/Evaluation: Attendance and participation in discussion, weekly reading responses (2 pages), midterm exam, and final in-class exam and take-home essay (7-10 pages)

Prerequisites: None

Enrollment Limit: 30

Enrollment Preferences: Preference given to History majors and Asian American Studies concentrators.

Expected Class Size: 25-30

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 284(D2) AAS 284(D2) HIST 284(D2)

Difference, Power, and Equity Notes: This course introduces students to the incredible diversity of Asian Americans. It guides students through an examination of the historical events, policies and dynamics that have marginalized Asian American communities based on race, ethnicity, class, gender, sexuality, citizenship, and other forms of difference. It also explores the diverse ways that Asian Americans have sought inclusion and belonging in the U.S.

Attributes: AAS Core Electives AAS Gateway Courses HIST Group F Electives - U.S. + Canada

Fall 2024

LEC Section: 01 TR 11:20 am - 12:35 pm Hongdeng Gao

Spring 2025

LEC Section: 01 TR 9:55 am - 11:10 am Hongdeng Gao

AMST 326 (F) Unfinishing America (DPE) (WS)

Cross-listings: ENGL 316

Primary Cross-listing

The Great American Novel is a moribund cliché. Few would argue that any one work of fiction could capture the essence of American life. In this class, we will flip the Great American Novel on its head by reading Ralph Ellison's unfinished second novel. After publishing the acclaimed *Invisible Man* in 1952, Ellison seemed poised to deliver the next Great American Novel. But he never did. When he died in 1994, 42 years later, he left behind thousands of pages of material, but no finished second novel. Why wasn't he able to finish it? Some of it was bad luck. Some of it was a struggle with genre and form. However, perhaps the real reason Ellison's novel proved impossible is what it was trying to say. This is a book about the historical trauma of racism. Therefore, the thesis of this class is that the Great American Novel cannot be written as long as American history remains whitewashed. Ellison's manuscript shows this in surprising ways, from its depiction of racial passing and the taboo of interracial sex to its extended exploration of Black and Indigenous cultures in the former Oklahoma Territory. In addition to Ellison, we will read the work of the Chicano author Tomás Rivera, whose fragmentary fictions provoke similar questions. This class culminates in a final project that asks students to "unfinish" an American cultural object.

Requirements/Evaluation: Class participation, Discussion facilitation, "Show and Tell" presentation of a cultural object, Reader's Guide, Final Project

Prerequisites: None

Enrollment Limit: 15

Enrollment Preferences: Sophomores, Juniors, and Seniors

Expected Class Size: 10-15

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 316(D1) AMST 326(D2)

Writing Skills Notes: Each student will be responsible for producing a reader's guide to Ellison's unfinished second novel. Students will write, rewrite, and revise their reader's guide throughout the semester. Three drafts will be due throughout the semester. A quality reader's guide will highlight the book's main themes, profile the main characters, and retrace the book's development. Students will also complete one draft of a guide to Rivera's novella, due at the end of the semester.

Difference, Power, and Equity Notes: "Unfinishing America" satisfies the Difference, Power and Equity requirement because it calls into question mainstream American culture from Black, Chicano, and Indigenous perspectives. It interrogates the relations of power that have driven American history, from the Civil War and Westward expansion in the 19th century to the struggle for Civil Rights against Jim Crow in the 20th. Finally, it asks what it would mean to have true equity amidst great diversity in American culture.

Attributes: AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora

Fall 2024

SEM Section: 01 TF 2:35 pm - 3:50 pm

AMST 334 (S) Sexual Economies (DPE)

Cross-listings: ANTH 301 / WGSS 301

Secondary Cross-listing

This course examines various forms of sexual labor around the world in order to better understand how gendered and sexual performances are used in a variety of cultures and contexts for material benefit. Our topics include "traditional" forms of sex work such as street prostitution, pornography, and escorting as well as other forms of sexualized performances for benefit such as stripping or camming. We also discuss current issues and debates about discourses of "sex trafficking." Course readings come from a range of fields, but focus most heavily on anthropology, sociology, American studies, and gender studies. The readings for this class will frequently foreground the lived experiences of sex workers from a variety of nations, races, classes, religions, and backgrounds in order to explore the broader social implications of our subject matter. The format is largely discussion-based, with short lectures supplementing the reading with summaries of current scholarly and activist debates. We have a variety of guest speakers to share their diverse lived experiences related to this topic.

Requirements/Evaluation: short-quizzes, reflection papers, participation, short Marco Polo video posts (app 3 min each)

Prerequisites: none, though WGSS 101 and/or 202 may be helpful, but not required

Enrollment Limit: 15

Enrollment Preferences: based on statement of interest, brief interviews if necessary

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ANTH 301(D2) AMST 334(D2) WGSS 301(D2)

Difference, Power, and Equity Notes: We pay particular attention to the intersecting questions of race, sexuality, gender, and class as we explore the political economy of commercial sex. The course teaches students to examine the underlying political and economic structures that create systems of privilege and power, thereby complicating questions and assumptions about sexual consent, coercion, agency, and empowerment with particular attention to race and gender in comparative transnational contexts.

Attributes: WGSS Racial Sexual + Cultural Diversity Courses

Spring 2025

SEM Section: 01 MW 7:00 pm - 8:15 pm Gregory C. Mitchell

AMST 342 (S) Central American Visual Cultures (DPE)

Cross-listings: LATS 345

Secondary Cross-listing

This course explores who U.S.-Central Americans are through their visual cultural production, as well as how US-Central Americans have been portrayed by others. Recently, Central Americans have gained visibility in the U.S. public sphere as mainstream media coverage of the "crisis at the border" has sensationalized the arrival of migrant caravans. The images and visuals resulting from mainstream coverage has led to monolithic representations of Central Americans framing them as "illegal aliens," violent gang members, or agentless victims. By engaging with visual culture ranging from social media, films, and zines, we challenge these monolithic perceptions and representations of Central Americans by pursuing the following set of questions: How have others visualized Central Americans and what has been the effect on lived experiences of U.S. Central Americans? How do U.S.-Central American communities visualize their identity formation in the U.S.? What is the role of visual culture in their resistance to racism, classism, sexism, and other structures of marginalization in the U.S.? As part of this course, we explore the range of social, political, economic, and historical forces that have pushed migration from each of the countries in the isthmus and the formation of their respective diasporas in the U.S.

Requirements/Evaluation: Discussion participation, weekly reading responses, two 3-6-page essays, and a final 8-10 page paper.

Prerequisites: None

Enrollment Limit: 25

Enrollment Preferences: Latina/o Studies concentrators and AMST majors

Expected Class Size: 25

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

LATS 345(D2) AMST 342(D2)

Difference, Power, and Equity Notes: The course critically reflects on how others have visualized Central Americans and how Central American communities use visual culture to assert their differences and contest the power dynamics that shape their lived experiences.

Attributes: LATS Core Electives

Spring 2025

SEM Section: 01 MR 2:35 pm - 3:50 pm Kevin W. Cruz Amaya

AMST 354 (S) Race/War: Critical Readings on Violence (DPE)

We live in a moment where the media visibility of warfare is surging. On both mainstream media outlets and social media platforms often-pervasive depictions of violence challenge our ability to analyze, historicize, and empathize. This course will step back and explore a longer history of military violence and its connection to key American Studies concepts including race, empire, settler colonialism, and more. We will interrogate a mix of historical, literary, and theoretical texts that offer tools for analyzing the tangled intersections of race and violence, with an emphasis on the history of the United States and its militarized relationship to the rest of the world. Course texts will invite us to investigate how categories like "civilized" and "savage" have intersected with concepts like the "rules of war," international law, and forms of violence that draw the label "race war." Course topics will include Native resistance to US continental expansion, overseas US imperialism in the late-nineteenth and early-twentieth centuries, indiscriminate violence during World War II, the relationship of Cold War foreign policy to the Global War on Terror, and more. Students can expect to engage a range of sources, including archival materials, legal texts, novels, films, video games, and much more.

Requirements/Evaluation: Requirements will include participatory discussion, selected responses to assigned readings, essay exams, and papers.

Prerequisites: none.

Enrollment Limit: 20

Enrollment Preferences: Junior/Senior students, and sophomores with previous coursework in American Studies and related disciplines.

Expected Class Size: 20

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: This course centers race as a key category in the history of militarized violence, both in the United States and throughout the rest of the world. Students will analyze how difference and power have contributed to the history of violence, and the role these histories have played in inequitable power relations.

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora AMST Critical and Cultural Theory Electives AMST pre-1900 Requirement

Spring 2025

SEM Section: 01 W 1:10 pm - 3:50 pm Stefan B. Aune

AMST 360 (F) The Atlantic World: Connections, Crossings, and Confluences (DPE)

Cross-listings: HIST 361 / CAOS 361

Secondary Cross-listing

This course considers the Atlantic World as both a real place and a concept: an ocean surrounded and shaped by diverse people and communities, and an imagined space of shared and competing affiliations. Moving from "time out of mind" to the early nineteenth century, it examines ecological, cultural, political, economic, intellectual, and spiritual transits as well as exchanges among Indigenous/Native American, African and African American, Asian and Asian American, and Euro-colonial people. It introduces conceptual dimensions of this Atlantic paradigm and case studies that illuminate its human subtleties, with the goal of examining "early American" histories through transnational and transoceanic lenses. The course takes an interdisciplinary approach to these intertwined histories, and reckons with how the very construction of "history" has, at different turns, affected what is shared, known, valued, and commemorated--or overwritten, denied, or seemingly silenced. Attentive to the structures of power that inflect every part of Atlantic histories, it offers specific ethical frameworks for approaching these topics. Blending methods grounded in oral traditions and histories, place-based knowledge systems, documentary/written archives, songs, archaeology, material culture, and other forms of expression and representation, it invites class members to revisit the nature and meanings of these connected spaces. The course consistently connects historical experiences with the twenty-first century, and how communities today are grappling with the afterlives and ongoing effects of these Atlantic pasts through calls to action for reparations, repatriation and rematriation, Land Back, climate justice, and other forms of accountability. The course also provides an opportunity to engage with original materials pertaining to Atlantic World histories in the Williams College Archives/Special Collections and Art Museum.

Requirements/Evaluation: active participation in class discussion, several short essays based on readings and discussion topics, museum/archives assignment, final essay/project

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: If the course over-enrolls, preference is for sophomore, junior, and senior History and American Studies majors

Expected Class Size: 25

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 360(D2) HIST 361(D2) CAOS 361(D2)

Difference, Power, and Equity Notes: This course examines the formation and articulation of racial, ethnic, cultural, and other forms of difference across the Atlantic World, and ways that people from Indigenous, African/American, and Asian/American communities have engaged with and challenged European colonization. It devotes substantial time to critical methodologies that re-center voices oftentimes treated as "silenced" or "absent" in colonial literatures, and helps students build fluencies in approaching and interpreting them.

Attributes: GBST Borders, Exiles + Diaspora Studies HIST Group F Electives - U.S. + Canada HIST Group G Electives - Global History HIST Group P Electives - Premodern

Fall 2024

SEM Section: 01 TR 9:55 am - 11:10 am Christine DeLucia

AMST 363 (S) Data for Justice Research Practicum (DPE) (QFR)

Cross-listings: WGSS 363 / STS 363 / INTR 350

Secondary Cross-listing

Civil rights activist, educator, and investigative journalist Ida B. Wells said that "the way to right wrongs is to shine the light of truth upon them." In this inclusive, collaborative, research-based course, students will bring statistical, computational, and/or mathematical approaches to bear on issues of social justice. Guided closely by the instructor, students will work in groups to carry out original research in an area such as criminal justice, education equity, environmental justice, health care equity, economic justice, or inclusion in arts/media. Prior research experience is not required; one goal of this course is to build skills for advanced research.

Class Format: This course is an intensive research practicum. Formation of research groups and selection of research topics will be facilitated by the instructor. The primary modality of work is peer collaboration.

Requirements/Evaluation: To move towards a non-hierarchical, transparent, and egalitarian grading system, the instructor adopts a mastery-based, ungraded assessment framework.

Prerequisites: INTR 150 (Data for Justice), or prior equivalent exposure to computing, statistics, and social justice topics as approved by the instructor.

Enrollment Limit: 10

Enrollment Preferences: Students who have a declared major in Division I or II, who meet the prerequisites of the course, and who fill out the instructor's preregistration survey (contact the instructor for link).

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 363(D2) STS 363(D2) INTR 350(D2) AMST 363(D2)

Difference, Power, and Equity Notes: Students will research issues of social justice in areas such as criminal justice, arts/media, environmental justice, education, and health care, and along identity axes such as gender, race/ethnicity, disability status, and sexual orientation.

Quantitative/Formal Reasoning Notes: Students will use multiple mathematical, statistical, and computational frameworks to acquire, model, and analyze real-world data.

Spring 2025

SEM Section: 01 TR 9:55 am - 11:10 am Chad M. Topaz

SEM Section: 02 TR 11:20 am - 12:35 pm Chad M. Topaz

AMST 364 (F) Trans Film and Media (DPE)

Cross-listings: WGSS 311

Secondary Cross-listing

This course provides an introduction to contemporary trans culture and politics via the lens of film and other (mostly visual) media. We'll focus mainly on media production in the U.S. since the early 1990s, as this moment is usually understood as inaugurating contemporary "transgender" politics; additionally, the 90s saw a profusion of diversity in popular representation generally. This class has two main priorities: first, to use visual media as a lens for surveying major developments in trans studies, politics, and representation over the last few decades; second, to develop a critical repertoire for thinking about our current conjuncture of "trans visibility" in particular. By tracking a longer history of both popular and alternative trans media production, this course will question the vanguardism and celebratory progress narratives associated with "trans tipping point" visibility conditions. Drawing from perspectives in WGSS, American studies, and ethnic studies, we will especially situate trans representation in relation to the institutionalization of minority difference under neoliberal capitalism. In line with scholarship, we'll approach trans representation as interlocking with structures like race, heteropatriarchy, dis/ability, immigration, and nationality and empire.

Class Format: There will also be some lecturing.

Requirements/Evaluation: Students will have ongoing short discussion post assignments, one midterm essay of 5-6 pages, and a final group media-making project with min. 6 pages of analytic writing to accompany their creative work.

Prerequisites: WGSS 101 or 202 would be helpful but are not required. Other background in WGSS or the humanities is also helpful.

Enrollment Limit: 20

Enrollment Preferences: Enrollment preference can go to WGSS majors and 3rd & 4th years. Statements of interest are welcome.

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Materials/Lab Fee: For some proprietary media content, students will need subscriptions to popular streaming services (eg Netflix, Amazon, HBO Max). See WGSS chair about financial aid waivers and alternatives if this feels cost prohibitive.

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 311(D2) AMST 364(D2)

Difference, Power, and Equity Notes: This course provides a survey of issues facing marginalized trans communities via the lens of visual media, with an emphasis on how structures of power shaping trans experience intersect with the politics of race, capital, disability, migration, and other axes of social difference.

Fall 2024

SEM Section: 01 M 7:00 pm - 9:40 pm Abram J. Lewis

AMST 369 (S) Gender, Sexuality & Disability (DPE)

Cross-listings: WGSS 332

Secondary Cross-listing

From classical mythology to reality TV, bodies and minds that depart from the ordinary have long been sources of popular fascination. In recent history, people marked as "disabled" have been subject to medical scrutiny, labeled deficient or defective, and often barred from full participation in society. And yet, what counts as "disability"--and who counts as disabled--varies greatly depending on cultural and historical context. Arguably, disability has more to do with social conditions than with any innate characteristics of disabled people themselves. This class introduces disability studies, situating disability within its historical, political, and cultural contexts. As a GWSS course, we'll center queer and feminist perspectives; this class also emphasizes recent work. Echoing arguments in gender and sexuality studies, scholars have insisted that disability is not a natural or biological fact, but a socially constructed category. As such, scholars and activists have challenged medical models that conceptualize disability as an individual defect in need of elimination. They have also questioned the idea that disability is simply a minority identity -- to the contrary, disability is a condition that most humans will experience at some point in our lives. This class frames "disability" broadly--encompassing not just conditions of physical impairment, but a wide range of bodily, sensory, cognitive, emotional, and behavioral differences and capacities. This class also centers how disability is produced intersectionally through regimes like race, capitalism, and empire. Topics include: theories of embodiment, eugenics, institutionalization and incarceration, neurodivergence, mad studies, the politics of health, storytelling and narrative, disability justice activism, neoliberalism, biopolitics, and crip theory. Along with scholarly writings, we'll consider activist texts, popular press, fiction, memoir, and a variety of other media.

Requirements/Evaluation: Students will submit ongoing brief/informal forum posts, midterm essay, and a longer final research project (10-12 pgs); students will also work in small groups to facilitate a section of class twice per term.

Prerequisites: WGSS 101-level familiarity would be helpful, but is not required.

Enrollment Limit: 20

Enrollment Preferences: Preference to majors, 3rd and 4th year students.

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 332(D2) AMST 369(D2)

Difference, Power, and Equity Notes: This class surveys the politics of disability in recent U.S. history, illustrating axes of difference and privilege based on ability as it intersects with various racial, gender, and other identities.

Attributes: PHLH Bioethics + Interpretations of Health

Spring 2025

SEM Section: 01 MR 2:35 pm - 3:50 pm Abram J. Lewis

AMST 372 (S) Technologies of Race (DPE) (WS)

Cross-listings: STS 373 / AFR 374

Primary Cross-listing

This course is an introduction to theories, methods, sources, and approaches for interdisciplinary research and creativity in and through the interdisciplinary field of American Studies. We will focus on the intersection of race, gender, sexuality, and disability with modern media technologies, from early photography in the mid-19th century to contemporary trends in machine learning and artificial intelligence. Through a process of shared inquiry, course participants will investigate the ways that historical legacies of oppression and futuristic speculation combine to shape human lives in the present under racial capitalism. Whether analyses of the automation of militarized border control in Texas, or of the ways that obsolete, racist concepts are embedded in machine vision and surveillance systems, the readings in the course will chart out the key moments in the co-evolution of race and technology in the Americas. Students will gain a working competence in all four tracks of the American Studies major (Space and Place; Comparative Studies in Race, Ethnicity, and Diaspora; Arts in Context; and Critical and Cultural Theory). Finally, we will also explore alternative paths toward a future where technology might help to effect the abolition of oppressive structures and systems, rather than continue to perpetuate them.

Requirements/Evaluation: Four papers, in-class writing/reflective work, and a final exam.

Prerequisites: none

Enrollment Limit: 16

Enrollment Preferences: AMST majors or prospective majors.

Expected Class Size: 16

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 372(D2) STS 373(D2) AFR 374(D2)

Writing Skills Notes: Students in this course develop a capacity to write generative arguments in an interdisciplinary scholarly context. Students will receive feedback not only on structure, substance, and style, but also on how to best build a line of inquiry, how to gather high-quality evidence, and how to make one's thinking productively intersect with more than one scholarly or creative field.

Difference, Power, and Equity Notes: This course requires students to contextualize technologies historically and in relation to one another, with attention to their entanglements with racial discourses and racism. Students gain critical skills that equip them to imagine possible futures where technologies serve increasingly as abolitionist tools.

Attributes: AFR Theories, Methods, and Poetics AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora AMST Critical and Cultural Theory Electives AMST Space and Place Electives

Spring 2025

SEM Section: 01 MR 1:10 pm - 2:25 pm Brian Murphy

AMST 375 (S) Asian American Sexualities (DPE)

Cross-listings: WGSS 375 / AAS 375

Primary Cross-listing

Perceived as objects of sexual use and perversity, how might Asian/Asian American subjects contend with these projections and enact their own genders and sexualities? Anchored in this question, this theory-intensive seminar will provide a study of seminal and recent scholarship at the intersections of Asian American Studies, feminist criticism, and queer theory that focus on or are read in tandem with a collection of cultural expressions, including film, sculpture, poetry, drag performance, music, manifestos, and visual and performance art. To first root us, the seminar will introduce key uses and theorizations of sex/gender, sexuality, and queerness. Then, across the semester, we will focus on deployments of them through a range of topics, including sexual subjugation and activism of "comfort women," orientalism/ornamentalism, the queering of Sikh, South Asian, and Muslim Americans post-9/11, western demands to "come out," representations in pornography, lesbian invisibility, devaluation of trans* lives, etc., exploring questions of racialized, gendered, and sexual subordination alongside power, pleasure, play, and critique. To this end, we will approach gender and sexuality not as identity categories that one is or has but socially and biologically construed categories, loci for intervention and

play, anti-normative positions, lived experiences, and ever-evolving processes of doing, becoming, and unbecoming.

Requirements/Evaluation: in-class discussion, weekly posts, short presentation, one paper, and one longer paper or creative assignment that will be peer reviewed and revised

Prerequisites: AMST 125 or WGSS 101/202

Enrollment Limit: 15

Enrollment Preferences: AMST/WGSS majors and AAS concentrators will be given priority; prospective AA concentrators

Expected Class Size: 15

Grading: yes pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 375(D2) WGSS 375(D2) AAS 375(D2)

Difference, Power, and Equity Notes: This course examines the terms Asian American, gender, sexuality, and ability as categories of social difference and oppression. Throughout the course, students will unpack how these categories have been made, unmade, and remade in relationship to ongoing issues of sexual violence, colonialism, racial capitalism, and empire.

Attributes: AAS Core Electives AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora AMST Critical and Cultural Theory Electives

Spring 2025

SEM Section: 01 TF 1:10 pm - 2:25 pm Kelly I. Chung

AMST 383 (F) Comparative History of Science and Medicine in Asian/Pacific America, 1800-Present (DPE)

How have scientific knowledge and medicine been tools of exclusion, violence, and imperial control against Asian Americans, as well as indigenous peoples, Black, Latinx, and white migrants, and their descendants? How have these groups negotiated and resisted encounters with such knowledge from the 19th century to the present? This seminar explores these questions by examining a series of case studies--including American colonial medicine and science in the Philippines and Hawai'i, Cold War migration of Chinese scientists and South Asian doctors to the U.S., and the politics of HIV/AIDS, psychiatry, and culturally competent care in Black, Asian, and Cuban migrant communities. Together, we will survey the literature in history, English, Global Health, Sociology, and other fields and consider how the Asian/Pacific American experience in science and medicine has been integral to, as well as informed by, the experiences of other groups in the transpacific world. Students will leave this course with interdisciplinary tools for understanding present-day health inequities in underserved Asian/Pacific American communities and other marginalized groups.

Requirements/Evaluation: Attendance and active participation in discussion, three response papers (3-4 pages), and final research paper (12-15 pages), as well as topic proposal, annotated bibliography, outline, and draft of the final paper

Prerequisites: None

Enrollment Limit: 25

Enrollment Preferences: Preference to History majors, Asian American Studies concentrators, and Public Health concentrators

Expected Class Size: 20-25

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: This course explores how knowledge about science and medicine has been constituted and remade over time by various groups in the transpacific world to exert power over others on the structural, community and individual levels. We will also consider how individuals who experienced violence and inequities as a result of encounters with such knowledge challenged definitions and practices of science and medicine.

Attributes: AAS Core Electives HIST Group F Electives - U.S. + Canada PHLH Social Determinants of Health

Fall 2024

SEM Section: 01 W 7:00 pm - 9:40 pm Hongdeng Gao

AMST 384 (S) Asia and Asian Americans During the Cold War (DPE)

Cross-listings: HIST 364 / AAS 364

Secondary Cross-listing

This course traces how American geopolitical interests and involvement in Asia during the Cold War affected Asian Americans. It examines the history of the Cold War as a period of U.S. imperial expansion as well as a time when various actors and organizations, especially those of Asian descent, harnessed the East-West rivalry to advance their own agendas. We will consider how diverse diplomatic strategies including militarization, educational exchange, and immigration reform shaped East, South, and Southeast Asian migrations to and settlement in the United States and the social and material lives of these diverse communities. Case studies include transnational adoptees from Korea, Hmong and Vietnamese refugees in the U.S. and across Guam and Israel-Palestine, Black, Latinx, and Asian American activists who traveled to Vietnam, educated Indian and Pakistani immigrants, and American-born individuals of Japanese ancestry in Japan. We will also explore how individuals of Asian descent leveraged Cold War geopolitics and forged cross-ethnic, cross-class alliances to advocate for social change both at home and abroad.

Requirements/Evaluation: Attendance and active participation in discussion, three response papers (3-4 pages), and final research paper (12-15 pages), as well as topic proposal, annotated bibliography, outline, and draft of the final paper

Prerequisites: None

Enrollment Limit: 25

Enrollment Preferences: History majors and Asian American studies concentrators

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 364(D2) AAS 364(D2) AMST 384(D2)

Difference, Power, and Equity Notes: This course will examine how various global and local actors competed for power in Asia and the U.S. during the Cold War. It will consider how new political and economic decisions by policymakers created and reinforced inequalities rooted in race, gender, class and other forms of difference. It will also examine how grassroots changemakers, whom we know little about, creatively and comprehensively navigated and changed the political and social landscapes in and outside of the U.S.

Attributes: HIST Group F Electives - U.S. + Canada

Spring 2025

SEM Section: 01 W 7:00 pm - 9:40 pm Hongdeng Gao

AMST 390 (F) Feminist and Queer Horror Films (DPE)

Cross-listings: WGSS 398 / ENGL 333 / COMP 390 / THEA 390

Secondary Cross-listing

This course focuses on pairing theoretical readings with a variety of horror films with feminist or queer themes. Many tropes are associated with this genre - "the final girl" in slasher movies, "the transvestite murderer," femme lesbian vampires, supernatural BDSM figures, vampires as allegories for HIV/AIDS, werewolves as metaphors for FTM gender transitions or puberty, lonely mothers in creaky houses as unreliable narrators, Satanic spawn, and creepy long-haired girls. Some films reinforce gender stereotypes while others snap on more explicitly feminist and queer lenses. This course functions as a survey of many different genres, introducing students to classic 1970s films and working up to the present day and we will learn how these tropes developed and then were subverted by more modern day films such as those by A24 Studies and the new renaissance of Black horror, etc. Most films will focus on the US, with some notable exceptions in Japan, Spain, and elsewhere globally. There will be graphic content. You must be 18 or over to take this class.

Requirements/Evaluation: Class participation, short reflection papers, 2-3 extemporaneous oral class responses, several creative assignments.

Prerequisites: None. Prior WGSS courses will be helpful.

Enrollment Limit: 15

Enrollment Preferences: Stage 1 is a statement of interest form; Stage 2 will be a very brief interview. There is NO preference by major or class year.

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Materials/Lab Fee: Some of the creative assignments will have an "artsy-craftsy" component, but should not cost more than 25 dollars total per student per semester, though amounts will vary depending on how the student chooses to execute the assignment.

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 398(D2) ENGL 333(D1) AMST 390(D2) COMP 390(D1) THEA 390(D1)

Difference, Power, and Equity Notes: This course necessarily examines power when it comes to gender and sexuality - who has it? what do they do with it? how does this power turn deadly? how can agency be regained? Horror is almost never about equitable situations but rather the imbalance that comes from difference (along whatever axis) causing a lack of equity.

Attributes: WGSS Racial Sexual + Cultural Diversity Courses

Fall 2024

SEM Section: 01 MW 7:00 pm - 8:15 pm Gregory C. Mitchell

AMST 399 (F) Marxist Feminisms: Race, Performance, Labor (DPE)

Cross-listings: AAS 399 / WGSS 399

Primary Cross-listing

This seminar provides an overview of queer, black and women of color feminist, decolonial, and critical ethnic studies critiques of orthodox Marxism. Beginning with core texts from the tradition, including *Capital Volume I*, we will examine a range of social positions and modes of extraction that complicate Marx's emphasis on the white male industrial factory worker. Every week, we will focus on texts that foreground conditions of reproduction, racial slavery, care and domestic work, indentured servitude, immigrant labor, land expropriation, and sex work among others. Throughout the seminar and specifically at the close of it, we will turn to critical perspectives and aesthetic practices that not only respond to these conditions but also incite new social relations and ways of being in the world. As such, this seminar will equip students with critical understandings of how racial capitalism has fundamentally relied on the mass elimination, capture, recruitment, and displacement of different racialized, gendered, and abled bodies in and beyond the U.S. as well as how the capitalist system of value and life under these conditions can and must be undone and reimaged.

Requirements/Evaluation: in-class participation, short presentation, weekly posts, paper, and final project (paper, community resource distribution proposal, and creative project options)

Prerequisites: AMST 101, AMST/AAS 125, or similar courses

Enrollment Limit: 15

Enrollment Preferences: AMST and WGSS juniors and seniors, AAS concentrators

Expected Class Size: 15

Grading: yes pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AAS 399(D2) AMST 399(D2) WGSS 399(D2)

Difference, Power, and Equity Notes: This course satisfies the DPE requirement as it explores difference, power, and equity by asking how racial, gendered, sexual, and class differences are produced, whose voices are centered and whose are excluded, and what forms of labor are valued over others.

Attributes: AAS Core Electives AMST Comp Studies in Race, Ethnicity, Diaspora AMST Critical and Cultural Theory Electives WGSS Theory Courses

Fall 2024

SEM Section: 01 W 1:10 pm - 3:50 pm Kelly I. Chung

AMST 407 (F) Colonialism and Critical Theory (DPE) (WS)

French philosopher Michel Foucault argued that "racism first develops with colonization, or in other words, with colonizing genocide." Many prominent philosophers have developed intellectual tools that can help us better understand the ongoing colonialisms that impact our world. At the same time,

many of these same theorists--Foucault included--are criticized for failing to pay adequate attention to the colonialism that shaped their historical moments. Taking this paradox as our jumping-off point, this course will examine prominent philosophical and theoretical texts and assess their utility for understanding processes of colonialism, imperialism, and militarism. We will also explore how the interventions of Postcolonial Theory and Critical Indigenous Theory highlight gaps in prominent theories of political-economy, ideology, biopower, race, gender, sexuality, and more. How do ideas like orientalism, settler-colonialism, sovereignty, or decolonization challenge the traditional "canon" of critical theory? How do intellectual ideas evolve over time, and how can we use these tools to make sense of a complex world too-often organized around fundamental inequalities? In our class meetings students will develop the reading and discussion practices necessary to parse dense theoretical texts, and practice deploying theoretical concepts to better understand complex philosophical, ethical, and political questions. Since this course counts as a Senior Seminar (core course), writing will be organized around a longer, more intense research project that follows from a student's particular interests.

Requirements/Evaluation: Assignments will include participatory discussion, weekly responses to assigned readings, a midterm essay exam, and a final paper.

Prerequisites: Introductory course in American Studies, History, Native and Indigenous Studies, English, or Philosophy; or some prior coursework on colonialism, postcolonial theory, or critical theory

Enrollment Limit: 15

Enrollment Preferences: AMST senior major, but anyone with upper-level humanities training welcome

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

Writing Skills Notes: This course will develop student writing skills through short reading-response papers and smaller "low stakes" writing assignments, combined with a semester-long project that will break the research and writing process into manageable components, including revision and peer review.

Difference, Power, and Equity Notes: This course explores the intersections of race, gender, sexuality, class, and other social structures often organized around inequality. Students will develop tools to analyze how power shapes the differences produced by colonialism and similar historical processes.

Attributes: AMST Critical and Cultural Theory Electives AMST 400-level Senior Seminars

Fall 2024

SEM Section: 01 MW 11:00 am - 12:15 pm Stefan B. Aune

AMST 413 (S) Dreaming Latina/x Feminist Disability Studies (DPE) (WS)

Cross-listings: WGSS 475 / LATS 475

Secondary Cross-listing

In this course we will defy the traditional notion that disabled and queer people of color have no right to future dreams, as we collectively imagine how the emergent field of Latina/x feminist disability studies might take shape. What are the sites of focus, methods, and political commitments of Latina/x feminist disability studies? Where is the power in meaningfully uniting an analysis of disability to one of sexuality and gendered Latinidad? How does a Latina/x-centric approach productively inform our understanding of disability? What is the political potential of Latina/x feminist disability studies -- not exclusively as a set of theories, but also as a mindset and an everyday call to action? If we were to collectively compose a manifesto for Latina/x feminist disability studies, what might it contain? How might we actively cultivate a community of care in the classroom as well as other spaces at Williams? Just what might Latina/x feminist disability justice dreams look like? How might Latina/x feminist disability justice dreams *feel*? Feminist, queer, and disabled crip-of-color scholars have recently called for a more meaningful engagement with race in feminist disability studies.

Simultaneously, we have also witnessed a small but steady growth in the amount of Latinx studies scholarship that thoughtfully integrates questions of disability. This interdisciplinary course responds to these important shifts in its focus on a series of topics bridging Latinx studies, gender studies, queer studies, crip studies, and critical disability studies. These include but are not limited to the body, the environment, temporality, labor, citizenship, dependency, and visibility/invisibility. Through these topics, we will explore the ways in which the different approaches to these specific issues across Latinx, critical disability, crip, queer and gender studies are in fruitful conversation with one another -- and sometimes even at odds -- as we actively interrogate the intersections of gender, race, ethnicity, sexuality, and disability within the everyday.

Requirements/Evaluation: Major assignments for this course include a semester-long independent research paper (15-20 pages) broken up into steps, participation in crafting the class manifesto, a semester-long collaborative artistic exercise, and a final reflection document (3-4 pages).

Prerequisites: None.

Enrollment Limit: 12

Enrollment Preferences: Priority given to LATS concentrators by seniority, followed by WGSS and AMST majors by seniority.

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Materials/Lab Fee: Lab fee: \$200 for art supplies per student

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 475(D2) LATS 475(D2) AMST 413(D2)

Writing Skills Notes: We focus on building writing and interdisciplinary research skills, with a particular emphasis on the processes of research, revision, and collaborative writing. The primary research paper (an independent project of 15-20 pages) is divided into stages, and students are required to revise and resubmit their work at various junctures in the research process. The written class manifesto requires students to compose a document together, revising their work as a group over the course of the semester.

Difference, Power, and Equity Notes: This course privileges an intersectional analysis regarding questions of race, ethnicity, gender, sexuality, and disability. It obligates students to consider how these categories of difference actively work in tandem with one another in everyday US Latina/x and transnational (US-Latin America and the Caribbean) contexts. This seminar also underscores how these categories of difference are actually products of a given historical and political moment.

Attributes: LATS 400-level Seminars

Spring 2025

SEM Section: 01 TF 1:10 pm - 2:25 pm Maria Elena Cepeda

AMST 428 (S) Relationality and Its Antagonisms (DPE) (WS)

Cross-listings: AFR 396 / WGSS 428

Primary Cross-listing

Relationality has been the defining approach, feature, and framework of ethnic studies since its inception in the late 1960s. Since then, notable scholars have applied multiple keywords, including difference, comparison, entanglements, cacophonies, and intimacies, to emphasize how processes of racialization and racial formation are not isolated and separate but inextricably linked and shaped by one another. Only from these distinct, uneven, yet shared positions of oppression, as scholars argue, solidarity across race, gender, class, sexuality, and location may emerge. At its crux, this seminar will underscore major tensions and antagonisms *against* frameworks of relationality. Tracing primary sources, cultural expressions, and literature within the traditions of ethnic studies and transnational/women of color feminisms, it will trace the shifts in approaches to relationality, especially as it relates to practices of reciprocity and community-building across difference. At the same time, it will turn to works that name relationality as what Frank B. Wilderson calls a "ruse," or trick, that subsumes the specific, exceptional position of blackness. Our units will include discussions of Afro-Pessimism, indigeneity, racialized settler colonialism as well as queer theory debates on queer presentism (i.e., a queer "no future") versus queer futurity. Studying the tensions that emerge from multiple, distinct, and contradictory planes of power, oppression, and temporalities, how do we assess, work through, and reconcile, if at all, relations deemed as "irreconcilable" across vectors of difference?

Requirements/Evaluation: in-class participation, paper presentation, peer feedback, writing webs (short series of writing exercises), and final project developed from original research and/or creative work

Prerequisites: AMST 101 or WGSS 101

Enrollment Limit: 12

Enrollment Preferences: AMST and WGSS seniors and juniors

Expected Class Size: 12

Grading: yes pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 396(D2) AMST 428(D2) WGSS 428(D2)

Writing Skills Notes: Students will regularly engage in a series of writing exercises and submit a longer paper presentation that will be peer reviewed and revised.

Difference, Power, and Equity Notes: The main objective of the course is to study and assess ethnic studies' approaches to questions of difference, particularly as it relates to theories of racialization and relationality across multiple nodes of power and oppression.

Attributes: AFR Theories, Methods, and Poetics AMST Comp Studies in Race, Ethnicity, Diaspora AMST Critical and Cultural Theory Electives AMST 400-level Senior Seminars WGSS Theory Courses

Spring 2025

SEM Section: 01 W 1:10 pm - 3:50 pm Kelly I. Chung

ANTH 101 (F)(S) How To Be Human (DPE)

Is there such a thing as 'human nature'? This course is an introduction to cultural anthropology (also known as social or socio-cultural anthropology), the study of human society in all its profound variety. Through deep, sustained, systematic participation in and observation of a particular social context, anthropologists seek to comprehend and illuminate the human condition. Anthropologists' insights into the ways in which human institutions - language, economy, religion, social stratification, law, sexuality, art, the state, and many more - are culturally constructed and reproduced have transformed the way the world is understood. Puncturing ethnocentrism, anthropology's attentiveness to the ideas and practices of cultures in every part of the globe vastly enriches the archive of human answers to human problems. The distinctive methods of the discipline enable anthropologists to discover patterns and phenomena not discernible in other modes of enquiry. With such findings anthropologists are able to make critical interventions in public discourse and to demonstrate how deeply we are all shaped by cultural forces.

Requirements/Evaluation: weekly posts in response to readings, two group presentations, several short writing exercises, final exam

Prerequisites: none

Enrollment Limit: 30

Enrollment Preferences: first-year students and sophomores

Expected Class Size: 30

Grading: yes pass/fail option, no fifth course option

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: The course is an introduction to cultural anthropology and deals extensively with race, ethnicity, religion, gender, etc., as cultural constructs creating social difference, hierarchies of power, and the creation of inequities in communities and societies. Readings in ethnography, social theory, and sociology are designed to give students a deeper appreciation of all these issues.

Fall 2024

LEC Section: 01 TR 8:30 am - 9:45 am David B. Edwards

Spring 2025

LEC Section: 01 TR 9:55 am - 11:10 am Joel Lee

ANTH 211 (F) Music, Nationalism, and Popular Culture (DPE)

Cross-listings: MUS 211

Secondary Cross-listing

This course surveys the manner, function, and contexts through which sound and ideas of national belonging are linked. We will consider influential and iconic musicians (e.g. Umm Kalthoum, Amalia Rodriguez, Bob Marley, Carlos Gardel), international forums for the expression of national sentiment (the Olympics, World Cup, and Eurovision competitions), and a wide range of instruments, genres, and anthems that are strong conduits for national sentiment. Drawing on the work of critical theorists including Benedict Anderson, Michael Herzfeld, and Homi K. Bhabha, we will pursue a number of analytical questions: What parallels exist between musical and political structure? How do nations adjust as their policies and demographics change? How are cultural forms implicated in postcolonial nation building projects? What marginal populations or expressive forms are included, excluded, or appropriated in the formation of national identity? Finally, what differences emerge as we change our focus from a national to an international perspective, or from officially endorsed representations of national culture to unofficial popular forms of entertainment?

Requirements/Evaluation: Class participation, regular short (1 page) written responses, two 5- to 6-page papers, a Final Paper/Project

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: Upperclass students and music majors

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

MUS 211(D1) ANTH 211(D2)

Difference, Power, and Equity Notes: Owing to its global focus and attention to power and privilege in political and musical structures, this course meets the DPE requirement. Topics include the use of music for social control and subversion in Mobutu's Zaire, its affective power in U.S. campaign ads, and the ways in which constructions of 'folk music' impact power differentials in a national political structure. Assignments help students develop an awareness of the specific strategies whereby music mobilizes national ideologies.

Attributes: AMST Arts in Context Electives MUS Ethnomusicology

Fall 2024

SEM Section: 01 TF 1:10 pm - 2:25 pm Corinna S. Campbell

ANTH 217 (S) Indigeneity Today: Comparative Indigenous Identities in the US and Russia (DPE) (WS)

Cross-listings: RUSS 217

Primary Cross-listing

Indigenous movements for land, rights, and cultural preservation have spread to and originated in all corners of the world. However, the global nature of these movements at times obscures ways of being Indigenous in differing contexts. This course analyzes Indigeneity in both the United States and Russia today. Through reading and analyzing ethnography, theory, and literature, it focuses on Indigenous peoples in a comparative context. Rather than prioritizing concern with Indigenous peoples emerging from the US, it attempts to demonstrate what Indigeneity has been in both the United States and Russia and what it is and means today. It asks the following questions: what is Indigeneity and who is Indigenous; how is Indigenous identity constructed and by whom; and what convergences and divergences exist in Indigeneity between the US and Russia or for that matter in other contexts? To help answer these questions, in this course we will grapple with Indigeneity as a social category and other social formations, especially ethnicity, nationality, and race. Topics include: Indigeneity and the State, Revitalization and Resurgence, Indigenous People and Nature Protection, and Hemispheric and Global Indigeneities.

Requirements/Evaluation: 10 posts to the course Glow discussion page, 3 times leading class discussion on the assigned readings, 1 short presentation, 1 extended portfolio project with regular shorter and longer writing submissions, and 1 final paper and final presentation (as the final part of the portfolio).

Prerequisites: None

Enrollment Limit: 16

Enrollment Preferences: Majors and certificate-seekers in Russian, then majors in Anthropology and Sociology, and then Global Studies concentrators

Expected Class Size: 12-15

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

RUSS 217(D1) ANTH 217(D2)

Writing Skills Notes: This course has the following assignments: Weekly post to the Glow discussion page, 1 extended project with regular writing submissions, 1 final paper and final presentation. For the extended project, we will have instructor feedback for all project assignments. In instructor feedback, comprehension of the material and the content of the writing, improvement in writing style and clarity, and development of voice will be discussed. There will also be peer feedback/review.

Difference, Power, and Equity Notes: In the course, students will learn about Indigeneity as a context-specific social formation. It understands Indigeneity as a category of difference with past and present importance. We will read about, discuss, and write about Indigeneity as a social category, along with other social categories it arose alongside (such as race, ethnicity, and nationality), and how it has been mobilized by both those who identify as Indigenous and by those who designate others as Indigenous.

Spring 2025

SEM Section: 01 TF 2:35 pm - 3:50 pm Kamal A. Kariem

ANTH 240 (S) Work as a Cultural System (DPE)

"You know my reputation," sang Billy Joe Shaver, "I am everything I do." In many ways we are *homo faber*, the species that *makes* its world and we are defined by what we make, by the work we do. This course will undertake a broad survey of work as cultural systems across time and space. How do societies define work, how do they organize it? Who controls the processes of work, who controls the product of work? When is work an act of pure creation and when is it stultifying labor? How is work enabled and how is it compensated? What defines the difference between work and leisure and how are they valued? How does control over access to work, the organization of work, and the appropriation of its products determine difference, power, and equity in a society? These questions will guide an examination of work drawing on works of philosophy, history, ethnography, literature, and film examining people at work ranging from hunter-gatherers to tin miners, from slaves to corporate managers, from merchant mariners in the age of sail to physicians struggling to adapt to computerized medical records.

Requirements/Evaluation: students will compose several response papers, a take-home midterm exam and a final research paper of 15-20 pages

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Anthropology and Sociology majors

Expected Class Size: 15

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: Access to work, control over the work process, control over the fruits of labor, and compensation for work, are a principal means for creating and maintaining social difference, power, and equity. It is impossible to seriously study the nature of work without discussing these topics. By placing the universal experience of work in a broad spatial and temporal context students will discover an enhanced analytical ability to critically understand their own experiences of work and those of others.

Spring 2025

SEM Section: 01 TR 8:30 am - 9:45 am Peter Just

ANTH 243 (S) Reimagining Rivers (DPE) (WS)

Cross-listings: ENVI 243

Secondary Cross-listing

In the era of climate change and widening inequality, how we live with rivers will help define who we are. Rivers are the circulatory systems of civilization, yet for much of modern history they have been treated as little more than sewers, roads, and sources of power. Today they are in crisis. Rivers and the people who rely on them face a multitude of problems, including increased flooding, drought, pollution, and ill-conceived dams. These problems will threaten human rights, public health, political stability, and ecological resilience far into the future unless we learn to manage rivers more justly and sustainably. Can we reimagine rivers before it is too late? This course will pursue this question by examining the social, cultural, and political dimensions of conflict over rivers in the twentieth and twenty-first centuries. Drawing on scholarship from a wide range of social science and humanities disciplines and focusing on case studies in Asia, Africa, Europe, and the Americas, it will explore a diverse array of sources: film, fiction, ethnography, history, journalism, and more.

Requirements/Evaluation: Each week, each student will either write a 5-page essay on assigned readings or write a 2-page critique of a partner's paper.

Prerequisites: None

Enrollment Limit: 10

Enrollment Preferences: Environmental Studies majors and concentrators

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 243(D2) ANTH 243(D2)

Writing Skills Notes: Students take turns writing 5-page essays and 2-page responses to those essays, with each writing 6 in total. For each five-page paper, I meet with the student to discuss technical aspects of the paper and specific ways in which it could be improved. At the end of the semester, students have the option of handing in one revised paper as part of a portfolio of papers from throughout the semester. This enables me to have an ongoing, in-depth discussion with each student about their writing skills.

Difference, Power, and Equity Notes: This course focuses on the role of rivers in struggles over cultural difference, social power, and environmental equity. Throughout the course, students read and write extensively about environmental justice, and they engage with diverse theoretical approaches to studying the intersection of water, power, and social identity. Our focus from beginning to end is on the profound impact of river management on the lives of marginalized indigenous, agrarian, and urban communities.

Attributes: ENVI Humanities, Arts + Social Science Electives

Spring 2025

TUT Section: T1 TBA Nicolas C. Howe

ANTH 262 (S) Language and Power (DPE)

"A language is a dialect with an army." This (originally Yiddish) aphorism points to ways in which language, often imagined to be a neutral or apolitical medium of communication, proves in practice to be a social domain fully implicated in the operations of power. How do we include, exclude, or accumulate cultural capital by the way that we talk? When a language is a goddess (as with Tamil), what forms of linguistic community follow? How is structural inequality sustained or subverted by language practices, and how can speech transform the world? This introduction to linguistic anthropology draws together classic works of linguistic and semiotic theory with studies of the politics of actual speech grounded in rich and particular cultural and historical contexts, from witchcraft accusations in rural France to the partition of Hindi and Urdu in colonial India. Students will gain familiarity with key concepts (speech acts, performatives, code-switching, language ideology), themes and debates in the social scientific study of language. The course is global in orientation, with special attention to South Asia. Assignments include in-class presentations and short response papers; students will also study language policy in a place of importance to them and make recommendations toward improving inclusivity. Finally students will conduct individual ethnographic projects analyzing a distinctive speech genre of their choice.

Requirements/Evaluation: In-class presentations, short response papers, short study of language policy, and an ethnographic final project (roughly 12 page paper).

Prerequisites: None.

Enrollment Limit: 16

Enrollment Preferences: Students in all fields of study are most welcome. If overenrolled, priority will be given to Anthropology or Sociology majors, Asian Studies concentrators, and final-year students.

Expected Class Size: 16

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: The course attends to the operations of power in several linguistic domains: colonial language policy in South Asia, everyday racism and "mock Spanish" in the United States, and conflict between users of "dialect" and "standard" in multiple language contexts. In their ethnographic projects students will carefully analyze the operations of power in language use in our own local community.

Attributes: Linguistics

Spring 2025

LEC Section: 01 MWF 8:30 am - 9:45 am Joel Lee

ANTH 301 (S) Sexual Economies (DPE)

Cross-listings: AMST 334 / WGSS 301

Secondary Cross-listing

This course examines various forms of sexual labor around the world in order to better understand how gendered and sexual performances are used in a variety of cultures and contexts for material benefit. Our topics include "traditional" forms of sex work such as street prostitution, pornography, and escorting as well as other forms of sexualized performances for benefit such as stripping or camming. We also discuss current issues and debates

about discourses of "sex trafficking." Course readings come from a range of fields, but focus most heavily on anthropology, sociology, American studies, and gender studies. The readings for this class will frequently foreground the lived experiences of sex workers from a variety of nations, races, classes, religions, and backgrounds in order to explore the broader social implications of our subject matter. The format is largely discussion-based, with short lectures supplementing the reading with summaries of current scholarly and activist debates. We have a variety of guest speakers to share their diverse lived experiences related to this topic.

Requirements/Evaluation: short-quizzes, reflection papers, participation, short Marco Polo video posts (app 3 min each)

Prerequisites: none, though WGSS 101 and/or 202 may be helpful, but not required

Enrollment Limit: 15

Enrollment Preferences: based on statement of interest, brief interviews if necessary

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ANTH 301(D2) AMST 334(D2) WGSS 301(D2)

Difference, Power, and Equity Notes: We pay particular attention to the intersecting questions of race, sexuality, gender, and class as we explore the political economy of commercial sex. The course teaches students to examine the underlying political and economic structures that create systems of privilege and power, thereby complicating questions and assumptions about sexual consent, coercion, agency, and empowerment with particular attention to race and gender in comparative transnational contexts.

Attributes: WGSS Racial Sexual + Cultural Diversity Courses

Spring 2025

SEM Section: 01 MW 7:00 pm - 8:15 pm Gregory C. Mitchell

ARAB 201 (F) Intermediate Arabic I (DPE) (WS)

This course will build on the students' acquisitions in Arabic 102 to consolidate their learning of the Modern Standard Arabic and one variety of spoken Arabic. In addition to expanding students' vocabulary and enhancing their communication skills, the course will deepen their knowledge and use of grammar in both speaking and writing. Upon successful completion of this course, students will be able to hold conversations in Arabic with some fluency on a variety of topics while developing cultural appreciation of Arabic-speaking countries.

Requirements/Evaluation: quizzes, tests, homework, and active class participation

Prerequisites: ARAB 102 or placement test

Enrollment Limit: 18

Enrollment Preferences: If the course is overenrolled preference will be given to those who intend to major or do a certificate in Arabic.

Expected Class Size: 14

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE) (WS)

Writing Skills Notes: This course involves a great deal of writing, ranging from vocabulary and grammar-focused exercises to written assignments about a variety of topics. Students will receive extensive and timely feedback on this written work.

Difference, Power, and Equity Notes: Any language is the locus of issues of difference, power, and equity. Students will learn about gender and pronouns. They will wonder why Arabic does not have a gender neutral pronoun. Students will understand how Arabic acts as a dominant language in places minority languages in the Middle East and North Africa. Students will emerge from the course with a critical understanding of Arabic language's politics.

Fall 2024

SEM Section: 01 TR 9:55 am - 11:10 am Brahim El Guabli

ARAB 209 (S) Saharan Imaginations (DPE) (WS)

Cross-listings: COMP 234 / ENVI 208

Primary Cross-listing

Deconstructing reductive Saharanism, which the course conceptualizes as a universalizing discourse about deserts, this course seeks to critically examine the myriad assumptions that are projected upon deserts across times and cultures. In addition to their depiction as dead and empty, deserts have become a canvas for the demonstration of religiosity, resilience, heroism and athleticism. Cultural production, particularly literature and film, do, however, furnish a critical space in which important questions can be raised about deserts' fundamental importance to different cultures and societies. Drawing on novels, films, and secondary scholarship, the course will help students understand how myth, memory, history, coloniality/postcoloniality, and a strong sense of ethics are deeply intertwined in the desert sub-genre of African, Euro-American, and Middle Eastern literatures. Whether grappling with transcontinental issues of climate change, cannibalization of biodiversity or overexploitation of natural resources, desert-focused cultural production invites us to interrogate the politics of space and place as well as mobility and spatial control as they relate to this supposedly dead nature.

Requirements/Evaluation: active participation, short presentation, short weekly responses on GLOW, midterm exam, and final paper

Prerequisites: none

Enrollment Limit: 14

Enrollment Preferences: If the course is over-enrolled, students will be required to provide a 200-word paragraph in which they explain how the course fits within their plan of study at Williams.

Expected Class Size: 14

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ARAB 209(D1) COMP 234(D1) ENVI 208(D1)

Writing Skills Notes: Students will receive constant and extensive feedback on their written work. Students will write regular weekly responses on GLOW, a reflection statement, two 5pp. papers for midterms, and one 10pp. final paper.

Difference, Power, and Equity Notes: Students will gain critical awareness of the imbrication of power, hegemony, economic injustice, and colonial policies in the disruption of indigenous conceptions of the Saharan space. Students will also be able to question representations of the Sahara as a dead or empty space by engaging with locally produced alternative conceptualizations of place. Finally, students will produce written assignments that address issues of power and environmental discrimination.

Attributes: ENVI Humanities, Arts + Social Science Electives

Spring 2025

SEM Section: 01 MR 2:35 pm - 3:50 pm Brahim El Guabli

ARAB 222 (F) Photography in/of the Middle East (DPE)

Cross-listings: ARTH 222

Secondary Cross-listing

Photography has been globally disseminated and locally inflected since its invention. In the Middle East, the powers and pleasures of the medium have been valued by colonial forces, indigenous populations, photojournalists and artists; the resulting images merit aesthetic and art historical appreciation even as they grant visual access to the social and political dynamics operative in diverse cultural contexts. We will explore photographic practices in various zones of the Middle East--e.g., the Holy Land, Turkey, Egypt and the Persian sphere--by attending to individual photographers and case studies. This tightly focused approach will support, in turn, a consideration of the agency and power of images more generally--what work do photographs do? Who resists and who benefits? The goal will be to appreciate diverse styles and perspectives that underlie renderings of the Middle East.

Class Format: Discussion and GLOW posts required.

Requirements/Evaluation: Discussion, GLOW Posts, final project

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: majors

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTH 222(D1) ARAB 222(D1)

Difference, Power, and Equity Notes: Photographs are tricky. Whose experiences and values do they really represent--those who are depicted? Those who wield the camera? Or, those who view images that are so easily reproduced and widely shared? How does identity figure? Religious conviction? Political affiliation? And how are these variables encoded in the material evidence? Appreciating the myriad powers of images requires multiple skills--from close-looking to interdisciplinary analysis--useful in contemporary visual culture.

Attributes: ARTH post-1800

Fall 2024

SEM Section: 01 TF 1:10 pm - 2:25 pm Holly Edwards

ARAB 302 (S) Advanced Arabic 2 (DPE) (WS)

A continuation of Advanced Arabic 1, ARAB 302 aims to reinforce students' listening, reading, writing, and speaking skills in Arabic through a deeper engagement with authentic materials. Built around a plethora of texts and audiovisual materials, the course seeks to assist students to develop their language and critical thinking skills in Arabic. Situated at the intersection of language learning and content teaching, this course will prepare students for more scholarly engagement with Arabic in the fourth year. Like ARAB 301, the course will be conducted entirely in Arabic.

Requirements/Evaluation: Reflections, discussions, essays, reading and writing project, quizzes, exams, and presentations.

Prerequisites: ARAB 301 or equivalent

Enrollment Limit: 18

Enrollment Preferences: Arabic Studies, or students who completed ARAB 301

Expected Class Size: 7

Grading: yes pass/fail option, no fifth course option

Distributions: (D1) (DPE) (WS)

Writing Skills Notes: Students will engage in daily writing and reflections involving prose responses (blogs, commentaries, etc.) to discussion prompts, movies, YouTube videos, comic analysis and articles. The students will also work on a portfolio with entries that will involve a careful process of revisions as well as rigorous research in Arabic recourses, summaries and essays. The instructor will give daily feedback on students' writing as well as training in writing skills to advance their writing abilities.

Difference, Power, and Equity Notes: The students will engage in an exploration of social, political, and economic realities in Arab societies across state and community boundaries. They will examine similarities and differences across a variety of contexts involving differential power dynamics, biases, and gender roles. The selected texts will also expose students to issues of power and inequality based on internal and external factors in Arab societies as well as the social struggles of immigrants and refugees.

Spring 2025

SEM Section: 01 MWF 10:00 am - 10:50 am Nicholas R Mangialardi

ARAB 307 (S) To Die For? Nationalism in the Middle East (DPE)

Cross-listings: HIST 307

Secondary Cross-listing

In 1932, or twelve years into his rule and twelve years after the establishment of Iraq, King Faysal I lamented that there were "no Iraqi people but only unimaginable masses of human beings, devoid of any patriotic idea, imbued with religious traditions and absurdities, connected by no common tie." This course will consider how true the King's statement still holds by evaluating the various attempts at state and nation building in the modern Middle East. Some of the more prominent questions that this course will examine include: What is a nation? What are the essential characteristics of a nation? Who are a people? Why are people ready to die for the nation? And who is included and excluded in the nationalist narrative? After assessing some of the more influential theories of nationalism, we will explore the historical experience of nationalism and national identity in Egypt, Israel,

Turkey, Palestine, Iran, and Iraq. What has been at the basis of nationhood? How did European concepts of nation translate into the Middle Eastern context? What was the role of religion in these modern societies? How do traditional notions of gender effect concepts of citizenship? We will also explore some of the unresolved issues facing the various nations of the Middle East, such as unfulfilled nationalist aspirations, disputes over land and borders, and challenges to sovereignty.

Requirements/Evaluation: There will be several options to fulfill the requirements of this course including a weekly journal, oral exam or a final research paper (12-15 pages).

Prerequisites: None.

Enrollment Limit: 20

Enrollment Preferences: History and Arabic Studies majors, Global Studies concentrators, seniors, and students with a demonstrated interest in the Middle East.

Expected Class Size: 15

Grading: yes pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 307(D2) ARAB 307(D2)

Difference, Power, and Equity Notes: This course examines the power of the state to decide who is included and not included in the nationalist narrative. How does it seek to promote unity and how does it explain differences within and outside of society? Though nationalism can be a very powerful unifying factor, this course will also consider examples where nationalism has the opposite effect.

Attributes: HIST Group E Electives - Middle East

Spring 2025

SEM Section: 01 TF 1:10 pm - 2:25 pm Magnús T. Bernhardsson

ARAB 320 (F) Poetry of Indignation: Poetics and Transnational Liberation (DPE) (WS)

Cross-listings: AFR 328 / COMP 335

Primary Cross-listing

Poetry is usually associated with beautiful, metered, and charged language. However, beyond its poeticity, poetry has also functioned as a tool of liberation and transnational construction of identities and solidarities. States have national poets, and, in many countries, national anthems were written by famous poets. From Abu al-Qasim al-Shabbi and Claude McKay to Pablo Neruda, poetry has acted as a space for life, rebellion, resistance, revolution, and the defense of a common humanity that transcends the barriers of language and national aesthetics. This course draws on a variety of materials from the Caribbean to Africa and from the Middle East to India to conceptualize a "poetics of indignation" against slavery, social injustice, colonization, authoritarianism, capitalism, and globalization. The students in this course will read poets, such as Okot p'Bitek, Derek Walcott, Tsitsi Jaji, Mahmoud Darwish, and Pablo Neruda, among many other poets, to examine how poetics changed and shifted across times and geographic boundaries while retaining a commitment to indignation, rebellion, and anger at almost the same recurring oppressive forces.

Requirements/Evaluation: Two 5pp. midterm papers; a 1000-word reflection statement; weekly GLOW posts; one 10-minute presentation; active participation in the discussions in class.

Prerequisites: None

Enrollment Limit: 14

Enrollment Preferences: If the class is overenrolled, the students will submit a 200-word paragraph in which they explain how the course fits within their plan of study at Williams.

Expected Class Size: 14

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 328(D2) COMP 335(D1) ARAB 320(D1)

Writing Skills Notes: The students in this course will receive intensive feedback on their writing. This includes writing two 5pp. papers as well as a 10pp. final paper. The students will submit weekly GLOW posts and a final reflection statement.

Difference, Power, and Equity Notes: The students will understand that poetry is a field in which power dynamics and imbalances of access to resources are reflected. They will also pay attention to who writes what and who publishes where in order to understand the imbrication of inequality within the institutions that produce, disseminate, and reward poets.

Fall 2024

SEM Section: 01 MR 2:35 pm - 3:50 pm Brahim El Guabli

ARAB 340 (S) Arab Women Memoirs: Writing Feminist History (DPE) (WS)

In this seminar we review selected autobiographical writings by Arab women writers from the wave of independence in the 20th century to the contemporary Arab uprisings, passing through all the transformations that globalization and the technosphere have instigated. We will examine the role that first-voice narrative plays in shaping literature, history and thought, while providing a space to reclaim cultural, social and political agency. Focusing on the different articulations of self-representation, our discussion will address how these women reflect on the shifting discourses of identities, gender, nationalism, religion, feminism, sexuality, politics, borders and their histories. Questions we will address include: How did these memoirs contribute to the development of Arab feminist consciousness? How did these women writers carve a literary space for feminist memory in modern Arabic literature? In addition to the memoirs, we will look at women's blogs and watch films that focus on first-person narrative to discuss related topics, such as, visual testimonies, virtual political participation and feminist resistance in the technosphere.

Requirements/Evaluation: Students will write the following: three response papers (2-3 pages), at least 6 journals entries (300 words per entry) and a final analytical research essay (7-10 pages). They will have a final performance project.

Prerequisites: None

Enrollment Limit: 19

Enrollment Preferences: Arabic Studies majors

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (DPE) (WS)

Writing Skills Notes: In addition to writing several short papers, a final research paper, a reflection on their final performance project, students will write six journals. The combination of research writing, personal reflection echoes the creative non-fiction genre of the course. It also provides students with the opportunity to reflect on forms of history/memory writing.

Difference, Power, and Equity Notes: Gender inequality, sexism, and the intersection of colonialism, nationalism and capitalism are the heart of this course. The memoirs of Arab women writers from the late 19th century to the present continue depict the history of women's movement and the struggle for women's rights in the Arab-speaking world while addressing the different hierarchies of power and domination that regulate them to second class citizens. Students will learn DPE vocabulary and critical terminology.

Attributes: WGSS Racial Sexual + Cultural Diversity Courses

Spring 2025

SEM Section: 01 MR 1:10 pm - 2:25 pm Amal Egeiq

ARAB 360 (F) Repairing a Broken World: Intro to North African Contemporary Art (DPE)

Cross-listings: RLFR 360 / ARTH 460 / ARTH 560 / COMP 361

Secondary Cross-listing

How do artists respond to a world in crisis? How does visual art engage violent histories, injured bodies, social injustice and ecological disaster? In this course we will explore the political and ethical concept of repair as it emerges in the work of contemporary North African visual artists. Repair is both a material and symbolic transformational practice of putting together something that is torn or broken. It is never complete, nor does it redeem a history of harm or violence. Rather repair is an invitation: a bringing of people, histories, objects, buildings, feelings and geographies into relation with one another in order to link worlds that have been splintered and separated. It is also a call to imagine other futures. North African contemporary artists have deeply engaged in this type of repair work, attending to colonial history, economies of extraction and environmental damage, race and slavery, housing inequity, gender identity and broken transmission of memory. We will dive into the work of individual artists as well as collectives while reading theoretical texts about broken-world thinking, reparative epistemology, alternative archives, and material reparations.

Class Format: Conducted in French.

Requirements/Evaluation: For undergrads: Active participation, 8 1-page response papers, 5-page mid-term paper, 10-12 page final paper and presentation. For grad students: Active participation, 8 response papers, 5-page mid-term paper, and 20-page final paper and presentation.

Prerequisites: Any RLFR 200-level course or above, or by permission of instructor.

Enrollment Limit: 18

Enrollment Preferences: If over-enrolled, preference will be given to RLFR, ARAB, ARTH and COMP majors, and only 2 spots will be offered to Grad Art students.

Expected Class Size: 15

Grading: yes pass/fail option, no fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

RLFR 360(D1) ARTH 460(D1) ARTH 560(D1) ARAB 360(D1) COMP 361(D1)

Difference, Power, and Equity Notes: This course critically examines art work that engages colonial history, economies of extraction and environmental damage, race and slavery, housing inequity, gender identity.

Fall 2024

SEM Section: 01 TF 2:35 pm - 3:50 pm Katarzyna M. Pieprzak

ARAB 369 (F) Indigenous Narratives: From the Fourth World to the Global South (DPE) (WS)

Cross-listings: COMP 369 / HIST 306 / GBST 369

Secondary Cross-listing

In the late 20th century, world literature has witnessed a "boom" in indigenous literature. Many critics and historians describe this global re-emergence of the subaltern and the indigenous in terms of literary justice fostered by post-colonial studies and the adoption of the Declaration of the Rights of Persons Belonging to National or Ethnic, Religious and Linguistic Minorities, by the UN General Assembly on December 18, 1992. In this course, we will investigate this "indigenous boom" by reading novels and short stories from the Americas, the Middle East and North Africa from the 1970s to the present. Through these trans-regional and trans-historical peregrinations, our principal goal will be to examine and compare narratives about conquest, settler colonialism, colonial nationalism, indigeneity, sovereignty, indigenous epistemology and philosophy. At the same time, we will consider the following questions: How did pioneering indigenous women writers, such as the Laguna Pueblo Leslie Marmon Silko in the US and the Mayan playwrights of La Fomma in Chiapas, Mexico lead the feminist front of the indigenous literary renaissance? How did Palestinian folktales, Amazigh poetics in the Maghreb, and Mayan dream narratives in Mexico and Guatemala produce narratives of decolonial history? What does the aesthetics of magical realism in Arabic, Quechua and Spanish, respectively, as evident in the works of the Kurdish writer Salim Barakat (Syria) and the mestizo writer José María Arguedas (Peru) tell us about the intersection of race, ethnicity, and indigenous epistemology? What is the connection between the recent "boom" of English translations of Indigenous texts and neoliberalism, multiculturalism and neo-colonialism? Ultimately, our goal is to trace how these texts contributed to global indigenous literature and the trans-historical and trans-geographical connections between them.

Requirements/Evaluation: active class participation, several short response assignments (3-4 pages), two film reviews (1 page), a performance project, and a final paper (7- to 10-pages)

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Comparative Literature majors

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 369(D1) HIST 306(D2) ARAB 369(D1) GBST 369(D2)

Writing Skills Notes: This course will enable students to write weekly while engaging with various forms of writing skills: articulating arguments in short response papers (3-4 pages each), developing visual criticism through writing two film reviews, (1 page each), journaling through writing a personal reflections on a performance project, and honing research language in producing a final paper of 7-10 pages. Instructor's feedback and peer review sessions will include review of drafts and argumentative structures.

Difference, Power, and Equity Notes: At the heart of this course is the history of global Indigenous struggle for liberation and decolonization. The various novels, short stories, poems, films and other texts that students will engage with narrate histories of colonial dispossession, racial oppression, economic subjugation and dehumanization of minoritized Indigenous communities in the Americas, North Africa and the Middle East.

Attributes: GBST Borders, Exiles + Diaspora Studies

Fall 2024

SEM Section: 01 MR 1:10 pm - 2:25 pm Amal Egeiq

ARAB 403 (S) Beyond the Letter: Visual Culture in the Arabic-Speaking World (DPE) (WS)

Whereas poetry has been historically celebrated as the defining form of an "authentic" Arab culture from the pre-Islamic world to the present, visual culture, such as paintings, sculptures, installations, videoart, and photography, among others, has been relegated to the contemporary, the modern, the Westernized, and thereof, a representation of a less "authentic" Arab culture. In this course, we will challenge this false dichotomy by examining a variety visual culture artifacts from the Arabic-speaking world. Although the scope of our discussion will be limited to works from the 19th century to the present, our questions will investigate the deep roots of visual art in the Arabic-speaking world. We will also examine the work of poets-painters, such as Jabra Ibrahim Jabra and Etel Adnan that expanded from Palestine, Lebanon and Iraq to the United States, the manifestos of the Arab Surrealist Movement in Cairo in the 1930s, the Baghdad Modern Art Group in the 1950s and more recent works by individual artists navigating post-modern aesthetics, and dystopian futures, including Radia Bent Lhoucine, Amina Zoubair, Sophia Al-Maria and Juamana Manna, among others. In discussing these works, we will reflect on political and social events that shaped the production of visual culture in the Arabic-speaking world from the Gulf to the Maghreb. In addition to reading artists statements, exhibition reviews, art magazines and museum brochures that speak to the alphabet of visual culture, we will listen to interviews and watch short clips. In the process, we will active advanced grammar and vocabulary skills and employ paralinguistic analysis. The course is taught in Arabic.

Requirements/Evaluation: Active in-class participation; active participation in discussion forums on GLOW; weekly writing assignments of 2-3pages; two in-class presentations; a final 10-pages essay.

Prerequisites: ARAB 302

Enrollment Limit: 10

Enrollment Preferences: ARBIC

Expected Class Size: 7

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE) (WS)

Writing Skills Notes: Students will write 2-3 pages weekly and will produce a 10-pages essay at the end of the course. They will also provide written feedback to in-class presentations and online discussions. The writing assignments will involve working with several drafts, revisions, and regular annotations of artwork.

Difference, Power, and Equity Notes: This course is motivated by addressing the power dynamics between art forms in the Arabic-speaking world (poetry versus visual culture). It also explores the intersection of gender, ethnicity, and access to different expressions and venues of art and art production.

Spring 2025

SEM Section: 01 MW 11:00 am - 12:15 pm Amal Egeiq

ARAB 407 (F) Arabic Poetry: A Musical Introduction (DPE)

For over a thousand years, poetry has served as a wellspring for Arabic song lyrics, creating an intimate bond between word and melody. Some of the most renowned Arab poets are those whose words were set to music, to be chanted by master singers and ordinary people alike. In this course, we explore Arabic poetry through the lens of song. Journeying between ancient verse and contemporary compositions, we will consider such questions as: What are the themes, structures, and linguistic features of Arabic poetry? How has it changed over time? And why is it that even classical Arabic poems can become modern pop hits circulating everywhere from Marrakesh to Muscat? We will consider such questions as we read and listen to Arabic poems, analyzing themes related to politics, identity, religion, and gender in Arab society. Students will become familiar with Arabic poetic genres--Classical, Andalusian, Mahjar, Free Verse--as well as major singers since the twentieth century. Readings and discussion will be in Arabic.

Requirements/Evaluation: Regular participation in class discussion; weekly presentations and listening assignments; biweekly one-page unit

responses; final project on an Arab poet/poem.

Prerequisites: ARAB 302 or equivalent.

Enrollment Limit: 10

Enrollment Preferences: Arabic Studies majors.

Expected Class Size: 5

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (DPE)

Difference, Power, and Equity Notes: Through the lens of Arabic poetry, this course critically examines artistic expression and contemporary issues of literary and media censorship in the Arab world. Students explore cultural productions to gain awareness of how poets and singers have challenged conventional power dynamics related to gender, race, and religion. Students also study the circulation of people and texts over national borders to form nuanced understandings of migration in/around the region and global flows of culture.

Fall 2024

SEM Section: 01 Cancelled

ARAB 414 (F) Displacement: Global Histories of Refugees and Forced Migration (DPE) (WS)

Cross-listings: GBST 414 / HIST 402

Secondary Cross-listing

The Middle Eastern refugee has become a central figure in debates on migration, asylum, and the right to belong in Europe, Asia, and North America. Often stereotyped as threatening, alien, and rootless, these migrants are generally depicted as lacking histories and by extension not worthy of consideration or empathy. This course invites students to understand some of the most tragic humanitarian crises of our time and the massive involuntary displacements provoked by war, violence, and/or climate change. Taking a global perspective, this seminar examines the history of displacement, refugees, migration, diaspora in a focusing on the nineteenth century through the present. With special attention to the historical experience of various peoples of the Middle East, the course will start with theoretical approaches to the study of migration and then delve into case studies. A range of different moments of displacement will be analyzed such as the experiences of Armenians, Jews, Palestinians, Syrian, Iraqis, and Kurds. By examining the human geography and politics of forced displacement and migration, this course will address a number of important academic and political questions: what makes a history written by, about, and for displaced people powerful? How can writing from the perspectives of refugees challenge core debates about identity, the nation and borders? How does the focus on displacement help in understanding the nature of war and conflict?

Requirements/Evaluation: Final 25 page research paper, several drafts of paper, class presentations and in class writing exercises.

Prerequisites: None

Enrollment Limit: 15

Enrollment Preferences: History and Arabic Studies majors and Global Studies concentrators.

Expected Class Size: 15

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ARAB 414(D2) GBST 414(D2) HIST 402(D2)

Writing Skills Notes: This research seminar will involve the writing of a final 25 page paper. Prior to that stage, each process of writing will involve moments of feedback and sharing. Students will submit a proposal early on in the semester and then write an outline. These will receive peer and instructor feedback. They will then submit a five page draft in October, a 10 page draft in November, before the final submission in December. In this way, they will have opportunities to rework and improve their writing.

Difference, Power, and Equity Notes: This course takes a comparative approach by exploring the predicament of some of the most vulnerable people in the world, i.e, displaced peoples and refugees. The course will consider their legal status and their experience of leaving their homes due to wars or natural disaster. The area of study is the Middle East and we will examine the historical experience of a number of different people in the region including Kurds, Palestinians, Sephardi Jews, and Syrians.

Attributes: HIST Group E Electives - Middle East

Fall 2024

SEM Section: 01 M 7:00 pm - 9:40 pm Magnús T. Bernhardsson

ARTH 106 (F) An Invitation to World Architecture (DPE)

What is architecture? Built form? Object? Space? How do we think about architecture as we move around, within, and through it? What can architecture tell us not only about material, design, and engineering, but also about the individuals, groups, and communities who make it? These inquiries provide the starting points for thinking about what architecture means as concept, space, and practice, and how it affects the ways in which human beings experience the world. As the primary mode through which we organize our lived reality, architecture not only channels human behavior into specific repertoires of action and reaction but also symbolizes beliefs, value systems, and ideas about the self, gender, nation, race/ethnicity, community, life, death, and the transcendent. Such themes, thus, constitute the critical lenses that students will use over the course of the semester to unpack how structural form has and continues to define the human condition in the broadest sense. Drawing from a variety of texts and examples that emphasize the diversity and complexity of architectonic traditions around the world, this course will analyze how individuals have employed architectural strategies to solve the problems of living within diverse contexts and how such spaces not only provide meaning in everyday life but also actively and dynamically order the world as space, object, environment, text, process, and symbol.

Class Format: This course has 2 components: lectures and conferences / discussion sections. Students will be expected to attend two lectures and one conference / discussion section weekly. Students will sign up separately for the lecture component and the conference / discussion section component.

Requirements/Evaluation: Written evaluative measures: 6 - 8 object lab assignments and / or written responses to class prompts, and 6 in-class quizzes. Other evaluative measures: conference / discussion section participation and attendance.

Prerequisites: none

Enrollment Limit: 45

Enrollment Preferences: This course has a running waitlist. Students waitlisted from past semesters will have enrollment priority, followed by art history majors, and then first-year students.

Expected Class Size: 45

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (DPE)

Difference, Power, and Equity Notes: This course fulfills DPE requirements in two ways. First, it unsettles established presuppositions, biases, and predispositions that have positioned the "West" as "best" in canons of architectural history. Secondly, it explores how architecture - past and present - communicates, supports, and/or resists hierarchies of power and socio-political influence in society by acting as modes of propaganda, tools of imperialism, sites of resistance, and/or spaces of affirmation.

Fall 2024

LEC Section: 01 TR 11:20 am - 12:35 pm Michelle M. Apotsos

CON Section: 02 W 8:30 am - 9:45 am Michelle M. Apotsos

CON Section: 03 W 11:00 am - 12:15 pm Michelle M. Apotsos

CON Section: 04 W 1:10 pm - 2:25 pm Michelle M. Apotsos

ARTH 210 (S) Intro to Latin American and Latinx Art: Contradictions & Continuities, Postcolonial to the Present (DPE)

This course introduces students to the breadth and richness of the visual arts in Latin American and U.S. Latinx art. The course begins in the late 19th and early 20th centuries, when artists and writers first began formulating the notion of an art "native" to Latin America, and continues through the ever-expanding cultural expressions developed throughout the 20th and 21st centuries. Through a contextual approach, we will pay particular attention to Latin American artists' shifting relationships to race, class, and gender issues, their affiliations with political and revolutionary ideals, and their critical stance vis-à-vis the European avant-gardes. Similarly, we will analyze the emergence and development of Latinx artistic practices in the postwar U.S., tracing these artists' own exploration of race, class, and gender dynamics. This class introduces Latin American and Latinx artistic practices and scholarship to enable students to develop a critical understanding of the historical specificity of diverse movements, their relation to canonical definitions of modern and contemporary art, and their relevance to issues of colonialism, nationalism, revolutionary politics, and globalization. We will consider a vast array of genres--from painting and sculpture to printmaking, photography, conceptual, installation, and performance art--and will draw from artist statements, manifestos, and secondary interpretive texts to consider both the impetus behind these dynamic artworks and their lasting

legacies.

Requirements/Evaluation: midterm exam and non-cumulative final exam, short writing assignments, attendance, and active participation

Prerequisites: none

Enrollment Limit: 30

Enrollment Preferences: if overenrolled, waitlisted students will be selected on a lottery

Expected Class Size: 30

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (DPE)

Difference, Power, and Equity Notes: This course fulfills DPE requirements through historical, visual, and thematic analyses that explore the cultural biases and geopolitical forces that have restricted the exposure of Latin American and Latinx art in the canon of Western art history. The course also centers on contextualizing Latin American and Latinx artistic practices and analyzing them in relation to race, gender, and class dynamics, and to issues of colonialism, nationalism, revolutionary politics, and globalization.

Attributes: ARTH post-1800 LATS Countries of Origin + Transnationalism Elect

Spring 2025

LEC Section: 01 TR 11:20 am - 12:35 pm Mari Rodriguez Binnie

ARTH 222 (F) Photography in/of the Middle East (DPE)

Cross-listings: ARAB 222

Primary Cross-listing

Photography has been globally disseminated and locally inflected since its invention. In the Middle East, the powers and pleasures of the medium have been valued by colonial forces, indigenous populations, photojournalists and artists; the resulting images merit aesthetic and art historical appreciation even as they grant visual access to the social and political dynamics operative in diverse cultural contexts. We will explore photographic practices in various zones of the Middle East--e.g., the Holy Land, Turkey, Egypt and the Persian sphere--by attending to individual photographers and case studies. This tightly focused approach will support, in turn, a consideration of the agency and power of images more generally--what work do photographs do? Who resists and who benefits? The goal will be to appreciate diverse styles and perspectives that underlie renderings of the Middle East.

Class Format: Discussion and GLOW posts required.

Requirements/Evaluation: Discussion, GLOW Posts, final project

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: majors

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTH 222(D1) ARAB 222(D1)

Difference, Power, and Equity Notes: Photographs are tricky. Whose experiences and values do they really represent--those who are depicted? Those who wield the camera? Or, those who view images that are so easily reproduced and widely shared? How does identity figure? Religious conviction? Political affiliation? And how are these variables encoded in the material evidence? Appreciating the myriad powers of images requires multiple skills--from close-looking to interdisciplinary analysis--useful in contemporary visual culture.

Attributes: ARTH post-1800

Fall 2024

SEM Section: 01 TF 1:10 pm - 2:25 pm Holly Edwards

ARTH 235 (F) Taswikhana: Technique and Practice of Indian Drawing and Painting (DPE)

Cross-listings: ASIA 239 / ARTS 244

Secondary Cross-listing

Small in scale but vast in its representation, the world of Indian painting is famous for its stylized naturalism and mastery of line. It is an artistic practice whose legacy stretches back to at least the first century CE. This studio course will introduce students to the technique and practice of traditional Indian drawing and painting. The course is designed as a workshop in which students will learn to use materials and techniques of this art form. By engaging with a non-western traditional practice, the aim of the course is to expose students to a pluralistic engagement with art making. Students will learn paper and pigment preparation, as well as the basics of traditional drawing and painting techniques. The class will learn from studying a selection of original masterworks of Indian art from the Williams College Museum of Art that will be displayed in the Object Lab. Working with original artworks will help students situate the hands-on study of Indian painting practice alongside exemplary historical examples.

Requirements/Evaluation: Class participation, discussions and critiques, successful completion of all assignments and attendance

Prerequisites: none, open to all students

Enrollment Limit: 12

Enrollment Preferences: Instructor permissions requires. If the course over enrolls preference will be given to studio art and art history majors.

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Materials/Lab Fee: \$400

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ASIA 239(D1) ARTH 235(D1) ARTS 244(D1)

Difference, Power, and Equity Notes: The course invites students to engage with a pluralistic studio practice that is in stark contrast to mainstream modern and contemporary art practices. The course will follow a traditional, Indian workshop-style format which has its own particular rules and unique visual vocabulary. From the material preparation of pigments, paper and brushes, to the techniques of drawing and painting, the course will introduce students to an alternative, non-Western, mode of art making.

Fall 2024

STU Section: 01 MR 1:10 pm - 2:25 pm Murad K. Mumtaz

ARTH 300 (F) Experimental Documentary Forms and the Archive (DPE)

This course will introduce students to contemporary lens and media-based practices that experiment with the traditional documentary narrative form and archival source materials. We will explore how artists and film-makers critique, expand, and reimagine documentary notions of objectivity, truth and authenticity, and creatively contaminate the form with fiction, self-reflection, performance, and abstraction. Through readings from the fields of visual art/criticism, film theory, and critical archival studies, as well as viewing films in class, we will explore complex debates related to the production of historical knowledge, the politics of the archive and archival practice, issues within documentary photography and film, and the creative possibilities of using traditional and non-traditional lens-based media in historical research. By bringing together a range of exploratory practices, such as strategies of docu-fiction, visual auto-ethnography, and collaboration, we will reflect on the archive and the source document not as a passive collection of material, but as an active and ongoing performance in the construction of historical narratives. This course will broaden student understanding of the history of experimental and alternative film and media practices, and will familiarize students with contemporary discourse on archival and documentary methodologies that aim to question processes of categorization and interpretation related to underrepresented histories and communities.

Requirements/Evaluation: Evaluation includes reading responses and journal entries, and an emphasis on class discussion and participation.

Prerequisites: There are no course pre-requisites. This class is open to majors and non-majors.

Enrollment Limit: 20

Enrollment Preferences: Preference for ARTH and ART majors

Expected Class Size: 20

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE)

Difference, Power, and Equity Notes: The curriculum includes U.S. based and international practices that explore the uneven power dynamics within representational strategies of documentation and historicization, and will center queer, anti-racist, and decolonial methodologies and theoretical analysis in relation to film and media.

Fall 2024

SEM Section: 01 T 1:10 pm - 3:50 pm Shoghig M. Halajian

ARTH 322 (S) Cold War Aesthetics in Latin America (DPE) (WS)

The Cold War was far more complex than a military conflict, with battles waged more in the symbolic than in the physical realm. The Cold War was therefore "everywhere and nowhere," as new superpowers maneuvered to maintain geopolitical balance. Through a transnational lens this course considers the Cold War in Latin America as an aesthetic phenomenon with many facets, to recover how artistic practices unfolded myriad--and often conflicting--ideas regarding power, cultural influence, modernization, and revolution.

Requirements/Evaluation: Active participation, leading discussion, and five four-page writing assignments.

Prerequisites: One ARTH course.

Enrollment Limit: 12

Enrollment Preferences: If overenrolled, preference will be given to Art History majors.

Expected Class Size: 10

Grading: no pass/fail option, yes fifth course option

Distributions: (D1) (DPE) (WS)

Writing Skills Notes: This course foregrounds writing and peer reviews to develop critical thinking. We will have five four-page writing assignments, spaced throughout the semester, which will incorporate our class discussions and research. Students will receive critical feedback on both form and content from their professor and from their peers.

Difference, Power, and Equity Notes: This course fulfills DPE requirements through historical and visual analyses that examine the contestations of power that defined the Cold War era and their ramifications in the shaping of notions such as modernism, modernization, progress, citizenship, and resistance. The course takes a transnational perspective to analyze diverse artistic practices in relation to race, gender, and class dynamics, and to issues of cultural imperialism, nationalism, revolutionary politics, and globalization.

Attributes: ARTH post-1800

Spring 2025

SEM Section: 01 R 1:10 pm - 3:50 pm Amy D. Podmore

ARTH 460 (F) Repairing a Broken World: Intro to North African Contemporary Art (DPE)

Cross-listings: RLFR 360 / ARAB 360 / COMP 361

Secondary Cross-listing

How do artists respond to a world in crisis? How does visual art engage violent histories, injured bodies, social injustice and ecological disaster? In this course we will explore the political and ethical concept of repair as it emerges in the work of contemporary North African visual artists. Repair is both a material and symbolic transformational practice of putting together something that is torn or broken. It is never complete, nor does it redeem a history of harm or violence. Rather repair is an invitation: a bringing of people, histories, objects, buildings, feelings and geographies into relation with one another in order to link worlds that have been splintered and separated. It is also a call to imagine other futures. North African contemporary artists have deeply engaged in this type of repair work, attending to colonial history, economies of extraction and environmental damage, race and slavery, housing inequity, gender identity and broken transmission of memory. We will dive into the work of individual artists as well as collectives while reading theoretical texts about broken-world thinking, reparative epistemology, alternative archives, and material reparations.

Class Format: Conducted in French.

Requirements/Evaluation: For undergrads: Active participation, 8 1-page response papers, 5-page mid-term paper, 10-12 page final paper and presentation. For grad students: Active participation, 8 response papers, 5-page mid-term paper, and 20-page final paper and presentation.

Prerequisites: Any RLFR 200-level course or above, or by permission of instructor.

Enrollment Limit: 18

Enrollment Preferences: If over-enrolled, preference will be given to RLFR, ARAB, ARTH and COMP majors, and only 2 spots will be offered to Grad Art students.

Expected Class Size: 15

Grading: yes pass/fail option, no fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

RLFR 360(D1) ARTH 460(D1) ARTH 560(D1) ARAB 360(D1) COMP 361(D1)

Difference, Power, and Equity Notes: This course critically examines art work that engages colonial history, economies of extraction and environmental damage, race and slavery, housing inequity, gender identity.

Fall 2024

SEM Section: 01 TF 2:35 pm - 3:50 pm Katarzyna M. Pieprzak

ARTH 465 (S) Contemporary Latin American Art (DPE)

This course examines art produced in the region known as Latin America from the 1960s to the present, a period spanning the Cold War, the advent of military dictatorships, economic booms and crises, political polarizations, the rise of neoliberalism, and ecological upheaval. Using a transnational perspective, each week will rigorously analyze practices as varied as painting, sculpture, photography, mail art, installations, performances, and ephemeral interventions through a specific theme, while also situating each work in its distinct social, political, and economic context. We will also pay special attention to the increased global dissemination of works from Latin America and by Latin American descendants in exhibitions and biennials since the 1990s, and will critically examine this historicization and its dominant trends.

Requirements/Evaluation: Regular short written assignments; final research paper.

Prerequisites: None

Enrollment Limit: 15

Enrollment Preferences: If overenrolled, preference will be given to majors in Art History, Art Studio, and History and Practice.

Expected Class Size: 12

Grading: no pass/fail option, yes fifth course option

Distributions: (D1) (DPE)

Difference, Power, and Equity Notes: This course fulfills DPE requirements by taking a transnational perspective to analyze diverse artistic practices in relation to race, gender, sexuality, and class dynamics, and to issues of colonialism, cultural imperialism, nationalism, revolutionary politics, globalization, and extractivism.

Attributes: ARTH post-1800

Spring 2025

SEM Section: 01 W 1:10 pm - 3:50 pm Mari Rodriguez Binnie

ARTH 560 (F) Repairing a Broken World: Intro to North African Contemporary Art (DPE)

Cross-listings: RLFR 360 / ARAB 360 / COMP 361

Secondary Cross-listing

How do artists respond to a world in crisis? How does visual art engage violent histories, injured bodies, social injustice and ecological disaster? In this course we will explore the political and ethical concept of repair as it emerges in the work of contemporary North African visual artists. Repair is both a material and symbolic transformational practice of putting together something that is torn or broken. It is never complete, nor does it redeem a history of harm or violence. Rather repair is an invitation: a bringing of people, histories, objects, buildings, feelings and geographies into relation with one another in order to link worlds that have been splintered and separated. It is also a call to imagine other futures. North African contemporary artists have deeply engaged in this type of repair work, attending to colonial history, economies of extraction and environmental damage, race and slavery, housing inequity, gender identity and broken transmission of memory. We will dive into the work of individual artists as well as collectives while reading theoretical texts about broken-world thinking, reparative epistemology, alternative archives, and material reparations.

Class Format: Conducted in French.

Requirements/Evaluation: For undergrads: Active participation, 8 1-page response papers, 5-page mid-term paper, 10-12 page final paper and presentation. For grad students: Active participation, 8 response papers, 5-page mid-term paper, and 20-page final paper and presentation.

Prerequisites: Any RLFR 200-level course or above, or by permission of instructor.

Enrollment Limit: 18

Enrollment Preferences: If over-enrolled, preference will be given to RLFR, ARAB, ARTH and COMP majors, and only 2 spots will be offered to Grad Art students.

Expected Class Size: 15

Grading: yes pass/fail option, no fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

RLFR 360(D1) ARTH 460(D1) ARTH 560(D1) ARAB 360(D1) COMP 361(D1)

Difference, Power, and Equity Notes: This course critically examines art work that engages colonial history, economies of extraction and environmental damage, race and slavery, housing inequity, gender identity.

Fall 2024

SEM Section: 01 TF 2:35 pm - 3:50 pm Katarzyna M. Pieprzak

ARTS 112 (S) Introduction to Documentary Filmmaking (DPE)

In a 2010 article, *New York Times* film critic A. O. Scott described documentary film as 'heterogeneous to the point of anarchy.' However, in the intervening decade, documentary has become simultaneously more commercial and formulaic. This course takes this notion of heterogeneity to heart, acquainting students with a wide array of creative approaches and key debates in documentary film. In addition to a historical, ethical and critical foundation in the field of documentary, students will acquire a basic grounding in the fundamentals of video production, including cinematography, sound and editing. Course requirements include class attendance and regular critiques, weekly film screenings and readings outside class, 2-3 minor filmmaking exercises, and major assignments in the form of 3-4 short nonfiction video projects.

Requirements/Evaluation: timely and committed completion of assignments, attendance and participation

Prerequisites: none

Enrollment Limit: 16

Enrollment Preferences: majors have priority

Expected Class Size: 16

Grading: no pass/fail option, no fifth course option

Materials/Lab Fee: \$250-\$350. Lab and materials fees for all studio art classes are covered by the Book Grant for all Williams financial aid recipients.

Distributions: (D1) (DPE)

Difference, Power, and Equity Notes: The practice of documentary film is centrally bound to ethics--who and how we represent onscreen. Historically, documentary has tended to gaze on marginalized communities in problematic ways; this course will make issues of power, race, class and representation central to the production of documentary media.

Spring 2025

STU Section: 01 M 1:10 pm - 3:50 pm Cecilia Aldarondo

STU Section: 02 M 8:30 am - 11:50 am Cecilia Aldarondo

ARTS 222 (F) Critical Practice of Architecture: Theories, Methods, and Techniques (DPE)

Cross-listings: ENVI 202

Primary Cross-listing

In this course, students will transform an architectural or urban space through design interventions that contribute to reorienting public perception, imagination, and politics. Skills taught include methods and techniques for critical architecture practice, including architecture drawing, 2D graphic

design, and 3D modeling (digital and physical). Students will also build on design strategies (e.g., spatial hijacking and détournement), community architecture, and visual techniques to rethink normative understandings of space and time. Through selected readings and discussions, we will examine key ideas that have inspired design thinking and activism. The class culminates in a presentation to external reviewers and a final exhibition.

Requirements/Evaluation: This is an intensive studio tutorial requiring working in the architecture studio and/or PC lab outside of scheduled class hours. The class will meet in large and small groups throughout the semester for critique and discussion. Assignments include weekly discussions and design projects requiring drawings and model design. Final project: design project to reorient public perception, imagination, and politics. Evaluation will be based on the design quality at theoretical/conceptual levels.

Prerequisites: Drawing I or permission of instructor.

Enrollment Limit: 12

Enrollment Preferences: Studio Art majors, Art History and Studio Art majors, Envi majors and concentrators

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Materials/Lab Fee: \$350-\$450 lab fee charged to term bill. Lab and materials fees for all studio art classes are covered by the Book Grant for all Williams financial aid recipients.

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTS 222(D1) ENVI 202(D1)

Difference, Power, and Equity Notes: This design studio invites students to think critically about how power, equity, and difference are manifested through the built environment. It will equip them with the tools to become active agents of change through design activism. We will use design as a cultural practice and creative technique to envision more just and equitable futures through interventions in architectural or urban spaces.

Attributes: ENVI Humanities, Arts + Social Science Electives

Fall 2024

STU Section: 01 TR 9:55 am - 11:10 am Giuseppina Forte

ARTS 244 (F) Taswirkhana: Technique and Practice of Indian Drawing and Painting (DPE)

Cross-listings: ASIA 239 / ARTH 235

Primary Cross-listing

Small in scale but vast in its representation, the world of Indian painting is famous for its stylized naturalism and mastery of line. It is an artistic practice whose legacy stretches back to at least the first century CE. This studio course will introduce students to the technique and practice of traditional Indian drawing and painting. The course is designed as a workshop in which students will learn to use materials and techniques of this art form. By engaging with a non-western traditional practice, the aim of the course is to expose students to a pluralistic engagement with art making. Students will learn paper and pigment preparation, as well as the basics of traditional drawing and painting techniques. The class will learn from studying a selection of original masterworks of Indian art from the Williams College Museum of Art that will be displayed in the Object Lab. Working with original artworks will help students situate the hands-on study of Indian painting practice alongside exemplary historical examples.

Requirements/Evaluation: Class participation, discussions and critiques, successful completion of all assignments and attendance

Prerequisites: none, open to all students

Enrollment Limit: 12

Enrollment Preferences: Instructor permissions requires. If the course over enrolls preference will be given to studio art and art history majors.

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Materials/Lab Fee: \$400

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ASIA 239(D1) ARTH 235(D1) ARTS 244(D1)

Difference, Power, and Equity Notes: The course invites students to engage with a pluralistic studio practice that is in stark contrast to mainstream

modern and contemporary art practices. The course will follow a traditional, Indian workshop-style format which has its own particular rules and unique visual vocabulary. From the material preparation of pigments, paper and brushes, to the techniques of drawing and painting, the course will introduce students to an alternative, non-Western, mode of art making.

Fall 2024

STU Section: 01 MR 1:10 pm - 2:25 pm Murad K. Mumtaz

ARTS 254 (S) Architecture as Politics: Space, Design, Technology (DPE)

Cross-listings: ENVI 264

Primary Cross-listing

This course delves into the intersection of architecture as a form of political expression, technology, and their collective impact on societal change. Emphasizing architecture as a discipline deeply intertwined with politics and shaped by technological advancement, this course will examine how a spectrum of art tools--from traditional to digital and computational--helps shape buildings and public spaces, shifts power structures, and hinders or promotes social justice. The curriculum blends theoretical exploration with practical application. Students will engage in critical analysis, technology-driven design workshops, and peer evaluations, culminating in a final project that melds techno-political theory with cutting-edge architectural practices. This course is ideal for students keen on leveraging technological architectural techniques to craft spaces with profound political and social impact.

Requirements/Evaluation: This is an intensive studio tutorial requiring working outside of scheduled class hours. In this course, students can work with the following media assuming that they can master them for a 200-level course: architecture models (physical and digital), photo reportages, 2D collages (e.g., Photoshop), digital humanities (cartographies, counter mapping, oral histories, digital archives), and curatorial platforms. Students will participate in tutorials plus a final project of significant scope. Evaluation will be based primarily on the quality of the final project but also on participation.

Prerequisites: Drawing I or permission of instructor.

Enrollment Limit: 10

Enrollment Preferences: Studio Art majors, Art History and Studio Art majors, ENVI majors and concentrators.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Materials/Lab Fee: \$350-\$450 lab fee charged to term bill. Lab and materials fees for all studio art classes are covered by the Book Grant for all Williams financial aid recipients.

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTS 254(D1) ENVI 264(D1)

Difference, Power, and Equity Notes: This tutorial will employ theories and approaches from design activism and critical environmental studies to analyze the relationship between space and difference, including, but not limited to, race, class, ethnicity, gender, sexuality, religion, and species. Students will apply these theories and approaches to creating place-based projects.

Spring 2025

TUT Section: T1 TR 11:20 am - 12:35 pm Giuseppina Forte

ARTS 316 (F) Governing Cities by Design: the Built Environment as a Technology of Space (DPE)

Cross-listings: ENVI 316

Secondary Cross-listing

Like in the classic era, cities of the 19th century were metaphors for government: good government could not exist without good governance of the city. This creative seminar charts the transformation of the built environment (architecture and urbanism) as a technology of space to govern cities and citizens from the mid-19th century until the present. Through debates and case studies across geographies and historical timeframes, we will analyze how regimes of government shape and are shaped by the built environment. The seminar has a studio component that consists of an urban project where students will apply theories and approaches to a real case study using digital art (2D and 3D modeling).

Class Format: Because this seminar is cross-listed with ARTS, there is a studio component (short assignments and final project)

Requirements/Evaluation: Active presence in class discussions and presentations, willingness to experiment, contributions to a collaborative seminar/studio environment, quality of work, depth and quality of the investigative process.

Prerequisites: ENVI 101 or instructor permission

Enrollment Limit: 15

Enrollment Preferences: ENVI majors and concentrators, Studio Art majors

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Materials/Lab Fee: \$250-\$350 lab fee charged to term bill. Lab and materials fees for all studio art classes are covered by the Book Grant for all Williams financial aid recipients.

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTS 316(D1) ENVI 316(D2)

Difference, Power, and Equity Notes: Using theoretical perspectives from urban studies, this seminar/workshop explores how the built environment, as a technology of space, contributes to the production of difference, the establishment of certain regimes of power, and the erasure of specific urban histories--mainly those of underrepresented groups. Students will engage in multimedia place-based projects to imagine and create more equitable built environments.

Attributes: ENVI Humanities, Arts + Social Science Electives

Fall 2024

SEM Section: 01 TR 8:30 am - 9:45 am Giuseppina Forte

ASIA 109 (S) The Art of Yoga: Practice, Philosophy, Politics, Possibilities (DPE)

Cross-listings: THEA 109

Secondary Cross-listing

This course offers an immersive, interdisciplinary approach to hatha yoga, the branch of yoga that emphasizes bodily techniques for channeling energy, and achieving balance and quietude. It has been practiced and theorized variously in South Asia since ancient times. More recently, beginning in the late 19th century, it has been popularized throughout the globe, and has served as a source of inspiration for artists in various disciplines, including the theatre. Our work will follow four interrelated paths that will provide a broad context for our own experience and offer us tools for developing creativity: 1) We will dedicate ourselves to the careful study of the physical practice of yoga asanas, giving emphasis to biomechanical principles of alignment. Our study will include some basics of yoga anatomy; 2) We will study some allied philosophical principles, as they emerge from the Sanskrit text, Patanjali's *Yoga Sutras*, and some current commentaries on that text, by means of expanding the significance of our practice to all areas of our lives; 3) We will attend to the cultural politics of yoga by discussing new scholarship on its ancient origins as well as critical inquiry about how issues of appropriation, Orientalism, and racism shape its current manifestations; 4) We will examine how artists have incorporated elements of yoga into their practice. To explore how yoga might support our own artistic and innovative thinking, we will pair our practice with creative exercises. In this way, the course aims to explore the relationship of theory and practice. It will be of interest to students in the arts and anyone interested in fostering artistry and the imagination. Students must be prepared to engage in a physical practice of asana, as well as commit to reading, writing, and discussion. No previous experience with yoga is required.

Requirements/Evaluation: Students will write 3-page weekly papers, either in response to readings or embodied exercises, or the tutorial partner's essay. Written feedback will be given by instructor. Students will be expected to demonstrate that they are regularly practicing outside of class both by the quality of questions they bring to our sessions together, as well as their continuous refinement of the poses. Students will not be evaluated in relation to a standard, but according to their own dedicated and steady progress with respect to the experience of yoga practice. The evaluation process includes attendance.

Prerequisites: Prospective students will be asked to submit an online form with questions about their interest in the class.

Enrollment Limit: 10

Enrollment Preferences: Preference will be given to first-year students.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Materials/Lab Fee: \$50 for yoga mat, belt, and balls.

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

THEA 109(D1) ASIA 109(D1)

Difference, Power, and Equity Notes: Throughout the course we will reflect on the ways in which the knowledge created through yogic practice and philosophy disrupts and provincializes European epistemological systems. Moreover, we will engage in critical inquiry into the ways in which the global popularity of yoga is shaped by colonial legacies of Orientalist representation, as well as contemporary modes of cultural appropriation and consumerism.

Spring 2025

TUT Section: T1 TBA Shanti Pillai

ASIA 216 (F) Asian/American Identities in Motion (DPE)

Cross-listings: AAS 216 / AMST 213 / DANC 216 / GBST 214 / THEA 216

Secondary Cross-listing

The course aims to explore dance and movement-based performances as mediums through which identities in Asian and Asian American (including South Asian) communities are cultivated, expressed, and contested. Students will engage with how social and historical contexts influence the processes through which dance practices are invested with particular sets of meanings, and how artists use performance to reinforce or resist stereotypical representations. Core readings will be drawn from Dance, Performance, Asian, and Asian American Studies to engage with issues such as nation formation, racial and ethnic identity politics, appropriation, tradition and innovation among other topics. This is primarily a discussion-based seminar course, and might also include screenings, movement workshops, and discussion with guest artists and scholars. No previous dance experience is required.

Requirements/Evaluation: reading responses, in-class writing assignments, participation in discussions and presentations, two 5-6 page essays, and a final cumulative essay assignment.

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: first years and sophomores

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AAS 216(D2) AMST 213(D2) DANC 216(D1) GBST 214(D2) ASIA 216(D1) THEA 216(D1)

Difference, Power, and Equity Notes: This course introduces students to the role of performance in nation formation in Asia and the history of Asian Americans in the US through analysis of dance practices. Student will explore how race was central to the formation of Asian and the American nations, and how social and legal discriminatory practices against minorities influence identity and popular cultural practices. The assigned material provide examples of how artists address these inequalities and differences in social power.

Attributes: AAS Core Electives AAS Gateway Courses

Fall 2024

SEM Section: 01 WF 11:00 am - 12:15 pm Munjulika R. Tarah

ASIA 226 (F) Chinese Film and Its Significant Others (DPE)

Cross-listings: CHIN 226 / COMP 296

Secondary Cross-listing

From the first "wows" that the short films invoked at a Shanghai teahouse in 1896, Chinese films have made successive wonders that straddle reality and fantasy, technological modernity and shadow-making craft, aesthetic experiments and monetary yearnings, global investments and local interest.

This seminar will explore the evolving relationships between Chinese films and five "significant others" that are central to film and film-making. Roughly following a chronological order, this course will examine 1) the effect of new technological developments (such as photography, sound, color, special FX) on film; 2) the tension between film and traditional modes of public entertainment (such as operas and shadow plays); 3) film's social role to affirm and contest gender, national, and class identities; 4) the need to garner differing sources of financial support (state funding, cultural entrepreneurs, and transnational capital); and 5) the circulation of Chinese films in the global market. Class materials include various genre films (melodrama, horror, martial arts, comedy, etc.), directors' notes, contemporary reviews, and scholarship in China and media studies. All materials and discussions are in English.

Requirements/Evaluation: Evaluation will be based on 1) ACTIVE in-class discussion; 2) Pre-class discussion posts based on reading (Graded as Complete or Incomplete); 3) Three short papers (3 pages); and 4) the final group project (including a presentation, and a paper or other form of project. Students will be graded both individually and as a group).

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: current or prospective majors in Department of Asian Languages, Literatures, and Cultures; Comp Lit majors; those with Asian Studies Concentration.

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

CHIN 226(D1) ASIA 226(D1) COMP 296(D1)

Difference, Power, and Equity Notes: This course provides students with the opportunity to analyze the clashes and negotiations between Western media technological modernities and Chinese indigenous understanding of shadows, visuality, and sound. By discussing various films produced from mainland China, Hong Kong, Taiwan, and other diaspora areas from 1920 to now, this course asks students to explore how cinema invokes (and erases) differences, and consolidates (and challenges) hegemonic notions of nation, gender, and class.

Attributes: FMST Core Courses

Fall 2024

SEM Section: 01 TF 2:35 pm - 3:50 pm Man He

ASIA 239 (F) Taswikhana: Technique and Practice of Indian Drawing and Painting (DPE)

Cross-listings: ARTH 235 / ARTS 244

Secondary Cross-listing

Small in scale but vast in its representation, the world of Indian painting is famous for its stylized naturalism and mastery of line. It is an artistic practice whose legacy stretches back to at least the first century CE. This studio course will introduce students to the technique and practice of traditional Indian drawing and painting. The course is designed as a workshop in which students will learn to use materials and techniques of this art form. By engaging with a non-western traditional practice, the aim of the course is to expose students to a pluralistic engagement with art making. Students will learn paper and pigment preparation, as well as the basics of traditional drawing and painting techniques. The class will learn from studying a selection of original masterworks of Indian art from the Williams College Museum of Art that will be displayed in the Object Lab. Working with original artworks will help students situate the hands-on study of Indian painting practice alongside exemplary historical examples.

Requirements/Evaluation: Class participation, discussions and critiques, successful completion of all assignments and attendance

Prerequisites: none, open to all students

Enrollment Limit: 12

Enrollment Preferences: Instructor permissions requires. If the course over enrolls preference will be given to studio art and art history majors.

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Materials/Lab Fee: \$400

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ASIA 239(D1) ARTH 235(D1) ARTS 244(D1)

Difference, Power, and Equity Notes: The course invites students to engage with a pluralistic studio practice that is in stark contrast to mainstream modern and contemporary art practices. The course will follow a traditional, Indian workshop-style format which has its own particular rules and unique visual vocabulary. From the material preparation of pigments, paper and brushes, to the techniques of drawing and painting, the course will introduce students to an alternative, non-Western, mode of art making.

Fall 2024

STU Section: 01 MR 1:10 pm - 2:25 pm Murad K. Mumtaz

ASIA 275 (S) Acting Out: Performativity, Production, and Politics in East Asian Theatres (DPE)

Cross-listings: CHIN 275 / THEA 271 / COMP 271 / AAS 275

Secondary Cross-listing

"Asian Theaters," for those in the West, can conjure up a variety of exotic impressions: spectacle and cacophony, mysterious masks and acrobatic bodies, exquisite styles and strangely confusing conventions. Although Asian theaters have been studied systematically in the West for at least a century, the West has never truly left its "othering" look at them. Yet, what is "different" for the West is bedrock for Asian cultures. Theatre, one of the most important and dynamic forms of cultural production and communication, has actively involved all strata of Asian societies for a millennium. How to explain theatre's continued presence and relevance for Asian nations? What do the traditions of Kun, Kabuki, and P'ansori reveal about the cultures and communities in which they were created? This course seeks to understand from the Asian perspective, rather than "exoticize" and "other," musical and dance theatres from China, Japan, and Korea. Examining the evolving presentations of signature dramas dating from the sixteenth to the eighteenth centuries, we will act out Asian theatres in the following ways: (1) by reading the original plays in translation in tandem with their contemporary and intercultural reproductions, we will explore how Asian theatres fare in the era of globalization within and beyond national borders; (2) by revealing the "technologies" of writing, reading, acting, and staging these plays in different cultural milieus, we will consider what kinds of language and rhetoric, forms of music and movement, as well as visual components are deployed to convey evolving messages; (3) by considering key performances held outside of the proscenium stage, we will gain exposure to alternative theatrical spaces in Asian and diasporic communities that reform performing conventions, reconfigure staging environments, and renegotiate cultural values. In this manner, we will together gain an appreciation for the aesthetic devices, thematic concerns, and production politics of East Asian theatres and their global reproductions. Class materials include drama, production videos, and invited zoom sessions with Asian theatre practitioners and directors who live in the U.S. and other diasporic communities. All materials are in English. No language prerequisite. Funded by the Global Initiatives Venture Fund, this course includes an all-expense-paid travel component, a cultural and academic exchange project titled "Redefining Amateurism: Experiential Learning with Student Theatre in Contemporary China," which will bring up to eight Williams students to Nanjing, China during the Spring Break (3/23-4/3/2025). Students will participate in workshops with playwrights and theater-makers in contemporary China and engage in black-box theater productions with students from Nanjing University and Shanghai Theatre Academy. This travel component is OPTIONAL for students taking this course. However, students enrolled in this class will receive priority consideration to be included in the free travel project. Selection criteria include active participation, excellent performance in the course, etc.

Class Format: Funded by the Global Initiatives Venture Fund, this course includes an all-expense-paid travel component, which will bring up to eight Williams students to Nanjing, China during the Spring Break (3/23-4/3/2025). This travel component is OPTIONAL for students taking this course. However, students enrolled in this class will receive priority consideration to be included in the free travel project. Selection criteria include active participation, excellent performance in the course, etc.

Requirements/Evaluation: Evaluation will be based on 1) ACTIVE in-class discussion; 2) three small projects (papers and audio/video essays); 3) a take-home midterm; and 4) Poster presentation based on students' final projects.

Prerequisites: None; open to all. No knowledge of Asian languages required, though students with advanced Asian language proficiency are encouraged to work with primary sources if they wish.

Enrollment Limit: 20

Enrollment Preferences: Current or prospective majors in the Department of Asian Languages, Literatures, and Cultures; Theatre majors; Comp Lit majors; Concentrators in Asian Studies or Asian American Studies.

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

CHIN 275(D1) THEA 271(D1) COMP 271(D1) ASIA 275(D1) AAS 275(D2)

Difference, Power, and Equity Notes: This course examines the power dynamics of spectacle and cacophony and how theatre provided a cultural space that engaged all strata of East Asian societies, thereby masking class and ethnic divisions within these nation-states, while also presenting a distinct image of "China," "Japan," and "Korea" to be consumed in the West. Students will learn ways in which "traditional" theatre productions affirm or subvert Western biases against Asians.

Attributes: AAS Non-Core Electives GBST East Asian Studies

Spring 2025

SEM Section: 01 TF 2:35 pm - 3:50 pm Man He

ASIA 315 (F) Minorities and the State in Modern East Asia (DPE)

Cross-listings: HIST 315

Secondary Cross-listing

This course examines the relationships between minority peoples and the institution of the state in East Asia, focusing mostly but not exclusively on the early modern and modern periods (17th-20th centuries). We will explore the histories of the Ainu people of Japan, the "Small Peoples" of Russian Siberia, the Tibetan, Uighur and riverine communities of Mainland China, as well as the Hill Peoples of Southeast Asia. It also examines non-indigenous minority groups, such as conquest elites, mixed-race communities, and others. We will analyze how the transition to modernity, evolving understandings of race, gender, class, nation, the impact of imperialism and globalization all influenced the history of East Asian minority peoples. What, if anything, do all of these groups have in common? What do their histories reveal about the history of East Asia and of the countries in which they live? How are the lives of minority groups in East Asia changing today? What can their experiences reveal to us about the larger world? The class is structured as a reading-intensive seminar. Students will engage in and lead discussions, compose reading reaction papers and a final analytical essay. Students will be expected to use scholarly works in order to construct cogent, relevant arguments, which they will communicate both orally and in writing. Students will evaluate primary sources in order to engage with the people they study as directly as possible. Students will lead discussions on complex topics and develop as leaders and team members in professional settings. This course will present students with an opportunity to hone critical thinking and information literacy skills to a high level. All of you will have to analyze and process complex and often contradictory information, certainly in your personal lives and very likely in your professional lives.

Class Format: This discussion-intensive class requires students to lead several discussion sections during the semester.

Requirements/Evaluation: Map assignment, discussion participation, leading discussion (four times), three-page response essays (five times), final six-page research essay or presentation

Prerequisites: None

Enrollment Limit: 25

Enrollment Preferences: History majors, Asian Studies concentrators, then all others

Expected Class Size: 15-20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 315(D2) ASIA 315(D2)

Difference, Power, and Equity Notes: The study of East Asia's history is all too often conflated with the study of states, so that many less privileged histories are obscured. Chief among these are the histories of minority groups, who are often excluded from power. For this reason, this course puts the history of East Asia's many minority groups front and center in examining their multifaceted interactions with regional states, as well as the of ethnic, linguistic, religious, and regional identities

Attributes: HIST Group B Electives - Asia

Fall 2024

LEC Section: 01 TR 9:55 am - 11:10 am Viktor Shmagin

ASIA 353 (F) Separation: An Introduction to Postcolonial Literature (DPE)

Cross-listings: COMP 350 / ENGL 352

Secondary Cross-listing

Few themes in the history of human societies have produced as much writing as that of separation--from a lover, from one's homeland, from God(s). In the past two centuries, this theme has been essential to representing experiences of exile and migration in the wake of the colonially mediated transition to world capitalism. In this course, we will take up the theme of separation as a privileged point of entry into postcolonial literature and towards understanding the multiple meanings of "postcoloniality." We will encounter examples in which this theme shapes critical thought and helps imagine new modes of existence, as well as those in which the grief of separation shades into such overpowering melancholy that writing becomes impossible. We will also look at what the preoccupation with separation can tell us about the ways human beings relate to human and non-human objects, and how they make and experience history. To think through these issues, we will read nineteenth and twentieth century works dealing with experiences of love, ecstasy, migrancy, and exile, composed in diverse geographical, socio-political, and linguistic contexts. We will read works (novels, poems, memoirs, essays) and watch films from South Asia, Egypt, the Caribbeans, the US, and Europe, composed in multiple languages (English, Hindi, Urdu, Persian, French, Arabic, Bengali and Malayalam).

Requirements/Evaluation: mid-term paper (6-page), participation in class discussions and one roundtable, final paper (15-page)

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 25

Enrollment Preferences: English majors, then sophomores considering the major

Expected Class Size: 25

Grading: yes pass/fail option, no fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ASIA 353(D1) COMP 350(D1) ENGL 352(D1)

Difference, Power, and Equity Notes: This course examines how the political impact of colonization upon both "colonizer" and "colonized" gets expressed in literary productions of the nineteenth and the twentieth centuries. It explores the way these literary works understand the axes of social identity that shape oppression and inequity--coloniality, race, caste, gender--as constitutive of the unevenly developing world of capitalism. The concepts upon which the course focuses are essential to contemporary social critique.

Attributes: ENGL Literary Histories C

Fall 2024

SEM Section: 01 TF 1:10 pm - 2:25 pm Paresh Chandra

CAOS 231 (F)(S) Literature of the Sea (DPE)

Cross-listings: ENGL 231

Primary Cross-listing

The ocean, and human relationships with it, have been central features of literatures and cultures around the world for more than a thousand years. But since literary study is typically based around authors' homelands, careful examination of the oceanic experience is often pushed to the periphery--an "empty space" to be crossed between nations, a "vast darkness" antithetical to human life, or a mirror for land-borne concerns. Increasingly, however, scholars and readers are centering the sea and stories about it as a means stepping outside human frameworks of space and time, situating the complex emotions and narratives inspired by the ocean into a complex network of geologic history and teeming other-than-human life. This course examines a wide range of texts and perspectives on the ocean and human relationships with it. Doing so will help us consider how literature both plays into and subverts dominant viewpoints of the ocean. Through texts that consider 19th-century whaling, the Middle Passage, the postcolonial Caribbean, and islands throughout the Pacific Ocean, we will explore a range of questions, including: What can we learn from examining efforts to write about the ocean? How do ocean stories help individuals understand themselves, their communities, and their place in global environments? What can the range of cultural and literary perspectives on our "single, global ocean" reveal about the ways different people are both connected with and profoundly distant from each other? Most importantly, we will practice, as a classroom community, different strategies for carefully reading texts while connecting them to cultural traditions, surrounding environments, and personal experiences.

Class Format: weekly roundtable discussions, including coastal and near-shore field trips and multiple field seminars.

Requirements/Evaluation: regular papers, class participation, journal-writing, and a final assignment

Prerequisites: N/A

Enrollment Limit: 25

Enrollment Preferences: Williams-Mystic Students only

Expected Class Size: 20

Grading: no pass/fail option, no fifth course option

Unit Notes: offered only at Mystic Seaport

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

CAOS 231(D1) ENGL 231(D1)

Difference, Power, and Equity Notes: This course focuses on the range of cultural perspectives about the sea, as well as the ways those perspectives can unsettle and challenge dominant narratives about the sea and its role in colonial expansion. Furthermore, this course centers voices that are typically overlooked in the genre of "Sea Literature," paying particular attention to Indigenous and African-American narratives about the ocean.

Attributes: AMST Arts in Context Electives ENVI Humanities, Arts + Social Science Electives

Fall 2024

SEM Section: 01 MW 10:30 am - 11:45 am Ned G. Schaumberg

Spring 2025

SEM Section: 01 MW 10:30 am - 11:45 am Ned G. Schaumberg

CAOS 351 (F)(S) Marine Policy (DPE) (WS)

Cross-listings: PSCI 319 / ENVI 351

Primary Cross-listing

Coastal communities are home to nearly 40% of the U.S. population, but occupy only a small percentage of our country's total land area. Intense population density, critical transportation infrastructure, significant economic productivity, and rich cultural and historic value mark our coastal regions as nationally significant. But, coastal and ocean-based climate-induced impacts such as sea level rise, ocean warming and acidification pose extraordinary challenges to our coastal communities, and are not borne equally by all communities. This seminar considers our relationship with our ocean and coastal environments and the foundational role our oceans and coasts play in our Nation's environmental and economic sustainability as well as ocean and coastal climate resiliency. Through the lens of coastal and ocean governance and policy-making, we critically examine conflict of use issues relative to climate change, climate justice, coastal zone management, fisheries, ocean and coastal pollution and marine biodiversity.

Class Format: This class is taught only at Williams-Mystic in Mystic, Connecticut and includes coastal and near-shore interdisciplinary field seminars, and 10 days offshore.

Requirements/Evaluation: Weekly Readings; Class Participation; Small and large group strategy exercises (written and oral); Written Research Project: issues paper and draft research paper; Final Research Project: multiple formats available

Prerequisites: none

Enrollment Limit: 23

Enrollment Preferences: must be enrolled at Williams-Mystic in Mystic, Connecticut

Expected Class Size: 22

Grading: no pass/fail option, no fifth course option

Unit Notes: must be enrolled at Williams-Mystic in Mystic, Connecticut

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

PSCI 319(D2) ENVI 351(D2) CAOS 351(D2)

Writing Skills Notes: Each student will write one 3-5 page research issues paper and one 8-10 page draft research paper as well as a final project with written components equaling 5-8 pages. Each submission receives written feedback from the professor, including research guidance, input on grammar, structure, language, analysis. Students also receive verbal feedback in individual conferences to discuss research paper organization, analysis, structure and grammar as well as final project input.

Difference, Power, and Equity Notes: Coastal and ocean policy issues relating to climate change, coastal zone management, fisheries, ocean pollution and marine biodiversity impact environmental and climate justice. Students examine coastal governance while considering the disproportionate burdens on underrepresented populations in U.S. coastal communities caused by climate change and coastal policies. Students analyze multi-disciplinary evidence and work to strengthen their integrative, analytical, writing, and advocacy skills.

Attributes: ENVI Environmental Policy EXPE Experiential Education Courses POEC Depth

Fall 2024

SEM Section: 01 F 9:00 am - 12:00 pm

Spring 2025

SEM Section: 01 F 9:00 am - 12:00 pm

CAOS 352 (F)(S) American Maritime History (DPE) (WS)

Cross-listings: HIST 352

Primary Cross-listing

This course explores themes in American maritime history from the colonial era to the 21st century. We will consider the dynamic relationship between the sea and American life, and the broad influence that each has had on the other. This relationship led to interactions with the water as a highway for the transportation of not just people and goods, but powerful new forces and ideas. The water creates a unique space for the formation of new communities and identities, while also acting as an important, and often exploited, resource. We will sample from different fields of inquiry including labor, environmental, cultural, and political history to gain a deeper understanding of diverse people's complex interactions with the oceans and seas.

Class Format: Seminars, discussions, and field seminars

Requirements/Evaluation: Participation in class discussions, activities, and presentations, regular papers, and a final independent research project

Prerequisites: None

Enrollment Limit: 27

Enrollment Preferences: If course over-enrolls, preference will be given to sophomores and juniors

Expected Class Size: 22

Grading: no pass/fail option, no fifth course option

Unit Notes: Offered only at Mystic Seaport

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 352(D2) CAOS 352(D2)

Writing Skills Notes: Students must complete regular writing assignments including a final 10- to 15-page paper. Additionally, students will participate in several in-class writing workshops and peer critiques. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: Maritime activity has long provided opportunities for some while creating tremendous hardships for others. From the slave trade and the encounters between native and European mariners to the power wielded by multi-national shipping conglomerates, this course investigates contests over power, empire, and capitalism as they played out on the maritime stage.

Attributes: AMST Space and Place Electives ENVI Humanities, Arts + Social Science Electives EXPE Experiential Education Courses HIST Group F Electives - U.S. + Canada HIST Group P Electives - Premodern

Fall 2024

SEM Section: 01 MW 9:00 am - 10:15 am Sofia E. Zepeda

Spring 2025

SEM Section: 01 MW 9:00 am - 10:15 am Sofia E. Zepeda

CAOS 361 (F) The Atlantic World: Connections, Crossings, and Confluences (DPE)

Cross-listings: AMST 360 / HIST 361

Secondary Cross-listing

This course considers the Atlantic World as both a real place and a concept: an ocean surrounded and shaped by diverse people and communities, and an imagined space of shared and competing affiliations. Moving from "time out of mind" to the early nineteenth century, it examines ecological, cultural, political, economic, intellectual, and spiritual transits as well as exchanges among Indigenous/Native American, African and African American, Asian and Asian American, and Euro-colonial people. It introduces conceptual dimensions of this Atlantic paradigm and case studies that illuminate its human subtleties, with the goal of examining "early American" histories through transnational and transoceanic lenses. The course takes an interdisciplinary approach to these intertwined histories, and reckons with how the very construction of "history" has, at different turns, affected what is shared, known, valued, and commemorated--or overwritten, denied, or seemingly silenced. Attentive to the structures of power that inflect every part of Atlantic histories, it offers specific ethical frameworks for approaching these topics. Blending methods grounded in oral traditions and histories, place-based knowledge systems, documentary/written archives, songs, archaeology, material culture, and other forms of expression and representation, it invites class members to revisit the nature and meanings of these connected spaces. The course consistently connects historical experiences with the twenty-first century, and how communities today are grappling with the afterlives and ongoing effects of these Atlantic pasts through calls to action for reparations, repatriation and rematriation, Land Back, climate justice, and other forms of accountability. The course also provides an opportunity to engage with original materials pertaining to Atlantic World histories in the Williams College Archives/Special Collections and Art Museum.

Requirements/Evaluation: active participation in class discussion, several short essays based on readings and discussion topics, museum/archives assignment, final essay/project

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: If the course over-enrolls, preference is for sophomore, junior, and senior History and American Studies majors

Expected Class Size: 25

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 360(D2) HIST 361(D2) CAOS 361(D2)

Difference, Power, and Equity Notes: This course examines the formation and articulation of racial, ethnic, cultural, and other forms of difference across the Atlantic World, and ways that people from Indigenous, African/American, and Asian/American communities have engaged with and challenged European colonization. It devotes substantial time to critical methodologies that re-center voices oftentimes treated as "silenced" or "absent" in colonial literatures, and helps students build fluencies in approaching and interpreting them.

Attributes: GBST Borders, Exiles + Diaspora Studies HIST Group F Electives - U.S. + Canada HIST Group G Electives - Global History HIST Group P Electives - Premodern

Fall 2024

SEM Section: 01 TR 9:55 am - 11:10 am Christine DeLucia

CHIN 226 (F) Chinese Film and Its Significant Others (DPE)

Cross-listings: ASIA 226 / COMP 296

Primary Cross-listing

From the first "wows" that the short films invoked at a Shanghai teahouse in 1896, Chinese films have made successive wonders that straddle reality and fantasy, technological modernity and shadow-making craft, aesthetic experiments and monetary yearnings, global investments and local interest. This seminar will explore the evolving relationships between Chinese films and five "significant others" that are central to film and film-making. Roughly following a chronological order, this course will examine 1) the effect of new technological developments (such as photography, sound, color, special FX) on film; 2) the tension between film and traditional modes of public entertainment (such as operas and shadow plays); 3) film's social role to affirm and contest gender, national, and class identities; 4) the need to garner differing sources of financial support (state funding, cultural entrepreneurs, and transnational capital); and 5) the circulation of Chinese films in the global market. Class materials include various genre films (melodrama, horror, martial arts, comedy, etc.), directors' notes, contemporary reviews, and scholarship in China and media studies. All materials and discussions are in English.

Requirements/Evaluation: Evaluation will be based on 1) ACTIVE in-class discussion; 2) Pre-class discussion posts based on reading (Graded as Complete or Incomplete); 3) Three short papers (3 pages); and 4) the final group project (including a presentation, and a paper or other form of project. Students will be graded both individually and as a group).

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: current or prospective majors in Department of Asian Languages, Literatures, and Cultures; Comp Lit majors; those with Asian Studies Concentration.

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

CHIN 226(D1) ASIA 226(D1) COMP 296(D1)

Difference, Power, and Equity Notes: This course provides students with the opportunity to analyze the clashes and negotiations between Western media technological modernities and Chinese indigenous understanding of shadows, visibility, and sound. By discussing various films produced from mainland China, Hong Kong, Taiwan, and other diaspora areas from 1920 to now, this course asks students to explore how cinema invokes (and erases) differences, and consolidates (and challenges) hegemonic notions of nation, gender, and class.

Attributes: FMST Core Courses

Fall 2024

SEM Section: 01 TF 2:35 pm - 3:50 pm Man He

CHIN 275 (S) Acting Out: Performativity, Production, and Politics in East Asian Theatres (DPE)

Cross-listings: THEA 271 / COMP 271 / ASIA 275 / AAS 275

Primary Cross-listing

"Asian Theaters," for those in the West, can conjure up a variety of exotic impressions: spectacle and cacophony, mysterious masks and acrobatic bodies, exquisite styles and strangely confusing conventions. Although Asian theaters have been studied systematically in the West for at least a century, the West has never truly left its "othering" look at them. Yet, what is "different" for the West is bedrock for Asian cultures. Theatre, one of the most important and dynamic forms of cultural production and communication, has actively involved all strata of Asian societies for a millennium. How to explain theatre's continued presence and relevance for Asian nations? What do the traditions of Kun, Kabuki, and P'ansori reveal about the cultures and communities in which they were created? This course seeks to understand from the Asian perspective, rather than "exoticize" and "other," musical and dance theatres from China, Japan, and Korea. Examining the evolving presentations of signature dramas dating from the sixteenth to the eighteenth centuries, we will act out Asian theatres in the following ways: (1) by reading the original plays in translation in tandem with their contemporary and intercultural reproductions, we will explore how Asian theatres fare in the era of globalization within and beyond national borders; (2) by revealing the "technologies" of writing, reading, acting, and staging these plays in different cultural milieus, we will consider what kinds of language and rhetoric, forms of music and movement, as well as visual components are deployed to convey evolving messages; (3) by considering key performances held outside of the proscenium stage, we will gain exposure to alternative theatrical spaces in Asian and diasporic communities that reform performing conventions, reconfigure staging environments, and renegotiate cultural values. In this manner, we will together gain an appreciation for the aesthetic devices, thematic concerns, and production politics of East Asian theatres and their global reproductions. Class materials include drama, production videos, and invited zoom sessions with Asian theatre practitioners and directors who live in the U.S. and other diasporic communities. All materials are in English. No language prerequisite. Funded by the Global Initiatives Venture Fund, this course includes an all-expense-paid travel component, a cultural and academic exchange project titled "Redefining Amateurism: Experiential Learning with Student Theatre in Contemporary China," which will bring up to eight Williams students to Nanjing, China during the Spring Break (3/23-4/3/2025). Students will participate in workshops with playwrights and theater-makers in contemporary China and engage in black-box theater productions with students from Nanjing University and Shanghai Theatre Academy. This travel component is OPTIONAL for students taking this course. However, students enrolled in this class will receive priority consideration to be included in the free travel project. Selection criteria include active participation, excellent performance in the course, etc.

Class Format: Funded by the Global Initiatives Venture Fund, this course includes an all-expense-paid travel component, which will bring up to eight Williams students to Nanjing, China during the Spring Break (3/23-4/3/2025). This travel component is OPTIONAL for students taking this course. However, students enrolled in this class will receive priority consideration to be included in the free travel project. Selection criteria include active

participation, excellent performance in the course, etc.

Requirements/Evaluation: Evaluation will be based on 1) ACTIVE in-class discussion; 2) three small projects (papers and audio/video essays); 3) a take-home midterm; and 4) Poster presentation based on students' final projects.

Prerequisites: None; open to all. No knowledge of Asian languages required, though students with advanced Asian language proficiency are encouraged to work with primary sources if they wish.

Enrollment Limit: 20

Enrollment Preferences: Current or prospective majors in the Department of Asian Languages, Literatures, and Cultures; Theatre majors; Comp Lit majors; Concentrators in Asian Studies or Asian American Studies.

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

CHIN 275(D1) THEA 271(D1) COMP 271(D1) ASIA 275(D1) AAS 275(D2)

Difference, Power, and Equity Notes: This course examines the power dynamics of spectacle and cacophony and how theatre provided a cultural space that engaged all strata of East Asian societies, thereby masking class and ethnic divisions within these nation-states, while also presenting a distinct image of "China," "Japan," and "Korea" to be consumed in the West. Students will learn ways in which "traditional" theatre productions affirm or subvert Western biases against Asians.

Attributes: AAS Non-Core Electives GBST East Asian Studies

Spring 2025

SEM Section: 01 TF 2:35 pm - 3:50 pm Man He

COMP 107 (S) Advanced French: Danger and Desire in French Film and Fiction (DPE)

Cross-listings: RLFR 106

Secondary Cross-listing

This is an advanced course in French language designed to help you improve your speaking, comprehension, reading, and writing, through the dynamic study of short literary texts and films focusing on danger and desire in nineteenth-, twentieth-, and twenty-first-century France and the Francophone World. Through active discussion and debate, textual and cinematic analysis, grammatical review, and careful writing and revision, you will improve your command of spoken and written French, strengthen your ability to express complex ideas, expand your vocabulary, and deepen your understanding of French and Francophone fiction, film, and cultures. This is an ideal course to prepare for study abroad or for more advanced coursework in French and Francophone literature and cinema. As a focus for improving your French, we will examine a broad range of texts and films on danger and desire in France, Québec, and Algeria from 1820 to 2025, with an emphasis on passion and ambition, infatuation and seduction, betrayal and vengeance, courage and cruelty, warfare and resistance. Works to include nineteenth-century texts by Chateaubriand, Duras, Balzac, Mérimée, Flaubert, Maupassant, Zola; twentieth-century texts by Colette, Camus, Sartre, Beauvoir, Duras, Ernaux, Guibert, Quint, Lindon, Vilrouge; and twenty-first-century films by Caron, Ozon, Ducastel, Martineau, Dercourt, and Becker. Conducted in French.

Requirements/Evaluation: Active class participation, grammar exercises, midterm exam, and two papers.

Prerequisites: Exceptional performance in RLFR 104; successful performance in RLFR 105; or by placement test; or permission of the instructor.

Enrollment Limit: 16

Enrollment Preferences: All are welcome, but if over-enrolled, preference will be given to French Majors and French Certificate students.

Expected Class Size: 16

Grading: yes pass/fail option, no fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 107(D1) RLFR 106(D1)

Difference, Power, and Equity Notes: This course centers on a critical examination of difference, power, and equity in French film and fiction. The content examines the effects of class, ethnicity, gender, and sexuality on social inequalities among rich and poor, soldiers and civilians, nations and colonies, men and women. The course employs critical tools to teach students how to articulate and interrogate social injustice, through reading,

viewing, discussion, writing, and revision.

Spring 2025

SEM Section: 01 TR 9:55 am - 11:10 am Brian Martin

COMP 205 (S) Magical Realists, Fantasists, Experimentalists: The Latin-American Novel in Translation (DPE)

Cross-listings: RLSP 205

Secondary Cross-listing

A course specifically designed to enable students who have no knowledge of Spanish to read and discover those Latin-American authors who, in the twentieth century and after, have attracted world-wide attention. Among the texts to be discussed: Borges, Labyrinths; Cortázar, Blow-up and Hopscotch; Lispector, the Hour of the Star; lesser works by Fuentes and Puig; and by Nobel Prize-winner Gabriel García Márquez, One Hundred Years of Solitude. Conducted in English

Requirements/Evaluation: class participation, two brief papers, a midterm, and a final exam

Prerequisites: none

Enrollment Limit: 22

Enrollment Preferences: Latina/o Studies concentrators, Comp Lit majors

Expected Class Size: 22

Grading: yes pass/fail option, yes fifth course option

Unit Notes: does not carry credit for the Spanish major or the certificate

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 205(D1) RLSP 205(D1)

Difference, Power, and Equity Notes: This course offers students an opportunity to read some major works of fiction that have challenged the canon of European and American literature. Through the readings, class members will understand that great literature comes not only from London or Paris, from the U.S. or Russia. Several of these novels, moreover, directly challenge European and Western cultural hegemony and make an implicit claim for the legitimacy of Latin American cultural concerns.

Attributes: GBST Latin American Studies

Spring 2025

LEC Section: 01 MR 2:35 pm - 3:50 pm Gene H. Bell-Villada

COMP 209 (S) The Outsider in French & Francophone Film Adaptations of Literary Texts (DPE)

Cross-listings: RLFR 206

Secondary Cross-listing

In this course students will examine the figure of the outsider (queer, black, woman, intruder, loner) in several French and Francophone literary texts and their film adaptations and will explore questions such as: how are such outsiders translated onto the screen? To what extent does outsider status help maintain, challenge, or reveal hegemonic discourse? In what ways do non-Western and Western filmmakers (re)cast power and privilege through the figure of the outsider in their film adaptations (of Western canonical texts)? Students will read original French and Francophone literary texts and apply theories of film adaptation to their analyses.

Requirements/Evaluation: Three response papers, one short essay on film adaption, one video essay with a student partner

Prerequisites: Students should have taken RLFR 105 or above, or placement test, or by permission of instructor

Enrollment Limit: 16

Enrollment Preferences: Comparative Literature majors, Africana Studies concentrators, French majors and certificates

Expected Class Size: 12

Grading: yes pass/fail option, no fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

RLFR 206(D1) COMP 209(D1)

Difference, Power, and Equity Notes: This course fulfills the DPE requirement because it focuses via the figure of the outsider on power dynamics (based on sexual identity race, class, gender) between cultural producers in literary texts and their film adaptations.

Attributes: FMST Core Courses

Spring 2025

SEM Section: 01 TR 11:20 am - 12:35 pm Sophie F. Saint-Just

COMP 228 (S) Boys Love (DPE)

Cross-listings: WGSS 227

Primary Cross-listing

Originating in Japanese manga of the 1970s, the genre of yaoi, boy love, or BL has expanded into other media and around the globe during the last half century. Created mostly by women for women, BL transposes classic tropes of popular romance into a male homosocial environment, depicting the inevitable love of young, attractive, and typically androgynous men. The growing popularity of BL begs several questions: Why do women create and consume romances that tend to exclude female characters? Why do they enjoy a fictional universe that deliberately downplays homophobia yet ostensibly preserves heteronormativity by showing powerful, protective tops who repeatedly fall for vulnerable, passive bottoms? And how has BL changed global perceptions of and expectations for masculinity? This course explores these and other questions by examining key examples of BL from Japanese manga to Thai television, as well as shipping culture, BL's robust fandom, and adjacent genres such as slash fiction and girl love.

Requirements/Evaluation: completing all assignments, active participation in class discussions, two short papers, creating your own BL, and a final project

Prerequisites: none

Enrollment Limit: 40

Enrollment Preferences: COMP and WGSS majors

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 227(D2) COMP 228(D1)

Difference, Power, and Equity Notes: This class examines difference, power, and equity by examining representations of gender and sexuality, as well as their global flow over the past fifty years. Works of yaoi, boys love, or BL represent a significant genre of popular culture, as well as soft power, that originated in East Asia yet has spread around the globe. The course will address the gendered aspects of BL production, consumption, and fandom, as well the genre's mobilization of homosociality and homosexuality.

Spring 2025

SEM Section: 01 TF 2:35 pm - 3:50 pm Julie A. Cassidy

COMP 230 (S) The Renaissance in England and the European Continent: Self and World (DPE) (WS)

Cross-listings: ENGL 228

Secondary Cross-listing

At the same time as the individual human being in possession of a distinctive personality was taking on enormous importance in politics, philosophy, literature, and the visual arts, early modern Europeans were encountering unprecedented levels of cultural diversity. In this interdisciplinary course, we will consider these two developments both separately and together. As Renaissance humanists were acquiring a sophisticated understanding of the distance between the present and various European pasts (the recent medieval past and the remote history of antiquity), they were also coming into contact with non-European cultures in Africa, the Americas, and Asia via trade and economic development, imperial expansion, and religious conversion. Always at stake in these encounters was the question of who counted as an individual; the self was not considered to be intrinsic to

human nature but rather the product of historical and cultural developments. Themes will include religious pluralism, the sacred and the secular, vernacularity, exploration and empire, the relationship between mind and body, slavery, trade, wealth, gender, self-fashioning, and style. We will consider such English writers as the Pearl poet, More, Marlowe, Spenser, Shakespeare, Browne, and Milton; such continental intellectuals as Descartes, Erasmus, Las Casas, and Castiglione; and such continental artists as Michelangelo, Velázquez, Bruegel, and Rembrandt.

Requirements/Evaluation: Five four-page papers, in-class presentation, thoughtful participation in discussions

Prerequisites: A 100-level ENGL course, a score of 5 on the AP English Literature exam, a score of 6 or 7 on the Higher Level IB English exam, or permission of the instructor

Enrollment Limit: 19

Enrollment Preferences: First- and second-year students, and English majors who have yet to take a Gateway course

Expected Class Size: 19

Grading: no pass/fail option, yes fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 230(D1) ENGL 228(D1)

Writing Skills Notes: The course asks students to write five four-page papers and offers exposure to a range of humanistic modes, from close reading to visual analysis to the exposition of philosophical claims. One paper will involve independent research. The instructor will provide frequent and extensive written feedback on student work. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: This course examines the role of historical and cultural difference within and beyond Europe at the very beginning of globalization. Students will become acquainted with the origins of colonialism and the global traffic in slaves, as well as with the complex role of writers and intellectuals in questioning, defending, and imagining these practices. We will consider the epistemological challenges of accessing the testimony of subordinated persons.

Attributes: ENGL 200-level Gateway Courses ENGL Literary Histories A

Spring 2025

SEM Section: 01 TR 9:55 am - 11:10 am Emily Vasiliauskas

COMP 234 (S) Saharan Imaginations (DPE) (WS)

Cross-listings: ARAB 209 / ENVI 208

Secondary Cross-listing

Deconstructing reductive Saharanism, which the course conceptualizes as a universalizing discourse about deserts, this course seeks to critically examine the myriad assumptions that are projected upon deserts across times and cultures. In addition to their depiction as dead and empty, deserts have become a canvas for the demonstration of religiosity, resilience, heroism and athleticism. Cultural production, particularly literature and film, do, however, furnish a critical space in which important questions can be raised about deserts' fundamental importance to different cultures and societies. Drawing on novels, films, and secondary scholarship, the course will help students understand how myth, memory, history, coloniality/postcoloniality, and a strong sense of ethics are deeply intertwined in the desert sub-genre of African, Euro-American, and Middle Eastern literatures. Whether grappling with transcontinental issues of climate change, cannibalization of biodiversity or overexploitation of natural resources, desert-focused cultural production invites us to interrogate the politics of space and place as well as mobility and spatial control as they relate to this supposedly dead nature.

Requirements/Evaluation: active participation, short presentation, short weekly responses on GLOW, midterm exam, and final paper

Prerequisites: none

Enrollment Limit: 14

Enrollment Preferences: If the course is over-enrolled, students will be required to provide a 200-word paragraph in which they explain how the course fits within their plan of study at Williams.

Expected Class Size: 14

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ARAB 209(D1) COMP 234(D1) ENVI 208(D1)

Writing Skills Notes: Students will receive constant and extensive feedback on their written work. Students will write regular weekly responses on Glow, a reflection statement, two 5pp. papers for midterms, and one 10pp. final paper.

Difference, Power, and Equity Notes: Students will gain critical awareness of the imbrication of power, hegemony, economic injustice, and colonial policies in the disruption of indigenous conceptions of the Saharan space. Students will also be able to question representations of the Sahara as a dead or empty space by engaging with locally produced alternative conceptualizations of place. Finally, students will produce written assignments that address issues of power and environmental discrimination.

Attributes: ENVI Humanities, Arts + Social Science Electives

Spring 2025

SEM Section: 01 MR 2:35 pm - 3:50 pm Brahim El Guabli

COMP 242 (S) Americans Abroad (DPE)

Cross-listings: GBST 242 / AMST 242 / ENGL 250

Primary Cross-listing

This course will explore some of the many incarnations of American experiences abroad from the end of the 19th century to the present day. Materials will be drawn from novels, short stories, films, and nonfiction about Americans in Europe in times of war, peace, and pandemic. We will compare and contrast the experiences of novelists, soldiers, students, war correspondents, jazz musicians, and adventurers. What has drawn so many Americans to Europe? What is the difference between a tourist, an expat, and an émigré? What are the profound, and often comic, gaps between the traveler's expectations and the reality of living in, say, Paris or a rural village in Spain? What are the misadventures and unexpected rewards of living, working, writing, or even falling in love in translation? How did recent lockdowns and border closings impact and/or interrupt these complex experiences? Authors may include: Edith Wharton, Henry James, Langston Hughes, Martha Gellhorn, Ernest Hemingway, Elaine Dundy, Richard Wright, and Ben Lerner. Additional reading will be drawn from historical and critical works. All readings will be in English. This comparative course is designed to highlight the challenges and benefits of cultural immersion abroad. It will focus on the linguistic, emotional, intellectual, and social adaptation skills that are required to understand others, and oneself, in new contexts. Many of the authors and artists we will study chose, or were forced to, leave oppressive situations in the United States where their futures were limited due to factors related to politics, gender, race or class (and combinations thereof). We will study their dislocation, and freedom, and struggles to reshape their (and our) concept of "home" into something that reflects individual identity, and not one imposed by any national culture--American or foreign.

Requirements/Evaluation: Each student will give an in-class presentation and complete 3 writing assignments totaling 20 pages; one of these writing assignments will be a personal travel narrative based on the student's own experiences.

Prerequisites: Any literature course at Williams or permission of instructor.

Enrollment Limit: 18

Enrollment Preferences: Comparative Literature, English or American Studies majors, and/or students who have studied away or plan on doing so, and/or students who are from international and/or bilingual (or multilingual) backgrounds.

Expected Class Size: 18

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

GBST 242(D2) AMST 242(D2) COMP 242(D1) ENGL 250(D1)

Difference, Power, and Equity Notes: We will read and analyze primary materials and literature that reflect on Americans who chose, or were forced to, reinvent themselves abroad to escape oppressive situations in the United States related to gender, class, race, or political views. The socio-historical context of each writer will be crucial to understanding their situations. Students will write critical papers, and their own narrative in which they reflect on a situation of personal dislocation, either while traveling, or at home.

Attributes: AMST Arts in Context Electives GBST Borders, Exiles + Diaspora Studies

Spring 2025

SEM Section: 01 TR 9:55 am - 11:10 am Soledad Fox

COMP 258 (S) Gnosis, Gnostics, Gnosticism (DPE)

Cross-listings: REL 276

Secondary Cross-listing

Reality is not what it seems. Salvation by knowledge, arch-heresy, an eternal source of mystical insights and experiences, secret esoteric teachings available only to a few. All these and more have been claims made about gnosis, Gnostics, and Gnosticism. This course will introduce you to the key ancient texts and ideas associated with Gnostics in modern forms of esotericism and spiritualities. We shall explore how claims about gnosis offer modes of critiquing and seeking to transform unjust social and political systems.

Class Format: lecture/discussion

Requirements/Evaluation: weekly GLOW posts, 1 textual analysis paper, 1 historiographical analysis paper, and a final paper that entails a revision and expansion of earlier writing for the course.

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: students with prior coursework in biblical or other ancient literature or history

Expected Class Size: 15

Grading: no pass/fail option, yes fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

REL 276(D2) COMP 258(D1)

Difference, Power, and Equity Notes: This course situates "gnosis" as a practical epistemological orientation used both to disrupt and challenge power arrangements deemed unjust and to empower those who are marginalized within dominant power structures. At the same time, the course interrogates "gnostic" epistemological claims as capable of being used to reinstall hierarchical power structures. Attention to power and equity and how difference is produced is at the center of the course.

Spring 2025

LEC Section: 01 MR 1:10 pm - 2:25 pm Denise K. Buell

COMP 260 (F) Francophone Graphic Novels (DPE)

Cross-listings: RLFR 260

Secondary Cross-listing

In this class we will read contemporary graphic novels and *bandes dessinées* from Côte d'Ivoire, Morocco, Guadeloupe, Lebanon, France, and Québec to analyze how they approach subjects such as colonial history, migration and discrimination, gender and sexuality, and representations of disability and the racialized body. We will pay particular attention to the visual form and the critical theory of the graphic novel to further understand why this hybrid genre has become so popular and widespread, and how it is shaping conversations about difference and power in the Francophone world. *Conducted in French.*

Requirements/Evaluation: weekly 1-page response papers, midterm 4-5-page paper, presentation and final 7-8-page research paper

Prerequisites: RLFR 105, 106, by placement or by permission of instructor

Enrollment Limit: 20

Enrollment Preferences: French majors and certificate students, Comparative Literature majors

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 260(D1) RLFR 260(D1)

Difference, Power, and Equity Notes: The readings in this course focus on French colonial and Francophone postcolonial history, contemporary migration, and structures of discrimination built on race, religion, gender, and ableism in the French-speaking world. We will explore how graphic

novels in their hybrid visual/verbal forms propose different ways of shaping the dynamics and the discourse of difference and power.

Fall 2024

SEM Section: 01 TR 9:55 am - 11:10 am Katarzyna M. Pieprzak

COMP 271 (S) Acting Out: Performativity, Production, and Politics in East Asian Theatres (DPE)

Cross-listings: CHIN 275 / THEA 271 / ASIA 275 / AAS 275

Secondary Cross-listing

"Asian Theaters," for those in the West, can conjure up a variety of exotic impressions: spectacle and cacophony, mysterious masks and acrobatic bodies, exquisite styles and strangely confusing conventions. Although Asian theaters have been studied systematically in the West for at least a century, the West has never truly left its "othering" look at them. Yet, what is "different" for the West is bedrock for Asian cultures. Theatre, one of the most important and dynamic forms of cultural production and communication, has actively involved all strata of Asian societies for a millennium. How to explain theatre's continued presence and relevance for Asian nations? What do the traditions of Kun, Kabuki, and P'ansori reveal about the cultures and communities in which they were created? This course seeks to understand from the Asian perspective, rather than "exoticize" and "other," musical and dance theatres from China, Japan, and Korea. Examining the evolving presentations of signature dramas dating from the sixteenth to the eighteenth centuries, we will act out Asian theatres in the following ways: (1) by reading the original plays in translation in tandem with their contemporary and intercultural reproductions, we will explore how Asian theatres fare in the era of globalization within and beyond national borders; (2) by revealing the "technologies" of writing, reading, acting, and staging these plays in different cultural milieus, we will consider what kinds of language and rhetoric, forms of music and movement, as well as visual components are deployed to convey evolving messages; (3) by considering key performances held outside of the proscenium stage, we will gain exposure to alternative theatrical spaces in Asian and diasporic communities that reform performing conventions, reconfigure staging environments, and renegotiate cultural values. In this manner, we will together gain an appreciation for the aesthetic devices, thematic concerns, and production politics of East Asian theatres and their global reproductions. Class materials include drama, production videos, and invited zoom sessions with Asian theatre practitioners and directors who live in the U.S. and other diasporic communities. All materials are in English. No language prerequisite. Funded by the Global Initiatives Venture Fund, this course includes an all-expense-paid travel component, a cultural and academic exchange project titled "Redefining Amateurism: Experiential Learning with Student Theatre in Contemporary China," which will bring up to eight Williams students to Nanjing, China during the Spring Break (3/23-4/3/2025). Students will participate in workshops with playwrights and theater-makers in contemporary China and engage in black-box theater productions with students from Nanjing University and Shanghai Theatre Academy. This travel component is OPTIONAL for students taking this course. However, students enrolled in this class will receive priority consideration to be included in the free travel project. Selection criteria include active participation, excellent performance in the course, etc.

Class Format: Funded by the Global Initiatives Venture Fund, this course includes an all-expense-paid travel component, which will bring up to eight Williams students to Nanjing, China during the Spring Break (3/23-4/3/2025). This travel component is OPTIONAL for students taking this course. However, students enrolled in this class will receive priority consideration to be included in the free travel project. Selection criteria include active participation, excellent performance in the course, etc.

Requirements/Evaluation: Evaluation will be based on 1) ACTIVE in-class discussion; 2) three small projects (papers and audio/video essays); 3) a take-home midterm; and 4) Poster presentation based on students' final projects.

Prerequisites: None; open to all. No knowledge of Asian languages required, though students with advanced Asian language proficiency are encouraged to work with primary sources if they wish.

Enrollment Limit: 20

Enrollment Preferences: Current or prospective majors in the Department of Asian Languages, Literatures, and Cultures; Theatre majors; Comp Lit majors; Concentrators in Asian Studies or Asian American Studies.

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

CHIN 275(D1) THEA 271(D1) COMP 271(D1) ASIA 275(D1) AAS 275(D2)

Difference, Power, and Equity Notes: This course examines the power dynamics of spectacle and cacophony and how theatre provided a cultural space that engaged all strata of East Asian societies, thereby masking class and ethnic divisions within these nation-states, while also presenting a distinct image of "China," "Japan," and "Korea" to be consumed in the West. Students will learn ways in which "traditional" theatre productions affirm

or subvert Western biases against Asians.

Attributes: AAS Non-Core Electives GBST East Asian Studies

Spring 2025

SEM Section: 01 TF 2:35 pm - 3:50 pm Man He

COMP 273 (S) The Humanities: A Literary and Cultural History (DPE)

Cross-listings: GBST 273

Primary Cross-listing

This course will start with a history of the curriculum of Williams College, and will include a research project students will complete through the course catalogues and other materials in the college archives. From that point of departure we will read several novels and articles, see films, listen to music, and study cultural moments in the United States and abroad when the Humanities have peaked (for example, the GI Bill) and others when their value has been questioned, censored or come under threat (from the McCarthy era to AI).

Requirements/Evaluation: A semester-long research project in the Williams College Archives, engaged daily class participation, midterm exam, final paper, two in-class presentations (one in pairs, one individual), discussion leading.

Prerequisites: None

Enrollment Limit: 18

Enrollment Preferences: Open to all students. If overenrolled, instructor will send out a survey to determine enrollment in the course.

Expected Class Size: 18

Grading: no pass/fail option, no fifth course option

Materials/Lab Fee: None

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 273(D1) GBST 273(D2)

Difference, Power, and Equity Notes: One of the goals of this course is to consider the democratizing role the humanities play within a Liberal Arts education, and the role of this type of education in the larger context of the world we live in. Is the pursuit of the study of literature, languages, and the arts in sync with career readiness goals that students are, very reasonably, concerned with? We will explore this and related questions. This course proposes the humanities as a space for all, not a luxury for the privileged few.

Spring 2025

SEM Section: 01 TR 11:20 am - 12:35 pm Soledad Fox

COMP 296 (F) Chinese Film and Its Significant Others (DPE)

Cross-listings: CHIN 226 / ASIA 226

Secondary Cross-listing

From the first "wows" that the short films invoked at a Shanghai teahouse in 1896, Chinese films have made successive wonders that straddle reality and fantasy, technological modernity and shadow-making craft, aesthetic experiments and monetary yearnings, global investments and local interest. This seminar will explore the evolving relationships between Chinese films and five "significant others" that are central to film and film-making. Roughly following a chronological order, this course will examine 1) the effect of new technological developments (such as photography, sound, color, special FX) on film; 2) the tension between film and traditional modes of public entertainment (such as operas and shadow plays); 3) film's social role to affirm and contest gender, national, and class identities; 4) the need to garner differing sources of financial support (state funding, cultural entrepreneurs, and transnational capital); and 5) the circulation of Chinese films in the global market. Class materials include various genre films (melodrama, horror, martial arts, comedy, etc.), directors' notes, contemporary reviews, and scholarship in China and media studies. All materials and discussions are in English.

Requirements/Evaluation: Evaluation will be based on 1) ACTIVE in-class discussion; 2) Pre-class discussion posts based on reading (Graded as Complete or Incomplete); 3) Three short papers (3 pages); and 4) the final group project (including a presentation, and a paper or other form of project. Students will be graded both individually and as a group).

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: current or prospective majors in Department of Asian Languages, Literatures, and Cultures; Comp Lit majors; those with Asian Studies Concentration.

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

CHIN 226(D1) ASIA 226(D1) COMP 296(D1)

Difference, Power, and Equity Notes: This course provides students with the opportunity to analyze the clashes and negotiations between Western media technological modernities and Chinese indigenous understanding of shadows, visibility, and sound. By discussing various films produced from mainland China, Hong Kong, Taiwan, and other diaspora areas from 1920 to now, this course asks students to explore how cinema invokes (and erases) differences, and consolidates (and challenges) hegemonic notions of nation, gender, and class.

Attributes: FMST Core Courses

Fall 2024

SEM Section: 01 TF 2:35 pm - 3:50 pm Man He

COMP 299 (F)(S) On Occupations: Work, Colonization and Contemporary Life (DPE) (WS)

Cross-listings: ENGL 294

Secondary Cross-listing

Reading political essays, critical theory, historiography, and literary works, in this course we will ask what thinking through the different senses of "occupation" can teach us about contemporary life. The course wagers that there is a connection between why some nations are or were "under" occupation and why, as individuals, all of us must "have" occupations. On the one hand, we will think about work: What does it mean to have an occupation today? There was a time when most people could distinguish between the time of work and that of leisure. But we live under a different regime. What now is the difference between work and leisure for those working "gigs"? In the case of "creatives," Bifo Berardi says, it is the soul itself that has been put to work. And then there are those who are unemployed, i.e., those occupied by the most widespread form of work there is--looking for work. On the other hand, we will ask questions about colonialism: Did not Europe's occupation of the globe birth this world in which the only way to live is to be occupied in a narrow sense, i.e., to always be working or looking for work? And isn't one economic function of the occupation of peoples in our own times to create a cheap workforce? Finally, we will ask what art and political organizing can teach us about a "de-occupied" life--a life after work, a life without colonization. Writers will include Marx, Jyotiba Phule, Du Bois, Raymond Williams, Premchand, M. E. O'Brien and Eman Abdelhadi, Bifo Berardi, David Graeber, Mahatma Gandhi, Rabindra Nath Tagore, Mahasweta Devi, Edward Said etc.

Requirements/Evaluation: Students will read 100-120 pages each week. Each student will do one classroom presentation about the week's readings. Other assignments include weekly journals, an annotated bibliography, a proposal, and a final paper.

Prerequisites: 100-level English course or a 5 on the AP literature exam, or permission of the instructor.

Enrollment Limit: 19

Enrollment Preferences: first-years and sophomores considering majoring in English or Comparative Literature, and English majors who have not yet taken a gateway course.

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 294(D1) COMP 299(D1)

Writing Skills Notes: Students will write over 20 pages in the semester and they will receive extensive feedback.

Difference, Power, and Equity Notes: Students will read and discuss texts about the organization of power in contemporary society. They will reflect upon the economic structures that underpin a range of oppressive social forms.

Attributes: ENGL 200-level Gateway Courses ENGL Literary Histories C

Fall 2024

SEM Section: 01 W 1:10 pm - 3:50 pm Paresh Chandra

Spring 2025

SEM Section: 01 W 1:10 pm - 3:50 pm Paresh Chandra

COMP 314 (F) Paris on Fire: Incendiary Voices from the City of Light (DPE)

Cross-listings: RLFR 316 / WGSS 315

Secondary Cross-listing

During the 1830s, Honoré de Balzac described Paris as a "surprising assemblage of movements, machines, and ideas, a city of one hundred thousand novels, the head of the world," but also characterized the French capital as a "land of contrasts," a "monstrous wonder," a "moral sewer." Similarly, writers from Victor Hugo to Émile Zola have simultaneously celebrated Parisian elegance and condemned the appalling misery of Paris's urban poor. Since 1889, Paris has been fêted as the "City of Light" for its Enlightenment legacy, Eiffel Tower modernity, and luminous energy, captured in countless paintings, photographs, and film. However, Paris is also the site of revolution, resistance, and riots. From revolutionary revolt (1830, 1848, 1871), to wartime resistance (1870, 1914-18, 1940-44), to reformist and race riots (1968 and 2005), Paris has repeatedly sparked with incendiary passion and political protest. As fires raged during the 2005 riots, many heard the echo of Hitler's 1944 question, "Is Paris burning?" and asked: why was Paris burning again at the dawn of the twenty-first century? Following the 2015 terrorist attacks, many wondered yet again what the future would hold for the City of Light. To answer these questions, we will examine the social, political, and literary landscape of Paris during the nineteenth, twentieth, and twenty-first centuries, from urbanization and modernization, to occupation and liberation, to immigration and globalization. Readings to include poetry, short stories, and novels by Hugo, Balzac, Baudelaire, Maupassant, Verne, Zola, Apollinaire, Colette, Duras, Perec, Rochefort, and Charef. Films to include works by Clair, Truffaut, Godard, Minnelli, Clément, Lelouch, Luhrmann, Kassovitz, Besson, and Jeunet. *Conducted in French.*

Requirements/Evaluation: Active class participation, midterm exam, and two papers.

Prerequisites: Strong performance in RLFR 106, or another RLFR 200-level or 300-level course, or permission of the instructor.

Enrollment Limit: 16

Enrollment Preferences: French Majors and French Certificate students, Comparative Literature Majors.

Expected Class Size: 16

Grading: yes pass/fail option, no fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

RLFR 316(D1) WGSS 315(D2) COMP 314(D1)

Difference, Power, and Equity Notes: This course examines the operations of difference, power, and equity in French film and fiction, history and politics, art and culture, from 1830 to 2025. In readings, lectures, and discussions, we will look at how class, ethnicity, gender, and sexuality structure the lives and struggles of the working class and urban poor, women and men, migrants and immigrants. Students will learn critical tools to better understand and interrogate social inequity and injustice.

Attributes: GBST Urbanizing World

Fall 2024

SEM Section: 01 MW 11:00 am - 12:15 pm Brian Martin

COMP 315 (S) Social Construction (DPE)

Cross-listings: WGSS 302 / STS 301 / SOC 301 / REL 301

Secondary Cross-listing

"Social construction" can often seem like the great collegial insight. By now, you've all heard that categories such as race, gender, and sexuality are in some sense not part of nature, but instead are created and maintained socially or culturally. The idea of social construction has been vital to critical race theory and queer theory, and, in this course, we will push ourselves into philosophy of science to see whether or not these same insights apply to everything. If we know that "Whiteness," "heterosexuality," and "masculinity," for instance, are all socially constructed, we will ask if the same is true of "electrons," "money," "the solar system," and "climate change." Can it be that all of our reality is socially constructed? Or does social construction have

limits? If so, what are they? We will also ask more fundamental questions, such as: What does it mean to say something is socially constructed? How does social construction relate to claims that an aspect of the world is "real" or "not real?" Is social construction a theory about language, power, culture, societies, human perceptions, or the limits of science? What kind of political, ethical, ontological, or epistemological work do theories of social construction do? We will begin with different accounts of the social construction of race, gender, and sexuality. In the second part of the course, we will dig deeper into philosophical debates about social construction as such. Then we will explore constructionism about natural science. In the last part of the course, we will change gears and explore look at cutting-edge work in the theory of social science aimed at explaining the construction and ontology of social worlds. The class will culminate in a project in which students will put their social construction theories into practice.

Requirements/Evaluation: regular attendance and participation, short weekly reflection papers, a 8-10 page research paper, and final project

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: Preference will be given to majors and concentrators from STS, ANSO, COMP, REL, PHIL, WGSS, AAS, LATS, JWST, and AFR. If the class is overenrolled students will be asked to submit an email about themselves and why they want to take the course.

Expected Class Size: 15

Grading: no pass/fail option, yes fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 315(D1) WGSS 302(D2) STS 301(D2) SOC 301(D2) REL 301(D2)

Difference, Power, and Equity Notes: Central to REL 301 will be an analysis of the social construction of race, gender, and sexuality. It will show how power and difference are tied up in their construction and maintenance of these categories. Students will be taught how to critically analyze race, gender, and sexuality as well as social construction as such. Students will also learn sophisticated tools for studying systems of social power and difference.

Attributes: PHIL Related Courses

Spring 2025

SEM Section: 01 W 1:10 pm - 3:50 pm Jason Josephson Storm

COMP 335 (F) Poetry of Indignation: Poetics and Transnational Liberation (DPE) (WS)

Cross-listings: AFR 328 / ARAB 320

Secondary Cross-listing

Poetry is usually associated with beautiful, metered, and charged language. However, beyond its poeticity, poetry has also functioned as a tool of liberation and transnational construction of identities and solidarities. States have national poets, and, in many countries, national anthems were written by famous poets. From Abu al-Qasim al-Shabbi and Claude McKay to Pablo Neruda, poetry has acted as a space for life, rebellion, resistance, revolution, and the defense of a common humanity that transcends the barriers of language and national aesthetics. This course draws on a variety of materials from the Caribbean to Africa and from the Middle East to India to conceptualize a "poetics of indignation" against slavery, social injustice, colonization, authoritarianism, capitalism, and globalization. The students in this course will read poets, such as Okot p'Bitek, Derek Walcott, Tsitsi Jaji, Mahmoud Darwish, and Pablo Neruda, among many other poets, to examine how poetics changed and shifted across times and geographic boundaries while retaining a commitment to indignation, rebellion, and anger at almost the same recurring oppressive forces.

Requirements/Evaluation: Two 5pp. midterm papers; a 1000-word reflection statement; weekly GLOW posts; one 10-minute presentation; active participation in the discussions in class.

Prerequisites: None

Enrollment Limit: 14

Enrollment Preferences: If the class is overenrolled, the students will submit a 200-word paragraph in which they explain how the course fits within their plan of study at Williams.

Expected Class Size: 14

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 328(D2) COMP 335(D1) ARAB 320(D1)

Writing Skills Notes: The students in this course will receive intensive feedback on their writing. This includes writing two 5pp. papers as well as a 10pp. final paper. The students will submit weekly GLOW posts and a final reflection statement.

Difference, Power, and Equity Notes: The students will understand that poetry is a field in which power dynamics and imbalances of access to resources are reflected. They will also pay attention to who writes what and who publishes where in order to understand the imbrication of inequality within the institutions that produce, disseminate, and reward poets.

Fall 2024

SEM Section: 01 MR 2:35 pm - 3:50 pm Brahim El Guabli

COMP 350 (F) Separation: An Introduction to Postcolonial Literature (DPE)

Cross-listings: ASIA 353 / ENGL 352

Secondary Cross-listing

Few themes in the history of human societies have produced as much writing as that of separation--from a lover, from one's homeland, from God(s). In the past two centuries, this theme has been essential to representing experiences of exile and migration in the wake of the colonially mediated transition to world capitalism. In this course, we will take up the theme of separation as a privileged point of entry into postcolonial literature and towards understanding the multiple meanings of "postcoloniality." We will encounter examples in which this theme shapes critical thought and helps imagine new modes of existence, as well as those in which the grief of separation shades into such overpowering melancholy that writing becomes impossible. We will also look at what the preoccupation with separation can tell us about the ways human beings relate to human and non-human objects, and how they make and experience history. To think through these issues, we will read nineteenth and twentieth century works dealing with experiences of love, ecstasy, migrancy, and exile, composed in diverse geographical, socio-political, and linguistic contexts. We will read works (novels, poems, memoirs, essays) and watch films from South Asia, Egypt, the Caribbeans, the US, and Europe, composed in multiple languages (English, Hindi, Urdu, Persian, French, Arabic, Bengali and Malayalam).

Requirements/Evaluation: mid-term paper (6-page), participation in class discussions and one roundtable, final paper (15-page)

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 25

Enrollment Preferences: English majors, then sophomores considering the major

Expected Class Size: 25

Grading: yes pass/fail option, no fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ASIA 353(D1) COMP 350(D1) ENGL 352(D1)

Difference, Power, and Equity Notes: This course examines how the political impact of colonization upon both "colonizer" and "colonized" gets expressed in literary productions of the nineteenth and the twentieth centuries. It explores the way these literary works understand the axes of social identity that shape oppression and inequity--coloniality, race, caste, gender--as constitutive of the unevenly developing world of capitalism. The concepts upon which the course focuses are essential to contemporary social critique.

Attributes: ENGL Literary Histories C

Fall 2024

SEM Section: 01 TF 1:10 pm - 2:25 pm Paresh Chandra

COMP 361 (F) Repairing a Broken World: Intro to North African Contemporary Art (DPE)

Cross-listings: RLFR 360 / ARTH 460 / ARTH 560 / ARAB 360

Secondary Cross-listing

How do artists respond to a world in crisis? How does visual art engage violent histories, injured bodies, social injustice and ecological disaster? In this course we will explore the political and ethical concept of repair as it emerges in the work of contemporary North African visual artists. Repair is both a material and symbolic transformational practice of putting together something that is torn or broken. It is never complete, nor does it redeem a history

of harm or violence. Rather repair is an invitation: a bringing of people, histories, objects, buildings, feelings and geographies into relation with one another in order to link worlds that have been splintered and separated. It is also a call to imagine other futures. North African contemporary artists have deeply engaged in this type of repair work, attending to colonial history, economies of extraction and environmental damage, race and slavery, housing inequity, gender identity and broken transmission of memory. We will dive into the work of individual artists as well as collectives while reading theoretical texts about broken-world thinking, reparative epistemology, alternative archives, and material reparations.

Class Format: Conducted in French.

Requirements/Evaluation: For undergrads: Active participation, 8 1-page response papers, 5-page mid-term paper, 10-12 page final paper and presentation. For grad students: Active participation, 8 response papers, 5-page mid-term paper, and 20-page final paper and presentation.

Prerequisites: Any RLFR 200-level course or above, or by permission of instructor.

Enrollment Limit: 18

Enrollment Preferences: If over-enrolled, preference will be given to RLFR, ARAB, ARTH and COMP majors, and only 2 spots will be offered to Grad Art students.

Expected Class Size: 15

Grading: yes pass/fail option, no fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

RLFR 360(D1) ARTH 460(D1) ARTH 560(D1) ARAB 360(D1) COMP 361(D1)

Difference, Power, and Equity Notes: This course critically examines art work that engages colonial history, economies of extraction and environmental damage, race and slavery, housing inequity, gender identity.

Fall 2024

SEM Section: 01 TF 2:35 pm - 3:50 pm Katarzyna M. Pieprzak

COMP 369 (F) Indigenous Narratives: From the Fourth World to the Global South (DPE) (WS)

Cross-listings: HIST 306 / ARAB 369 / GBST 369

Primary Cross-listing

In the late 20th century, world literature has witnessed a "boom" in indigenous literature. Many critics and historians describe this global re-emergence of the subaltern and the indigenous in terms of literary justice fostered by post-colonial studies and the adoption of the Declaration of the Rights of Persons Belonging to National or Ethnic, Religious and Linguistic Minorities, by the UN General Assembly on December 18, 1992. In this course, we will investigate this "indigenous boom" by reading novels and short stories from the Americas, the Middle East and North Africa from the 1970s to the present. Through these trans-regional and trans-historical peregrinations, our principal goal will be to examine and compare narratives about conquest, settler colonialism, colonial nationalism, indigeneity, sovereignty, indigenous epistemology and philosophy. At the same time, we will consider the following questions: How did pioneering indigenous women writers, such as the Laguna Pueblo Leslie Marmon Silko in the US and the Mayan playwrights of La Fomma in Chiapas, Mexico lead the feminist front of the indigenous literary renaissance? How did Palestinian folktales, Amazigh poetics in the Maghreb, and Mayan dream narratives in Mexico and Guatemala produce narratives of decolonial history? What does the aesthetics of magical realism in Arabic, Quechua and Spanish, respectively, as evident in the works of the Kurdish writer Salim Barakat (Syria) and the mestizo writer José María Arguedas (Peru) tell us about the intersection of race, ethnicity, and indigenous epistemology? What is the connection between the recent "boom" of English translations of Indigenous texts and neoliberalism, multiculturalism and neo-colonialism? Ultimately, our goal is to trace how these texts contributed to global indigenous literature and the trans-historical and trans-geographical connections between them.

Requirements/Evaluation: active class participation, several short response assignments (3-4 pages), two film reviews (1 page), a performance project, and a final paper (7- to 10-pages)

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Comparative Literature majors

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 369(D1) HIST 306(D2) ARAB 369(D1) GBST 369(D2)

Writing Skills Notes: This course will enable students to write weekly while engaging with various forms of writing skills: articulating arguments in short response papers (3-4 pages each), developing visual criticism through writing two film reviews, (1 page each), journaling through writing a personal reflections on a performance project, and honing research language in producing a final paper of 7-10 pages. Instructor's feedback and peer review sessions will include review of drafts and argumentative structures.

Difference, Power, and Equity Notes: At the heart of this course is the history of global Indigenous struggle for liberation and decolonization. The various novels, short stories, poems, films and other texts that students will engage with narrate histories of colonial dispossession, racial oppression, economic subjugation and dehumanization of minoritized Indigenous communities in the Americas, North Africa and the Middle East.

Attributes: GBST Borders, Exiles + Diaspora Studies

Fall 2024

SEM Section: 01 MR 1:10 pm - 2:25 pm Amal Equeiq

COMP 390 (F) Feminist and Queer Horror Films (DPE)

Cross-listings: WGSS 398 / ENGL 333 / AMST 390 / THEA 390

Secondary Cross-listing

This course focuses on pairing theoretical readings with a variety of horror films with feminist or queer themes. Many tropes are associated with this genre - "the final girl" in slasher movies, "the transvestite murderer," femme lesbian vampires, supernatural BDSM figures, vampires as allegories for HIV/AIDS, werewolves as metaphors for FTM gender transitions or puberty, lonely mothers in creaky houses as unreliable narrators, Satanic spawn, and creepy long-haired girls. Some films reinforce gender stereotypes while others snap on more explicitly feminist and queer lenses. This course functions as a survey of many different genres, introducing students to classic 1970s films and working up to the present day and we will learn how these tropes developed and then were subverted by more modern day films such as those by A24 Studies and the new renaissance of Black horror, etc. Most films will focus on the US, with some notable exceptions in Japan, Spain, and elsewhere globally. There will be graphic content. You must be 18 or over to take this class.

Requirements/Evaluation: Class participation, short reflection papers, 2-3 extemporaneous oral class responses, several creative assignments.

Prerequisites: None. Prior WGSS courses will be helpful.

Enrollment Limit: 15

Enrollment Preferences: Stage 1 is a statement of interest form; Stage 2 will be a very brief interview. There is NO preference by major or class year.

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Materials/Lab Fee: Some of the creative assignments will have an "artsy-craftsy" component, but should not cost more than 25 dollars total per student per semester, though amounts will vary depending on how the student chooses to execute the assignment.

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 398(D2) ENGL 333(D1) AMST 390(D2) COMP 390(D1) THEA 390(D1)

Difference, Power, and Equity Notes: This course necessarily examines power when it comes to gender and sexuality - who has it? what do they do with it? how does this power turn deadly? how can agency be regained? Horror is almost never about equitable situations but rather the imbalance that comes from difference (along whatever axis) causing a lack of equity.

Attributes: WGSS Racial Sexual + Cultural Diversity Courses

Fall 2024

SEM Section: 01 MW 7:00 pm - 8:15 pm Gregory C. Mitchell

COMP 412 (S) Senior Seminar: Nineteenth-Century French Novel: Desperate Housewives and Extreme Makeovers (DPE)

Cross-listings: WGSS 408 / RLFR 412

Secondary Cross-listing

In 1834, Honoré de Balzac wrote that "Paris is a veritable ocean. Sound it: you will never know its depth." The same can be said of the French nineteenth-century novel and its boundless ability to echo the past and illuminate the present. From the Romanticism of Stendhal and Hugo, and the Realism of Balzac and Flaubert, to the Naturalism of Zola and Maupassant, the novel became a forum for examining illicit sexuality, institutional misogyny, social injustice, criminal passions, revolutionary struggles, and Parisian pleasures in nineteenth-century France. Characters such as the miserable housewife Emma Bovary, the reluctant revolutionary Jean Valjean, the social climber Julien Sorel, the ambitious undergraduate Eugène de Rastignac, and the domestically abused Gervaise Macquart became synonymous with France's turbulent social and political landscape from the 1830s to the 1880s. As recent film adaptations make clear, these desperate housewives and extreme makeovers continue to haunt our twenty-first century present. Reinterpreted by such actors as Gérard Depardieu, Isabelle Huppert, Uma Thurman, Claire Danes, and Jennifer Aniston, the nineteenth-century novel continues to sound out the scandalous and sensational depths of our own century. Readings to include novels by Balzac, Stendhal, Hugo, Flaubert, Maupassant, Zola. Films to include adaptations by Clément, Berri, August, Arteta, Lelouch, Chabrol. Conducted in French.

Requirements/Evaluation: Active class participation, midterm exam, and two papers.

Prerequisites: A 200-level or 300-level RLFR course at Williams, or Advanced coursework during Study Abroad in France or the Francophone World, or permission of the instructor.

Enrollment Limit: 16

Enrollment Preferences: French Majors and French Certificate students, Comparative Literature Majors, Women's, Gender, & Sexuality Studies Majors.

Expected Class Size: 16

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 408(D2) RLFR 412(D1) COMP 412(D1)

Difference, Power, and Equity Notes: This course analyzes difference, power, and equity through its examination of gender diversity, institutional misogyny, urban criminality, human sexuality, social injustice, and revolutionary struggle in nineteenth-century France. In class discussions and critical essays on 1830s-1880s France, students will examine and articulate the inequities and injustices between women and men, the privileged and oppressed, the wealthy and working class, and both the rural and urban poor.

Spring 2025

SEM Section: 01 TR 11:20 am - 12:35 pm Brian Martin

DANC 125 (F) Music and Social Dance in Latin America (DPE)

Cross-listings: MUS 125

Secondary Cross-listing

This course offers a full-spectrum introduction to a number of Latin American social dance forms, including samba, salsa, tango, and the Suriname Maroon genre, awasa. Through critical listening and viewing assignments, performance workshops, and readings from disciplines spanning ethnomusicology, anthropology, dance studies, Latin American studies and history, students will combine a technical understanding of the musical and choreographic features of these genres with a consideration of their broader contexts and social impact. Among the questions that will drive class discussions are: How do sound and movement interrelate? What aspects of gender, sexuality, class, race and ethnicity arise in the performance and consumption of Latin American genres of social dance? How do high political, economic, and personal stakes emerge through activities more commonly associated with play and leisure? This class is driven by academic inquiry into these various social dance practices; it does not prioritize gaining performance skills in the genres discussed. While there will be experiential components included throughout the course (for instance music or dance workshops), the majority of the class will be conducted in a discussion/seminar format. While the ability to read musical notation is helpful, it is not required.

Class Format: seminar/studio

Requirements/Evaluation: Regular short assignments, three 5-7 page papers, final project or paper (10-12pgs)

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: upperclassmen, majors in music, dance, Latino/a studies.

Expected Class Size: 20

Grading: no pass/fail option, yes fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

MUS 125(D1) DANC 125(D1)

Difference, Power, and Equity Notes: Together, the music and dance genres discussed here indicate the diversity of social dance practices within Latin America, broadly conceived. Each unit of the course delves into aspects of political, historical, and cultural context and their resonance within the realm of music and dance. Specific attention is paid to racial and intercultural aspects each genre's formulation, practice, and circulation, as well as the politics of representation in embodied expression.

Attributes: GBST Latin American Studies MUS Ethnomusicology

Fall 2024

SEM Section: 01 MWF 8:30 am - 9:45 am Corinna S. Campbell

DANC 216 (F) Asian/American Identities in Motion (DPE)

Cross-listings: AAS 216 / AMST 213 / GBST 214 / ASIA 216 / THEA 216

Primary Cross-listing

The course aims to explore dance and movement-based performances as mediums through which identities in Asian and Asian American (including South Asian) communities are cultivated, expressed, and contested. Students will engage with how social and historical contexts influence the processes through which dance practices are invested with particular sets of meanings, and how artists use performance to reinforce or resist stereotypical representations. Core readings will be drawn from Dance, Performance, Asian, and Asian American Studies to engage with issues such as nation formation, racial and ethnic identity politics, appropriation, tradition and innovation among other topics. This is primarily a discussion-based seminar course, and might also include screenings, movement workshops, and discussion with guest artists and scholars. No previous dance experience is required.

Requirements/Evaluation: reading responses, in-class writing assignments, participation in discussions and presentations, two 5-6 page essays, and a final cumulative essay assignment.

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: first years and sophomores

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AAS 216(D2) AMST 213(D2) DANC 216(D1) GBST 214(D2) ASIA 216(D1) THEA 216(D1)

Difference, Power, and Equity Notes: This course introduces students to the role of performance in nation formation in Asia and the history of Asian Americans in the US through analysis of dance practices. Student will explore how race was central to the formation of Asian and the American nations, and how social and legal discriminatory practices against minorities influence identity and popular cultural practices. The assigned material provide examples of how artists address these inequalities and differences in social power.

Attributes: AAS Core Electives AAS Gateway Courses

Fall 2024

SEM Section: 01 WF 11:00 am - 12:15 pm Munjulika R. Tarah

DANC 226 (S) Gender and the Dancing Body (DPE)

Cross-listings: AMST 226 / WGSS 226 / THEA 226

Primary Cross-listing

This course posits that the dancing body is a particularly rich site for examining the history of gender in America and beyond. The aim of the course is to explore ideas related to gender as prescribed by dominant cultural, social, and religious institutions, and how dance has been used to challenge those normative ideologies. We will examine a wide range of dance genres, from stage performances to popular forms to dance on television, with particular attention to the intersections of race and class with gender. This is primarily a discussion-based seminar course and may also include film screenings, movement workshops, discussions with guest artists and scholars. No previous dance experience required.

Requirements/Evaluation: participation in discussions and presentations, reading responses, in-class writing assignments, two 5-6 page essays, and a final cumulative essay.

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: first years and sophomores

Expected Class Size: 10-15

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

DANC 226(D1) AMST 226(D2) WGSS 226(D2) THEA 226(D1)

Difference, Power, and Equity Notes: In the course, students will explore the concept of gender as a social construction and how the body's historical associations to markers of gender and sexuality lead to differences in socio-political power. The assigned texts and viewings provide examples of how bodies and their movements make meaning in a network of power relationships, and how artists use dance to address social inequalities such as sexism, racism, and transmisogyny, to imagine a more just world.

Spring 2025

SEM Section: 01 WF 11:00 am - 12:15 pm Munjulika R. Tarah

DANC 302 (S) Moving Words, Wording Dance (DPE) (WS)

Cross-listings: ENGL 335

Primary Cross-listing

How can we capture the "liveness" of dance and performance through writing? How can the spoken and written word promote a deeper understanding of felt emotions expressed through embodied practice? In this tutorial, we will explore different modes of writing about performance such as ethnography, non-/fiction, and performative writing. While there will be skill-based goals and a set outline for the tutorial, core texts that will anchor the conversations and paired writing assignments will be selected according to the interests of enrolled students. Texts will be complemented with visual materials and/or virtual conversation with artist-scholars to encourage a multilayered experience with writing about performance. The course is reading and writing intensive, and oriented towards juniors, seniors, and those with deep interest in analytical and creative writing. Students will (i) read several monographs during the semester, (ii) produce creative and critical writing (at least 5-6 pages every two weeks and a longer final essay) (iii) be committed to the peer review and revision process of their own work and that of their writing partners, and (iv) participate in discussions about course materials and reflections about their writing process.

Class Format: enrollment in the course will require each student to have in-person or zoom meeting with the instructor before the first class meeting, and attendance in the first organizational meeting or class session.

Requirements/Evaluation: This tutorial is reading and writing intensive, and oriented towards juniors, seniors, and those with deep interest in analytical and creative writing. Students will (i) read several monographs during the semester, (ii) produce creative and critical writing (at least 5-6 pages every two weeks and a longer final essay) (iii) be committed to the peer review and revision process of their own work and that of their writing partners, and (iv) participate in discussions about course materials and reflections about their writing process.

Prerequisites: none

Enrollment Limit: 8

Enrollment Preferences: Juniors and seniors, and those with specific interest in performance, creative, and analytical writing. Prior dance or performance experience not required.

Expected Class Size: 6

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 335(D1) DANC 302(D1)

Writing Skills Notes: Each student will write three 5- to 6- page papers on which the professor and peers will provide critical feedback on content, style, and form. After each cycle of feedback, students will have the option to submit a revision, and discuss the revision process and the revised paper. As the final assignment, students will select one of the three papers to develop into a longer essay, which will be 10-15 pages.

Difference, Power, and Equity Notes: The monographs that will anchor the tutorial engage with politics of identity as it manifests in both staged and in everyday performances. The introductory points of exploration and the objects of analysis in the course are bodies in motion. So our inquiry throughout the semester will necessarily include how bodies "make meaning" in a network of power relationships within the context of historical associations to markers of race, class, gender, sexuality, and socially constructed differences

Spring 2025

TUT Section: T1 TBA Munjulika R. Tarah

ECON 105 (F) Gender in the Global Economy (DPE)

Cross-listings: WGSS 211

Secondary Cross-listing

This course will present a feminist economic analysis of the global economy, and some of the urgent issues facing women in the Global South. The course will start by developing theoretical resources: these will include feminist critiques of economic theory, work on care labor and the shifting boundaries between markets, governments, households and the environment, and discussions of intersectionality and difference. Then we will discuss a series of interlinked issues which may include the contradictory effects of structural adjustment and its successors; the informal sector and global value chains; the economics of sex work and global sex trafficking; climate change; and migration. We will finish by looking at community-based activism, non-governmental organizations, and the possibilities for North/South alliances.

Class Format: lecture/discussion

Requirements/Evaluation: reaction papers, research paper; participation in class discussion will count for part of the grade

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: Women's, Gender and Sexuality Studies majors

Expected Class Size: 12

Grading: no pass/fail option, yes fifth course option

Unit Notes: This course cannot count toward the ECON major.

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ECON 105(D2) WGSS 211(D2)

Difference, Power, and Equity Notes: This course meets the DPE requirement because it asks students to reflect critically on issues of gender and economic power around the world in a comparative contextual framework.

Attributes: GBST Economic Development Studies WGSS Racial Sexual + Cultural Diversity Courses

Fall 2024

SEM Section: 01 TF 2:35 pm - 3:50 pm Kieran Honderich

ECON 257 (F) Economic Perspectives on Racial Inequality (DPE)

This course will examine the causes and consequences of racial disparities in economic outcomes. Specific topics will include the determinants and consequences of racial differences in earnings and human capital; formal models of taste-based and statistical discrimination; racial segregation in neighborhoods and schools; the economic history of slavery, Reconstruction and the Civil Rights Movement; and the structure and efficacy of government anti-discrimination policies. Much of the course will focus on racial discrimination faced by African Americans specifically, but there will

also be coverage of other racial and ethnic minority groups. The course will additionally focus almost exclusively on the US, although many of the theories and techniques we will develop are applicable to other contexts as well. The course will utilize basic microeconomic tools, such as straightforward extensions of the supply and demand model, and ECON 110 is a prerequisite. We will also make extensive use of descriptive statistics, and an introductory statistics course such as STAT 161 will be useful, but is not required.

Requirements/Evaluation: exams, short written responses, problem sets, participation

Prerequisites: ECON 110

Enrollment Limit: 25

Enrollment Preferences: First- and second-year students.

Expected Class Size: 25

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: The course is well suited for the DPE distribution requirement as it will develop in detail not only the existence of race-based differences in a wide variety of key socioeconomic outcomes, but also explore the historical and contemporary processes that lead to those differences.

Attributes: POEC Depth POEC Skills

Fall 2024

LEC Section: 01 TF 1:10 pm - 2:25 pm Owen Thompson

ENGL 105 (F) American Girlhoods (DPE) (WS)

Cross-listings: WGSS 105

Primary Cross-listing

The image of the girl has captivated North American writers, commentators, artists, and creators of popular culture for at least the last two centuries. What metaphors, styles of writing, ideas of "manners and morals" does literature about girls explore? What larger cultural and aesthetic concerns are girls made to represent? And how is girlhood articulated alongside and/or intertwined with other identities and identifications, such as race, ethnicity, class, and sexuality? These are some of the issues we will explore in this course.

Requirements/Evaluation: at least 20 pages of writing; short, more informal writing assignments; GLOW posts; class participation

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: first-year students who do not have a 5 on the AP and/or have not previously taken a 100-level English class

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 105(D2) ENGL 105(D1)

Writing Skills Notes: Students do at least 20 pages of writing (4-5 papers) and are required to revise several papers. We also devote significant class time to talking about successful academic writing. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: This course considers the construction of girlhood in the United States along the axes of race, gender, sexuality, class and more, and the literary history of who, in various moments in America, has even been allowed to claim the privileges of and/or be burdened with the idea of being a girl. It examines how girlhood is represented in relation to (in)equity and power and what kinds of literary and cultural forms writers utilize to illuminate these differences.

Fall 2024

SEM Section: 01 TF 2:35 pm - 3:50 pm Kathryn R. Kent

ENGL 113 (F) The Feminist Poetry Movement (DPE) (WS)

Cross-listings: AMST 113 / WGSS 113

Primary Cross-listing

Feminist poetry and feminist politics were so integrated in the 1960s and 1970s in America that critical essays on poets, such as Adrienne Rich and Audre Lorde, appeared in the same handbook that listed such resources for women as rape crisis centers and health clinics. This course will map the crucial alliance between feminist politics (and its major cultural and political gains) and the feminist poetry movement that became a major "tool" for building, organizing, and theorizing second-wave feminism. In order to track this political and poetic revolution, we will take an interdisciplinary approach that brings together historical, critical, and literary documents (including archival ones) and visual products (through the Object Lab of the Williams College Art Museum) that recreate the rich context of the period and help us consider the important social nature of aesthetic production. At the center of the course will be writings of major poets of the period, as well as anthologies and feminist periodicals that published their work and created a significant forum and shared space for women to articulate the politics and poetics of change. These periodicals and anthologies will also help us track the diversity of the feminist poetry movement and its intersection with issues of race, class, ethnicity, and sexuality. Ultimately, we will want to consider how poetry serves as an important tool for thinking through questions of power and injustice and what role it plays in creating necessary imaginative space in the world for expression, critique, and change.

Class Format: discussion, some lecture, project work in archives and art gallery

Requirements/Evaluation: two-three short analysis papers, creative (1-2 pages), curated final project (archival exhibit and digital project), presentations

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: first years

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 113(D2) ENGL 113(D1) WGSS 113(D2)

Writing Skills Notes: Writing skills taught through a series of assignments evenly spaced throughout the semester: two to three four-to-five-page graded papers, one creative assignment, and a final digital research project (8-10-page equivalent; peer reviewed). Students receive critical feedback on written assignments a week prior to due date through conferences and Google Docs and on final graded assignments within one week with sufficient time between assignments to improve the next assignment.

Difference, Power, and Equity Notes: The course examines the effects of class, race, ethnicity, gender, and sexuality on both poetry and the movement and how women negotiated their differences within the movement, as well as in response to the dominant patriarchal culture. This course employs critical tools (feminist theory, archival research, poetics, close reading, comparative approaches) to help students question and articulate the social injustices that led to the poetry and poetics of the Women's Liberation Movement.

Attributes: AMST Critical and Cultural Theory Electives ENGL Criticism Courses EXPE Experiential Education Courses WGSS Racial Sexual + Cultural Diversity Courses WGSS Theory Courses

Fall 2024

SEM Section: 01 TF 2:35 pm - 3:50 pm Bethany Hicok

ENGL 208 (S) Designer Genes (DPE)

Cross-listings: STS 208 / WGSS 208 / AMST 206

Primary Cross-listing

In this course, we explore cultural texts that attempt to come to terms with--or exploit--the revolution in contemporary genetics with a particular focus on gender, race, class, and sexuality. The mapping of the human genome in 2001 opened incredible opportunities for medicine, law, and society, but it also, as Alice Wexler has written, "opened a vast arena for contests of power over what it means to be human, who has the power to define what is normal, [and] who has access to what resources and when." Wexler was writing before the final sequencing of the human genome. Now we have CRISPR technology, ushering in a new, more pressing set of ethical concerns. We are currently in the midst of a "global race to genetically modify humans," as the anthropologist Eben Kirksey has documented in his new book *The Mutant Project*. How will we come to define the human? Who gets

to decide? Our writers and filmmakers make clear that genetic medicine cannot be thought apart from a profit-driven American health care system or family and gender dynamics. Joanna Rudnick's documentary *In the Family*, for instance, explores the personal and political issues associated with hereditary breast cancer and the patenting of genes. Octavia Butler's Afro-futurist novel *Dawn* explores black female sexuality, reproduction, and the survival of the species in her character's encounter with a genetically enhanced alien species. The film *Gattaca* shows us a fully realized dystopian society where genetically modified humans are the norm--a society that now "has discrimination down to a science." The transgender artist Tamara Pertamina, on the other hand, "hopes to decolonize the science of genetic engineering," as Kirksey has written, with her performance artist projects. Our texts come from a number of different genres, including the memoir, science fiction, film, documentary, art, and non-fiction writing at the intersections of science, medicine, philosophy, anthropology, and law.

Requirements/Evaluation: Personal essay, short analysis papers, final research group project

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: None; if class is overenrolled, professor will ask for statements of interest.

Expected Class Size: 25

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 208(D1) STS 208(D2) WGSS 208(D2) AMST 206(D2)

Difference, Power, and Equity Notes: This course asks students to think deeply about questions of social justice in the context of the revolution in modern genetics. Race, class, gender, and sexuality all play a role in who has access to new life-saving technologies, and how these technologies are used. This course employs critical tools (feminist and queer theory, ethics' case studies, close reading) to help students question and articulate the social injustices at play in scientific research and bioengineering.

Attributes: AMST Critical and Cultural Theory Electives ENGL Criticism Courses ENGL Literary Histories C WGSS Racial Sexual + Cultural Diversity Courses

Spring 2025

SEM Section: 01 TF 2:35 pm - 3:50 pm Bethany Hicok

ENGL 215 (S) Introduction to Asian American Literature (DPE)

Cross-listings: AAS 215

Primary Cross-listing

This course will provide an introduction to some of the major works of Asian American literature, from the mid-20th century to the present. Throughout, we'll attend to the intersection of aesthetics and politics, exploring the creative ways Asian American literary texts both reflect and respond to the historical forces that have shaped Asian American experiences and identities, including exclusion, internment, and U.S. wars and imperialism in Asia. Works we're likely to read include: John Okada's *No-No Boy*, Maxine Hong Kingston's *The Woman Warrior*, Theresa Hak Kyung Cha's *Dictée*, Jessica Hagedorn's *Dogeaters*, Lê thj diem thúy's *The Gangster We Are All Looking For*, and Jhumpa Lahiri's *Interpreter of Maladies*.

Requirements/Evaluation: class participation, occasional informal discussion posts, a 5-page midterm paper, and an 8-10 page final paper.

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: If over-enrolled, enrollment preference will be given to Asian American Studies concentrators and prospective concentrators.

Expected Class Size: 20

Grading: yes pass/fail option, no fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AAS 215(D2) ENGL 215(D1)

Difference, Power, and Equity Notes: This course offers students the opportunity to learn and think critically about Asian American community struggles throughout U.S. history while examining the forms of literary expressions that arise out of and in relation to those struggles. It also delves into

the intersectional nature of Asian American community struggles as they emerge along the fault lines of race, class, and gender/sexuality.

Attributes: AAS Core Electives AAS Gateway Courses

Spring 2025

SEM Section: 01 TF 2:35 pm - 3:50 pm Bernard J. Rhie

ENGL 221 (S) Hip Hop Culture (DPE) (WS)

Cross-listings: AMST 222 / AFR 222 / MUS 217

Secondary Cross-listing

The course examines how young people of color created hip hop culture in the postindustrial ruins of New York City, a movement that would eventually grow into a global cultural industry. Hip hop music producers have long practiced "diggin' in the crates"--a phrase that denotes searching through record collections to find material to sample. In this course, we will examine the material and technological history of hip hop culture, with particular attention to hip hop's tendency to sample, remix, mash-up, and repurpose existing media artifacts to create new works or art. We will use a media archaeological approach to examine the precise material conditions that first gave rise to graffiti art, deejaying, rapping, and breakdancing, and to analyze hip hop songs, videos, and films. Media archaeology is a critical and artistic practice that seeks to interpret the layers of significance embedded in cultural artifacts. How does hip hop archaeology remix the past, the present, and the future? How do the historical, political, and cultural coding of hip hop artifacts change as they increasingly become part of institutional collections, from newly established hip hop archives at Cornell and Harvard to the Smithsonian National Museum of African American History and Culture?

Requirements/Evaluation: Four papers, project with presentation, and a final exam.

Prerequisites: None

Enrollment Limit: 19

Enrollment Preferences: AMST majors or prospective majors

Expected Class Size: 19

Grading: no pass/fail option, yes fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 222(D2) ENGL 221(D1) AFR 222(D2) MUS 217(D1)

Writing Skills Notes: Students in this course develop a capacity to write generative arguments in an interdisciplinary scholarly context. Students will receive feedback not only on structure, substance, and style, but also on how to best build a line of inquiry, how to gather high-quality evidence, and how to make one's thinking productively intersect with more than one scholarly or creative field.

Difference, Power, and Equity Notes: This course requires students to use an effective descriptive and critical vocabulary to discuss and analyze artifacts of hip hop culture, with attention to race, gender, class, sexuality, and other categories of social difference. They must understand the material, technological, historical, and cultural contexts that gave rise to hip hop culture, and proficiently synthesize scholarly perspectives related to the formation and transformations of hip hop from the early 70s to the early 21st cent.

Attributes: AFR Culture, Performance, and Popular Technologies AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora

Spring 2025

SEM Section: 01 TR 11:20 am - 12:35 pm Brian Murphy

ENGL 228 (S) The Renaissance in England and the European Continent: Self and World (DPE) (WS)

Cross-listings: COMP 230

Primary Cross-listing

At the same time as the individual human being in possession of a distinctive personality was taking on enormous importance in politics, philosophy, literature, and the visual arts, early modern Europeans were encountering unprecedented levels of cultural diversity. In this interdisciplinary course, we will consider these two developments both separately and together. As Renaissance humanists were acquiring a sophisticated understanding of the distance between the present and various European pasts (the recent medieval past and the remote history of antiquity), they were also coming into

contact with non-European cultures in Africa, the Americas, and Asia via trade and economic development, imperial expansion, and religious conversion. Always at stake in these encounters was the question of who counted as an individual; the self was not considered to be intrinsic to human nature but rather the product of historical and cultural developments. Themes will include religious pluralism, the sacred and the secular, vernacularity, exploration and empire, the relationship between mind and body, slavery, trade, wealth, gender, self-fashioning, and style. We will consider such English writers as the Pearl poet, More, Marlowe, Spenser, Shakespeare, Browne, and Milton; such continental intellectuals as Descartes, Erasmus, Las Casas, and Castiglione; and such continental artists as Michelangelo, Velázquez, Bruegel, and Rembrandt.

Requirements/Evaluation: Five four-page papers, in-class presentation, thoughtful participation in discussions

Prerequisites: A 100-level ENGL course, a score of 5 on the AP English Literature exam, a score of 6 or 7 on the Higher Level IB English exam, or permission of the instructor

Enrollment Limit: 19

Enrollment Preferences: First- and second-year students, and English majors who have yet to take a Gateway course

Expected Class Size: 19

Grading: no pass/fail option, yes fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 230(D1) ENGL 228(D1)

Writing Skills Notes: The course asks students to write five four-page papers and offers exposure to a range of humanistic modes, from close reading to visual analysis to the exposition of philosophical claims. One paper will involve independent research. The instructor will provide frequent and extensive written feedback on student work. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: This course examines the role of historical and cultural difference within and beyond Europe at the very beginning of globalization. Students will become acquainted with the origins of colonialism and the global traffic in slaves, as well as with the complex role of writers and intellectuals in questioning, defending, and imagining these practices. We will consider the epistemological challenges of accessing the testimony of subordinated persons.

Attributes: ENGL 200-level Gateway Courses ENGL Literary Histories A

Spring 2025

SEM Section: 01 TR 9:55 am - 11:10 am Emily Vasiliauskas

ENGL 231 (F)(S) Literature of the Sea (DPE)

Cross-listings: CAOS 231

Secondary Cross-listing

The ocean, and human relationships with it, have been central features of literatures and cultures around the world for more than a thousand years. But since literary study is typically based around authors' homelands, careful examination of the oceanic experience is often pushed to the periphery--an "empty space" to be crossed between nations, a "vast darkness" antithetical to human life, or a mirror for land-borne concerns. Increasingly, however, scholars and readers are centering the sea and stories about it as a means stepping outside human frameworks of space and time, situating the complex emotions and narratives inspired by the ocean into a complex network of geologic history and teeming other-than-human life. This course examines a wide range of texts and perspectives on the ocean and human relationships with it. Doing so will help us consider how literature both plays into and subverts dominant viewpoints of the ocean. Through texts that consider 19th-century whaling, the Middle Passage, the postcolonial Caribbean, and islands throughout the Pacific Ocean, we will explore a range of questions, including: What can we learn from examining efforts to write about the ocean? How do ocean stories help individuals understand themselves, their communities, and their place in global environments? What can the range of cultural and literary perspectives on our "single, global ocean" reveal about the ways different people are both connected with and profoundly distant from each other? Most importantly, we will practice, as a classroom community, different strategies for carefully reading texts while connecting them to cultural traditions, surrounding environments, and personal experiences.

Class Format: weekly roundtable discussions, including coastal and near-shore field trips and multiple field seminars.

Requirements/Evaluation: regular papers, class participation, journal-writing, and a final assignment

Prerequisites: N/A

Enrollment Limit: 25

Enrollment Preferences: Williams-Mystic Students only

Expected Class Size: 20

Grading: no pass/fail option, no fifth course option

Unit Notes: offered only at Mystic Seaport

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

CAOS 231(D1) ENGL 231(D1)

Difference, Power, and Equity Notes: This course focuses on the range of cultural perspectives about the sea, as well as the ways those perspectives can unsettle and challenge dominant narratives about the sea and its role in colonial expansion. Furthermore, this course centers voices that are typically overlooked in the genre of "Sea Literature," paying particular attention to Indigenous and African-American narratives about the ocean.

Attributes: AMST Arts in Context Electives ENVI Humanities, Arts + Social Science Electives

Fall 2024

SEM Section: 01 MW 10:30 am - 11:45 am Ned G. Schaumberg

Spring 2025

SEM Section: 01 MW 10:30 am - 11:45 am Ned G. Schaumberg

ENGL 250 (S) Americans Abroad (DPE)

Cross-listings: GBST 242 / AMST 242 / COMP 242

Secondary Cross-listing

This course will explore some of the many incarnations of American experiences abroad from the end of the 19th century to the present day. Materials will be drawn from novels, short stories, films, and nonfiction about Americans in Europe in times of war, peace, and pandemic. We will compare and contrast the experiences of novelists, soldiers, students, war correspondents, jazz musicians, and adventurers. What has drawn so many Americans to Europe? What is the difference between a tourist, an expat, and an émigré? What are the profound, and often comic, gaps between the traveler's expectations and the reality of living in, say, Paris or a rural village in Spain? What are the misadventures and unexpected rewards of living, working, writing, or even falling in love in translation? How did recent lockdowns and border closings impact and/or interrupt these complex experiences? Authors may include: Edith Wharton, Henry James, Langston Hughes, Martha Gellhorn, Ernest Hemingway, Elaine Dundy, Richard Wright, and Ben Lerner. Additional reading will be drawn from historical and critical works. All readings will be in English. This comparative course is designed to highlight the challenges and benefits of cultural immersion abroad. It will focus on the linguistic, emotional, intellectual, and social adaptation skills that are required to understand others, and oneself, in new contexts. Many of the authors and artists we will study chose, or were forced to, leave oppressive situations in the United States where their futures were limited due to factors related to politics, gender, race or class (and combinations thereof). We will study their dislocation, and freedom, and struggles to reshape their (and our) concept of "home" into something that reflects individual identity, and not one imposed by any national culture--American or foreign.

Requirements/Evaluation: Each student will give an in-class presentation and complete 3 writing assignments totaling 20 pages; one of these writing assignments will be a personal travel narrative based on the student's own experiences.

Prerequisites: Any literature course at Williams or permission of instructor.

Enrollment Limit: 18

Enrollment Preferences: Comparative Literature, English or American Studies majors, and/or students who have studied away or plan on doing so, and/or students who are from international and/or bilingual (or multilingual) backgrounds.

Expected Class Size: 18

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

GBST 242(D2) AMST 242(D2) COMP 242(D1) ENGL 250(D1)

Difference, Power, and Equity Notes: We will read and analyze primary materials and literature that reflect on Americans who chose, or were forced to, reinvent themselves abroad to escape oppressive situations in the United States related to gender, class, race, or political views. The

socio-historical context of each writer will be crucial to understanding their situations. Students will write critical papers, and their own narrative in which they reflect on a situation of personal dislocation, either while traveling, or at home.

Attributes: AMST Arts in Context Electives GBST Borders, Exiles + Diaspora Studies

Spring 2025

SEM Section: 01 TR 9:55 am - 11:10 am Soledad Fox

ENGL 252 (F) Ficciones: A Course on Fiction (DPE)

Cross-listings: LATS 222

Secondary Cross-listing

This seminar is focused on the study of published fiction by Latina/o, Latin American, Afro-Diasporic, and other writers of the Global South, paying close attention to how each author employs narrative elements--characterization, plotting, structure, dialogue mechanics, setting, tone, theme--as well as the values and visions expressed.

Requirements/Evaluation: attendance and class participation, occasional creative responses, 4- to 5-page midterm paper (close-reading a text), 10- to 15-page final paper

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: Latina/o Studies concentrators

Expected Class Size: 12

Grading: yes pass/fail option, no fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

LATS 222(D2) ENGL 252(D1)

Difference, Power, and Equity Notes: Student work will encourage personal and cultural expression, with the opportunity to analyze the shaping of social differences, dynamics of unequal power, and processes of change.

Attributes: LATS Core Electives

Fall 2024

SEM Section: 01 M 7:00 pm - 9:40 pm Nelly A. Rosario

ENGL 294 (F)(S) On Occupations: Work, Colonization and Contemporary Life (DPE) (WS)

Cross-listings: COMP 299

Primary Cross-listing

Reading political essays, critical theory, historiography, and literary works, in this course we will ask what thinking through the different senses of "occupation" can teach us about contemporary life. The course wagers that there is a connection between why some nations are or were "under" occupation and why, as individuals, all of us must "have" occupations. On the one hand, we will think about work: What does it mean to have an occupation today? There was a time when most people could distinguish between the time of work and that of leisure. But we live under a different regime. What now is the difference between work and leisure for those working "gigs"? In the case of "creatives," Bifo Berardi says, it is the soul itself that has been put to work. And then there are those who are unemployed, i.e., those occupied by the most widespread form of work there is--looking for work. On the other hand, we will ask questions about colonialism: Did not Europe's occupation of the globe birth this world in which the only way to live is to be occupied in a narrow sense, i.e., to always be working or looking for work? And isn't one economic function of the occupation of peoples in our own times to create a cheap workforce? Finally, we will ask what art and political organizing can teach us about a "de-occupied" life--a life after work, a life without colonization. Writers will include Marx, Jyotiba Phule, Du Bois, Raymond Williams, Premchand, M. E. O'Brien and Eman Abdelhadi, Bifo Berardi, David Graeber, Mahatma Gandhi, Rabindra Nath Tagore, Mahasweta Devi, Edward Said etc.

Requirements/Evaluation: Students will read 100-120 pages each week. Each student will do one classroom presentation about the week's readings. Other assignments include weekly journals, an annotated bibliography, a proposal, and a final paper.

Prerequisites: 100-level English course or a 5 on the AP literature exam, or permission of the instructor.

Enrollment Limit: 19

Enrollment Preferences: first-years and sophomores considering majoring in English or Comparative Literature, and English majors who have not yet taken a gateway course.

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 294(D1) COMP 299(D1)

Writing Skills Notes: Students will write over 20 pages in the semester and they will receive extensive feedback.

Difference, Power, and Equity Notes: Students will read and discuss texts about the organization of power in contemporary society. They will reflect upon the economic structures that underpin a range of oppressive social forms.

Attributes: ENGL 200-level Gateway Courses ENGL Literary Histories C

Fall 2024

SEM Section: 01 W 1:10 pm - 3:50 pm Paresh Chandra

Spring 2025

SEM Section: 01 W 1:10 pm - 3:50 pm Paresh Chandra

ENGL 316 (F) Unfinishing America (DPE) (WS)

Cross-listings: AMST 326

Secondary Cross-listing

The Great American Novel is a moribund cliché. Few would argue that any one work of fiction could capture the essence of American life. In this class, we will flip the Great American Novel on its head by reading Ralph Ellison's unfinished second novel. After publishing the acclaimed *Invisible Man* in 1952, Ellison seemed poised to deliver the next Great American Novel. But he never did. When he died in 1994, 42 years later, he left behind thousands of pages of material, but no finished second novel. Why wasn't he able to finish it? Some of it was bad luck. Some of it was a struggle with genre and form. However, perhaps the real reason Ellison's novel proved impossible is what it was trying to say. This is a book about the historical trauma of racism. Therefore, the thesis of this class is that the Great American Novel cannot be written as long as American history remains whitewashed. Ellison's manuscript shows this in surprising ways, from its depiction of racial passing and the taboo of interracial sex to its extended exploration of Black and Indigenous cultures in the former Oklahoma Territory. In addition to Ellison, we will read the work of the Chicano author Tomás Rivera, whose fragmentary fictions provoke similar questions. This class culminates in a final project that asks students to "unfinish" an American cultural object.

Requirements/Evaluation: Class participation, Discussion facilitation, "Show and Tell" presentation of a cultural object, Reader's Guide, Final Project

Prerequisites: None

Enrollment Limit: 15

Enrollment Preferences: Sophomores, Juniors, and Seniors

Expected Class Size: 10-15

Grading: no pass/fail option, yes fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 316(D1) AMST 326(D2)

Writing Skills Notes: Each student will be responsible for producing a reader's guide to Ellison's unfinished second novel. Students will write, rewrite, and revise their reader's guide throughout the semester. Three drafts will be due throughout the semester. A quality reader's guide will highlight the book's main themes, profile the main characters, and retrace the book's development. Students will also complete one draft of a guide to Rivera's novella, due at the end of the semester.

Difference, Power, and Equity Notes: "Unfinishing America" satisfies the Difference, Power and Equity requirement because it calls into question mainstream American culture from Black, Chicano, and Indigenous perspectives. It interrogates the relations of power that have driven American history, from the Civil War and Westward expansion in the 19th century to the struggle for Civil Rights against Jim Crow in the 20th. Finally, it asks

what it would mean to have true equity amidst great diversity in American culture.

Attributes: AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora

Fall 2024

SEM Section: 01 TF 2:35 pm - 3:50 pm

ENGL 329 (F) Writing Gender in Sci-Fi and Speculative Fictions (DPE)

Cross-listings: WGSS 329 / STS 323

Secondary Cross-listing

This creative writing course will pair selected readings in feminist STS and queer theory with science fiction, speculative fiction, and horror stories that together put questions to gender. How and when is sci-fi a home for radical re-imaginings of gender? When and why does "genre fiction" house (and facilitate) radical gender politics--or their opposite? Readings may include works by Octavia Butler, Ursula Le Guin, Brian Evanson, and Samuel Delany. Students will both analyze these fictions and take them as inspirations for their own stories and worlds.

Class Format: This course balance seminar-style discussion with workshops examining students' creative writing.

Requirements/Evaluation: Students will be evaluated on three substantial pieces of writing, in multiple drafts. Students will be able to choose their balance of creative and analytical (expository) prose (2-1 or 1-2). Attendance, along with seminar and workshop discussion, will count toward the final grade. There will be no exam.

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: STS concentrators; WGSS majors; students who have not taken other creative writing courses at Williams.

Expected Class Size: 25

Grading: yes pass/fail option, no fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 329(D2) ENGL 329(D1) STS 323(D2)

Difference, Power, and Equity Notes: In this course students will confront and reflect on the operations of difference, power, and equity through readings, class discussions, and assignments. Readings include scholarship on the construction of gender and sexuality, as well as works of fiction that denaturalize the categories of sex and gender. Course assignments will include expository and creative writing, and students will work in both modes to imagine how this world could be otherwise and how other worlds could be.

Fall 2024

SEM Section: 01 W 1:10 pm - 3:50 pm Ezra D. Feldman

ENGL 333 (F) Feminist and Queer Horror Films (DPE)

Cross-listings: WGSS 398 / AMST 390 / COMP 390 / THEA 390

Secondary Cross-listing

This course focuses on pairing theoretical readings with a variety of horror films with feminist or queer themes. Many tropes are associated with this genre - "the final girl" in slasher movies, "the transvestite murderer," femme lesbian vampires, supernatural BDSM figures, vampires as allegories for HIV/AIDS, werewolves as metaphors for FTM gender transitions or puberty, lonely mothers in creaky houses as unreliable narrators, Satanic spawn, and creepy long-haired girls. Some films reinforce gender stereotypes while others snap on more explicitly feminist and queer lenses. This course functions as a survey of many different genres, introducing students to classic 1970s films and working up to the present day and we will learn how these tropes developed and then were subverted by more modern day films such as those by A24 Studies and the new renaissance of Black horror, etc. Most films will focus on the US, with some notable exceptions in Japan, Spain, and elsewhere globally. There will be graphic content. You must be 18 or over to take this class.

Requirements/Evaluation: Class participation, short reflection papers, 2-3 extemporaneous oral class responses, several creative assignments.

Prerequisites: None. Prior WGSS courses will be helpful.

Enrollment Limit: 15

Enrollment Preferences: Stage 1 is a statement of interest form; Stage 2 will be a very brief interview. There is NO preference by major or class year.

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Materials/Lab Fee: Some of the creative assignments will have an "artsy-craftsy" component, but should not cost more than 25 dollars total per student per semester, though amounts will vary depending on how the student chooses to execute the assignment.

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 398(D2) ENGL 333(D1) AMST 390(D2) COMP 390(D1) THEA 390(D1)

Difference, Power, and Equity Notes: This course necessarily examines power when it comes to gender and sexuality - who has it? what do they do with it? how does this power turn deadly? how can agency be regained? Horror is almost never about equitable situations but rather the imbalance that comes from difference (along whatever axis) causing a lack of equity.

Attributes: WGSS Racial Sexual + Cultural Diversity Courses

Fall 2024

SEM Section: 01 MW 7:00 pm - 8:15 pm Gregory C. Mitchell

ENGL 335 (S) Moving Words, Wording Dance (DPE) (WS)

Cross-listings: DANC 302

Secondary Cross-listing

How can we capture the "liveness" of dance and performance through writing? How can the spoken and written word promote a deeper understanding of felt emotions expressed through embodied practice? In this tutorial, we will explore different modes of writing about performance such as ethnography, non-/fiction, and performative writing. While there will be skill-based goals and a set outline for the tutorial, core texts that will anchor the conversations and paired writing assignments will be selected according to the interests of enrolled students. Texts will be complemented with visual materials and/or virtual conversation with artist-scholars to encourage a multilayered experience with writing about performance. The course is reading and writing intensive, and oriented towards juniors, seniors, and those with deep interest in analytical and creative writing. Students will (i) read several monographs during the semester, (ii) produce creative and critical writing (at least 5-6 pages every two weeks and a longer final essay) (iii) be committed to the peer review and revision process of their own work and that of their writing partners, and (iv) participate in discussions about course materials and reflections about their writing process.

Class Format: enrollment in the course will require each student to have in-person or zoom meeting with the instructor before the first class meeting, and attendance in the first organizational meeting or class session.

Requirements/Evaluation: This tutorial is reading and writing intensive, and oriented towards juniors, seniors, and those with deep interest in analytical and creative writing. Students will (i) read several monographs during the semester, (ii) produce creative and critical writing (at least 5-6 pages every two weeks and a longer final essay) (iii) be committed to the peer review and revision process of their own work and that of their writing partners, and (iv) participate in discussions about course materials and reflections about their writing process.

Prerequisites: none

Enrollment Limit: 8

Enrollment Preferences: Juniors and seniors, and those with specific interest in performance, creative, and analytical writing. Prior dance or performance experience not required.

Expected Class Size: 6

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 335(D1) DANC 302(D1)

Writing Skills Notes: Each student will write three 5- to 6- page papers on which the professor and peers will provide critical feedback on content, style, and form. After each cycle of feedback, students will have the option to submit a revision, and discuss the revision process and the revised paper. As the final assignment, students will select one of the three papers to develop into a longer essay, which will be 10-15 pages.

Difference, Power, and Equity Notes: The monographs that will anchor the tutorial engage with politics of identity as it manifests in both staged and in everyday performances. The introductory points of exploration and the objects of analysis in the course are bodies in motion. So our inquiry throughout the semester will necessarily include how bodies "make meaning" in a network of power relationships within the context of historical associations to markers of race, class, gender, sexuality, and socially constructed differences

Spring 2025

TUT Section: T1 TBA Munjulika R. Tarah

ENGL 352 (F) Separation: An Introduction to Postcolonial Literature (DPE)

Cross-listings: ASIA 353 / COMP 350

Primary Cross-listing

Few themes in the history of human societies have produced as much writing as that of separation--from a lover, from one's homeland, from God(s). In the past two centuries, this theme has been essential to representing experiences of exile and migration in the wake of the colonially mediated transition to world capitalism. In this course, we will take up the theme of separation as a privileged point of entry into postcolonial literature and towards understanding the multiple meanings of "postcoloniality." We will encounter examples in which this theme shapes critical thought and helps imagine new modes of existence, as well as those in which the grief of separation shades into such overpowering melancholy that writing becomes impossible. We will also look at what the preoccupation with separation can tell us about the ways human beings relate to human and non-human objects, and how they make and experience history. To think through these issues, we will read nineteenth and twentieth century works dealing with experiences of love, ecstasy, migrancy, and exile, composed in diverse geographical, socio-political, and linguistic contexts. We will read works (novels, poems, memoirs, essays) and watch films from South Asia, Egypt, the Caribbeans, the US, and Europe, composed in multiple languages (English, Hindi, Urdu, Persian, French, Arabic, Bengali and Malayalam).

Requirements/Evaluation: mid-term paper (6-page), participation in class discussions and one roundtable, final paper (15-page)

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 25

Enrollment Preferences: English majors, then sophomores considering the major

Expected Class Size: 25

Grading: yes pass/fail option, no fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ASIA 353(D1) COMP 350(D1) ENGL 352(D1)

Difference, Power, and Equity Notes: This course examines how the political impact of colonization upon both "colonizer" and "colonized" gets expressed in literary productions of the nineteenth and the twentieth centuries. It explores the way these literary works understand the axes of social identity that shape oppression and inequity--coloniality, race, caste, gender--as constitutive of the unevenly developing world of capitalism. The concepts upon which the course focuses are essential to contemporary social critique.

Attributes: ENGL Literary Histories C

Fall 2024

SEM Section: 01 TF 1:10 pm - 2:25 pm Paresh Chandra

ENGL 388 (S) Fiction Writing Workshop (DPE) (WS)

Cross-listings: LATS 322

Secondary Cross-listing

This workshop is focused on the art and practice of writing fiction and geared toward students interested in working on creative honors theses. Readings include published fiction by primarily Latine and other writers who center Global South experiences, with attention paid to how each author employs narrative elements--characterization, plotting, structure, dialogue mechanics, setting, tone, theme--as well as the values and visions expressed. Students will present short fiction or novel excerpts for peer critique and the editorial advice of the instructor. Regular in-class exercises and take-home assignments will help students expand their narrative skills.

Requirements/Evaluation: Attendance and class participation, regular writing exercises, 4- to 5-page midterm paper (close-reading a text), 10- to 15-page final creative paper (close-reading a text and creative-writing response)

Prerequisites: LATS 222- Ficciones

Enrollment Limit: 15

Enrollment Preferences: LATS concentrators, honors theses

Expected Class Size: 12

Grading: yes pass/fail option, no fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 388(D1) LATS 322(D2)

Writing Skills Notes: Regular writing exercises, 4- to 5-page midterm paper (close-reading a text), 10- to 15-page final creative paper (close-reading a text and creative-writing response)

Difference, Power, and Equity Notes: Readings include published fiction by primarily Latine and other writers who center Global South experiences, with attention paid to the values and visions expressed by each author.

Attributes: LATS Core Electives

Spring 2025

SEM Section: 01 M 7:00 pm - 9:40 pm Nelly A. Rosario

ENGL 391 (F) Contemporary North American Queer Literatures and Theories (DPE)

Cross-listings: WGSS 391

Primary Cross-listing

Moving through the mid-twentieth century and into the twenty-first, this course will consider how North American writers have represented queer life in all its complexities. From the problem of the happy ending to the intersectional politics of representation, the narrative complexities of coming out to the rejection of identity, the course will consider the relationship between literary form and queer content. In so doing, it will also touch upon some of the key debates in queer literary theory and consider the impact of events such as civil rights movements, gay and lesbian and trans uprisings, the AIDS crisis, debates over respectability politics, and current efforts to police what students read in schools on literary and cultural production. Readings may include work by such authors as Baldwin, Highsmith, Rich, Lorde, Delany, Kushner, Feinberg, Bechdel, Thom, and Machado and theorists such as Ferguson, Sedgwick, Fawaz, Love, Butler, and Hartman.

Requirements/Evaluation: active class participation, several short writing assignments, two 5-page papers, and one longer research paper.

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam, or permission of the instructor;

Enrollment Limit: 25

Enrollment Preferences: English majors; WGSS majors

Expected Class Size: 25

Grading: no pass/fail option, yes fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 391(D2) ENGL 391(D1)

Difference, Power, and Equity Notes: This course considers the history and literature of gender and sexuality in the US alongside questions of race, class, and more. It examines how literary form theorizes sexuality, and how sexuality affects literary form, in ways that consider (in)equity and power in a variety of contexts.

Attributes: ENGL Criticism Courses ENGL Literary Histories C WGSS Racial Sexual + Cultural Diversity Courses WGSS Theory Courses

Fall 2024

SEM Section: 01 TF 1:10 pm - 2:25 pm Kathryn R. Kent

ENVI 202 (F) Critical Practice of Architecture: Theories, Methods, and Techniques (DPE)

Cross-listings: ARTS 222

Secondary Cross-listing

In this course, students will transform an architectural or urban space through design interventions that contribute to reorienting public perception, imagination, and politics. Skills taught include methods and techniques for critical architecture practice, including architecture drawing, 2D graphic design, and 3D modeling (digital and physical). Students will also build on design strategies (e.g., spatial hijacking and détournement), community architecture, and visual techniques to rethink normative understandings of space and time. Through selected readings and discussions, we will examine key ideas that have inspired design thinking and activism. The class culminates in a presentation to external reviewers and a final exhibition.

Requirements/Evaluation: This is an intensive studio tutorial requiring working in the architecture studio and/or PC lab outside of scheduled class hours. The class will meet in large and small groups throughout the semester for critique and discussion. Assignments include weekly discussions and design projects requiring drawings and model design. Final project: design project to reorient public perception, imagination, and politics. Evaluation will be based on the design quality at theoretical/conceptual levels.

Prerequisites: Drawing I or permission of instructor.

Enrollment Limit: 12

Enrollment Preferences: Studio Art majors, Art History and Studio Art majors, Envi majors and concentrators

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Materials/Lab Fee: \$350-\$450 lab fee charged to term bill. Lab and materials fees for all studio art classes are covered by the Book Grant for all Williams financial aid recipients.

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTS 222(D1) ENVI 202(D1)

Difference, Power, and Equity Notes: This design studio invites students to think critically about how power, equity, and difference are manifested through the built environment. It will equip them with the tools to become active agents of change through design activism. We will use design as a cultural practice and creative technique to envision more just and equitable futures through interventions in architectural or urban spaces.

Attributes: ENVI Humanities, Arts + Social Science Electives

Fall 2024

STU Section: 01 TR 9:55 am - 11:10 am Giuseppina Forte

ENVI 208 (S) Saharan Imaginations (DPE) (WS)

Cross-listings: ARAB 209 / COMP 234

Secondary Cross-listing

Deconstructing reductive Saharanism, which the course conceptualizes as a universalizing discourse about deserts, this course seeks to critically examine the myriad assumptions that are projected upon deserts across times and cultures. In addition to their depiction as dead and empty, deserts have become a canvas for the demonstration of religiosity, resilience, heroism and athleticism. Cultural production, particularly literature and film, do, however, furnish a critical space in which important questions can be raised about deserts' fundamental importance to different cultures and societies. Drawing on novels, films, and secondary scholarship, the course will help students understand how myth, memory, history, coloniality/postcoloniality, and a strong sense of ethics are deeply intertwined in the desert sub-genre of African, Euro-American, and Middle Eastern literatures. Whether grappling with transcontinental issues of climate change, cannibalization of biodiversity or overexploitation of natural resources, desert-focused cultural production invites us to interrogate the politics of space and place as well as mobility and spatial control as they relate to this supposedly dead nature.

Requirements/Evaluation: active participation, short presentation, short weekly responses on GLOW, midterm exam, and final paper

Prerequisites: none

Enrollment Limit: 14

Enrollment Preferences: If the course is over-enrolled, students will be required to provide a 200-word paragraph in which they explain how the course fits within their plan of study at Williams.

Expected Class Size: 14

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ARAB 209(D1) COMP 234(D1) ENVI 208(D1)

Writing Skills Notes: Students will receive constant and extensive feedback on their written work. Students will write regular weekly responses on Glow, a reflection statement, two 5pp. papers for midterms, and one 10pp. final paper.

Difference, Power, and Equity Notes: Students will gain critical awareness of the imbrication of power, hegemony, economic injustice, and colonial policies in the disruption of indigenous conceptions of the Saharan space. Students will also be able to question representations of the Sahara as a dead or empty space by engaging with locally produced alternative conceptualizations of place. Finally, students will produce written assignments that address issues of power and environmental discrimination.

Attributes: ENVI Humanities, Arts + Social Science Electives

Spring 2025

SEM Section: 01 MR 2:35 pm - 3:50 pm Brahim El Guabli

ENVI 243 (S) Reimagining Rivers (DPE) (WS)

Cross-listings: ANTH 243

Primary Cross-listing

In the era of climate change and widening inequality, how we live with rivers will help define who we are. Rivers are the circulatory systems of civilization, yet for much of modern history they have been treated as little more than sewers, roads, and sources of power. Today they are in crisis. Rivers and the people who rely on them face a multitude of problems, including increased flooding, drought, pollution, and ill-conceived dams. These problems will threaten human rights, public health, political stability, and ecological resilience far into the future unless we learn to manage rivers more justly and sustainably. Can we reimagine rivers before it is too late? This course will pursue this question by examining the social, cultural, and political dimensions of conflict over rivers in the twentieth and twenty-first centuries. Drawing on scholarship from a wide range of social science and humanities disciplines and focusing on case studies in Asia, Africa, Europe, and the Americas, it will explore a diverse array of sources: film, fiction, ethnography, history, journalism, and more.

Requirements/Evaluation: Each week, each student will either write a 5-page essay on assigned readings or write a 2-page critique of a partner's paper.

Prerequisites: None

Enrollment Limit: 10

Enrollment Preferences: Environmental Studies majors and concentrators

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 243(D2) ANTH 243(D2)

Writing Skills Notes: Students take turns writing 5-page essays and 2-page responses to those essays, with each writing 6 in total. For each five-page paper, I meet with the student to discuss technical aspects of the paper and specific ways in which it could be improved. At the end of the semester, students have the option of handing in one revised paper as part of a portfolio of papers from throughout the semester. This enables me to have an ongoing, in-depth discussion with each student about their writing skills.

Difference, Power, and Equity Notes: This course focuses on the role of rivers in struggles over cultural difference, social power, and environmental equity. Throughout the course, students read and write extensively about environmental justice, and they engage with diverse theoretical approaches to studying the intersection of water, power, and social identity. Our focus from beginning to end is on the profound impact of river management on the lives of marginalized indigenous, agrarian, and urban communities.

Attributes: ENVI Humanities, Arts + Social Science Electives

Spring 2025

TUT Section: T1 TBA Nicolas C. Howe

ENVI 257 (S) Cities, Suburbs, and Rural Places (DPE)

Cross-listings: AMST 247 / LATS 230

Secondary Cross-listing

Long associated with cities in the scholarly and popular imagination, transnational migrants have increasingly settled in U.S. suburbs and rural localities and have made these places home. Through the lens of new destinations for im/migrants, this course introduces spatial methods, perspectives, and concepts to understand cities, suburbs, and rural places. We ask how geographically specific forces and actors shape migrants' living conditions, as well as consider the spatially uneven outcomes of complex processes like globalization. We analyze how different actors discursively and materially demarcate who belongs and who does not, and how these boundaries shape migrants' everyday practices. This interdisciplinary course highlights the legal, economic, political, environmental, social, and cultural dimensions of how transnational migrants become part of and create homes in new destinations. Through a range of textual materials (academic, literary, popular, visual), we explore the construction of landscapes, how people shape space at local and regional scales, and where people do life's work and come together to build cultural space. Rooted in critical race geographies, case studies are comparative across different racial and ethnic groups in the U.S. West, South, Midwest, and Northeast. This course will be mostly discussion-based, grading based on participation, short writing exercises, four assignments, and a final project.

Class Format: This is also a discussion course. While I will spend some time at the beginning of the class lecturing, most of the time will be spent in class discussions.

Requirements/Evaluation: Grading based on participation, short writing exercises, four assignments, and a final project. All writing materials and exams are based on coursework.

Prerequisites: None

Enrollment Limit: 25

Enrollment Preferences: LATS concentrators or those intending to become LATS concentrators

Expected Class Size: 25

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 257(D2) AMST 247(D2) LATS 230(D2)

Difference, Power, and Equity Notes: Students examine how race, gender, sexuality, class, and documentation status also impact how immigrants 'transition' to new migration destinations. We consider how the exercise of unequal power affects migration, settlement, and place-making. Students analyze representations and demographic data to determine how people are portrayed and what their material conditions are.

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora AMST Space and Place Electives ENVI Humanities, Arts + Social Science Electives LATS Core Electives

Spring 2025

LEC Section: 01 TR 9:55 am - 11:10 am Edgar Sandoval

ENVI 264 (S) Architecture as Politics: Space, Design, Technology (DPE)

Cross-listings: ARTS 254

Secondary Cross-listing

This course delves into the intersection of architecture as a form of political expression, technology, and their collective impact on societal change. Emphasizing architecture as a discipline deeply intertwined with politics and shaped by technological advancement, this course will examine how a spectrum of art tools--from traditional to digital and computational--helps shape buildings and public spaces, shifts power structures, and hinders or promotes social justice. The curriculum blends theoretical exploration with practical application. Students will engage in critical analysis, technology-driven design workshops, and peer evaluations, culminating in a final project that melds techno-political theory with cutting-edge

architectural practices. This course is ideal for students keen on leveraging technological architectural techniques to craft spaces with profound political and social impact.

Requirements/Evaluation: This is an intensive studio tutorial requiring working outside of scheduled class hours. In this course, students can work with the following media assuming that they can master them for a 200-level course: architecture models (physical and digital), photo reportages, 2D collages (e.g., Photoshop), digital humanities (cartographies, counter mapping, oral histories, digital archives), and curatorial platforms. Students will participate in tutorials plus a final project of significant scope. Evaluation will be based primarily on the quality of the final project but also on participation.

Prerequisites: Drawing I or permission of instructor.

Enrollment Limit: 10

Enrollment Preferences: Studio Art majors, Art History and Studio Art majors, ENVI majors and concentrators.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Materials/Lab Fee: \$350-\$450 lab fee charged to term bill. Lab and materials fees for all studio art classes are covered by the Book Grant for all Williams financial aid recipients.

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTS 254(D1) ENVI 264(D1)

Difference, Power, and Equity Notes: This tutorial will employ theories and approaches from design activism and critical environmental studies to analyze the relationship between space and difference, including, but not limited to, race, class, ethnicity, gender, sexuality, religion, and species. Students will apply these theories and approaches to creating place-based projects.

Spring 2025

TUT Section: T1 TR 11:20 am - 12:35 pm Giuseppina Forte

ENVI 304 (S) Sacred Custodians: Environmental Conservation in Africa (DPE)

Cross-listings: HIST 304 / GBST 304 / AFR 335

Secondary Cross-listing

In this seminar we will explore environmental conservation in Africa. In particular we will look at African ideas, ethics, and approaches to environmental conservation. Are there African ideas, ethics, and activities that are uniquely conservationist in nature? We will explore well-known African leaders to understand what spurred them to become conservationists, how they interpreted and communicated environmental crises. For example, Wangari Maathai is a world-renowned female scientist who established the Green Belt Movement in Kenya. This movement focuses on addressing the problem of de-forestation. Ken Saro-Wiwa was an activist in Nigeria who fought for and alongside local communities against multinational oil corporations. We will examine these and other African conservation practices alongside popular images of environmental crisis that place blame for environmental degradation on Africans. Students will be invited to critically study histories of environmental management on the continent and the emergence, development, and impact of the idea of conservation. We will unpack the rich histories of conservation efforts in Africa, such as resource extraction, game parks, desertification, wildlife and hunting, traditional practices, and climate change.

Requirements/Evaluation: Requirements/Evaluation: active participation in discussion, map quiz, reading reflections, critical reflections on films, a case study (5-7 pages), and one exam.

Prerequisites: None

Enrollment Limit: 25

Enrollment Preferences: If course is over-enrolled, preference to History Majors and students with a demonstrated interest in African studies.

Expected Class Size: 15-20

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 304(D2) GBST 304(D2) ENVI 304(D2) AFR 335(D2)

Difference, Power, and Equity Notes: This course will intensively explore the question of how various global and local actors have defined

environmental degradation and promoted approaches to conservation in Africa. It guides students through an examination of the different power dynamics that have shaped environmental conservation thought and practices on the continent. This course, therefore, provides a critical lens through which to examine the inequalities rooted in race, gender, and other forms of difference

Attributes: ENVI Humanities, Arts + Social Science Electives HIST Group A Electives - Africa

Spring 2025

SEM Section: 01 TF 1:10 pm - 2:25 pm Benjamin Twagira

ENVI 316 (F) Governing Cities by Design: the Built Environment as a Technology of Space (DPE)

Cross-listings: ARTS 316

Primary Cross-listing

Like in the classic era, cities of the 19th century were metaphors for government: good government could not exist without good governance of the city. This creative seminar charts the transformation of the built environment (architecture and urbanism) as a technology of space to govern cities and citizens from the mid-19th century until the present. Through debates and case studies across geographies and historical timeframes, we will analyze how regimes of government shape and are shaped by the built environment. The seminar has a studio component that consists of an urban project where students will apply theories and approaches to a real case study using digital art (2D and 3D modeling).

Class Format: Because this seminar is cross-listed with ARTS, there is a studio component (short assignments and final project)

Requirements/Evaluation: Active presence in class discussions and presentations, willingness to experiment, contributions to a collaborative seminar/studio environment, quality of work, depth and quality of the investigative process.

Prerequisites: ENVI 101 or instructor permission

Enrollment Limit: 15

Enrollment Preferences: ENVI majors and concentrators, Studio Art majors

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Materials/Lab Fee: \$250-\$350 lab fee charged to term bill. Lab and materials fees for all studio art classes are covered by the Book Grant for all Williams financial aid recipients.

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTS 316(D1) ENVI 316(D2)

Difference, Power, and Equity Notes: Using theoretical perspectives from urban studies, this seminar/workshop explores how the built environment, as a technology of space, contributes to the production of difference, the establishment of certain regimes of power, and the erasure of specific urban histories--mainly those of underrepresented groups. Students will engage in multimedia place-based projects to imagine and create more equitable built environments.

Attributes: ENVI Humanities, Arts + Social Science Electives

Fall 2024

SEM Section: 01 TR 8:30 am - 9:45 am Giuseppina Forte

ENVI 351 (F)(S) Marine Policy (DPE) (WS)

Cross-listings: PSCI 319 / CAOS 351

Secondary Cross-listing

Coastal communities are home to nearly 40% of the U.S. population, but occupy only a small percentage of our country's total land area. Intense population density, critical transportation infrastructure, significant economic productivity, and rich cultural and historic value mark our coastal regions as nationally significant. But, coastal and ocean-based climate-induced impacts such as sea level rise, ocean warming and acidification pose extraordinary challenges to our coastal communities, and are not borne equally by all communities. This seminar considers our relationship with our ocean and coastal environments and the foundational role our oceans and coasts play in our Nation's environmental and economic sustainability as well as ocean and coastal climate resiliency. Through the lens of coastal and ocean governance and policy-making, we critically examine conflict of

use issues relative to climate change, climate justice, coastal zone management, fisheries, ocean and coastal pollution and marine biodiversity.

Class Format: This class is taught only at Williams-Mystic in Mystic, Connecticut and includes coastal and near-shore interdisciplinary field seminars, and 10 days offshore.

Requirements/Evaluation: Weekly Readings; Class Participation; Small and large group strategy exercises (written and oral); Written Research Project: issues paper and draft research paper; Final Research Project: multiple formats available

Prerequisites: none

Enrollment Limit: 23

Enrollment Preferences: must be enrolled at Williams-Mystic in Mystic, Connecticut

Expected Class Size: 22

Grading: no pass/fail option, no fifth course option

Unit Notes: must be enrolled at Williams-Mystic in Mystic, Connecticut

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

PSCI 319(D2) ENVI 351(D2) CAOS 351(D2)

Writing Skills Notes: Each student will write one 3-5 page research issues paper and one 8-10 page draft research paper as well as a final project with written components equaling 5-8 pages. Each submission receives written feedback from the professor, including research guidance, input on grammar, structure, language, analysis. Students also receive verbal feedback in individual conferences to discuss research paper organization, analysis, structure and grammar as well as final project input.

Difference, Power, and Equity Notes: Coastal and ocean policy issues relating to climate change, coastal zone management, fisheries, ocean pollution and marine biodiversity impact environmental and climate justice. Students examine coastal governance while considering the disproportionate burdens on underrepresented populations in U.S. coastal communities caused by climate change and coastal policies. Students analyze multi-disciplinary evidence and work to strengthen their integrative, analytical, writing, and advocacy skills.

Attributes: ENVI Environmental Policy EXPE Experiential Education Courses POEC Depth

Fall 2024

SEM Section: 01 F 9:00 am - 12:00 pm

Spring 2025

SEM Section: 01 F 9:00 am - 12:00 pm

GBST 132 (S) Musics of the Spanish Colonial Empire, ca. 1500-1800 (DPE)

Cross-listings: MUS 133

Secondary Cross-listing

With territories around the globe from the Americas to the Philippines to portions of Western Europe, the Spanish colonial empire was, at its height, one of the largest and most expansive in history. This course explores the myriad ways in which Spanish colonial powers influenced, interacted with, and reacted to the musical cultures of the colonized and how indigenous and/or colonized peoples persisted in asserting their musical voices over the course of several centuries--from the time of the Spanish arrival in the Americas (as well as southern Italy and the East Indies) during the fifteenth and sixteenth centuries to the empire's eventual decline in the nineteenth century. We will begin by defining the concepts of "colonialism" and "imperialism" in order to understand how such political and socio-economic power structures developed and attempted to exert control and influence over subjugated populations--and consequently over their music. From there, we will investigate some of the musical developments and repertoires that resulted from these efforts through a series of modules on various territories colonized by Spain, including the Spanish territories of Naples/southern Italy, New Spain, and the Philippines. Coursework will include discussion-based and written responses to weekly readings and listening assignments and small group presentations on a Spanish colonized space not covered in one of the central course modules. The ability to read musical notation is not required.

Class Format: Lecture-discussion

Requirements/Evaluation: Attendance/participation; weekly discussion-leading and informal written forum responses to assigned materials; two close reading/listening papers; and a final collaborative presentation project to be conducted in small groups

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: Preference given to first years and sophomores

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

GBST 132(D2) MUS 133(D1)

Difference, Power, and Equity Notes: The course explores how political and socio-economic power structures exerted control and influence over subjugated populations in the Spanish colonial empire--and consequently over their music, and examines the myriad ways in which Spanish colonial powers influenced, interacted with, and reacted to the musical cultures of the colonized and how indigenous and/or colonized peoples persisted in asserting their musical voices over the course of several centuries

Attributes: MUS Music History: Pre-1750

Spring 2025

SEM Section: 01 TR 9:55 am - 11:10 am Elizabeth G. Elmi

GBST 151 (F) Global Questions, Global Frameworks (DPE)

In this foundational course in the Global Scholars Program, students will be introduced to an interdisciplinary approach to exploring critical global issues. The course is organized according to three key themes -- sustainability, democracy, and indigeneity -- which will structure our academic explorations in the fall semester and provide important context for on-site work in Santiago, Chile, during Winter Study. Students will engage these frameworks and concepts to consider global processes and examine the complexities of life on an increasingly overheated and fragmented planet. The first part of the course will explore critical topics in Global Studies and grapple with influential theories on climate change, sustainability, and human rights. The second part will be focused on a particular country and city -- Chile and its capital of Santiago -- and how overarching geopolitical tendencies impact the reality of life in that area as well as creative strategies emerging in local communities. One purpose of this module is to prepare students for their Winter Study trip to that region, where they will engage in research related to their academic interests. Only students admitted to the Global Scholars Program will be able to register for this course.

Class Format: Discussion-based class

Requirements/Evaluation: Participation in class discussions, reading course materials, engaging with our speakers, two 5-7 pp. papers and a final project.

Prerequisites: None

Enrollment Limit: 12

Enrollment Preferences: Global Scholars Program Fellows

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: Taking an interdisciplinary approach to exploring critical global issues, students will grapple with difference, power and equity in a global context through leading theories of climate change, sustainability, and human rights as well as how these issues impact particular communities around the world. One purpose of this course is to enable students to become better equipped to conduct research on pressing issues around the world and be more responsible global citizens.

Fall 2024

SEM Section: 01 TF 1:10 pm - 2:25 pm Jennifer L. French

GBST 214 (F) Asian/American Identities in Motion (DPE)

Cross-listings: AAS 216 / AMST 213 / DANC 216 / ASIA 216 / THEA 216

Secondary Cross-listing

The course aims to explore dance and movement-based performances as mediums through which identities in Asian and Asian American (including

South Asian) communities are cultivated, expressed, and contested. Students will engage with how social and historical contexts influence the processes through which dance practices are invested with particular sets of meanings, and how artists use performance to reinforce or resist stereotypical representations. Core readings will be drawn from Dance, Performance, Asian, and Asian American Studies to engage with issues such as nation formation, racial and ethnic identity politics, appropriation, tradition and innovation among other topics. This is primarily a discussion-based seminar course, and might also include screenings, movement workshops, and discussion with guest artists and scholars. No previous dance experience is required.

Requirements/Evaluation: reading responses, in-class writing assignments, participation in discussions and presentations, two 5-6 page essays, and a final cumulative essay assignment.

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: first years and sophomores

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AAS 216(D2) AMST 213(D2) DANC 216(D1) GBST 214(D2) ASIA 216(D1) THEA 216(D1)

Difference, Power, and Equity Notes: This course introduces students to the role of performance in nation formation in Asia and the history of Asian Americans in the US through analysis of dance practices. Student will explore how race was central to the formation of Asian and the American nations, and how social and legal discriminatory practices against minorities influence identity and popular cultural practices. The assigned material provide examples of how artists address these inequalities and differences in social power.

Attributes: AAS Core Electives AAS Gateway Courses

Fall 2024

SEM Section: 01 WF 11:00 am - 12:15 pm Munjulika R. Tarah

GBST 242 (S) Americans Abroad (DPE)

Cross-listings: AMST 242 / COMP 242 / ENGL 250

Secondary Cross-listing

This course will explore some of the many incarnations of American experiences abroad from the end of the 19th century to the present day. Materials will be drawn from novels, short stories, films, and nonfiction about Americans in Europe in times of war, peace, and pandemic. We will compare and contrast the experiences of novelists, soldiers, students, war correspondents, jazz musicians, and adventurers. What has drawn so many Americans to Europe? What is the difference between a tourist, an expat, and an émigré? What are the profound, and often comic, gaps between the traveler's expectations and the reality of living in, say, Paris or a rural village in Spain? What are the misadventures and unexpected rewards of living, working, writing, or even falling in love in translation? How did recent lockdowns and border closings impact and/or interrupt these complex experiences? Authors may include: Edith Wharton, Henry James, Langston Hughes, Martha Gellhorn, Ernest Hemingway, Elaine Dundy, Richard Wright, and Ben Lerner. Additional reading will be drawn from historical and critical works. All readings will be in English. This comparative course is designed to highlight the challenges and benefits of cultural immersion abroad. It will focus on the linguistic, emotional, intellectual, and social adaptation skills that are required to understand others, and oneself, in new contexts. Many of the authors and artists we will study chose, or were forced to, leave oppressive situations in the United States where their futures were limited due to factors related to politics, gender, race or class (and combinations thereof). We will study their dislocation, and freedom, and struggles to reshape their (and our) concept of "home" into something that reflects individual identity, and not one imposed by any national culture--American or foreign.

Requirements/Evaluation: Each student will give an in-class presentation and complete 3 writing assignments totaling 20 pages; one of these writing assignments will be a personal travel narrative based on the student's own experiences.

Prerequisites: Any literature course at Williams or permission of instructor.

Enrollment Limit: 18

Enrollment Preferences: Comparative Literature, English or American Studies majors, and/or students who have studied away or plan on doing so, and/or students who are from international and/or bilingual (or multilingual) backgrounds.

Expected Class Size: 18

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

GBST 242(D2) AMST 242(D2) COMP 242(D1) ENGL 250(D1)

Difference, Power, and Equity Notes: We will read and analyze primary materials and literature that reflect on Americans who chose, or were forced to, reinvent themselves abroad to escape oppressive situations in the United States related to gender, class, race, or political views. The socio-historical context of each writer will be crucial to understanding their situations. Students will write critical papers, and their own narrative in which they reflect on a situation of personal dislocation, either while traveling, or at home.

Attributes: AMST Arts in Context Electives GBST Borders, Exiles + Diaspora Studies

Spring 2025

SEM Section: 01 TR 9:55 am - 11:10 am Soledad Fox

GBST 262 (F) Paper Trails (DPE)

Cross-listings: SOC 262 / STS 262

Secondary Cross-listing

Long before the invention of the passport, states or state-like entities sought to document and manage populations and discipline bodies. This course invites students to critically reflect on documentation practices and systemic violence, particularly against racial, ethnic, sexual, and political minorities. Students will explore identity-making through documentary practices such as the three-generation life history, a biographical form that Soviet-allied countries used to reward loyalty and punish disloyalty. Labels, such as a criminal record or pre-existing health conditions, also trail or precede individuals their whole lives. Students will grapple with what happens when the paper trail goes cold--when identification documents are invalidated, birth certificates withheld, household registries purged, and archives destroyed. Students will explore the rise of surveillance and biometric data alongside the actors, technologies, and industries that try to circumvent them in places such as the Xinjiang Uyghur Autonomous Region and along the US-Mexico border. In this project-based course, students will exhume paper trails and imagine alternative ways to create, alter, and subvert them.

Requirements/Evaluation: thoughtful and consistent class participation, facilitation of guest speakers, Special Collections visit, project memos, and final project and presentations

Prerequisites: None

Enrollment Limit: 15

Enrollment Preferences: Anthropology and sociology majors, Global Studies concentrators; Science and Technology Studies concentrators. If the course overenrolls, the instructor will send out a Google Form to make enrollment decisions.

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

SOC 262(D2) STS 262(D2) GBST 262(D2)

Difference, Power, and Equity Notes: In this course, students will interrogate some of the key documents that structure our lives and serve as tools for waging systemic violence against ethnic, racial, sexual, and political minorities. Students will synthesize and apply these lessons about bureaucratic documentation toward the benefit of a community partner.

Fall 2024

SEM Section: 01 MWF 8:30 am - 9:45 am Phi H. Su

GBST 273 (S) The Humanities: A Literary and Cultural History (DPE)

Cross-listings: COMP 273

Secondary Cross-listing

This course will start with a history of the curriculum of Williams College, and will include a research project students will complete through the course catalogues and other materials in the college archives. From that point of departure we will read several novels and articles, see films, listen to music,

and study cultural moments in the United States and abroad when the Humanities have peaked (for example, the GI Bill) and others when their value has been questioned, censored or come under threat (from the McCarthy era to AI).

Requirements/Evaluation: A semester-long research project in the Williams College Archives, engaged daily class participation, midterm exam, final paper, two in-class presentations (one in pairs, one individual), discussion leading.

Prerequisites: None

Enrollment Limit: 18

Enrollment Preferences: Open to all students. If overenrolled, instructor will send out a survey to determine enrollment in the course.

Expected Class Size: 18

Grading: no pass/fail option, no fifth course option

Materials/Lab Fee: None

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 273(D1) GBST 273(D2)

Difference, Power, and Equity Notes: One of the goals of this course is to consider the democratizing role the humanities play within a Liberal Arts education, and the role of this type of education in the larger context of the world we live in. Is the pursuit of the study of literature, languages, and the arts in sync with career readiness goals that students are, very reasonably, concerned with? We will explore this and related questions. This course proposes the humanities as a space for all, not a luxury for the privileged few.

Spring 2025

SEM Section: 01 TR 11:20 am - 12:35 pm Soledad Fox

GBST 294 (S) Victimhood Nationalism in Global History & Memory (DPE) (WS)

As globalism of the 21st century has shifted its focus from imagination to memory, the global memory culture focusing on victims has dawned on us as an undeniable reality with the entangled memories of: Apartheid, American slavery, and white settler genocides of the indigenous peoples; German empire's colonial genocide of the Nama and Herero in Namibia and the Nazi Holocaust; the Armenian genocide and the Holocaust; Vietnam War and Algerian war; Rwandan genocide and ethnic cleansing in the Balkans; Japanese military "comfort women" and gendered violence during the Yugoslav Wars; forced sexual labor in the Nazi concentration camps and sexual slavery of the Islamic State; political genocide of Stalinism and the Latin American military dictatorships; civilian massacres of developmental dictatorships in the global Cold War era. Global memory formation intensified the victimhood competition among national memories. Victimhood nationalism epitomizes nationalism's metamorphosis under the globalization of memory in the 21st century. This course will trace the mnemo-history of victimhood nationalism, focusing on the entangled memories of Poland, Germany, Israel, Japan, and Korea in the global memory formation. Other case studies, including former Yugoslavia, post-9/11 America, will also be discussed.

Requirements/Evaluation: Class participation, pop quizzes and a final research paper (approximately 5000 words)

Prerequisites: None

Enrollment Limit: 15

Enrollment Preferences: GBST concentrators and History majors

Expected Class Size: 10

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (DPE) (WS)

Writing Skills Notes: This seminar includes a final research paper on victimhood nationalism. Prior to submission, the paper will go through several drafts and edits.

Difference, Power, and Equity Notes: A comparative, global approach to the study of memory and nationalism exploring the particular role of victimhood and genocide. How is violence remembered? How has past violence been justified? Who is remembered as a victim and who is not?

Attributes: GBST Borders, Exiles + Diaspora Studies GBST East Asian Studies GBST Middle Eastern Studies GBST Russian + Eurasian Studies HIST Group G Electives - Global History

Spring 2025

SEM Section: 01 TF 1:10 pm - 2:25 pm Jie-Hyun Lim

GBST 304 (S) Sacred Custodians: Environmental Conservation in Africa (DPE)**Cross-listings:** HIST 304 / ENVI 304 / AFR 335**Secondary Cross-listing**

In this seminar we will explore environmental conservation in Africa. In particular we will look at African ideas, ethics, and approaches to environmental conservation. Are there African ideas, ethics, and activities that are uniquely conservationist in nature? We will explore well-known African leaders to understand what spurred them to become conservationists, how they interpreted and communicated environmental crises. For example, Wangari Maathai is a world-renowned female scientist who established the Green Belt Movement in Kenya. This movement focuses on addressing the problem of de-forestation. Ken Saro-Wiwa was an activist in Nigeria who fought for and alongside local communities against multinational oil corporations. We will examine these and other African conservation practices alongside popular images of environmental crisis that place blame for environmental degradation on Africans. Students will be invited to critically study histories of environmental management on the continent and the emergence, development, and impact of the idea of conservation. We will unpack the rich histories of conservation efforts in Africa, such as resource extraction, game parks, desertification, wildlife and hunting, traditional practices, and climate change.

Requirements/Evaluation: Requirements/Evaluation: active participation in discussion, map quiz, reading reflections, critical reflections on films, a case study (5-7 pages), and one exam.**Prerequisites:** None**Enrollment Limit:** 25**Enrollment Preferences:** If course is over-enrolled, preference to History Majors and students with a demonstrated interest in African studies.**Expected Class Size:** 15-20**Grading:** no pass/fail option, no fifth course option**Distributions:** (D2) (DPE)**This course is cross-listed and the prefixes carry the following divisional credit:**

HIST 304(D2) GBST 304(D2) ENVI 304(D2) AFR 335(D2)

Difference, Power, and Equity Notes: This course will intensively explore the question of how various global and local actors have defined environmental degradation and promoted approaches to conservation in Africa. It guides students through an examination of the different power dynamics that have shaped environmental conservation thought and practices on the continent. This course, therefore, provides a critical lens through which to examine the inequalities rooted in race, gender, and other forms of difference**Attributes:** ENVI Humanities, Arts + Social Science Electives HIST Group A Electives - Africa

Spring 2025

SEM Section: 01 TF 1:10 pm - 2:25 pm Benjamin Twagira

GBST 348 (F) Altering States: Post-Soviet Paradoxes of Identity and Difference (DPE) (WS)**Cross-listings:** RUSS 348 / SOC 348**Secondary Cross-listing**

Critics and apologists of Soviet-style socialism alike agree that the Soviet ideology was deeply egalitarian. Putting aside for a moment the very reasonable doubts about how justified this perception actually was, it is still worth asking, how did people who lived in the world in which differences in rank, class, gender or ethnicity were not supposed to matter, make sense of their post-socialist condition, one in which new forms of difference emerged, and old ones assumed greater prominence? And how do these encounters with difference impact current events, such as Russia's invasion of Ukraine, or the lingering tensions between East and West Germans? This tutorial will examine new dilemmas through ethnographic studies and documentary films that aim to capture in real time the process of articulating and grappling with newly discovered divides. We will focus especially closely on Ukraine and Russia, but will also read comparative studies, as well as works on East Germany and Georgia. This course fulfills the DPE requirement by exploring comparatively the ways in which people in different countries made sense of the social, cultural and political heterogeneity of the post-socialist condition.

Requirements/Evaluation: 5-page paper every other week, written comments on the partner's paper in alternate weeks**Prerequisites:** none**Enrollment Limit:** 10

Enrollment Preferences: Anthropology, Sociology, and Russian majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

GBST 348(D2) RUSS 348(D1) SOC 348(D2)

Writing Skills Notes: This is a tutorial course, with plenty of opportunities to work on writing and argumentation. Tutorial papers receive written feedback from both the instructor and the tutorial partner, and are workshopped during the tutorial meetings.

Difference, Power, and Equity Notes: Students will learn to identify and interrogate processes of social differentiation and exclusion as they take place across Russia and Eastern Europe. We will also train ourselves to identify parallels, as well as differences, between responses to the social and economic uncertainty ushered by the fall of socialism, and the discontents triggered by similar conditions closer to home.

Attributes: GBST Russian + Eurasian Studies

Fall 2024

TUT Section: T1 M 7:00 pm - 9:40 pm Olga Shevchenko

GBST 369 (F) Indigenous Narratives: From the Fourth World to the Global South (DPE) (WS)

Cross-listings: COMP 369 / HIST 306 / ARAB 369

Secondary Cross-listing

In the late 20th century, world literature has witnessed a "boom" in indigenous literature. Many critics and historians describe this global re-emergence of the subaltern and the indigenous in terms of literary justice fostered by post-colonial studies and the adoption of the Declaration of the Rights of Persons Belonging to National or Ethnic, Religious and Linguistic Minorities, by the UN General Assembly on December 18, 1992. In this course, we will investigate this "indigenous boom" by reading novels and short stories from the Americas, the Middle East and North Africa from the 1970s to the present. Through these trans-regional and trans-historical peregrinations, our principal goal will be to examine and compare narratives about conquest, settler colonialism, colonial nationalism, indigeneity, sovereignty, indigenous epistemology and philosophy. At the same time, we will consider the following questions: How did pioneering indigenous women writers, such as the Laguna Pueblo Leslie Marmon Silko in the US and the Mayan playwrights of La Fomma in Chiapas, Mexico lead the feminist front of the indigenous literary renaissance? How did Palestinian folktales, Amazigh poetics in the Maghreb, and Mayan dream narratives in Mexico and Guatemala produce narratives of decolonial history? What does the aesthetics of magical realism in Arabic, Quechua and Spanish, respectively, as evident in the works of the Kurdish writer Salim Barakat (Syria) and the mestizo writer José María Arguedas (Peru) tell us about the intersection of race, ethnicity, and indigenous epistemology? What is the connection between the recent "boom" of English translations of Indigenous texts and neoliberalism, multiculturalism and neo-colonialism? Ultimately, our goal is to trace how these texts contributed to global indigenous literature and the trans-historical and trans-geographical connections between them.

Requirements/Evaluation: active class participation, several short response assignments (3-4 pages), two film reviews (1 page), a performance project, and a final paper (7- to 10-pages)

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Comparative Literature majors

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 369(D1) HIST 306(D2) ARAB 369(D1) GBST 369(D2)

Writing Skills Notes: This course will enable students to write weekly while engaging with various forms of writing skills: articulating arguments in short response papers (3-4 pages each), developing visual criticism through writing two film reviews, (1 page each), journaling through writing a personal reflections on a performance project, and honing research language in producing a final paper of 7-10 pages. Instructor's feedback and peer review sessions will include review of drafts and argumentative structures.

Difference, Power, and Equity Notes: At the heart of this course is the history of global Indigenous struggle for liberation and decolonization. The

various novels, short stories, poems, films and other texts that students will engage with narrate histories of colonial dispossession, racial oppression, economic subjugation and dehumanization of minoritized Indigenous communities in the Americas, North Africa and the Middle East.

Attributes: GBST Borders, Exiles + Diaspora Studies

Fall 2024

SEM Section: 01 MR 1:10 pm - 2:25 pm Amal Egeiq

GBST 373 (F) A Global History of Mass Dictatorship (DPE)

What if the majority supports dictatorship? Is it dictatorship or democracy? How far is the contemporary American democracy from Alexis Tocqueville's observation of America as the 'tyranny through masses'? What's the dividing line between democracy and dictatorship? How could the communist regime use the metaphor of 'people's democracy' to justify the proletarian dictatorship? How distant is Mao Zedong's 'dictatorship by the masses' from the plebiscitary democracy? How different is the French Jacobin's 'Sovereign dictatorship' from the Fascist's 'new politics' based on popular sovereignty? How different is Jacobin's 'totalitarian democracy (Jacob Talmon)' from the Cold War paradigm of totalitarianism? 'Mass dictatorship' as a historical oxymoron is a hypothetical answer to those questions. This course is designed to encourage students to respond independently to those questions. Putting comparatively diverse dictatorships, including fascism, Nazism, Bolshevism, Maoism, developmental dictatorships, and (neo-)populisms in a global historical perspective, this seminar course would raise doubt about the conventional binary of democracy and dictatorship and problematize the Western democracy. This course is motivated by "how to democratize contemporary democracy." As a participatory observer of the American presidential election 2024, we will investigate a global history of mass dictatorship with a critical gaze.

Requirements/Evaluation: Class participation: 30%; Pop quizzes: 20%; There will be four quizzes. Each quiz, five points worth, contains questions about recent readings, lectures, discussions, and other class discussions. Final Essay: 50%; Instructions will be given in class several weeks in advance. The final essay needs to be written as an answer with two tiers of argument and supportive examples. The length is about 2,000 words.

Prerequisites: None

Enrollment Limit: 25

Enrollment Preferences: GBST concentrators and HIST majors

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: Taking a global, comparative approach, this course evaluates the experiences of people on different continents with dictatorships and how these authoritarian systems and regimes operate differently in each context.

Attributes: GBST East Asian Studies GBST Latin American Studies GBST Middle Eastern Studies GBST Russian + Eurasian Studies GBST South + Southeast Asia Studies HIST Group G Electives - Global History

Fall 2024

SEM Section: 01 W 7:00 pm - 9:40 pm Jie-Hyun Lim

GBST 414 (F) Displacement: Global Histories of Refugees and Forced Migration (DPE) (WS)

Cross-listings: ARAB 414 / HIST 402

Secondary Cross-listing

The Middle Eastern refugee has become a central figure in debates on migration, asylum, and the right to belong in Europe, Asia, and North America. Often stereotyped as threatening, alien, and rootless, these migrants are generally depicted as lacking histories and by extension not worthy of consideration or empathy. This course invites students to understand some of the most tragic humanitarian crises of our time and the massive involuntary displacements provoked by war, violence, and/or climate change. Taking a global perspective, this seminar examines the history of displacement, refugees, migration, diaspora in a focusing on the nineteenth century through the present. With special attention to the historical experience of various peoples of the Middle East, the course will start with theoretical approaches to the study of migration and then delve into case studies. A range of different moments of displacement will be analyzed such as the experiences of Armenians, Jews, Palestinians, Syrian, Iraqis, and Kurds. By examining the human geography and politics of forced displacement and migration, this course will address a number of important academic and political questions: what makes a history written by, about, and for displaced people powerful? How can writing from the perspectives of refugees challenge core debates about identity, the nation and borders? How does the focus on displacement help in understanding the nature of war

and conflict?

Requirements/Evaluation: Final 25 page research paper, several drafts of paper, class presentations and in class writing exercises.

Prerequisites: None

Enrollment Limit: 15

Enrollment Preferences: History and Arabic Studies majors and Global Studies concentrators.

Expected Class Size: 15

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ARAB 414(D2) GBST 414(D2) HIST 402(D2)

Writing Skills Notes: This research seminar will involve the writing of a final 25 page paper. Prior to that stage, each process of writing will involve moments of feedback and sharing. Students will submit a proposal early on in the semester and then write an outline. These will receive peer and instructor feedback. They will then submit a five page draft in October, a 10 page draft in November, before the final submission in December. In this way, they will have opportunities to rework and improve their writing.

Difference, Power, and Equity Notes: This course takes a comparative approach by exploring the predicament of some of the most vulnerable people in the world, i.e, displaced peoples and refugees. The course will consider their legal status and their experience of leaving their homes due to wars or natural disaster. The area of study is the Middle East and we will examine the historical experience of a number of different people in the region including Kurds, Palestinians, Sephardi Jews, and Syrians.

Attributes: HIST Group E Electives - Middle East

Fall 2024

SEM Section: 01 M 7:00 pm - 9:40 pm Magnús T. Bernhardsson

HIST 144 (S) Brazil's Myth of Racial Democracy (DPE) (WS)

The notion that race worked differently in Brazil took root in the early twentieth century and grew into a myth that the country was home to a unique "racial democracy." This course will examine the creation and surprisingly long life of this idea among not only Brazilians but also observers and visitors from the U.S., Europe, and Africa. We will look at how "racial democracy" became central to constructions of Brazilian national identity, how the country's governments tried to coopt Black cultural forms like samba and Carnival into official culture, and how thinkers around the world used Brazil to define their understanding of race making in their own regions. The special focus, though, will be on how Afro Brazilians challenged the myth politically, intellectually, and artistically from the 1920s to the 1990s. Our texts will include the fiction, memoirs, manifestos, and scholarship of individuals like Abdias do Nascimento, Carolina Maria de Jesús, and Sueli Carneiro, as well as the activism of Black and feminist groups.

Requirements/Evaluation: Class participation, three 3-page papers, written responses, and a 10-12 page research paper.

Prerequisites: None

Enrollment Limit: 19

Enrollment Preferences: Preference to first- and second-year students

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE) (WS)

Writing Skills Notes: Students will write three 3-papers on set topics and a 10-12 page research paper. Revision of the first short paper, in response to instructor's comments is mandatory. Students will receive timely feedback on all pieces of writing and will participate in in-class workshops on identifying sources, formulating an argument, and presenting a compelling case.

Difference, Power, and Equity Notes: This course will examine how Brazilians created, lived, and contested categories of racial difference over the twentieth century. We will look at the intersections of gender, sexuality, regional, and national identities with race in Brazil and will make comparisons between processes of race-making in Brazil and around the Atlantic.

Attributes: HIST Group D Electives - Latin America + Caribbean

Spring 2025

HIST 152 (F) The Fourteenth Amendment and the Meanings of Equality (DPE) (WS)

Cross-listings: WGSS 152

Primary Cross-listing

For more than 150 years, the 14th Amendment of the U.S. Constitution has served as the principal touchstone for legal debates over the meaning of equality and freedom in the United States. This course explores the origins of the 14th Amendment in the years immediately following the Civil War, and examines the evolution of that amendment's meaning in the century that followed. Central themes in this course include the contested interpretations of "birthright citizenship," "due process," "privileges and immunities," "equal protection," and "life, liberty or property"; the rise, fall, and rebirth of substantive due process; battles over incorporating the Bill of Rights into the 14th Amendment; and the changing promise and experience of citizenship. We will pay particular attention to how arguments about the 14th Amendment have shaped and been shaped by the changing meanings of racial and gender equality.

Requirements/Evaluation: a series of short (3-page) response papers; and a final 10-12 page research paper

Prerequisites: first-year or sophomore standing; juniors or seniors with permission of instructor

Enrollment Limit: 19

Enrollment Preferences: given first to sophomores who have been dropped from this class previously, then to first-years, then to sophomores who have not been dropped previously

Expected Class Size: 15-19

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 152(D2) HIST 152(D2)

Writing Skills Notes: Students will write three short (3-page) response papers to the readings in the first part of the semester, and will also write a substantial (10- to 12-page) research paper. In preparation for the research paper, students will write proposals, develop bibliographies, write outlines and drafts, and do peer critiques. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: This course satisfies the DPE requirement because it examines the legal, social, and political constructions and theorizations of difference, power, and equity. It examines the ways that individuals and groups have organized across various axes of difference to fight for legal equality, and explores how those individuals and groups have experienced legal equality and legal inequality in varied ways.

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora HIST Group F Electives - U.S. + Canada JLST Interdepartmental Electives

Fall 2024

SEM Section: 01 MWF 8:30 am - 9:45 am Sara Dubow

HIST 159 (F) Crossing the Color Line: A History of Passing (DPE) (WS)

Cross-listings: AFR 159

Primary Cross-listing

In June 2015, Rachel Dolezal emerged as a media spectacle and the subject of national scrutiny after her *white* parents stated publicly that Dolezal is a white woman *passing as black*. Their insistence that Dolezal is white came in the wake of her reports to local news media and police that she had been the victim of several hate crimes. To critics, Dolezal is a fraud who has committed cultural appropriation. Yet, for her supporters, Dolezal's racial identification as a black woman is authentic and indisputable, since race is not based on biology but rather is a social construction. For both groups as well as impartial observers, many wondered curiously why a white woman had chosen to pass as black, especially given that historically it has been African Americans who opted to *become* white. Inspired by the controversy surrounding Dolezal, this tutorial will explore the history of passing in the United States. Whereas our attention will primarily be focused on black-to-white passing, we will expand our understandings of passing by emphasizing the variety of ways that identities have been shaped through the crossing of boundaries--class, ethnic, gender, intellectual, political, religious, and sexual. To accomplish our goals, we will read and cross-examine fictional and nonfictional as well as primary and secondary historical accounts of boundary-crossers. We will also screen several films that engage the theme of passing.

Requirements/Evaluation: Weekly formal response papers and written critiques.

Prerequisites: None.

Enrollment Limit: 10

Enrollment Preferences: First and second-year students will be prioritized, followed by history majors. Should the course be overenrolled, students will be asked to complete an enrollment questionnaire.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 159(D2) AFR 159(D2)

Writing Skills Notes: Students will be required to complete formal writing assignments each week, alternating between response papers (4 pages) and written critiques (2-pages) of their peers' work. Students will receive substantial feedback on their writing skills, with verbal and written suggestions for improvement. Students also will receive feedback from their tutorial partners.

Difference, Power, and Equity Notes: Narratives of racial passing provocatively raise questions about the construction, logics, reinforcement, and subversion of racial categories and identities. Tutorial students will have the opportunity to deconstruct the meanings of race and identity in addition to thinking culturally, historically, and ontologically about the implications and value of these constructs. In essence, we will theorize racial identity, reconsidering, if not challenging, its stable notions of identic intelligibility.

Attributes: HIST Group F Electives - U.S. + Canada

Fall 2024

TUT Section: T1 TBA Tyran K. Steward

HIST 163 (F) Communications in Early America (DPE) (WS)

Cross-listings: AMST 164

Primary Cross-listing

How did the multiplicity of people who shaped "early" North America communicate with each other, across profound linguistic, cultural, social, political, and spiritual differences? What strategies did they use to forge meaning and connections in times of tremendous transformation, while maintaining vital continuities with what came before? This course examines histories of communication in North America and the technologies that communities have developed to record, remember, advocate, persuade, resist, and express expectations for the future. Using a continental and transoceanic lens of "Vast Early America," we will take up Indigenous oral traditions, Traditional Ecological Knowledge, wampum belts, and winter counts as expressions of ethics, identity, relationality, and diplomacy among sovereign Native/Indigenous nations. We will reflect on artistic and natural science paintings, engravings, and visual culture that circulated widely; and diaries and journals as forms of personal as well as collective memory. We will work with political orations, newspapers, pamphlets, and other forms of print culture that galvanized public opinion in the Age of Atlantic Revolutions; memorials and monuments that communities have created to honor ancestors and significant events; material culture such as baskets and weavings that signified through their imagery and physical forms; and social critique and visions of justice in the verse and prose of Phillis Wheatley Peters and William Apess. These materials take us into the complexities of individuals' and communities' interactions and relations of power. They also illuminate spaces of potential or realized solidarity, alliance, and co-building of new worlds. Throughout we will work together to understand different methodologies, theories, practices, and ethics involved in approaching the past. We will at every turn be attuned to the ongoing significances of these experiences among communities in the twenty-first century.

Requirements/Evaluation: active participation in class discussions, several short essays based on readings and discussion topics, museum/archives exercise, final essay/project

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: limited to first- and second-year students who have not yet taken a 100-level course in History or American Studies; juniors and seniors only with the permission of the instructor

Expected Class Size: 19

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 164(D2) HIST 163(D2)

Writing Skills Notes: Short essays (3-5 pages) spaced throughout the semester with instructor feedback on writing skills as well as historical content; written reflection and analysis related to museum/archives visit with original materials; final essay (8-10 pages) due at end of semester that synthesizes findings from across the whole semester and allows students to closely examine primary/secondary sources; regular opportunities to conference with instructor about writing ideas and drafts.

Difference, Power, and Equity Notes: This course centers experiences of diverse people in early America including substantial focus on Native American/Indigenous and African American communities. It introduces foundational methods for historical and interdisciplinary study, including decolonizing methodologies from Native American and Indigenous Studies (NAIS) and African American histories; critical vantages on Euro-American settler colonialism; and scholarship on complex entanglements in multiracial and multiethnic communities

Attributes: HIST Group F Electives - U.S. + Canada HIST Group P Electives - Premodern

Fall 2024

SEM Section: 01 MR 2:35 pm - 3:50 pm Christine DeLucia

HIST 284 (F)(S) Asian American History (DPE)

Cross-listings: AMST 284 / AAS 284

Primary Cross-listing

This course offers an overview of Asian American history from the late seventeenth century to the present. It will cover the earliest Asian migration and settlement in the U.S., the rise of anti-Asian movements, the experiences of Asian Americans during World War II and the Cold War, the emergence of the Asian American movement in the 1960s, the post-1965 Asian immigration, and the War on Terror. We will investigate broader themes including labor, citizenship, political resistance, gender and sexuality, community formation, empire, and transnationalism. We will also consider key contemporary issues, including race and ethnic relations, anti-Asian harassment and violence, and the legacy of U.S. colonialism in Asia-Pacific. Along the way, we will engage classic and recent scholarship in the field, and form our own interpretations of the past based on a wide range of sources--including films, novels, newspapers, government documents, political cartoons, and more. Throughout, the course advances the argument that citizenship and belonging in the U.S. cannot be fully understood without accounting for the experiences of Asian Americans.

Requirements/Evaluation: Attendance and participation in discussion, weekly reading responses (2 pages), midterm exam, and final in-class exam and take-home essay (7-10 pages)

Prerequisites: None

Enrollment Limit: 30

Enrollment Preferences: Preference given to History majors and Asian American Studies concentrators.

Expected Class Size: 25-30

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 284(D2) AAS 284(D2) HIST 284(D2)

Difference, Power, and Equity Notes: This course introduces students to the incredible diversity of Asian Americans. It guides students through an examination of the historical events, policies and dynamics that have marginalized Asian American communities based on race, ethnicity, class, gender, sexuality, citizenship, and other forms of difference. It also explores the diverse ways that Asian Americans have sought inclusion and belonging in the U.S.

Attributes: AAS Core Electives AAS Gateway Courses HIST Group F Electives - U.S. + Canada

Fall 2024

LEC Section: 01 TR 11:20 am - 12:35 pm Hongdeng Gao

Spring 2025

LEC Section: 01 TR 9:55 am - 11:10 am Hongdeng Gao

HIST 294 (S) Victimhood Nationalism in Global History & Memory (DPE) (WS)

As globalism of the 21st century has shifted its focus from imagination to memory, the global memory culture focusing on victims has dawned on us as an undeniable reality with the entangled memories of: Apartheid, American slavery, and white settler genocides of the indigenous peoples; German empire's colonial genocide of the Nama and Herero in Namibia and the Nazi Holocaust; the Armenian genocide and the Holocaust; Vietnam War and Algerian war; Rwandan genocide and ethnic cleansing in the Balkans; Japanese military "comfort women" and gendered violence during the Yugoslav Wars; forced sexual labor in the Nazi concentration camps and sexual slavery of the Islamic State; political genocide of Stalinism and the Latin American military dictatorships; civilian massacres of developmental dictatorships in the global Cold War era. Global memory formation intensified the victimhood competition among national memories. Victimhood nationalism epitomizes nationalism's metamorphosis under the globalization of memory in the 21st century. This course will trace the mnemo-history of victimhood nationalism, focusing on the entangled memories of Poland, Germany, Israel, Japan, and Korea in the global memory formation. Other case studies, including former Yugoslavia, post-9/11 America, will also be discussed.

Requirements/Evaluation: Class participation, pop quizzes and a final research paper (approximately 5000 words)

Prerequisites: None

Enrollment Limit: 15

Enrollment Preferences: GBST concentrators and History majors

Expected Class Size: 10

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (DPE) (WS)

Writing Skills Notes: This seminar includes a final research paper on victimhood nationalism. Prior to submission, the paper will go through several drafts and edits.

Difference, Power, and Equity Notes: A comparative, global approach to the study of memory and nationalism exploring the particular role of victimhood and genocide. How is violence remembered? How has past violence been justified? Who is remembered as a victim and who is not?

Attributes: GBST Borders, Exiles + Diaspora Studies GBST East Asian Studies GBST Middle Eastern Studies GBST Russian + Eurasian Studies HIST Group G Electives - Global History

Spring 2025

SEM Section: 01 TF 1:10 pm - 2:25 pm Jie-Hyun Lim

HIST 304 (S) Sacred Custodians: Environmental Conservation in Africa (DPE)

Cross-listings: GBST 304 / ENVI 304 / AFR 335

Primary Cross-listing

In this seminar we will explore environmental conservation in Africa. In particular we will look at African ideas, ethics, and approaches to environmental conservation. Are there African ideas, ethics, and activities that are uniquely conservationist in nature? We will explore well-known African leaders to understand what spurred them to become conservationists, how they interpreted and communicated environmental crises. For example, Wangari Maathai is a world-renowned female scientist who established the Green Belt Movement in Kenya. This movement focuses on addressing the problem of de-forestation. Ken Saro-Wiwa was an activist in Nigeria who fought for and alongside local communities against multinational oil corporations. We will examine these and other African conservation practices alongside popular images of environmental crisis that place blame for environmental degradation on Africans. Students will be invited to critically study histories of environmental management on the continent and the emergence, development, and impact of the idea of conservation. We will unpack the rich histories of conservation efforts in Africa, such as resource extraction, game parks, desertification, wildlife and hunting, traditional practices, and climate change.

Requirements/Evaluation: Requirements/Evaluation: active participation in discussion, map quiz, reading reflections, critical reflections on films, a case study (5-7 pages), and one exam.

Prerequisites: None

Enrollment Limit: 25

Enrollment Preferences: If course is over-enrolled, preference to History Majors and students with a demonstrated interest in African studies.

Expected Class Size: 15-20

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 304(D2) GBST 304(D2) ENVI 304(D2) AFR 335(D2)

Difference, Power, and Equity Notes: This course will intensively explore the question of how various global and local actors have defined environmental degradation and promoted approaches to conservation in Africa. It guides students through an examination of the different power dynamics that have shaped environmental conservation thought and practices on the continent. This course, therefore, provides a critical lens through which to examine the inequalities rooted in race, gender, and other forms of difference

Attributes: ENVI Humanities, Arts + Social Science Electives HIST Group A Electives - Africa

Spring 2025

SEM Section: 01 TF 1:10 pm - 2:25 pm Benjamin Twagira

HIST 306 (F) Indigenous Narratives: From the Fourth World to the Global South (DPE) (WS)

Cross-listings: COMP 369 / ARAB 369 / GBST 369

Secondary Cross-listing

In the late 20th century, world literature has witnessed a "boom" in indigenous literature. Many critics and historians describe this global re-emergence of the subaltern and the indigenous in terms of literary justice fostered by post-colonial studies and the adoption of the Declaration of the Rights of Persons Belonging to National or Ethnic, Religious and Linguistic Minorities, by the UN General Assembly on December 18, 1992. In this course, we will investigate this "indigenous boom" by reading novels and short stories from the Americas, the Middle East and North Africa from the 1970s to the present. Through these trans-regional and trans-historical peregrinations, our principal goal will be to examine and compare narratives about conquest, settler colonialism, colonial nationalism, indigeneity, sovereignty, indigenous epistemology and philosophy. At the same time, we will consider the following questions: How did pioneering indigenous women writers, such as the Laguna Pueblo Leslie Marmon Silko in the US and the Mayan playwrights of La Fomma in Chiapas, Mexico lead the feminist front of the indigenous literary renaissance? How did Palestinian folktales, Amazigh poetics in the Maghreb, and Mayan dream narratives in Mexico and Guatemala produce narratives of decolonial history? What does the aesthetics of magical realism in Arabic, Quechua and Spanish, respectively, as evident in the works of the Kurdish writer Salim Barakat (Syria) and the mestizo writer José María Arguedas (Peru) tell us about the intersection of race, ethnicity, and indigenous epistemology? What is the connection between the recent "boom" of English translations of Indigenous texts and neoliberalism, multiculturalism and neo-colonialism? Ultimately, our goal is to trace how these texts contributed to global indigenous literature and the trans-historical and trans-geographical connections between them.

Requirements/Evaluation: active class participation, several short response assignments (3-4 pages), two film reviews (1 page), a performance project, and a final paper (7- to 10-pages)

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Comparative Literature majors

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 369(D1) HIST 306(D2) ARAB 369(D1) GBST 369(D2)

Writing Skills Notes: This course will enable students to write weekly while engaging with various forms of writing skills: articulating arguments in short response papers (3-4 pages each), developing visual criticism through writing two film reviews, (1 page each), journaling through writing a personal reflections on a performance project, and honing research language in producing a final paper of 7-10 pages. Instructor's feedback and peer review sessions will include review of drafts and argumentative structures.

Difference, Power, and Equity Notes: At the heart of this course is the history of global Indigenous struggle for liberation and decolonization. The various novels, short stories, poems, films and other texts that students will engage with narrate histories of colonial dispossession, racial oppression, economic subjugation and dehumanization of minoritized Indigenous communities in the Americas, North Africa and the Middle East.

Attributes: GBST Borders, Exiles + Diaspora Studies

Fall 2024

SEM Section: 01 MR 1:10 pm - 2:25 pm Amal Egeiq

HIST 307 (S) To Die For? Nationalism in the Middle East (DPE)

Cross-listings: ARAB 307

Primary Cross-listing

In 1932, or twelve years into his rule and twelve years after the establishment of Iraq, King Faysal I lamented that there were "no Iraqi people but only unimaginable masses of human beings, devoid of any patriotic idea, imbued with religious traditions and absurdities, connected by no common tie." This course will consider how true the King's statement still holds by evaluating the various attempts at state and nation building in the modern Middle East. Some of the more prominent questions that this course will examine include: What is a nation? What are the essential characteristics of a nation? Who are a people? Why are people ready to die for the nation? And who is included and excluded in the nationalist narrative? After assessing some of the more influential theories of nationalism, we will explore the historical experience of nationalism and national identity in Egypt, Israel, Turkey, Palestine, Iran, and Iraq. What has been at the basis of nationhood? How did European concepts of nation translate into the Middle Eastern context? What was the role of religion in these modern societies? How do traditional notions of gender effect concepts of citizenship? We will also explore some of the unresolved issues facing the various nations of the Middle East, such as unfulfilled nationalist aspirations, disputes over land and borders, and challenges to sovereignty.

Requirements/Evaluation: There will be several options to fulfill the requirements of this course including a weekly journal, oral exam or a final research paper (12-15 pages).

Prerequisites: None.

Enrollment Limit: 20

Enrollment Preferences: History and Arabic Studies majors, Global Studies concentrators, seniors, and students with a demonstrated interest in the Middle East.

Expected Class Size: 15

Grading: yes pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 307(D2) ARAB 307(D2)

Difference, Power, and Equity Notes: This course examines the power of the state to decide who is included and not included in the nationalist narrative. How does it seek to promote unity and how does it explain differences within and outside of society? Though nationalism can be a very powerful unifying factor, this course will also consider examples where nationalism has the opposite effect.

Attributes: HIST Group E Electives - Middle East

Spring 2025

SEM Section: 01 TF 1:10 pm - 2:25 pm Magnús T. Bernhardsson

HIST 315 (F) Minorities and the State in Modern East Asia (DPE)

Cross-listings: ASIA 315

Primary Cross-listing

This course examines the relationships between minority peoples and the institution of the state in East Asia, focusing mostly but not exclusively on the early modern and modern periods (17th-20th centuries). We will explore the histories of the Ainu people of Japan, the "Small Peoples" of Russian Siberia, the Tibetan, Uighur and riverine communities of Mainland China, as well as the Hill Peoples of Southeast Asia. It also examines non-indigenous minority groups, such as conquest elites, mixed-race communities, and others. We will analyze how the transition to modernity, evolving understandings of race, gender, class, nation, the impact of imperialism and globalization all influenced the history of East Asian minority peoples. What, if anything, do all of these groups have in common? What do their histories reveal about the history of East Asia and of the countries in which they live? How are the lives of minority groups in East Asia changing today? What can their experiences reveal to us about the larger world? The class is structured as a reading-intensive seminar. Students will engage in and lead discussions, compose reading reaction papers and a final analytical essay. Students will be expected to use scholarly works in order to construct cogent, relevant arguments, which they will communicate both orally and in writing. Students will evaluate primary sources in order to engage with the people they study as directly as possible. Students will lead discussions on complex topics and develop as leaders and team members in professional settings. This course will present students with an opportunity to hone critical thinking and information literacy skills to a high level. All of you will have to analyze and process complex and often

contradictory information, certainly in your personal lives and very likely in your professional lives.

Class Format: This discussion-intensive class requires students to lead several discussion sections during the semester.

Requirements/Evaluation: Map assignment, discussion participation, leading discussion (four times), three-page response essays (five times), final six-page research essay or presentation

Prerequisites: None

Enrollment Limit: 25

Enrollment Preferences: History majors, Asian Studies concentrators, then all others

Expected Class Size: 15-20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 315(D2) ASIA 315(D2)

Difference, Power, and Equity Notes: The study of East Asia's history is all too often conflated with the study of states, so that many less privileged histories are obscured. Chief among these are the histories of minority groups, who are often excluded from power. For this reason, this course puts the history of East Asia's many minority groups front and center in examining their multifaceted interactions with regional states, as well as the of ethnic, linguistic, religious, and regional identities

Attributes: HIST Group B Electives - Asia

Fall 2024

LEC Section: 01 TR 9:55 am - 11:10 am Viktor Shmagin

HIST 343 (S) Student Movements, Youth Politics, and the University in Modern Latin America and the Caribbean (DPE)

Students and universities in Latin America and the Caribbean possess a unique and unusual ability to politically mobilize and shape their society's political culture. Unlike the university system in the United States, students in universities across Latin America have voting power in their university's bureaucracies, hold positions of power in the governing structures of the university, and garner vast political support and moral legitimacy from their nation's citizens. In fact, most Latin American icons of political revolution like Fidel Castro, Salvador Allende, and Subcomandante Marcos, emerged from the radicalizing spaces of the Latin American university. This course examines the political, cultural, and social history of the university's evolution in Latin American and Caribbean history from the nineteenth to the twentieth century. This course will consider how student politics, the university as a geographic space of political socialization, and their relationship to the larger swath of their nation's population were central to the political and social history of modern Latin America and the Caribbean.

Requirements/Evaluation: Class Participation will count as 25% of the grade; each of two 3-4 page papers will count for 25%; and the final 10-12 page paper will also count for 25%

Prerequisites: Open to all students

Enrollment Limit: 19

Enrollment Preferences: Juniors and Seniors are preferred

Expected Class Size: 19

Grading: yes pass/fail option, no fifth course option

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: This course centers on how student politics and the university created dialogues about Latin American racial systems, authoritarian violence, and gender and class inequalities. Through readings, class discussions, and writing assignments, students reflect on how Latin American youth and student politics ignited novel discussions on categories of difference, even as they remained tied to their class prejudice.

Attributes: HIST Group D Electives - Latin America + Caribbean

Spring 2025

SEM Section: 01 TF 1:10 pm - 2:25 pm Rene R. Cordero

HIST 352 (F)(S) American Maritime History (DPE) (WS)

Cross-listings: CAOS 352

Secondary Cross-listing

This course explores themes in American maritime history from the colonial era to the 21st century. We will consider the dynamic relationship between the sea and American life, and the broad influence that each has had on the other. This relationship led to interactions with the water as a highway for the transportation of not just people and goods, but powerful new forces and ideas. The water creates a unique space for the formation of new communities and identities, while also acting as an important, and often exploited, resource. We will sample from different fields of inquiry including labor, environmental, cultural, and political history to gain a deeper understanding of diverse people's complex interactions with the oceans and seas.

Class Format: Seminars, discussions, and field seminars

Requirements/Evaluation: Participation in class discussions, activities, and presentations, regular papers, and a final independent research project

Prerequisites: None

Enrollment Limit: 27

Enrollment Preferences: If course over-enrolls, preference will be given to sophomores and juniors

Expected Class Size: 22

Grading: no pass/fail option, no fifth course option

Unit Notes: Offered only at Mystic Seaport

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 352(D2) CAOS 352(D2)

Writing Skills Notes: Students must complete regular writing assignments including a final 10- to 15-page paper. Additionally, students will participate in several in-class writing workshops and peer critiques. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: Maritime activity has long provided opportunities for some while creating tremendous hardships for others. From the slave trade and the encounters between native and European mariners to the power wielded by multi-national shipping conglomerates, this course investigates contests over power, empire, and capitalism as they played out on the maritime stage.

Attributes: AMST Space and Place Electives ENVI Humanities, Arts + Social Science Electives EXPE Experiential Education Courses HIST Group F Electives - U.S. + Canada HIST Group P Electives - Premodern

Fall 2024

SEM Section: 01 MW 9:00 am - 10:15 am Sofia E. Zepeda

Spring 2025

SEM Section: 01 MW 9:00 am - 10:15 am Sofia E. Zepeda

HIST 361 (F) The Atlantic World: Connections, Crossings, and Confluences (DPE)

Cross-listings: AMST 360 / CAOS 361

Primary Cross-listing

This course considers the Atlantic World as both a real place and a concept: an ocean surrounded and shaped by diverse people and communities, and an imagined space of shared and competing affiliations. Moving from "time out of mind" to the early nineteenth century, it examines ecological, cultural, political, economic, intellectual, and spiritual transits as well as exchanges among Indigenous/Native American, African and African American, Asian and Asian American, and Euro-colonial people. It introduces conceptual dimensions of this Atlantic paradigm and case studies that illuminate its human subtleties, with the goal of examining "early American" histories through transnational and transoceanic lenses. The course takes an interdisciplinary approach to these intertwined histories, and reckons with how the very construction of "history" has, at different turns, affected what is shared, known, valued, and commemorated--or overwritten, denied, or seemingly silenced. Attentive to the structures of power that inflect every part of Atlantic histories, it offers specific ethical frameworks for approaching these topics. Blending methods grounded in oral traditions and histories, place-based knowledge systems, documentary/written archives, songs, archaeology, material culture, and other forms of expression and representation, it invites class members to revisit the nature and meanings of these connected spaces. The course consistently connects historical

experiences with the twenty-first century, and how communities today are grappling with the afterlives and ongoing effects of these Atlantic pasts through calls to action for reparations, repatriation and rematriation, Land Back, climate justice, and other forms of accountability. The course also provides an opportunity to engage with original materials pertaining to Atlantic World histories in the Williams College Archives/Special Collections and Art Museum.

Requirements/Evaluation: active participation in class discussion, several short essays based on readings and discussion topics, museum/archives assignment, final essay/project

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: If the course over-enrolls, preference is for sophomore, junior, and senior History and American Studies majors

Expected Class Size: 25

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 360(D2) HIST 361(D2) CAOS 361(D2)

Difference, Power, and Equity Notes: This course examines the formation and articulation of racial, ethnic, cultural, and other forms of difference across the Atlantic World, and ways that people from Indigenous, African/American, and Asian/American communities have engaged with and challenged European colonization. It devotes substantial time to critical methodologies that re-center voices oftentimes treated as "silenced" or "absent" in colonial literatures, and helps students build fluencies in approaching and interpreting them.

Attributes: GBST Borders, Exiles + Diaspora Studies HIST Group F Electives - U.S. + Canada HIST Group G Electives - Global History HIST Group P Electives - Premodern

Fall 2024

SEM Section: 01 TR 9:55 am - 11:10 am Christine DeLucia

HIST 364 (S) Asia and Asian Americans During the Cold War (DPE)

Cross-listings: AAS 364 / AMST 384

Primary Cross-listing

This course traces how American geopolitical interests and involvement in Asia during the Cold War affected Asian Americans. It examines the history of the Cold War as a period of U.S. imperial expansion as well as a time when various actors and organizations, especially those of Asian descent, harnessed the East-West rivalry to advance their own agendas. We will consider how diverse diplomatic strategies including militarization, educational exchange, and immigration reform shaped East, South, and Southeast Asian migrations to and settlement in the United States and the social and material lives of these diverse communities. Case studies include transnational adoptees from Korea, Hmong and Vietnamese refugees in the U.S. and across Guam and Israel-Palestine, Black, Latinx, and Asian American activists who traveled to Vietnam, educated Indian and Pakistani immigrants, and American-born individuals of Japanese ancestry in Japan. We will also explore how individuals of Asian descent leveraged Cold War geopolitics and forged cross-ethnic, cross-class alliances to advocate for social change both at home and abroad.

Requirements/Evaluation: Attendance and active participation in discussion, three response papers (3-4 pages), and final research paper (12-15 pages), as well as topic proposal, annotated bibliography, outline, and draft of the final paper

Prerequisites: None

Enrollment Limit: 25

Enrollment Preferences: History majors and Asian American studies concentrators

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 364(D2) AAS 364(D2) AMST 384(D2)

Difference, Power, and Equity Notes: This course will examine how various global and local actors competed for power in Asia and the U.S. during the Cold War. It will consider how new political and economic decisions by policymakers created and reinforced inequalities rooted in race, gender,

class and other forms of difference. It will also examine how grassroots changemakers, whom we know little about, creatively and comprehensively navigated and changed the political and social landscapes in and outside of the U.S.

Attributes: HIST Group F Electives - U.S. + Canada

Spring 2025

SEM Section: 01 W 7:00 pm - 9:40 pm Hongdeng Gao

HIST 367 (S) Black History is Labor History (DPE) (WS)

Cross-listings: AFR 367

Primary Cross-listing

This seminar explores labor history in relation to black people, spanning the colonial period to the early twenty-first century. It racializes the history of work by tracing the long story of black labor in the U.S. from the plantation to the plant. Whereas the bulk of the course will analyze black labor and labor movements in the twentieth century, specifically focusing on the push for economic inclusion and mobility amid employment, societal and union-related racial discrimination, we will examine what involuntary black labor meant in the context of slavery and the construction of a capitalist economy. Likewise, we will devote attention to black workers with regard to such topics as antiunionism, deindustrialization, economic inequality, Fordism, informal economies, Jim and Jane Crow, labor radicalism and violence, New Deal and welfare, the rise of civil rights unionism, and slavery and capitalism, among other themes.

Requirements/Evaluation: Students are expected to participate actively and will write two comparative essays (5-7 and 6-8 pages) and two primary source analyses (1-2 pages), all of which will be letter-graded and returned with comments. In addition, students will write a final research paper (10-12 pages) in consultation with the instructor and will be required to submit a topic proposal and outline, an annotated bibliography, and a peer-reviewed draft of the final paper.

Prerequisites: Recommended for students with sophomore standing or above and first-year students who both have taken a 200-level history course and have received instructor permission to enroll into the course.

Enrollment Limit: 25

Enrollment Preferences: HIST and AFR majors followed by students with sophomore, junior, or senior standing. If the course is overenrolled, students will be given a questionnaire and only first-year students who have completed a 200-level history course will be enrolled.

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 367(D2) AFR 367(D2)

Writing Skills Notes: Students will be required to write two comparative essays (5-7 and 6-8 pages) and two primary source analyses (1-2 pages), all of which will be letter-graded and returned with comments. In addition, students will write a final research paper (10-12 pages). Throughout the semester, these writing assignments will total roughly 22-30 pages. Students can expect to have line-edited feedback on their papers with substantial and timely, writing-related suggestions for improvement.

Difference, Power, and Equity Notes: This course racializes the study of labor history, focusing on black people and their experiences in the United States from the plantation to the plant. It challenges students to confront and to redefine what it means to labor, grasping how slavery, segregation, and systemic inequalities amid black people's pursuit of citizenship, equality, and freedom have shaped their economic, political, and social conditions and identities.

Attributes: HIST Group F Electives - U.S. + Canada

Spring 2025

SEM Section: 01 MR 1:10 pm - 2:25 pm Tyran K. Steward

HIST 376 (F) Sex, Gender, and the Law in U.S. History (DPE)

Cross-listings: WGSS 376

Primary Cross-listing

This course explores the ways in which the law has defined and regulated gender and sexuality in the United States, and the ways that individuals have experienced and responded to those definitions and regulations. We will evaluate how the law has dictated different roles for men and women, how sexual acts have been designated as legal or illegal, and the ways that race, class, and nationality have complicated the definition and regulation of gender and sexuality. This course examines how assumptions about gender and sexuality have informed the creation and development of American law and the changing meanings of citizenship; considers how laws regulating sex and gender have yielded varied effects for men and women across race and class divides, challenging some differences while naturalizing others; and assesses the power and shortcomings of appeals to formal legal equality waged by diverse groups and individuals. Throughout the course, we will consider the various methodologies and approaches of the interdisciplinary field of legal history. Topics to be covered will include the Constitution, slavery, marriage, divorce, custody, inheritance, immigration, sexual violence, reproduction, abortion, privacy, suffrage, jury duty, work, and military service.

Requirements/Evaluation: four papers, including three short (3-5-pages) papers, and one final paper of 8-10 pages

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: History majors, Women's, Gender and Sexuality Studies majors

Expected Class Size: 20

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 376(D2) HIST 376(D2)

Difference, Power, and Equity Notes: This course fulfills the DPE requirement because it examines the legal, social, and political constructions and theorizations of difference, power, and equity. It examines the ways that individuals and groups have organized across various axes of difference to fight for legal equality, and explores how those individuals and groups have experienced legal equality and legal inequality in varied ways.

Attributes: HIST Group F Electives - U.S. + Canada JLST Interdepartmental Electives

Fall 2024

SEM Section: 01 MW 11:00 am - 12:15 pm Sara Dubow

HIST 377 (F) A Global History of Mass Dictatorship (DPE)

What if the majority supports dictatorship? Is it dictatorship or democracy? How far is the contemporary American democracy from Alexis Tocqueville's observation of America as the 'tyranny through masses'? What's the dividing line between democracy and dictatorship? How could the communist regime use the metaphor of 'people's democracy' to justify the proletarian dictatorship? How distant is Mao Zedong's 'dictatorship by the masses' from the plebiscitary democracy? How different is the French Jacobin's 'Sovereign dictatorship' from the Fascist's 'new politics' based on popular sovereignty? How different is Jacobin's 'totalitarian democracy (Jacob Talmon)' from the Cold War paradigm of totalitarianism? 'Mass dictatorship' as a historical oxymoron is a hypothetical answer to those questions. This course is designed to encourage students to respond independently to those questions. Putting comparatively diverse dictatorships, including fascism, Nazism, Bolshevism, Maoism, developmental dictatorships, and (neo-)populisms in a global historical perspective, this seminar course would raise doubt about the conventional binary of democracy and dictatorship and problematize the Western democracy. This course is motivated by "how to democratize contemporary democracy." As a participatory observer of the American presidential election 2024, we will investigate a global history of mass dictatorship with a critical gaze.

Requirements/Evaluation: Class participation: 30%; Pop quizzes: 20%; There will be four quizzes. Each quiz, five points worth, contains questions about recent readings, lectures, discussions, and other class discussions. Final Essay: 50%; Instructions will be given in class several weeks in advance. The final essay needs to be written as an answer with two tiers of argument and supportive examples. The length is about 2,000 words.

Prerequisites: None

Enrollment Limit: 25

Enrollment Preferences: GBST concentrators and HIST majors

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: Taking a global, comparative approach, this course evaluates the experiences of people on different continents with dictatorships and how these authoritarian systems and regimes operate differently in each context.

Attributes: GBST East Asian Studies GBST Latin American Studies GBST Middle Eastern Studies GBST Russian + Eurasian Studies GBST South + Southeast Asia Studies HIST Group G Electives - Global History

Fall 2024

SEM Section: 01 W 7:00 pm - 9:40 pm Jie-Hyun Lim

HIST 384 (F) Comparative History of Science and Medicine in Asian/Pacific America, 1800-Present (DPE)

How have scientific knowledge and medicine been tools of exclusion, violence, and imperial control against Asian Americans, as well as indigenous peoples, Black, Latinx, and white migrants, and their descendants? How have these groups negotiated and resisted encounters with such knowledge from the 19th century to the present? This seminar explores these questions by examining a series of case studies--including American colonial medicine and science in the Philippines and Hawai'i, Cold War migration of Chinese scientists and South Asian doctors to the U.S., and the politics of HIV/AIDS, psychiatry, and culturally competent care in Black, Asian, and Cuban migrant communities. Together, we will survey the literature in history, English, Global Health, Sociology, and other fields and consider how the Asian/Pacific American experience in science and medicine has been integral to, as well as informed by, the experiences of other groups in the transpacific world. Students will leave this course with interdisciplinary tools for understanding present-day health inequities in underserved Asian/Pacific American communities and other marginalized groups.

Requirements/Evaluation: Attendance and active participation in discussion, three response papers (3-4 pages), and final research paper (12-15 pages), as well as topic proposal, annotated bibliography, outline, and draft of the final paper

Prerequisites: None

Enrollment Limit: 25

Enrollment Preferences: Preference to History majors, Asian American Studies concentrators, and Public Health concentrators

Expected Class Size: 20-25

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: This course explores how knowledge about science and medicine has been constituted and remade over time by various groups in the transpacific world to exert power over others on the structural, community and individual levels. We will also consider how individuals who experienced violence and inequities as a result of encounters with such knowledge challenged definitions and practices of science and medicine.

Attributes: AAS Core Electives HIST Group F Electives - U.S. + Canada PHLH Social Determinants of Health

Fall 2024

SEM Section: 01 W 7:00 pm - 9:40 pm Hongdeng Gao

HIST 388 (S) Decolonization and the Cold War (DPE)

The second half of the twentieth century came to be defined by two distinct, yet overlapping and intertwined phenomena: the Cold War and decolonization. In the two decades that followed the end of WWII, forty new nation-states were born amidst the bipolar struggle for global supremacy between the Soviet Union and the United States. Those new nations were swept up in the Cold War competition in ways that profoundly influenced their paths to independence and their postcolonial orders, but they often had transformative effects on the Soviet-American rivalry as well. In this course, students will focus on two related questions: How did decolonization influence the Cold War and the international behavior and priorities of the two superpowers? And what impact did the Cold War exert on the developing states and societies of Asia, Africa, the Middle East, and Latin America? Course materials will consist of scholarly texts, primary sources, and films.

Requirements/Evaluation: class participation, several short papers, and a 10- to 12-page final paper

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: History majors; juniors and seniors

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: This course is fundamentally concerned with dynamics of unequal power and social change that occurred during the post-WWII process of decolonization that unfolded in tandem with the Cold War. Students examine these shifting power relations from the perspectives of a wide range of actors in the Global South, the United States, the Soviet Union, China, and Europe. They come away with a sense of how the processes under study contributed to the makeup of today's world.

Attributes: GBST South + Southeast Asia Studies HIST Group G Electives - Global History LEAD American Foreign Policy Leadership

Spring 2025

SEM Section: 01 MW 11:00 am - 12:15 pm Jessica Chapman

HIST 402 (F) Displacement: Global Histories of Refugees and Forced Migration (DPE) (WS)

Cross-listings: ARAB 414 / GBST 414

Primary Cross-listing

The Middle Eastern refugee has become a central figure in debates on migration, asylum, and the right to belong in Europe, Asia, and North America. Often stereotyped as threatening, alien, and rootless, these migrants are generally depicted as lacking histories and by extension not worthy of consideration or empathy. This course invites students to understand some of the most tragic humanitarian crises of our time and the massive involuntary displacements provoked by war, violence, and/or climate change. Taking a global perspective, this seminar examines the history of displacement, refugees, migration, diaspora in a focusing on the nineteenth century through the present. With special attention to the historical experience of various peoples of the Middle East, the course will start with theoretical approaches to the study of migration and then delve into case studies. A range of different moments of displacement will be analyzed such as the experiences of Armenians, Jews, Palestinians, Syrian, Iraqis, and Kurds. By examining the human geography and politics of forced displacement and migration, this course will address a number of important academic and political questions: what makes a history written by, about, and for displaced people powerful? How can writing from the perspectives of refugees challenge core debates about identity, the nation and borders? How does the focus on displacement help in understanding the nature of war and conflict?

Requirements/Evaluation: Final 25 page research paper, several drafts of paper, class presentations and in class writing exercises.

Prerequisites: None

Enrollment Limit: 15

Enrollment Preferences: History and Arabic Studies majors and Global Studies concentrators.

Expected Class Size: 15

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ARAB 414(D2) GBST 414(D2) HIST 402(D2)

Writing Skills Notes: This research seminar will involve the writing of a final 25 page paper. Prior to that stage, each process of writing will involve moments of feedback and sharing. Students will submit a proposal early on in the semester and then write an outline. These will receive peer and instructor feedback. They will then submit a five page draft in October, a 10 page draft in November, before the final submission in December. In this way, they will have opportunities to rework and improve their writing.

Difference, Power, and Equity Notes: This course takes a comparative approach by exploring the predicament of some of the most vulnerable people in the world, i.e, displaced peoples and refugees. The course will consider their legal status and their experience of leaving their homes due to wars or natural disaster. The area of study is the Middle East and we will examine the historical experience of a number of different people in the region including Kurds, Palestinians, Sephardi Jews, and Syrians.

Attributes: HIST Group E Electives - Middle East

Fall 2024

SEM Section: 01 M 7:00 pm - 9:40 pm Magnús T. Bernhardsson

HIST 486 (S) Race and A Global War: Africa During World War II (DPE) (WS)

This course highlights African experiences of World War II. Although most histories have excluded Africa's role in the war, the continent and its people were at the center of major developments during in this global conflict. In fact, many Africans remember the Italian invasion of Ethiopia in 1935 as the start of the war. African servicemen fought alongside the Allied and Axis forces on major warfronts in Europe, Africa and Asia. African communities and individuals also established war charity campaigns to collect funds, which they sent to war ravaged societies in Europe. Indeed, African economies, despite their colonial statuses, kept European imperial nations afloat in their most hour of need. At the same time, African colonial subjects faced severe food shortages, the loss of working-age men to labor and military recruiters, and dramatically increased taxes. We will examine the impact of these and other wartime pressures on different African communities. How did African societies meet such challenges and how did they view the war? In this course we will examine the roles that women played during the war, and the various other ways that African communities met wartime demands. Other topics we will explore include the role of African women; colonial propaganda; political protest against the war; race and racial thought in the wartime era; war crimes; African American support for the liberation of Ethiopia; and the war's impact on decolonization across the continent. We will further study how Africans and outsiders have differently conceptualized the continent's role in the war by analyzing a variety of sources, including scholarly writings, archival materials, films, former soldiers' biographies, and propaganda posters.

Requirements/Evaluation: Students will be evaluated based on a series of 5-7-page tutorial response papers and 2-page critiques, as well as preparedness for and performance in weekly tutorial discussions.

Prerequisites: None

Enrollment Limit: 10

Enrollment Preferences: Preference will be given to history majors and students with prior experience with African history. If the course is over-enrolled, students may be asked to complete a questionnaire to determine enrollment

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

Writing Skills Notes: Students will alternate weekly between writing 5-7-page tutorial papers and 2-page critiques of their peers' writing. Formal writing assignments throughout the semester will total at least 40 pages. Students will receive written feedback on their writing from the professor, as well as oral critiques from the professor and tutorial partners. The final writing assignment will afford students the chance to reflect on their previous papers and the semester's course content.

Difference, Power, and Equity Notes: This course explores the colonial relationship during a major global crisis. Students will examine existing narratives of African contributions to the war and to come up with their own interpretations, and will be called to critically engage the question of why and how colonies made significant contributions to the Allied cause by producing needed materials and resources or by joining the fight. Africans made these contributions spite of various and complex inequities.

Attributes: AFR Core Electives GBST African Studies HIST Group A Electives - Africa

Spring 2025

TUT Section: T1 TBA Benjamin Twagira

INTR 150 (F) Data for Justice (DPE) (QFR)

Cross-listings: STS 150 / AMST 150 / SOC 150 / WGSS 150

Primary Cross-listing

This course is a unique and inclusive introduction to data science where quantitative thinking, programming, and social justice intertwine. We will build our data science skills using R, a popular open-source data science tool. We will focus on essential stages of data analysis, including data acquisition, cleaning, wrangling, visualization, and exploration. But rather than divorcing these techniques from the social issues they can help illuminate, we ground them in a social justice context. Overall, we will apply data science skills to topics drawn from criminal justice, environmental justice, diversity and inclusion in arts and media, education equity, and much more, with the goal of growing our collective capacity to use data science as a tool for social good. During a time when humans are increasingly subjugated to data-driven algorithmic decisions, when there are social media accounts dedicated to highlighting misuses of data, and when artificial intelligence makes faking data a nearly trivial task, using data to ethically and carefully promote justice is more important than ever.

Class Format: This course is taught in a highly interactive format and will frequently use a flipped-classroom approach. Students should expect substantial time devoted to in-class collaboration.

Requirements/Evaluation: Students will complete regularly assigned activities, problem sets, and other assessments. To move towards a non-hierarchical, transparent, and egalitarian grading system, the instructor adopts a mastery-based approach.

Prerequisites: None. This course assumes no prior knowledge of data science or R programming. An interest in social justice and a willingness to engage intensively with data and computing are essential.

Enrollment Limit: 18

Enrollment Preferences: Students without prior college-level courses in statistics and programming.

Expected Class Size: 18

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

STS 150(D2) AMST 150(D2) SOC 150(D2) WGSS 150(D2) INTR 150(D2)

Difference, Power, and Equity Notes: This course uses data science as a lens for injustice in spheres such as criminal justice, environmental justice, diversity and inclusion in arts and media, education equity. We will consider race, gender, LGBTQ+, disability, and other axes of identity. Additionally, we will adopt a data-critical perspective, thinking about how social forces shape data and our understanding of it.

Quantitative/Formal Reasoning Notes: This course teaches quantitative tools in R, a widely-adopted data science platform. We will focus on essential stages of data analysis, including data acquisition, cleaning, wrangling, visualization, and exploration.

Fall 2024

LEC Section: 01 TR 9:55 am - 11:10 am Chad M. Topaz

LEC Section: 02 TR 11:20 am - 12:35 pm Chad M. Topaz

INTR 350 (S) Data for Justice Research Practicum (DPE) (QFR)

Cross-listings: WGSS 363 / STS 363 / AMST 363

Primary Cross-listing

Civil rights activist, educator, and investigative journalist Ida B. Wells said that "the way to right wrongs is to shine the light of truth upon them." In this inclusive, collaborative, research-based course, students will bring statistical, computational, and/or mathematical approaches to bear on issues of social justice. Guided closely by the instructor, students will work in groups to carry out original research in an area such as criminal justice, education equity, environmental justice, health care equity, economic justice, or inclusion in arts/media. Prior research experience is not required; one goal of this course is to build skills for advanced research.

Class Format: This course is an intensive research practicum. Formation of research groups and selection of research topics will be facilitated by the instructor. The primary modality of work is peer collaboration.

Requirements/Evaluation: To move towards a non-hierarchical, transparent, and egalitarian grading system, the instructor adopts a mastery-based, ungraded assessment framework.

Prerequisites: INTR 150 (Data for Justice), or prior equivalent exposure to computing, statistics, and social justice topics as approved by the instructor.

Enrollment Limit: 10

Enrollment Preferences: Students who have a declared major in Division I or II, who meet the prerequisites of the course, and who fill out the instructor's preregistration survey (contact the instructor for link).

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 363(D2) STS 363(D2) INTR 350(D2) AMST 363(D2)

Difference, Power, and Equity Notes: Students will research issues of social justice in areas such as criminal justice, arts/media, environmental justice, education, and health care, and along identity axes such as gender, race/ethnicity, disability status, and sexual orientation.

Quantitative/Formal Reasoning Notes: Students will use multiple mathematical, statistical, and computational frameworks to acquire, model, and analyze real-world data.

Spring 2025

SEM Section: 01 TR 9:55 am - 11:10 am Chad M. Topaz

SEM Section: 02 TR 11:20 am - 12:35 pm Chad M. Topaz

JWST 249 (F) Antisemitism (DPE)

Cross-listings: REL 249

Secondary Cross-listing

In this course students will investigate intellectual traditions, political movements, and cultural objects that construct Jews, Jewishness, or Judaism as a negative principle. Where is Judaism portrayed as the darkness by contrast to the light? When are Jews depicted as a pernicious force that explains the presence of evil in the world? How is Jewishness used as a critical category to identify what is retrograde, deracinating, or base? We will interpret materials from a variety of times and places, including the ancient world, the medieval period, and the present day. We will also explore prominent theoretical approaches to the interpretation of these materials. Is there a continuous phenomenon that connects every assertion of Jewish malevolence for over two thousand years of human history? Or should claims about Jewish malevolence be presumed to have an entirely distinct meaning, origin, and purpose in each historical context? Which particular threats are Jews, Judaism, and Jewishness typically alleged to pose? How does the idea of a Jewish threat fit with ideas about race, gender, ethnicity, religion, class, sexuality, and nationality? This is a course about *negative meaning-making*. Our primary goal throughout the course is to study how shadows of thought, symbolism, and story are cast. It is a course about how language, images, structures, and institutions are used to constitute an antagonist: villainy, the demonic, the enemy, the conspiratorial cabal, the exploitative interloper, "the Jew." And it is a course about the tragic consequences for real people -- for Jews and for all humanity -- when negative principles and fantasies are not contained by realism, reasonableness, and compassion.

Requirements/Evaluation: Class participation, regular in-class writing assignments, midterm exam, final exam

Prerequisites: none

Enrollment Limit: 18

Enrollment Preferences: Jewish Studies concentrators, Religion majors, and students who have taken JWST 203

Expected Class Size: 18

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

REL 249(D2) JWST 249(D2)

Difference, Power, and Equity Notes: This course will introduce students to discursive, institutional, and social formations that have organized the stigmatization, domination, and persecution of Jews in various geographic locations for over two thousand years. An understanding of these structures is crucial to understanding contemporary dynamics of difference and power. Students will also consider how constructions of Jewish malevolence intersect with ideas about race, gender, class, religion, ethnicity, and nation.

Attributes: JWST Core Electives

Fall 2024

SEM Section: 01 TF 2:35 pm - 3:50 pm Jeffrey I. Israel

LATS 222 (F) Ficciones: A Course on Fiction (DPE)

Cross-listings: ENGL 252

Primary Cross-listing

This seminar is focused on the study of published fiction by Latina/o, Latin American, Afro-Diasporic, and other writers of the Global South, paying close attention to how each author employs narrative elements--characterization, plotting, structure, dialogue mechanics, setting, tone, theme--as well as the values and visions expressed.

Requirements/Evaluation: attendance and class participation, occasional creative responses, 4- to 5-page midterm paper (close-reading a text), 10- to 15-page final paper

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: Latina/o Studies concentrators

Expected Class Size: 12

Grading: yes pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

LATS 222(D2) ENGL 252(D1)

Difference, Power, and Equity Notes: Student work will encourage personal and cultural expression, with the opportunity to analyze the shaping of social differences, dynamics of unequal power, and processes of change.

Attributes: LATS Core Electives

Fall 2024

SEM Section: 01 M 7:00 pm - 9:40 pm Nelly A. Rosario

LATS 230 (S) Cities, Suburbs, and Rural Places (DPE)

Cross-listings: ENVI 257 / AMST 247

Primary Cross-listing

Long associated with cities in the scholarly and popular imagination, transnational migrants have increasingly settled in U.S. suburbs and rural localities and have made these places home. Through the lens of new destinations for im/migrants, this course introduces spatial methods, perspectives, and concepts to understand cities, suburbs, and rural places. We ask how geographically specific forces and actors shape migrants' living conditions, as well as consider the spatially uneven outcomes of complex processes like globalization. We analyze how different actors discursively and materially demarcate who belongs and who does not, and how these boundaries shape migrants' everyday practices. This interdisciplinary course highlights the legal, economic, political, environmental, social, and cultural dimensions of how transnational migrants become part of and create homes in new destinations. Through a range of textual materials (academic, literary, popular, visual), we explore the construction of landscapes, how people shape space at local and regional scales, and where people do life's work and come together to build cultural space. Rooted in critical race geographies, case studies are comparative across different racial and ethnic groups in the U.S. West, South, Midwest, and Northeast. This course will be mostly discussion-based, grading based on participation, short writing exercises, four assignments, and a final project.

Class Format: This is also a discussion course. While I will spend some time at the beginning of the class lecturing, most of the time will be spent in class discussions.

Requirements/Evaluation: Grading based on participation, short writing exercises, four assignments, and a final project. All writing materials and exams are based on coursework.

Prerequisites: None

Enrollment Limit: 25

Enrollment Preferences: LATS concentrators or those intending to become LATS concentrators

Expected Class Size: 25

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 257(D2) AMST 247(D2) LATS 230(D2)

Difference, Power, and Equity Notes: Students examine how race, gender, sexuality, class, and documentation status also impact how immigrants 'transition' to new migration destinations. We consider how the exercise of unequal power affects migration, settlement, and place-making. Students analyze representations and demographic data to determine how people are portrayed and what their material conditions are.

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora AMST Space and Place Electives ENVI Humanities, Arts + Social Science Electives LATS Core Electives

Spring 2025

LEC Section: 01 TR 9:55 am - 11:10 am Edgar Sandoval

LATS 322 (S) Fiction Writing Workshop (DPE) (WS)

Cross-listings: ENGL 388

Primary Cross-listing

This workshop is focused on the art and practice of writing fiction and geared toward students interested in working on creative honors theses. Readings include published fiction by primarily Latine and other writers who center Global South experiences, with attention paid to how each author employs narrative elements--characterization, plotting, structure, dialogue mechanics, setting, tone, theme--as well as the values and visions expressed. Students will present short fiction or novel excerpts for peer critique and the editorial advice of the instructor. Regular in-class exercises and take-home assignments will help students expand their narrative skills.

Requirements/Evaluation: Attendance and class participation, regular writing exercises, 4- to 5-page midterm paper (close-reading a text), 10- to 15-page final creative paper (close-reading a text and creative-writing response)

Prerequisites: LATS 222- Ficciones

Enrollment Limit: 15

Enrollment Preferences: LATS concentrators, honors theses

Expected Class Size: 12

Grading: yes pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 388(D1) LATS 322(D2)

Writing Skills Notes: Regular writing exercises, 4- to 5-page midterm paper (close-reading a text), 10- to 15-page final creative paper (close-reading a text and creative-writing response)

Difference, Power, and Equity Notes: Readings include published fiction by primarily Latine and other writers who center Global South experiences, with attention paid to the values and visions expressed by each author.

Attributes: LATS Core Electives

Spring 2025

SEM Section: 01 M 7:00 pm - 9:40 pm Nelly A. Rosario

LATS 330 (S) DNA + Latinx: Decoding the "Cosmic Race" (DPE)

Scientists working to assemble maps of the human genome have found a goldmine in the DNA of Latinx, Latin American, and other populations that derive ancestry from multiple continents. This interdisciplinary course explores Latinidades through a genealogical lens: What culture-specific issues emerge around history, identity, ethics, forensics, immigration, commerce, surveillance, art, science, and medicine? Through discussion, materials, and activities that engage personal, historical, and scientific perspectives, this course offers students the opportunity to explore the many codes embedded in the double-helix. Readings include scholarship out of Stanford University's Bustamante Lab, *The Cosmic Race* by José Vasconcelos, *The Cosmic Serpent* by Jeremy Narby, *Bird of Paradise: How I Became Latina* by Raquel Cepeda, and *The Social Life of DNA: Race, Reparations, and Reconciliation After the Genome* by Alondra Nelson.

Requirements/Evaluation: attendance and class participation, writing exercises, 4- to 5-page midterm paper (close-reading a text), 10- to 15-page final writing portfolio

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: Latina/o Studies concentrators

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: Readings and class discussion offer students the opportunity to analyze the shaping of social differences, dynamics of unequal power, and processes of change

Attributes: LATS Core Electives

Spring 2025

SEM Section: 01 W 7:00 pm - 9:40 pm Nelly A. Rosario

LATS 345 (S) Central American Visual Cultures (DPE)

Cross-listings: AMST 342

Primary Cross-listing

This course explores who U.S.-Central Americans are through their visual cultural production, as well as how US-Central Americans have been portrayed by others. Recently, Central Americans have gained visibility in the U.S. public sphere as mainstream media coverage of the "crisis at the border" has sensationalized the arrival of migrant caravans. The images and visuals resulting from mainstream coverage has led to monolithic representations of Central Americans framing them as "illegal aliens," violent gang members, or agentless victims. By engaging with visual culture ranging from social media, films, and zines, we challenge these monolithic perceptions and representations of Central Americans by pursuing the following set of questions: How have others visualized Central Americans and what has been the effect on lived experiences of U.S. Central Americans? How do U.S.-Central American communities visualize their identity formation in the U.S.? What is the role of visual culture in their resistance to racism, classism, sexism, and other structures of marginalization in the U.S.? As part of this course, we explore the range of social, political, economic, and historical forces that have pushed migration from each of the countries in the isthmus and the formation of their respective diasporas in the U.S.

Requirements/Evaluation: Discussion participation, weekly reading responses, two 3-6-page essays, and a final 8-10 page paper.

Prerequisites: None

Enrollment Limit: 25

Enrollment Preferences: Latina/o Studies concentrators and AMST majors

Expected Class Size: 25

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

LATS 345(D2) AMST 342(D2)

Difference, Power, and Equity Notes: The course critically reflects on how others have visualized Central Americans and how Central American communities use visual culture to assert their differences and contest the power dynamics that shape their lived experiences.

Attributes: LATS Core Electives

Spring 2025

SEM Section: 01 MR 2:35 pm - 3:50 pm Kevin W. Cruz Amaya

LATS 475 (S) Dreaming Latina/x Feminist Disability Studies (DPE) (WS)

Cross-listings: WGSS 475 / AMST 413

Primary Cross-listing

In this course we will defy the traditional notion that disabled and queer people of color have no right to future dreams, as we collectively imagine how the emergent field of Latina/x feminist disability studies might take shape. What are the sites of focus, methods, and political commitments of Latina/x feminist disability studies? Where is the power in meaningfully uniting an analysis of disability to one of sexuality and gendered Latinidad? How does a Latina/x-centric approach productively inform our understanding of disability? What is the political potential of Latina/x feminist disability studies -- not exclusively as a set of theories, but also as a mindset and an everyday call to action? If we were to collectively compose a manifesto for Latina/x feminist disability studies, what might it contain? How might we actively cultivate a community of care in the classroom as well as other spaces at Williams? Just what might Latina/x feminist disability justice dreams look like? How might Latina/x feminist disability justice dreams *feel*? Feminist, queer, and disabled crip-of-color scholars have recently called for a more meaningful engagement with race in feminist disability studies. Simultaneously, we have also witnessed a small but steady growth in the amount of Latinx studies scholarship that thoughtfully integrates questions of disability. This interdisciplinary course responds to these important shifts in its focus on a series of topics bridging Latinx studies, gender studies, queer studies, crip studies, and critical disability studies. These include but are not limited to the body, the environment, temporality, labor, citizenship, dependency, and visibility/invisibility. Through these topics, we will explore the ways in which the different approaches to these specific issues across Latinx, critical disability, crip, queer and gender studies are in fruitful conversation with one another -- and sometimes even at odds -- as we actively

interrogate the intersections of gender, race, ethnicity, sexuality, and disability within the everyday.

Requirements/Evaluation: Major assignments for this course include a semester-long independent research paper (15-20 pages) broken up into steps, participation in crafting the class manifesto, a semester-long collaborative artistic exercise, and a final reflection document (3-4 pages).

Prerequisites: None.

Enrollment Limit: 12

Enrollment Preferences: Priority given to LATS concentrators by seniority, followed by WGSS and AMST majors by seniority.

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Materials/Lab Fee: Lab fee: \$200 for art supplies per student

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 475(D2) LATS 475(D2) AMST 413(D2)

Writing Skills Notes: We focus on building writing and interdisciplinary research skills, with a particular emphasis on the processes of research, revision, and collaborative writing. The primary research paper (an independent project of 15-20 pages) is divided into stages, and students are required to revise and resubmit their work at various junctures in the research process. The written class manifesto requires students to compose a document together, revising their work as a group over the course of the semester.

Difference, Power, and Equity Notes: This course privileges an intersectional analysis regarding questions of race, ethnicity, gender, sexuality, and disability. It obligates students to consider how these categories of difference actively work in tandem with one another in everyday US Latina/x and transnational (US-Latin America and the Caribbean) contexts. This seminar also underscores how these categories of difference are actually products of a given historical and political moment.

Attributes: LATS 400-level Seminars

Spring 2025

SEM Section: 01 TF 1:10 pm - 2:25 pm Maria Elena Cepeda

LEAD 215 (S) Race and Inequality in the American City (DPE)

Cross-listings: PSCI 215

Secondary Cross-listing

In the past half-century, American cities have gotten both much richer and much poorer. The making of "luxury cities" has gone hand-in-hand with persistent, concentrated poverty, extreme racial segregation, mass incarceration, and failing public services-social problems borne primarily by people of color. This course will examine the political underpinnings of inequality in American cities, with particular attention to the racialization of inequality. Among the topics we will cover are: the structures of urban political power; housing and employment discrimination; the War on Crime and the War on Drugs (and their consequence, mass incarceration); education; and gentrification. We will ask: How have city leaders and social movements engaged with urban problems? How have they tried to make cities more decent, just, and sustainable? Under what circumstances has positive leadership produced beneficial outcomes, and in what circumstances has it produced perverse outcomes? We will engage primarily with political science, but also with scholarship in other disciplines, including sociology, history, geography, and legal studies, all of which share an interest in the questions we will be exploring. Students will leave this course with a deeper understanding of contemporary urban problems, a knowledge of the political structures within which those problems are embedded, and a better sense of the challenges and opportunities leaders face in contemporary urban America.

Requirements/Evaluation: class participation; several short essays and a longer paper with presentation

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: Political Science majors and Leadership Studies concentrators

Expected Class Size: 25

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

LEAD 215(D2) PSCI 215(D2)

Difference, Power, and Equity Notes: Deploying historical and social-scientific analysis, this course seeks to help students understand the historical roots and political underpinnings of unequal access to social goods in American cities, with particular attention to the racialization of inequality, compound deprivation, and unearned advantage.

Attributes: GBST Urbanizing World LEAD Facets or Domains of Leadership POEC Depth PSCI American Politics Courses

Spring 2025

SEM Section: 01 TF 2:35 pm - 3:50 pm Mason B. Williams

MUS 125 (F) Music and Social Dance in Latin America (DPE)

Cross-listings: DANC 125

Primary Cross-listing

This course offers a full-spectrum introduction to a number of Latin American social dance forms, including samba, salsa, tango, and the Suriname Maroon genre, awasa. Through critical listening and viewing assignments, performance workshops, and readings from disciplines spanning ethnomusicology, anthropology, dance studies, Latin American studies and history, students will combine a technical understanding of the musical and choreographic features of these genres with a consideration of their broader contexts and social impact. Among the questions that will drive class discussions are: How do sound and movement interrelate? What aspects of gender, sexuality, class, race and ethnicity arise in the performance and consumption of Latin American genres of social dance? How do high political, economic, and personal stakes emerge through activities more commonly associated with play and leisure? This class is driven by academic inquiry into these various social dance practices; it does not prioritize gaining performance skills in the genres discussed. While there will be experiential components included throughout the course (for instance music or dance workshops), the majority of the class will be conducted in a discussion/seminar format. While the ability to read musical notation is helpful, it is not required.

Class Format: seminar/studio

Requirements/Evaluation: Regular short assignments, three 5-7 page papers, final project or paper (10-12pgs)

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: upperclassmen, majors in music, dance, Latino/a studies.

Expected Class Size: 20

Grading: no pass/fail option, yes fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

MUS 125(D1) DANC 125(D1)

Difference, Power, and Equity Notes: Together, the music and dance genres discussed here indicate the diversity of social dance practices within Latin America, broadly conceived. Each unit of the course delves into aspects of political, historical, and cultural context and their resonance within the realm of music and dance. Specific attention is paid to racial and intercultural aspects each genre's formulation, practice, and circulation, as well as the politics of representation in embodied expression.

Attributes: GBST Latin American Studies MUS Ethnomusicology

Fall 2024

SEM Section: 01 MWF 8:30 am - 9:45 am Corinna S. Campbell

MUS 133 (S) Musics of the Spanish Colonial Empire, ca. 1500-1800 (DPE)

Cross-listings: GBST 132

Primary Cross-listing

With territories around the globe from the Americas to the Philippines to portions of Western Europe, the Spanish colonial empire was, at its height, one of the largest and most expansive in history. This course explores the myriad ways in which Spanish colonial powers influenced, interacted with, and reacted to the musical cultures of the colonized and how indigenous and/or colonized peoples persisted in asserting their musical voices over the

course of several centuries--from the time of the Spanish arrival in the Americas (as well as southern Italy and the East Indies) during the fifteenth and sixteenth centuries to the empire's eventual decline in the nineteenth century. We will begin by defining the concepts of "colonialism" and "imperialism" in order to understand how such political and socio-economic power structures developed and attempted to exert control and influence over subjugated populations--and consequently over their music. From there, we will investigate some of the musical developments and repertoires that resulted from these efforts through a series of modules on various territories colonized by Spain, including the Spanish territories of Naples/southern Italy, New Spain, and the Philippines. Coursework will include discussion-based and written responses to weekly readings and listening assignments and small group presentations on a Spanish colonized space not covered in one of the central course modules. The ability to read musical notation is not required.

Class Format: Lecture-discussion

Requirements/Evaluation: Attendance/participation; weekly discussion-leading and informal written forum responses to assigned materials; two close reading/listening papers; and a final collaborative presentation project to be conducted in small groups

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: Preference given to first years and sophomores

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

GBST 132(D2) MUS 133(D1)

Difference, Power, and Equity Notes: The course explores how political and socio-economic power structures exerted control and influence over subjugated populations in the Spanish colonial empire--and consequently over their music, and examines the myriad ways in which Spanish colonial powers influenced, interacted with, and reacted to the musical cultures of the colonized and how indigenous and/or colonized peoples persisted in asserting their musical voices over the course of several centuries

Attributes: MUS Music History: Pre-1750

Spring 2025

SEM Section: 01 TR 9:55 am - 11:10 am Elizabeth G. Elmi

MUS 211 (F) Music, Nationalism, and Popular Culture (DPE)

Cross-listings: ANTH 211

Primary Cross-listing

This course surveys the manner, function, and contexts through which sound and ideas of national belonging are linked. We will consider influential and iconic musicians (e.g. Umm Kalthoum, Amalia Rodriguez, Bob Marley, Carlos Gardel), international forums for the expression of national sentiment (the Olympics, World Cup, and Eurovision competitions), and a wide range of instruments, genres, and anthems that are strong conduits for national sentiment. Drawing on the work of critical theorists including Benedict Anderson, Michael Herzfeld, and Homi K. Bhabha, we will pursue a number of analytical questions: What parallels exist between musical and political structure? How do nations adjust as their policies and demographics change? How are cultural forms implicated in postcolonial nation building projects? What marginal populations or expressive forms are included, excluded, or appropriated in the formation of national identity? Finally, what differences emerge as we change our focus from a national to an international perspective, or from officially endorsed representations of national culture to unofficial popular forms of entertainment?

Requirements/Evaluation: Class participation, regular short (1 page) written responses, two 5- to 6-page papers, a Final Paper/Project

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: Upperclass students and music majors

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

MUS 211(D1) ANTH 211(D2)

Difference, Power, and Equity Notes: Owing to its global focus and attention to power and privilege in political and musical structures, this course meets the DPE requirement. Topics include the use of music for social control and subversion in Mobutu's Zaire, its affective power in U.S. campaign ads, and the ways in which constructions of 'folk music' impact power differentials in a national political structure. Assignments help students develop an awareness of the specific strategies whereby music mobilizes national ideologies.

Attributes: AMST Arts in Context Electives MUS Ethnomusicology

Fall 2024

SEM Section: 01 TF 1:10 pm - 2:25 pm Corinna S. Campbell

MUS 217 (S) Hip Hop Culture (DPE) (WS)

Cross-listings: AMST 222 / ENGL 221 / AFR 222

Secondary Cross-listing

The course examines how young people of color created hip hop culture in the postindustrial ruins of New York City, a movement that would eventually grow into a global cultural industry. Hip hop music producers have long practiced "diggin' in the crates"--a phrase that denotes searching through record collections to find material to sample. In this course, we will examine the material and technological history of hip hop culture, with particular attention to hip hop's tendency to sample, remix, mash-up, and repurpose existing media artifacts to create new works or art. We will use a media archaeological approach to examine the precise material conditions that first gave rise to graffiti art, deejaying, rapping, and breakdancing, and to analyze hip hop songs, videos, and films. Media archaeology is a critical and artistic practice that seeks to interpret the layers of significance embedded in cultural artifacts. How does hip hop archaeology remix the past, the present, and the future? How do the historical, political, and cultural coding of hip hop artifacts change as they increasingly become part of institutional collections, from newly established hip hop archives at Cornell and Harvard to the Smithsonian National Museum of African American History and Culture?

Requirements/Evaluation: Four papers, project with presentation, and a final exam.

Prerequisites: None

Enrollment Limit: 19

Enrollment Preferences: AMST majors or prospective majors

Expected Class Size: 19

Grading: no pass/fail option, yes fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 222(D2) ENGL 221(D1) AFR 222(D2) MUS 217(D1)

Writing Skills Notes: Students in this course develop a capacity to write generative arguments in an interdisciplinary scholarly context. Students will receive feedback not only on structure, substance, and style, but also on how to best build a line of inquiry, how to gather high-quality evidence, and how to make one's thinking productively intersect with more than one scholarly or creative field.

Difference, Power, and Equity Notes: This course requires students to use an effective descriptive and critical vocabulary to discuss and analyze artifacts of hip hop culture, with attention to race, gender, class, sexuality, and other categories of social difference. They must understand the material, technological, historical, and cultural contexts that gave rise to hip hop culture, and proficiently synthesize scholarly perspectives related to the formation and transformations of hip hop from the early 70s to the early 21st cent.

Attributes: AFR Culture, Performance, and Popular Technologies AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora

Spring 2025

SEM Section: 01 TR 11:20 am - 12:35 pm Brian Murphy

PHLH 201 (S) Dimensions of Public Health (DPE)

Public health is concerned with protecting and improving health at the level of a community or population. Although individual behavior is an essential element of public health, collective, rather than individual, outcomes are the focus of public health study. In this course we will survey the field of public

health, introducing students to core concepts and methods that highlight the interrelationship of individual choice and social institutions with environmental and biological factors in producing health outcomes at the population level. We will develop these concepts and methods within the context of signal cases and public health crises.

Requirements/Evaluation: a sequence of three assignments (a report, an infographic and a presentation) that focuses on a particular public health problem, peer reviews and active contribution to class discussion

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: sophomores, potential Public Health concentrators

Expected Class Size: 19

Grading: no pass/fail option, yes fifth course option

Distributions: No divisional credit (DPE)

Difference, Power, and Equity Notes: This course fulfills the DPE requirement because of its central focus on the ways that difference and power shape health outcomes in the U.S. and internationally. It uses an interdisciplinary approach to explore issues including the historical relations between communities of color, healthcare providers, and public health practitioners; contestation over the role of markets and government in public health; and differing explanations for the patterns of race, class, etc., in health outcomes.

Attributes: PHLH Core Courses

Spring 2025

SEM Section: 01 W 1:10 pm - 3:50 pm Marion Min-Barron

SEM Section: 02 W 7:00 pm - 9:40 pm Marion Min-Barron

PHLH 351 (F) Racism in Public Health (DPE)

Cross-listings: AAS 351

Primary Cross-listing

Across the nation, states, counties and communities have declared racism a public health crisis. This push to identify systemic racism as a high priority in public health action and policy is an important symbolic and political move. It names the faults of histories, systems and institutions but also brings to the spotlight the individual and community responsibility to dismantle racism in the US. In this tutorial, we will examine racism in public health policy, practice and research through an investigation of several mediums of evidence and information, ranging from peer reviewed literature to news editorials, podcasts and documentaries. We will explore specific pathways by which legacies of colonialism and racism function in various public health disciplines such as epidemiology, social & behavioral sciences, health policy and environmental health while also examining the dynamics of power and history in research and community practice. We will take deep dives into issues on how health can be impacted by redlining, racist medical algorithms, racial trauma and stress and police violence, to name a few. Students will also have two opportunities to select their own case studies, as a way for you to research and learn about particular racial health issues that are of personal interest. This course is also about self-reflection and exploration of the ways in which our identities and lived experiences impact our understanding and perspective. We will gain skills in speaking across differences and articulation of how our own perceptions and lived experiences of race and racism impact our study of public health. This tutorial requires an openness to self-reflection and the practice of listening and articulation.

Requirements/Evaluation: bi-weekly tutorial papers, weekly journaling, oral commentaries and tutorial discussion

Prerequisites: PHLH 201 or instructor approval.

Enrollment Limit: 10

Enrollment Preferences: 1-Public Health concentrators. 2- Asian American Studies concentrators.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AAS 351(D2) PHLH 351(D2)

Difference, Power, and Equity Notes: In this course students will examine and critically examine the inequities and race based social and health injustices, and the ways racism infiltrates public health action and policy, both historically and currently. They will also refine their self reflection skills

in understanding how their own positions of privilege and power, or lack thereof, inform their understanding of public health.

Attributes: AAS Non-Core Electives PHLH Social Determinants of Health

Fall 2024

TUT Section: T1 TBA Marion Min-Barron

PSCI 146 (S) The world of wealth and work: An introduction to the politics of capitalism (DPE)

From the Googleplex to derelict factories in Ohio, from our personal lives to the halls of high politics, from the sugar fields of Brazil to the corner offices of Wall Street, we are all navigating the same system: capitalism. This course will give students a map. Drawing on political science and political economy, we will ask fundamental questions about capitalism: Why are some parts of the world so much richer than others? Is sustainable economic growth possible? Why do some jobs pay more than others? Why do some things cost money but other things are free? What is the relationship between economic exploitation and race, gender, and other identities? Why are we working all the time? Can a democratic society have a capitalist economy? Students will explore these questions and engage themes central to the study of capitalism, including financialization, intersectionality, racial order, neoliberalism, class, contradiction, and accumulation. The course is designed for first-year students, especially those who have taken one or fewer political science courses.

Requirements/Evaluation: Class participation; regular reading responses; two short papers; two presentations; final exam

Prerequisites: None

Enrollment Limit: 30

Enrollment Preferences: First-years and sophomores

Expected Class Size: 25

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: This course revolves around relationships of power in capitalism. We explore how those relationships interact with questions of difference and norms of equity.

Attributes: PSCI Comparative Politics Courses

Spring 2025

LEC Section: 01 MWF 11:00 am - 12:15 pm Sidney A. Rothstein

PSCI 160 (F) Refugees in International Politics (DPE) (WS)

Globally, refugees seem to create, and be caught up in, chronic crisis. This course evaluates how this can be--how a crisis can be chronic, and for whom this chronic crisis is a solution. We investigate who refugees are, in international law and popular understanding; read refugee stories; examine international and national laws distinguishing refugees from other categories of migrants; evaluate international organizations' roles in managing population displacement; look at the way that images convey stereotypes and direct a type of aid; consider refugee camps in theory and example; and reflect on what exclusion, integration, and assimilation mean to newcomers and host populations. In whose interest is the prevailing system? Who might change it, and how?

Requirements/Evaluation: Ten essays: five lead, five response. The first two weeks' essay grades will be unrecorded.

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: first-year students, to be selected randomly from list of those enrolled.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

Writing Skills Notes: In addition to writing every week, students will have a chance work on specific skills cumulatively.

Difference, Power, and Equity Notes: This course examines the way in which home states categorize people and oppress some, producing refugees; the way that host states categorize people and oppress some, using immigration to shore up the prevailing ethnic hierarchy; and why we worry about some of these categories of oppression more than others.

Attributes: PSCI International Relations Courses

Fall 2024

TUT Section: T1 TBA Cheryl Shanks

PSCI 215 (S) Race and Inequality in the American City (DPE)

Cross-listings: LEAD 215

Primary Cross-listing

In the past half-century, American cities have gotten both much richer and much poorer. The making of "luxury cities" has gone hand-in-hand with persistent, concentrated poverty, extreme racial segregation, mass incarceration, and failing public services-social problems borne primarily by people of color. This course will examine the political underpinnings of inequality in American cities, with particular attention to the racialization of inequality. Among the topics we will cover are: the structures of urban political power; housing and employment discrimination; the War on Crime and the War on Drugs (and their consequence, mass incarceration); education; and gentrification. We will ask: How have city leaders and social movements engaged with urban problems? How have they tried to make cities more decent, just, and sustainable? Under what circumstances has positive leadership produced beneficial outcomes, and in what circumstances has it produced perverse outcomes? We will engage primarily with political science, but also with scholarship in other disciplines, including sociology, history, geography, and legal studies, all of which share an interest in the questions we will be exploring. Students will leave this course with a deeper understanding of contemporary urban problems, a knowledge of the political structures within which those problems are embedded, and a better sense of the challenges and opportunities leaders face in contemporary urban America.

Requirements/Evaluation: class participation; several short essays and a longer paper with presentation

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: Political Science majors and Leadership Studies concentrators

Expected Class Size: 25

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

LEAD 215(D2) PSCI 215(D2)

Difference, Power, and Equity Notes: Deploying historical and social-scientific analysis, this course seeks to help students understand the historical roots and political underpinnings of unequal access to social goods in American cities, with particular attention to the racialization of inequality, compound deprivation, and unearned advantage.

Attributes: GBST Urbanizing World LEAD Facets or Domains of Leadership POEC Depth PSCI American Politics Courses

Spring 2025

SEM Section: 01 TF 2:35 pm - 3:50 pm Mason B. Williams

PSCI 319 (F)(S) Marine Policy (DPE) (WS)

Cross-listings: ENVI 351 / CAOS 351

Secondary Cross-listing

Coastal communities are home to nearly 40% of the U.S. population, but occupy only a small percentage of our country's total land area. Intense population density, critical transportation infrastructure, significant economic productivity, and rich cultural and historic value mark our coastal regions as nationally significant. But, coastal and ocean-based climate-induced impacts such as sea level rise, ocean warming and acidification pose extraordinary challenges to our coastal communities, and are not borne equally by all communities. This seminar considers our relationship with our ocean and coastal environments and the foundational role our oceans and coasts play in our Nation's environmental and economic sustainability as well as ocean and coastal climate resiliency. Through the lens of coastal and ocean governance and policy-making, we critically examine conflict of use issues relative to climate change, climate justice, coastal zone management, fisheries, ocean and coastal pollution and marine biodiversity.

Class Format: This class is taught only at Williams-Mystic in Mystic, Connecticut and includes coastal and near-shore interdisciplinary field seminars,

and 10 days offshore.

Requirements/Evaluation: Weekly Readings; Class Participation; Small and large group strategy exercises (written and oral); Written Research Project: issues paper and draft research paper; Final Research Project: multiple formats available

Prerequisites: none

Enrollment Limit: 23

Enrollment Preferences: must be enrolled at Williams-Mystic in Mystic, Connecticut

Expected Class Size: 22

Grading: no pass/fail option, no fifth course option

Unit Notes: must be enrolled at Williams-Mystic in Mystic, Connecticut

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

PSCI 319(D2) ENVI 351(D2) CAOS 351(D2)

Writing Skills Notes: Each student will write one 3-5 page research issues paper and one 8-10 page draft research paper as well as a final project with written components equaling 5-8 pages. Each submission receives written feedback from the professor, including research guidance, input on grammar, structure, language, analysis. Students also receive verbal feedback in individual conferences to discuss research paper organization, analysis, structure and grammar as well as final project input.

Difference, Power, and Equity Notes: Coastal and ocean policy issues relating to climate change, coastal zone management, fisheries, ocean pollution and marine biodiversity impact environmental and climate justice. Students examine coastal governance while considering the disproportionate burdens on underrepresented populations in U.S. coastal communities caused by climate change and coastal policies. Students analyze multi-disciplinary evidence and work to strengthen their integrative, analytical, writing, and advocacy skills.

Attributes: ENVI Environmental Policy EXPE Experiential Education Courses POEC Depth

Fall 2024

SEM Section: 01 F 9:00 am - 12:00 pm

Spring 2025

SEM Section: 01 F 9:00 am - 12:00 pm

PSYC 357 (F) Clinical Psychology & Social Justice: Centering Marginalized Perspectives (DPE)

In this course, students will evaluate the critical question of whether and how clinical psychology can address mental health disparities and promote social justice. Students will gain a substantive understanding of research and theory examining psychopathology, including historical perspectives, expression and conceptualization of psychopathology, etiological theories from varied disciplines, and intervention and prevention strategies. We will take a liberation psychology and intersectional approach to examine the ways in which various intersecting systems of oppression and privilege shape the mental health and lived experiences of individuals and communities. Throughout the course, we will center topics and people that have been epistemically excluded from the field of clinical psychology. Topics such as racism, discrimination, resistance, pride, collective care, and queer affirming interventions will be addressed and the voices of those with marginalized identities (for example, due to their race, ethnicity, gender identity, sexual orientation, immigration status) will be highlighted. Students will evaluate current research and theory with attention to bias, inequities, methodological rigor, and potential usefulness for promoting social justice, through prevention, intervention, and policy.

Requirements/Evaluation: Course requirements include: a) reading empirical articles; b) participating in class discussions; c) completing daily assignments; d) a 2-page research proposal (double-spaced); e) conducting a research project in a small group; f) a short presentation on a student-selected topic and reading; and g) a final research paper based upon the small group research project (approximately 15 double-spaced pages).

Prerequisites: PSYC 201. PSYC 252 recommended.

Enrollment Limit: 16

Enrollment Preferences: Psychology majors

Expected Class Size: 16

Grading: no pass/fail option, yes fifth course option

Distributions: (D3) (DPE)

Difference, Power, and Equity Notes: Students will examine how clinical psychology can address mental health disparities & promote social justice. To do so, students will: use scientific reasoning & quantitative skills to critically examine how intersecting systems of oppression and privilege shape the mental health of individuals & communities; evaluate research and theory with attention to bias, inequities, and usefulness for promoting social justice; and conduct a research project using socially just research practices.

Attributes: PSYC Area 5 - Clinical Psychology PSYC Empirical Lab Course

Fall 2024

SEM Section: 01 TR 11:20 am - 12:35 pm Catherine B. Stroud

LAB Section: 02 M 1:00 pm - 4:00 pm Catherine B. Stroud

REL 249 (F) Antisemitism (DPE)

Cross-listings: JWST 249

Primary Cross-listing

In this course students will investigate intellectual traditions, political movements, and cultural objects that construct Jews, Jewishness, or Judaism as a negative principle. Where is Judaism portrayed as the darkness by contrast to the light? When are Jews depicted as a pernicious force that explains the presence of evil in the world? How is Jewishness used as a critical category to identify what is retrograde, deracinating, or base? We will interpret materials from a variety of times and places, including the ancient world, the medieval period, and the present day. We will also explore prominent theoretical approaches to the interpretation of these materials. Is there a continuous phenomenon that connects every assertion of Jewish malevolence for over two thousand years of human history? Or should claims about Jewish malevolence be presumed to have an entirely distinct meaning, origin, and purpose in each historical context? Which particular threats are Jews, Judaism, and Jewishness typically alleged to pose? How does the idea of a Jewish threat fit with ideas about race, gender, ethnicity, religion, class, sexuality, and nationality? This is a course about *negative meaning-making*. Our primary goal throughout the course is to study how shadows of thought, symbolism, and story are cast. It is a course about how language, images, structures, and institutions are used to constitute an antagonist: villainy, the demonic, the enemy, the conspiratorial cabal, the exploitative interloper, "the Jew." And it is a course about the tragic consequences for real people -- for Jews and for all humanity -- when negative principles and fantasies are not contained by realism, reasonableness, and compassion.

Requirements/Evaluation: Class participation, regular in-class writing assignments, midterm exam, final exam

Prerequisites: none

Enrollment Limit: 18

Enrollment Preferences: Jewish Studies concentrators, Religion majors, and students who have taken JWST 203

Expected Class Size: 18

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

REL 249(D2) JWST 249(D2)

Difference, Power, and Equity Notes: This course will introduce students to discursive, institutional, and social formations that have organized the stigmatization, domination, and persecution of Jews in various geographic locations for over two thousand years. An understanding of these structures is crucial to understanding contemporary dynamics of difference and power. Students will also consider how constructions of Jewish malevolence intersect with ideas about race, gender, class, religion, ethnicity, and nation.

Attributes: JWST Core Electives

Fall 2024

SEM Section: 01 TF 2:35 pm - 3:50 pm Jeffrey I. Israel

REL 276 (S) Gnosis, Gnostics, Gnosticism (DPE)

Cross-listings: COMP 258

Primary Cross-listing

Reality is not what it seems. Salvation by knowledge, arch-heresy, an eternal source of mystical insights and experiences, secret esoteric teachings

available only to a few. All these and more have been claims made about gnosis, Gnostics, and Gnosticism. This course will introduce you to the key ancient texts and ideas associated with Gnostics in modern forms of esotericism and spiritualities. We shall explore how claims about gnosis offer modes of critiquing and seeking to transform unjust social and political systems.

Class Format: lecture/discussion

Requirements/Evaluation: weekly GLOW posts, 1 textual analysis paper, 1 historiographical analysis paper, and a final paper that entails a revision and expansion of earlier writing for the course.

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: students with prior coursework in biblical or other ancient literature or history

Expected Class Size: 15

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

REL 276(D2) COMP 258(D1)

Difference, Power, and Equity Notes: This course situates "gnosis" as a practical epistemological orientation used both to disrupt and challenge power arrangements deemed unjust and to empower those who are marginalized within dominant power structures. At the same time, the course interrogates "gnostic" epistemological claims as capable of being used to reinstall hierarchical power structures. Attention to power and equity and how difference is produced is at the center of the course.

Spring 2025

LEC Section: 01 MR 1:10 pm - 2:25 pm Denise K. Buell

REL 301 (S) Social Construction (DPE)

Cross-listings: COMP 315 / WGSS 302 / STS 301 / SOC 301

Primary Cross-listing

"Social construction" can often seem like the great collegial insight. By now, you've all heard that categories such as race, gender, and sexuality are in some sense not part of nature, but instead are created and maintained socially or culturally. The idea of social construction has been vital to critical race theory and queer theory, and, in this course, we will push ourselves into philosophy of science to see whether or not these same insights apply to everything. If we know that "Whiteness," "heterosexuality," and "masculinity," for instance, are all socially constructed, we will ask if the same is true of "electrons," "money," "the solar system," and "climate change." Can it be that all of our reality is socially constructed? Or does social construction have limits? If so, what are they? We will also ask more fundamental questions, such as: What does it mean to say something is socially constructed? How does social construction relate to claims that an aspect of the world is "real" or "not real?" Is social construction a theory about language, power, culture, societies, human perceptions, or the limits of science? What kind of political, ethical, ontological, or epistemological work do theories of social construction do? We will begin with different accounts of the social construction of race, gender, and sexuality. In the second part of the course, we will dig deeper into philosophical debates about social construction as such. Then we will explore constructionism about natural science. In the last part of the course, we will change gears and explore look at cutting-edge work in the theory of social science aimed at explaining the construction and ontology of social worlds. The class will culminate in a project in which students will put their social construction theories into practice.

Requirements/Evaluation: regular attendance and participation, short weekly reflection papers, a 8-10 page research paper, and final project

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: Preference will be given to majors and concentrators from STS, ANSO, COMP, REL, PHIL, WGSS, AAS, LATS, JWST, and AFR. If the class is overenrolled students will be asked to submit an email about themselves and why they want to take the course.

Expected Class Size: 15

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 315(D1) WGSS 302(D2) STS 301(D2) SOC 301(D2) REL 301(D2)

Difference, Power, and Equity Notes: Central to REL 301 will be an analysis of the social construction of race, gender, and sexuality. It will show how power and difference are tied up in their construction and maintenance of these categories. Students will be taught how to critically analyze race, gender, and sexuality as well as social construction as such. Students will also learn sophisticated tools for studying systems of social power and difference.

Attributes: PHIL Related Courses

Spring 2025

SEM Section: 01 W 1:10 pm - 3:50 pm Jason Josephson Storm

RLFR 101 (F) Introduction to French Language and Francophone Cultures (DPE)

This year-long course offers a complete introduction to the French language and is designed to help you become fully conversant in French by focusing on four fundamental language skills: listening, speaking, reading, and writing. Through daily practice, class activities, interactive discussion, listening exercises, written work, reading assignments, and active engagement with music, video, and film, you will quickly gain confidence and increasing facility with your abilities to speak and understand both spoken and written French. In addition, our study of grammar, vocabulary, and communication skills will be organized around an engaging and dynamic introduction to a variety of French-speaking cultures around the world, from France and Belgium, to Québec and Martinique, to Sénégal and Morocco. *Conducted in French.*

Requirements/Evaluation: Active class participation, workbook exercises and compositions, chapter tests, midterm, and final exam.

Prerequisites: None. For students who've never formally studied French. Students who've previously studied French (in any formal course, at any level) MUST take the French Placement Test in the summer or during First Days. For more info: <https://french.williams.edu>

Enrollment Limit: 18

Enrollment Preferences: All are welcome, but if over-enrolled, preference will be given to first-year and second-year students and those with compelling justification for admission.

Expected Class Size: 18

Grading: yes pass/fail option, no fifth course option

Unit Notes: RLFR 101-102 is a year-long course. Credit is granted only if both semesters (RLFR 101 and 102) are taken. RLFR 101-102 students must also take the French Winter Study Course. This commitment to a year-long immersion in French is designed to help students become fully conversant in French by the end of the academic year.

Distributions: (D1) (DPE)

Difference, Power, and Equity Notes: Through its focus on French and Francophone cultures around the world, this course enables students to gain both linguistic and cultural proficiency, and to engage with the great diversity of colonial and post-colonial cultures, histories, and identities in France and Belgium, Québec and Martinique, Sénégal and Morocco.

Fall 2024

SEM Section: 01 M-F 10:00 am - 10:50 am Brian Martin

RLFR 105 (F) Advanced French: Advanced Studies in French Language and Francophone Culture (DPE) (WS)

In this French course, we will read and examine literary texts from the twelfth to the 19th centuries, and films from the twentieth and twenty-first centuries. In order to analyze them, we will briefly situate them in their social and historical contexts. These works will help us better understand contemporary France and explore France's colonial past. We will also learn how to write two short research paper in French in the form of an explication de texte. While the themes, authors, time periods will vary, our approach will remain the same. Three themes, love, fear, and France's colonial past, will serve as the course's organizing principles. A small section of the course will be devoted to grammar revisions in order to continue to improve our reading and language skills. Throughout the semester we will develop our writing skills in French. *Conducted in French*

Requirements/Evaluation: class participation, online grammar exercises, 2 four-page papers, 1 class introduction, 2 low-stakes one-page response papers

Prerequisites: RLFR 104, placement exam, or by permission of instructor

Enrollment Limit: 15

Enrollment Preferences: All are welcome, but if overenrolled, preference will be given to first- and second-year students and French major and certificate students. If necessary, a statement of interest will be solicited.

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (DPE) (WS)

Writing Skills Notes: In this course students will practice writing two short structured papers in French where they will present their interpretation of literary or visual text. Students will write two response papers.

Difference, Power, and Equity Notes: In this course student will examine visual and literary texts that reframe difference, power and equity in relation to race, class, gender, ethnicity, sexuality, and religion.

Fall 2024

LEC Section: 01 MR 1:10 pm - 2:25 pm Sophie F. Saint-Just

LEC Section: 02 MR 2:35 pm - 3:50 pm Sophie F. Saint-Just

RLFR 106 (S) Advanced French: Danger and Desire in French Film and Fiction (DPE)

Cross-listings: COMP 107

Primary Cross-listing

This is an advanced course in French language designed to help you improve your speaking, comprehension, reading, and writing, through the dynamic study of short literary texts and films focusing on danger and desire in nineteenth-, twentieth-, and twenty-first-century France and the Francophone World. Through active discussion and debate, textual and cinematic analysis, grammatical review, and careful writing and revision, you will improve your command of spoken and written French, strengthen your ability to express complex ideas, expand your vocabulary, and deepen your understanding of French and Francophone fiction, film, and cultures. This is an ideal course to prepare for study abroad or for more advanced coursework in French and Francophone literature and cinema. As a focus for improving your French, we will examine a broad range of texts and films on danger and desire in France, Québec, and Algeria from 1820 to 2025, with an emphasis on passion and ambition, infatuation and seduction, betrayal and vengeance, courage and cruelty, warfare and resistance. Works to include nineteenth-century texts by Chateaubriand, Duras, Balzac, Mérimée, Flaubert, Maupassant, Zola; twentieth-century texts by Colette, Camus, Sartre, Beauvoir, Duras, Ernaux, Guibert, Quint, Lindon, Vilrouge; and twenty-first-century films by Caron, Ozon, Ducastel, Martineau, Dercourt, and Becker. Conducted in French.

Requirements/Evaluation: Active class participation, grammar exercises, midterm exam, and two papers.

Prerequisites: Exceptional performance in RLFR 104; successful performance in RLFR 105; or by placement test; or permission of the instructor.

Enrollment Limit: 16

Enrollment Preferences: All are welcome, but if over-enrolled, preference will be given to French Majors and French Certificate students.

Expected Class Size: 16

Grading: yes pass/fail option, no fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 107(D1) RLFR 106(D1)

Difference, Power, and Equity Notes: This course centers on a critical examination of difference, power, and equity in French film and fiction. The content examines the effects of class, ethnicity, gender, and sexuality on social inequalities among rich and poor, soldiers and civilians, nations and colonies, men and women. The course employs critical tools to teach students how to articulate and interrogate social injustice, through reading, viewing, discussion, writing, and revision.

Spring 2025

SEM Section: 01 TR 9:55 am - 11:10 am Brian Martin

RLFR 206 (S) The Outsider in French & Francophone Film Adaptations of Literary Texts (DPE)

Cross-listings: COMP 209

Primary Cross-listing

In this course students will examine the figure of the outsider (queer, black, woman, intruder, loner) in several French and Francophone literary texts and their film adaptations and will explore questions such as: how are such outsiders translated onto the screen? To what extent does outsider status

help maintain, challenge, or reveal hegemonic discourse? In what ways do non-Western and Western filmmakers (re)cast power and privilege through the figure of the outsider in their film adaptations (of Western canonical texts)? Students will read original French and Francophone literary texts and apply theories of film adaptation to their analyses.

Requirements/Evaluation: Three response papers, one short essay on film adaption, one video essay with a student partner

Prerequisites: Students should have taken RLFR 105 or above, or placement test, or by permission of instructor

Enrollment Limit: 16

Enrollment Preferences: Comparative Literature majors, Africana Studies concentrators, French majors and certificates

Expected Class Size: 12

Grading: yes pass/fail option, no fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

RLFR 206(D1) COMP 209(D1)

Difference, Power, and Equity Notes: This course fulfills the DPE requirement because it focuses via the figure of the outsider on power dynamics (based on sexual identity race, class, gender) between cultural producers in literary texts and their film adaptations.

Attributes: FMST Core Courses

Spring 2025

SEM Section: 01 TR 11:20 am - 12:35 pm Sophie F. Saint-Just

RLFR 216 (S) Women Behaving Badly: Deviant Women in Early Modern French Literature (DPE)

Cross-listings: WGSS 216

Primary Cross-listing

Female deviance often implies resisting a dominant and oppressive patriarchal status quo embedded within cultural and historical backgrounds. This course explores female characters in early modern French literature who refuse to conform to established gender roles. Defying social constructs of femininity, through either judicious negotiations or more aggressive and violent behavior, is an important trope in the writings of both male and female authors of the seventeenth and eighteenth centuries. What constitutes deviant behavior, however, depends on social definitions of gender roles, which evolve over time. In this course, we will first examine women's place within the historical and socio-cultural context of the *Ancien Régime*, which will lead to an examination of female behavior censured during the seventeenth and eighteenth centuries. We will then reflect on how we, as modern readers, perceive such deviancy at it relates to the past. Finally, we will discuss the relevance of studying deviant women in light of current events, such as the #MeToo movement, which has led to a new level of consciousness and empathy for the plight of marginalized groups. Potential readings to include Corneille's *Médée*, Madame de la Fayette's *Princesse de Clèves*, Laclos's *Liaisons dangereuses*, and Isabelle de Charrière's *Lettre à Mistriss Henley*.

Requirements/Evaluation: active class participation, one presentation (8-10 minutes), three to four papers (3-5 pages), and a longer final paper

Prerequisites: strong performance in RLFR 105; successful performance in RLFR 106; or by French placement exam; or by permission of instructor

Enrollment Limit: 20

Enrollment Preferences: French majors and certificate students; Comparative Literature majors; Women's, Gender and Sexuality Studies majors; and those with compelling justification for admission

Expected Class Size: 15

Grading: yes pass/fail option, no fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 216(D2) RLFR 216(D1)

Difference, Power, and Equity Notes: This course focuses on a critical examination of difference, power, and equity in early modern France. Through the study of deviant women, the course thus challenges students to examine the effects of class, race, ethnicity, gender, and sexuality in narratives on women, misogyny, and criminality.

Spring 2025

RLFR 260 (F) Francophone Graphic Novels (DPE)

Cross-listings: COMP 260

Primary Cross-listing

In this class we will read contemporary graphic novels and *bandes dessinées* from Côte d'Ivoire, Morocco, Guadeloupe, Lebanon, France, and Québec to analyze how they approach subjects such as colonial history, migration and discrimination, gender and sexuality, and representations of disability and the racialized body. We will pay particular attention to the visual form and the critical theory of the graphic novel to further understand why this hybrid genre has become so popular and widespread, and how it is shaping conversations about difference and power in the Francophone world. *Conducted in French.*

Requirements/Evaluation: weekly 1-page response papers, midterm 4-5-page paper, presentation and final 7-8-page research paper

Prerequisites: RLFR 105, 106, by placement or by permission of instructor

Enrollment Limit: 20

Enrollment Preferences: French majors and certificate students, Comparative Literature majors

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 260(D1) RLFR 260(D1)

Difference, Power, and Equity Notes: The readings in this course focus on French colonial and Francophone postcolonial history, contemporary migration, and structures of discrimination built on race, religion, gender, and ableism in the French-speaking world. We will explore how graphic novels in their hybrid visual/verbal forms propose different ways of shaping the dynamics and the discourse of difference and power.

Fall 2024

RLFR 316 (F) Paris on Fire: Incendiary Voices from the City of Light (DPE)

Cross-listings: WGSS 315 / COMP 314

Primary Cross-listing

During the 1830s, Honoré de Balzac described Paris as a "surprising assemblage of movements, machines, and ideas, a city of one hundred thousand novels, the head of the world," but also characterized the French capital as a "land of contrasts," a "monstrous wonder," a "moral sewer." Similarly, writers from Victor Hugo to Émile Zola have simultaneously celebrated Parisian elegance and condemned the appalling misery of Paris's urban poor. Since 1889, Paris has been fêted as the "City of Light" for its Enlightenment legacy, Eiffel Tower modernity, and luminous energy, captured in countless paintings, photographs, and film. However, Paris is also the site of revolution, resistance, and riots. From revolutionary revolt (1830, 1848, 1871), to wartime resistance (1870, 1914-18, 1940-44), to reformist and race riots (1968 and 2005), Paris has repeatedly sparked with incendiary passion and political protest. As fires raged during the 2005 riots, many heard the echo of Hitler's 1944 question, "Is Paris burning?" and asked: why was Paris burning again at the dawn of the twenty-first century? Following the 2015 terrorist attacks, many wondered yet again what the future would hold for the City of Light. To answer these questions, we will examine the social, political, and literary landscape of Paris during the nineteenth, twentieth, and twenty-first centuries, from urbanization and modernization, to occupation and liberation, to immigration and globalization. Readings to include poetry, short stories, and novels by Hugo, Balzac, Baudelaire, Maupassant, Verne, Zola, Apollinaire, Colette, Duras, Perec, Rochefort, and Charef. Films to include works by Clair, Truffaut, Godard, Minnelli, Clément, Lelouch, Luhrmann, Kassovitz, Besson, and Jeunet. *Conducted in French.*

Requirements/Evaluation: Active class participation, midterm exam, and two papers.

Prerequisites: Strong performance in RLFR 106, or another RLFR 200-level or 300-level course, or permission of the instructor.

Enrollment Limit: 16

Enrollment Preferences: French Majors and French Certificate students, Comparative Literature Majors.

Expected Class Size: 16

Grading: yes pass/fail option, no fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

RLFR 316(D1) WGSS 315(D2) COMP 314(D1)

Difference, Power, and Equity Notes: This course examines the operations of difference, power, and equity in French film and fiction, history and politics, art and culture, from 1830 to 2025. In readings, lectures, and discussions, we will look at how class, ethnicity, gender, and sexuality structure the lives and struggles of the working class and urban poor, women and men, migrants and immigrants. Students will learn critical tools to better understand and interrogate social inequity and injustice.

Attributes: GBST Urbanizing World

Fall 2024

SEM Section: 01 MW 11:00 am - 12:15 pm Brian Martin

RLFR 330 (S) Unveiling Herstory: Heroines of the Francophone Enlightenment (DPE)

On May 10, 2022, Paris unveiled the first statue of a black woman, Solitude, an emblematic figure of courage and resilience in the eighteenth-century fight against slavery in Guadeloupe. Against the backdrop of the contemporary French movement wherein statues of Enlightenment thinkers like Diderot, Rousseau, and Voltaire have been vandalized and sparked intense debates on memory and politics, Solitude's recognition adds a profound dimension. Once revered as iconoclastic and progressive these male figures have in recent years been scrutinized for perpetuating ideals associated with white male hegemony, challenging conventional notions of freedom and equality. This tutorial invites students to reevaluate the Enlightenment movement, navigating beyond traditional narratives centered around male figures like Voltaire and Rousseau. It explores the transformative era post-French Revolution, shining a spotlight on the exceptional contributions made by women who defied societal norms within the eighteenth-century francophone world. Adopting a global perspective, the course not only examines events in France but also delves into its former colonies, particularly Haiti and Guadeloupe. By scrutinizing literary and ethnographic texts, as well as visual imagery, the course unravels the stories of remarkable women like Charlotte Corday, a key influencer during the Reign of Terror, and Sanité Belair, an active participant in the Haitian Revolution. The overarching goal is to underscore the significant roles and contributions of these women, often marginalized in historical narratives. Moreover, the course addresses the impact of archival gaps, shedding light on how the destruction of judicial archives by the French in their former colonies has shaped the remembrance of figures like Solitude and Belair.

Requirements/Evaluation: Weekly meeting with instructor for one hour. Weekly 2-3 page response papers. Final paper.

Prerequisites: Any RLFR 200-level course or above, or by permission of instructor.

Enrollment Limit: 10

Enrollment Preferences: All are welcome. If overenrolled, preference will be given to French majors and certificate students; and those with compelling justification for admission

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE)

Difference, Power, and Equity Notes: This course examines the history of slavery and French colonialism. It also explores issues of female empowerment, racism, social justice and equity.

Spring 2025

TUT Section: T1 TBA Preea Leelah

RLFR 360 (F) Repairing a Broken World: Intro to North African Contemporary Art (DPE)

Cross-listings: ARTH 460 / ARTH 560 / ARAB 360 / COMP 361

Primary Cross-listing

How do artists respond to a world in crisis? How does visual art engage violent histories, injured bodies, social injustice and ecological disaster? In this course we will explore the political and ethical concept of repair as it emerges in the work of contemporary North African visual artists. Repair is both a

material and symbolic transformational practice of putting together something that is torn or broken. It is never complete, nor does it redeem a history of harm or violence. Rather repair is an invitation: a bringing of people, histories, objects, buildings, feelings and geographies into relation with one another in order to link worlds that have been splintered and separated. It is also a call to imagine other futures. North African contemporary artists have deeply engaged in this type of repair work, attending to colonial history, economies of extraction and environmental damage, race and slavery, housing inequity, gender identity and broken transmission of memory. We will dive into the work of individual artists as well as collectives while reading theoretical texts about broken-world thinking, reparative epistemology, alternative archives, and material reparations.

Class Format: Conducted in French.

Requirements/Evaluation: For undergrads: Active participation, 8 1-page response papers, 5-page mid-term paper, 10-12 page final paper and presentation. For grad students: Active participation, 8 response papers, 5-page mid-term paper, and 20-page final paper and presentation.

Prerequisites: Any RLFR 200-level course or above, or by permission of instructor.

Enrollment Limit: 18

Enrollment Preferences: If over-enrolled, preference will be given to RLFR, ARAB, ARTH and COMP majors, and only 2 spots will be offered to Grad Art students.

Expected Class Size: 15

Grading: yes pass/fail option, no fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

RLFR 360(D1) ARTH 460(D1) ARTH 560(D1) ARAB 360(D1) COMP 361(D1)

Difference, Power, and Equity Notes: This course critically examines art work that engages colonial history, economies of extraction and environmental damage, race and slavery, housing inequity, gender identity.

Fall 2024

SEM Section: 01 TF 2:35 pm - 3:50 pm Katarzyna M. Pieprzak

RLFR 412 (S) Senior Seminar: Nineteenth-Century French Novel: Desperate Housewives and Extreme Makeovers (DPE)

Cross-listings: WGSS 408 / COMP 412

Primary Cross-listing

In 1834, Honoré de Balzac wrote that "Paris is a veritable ocean. Sound it: you will never know its depth." The same can be said of the French nineteenth-century novel and its boundless ability to echo the past and illuminate the present. From the Romanticism of Stendhal and Hugo, and the Realism of Balzac and Flaubert, to the Naturalism of Zola and Maupassant, the novel became a forum for examining illicit sexuality, institutional misogyny, social injustice, criminal passions, revolutionary struggles, and Parisian pleasures in nineteenth-century France. Characters such as the miserable housewife Emma Bovary, the reluctant revolutionary Jean Valjean, the social climber Julien Sorel, the ambitious undergraduate Eugène de Rastignac, and the domestically abused Gervaise Macquart became synonymous with France's turbulent social and political landscape from the 1830s to the 1880s. As recent film adaptations make clear, these desperate housewives and extreme makeovers continue to haunt our twenty-first century present. Reinterpreted by such actors as Gérard Depardieu, Isabelle Huppert, Uma Thurman, Claire Danes, and Jennifer Aniston, the nineteenth-century novel continues to sound out the scandalous and sensational depths of our own century. Readings to include novels by Balzac, Stendhal, Hugo, Flaubert, Maupassant, Zola. Films to include adaptations by Clément, Berri, August, Arteta, Lelouch, Chabrol. Conducted in French.

Requirements/Evaluation: Active class participation, midterm exam, and two papers.

Prerequisites: A 200-level or 300-level RLFR course at Williams, or Advanced coursework during Study Abroad in France or the Francophone World, or permission of the instructor.

Enrollment Limit: 16

Enrollment Preferences: French Majors and French Certificate students, Comparative Literature Majors, Women's, Gender, & Sexuality Studies Majors.

Expected Class Size: 16

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 408(D2) RLFR 412(D1) COMP 412(D1)

Difference, Power, and Equity Notes: This course analyzes difference, power, and equity through its examination of gender diversity, institutional misogyny, urban criminality, human sexuality, social injustice, and revolutionary struggle in nineteenth-century France. In class discussions and critical essays on 1830s-1880s France, students will examine and articulate the inequities and injustices between women and men, the privileged and oppressed, the wealthy and working class, and both the rural and urban poor.

Spring 2025

SEM Section: 01 TR 11:20 am - 12:35 pm Brian Martin

RLSP 205 (S) Magical Realists, Fantasists, Experimentalists: The Latin-American Novel in Translation (DPE)

Cross-listings: COMP 205

Primary Cross-listing

A course specifically designed to enable students who have no knowledge of Spanish to read and discover those Latin-American authors who, in the twentieth century and after, have attracted world-wide attention. Among the texts to be discussed: Borges, Labyrinths; Cortázar, Blow-up and Hopscotch; Lispector, the Hour of the Star; lesser works by Fuentes and Puig; and by Nobel Prize-winner Gabriel García Márquez, One Hundred Years of Solitude. Conducted in English

Requirements/Evaluation: class participation, two brief papers, a midterm, and a final exam

Prerequisites: none

Enrollment Limit: 22

Enrollment Preferences: Latina/o Studies concentrators, Comp Lit majors

Expected Class Size: 22

Grading: yes pass/fail option, yes fifth course option

Unit Notes: does not carry credit for the Spanish major or the certificate

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 205(D1) RLSP 205(D1)

Difference, Power, and Equity Notes: This course offers students an opportunity to read some major works of fiction that have challenged the canon of European and American literature. Through the readings, class members will understand that great literature comes not only from London or Paris, from the U.S. or Russia. Several of these novels, moreover, directly challenge European and Western cultural hegemony and make an implicit claim for the legitimacy of Latin American cultural concerns.

Attributes: GBST Latin American Studies

Spring 2025

LEC Section: 01 MR 2:35 pm - 3:50 pm Gene H. Bell-Villada

RLSP 344 (S) Contemporary Latin American Queer Aesthetics (DPE)

Conducted in Spanish, this advanced seminar examines a panoramic corpus of contemporary cinema, literature, and music in Latin America to trace possible shared political and cultural characteristics of a queer aesthetic. We will explore the works of renowned figures such as Reinaldo Arenas, Chavela Vargas, Pedro Lemebel, and Mariana Rondón, among others, to delve into the intricate layers of queer expression within the region. Is it possible to discern a common transnational queer identity among Latin American countries? What would it look like, sound like? Would it have a shared political mission? What would be its symbols? Primarily focusing on Venezuela, Cuba, Puerto Rico, Dominican Republic, Mexico, Chile, and Argentina, we will analyze a wide range of cultural artifacts--including the work of writers, filmmakers, and musicians--to discuss contemporary debates on identity and representation surrounding sexuality, but also in its intersection with race, gender, and social class. Through an interdisciplinary and intersectional lens, this course will offer a feminist analysis of Latin American counterculture, interrogating the process whereby queer aesthetics enter and sabotage the mainstream. By the end of the seminar, students will have a strong knowledge of contemporary queer artistic practices in Latin America and will be able to identify the most prominent theoretical contributions on sexual and gender dissidence from the region.

Requirements/Evaluation: Evaluation is based on active participation, class presentations, a weekly forum debate, and either a final paper or

project.

Prerequisites: Any 200-level course in Spanish taken at Williams or permission of the instructor.

Enrollment Limit: 20

Enrollment Preferences: Spanish majors, Spanish certificate candidates.

Expected Class Size: 15

Grading: no pass/fail option, yes fifth course option

Distributions: (D1) (DPE)

Difference, Power, and Equity Notes: The course explores the politics and aesthetics of Latin American cultural material from the framework of resistance and queer activism, giving students the opportunity to understand the construction of alternative Latin American identities that go against the mainstream.

Spring 2025

SEM Section: 01 TF 2:35 pm - 3:50 pm Alejandro Castro

RLSP 405 (S) Alternative American Literatures: From the Indigenous Chronicle to the Latin American & Chic. Novel (DPE) (WS)

Do the Americas have a common literature? If so, is it possible to trace their roots and continuity from the colonial era to the present? Literary critic Martin Lienhard suggests that it is indeed possible to trace the origin of a literature common to Latin America from the colonial era and into present by focusing on what he calls "alternative literatures"--literatures that relativize the importance of Europeanized and Creole literatures and valorize the richness of oral traditions in the Americas. Such literatures, he asserts, are closely tied to marginalized sectors of society. In this course, we will take Lienhard's concept of "alternative literatures" as a point of departure to pursue our own examinations of how these "alternative literatures" are constituted. While the primary aim of this course is to focus on the writings of Latin American authors, we will end by exploring the relationship between "alternative" Latin American literatures and Chicana/o/x literatures. Readings will include narrative texts such as *Cartas de relación*, chronicles of conquest, religious texts, indigenous annals, poetry, and drama, as well as contemporary Latin American and Chicana/o/x novels.

Requirements/Evaluation: Four essays, class presentations, active participation, and regular attendance required

Prerequisites: any 300-level RLSP course or permission of instructor

Enrollment Limit: 15

Enrollment Preferences: Senior Spanish Majors.

Expected Class Size: 15

Grading: yes pass/fail option, no fifth course option

Distributions: (D1) (DPE) (WS)

Writing Skills Notes: Each student will write four 4-6 page papers on which I will provide written feedback regarding grammar, style, and argument. Each student will also provide three 2-page critiques of their partner's papers as a form of feedback. After receiving my feedback and the feedback of their peers, each student will revise each of the papers and submit a final version.

Difference, Power, and Equity Notes: This course will highlight intellectual production of indigenous peoples of the Americas under Spanish colonial rule as well as the writings of more contemporary minority authors of Latin America. It will explore the new identities and textualities that emerge as a result of the encounter and subsequent conquest of the Americas. As such, students will gain critical skills to analyze a diversity of Spanish-American colonial texts from the 16th century as well as more contemporary narrative texts.

Spring 2025

SEM Section: 01 TF 1:10 pm - 2:25 pm Carlos Macías Prieto

RUSS 217 (S) Indigeneity Today: Comparative Indigenous Identities in the US and Russia (DPE) (WS)

Cross-listings: ANTH 217

Secondary Cross-listing

Indigenous movements for land, rights, and cultural preservation have spread to and originated in all corners of the world. However, the global nature of these movements at times obscures ways of being Indigenous in differing contexts. This course analyzes Indigeneity in both the United States and Russia today. Through reading and analyzing ethnography, theory, and literature, it focuses on Indigenous peoples in a comparative context. Rather

than prioritizing concern with Indigenous peoples emerging from the US, it attempts to demonstrate what Indigeneity has been in both the United States and Russia and what it is and means today. It asks the following questions: what is Indigeneity and who is Indigenous; how is Indigenous identity constructed and by whom; and what convergences and divergences exist in Indigeneity between the US and Russia or for that matter in other contexts? To help answer these questions, in this course we will grapple with Indigeneity as a social category and other social formations, especially ethnicity, nationality, and race. Topics include: Indigeneity and the State, Revitalization and Resurgence, Indigenous People and Nature Protection, and Hemispheric and Global Indigenities.

Requirements/Evaluation: 10 posts to the course Glow discussion page, 3 times leading class discussion on the assigned readings, 1 short presentation, 1 extended portfolio project with regular shorter and longer writing submissions, and 1 final paper and final presentation (as the final part of the portfolio).

Prerequisites: None

Enrollment Limit: 16

Enrollment Preferences: Majors and certificate-seekers in Russian, then majors in Anthropology and Sociology, and then Global Studies concentrators

Expected Class Size: 12-15

Grading: no pass/fail option, yes fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

RUSS 217(D1) ANTH 217(D2)

Writing Skills Notes: This course has the following assignments: Weekly post to the Glow discussion page, 1 extended project with regular writing submissions, 1 final paper and final presentation. For the extended project, we will have instructor feedback for all project assignments. In instructor feedback, comprehension of the material and the content of the writing, improvement in writing style and clarity, and development of voice will be discussed. There will also be peer feedback/review.

Difference, Power, and Equity Notes: In the course, students will learn about Indigeneity as a context-specific social formation. It understands Indigeneity as a category of difference with past and present importance. We will read about, discuss, and write about Indigeneity as a social category, along with other social categories it arose alongside (such as race, ethnicity, and nationality), and how it has been mobilized by both those who identify as Indigenous and by those who designate others as Indigenous.

Spring 2025

SEM Section: 01 TF 2:35 pm - 3:50 pm Kamal A. Kariem

RUSS 348 (F) Altering States: Post-Soviet Paradoxes of Identity and Difference (DPE) (WS)

Cross-listings: GBST 348 / SOC 348

Secondary Cross-listing

Critics and apologists of Soviet-style socialism alike agree that the Soviet ideology was deeply egalitarian. Putting aside for a moment the very reasonable doubts about how justified this perception actually was, it is still worth asking, how did people who lived in the world in which differences in rank, class, gender or ethnicity were not supposed to matter, make sense of their post-socialist condition, one in which new forms of difference emerged, and old ones assumed greater prominence? And how do these encounters with difference impact current events, such as Russia's invasion of Ukraine, or the lingering tensions between East and West Germans? This tutorial will examine new dilemmas through ethnographic studies and documentary films that aim to capture in real time the process of articulating and grappling with newly discovered divides. We will focus especially closely on Ukraine and Russia, but will also read comparative studies, as well as works on East Germany and Georgia. This course fulfills the DPE requirement by exploring comparatively the ways in which people in different countries made sense of the social, cultural and political heterogeneity of the post-socialist condition.

Requirements/Evaluation: 5-page paper every other week, written comments on the partner's paper in alternate weeks

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: Anthropology, Sociology, and Russian majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

GBST 348(D2) RUSS 348(D1) SOC 348(D2)

Writing Skills Notes: This is a tutorial course, with plenty of opportunities to work on writing and argumentation. Tutorial papers receive written feedback from both the instructor and the tutorial partner, and are workshopped during the tutorial meetings.

Difference, Power, and Equity Notes: Students will learn to identify and interrogate processes of social differentiation and exclusion as they take place across Russia and Eastern Europe. We will also train ourselves to identify parallels, as well as differences, between responses to the social and economic uncertainty ushered by the fall of socialism, and the discontents triggered by similar conditions closer to home.

Attributes: GBST Russian + Eurasian Studies

Fall 2024

TUT Section: T1 M 7:00 pm - 9:40 pm Olga Shevchenko

RUSS 401 (F) Let's Remember the USSR! (DPE)

This course is devoted to memories of the USSR. We will focus on memoirs that portray various epochs of Soviet history from different points of view, watch films dealing with the Soviet legacy, and respond to essays that consider the problems of history and myth. In so doing, we will discuss the significance of nostalgia, official vs. unofficial culture, the politics of memory, and the institution of monuments. Much of our course will focus on daily life in the USSR as remembered by the people who lived through it. However, we will also explore the meaning and status of such memories today in former Soviet countries through responses to daily readings, essays, and presentations. Of course, along the way, we will work on improving our spoken and written Russian.

Requirements/Evaluation: Daily work (reading, preparing questions for discussion) 25%; weekly 1-2 page short written assignments (responses to open-ended questions about the daily readings) 25%; 2 short 10 minute presentations (on two illustrious works or figures) 25%; 1 final project, longer researched presentation 10-15 minutes 25%.

Prerequisites: Three years of Russian or instructor's consent.

Enrollment Limit: 15

Enrollment Preferences: RUSS or COMP

Expected Class Size: 5-10

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (DPE)

Difference, Power, and Equity Notes: This course will address several issues that directly relate to the DPE description: the lives of dissidents in the USSR; the legacy of imperialism in the countries of the former Soviet Union; and the role that the official version of history plays in Russia today.

Fall 2024

SEM Section: 01 MR 1:10 pm - 2:25 pm Peter A. Orte

SOC 101 (F)(S) Invitation to Sociology (DPE)

This course provides students with an introduction to sociological analysis and an overview of sociology as a discipline. We will focus on the relationship of individuals to the social world and become acquainted with systematic institutional analysis. Students will explore the intersection of biography, history, culture, and social structure as seen in the work of classical and contemporary social thinkers, including Marx, Durkheim, Weber, Simmel, Du Bois, and Goffman. Special consideration will be given to the social and cultural problems of capitalism, rationality and irrationality in modern institutions and organizations, the psychological dilemmas facing the individual in modern society, and the problem of social order and conflict. Students will emerge from the semester equipped with an analytical lens that will enable them to see the social world -- ranging from everyday interactions to broad political struggle -- in a new light.

Requirements/Evaluation: Thoughtful and consistent participation, several research memos and presentations, book review, final research paper

Prerequisites: none

Enrollment Limit: 30

Enrollment Preferences: strictly limited to first-year students and sophomores (with exceptions for declared ANTH or SOC majors)

Expected Class Size: 30

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: This course interrogates the social construction of identities, and how these differences manifest unequally in institutions.

Fall 2024

LEC Section: 01 MW 11:00 am - 12:15 pm Christina E. Simko

LEC Section: 02 TF 1:10 pm - 2:25 pm Ben Snyder

Spring 2025

LEC Section: 01 TR 11:20 am - 12:35 pm Olga Shevchenko

SOC 150 (F) Data for Justice (DPE) (QFR)

Cross-listings: STS 150 / AMST 150 / WGSS 150 / INTR 150

Secondary Cross-listing

This course is a unique and inclusive introduction to data science where quantitative thinking, programming, and social justice intertwine. We will build our data science skills using R, a popular open-source data science tool. We will focus on essential stages of data analysis, including data acquisition, cleaning, wrangling, visualization, and exploration. But rather than divorcing these techniques from the social issues they can help illuminate, we ground them in a social justice context. Overall, we will apply data science skills to topics drawn from criminal justice, environmental justice, diversity and inclusion in arts and media, education equity, and much more, with the goal of growing our collective capacity to use data science as a tool for social good. During a time when humans are increasingly subjugated to data-driven algorithmic decisions, when there are social media accounts dedicated to highlighting misuses of data, and when artificial intelligence makes faking data a nearly trivial task, using data to ethically and carefully promote justice is more important than ever.

Class Format: This course is taught in a highly interactive format and will frequently use a flipped-classroom approach. Students should expect substantial time devoted to in-class collaboration.

Requirements/Evaluation: Students will complete regularly assigned activities, problem sets, and other assessments. To move towards a non-hierarchical, transparent, and egalitarian grading system, the instructor adopts a mastery-based approach.

Prerequisites: None. This course assumes no prior knowledge of data science or R programming. An interest in social justice and a willingness to engage intensively with data and computing are essential.

Enrollment Limit: 18

Enrollment Preferences: Students without prior college-level courses in statistics and programming.

Expected Class Size: 18

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

STS 150(D2) AMST 150(D2) SOC 150(D2) WGSS 150(D2) INTR 150(D2)

Difference, Power, and Equity Notes: This course uses data science as a lens for injustice in spheres such as criminal justice, environmental justice, diversity and inclusion in arts and media, education equity. We will consider race, gender, LGBTQ+, disability, and other axes of identity. Additionally, we will adopt a data-critical perspective, thinking about how social forces shape data and our understanding of it.

Quantitative/Formal Reasoning Notes: This course teaches quantitative tools in R, a widely-adopted data science platform. We will focus on essential stages of data analysis, including data acquisition, cleaning, wrangling, visualization, and exploration.

Fall 2024

LEC Section: 01 TR 9:55 am - 11:10 am Chad M. Topaz

LEC Section: 02 TR 11:20 am - 12:35 pm Chad M. Topaz

SOC 228 (S) The Panopticon: Surveillance, Power, and Inequality (DPE)

Cross-listings: STS 229

Primary Cross-listing

Surveillance is built into the very fabric of modern life. From CCTV cameras, to supermarket loyalty cards, to the massive gathering of personal data on social media sites, people participate in today's "surveillance societies" just by doing everyday activities. This course uses the metaphor of the "Panopticon" as a doorway to engagement with traditional and new forms of surveillance. First described by philosopher and social theorist Jeremy Bentham, the Panopticon is a physical structure that enables one observer to see all inhabitants without those inhabitants knowing when they are being observed. In *Discipline and Punish*, Michel Foucault famously expanded thinking on the Panopticon as a metaphor for the "disciplinary" power that lies at the heart of inequality in modern society. Since Bentham and Foucault's time, however, surveillance technologies have changed significantly. To what extent does the concept of the Panopticon give us purchase on today's surveillance societies? How does watching people with new digital and algorithmic surveillance technologies shape the exercise of power and, in turn, (re)produce forms of inequality? Can privacy, convenience, and safety ever be truly balanced? Topics include: the historical origins and expansion of surveillance in modern societies, policing and state surveillance, and social media surveillance.

Requirements/Evaluation: participation, reading responses, midterm essay, final paper

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: Anthropology and Sociology majors

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

STS 229(D2) SOC 228(D2)

Difference, Power, and Equity Notes: This course explores how power is distributed unequally through the mechanism of surveillance technologies, particularly in regard to racial and class differences. Among other topics, it will consider the concrete case of surveillance by police in Baltimore City and the question of if and when surveillance is appropriate there, given the city's ongoing crisis of citizen and police violence. Students will discuss police surveillance in a context shaped by racial segregation and class inequality.

Spring 2025

SEM Section: 01 MR 2:35 pm - 3:50 pm Ben Snyder

SOC 252 (F) Im/mobilities (DPE) (WS)

Cross-listings: AMST 252 / AAS 252

Primary Cross-listing

We think of the freedom to move as a mark of privilege. In the United States, passing a driving test, owning a car, and getting a passport are milestones that signal modernity and freedom. Likewise, we think of restrictions on movement as the domain of the underprivileged, such as the current and formerly incarcerated. But as the Covid-19 pandemic revealed, there have always been two sides to immobility: privileged as well as involuntary immobility. There are correspondingly two sides to mobility: those who move because they want to and others because they have no choice. In this class, students will explore conceptions of mobility as adventurous, free, and modern (as with jet-setting international elites). They will compare and contrast when mobility can be threatening, exclusionary, and limited (as recognized by the Black Lives Matter movement). This class invites students to interpret their environment through the lens of mobility and inequality. Drawing on sociology, anthropology, cultural studies, geography, and migration studies, this interdisciplinary course offers a beginning conversation on the causes and consequences of the freedom to move--or to stay still.

Requirements/Evaluation: Thoughtful and consistent class participation, several short reflection papers, two drafts of an opinion essay, class presentation

Prerequisites: None

Enrollment Limit: 15

Enrollment Preferences: Given to first-year students and sophomores, particularly those who have demonstrated an interest in AAS/SOC. If the course overenrolls, the instructor will send out a Google Form to make enrollment decisions.

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 252(D2) AAS 252(D2) SOC 252(D2)

Writing Skills Notes: Emphasis on the processes of writing and revising, several short papers on which students will receive close feedback, and drafts of a final written assessment

Difference, Power, and Equity Notes: This course explores a politics of im/mobilities: how we move through space through different bodies at the intersection of race, class, gender, ability, and citizenship. Students will use their own bodies as research sites for deepening their understanding of how we navigate the freedom to move or stay still.

Fall 2024

SEM Section: 01 MR 2:35 pm - 3:50 pm Phi H. Su

SOC 262 (F) Paper Trails (DPE)

Cross-listings: STS 262 / GBST 262

Primary Cross-listing

Long before the invention of the passport, states or state-like entities sought to document and manage populations and discipline bodies. This course invites students to critically reflect on documentation practices and systemic violence, particularly against racial, ethnic, sexual, and political minorities. Students will explore identity-making through documentary practices such as the three-generation life history, a biographical form that Soviet-allied countries used to reward loyalty and punish disloyalty. Labels, such as a criminal record or pre-existing health conditions, also trail or precede individuals their whole lives. Students will grapple with what happens when the paper trail goes cold--when identification documents are invalidated, birth certificates withheld, household registries purged, and archives destroyed. Students will explore the rise of surveillance and biometric data alongside the actors, technologies, and industries that try to circumvent them in places such as the Xinjiang Uyghur Autonomous Region and along the US-Mexico border. In this project-based course, students will exhume paper trails and imagine alternative ways to create, alter, and subvert them.

Requirements/Evaluation: thoughtful and consistent class participation, facilitation of guest speakers, Special Collections visit, project memos, and final project and presentations

Prerequisites: None

Enrollment Limit: 15

Enrollment Preferences: Anthropology and sociology majors, Global Studies concentrators; Science and Technology Studies concentrators. If the course overenrolls, the instructor will send out a Google Form to make enrollment decisions.

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

SOC 262(D2) STS 262(D2) GBST 262(D2)

Difference, Power, and Equity Notes: In this course, students will interrogate some of the key documents that structure our lives and serve as tools for waging systemic violence against ethnic, racial, sexual, and political minorities. Students will synthesize and apply these lessons about bureaucratic documentation toward the benefit of a community partner.

Fall 2024

SEM Section: 01 MWF 8:30 am - 9:45 am Phi H. Su

SOC 301 (S) Social Construction (DPE)

Cross-listings: COMP 315 / WGSS 302 / STS 301 / REL 301

Secondary Cross-listing

"Social construction" can often seem like the great collegial insight. By now, you've all heard that categories such as race, gender, and sexuality are in some sense not part of nature, but instead are created and maintained socially or culturally. The idea of social construction has been vital to critical race theory and queer theory, and, in this course, we will push ourselves into philosophy of science to see whether or not these same insights apply to everything. If we know that "Whiteness," "heterosexuality," and "masculinity," for instance, are all socially constructed, we will ask if the same is true of "electrons," "money," "the solar system," and "climate change." Can it be that all of our reality is socially constructed? Or does social construction have limits? If so, what are they? We will also ask more fundamental questions, such as: What does it mean to say something is socially constructed? How does social construction relate to claims that an aspect of the world is "real" or "not real?" Is social construction a theory about language, power, culture, societies, human perceptions, or the limits of science? What kind of political, ethical, ontological, or epistemological work do theories of social construction do? We will begin with different accounts of the social construction of race, gender, and sexuality. In the second part of the course, we will dig deeper into philosophical debates about social construction as such. Then we will explore constructionism about natural science. In the last part of the course, we will change gears and explore look at cutting-edge work in the theory of social science aimed at explaining the construction and ontology of social worlds. The class will culminate in a project in which students will put their social construction theories into practice.

Requirements/Evaluation: regular attendance and participation, short weekly reflection papers, a 8-10 page research paper, and final project

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: Preference will be given to majors and concentrators from STS, ANSO, COMP, REL, PHIL, WGSS, AAS, LATS, JWST, and AFR. If the class is overenrolled students will be asked to submit an email about themselves and why they want to take the course.

Expected Class Size: 15

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 315(D1) WGSS 302(D2) STS 301(D2) SOC 301(D2) REL 301(D2)

Difference, Power, and Equity Notes: Central to REL 301 will be an analysis of the social construction of race, gender, and sexuality. It will show how power and difference are tied up in their construction and maintenance of these categories. Students will be taught how to critically analyze race, gender, and sexuality as well as social construction as such. Students will also learn sophisticated tools for studying systems of social power and difference.

Attributes: PHIL Related Courses

Spring 2025

SEM Section: 01 W 1:10 pm - 3:50 pm Jason Josephson Storm

SOC 313 (S) The 626 (DPE)

Cross-listings: AAS 312

Primary Cross-listing

Ryka Aoki's *Light from Uncommon Stars* is "a defiantly joyful adventure in California's San Gabriel Valley, with cursed violins, Faustian bargains, and queer alien courtship over fresh-made doughnuts." What sociological insight could a sci-fi novel about intense extracurricular pressure, food, and foreignness have to offer about the San Gabriel Valley, area code 626? In this course, we take the fantastical characters and plots of Aoki's novel as an invitation to delve into the histories of Asian American settlement to Gabrielino/Tongva lands on the eastern fringes of present-day Los Angeles County. The multilingual boba shops, restaurants, and store fronts throughout the valley mask a history of violent backlash and English-only initiatives. Media reports of academic and musical prodigies skew a broader socioeconomic picture that includes crimmigration, deportation, and xenophobia. And the figure of an intergalactic refugee mother exposes the toll that crossing borders takes on individuals, families, and communities. In this project-based course, we survey the formation of a particular place and its surroundings. In doing so, students grapple with general questions such as: How does migration shape intergenerational dynamics? When and with what tools do people confront racism and intersecting forms of discrimination? How do ethnic enclaves form and fracture? And how do communities mobilize for political rights?

Requirements/Evaluation: thoughtful and consistent participation; mock film festival screening and vote; regular writing assignments; teach-ins

Prerequisites: N/A

Enrollment Limit: 15

Enrollment Preferences: ANSO majors and AAS concentrators. If the course overenrolls, the instructor will send out a Google Form to make

enrollment decisions.

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

SOC 313(D2) AAS 312(D2)

Difference, Power, and Equity Notes: This course explores the making of the San Gabriel Valley as the "Asian American Holy Land." It delves into actors' diverse responses to the model minority stereotype, class, and belonging. Students will evaluate (pan)ethnicity as something to be explained, rather than explanatory, and consider the gaps between diversity and inclusion versus equity in the so-called majority-minority context of the 626.

Attributes: AAS Core Electives

Spring 2025

SEM Section: 01 TF 2:35 pm - 3:50 pm Phi H. Su

SOC 348 (F) Altering States: Post-Soviet Paradoxes of Identity and Difference (DPE) (WS)

Cross-listings: GBST 348 / RUSS 348

Primary Cross-listing

Critics and apologists of Soviet-style socialism alike agree that the Soviet ideology was deeply egalitarian. Putting aside for a moment the very reasonable doubts about how justified this perception actually was, it is still worth asking, how did people who lived in the world in which differences in rank, class, gender or ethnicity were not supposed to matter, make sense of their post-socialist condition, one in which new forms of difference emerged, and old ones assumed greater prominence? And how do these encounters with difference impact current events, such as Russia's invasion of Ukraine, or the lingering tensions between East and West Germans? This tutorial will examine new dilemmas through ethnographic studies and documentary films that aim to capture in real time the process of articulating and grappling with newly discovered divides. We will focus especially closely on Ukraine and Russia, but will also read comparative studies, as well as works on East Germany and Georgia. This course fulfills the DPE requirement by exploring comparatively the ways in which people in different countries made sense of the social, cultural and political heterogeneity of the post-socialist condition.

Requirements/Evaluation: 5-page paper every other week, written comments on the partner's paper in alternate weeks

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: Anthropology, Sociology, and Russian majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

GBST 348(D2) RUSS 348(D1) SOC 348(D2)

Writing Skills Notes: This is a tutorial course, with plenty of opportunities to work on writing and argumentation. Tutorial papers receive written feedback from both the instructor and the tutorial partner, and are workshopped during the tutorial meetings.

Difference, Power, and Equity Notes: Students will learn to identify and interrogate processes of social differentiation and exclusion as they take place across Russia and Eastern Europe. We will also train ourselves to identify parallels, as well as differences, between responses to the social and economic uncertainty ushered by the fall of socialism, and the discontents triggered by similar conditions closer to home.

Attributes: GBST Russian + Eurasian Studies

Fall 2024

TUT Section: T1 M 7:00 pm - 9:40 pm Olga Shevchenko

SOC 349 (S) Race, Gender, and Labor (DPE)

This course draws on approaches from sociology, labor studies, and Black studies to examine the historical and contemporary intersections of race, gender, and labor. In particular, we will explore the racial, classed, and gendered dimensions of the labor movement, historic economic shifts that impacted and reorganized U.S. labor regimes, Black labor in slavery's afterlife as it relates to prisons, and global analyses of racialized gendered labor regimes for migrant and immigrant labor within the Global South and the U.S. We will begin the course by grounding ourselves in the Black feminist framework of intersectionality, which will guide our analyses of the intersections of race, class, and gender in labor formations. We will then focus on the monumental shift in labor relations that enslaved Black people's toppling of the plantation system in the US South brought forth, as well as the technologies of re-enslavement instituted as a reaction to Black people's emancipation. After that, we will move through different themes and time periods, considering how race, gender, and class intersect in regimes of labor exploitation and the successes and setbacks of labor movements.

Requirements/Evaluation: Major course requirements include engagement in course discussions, reading reflections, a midterm paper, group presentations, and final research paper.

Prerequisites: None

Enrollment Limit: 15

Enrollment Preferences: Anthropology and Sociology, Women, Gender, and Sexuality Studies (WGSS) and/or Africana Studies majors

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: This course foregrounds intersectional subjectivities and perspectives. It provides interdisciplinary toolkits to strengthen students' ability to identify and address how unequal power dynamics sustain difference and inequity--e.g., in racial and gender pay gaps and inequalities in the globalized care economy--and to practice collective strategies for transformative social change, engaging with critical epistemologies developed by workers fighting for racial, gender, and economic justice.

Spring 2025

SEM Section: 01 TF 1:10 pm - 2:25 pm Venus M. Green

SOC 380 (S) Who Cares? (DPE)

What does it mean to care--about a person, a situation, or a cause? We often assume that care arises spontaneously and organically. Yet both feelings of care and acts of care always take shape in social contexts. In this course, we will uncover and critically interrogate the norms surrounding caring, caregiving, and care-receiving in our own communities. What social factors influence our willingness to offer care, and to accept it from others? Why is caregiving so heavily gendered and racialized? Is care inevitably corrupted by capitalism? Specific topics will include domestic work and reproductive labor; parenthood; therapy and mental health care; the discourse of self-care; and social movements that center around enacting care. The course will culminate in a significant experiential learning component: as a class, we will work collaboratively to design and implement a project that pushes or challenges the "care norms" in the northern Berkshires.

Requirements/Evaluation: thoughtful and consistent participation, including in-class discussions and shared resources created outside of class time; four journal entries (2-3 pages each); collaboratively designed experiential learning project; annotated bibliography; op-ed style essay (4-5 pages)

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: if overenrolled, students will be asked to submit a short statement of interest

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: This course centers the relationship between structural inequality and the cultural norms surrounding caregiving and care-receiving. Throughout the semester, we will reflect on how care norms both reflect and perpetuate larger systems of inequality, especially race and gender. Through a student-designed experiential learning project, we will strive to create social change in the local community.

Spring 2025

SEM Section: 01 TR 11:20 am - 12:35 pm Christina E. Simko

STS 150 (F) Data for Justice (DPE) (QFR)

Cross-listings: AMST 150 / SOC 150 / WGSS 150 / INTR 150

Secondary Cross-listing

This course is a unique and inclusive introduction to data science where quantitative thinking, programming, and social justice intertwine. We will build our data science skills using R, a popular open-source data science tool. We will focus on essential stages of data analysis, including data acquisition, cleaning, wrangling, visualization, and exploration. But rather than divorcing these techniques from the social issues they can help illuminate, we ground them in a social justice context. Overall, we will apply data science skills to topics drawn from criminal justice, environmental justice, diversity and inclusion in arts and media, education equity, and much more, with the goal of growing our collective capacity to use data science as a tool for social good. During a time when humans are increasingly subjugated to data-driven algorithmic decisions, when there are social media accounts dedicated to highlighting misuses of data, and when artificial intelligence makes faking data a nearly trivial task, using data to ethically and carefully promote justice is more important than ever.

Class Format: This course is taught in a highly interactive format and will frequently use a flipped-classroom approach. Students should expect substantial time devoted to in-class collaboration.

Requirements/Evaluation: Students will complete regularly assigned activities, problem sets, and other assessments. To move towards a non-hierarchical, transparent, and egalitarian grading system, the instructor adopts a mastery-based approach.

Prerequisites: None. This course assumes no prior knowledge of data science or R programming. An interest in social justice and a willingness to engage intensively with data and computing are essential.

Enrollment Limit: 18

Enrollment Preferences: Students without prior college-level courses in statistics and programming.

Expected Class Size: 18

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

STS 150(D2) AMST 150(D2) SOC 150(D2) WGSS 150(D2) INTR 150(D2)

Difference, Power, and Equity Notes: This course uses data science as a lens for injustice in spheres such as criminal justice, environmental justice, diversity and inclusion in arts and media, education equity. We will consider race, gender, LGBTQ+, disability, and other axes of identity. Additionally, we will adopt a data-critical perspective, thinking about how social forces shape data and our understanding of it.

Quantitative/Formal Reasoning Notes: This course teaches quantitative tools in R, a widely-adopted data science platform. We will focus on essential stages of data analysis, including data acquisition, cleaning, wrangling, visualization, and exploration.

Fall 2024

LEC Section: 01 TR 9:55 am - 11:10 am Chad M. Topaz

LEC Section: 02 TR 11:20 am - 12:35 pm Chad M. Topaz

STS 208 (S) Designer Genes (DPE)

Cross-listings: ENGL 208 / WGSS 208 / AMST 206

Secondary Cross-listing

In this course, we explore cultural texts that attempt to come to terms with--or exploit--the revolution in contemporary genetics with a particular focus on gender, race, class, and sexuality. The mapping of the human genome in 2001 opened incredible opportunities for medicine, law, and society, but it also, as Alice Wexler has written, "opened a vast arena for contests of power over what it means to be human, who has the power to define what is normal, [and] who has access to what resources and when." Wexler was writing before the final sequencing of the human genome. Now we have CRISPR technology, ushering in a new, more pressing set of ethical concerns. We are currently in the midst of a "global race to genetically modify humans," as the anthropologist Eben Kirksey has documented in his new book *The Mutant Project*. How will we come to define the human? Who gets to decide? Our writers and filmmakers make clear that genetic medicine cannot be thought apart from a profit-driven American health care system or family and gender dynamics. Joanna Rudnick's documentary *In the Family*, for instance, explores the personal and political issues associated with hereditary breast cancer and the patenting of genes. Octavia Butler's Afro-futurist novel *Dawn* explores black female sexuality, reproduction, and the survival of the species in her character's encounter with a genetically enhanced alien species. The film *Gattaca* shows us a fully realized dystopian society where genetically modified humans are the norm--a society that now "has discrimination down to a science." The transgender artist Tamara

Pertamina, on the other hand, "hopes to decolonize the science of genetic engineering," as Kirksey has written, with her performance artist projects. Our texts come from a number of different genres, including the memoir, science fiction, film, documentary, art, and non-fiction writing at the intersections of science, medicine, philosophy, anthropology, and law.

Requirements/Evaluation: Personal essay, short analysis papers, final research group project

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: None; if class is overenrolled, professor will ask for statements of interest.

Expected Class Size: 25

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 208(D1) STS 208(D2) WGSS 208(D2) AMST 206(D2)

Difference, Power, and Equity Notes: This course asks students to think deeply about questions of social justice in the context of the revolution in modern genetics. Race, class, gender, and sexuality all play a role in who has access to new life-saving technologies, and how these technologies are used. This course employs critical tools (feminist and queer theory, ethics' case studies, close reading) to help students question and articulate the social injustices at play in scientific research and bioengineering.

Attributes: AMST Critical and Cultural Theory Electives ENGL Criticism Courses ENGL Literary Histories C WGSS Racial Sexual + Cultural Diversity Courses

Spring 2025

SEM Section: 01 TF 2:35 pm - 3:50 pm Bethany Hicok

STS 229 (S) The Panopticon: Surveillance, Power, and Inequality (DPE)

Cross-listings: SOC 228

Secondary Cross-listing

Surveillance is built into the very fabric of modern life. From CCTV cameras, to supermarket loyalty cards, to the massive gathering of personal data on social media sites, people participate in today's "surveillance societies" just by doing everyday activities. This course uses the metaphor of the "Panopticon" as a doorway to engagement with traditional and new forms of surveillance. First described by philosopher and social theorist Jeremy Bentham, the Panopticon is a physical structure that enables one observer to see all inhabitants without those inhabitants knowing when they are being observed. In *Discipline and Punish*, Michel Foucault famously expanded thinking on the Panopticon as a metaphor for the "disciplinary" power that lies at the heart of inequality in modern society. Since Bentham and Foucault's time, however, surveillance technologies have changed significantly. To what extent does the concept of the Panopticon give us purchase on today's surveillance societies? How does watching people with new digital and algorithmic surveillance technologies shape the exercise of power and, in turn, (re)produce forms of inequality? Can privacy, convenience, and safety ever be truly balanced? Topics include: the historical origins and expansion of surveillance in modern societies, policing and state surveillance, and social media surveillance.

Requirements/Evaluation: participation, reading responses, midterm essay, final paper

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: Anthropology and Sociology majors

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

STS 229(D2) SOC 228(D2)

Difference, Power, and Equity Notes: This course explores how power is distributed unequally through the mechanism of surveillance technologies, particularly in regard to racial and class differences. Among other topics, it will consider the concrete case of surveillance by police in Baltimore City and the question of if and when surveillance is appropriate there, given the city's ongoing crisis of citizen and police violence. Students will discuss

police surveillance in a context shaped by racial segregation and class inequality.

Spring 2025

SEM Section: 01 MR 2:35 pm - 3:50 pm Ben Snyder

STS 262 (F) Paper Trails (DPE)

Cross-listings: SOC 262 / GBST 262

Secondary Cross-listing

Long before the invention of the passport, states or state-like entities sought to document and manage populations and discipline bodies. This course invites students to critically reflect on documentation practices and systemic violence, particularly against racial, ethnic, sexual, and political minorities. Students will explore identity-making through documentary practices such as the three-generation life history, a biographical form that Soviet-allied countries used to reward loyalty and punish disloyalty. Labels, such as a criminal record or pre-existing health conditions, also trail or precede individuals their whole lives. Students will grapple with what happens when the paper trail goes cold--when identification documents are invalidated, birth certificates withheld, household registries purged, and archives destroyed. Students will explore the rise of surveillance and biometric data alongside the actors, technologies, and industries that try to circumvent them in places such as the Xinjiang Uyghur Autonomous Region and along the US-Mexico border. In this project-based course, students will exhume paper trails and imagine alternative ways to create, alter, and subvert them.

Requirements/Evaluation: thoughtful and consistent class participation, facilitation of guest speakers, Special Collections visit, project memos, and final project and presentations

Prerequisites: None

Enrollment Limit: 15

Enrollment Preferences: Anthropology and sociology majors, Global Studies concentrators; Science and Technology Studies concentrators. If the course overenrolls, the instructor will send out a Google Form to make enrollment decisions.

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

SOC 262(D2) STS 262(D2) GBST 262(D2)

Difference, Power, and Equity Notes: In this course, students will interrogate some of the key documents that structure our lives and serve as tools for waging systemic violence against ethnic, racial, sexual, and political minorities. Students will synthesize and apply these lessons about bureaucratic documentation toward the benefit of a community partner.

Fall 2024

SEM Section: 01 MWF 8:30 am - 9:45 am Phi H. Su

STS 301 (S) Social Construction (DPE)

Cross-listings: COMP 315 / WGSS 302 / SOC 301 / REL 301

Secondary Cross-listing

"Social construction" can often seem like the great collegial insight. By now, you've all heard that categories such as race, gender, and sexuality are in some sense not part of nature, but instead are created and maintained socially or culturally. The idea of social construction has been vital to critical race theory and queer theory, and, in this course, we will push ourselves into philosophy of science to see whether or not these same insights apply to everything. If we know that "Whiteness," "heterosexuality," and "masculinity," for instance, are all socially constructed, we will ask if the same is true of "electrons," "money," "the solar system," and "climate change." Can it be that all of our reality is socially constructed? Or does social construction have limits? If so, what are they? We will also ask more fundamental questions, such as: What does it mean to say something is socially constructed? How does social construction relate to claims that an aspect of the world is "real" or "not real?" Is social construction a theory about language, power, culture, societies, human perceptions, or the limits of science? What kind of political, ethical, ontological, or epistemological work do theories of social construction do? We will begin with different accounts of the social construction of race, gender, and sexuality. In the second part of the course, we will dig deeper into philosophical debates about social construction as such. Then we will explore constructionism about natural science. In the last part of the course, we will change gears and explore look at cutting-edge work in the theory of social science aimed at explaining the construction and

ontology of social worlds. The class will culminate in a project in which students will put their social construction theories into practice.

Requirements/Evaluation: regular attendance and participation, short weekly reflection papers, a 8-10 page research paper, and final project

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: Preference will be given to majors and concentrators from STS, ANSO, COMP, REL, PHIL, WGSS, AAS, LATS, JWST, and AFR. If the class is overenrolled students will be asked to submit an email about themselves and why they want to take the course.

Expected Class Size: 15

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 315(D1) WGSS 302(D2) STS 301(D2) SOC 301(D2) REL 301(D2)

Difference, Power, and Equity Notes: Central to REL 301 will be an analysis of the social construction of race, gender, and sexuality. It will show how power and difference are tied up in their construction and maintenance of these categories. Students will be taught how to critically analyze race, gender, and sexuality as well as social construction as such. Students will also learn sophisticated tools for studying systems of social power and difference.

Attributes: PHIL Related Courses

Spring 2025

SEM Section: 01 W 1:10 pm - 3:50 pm Jason Josephson Storm

STS 323 (F) Writing Gender in Sci-Fi and Speculative Fictions (DPE)

Cross-listings: WGSS 329 / ENGL 329

Primary Cross-listing

This creative writing course will pair selected readings in feminist STS and queer theory with science fiction, speculative fiction, and horror stories that together put questions to gender. How and when is sci-fi a home for radical re-imaginings of gender? When and why does "genre fiction" house (and facilitate) radical gender politics--or their opposite? Readings may include works by Octavia Butler, Ursula Le Guin, Brian Evanson, and Samuel Delany. Students will both analyze these fictions and take them as inspirations for their own stories and worlds.

Class Format: This course balance seminar-style discussion with workshops examining students' creative writing.

Requirements/Evaluation: Students will be evaluated on three substantial pieces of writing, in multiple drafts. Students will be able to choose their balance of creative and analytical (expository) prose (2-1 or 1-2). Attendance, along with seminar and workshop discussion, will count toward the final grade. There will be no exam.

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: STS concentrators; WGSS majors; students who have not taken other creative writing courses at Williams.

Expected Class Size: 25

Grading: yes pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 329(D2) ENGL 329(D1) STS 323(D2)

Difference, Power, and Equity Notes: In this course students will confront and reflect on the operations of difference, power, and equity through readings, class discussions, and assignments. Readings include scholarship on the construction of gender and sexuality, as well as works of fiction that denaturalize the categories of sex and gender. Course assignments will include expository and creative writing, and students will work in both modes to imagine how this world could be otherwise and how other worlds could be.

Fall 2024

SEM Section: 01 W 1:10 pm - 3:50 pm Ezra D. Feldman

STS 363 (S) Data for Justice Research Practicum (DPE) (QFR)

Cross-listings: WGSS 363 / INTR 350 / AMST 363

Secondary Cross-listing

Civil rights activist, educator, and investigative journalist Ida B. Wells said that "the way to right wrongs is to shine the light of truth upon them." In this inclusive, collaborative, research-based course, students will bring statistical, computational, and/or mathematical approaches to bear on issues of social justice. Guided closely by the instructor, students will work in groups to carry out original research in an area such as criminal justice, education equity, environmental justice, health care equity, economic justice, or inclusion in arts/media. Prior research experience is not required; one goal of this course is to build skills for advanced research.

Class Format: This course is an intensive research practicum. Formation of research groups and selection of research topics will be facilitated by the instructor. The primary modality of work is peer collaboration.

Requirements/Evaluation: To move towards a non-hierarchical, transparent, and egalitarian grading system, the instructor adopts a mastery-based, ungraded assessment framework.

Prerequisites: INTR 150 (Data for Justice), or prior equivalent exposure to computing, statistics, and social justice topics as approved by the instructor.

Enrollment Limit: 10

Enrollment Preferences: Students who have a declared major in Division I or II, who meet the prerequisites of the course, and who fill out the instructor's preregistration survey (contact the instructor for link).

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 363(D2) STS 363(D2) INTR 350(D2) AMST 363(D2)

Difference, Power, and Equity Notes: Students will research issues of social justice in areas such as criminal justice, arts/media, environmental justice, education, and health care, and along identity axes such as gender, race/ethnicity, disability status, and sexual orientation.

Quantitative/Formal Reasoning Notes: Students will use multiple mathematical, statistical, and computational frameworks to acquire, model, and analyze real-world data.

Spring 2025

SEM Section: 01 TR 9:55 am - 11:10 am Chad M. Topaz

SEM Section: 02 TR 11:20 am - 12:35 pm Chad M. Topaz

STS 373 (S) Technologies of Race (DPE) (WS)

Cross-listings: AMST 372 / AFR 374

Secondary Cross-listing

This course is an introduction to theories, methods, sources, and approaches for interdisciplinary research and creativity in and through the interdisciplinary field of American Studies. We will focus on the intersection of race, gender, sexuality, and disability with modern media technologies, from early photography in the mid-19th century to contemporary trends in machine learning and artificial intelligence. Through a process of shared inquiry, course participants will investigate the ways that historical legacies of oppression and futuristic speculation combine to shape human lives in the present under racial capitalism. Whether analyses of the automation of militarized border control in Texas, or of the ways that obsolete, racist concepts are embedded in machine vision and surveillance systems, the readings in the course will chart out the key moments in the co-evolution of race and technology in the Americas. Students will gain a working competence in all four tracks of the American Studies major (Space and Place; Comparative Studies in Race, Ethnicity, and Diaspora; Arts in Context; and Critical and Cultural Theory). Finally, we will also explore alternative paths toward a future where technology might help to effect the abolition of oppressive structures and systems, rather than continue to perpetuate them.

Requirements/Evaluation: Four papers, in-class writing/reflective work, and a final exam.

Prerequisites: none

Enrollment Limit: 16

Enrollment Preferences: AMST majors or prospective majors.

Expected Class Size: 16

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 372(D2) STS 373(D2) AFR 374(D2)

Writing Skills Notes: Students in this course develop a capacity to write generative arguments in an interdisciplinary scholarly context. Students will receive feedback not only on structure, substance, and style, but also on how to best build a line of inquiry, how to gather high-quality evidence, and how to make one's thinking productively intersect with more than one scholarly or creative field.

Difference, Power, and Equity Notes: This course requires students to contextualize technologies historically and in relation to one another, with attention to their entanglements with racial discourses and racism. Students gain critical skills that equip them to imagine possible futures where technologies serve increasingly as abolitionist tools.

Attributes: AFR Theories, Methods, and Poetics AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora AMST Critical and Cultural Theory Electives AMST Space and Place Electives

Spring 2025

SEM Section: 01 MR 1:10 pm - 2:25 pm Brian Murphy

THEA 109 (S) The Art of Yoga: Practice, Philosophy, Politics, Possibilities (DPE)

Cross-listings: ASIA 109

Primary Cross-listing

This course offers an immersive, interdisciplinary approach to hatha yoga, the branch of yoga that emphasizes bodily techniques for channeling energy, and achieving balance and quietude. It has been practiced and theorized variously in South Asia since ancient times. More recently, beginning in the late 19th century, it has been popularized throughout the globe, and has served as a source of inspiration for artists in various disciplines, including the theatre. Our work will follow four interrelated paths that will provide a broad context for our own experience and offer us tools for developing creativity: 1) We will dedicate ourselves to the careful study of the physical practice of yoga asanas, giving emphasis to biomechanical principles of alignment. Our study will include some basics of yoga anatomy; 2) We will study some allied philosophical principles, as they emerge from the Sanskrit text, Patanjali's *Yoga Sutras*, and some current commentaries on that text, by means of expanding the significance of our practice to all areas of our lives; 3) We will attend to the cultural politics of yoga by discussing new scholarship on its ancient origins as well as critical inquiry about how issues of appropriation, Orientalism, and racism shape its current manifestations; 4) We will examine how artists have incorporated elements of yoga into their practice. To explore how yoga might support our own artistic and innovative thinking, we will pair our practice with creative exercises. In this way, the course aims to explore the relationship of theory and practice. It will be of interest to students in the arts and anyone interested in fostering artistry and the imagination. Students must be prepared to engage in a physical practice of asana, as well as commit to reading, writing, and discussion. No previous experience with yoga is required.

Requirements/Evaluation: Students will write 3-page weekly papers, either in response to readings or embodied exercises, or the tutorial partner's essay. Written feedback will be given by instructor. Students will be expected to demonstrate that they are regularly practicing outside of class both by the quality of questions they bring to our sessions together, as well as their continuous refinement of the poses. Students will not be evaluated in relation to a standard, but according to their own dedicated and steady progress with respect to the experience of yoga practice. The evaluation process includes attendance.

Prerequisites: Prospective students will be asked to submit an online form with questions about their interest in the class.

Enrollment Limit: 10

Enrollment Preferences: Preference will be given to first-year students.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Materials/Lab Fee: \$50 for yoga mat, belt, and balls.

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

THEA 109(D1) ASIA 109(D1)

Difference, Power, and Equity Notes: Throughout the course we will reflect on the ways in which the knowledge created through yogic practice and philosophy disrupts and provincializes European epistemological systems. Moreover, we will engage in critical inquiry into the ways in which the global popularity of yoga is shaped by colonial legacies of Orientalist representation, as well as contemporary modes of cultural appropriation and consumerism.

Spring 2025

TUT Section: T1 TBA Shanti Pillai

THEA 216 (F) Asian/American Identities in Motion (DPE)

Cross-listings: AAS 216 / AMST 213 / DANC 216 / GBST 214 / ASIA 216

Secondary Cross-listing

The course aims to explore dance and movement-based performances as mediums through which identities in Asian and Asian American (including South Asian) communities are cultivated, expressed, and contested. Students will engage with how social and historical contexts influence the processes through which dance practices are invested with particular sets of meanings, and how artists use performance to reinforce or resist stereotypical representations. Core readings will be drawn from Dance, Performance, Asian, and Asian American Studies to engage with issues such as nation formation, racial and ethnic identity politics, appropriation, tradition and innovation among other topics. This is primarily a discussion-based seminar course, and might also include screenings, movement workshops, and discussion with guest artists and scholars. No previous dance experience is required.

Requirements/Evaluation: reading responses, in-class writing assignments, participation in discussions and presentations, two 5-6 page essays, and a final cumulative essay assignment.

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: first years and sophomores

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AAS 216(D2) AMST 213(D2) DANC 216(D1) GBST 214(D2) ASIA 216(D1) THEA 216(D1)

Difference, Power, and Equity Notes: This course introduces students to the role of performance in nation formation in Asia and the history of Asian Americans in the US through analysis of dance practices. Student will explore how race was central to the formation of Asian and the American nations, and how social and legal discriminatory practices against minorities influence identity and popular cultural practices. The assigned material provide examples of how artists address these inequalities and differences in social power.

Attributes: AAS Core Electives AAS Gateway Courses

Fall 2024

SEM Section: 01 WF 11:00 am - 12:15 pm Munjulika R. Tarah

THEA 226 (S) Gender and the Dancing Body (DPE)

Cross-listings: DANC 226 / AMST 226 / WGSS 226

Secondary Cross-listing

This course posits that the dancing body is a particularly rich site for examining the history of gender in America and beyond. The aim of the course is to explore ideas related to gender as prescribed by dominant cultural, social, and religious institutions, and how dance has been used to challenge those normative ideologies. We will examine a wide range of dance genres, from stage performances to popular forms to dance on television, with particular attention to the intersections of race and class with gender. This is primarily a discussion-based seminar course and may also include film screenings, movement workshops, discussions with guest artists and scholars. No previous dance experience required.

Requirements/Evaluation: participation in discussions and presentations, reading responses, in-class writing assignments, two 5-6 page essays,

and a final cumulative essay.

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: first years and sophomores

Expected Class Size: 10-15

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

DANC 226(D1) AMST 226(D2) WGSS 226(D2) THEA 226(D1)

Difference, Power, and Equity Notes: In the course, students will explore the concept of gender as a social construction and how the body's historical associations to markers of gender and sexuality lead to differences in socio-political power. The assigned texts and viewings provide examples of how bodies and their movements make meaning in a network of power relationships, and how artists use dance to address social inequalities such as sexism, racism, and transmisogyny, to imagine a more just world.

Spring 2025

SEM Section: 01 WF 11:00 am - 12:15 pm Munjulika R. Tarah

THEA 231 (F) Race and Performance (DPE)

How does race function in performance, and, dare we say, "live and in living color?" How does one deconstruct discrimination at its roots? From a perspective of global solidarity, we will read plays every week and examine how race functions in theater and performance. This class offers students a discussion that does not center whiteness, but takes power, history, culture, philosophy, and hierarchy as core points of debate. In the first three weeks, we will establish the common terms of the discussion about stereotypes, representation, and historical claims, but then we will quickly move toward an advanced conversation about effective discourse and activism through art, performance, and cultural production. In this class, we assume that colonialism, slavery, white supremacy, and oppressive contemporary state apparatuses are real, undeniable, and manifest. Since our starting point is clear, our central question is not about recognizing or delineating the issues, but rather, it is a debate about how to identify the target of our criticism in order to counter oppression effectively and dismantle long-standing structures. Not all BIPOC communities are represented in this course, as claiming comprehensive inclusion in a single semester would be tokenistic and disingenuous. Instead, we will aspire to understand and negotiate some of the complexities related to race in several communities locally in the U.S. and beyond.

Requirements/Evaluation: Requirement/Evaluation: Participation; performance review; in-class presentation; and final paper.

Prerequisites: None.

Enrollment Limit: 14

Enrollment Preferences: Declared or prospective Theatre majors; students who have taken Theatre 101.

Expected Class Size: 14

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (DPE)

Difference, Power, and Equity Notes: Entire focus of the course is on how representations of race in cultural production affect ideas surrounding oppression, discriminatory social structures, etc.

Fall 2024

SEM Section: 01 TR 11:20 am - 12:35 pm

THEA 271 (S) Acting Out: Performativity, Production, and Politics in East Asian Theatres (DPE)

Cross-listings: CHIN 275 / COMP 271 / ASIA 275 / AAS 275

Secondary Cross-listing

"Asian Theaters," for those in the West, can conjure up a variety of exotic impressions: spectacle and cacophony, mysterious masks and acrobatic bodies, exquisite styles and strangely confusing conventions. Although Asian theaters have been studied systematically in the West for at least a century, the West has never truly left its "othering" look at them. Yet, what is "different" for the West is bedrock for Asian cultures. Theatre, one of the

most important and dynamic forms of cultural production and communication, has actively involved all strata of Asian societies for a millennium. How to explain theatre's continued presence and relevance for Asian nations? What do the traditions of Kun, Kabuki, and P'ansori reveal about the cultures and communities in which they were created? This course seeks to understand from the Asian perspective, rather than "exoticize" and "other," musical and dance theatres from China, Japan, and Korea. Examining the evolving presentations of signature dramas dating from the sixteenth to the eighteenth centuries, we will act out Asian theatres in the following ways: (1) by reading the original plays in translation in tandem with their contemporary and intercultural reproductions, we will explore how Asian theatres fare in the era of globalization within and beyond national borders; (2) by revealing the "technologies" of writing, reading, acting, and staging these plays in different cultural milieus, we will consider what kinds of language and rhetoric, forms of music and movement, as well as visual components are deployed to convey evolving messages; (3) by considering key performances held outside of the proscenium stage, we will gain exposure to alternative theatrical spaces in Asian and diasporic communities that reform performing conventions, reconfigure staging environments, and renegotiate cultural values. In this manner, we will together gain an appreciation for the aesthetic devices, thematic concerns, and production politics of East Asian theatres and their global reproductions. Class materials include drama, production videos, and invited zoom sessions with Asian theatre practitioners and directors who live in the U.S. and other diasporic communities. All materials are in English. No language prerequisite. Funded by the Global Initiatives Venture Fund, this course includes an all-expense-paid travel component, a cultural and academic exchange project titled "Redefining Amateurism: Experiential Learning with Student Theatre in Contemporary China," which will bring up to eight Williams students to Nanjing, China during the Spring Break (3/23-4/3/2025). Students will participate in workshops with playwrights and theater-makers in contemporary China and engage in black-box theater productions with students from Nanjing University and Shanghai Theatre Academy. This travel component is OPTIONAL for students taking this course. However, students enrolled in this class will receive priority consideration to be included in the free travel project. Selection criteria include active participation, excellent performance in the course, etc.

Class Format: Funded by the Global Initiatives Venture Fund, this course includes an all-expense-paid travel component, which will bring up to eight Williams students to Nanjing, China during the Spring Break (3/23-4/3/2025). This travel component is OPTIONAL for students taking this course. However, students enrolled in this class will receive priority consideration to be included in the free travel project. Selection criteria include active participation, excellent performance in the course, etc.

Requirements/Evaluation: Evaluation will be based on 1) ACTIVE in-class discussion; 2) three small projects (papers and audio/video essays); 3) a take-home midterm; and 4) Poster presentation based on students' final projects.

Prerequisites: None; open to all. No knowledge of Asian languages required, though students with advanced Asian language proficiency are encouraged to work with primary sources if they wish.

Enrollment Limit: 20

Enrollment Preferences: Current or prospective majors in the Department of Asian Languages, Literatures, and Cultures; Theatre majors; Comp Lit majors; Concentrators in Asian Studies or Asian American Studies.

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

CHIN 275(D1) THEA 271(D1) COMP 271(D1) ASIA 275(D1) AAS 275(D2)

Difference, Power, and Equity Notes: This course examines the power dynamics of spectacle and cacophony and how theatre provided a cultural space that engaged all strata of East Asian societies, thereby masking class and ethnic divisions within these nation-states, while also presenting a distinct image of "China," "Japan," and "Korea" to be consumed in the West. Students will learn ways in which "traditional" theatre productions affirm or subvert Western biases against Asians.

Attributes: AAS Non-Core Electives GBST East Asian Studies

Spring 2025

SEM Section: 01 TF 2:35 pm - 3:50 pm Man He

THEA 390 (F) Feminist and Queer Horror Films (DPE)

Cross-listings: WGSS 398 / ENGL 333 / AMST 390 / COMP 390

Secondary Cross-listing

This course focuses on pairing theoretical readings with a variety of horror films with feminist or queer themes. Many tropes are associated with this genre - "the final girl" in slasher movies, "the transvestite murderer," femme lesbian vampires, supernatural BDSM figures, vampires as allegories for

HIV/AIDS, werewolves as metaphors for FTM gender transitions or puberty, lonely mothers in creaky houses as unreliable narrators, Satanic spawn, and creepy long-haired girls. Some films reinforce gender stereotypes while others snap on more explicitly feminist and queer lenses. This course functions as a survey of many different genres, introducing students to classic 1970s films and working up to the present day and we will learn how these tropes developed and then were subverted by more modern day films such as those by A24 Studies and the new renaissance of Black horror, etc. Most films will focus on the US, with some notable exceptions in Japan, Spain, and elsewhere globally. There will be graphic content. You must be 18 or over to take this class.

Requirements/Evaluation: Class participation, short reflection papers, 2-3 extemporaneous oral class responses, several creative assignments.

Prerequisites: None. Prior WGSS courses will be helpful.

Enrollment Limit: 15

Enrollment Preferences: Stage 1 is a statement of interest form; Stage 2 will be a very brief interview. There is NO preference by major or class year.

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Materials/Lab Fee: Some of the creative assignments will have an "artsy-craftsy" component, but should not cost more than 25 dollars total per student per semester, though amounts will vary depending on how the student chooses to execute the assignment.

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 398(D2) ENGL 333(D1) AMST 390(D2) COMP 390(D1) THEA 390(D1)

Difference, Power, and Equity Notes: This course necessarily examines power when it comes to gender and sexuality - who has it? what do they do with it? how does this power turn deadly? how can agency be regained? Horror is almost never about equitable situations but rather the imbalance that comes from difference (along whatever axis) causing a lack of equity.

Attributes: WGSS Racial Sexual + Cultural Diversity Courses

Fall 2024

SEM Section: 01 MW 7:00 pm - 8:15 pm Gregory C. Mitchell

WGSS 101 (F)(S) Introduction to Women's, Gender & Sexuality Studies (DPE) (WS)

This course is designed to initiate you into the pleasures, pains and perplexities of critical thinking about gender and the situations of women across the globe. We will survey a wide variety of writers and issues--historical and contemporary, theoretical and practical. Above all, the course is intended as an exploration of the tremendous diversity of thought contained under the general rubrics of feminist and gender studies and a vehicle for developing skills in writing and research as well as analytical tools for further work in the field. The goal is not to bring about a specific point of view, but rather to learn to analyze issues critically using the methods and frameworks that feminist theory and queer theory have developed as academic disciplines.

Class Format: Mix of lectures and seminars

Requirements/Evaluation: Participation during class and in online forums, weekly reading responses, two short essays with revisions, and a final research paper

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: WGSS majors and potential WGSS majors

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Unit Notes: required course for the Women's, Gender and Sexuality Studies major

Distributions: (D2) (DPE) (WS)

Writing Skills Notes: This course requires significant attention to the craft of writing. Essential to this craft is the process of editing and rewriting materials with feedback from peers and professors. Students are expected to focus on improving analytical skills, critical thinking, and argumentation through attention to the writing process. They are also expected to give meaningful critical feedback on the writing of their peers.

Difference, Power, and Equity Notes: This course meets the DPE requirement because it asks students to reflect critically on issues of gender and

sexuality around the world in a comparative contextual framework. Students will be asked in seminar space to discuss the operation of difference and power within as well as across different gender, class, racial, and sexual identities while learning in lecture meetings about feminist and queer studies' history, activism, and theory.

Attributes: WGSS Theory Courses

Fall 2024

SEM Section: 01 TR 9:55 am - 11:10 am Greta F. Snyder

SEM Section: 02 TF 1:10 pm - 2:25 pm Kiaran Honderich

SEM Section: 03 MR 1:10 pm - 2:25 pm Mejdulene B. Shomali

Spring 2025

SEM Section: 01 TR 9:55 am - 11:10 am Greta F. Snyder

SEM Section: 02 MR 1:10 pm - 2:25 pm Mejdulene B. Shomali

WGSS 105 (F) American Girlhoods (DPE) (WS)

Cross-listings: ENGL 105

Secondary Cross-listing

The image of the girl has captivated North American writers, commentators, artists, and creators of popular culture for at least the last two centuries. What metaphors, styles of writing, ideas of "manners and morals" does literature about girls explore? What larger cultural and aesthetic concerns are girls made to represent? And how is girlhood articulated alongside and/or intertwined with other identities and identifications, such as race, ethnicity, class, and sexuality? These are some of the issues we will explore in this course.

Requirements/Evaluation: at least 20 pages of writing; short, more informal writing assignments; GLOW posts; class participation

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: first-year students who do not have a 5 on the AP and/or have not previously taken a 100-level English class

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 105(D2) ENGL 105(D1)

Writing Skills Notes: Students do at least 20 pages of writing (4-5 papers) and are required to revise several papers. We also devote significant class time to talking about successful academic writing. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: This course considers the construction of girlhood in the United States along the axes of race, gender, sexuality, class and more, and the literary history of who, in various moments in America, has even been allowed to claim the privileges of and/or be burdened with the idea of being a girl. It examines how girlhood is represented in relation to (in)equity and power and what kinds of literary and cultural forms writers utilize to illuminate these differences.

Fall 2024

SEM Section: 01 TF 2:35 pm - 3:50 pm Kathryn R. Kent

WGSS 113 (F) The Feminist Poetry Movement (DPE) (WS)

Cross-listings: AMST 113 / ENGL 113

Secondary Cross-listing

Feminist poetry and feminist politics were so integrated in the 1960s and 1970s in America that critical essays on poets, such as Adrienne Rich and Audre Lorde, appeared in the same handbook that listed such resources for women as rape crisis centers and health clinics. This course will map the crucial alliance between feminist politics (and its major cultural and political gains) and the feminist poetry movement that became a major "tool" for

building, organizing, and theorizing second-wave feminism. In order to track this political and poetic revolution, we will take an interdisciplinary approach that brings together historical, critical, and literary documents (including archival ones) and visual products (through the Object Lab of the Williams College Art Museum) that recreate the rich context of the period and help us consider the important social nature of aesthetic production. At the center of the course will be writings of major poets of the period, as well as anthologies and feminist periodicals that published their work and created a significant forum and shared space for women to articulate the politics and poetics of change. These periodicals and anthologies will also help us track the diversity of the feminist poetry movement and its intersection with issues of race, class, ethnicity, and sexuality. Ultimately, we will want to consider how poetry serves as an important tool for thinking through questions of power and injustice and what role it plays in creating necessary imaginative space in the world for expression, critique, and change.

Class Format: discussion, some lecture, project work in archives and art gallery

Requirements/Evaluation: two-three short analysis papers, creative (1-2 pages), curated final project (archival exhibit and digital project), presentations

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: first years

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 113(D2) ENGL 113(D1) WGSS 113(D2)

Writing Skills Notes: Writing skills taught through a series of assignments evenly spaced throughout the semester: two to three four-to-five-page graded papers, one creative assignment, and a final digital research project (8-10-page equivalent; peer reviewed). Students receive critical feedback on written assignments a week prior to due date through conferences and Google Docs and on final graded assignments within one week with sufficient time between assignments to improve the next assignment.

Difference, Power, and Equity Notes: The course examines the effects of class, race, ethnicity, gender, and sexuality on both poetry and the movement and how women negotiated their differences within the movement, as well as in response to the dominant patriarchal culture. This course employs critical tools (feminist theory, archival research, poetics, close reading, comparative approaches) to help students question and articulate the social injustices that led to the poetry and poetics of the Women's Liberation Movement.

Attributes: AMST Critical and Cultural Theory Electives ENGL Criticism Courses EXPE Experiential Education Courses WGSS Racial Sexual + Cultural Diversity Courses WGSS Theory Courses

Fall 2024

SEM Section: 01 TF 2:35 pm - 3:50 pm Bethany Hicok

WGSS 150 (F) Data for Justice (DPE) (QFR)

Cross-listings: STS 150 / AMST 150 / SOC 150 / INTR 150

Secondary Cross-listing

This course is a unique and inclusive introduction to data science where quantitative thinking, programming, and social justice intertwine. We will build our data science skills using R, a popular open-source data science tool. We will focus on essential stages of data analysis, including data acquisition, cleaning, wrangling, visualization, and exploration. But rather than divorcing these techniques from the social issues they can help illuminate, we ground them in a social justice context. Overall, we will apply data science skills to topics drawn from criminal justice, environmental justice, diversity and inclusion in arts and media, education equity, and much more, with the goal of growing our collective capacity to use data science as a tool for social good. During a time when humans are increasingly subjugated to data-driven algorithmic decisions, when there are social media accounts dedicated to highlighting misuses of data, and when artificial intelligence makes faking data a nearly trivial task, using data to ethically and carefully promote justice is more important than ever.

Class Format: This course is taught in a highly interactive format and will frequently use a flipped-classroom approach. Students should expect substantial time devoted to in-class collaboration.

Requirements/Evaluation: Students will complete regularly assigned activities, problem sets, and other assessments. To move towards a non-hierarchical, transparent, and egalitarian grading system, the instructor adopts a mastery-based approach.

Prerequisites: None. This course assumes no prior knowledge of data science or R programming. An interest in social justice and a willingness to engage intensively with data and computing are essential.

Enrollment Limit: 18

Enrollment Preferences: Students without prior college-level courses in statistics and programming.

Expected Class Size: 18

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

STS 150(D2) AMST 150(D2) SOC 150(D2) WGSS 150(D2) INTR 150(D2)

Difference, Power, and Equity Notes: This course uses data science as a lens for injustice in spheres such as criminal justice, environmental justice, diversity and inclusion in arts and media, education equity. We will consider race, gender, LGBTQ+, disability, and other axes of identity. Additionally, we will adopt a data-critical perspective, thinking about how social forces shape data and our understanding of it.

Quantitative/Formal Reasoning Notes: This course teaches quantitative tools in R, a widely-adopted data science platform. We will focus on essential stages of data analysis, including data acquisition, cleaning, wrangling, visualization, and exploration.

Fall 2024

LEC Section: 01 TR 9:55 am - 11:10 am Chad M. Topaz

LEC Section: 02 TR 11:20 am - 12:35 pm Chad M. Topaz

WGSS 152 (F) The Fourteenth Amendment and the Meanings of Equality (DPE) (WS)

Cross-listings: HIST 152

Secondary Cross-listing

For more than 150 years, the 14th Amendment of the U.S. Constitution has served as the principal touchstone for legal debates over the meaning of equality and freedom in the United States. This course explores the origins of the 14th Amendment in the years immediately following the Civil War, and examines the evolution of that amendment's meaning in the century that followed. Central themes in this course include the contested interpretations of "birthright citizenship," "due process," "privileges and immunities," "equal protection," and "life, liberty or property"; the rise, fall, and rebirth of substantive due process; battles over incorporating the Bill of Rights into the 14th Amendment; and the changing promise and experience of citizenship. We will pay particular attention to how arguments about the 14th Amendment have shaped and been shaped by the changing meanings of racial and gender equality.

Requirements/Evaluation: a series of short (3-page) response papers; and a final 10-12 page research paper

Prerequisites: first-year or sophomore standing; juniors or seniors with permission of instructor

Enrollment Limit: 19

Enrollment Preferences: given first to sophomores who have been dropped from this class previously, then to first-years, then to sophomores who have not been dropped previously

Expected Class Size: 15-19

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 152(D2) HIST 152(D2)

Writing Skills Notes: Students will write three short (3-page) response papers to the readings in the first part of the semester, and will also write a substantial (10- to 12-page) research paper. In preparation for the research paper, students will write proposals, develop bibliographies, write outlines and drafts, and do peer critiques. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: This course satisfies the DPE requirement because it examines the legal, social, and political constructions and theorizations of difference, power, and equity. It examines the ways that individuals and groups have organized across various axes of difference to fight for legal equality, and explores how those individuals and groups have experienced legal equality and legal inequality in varied ways.

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora HIST Group F Electives - U.S. + Canada JLST Interdepartmental Electives

Fall 2024

SEM Section: 01 MWF 8:30 am - 9:45 am Sara Dubow

WGSS 202 (F)(S) Foundations in Sexuality Studies (DPE)

This course will offer an introduction to the burgeoning interdisciplinary field of sexuality studies in part through examining historical, legal, literary, filmic, cultural studies, sociological, and popular texts, as well as work done under the umbrella of queer theory. It explores the role of race, class, religion, science, region, and nation in the construction of modern gender and sexual identities and in the lived experiences of dissident genders and sexualities. We will examine a range of issues, including histories and strategies of resistance; transgender and intersex theory and activism; critiques of the white racial hegemony of lesbian and gay studies; the consequences of gay marriage; the politics of AIDS and its theoretical implications; globalization and sexuality; the rise of queer visibility and its relation to commodity culture; and recent conceptualizations of homonormativity. The goal of the course is not to achieve any kind of political or intellectual consensus, but to have rigorous debate over some of the key issues in queer studies.

Class Format: discussion

Requirements/Evaluation: Class participation, Marco Polo Discussion posts (short, app 3 min), short quizzes, reflection paper(s)

Prerequisites: None. WGSS 101 may be helpful as background knowledge, but is not required.

Enrollment Limit: 19

Enrollment Preferences: Women's Gender & Sexuality Studies majors, short statement of interest in case of over-enrollment

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: This course examines sexual diversity in various forms and asks students to interrogate questions of privilege and positionality, including the intersectional contemplation of sexuality's relationship to race, ethnicity, ability, class, religion, and other axes of identity. It investigates not only sexual difference, but the history of sexual identity and progressive narratives of "gay rights" that have developed over time.

Attributes: AMST Critical and Cultural Theory Electives WGSS Racial Sexual + Cultural Diversity Courses WGSS Theory Courses

Fall 2024

SEM Section: 01 MR 1:10 pm - 2:25 pm Abram J. Lewis

Spring 2025

SEM Section: 01 MW 8:25 pm - 9:40 pm Gregory C. Mitchell

WGSS 208 (S) Designer Genes (DPE)

Cross-listings: ENGL 208 / STS 208 / AMST 206

Secondary Cross-listing

In this course, we explore cultural texts that attempt to come to terms with--or exploit--the revolution in contemporary genetics with a particular focus on gender, race, class, and sexuality. The mapping of the human genome in 2001 opened incredible opportunities for medicine, law, and society, but it also, as Alice Wexler has written, "opened a vast arena for contests of power over what it means to be human, who has the power to define what is normal, [and] who has access to what resources and when." Wexler was writing before the final sequencing of the human genome. Now we have CRISPR technology, ushering in a new, more pressing set of ethical concerns. We are currently in the midst of a "global race to genetically modify humans," as the anthropologist Eben Kirksey has documented in his new book *The Mutant Project*. How will we come to define the human? Who gets to decide? Our writers and filmmakers make clear that genetic medicine cannot be thought apart from a profit-driven American health care system or family and gender dynamics. Joanna Rudnick's documentary *In the Family*, for instance, explores the personal and political issues associated with hereditary breast cancer and the patenting of genes. Octavia Butler's Afro-futurist novel *Dawn* explores black female sexuality, reproduction, and the survival of the species in her character's encounter with a genetically enhanced alien species. The film *Gattaca* shows us a fully realized dystopian society where genetically modified humans are the norm--a society that now "has discrimination down to a science." The transgender artist Tamara Pertamina, on the other hand, "hopes to decolonize the science of genetic engineering," as Kirksey has written, with her performance artist projects. Our texts come from a number of different genres, including the memoir, science fiction, film, documentary, art, and non-fiction writing at the intersections of science, medicine, philosophy, anthropology, and law.

Requirements/Evaluation: Personal essay, short analysis papers, final research group project

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: None; if class is overenrolled, professor will ask for statements of interest.

Expected Class Size: 25

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 208(D1) STS 208(D2) WGSS 208(D2) AMST 206(D2)

Difference, Power, and Equity Notes: This course asks students to think deeply about questions of social justice in the context of the revolution in modern genetics. Race, class, gender, and sexuality all play a role in who has access to new life-saving technologies, and how these technologies are used. This course employs critical tools (feminist and queer theory, ethics' case studies, close reading) to help students question and articulate the social injustices at play in scientific research and bioengineering.

Attributes: AMST Critical and Cultural Theory Electives ENGL Criticism Courses ENGL Literary Histories C WGSS Racial Sexual + Cultural Diversity Courses

Spring 2025

SEM Section: 01 TF 2:35 pm - 3:50 pm Bethany Hicok

WGSS 211 (F) Gender in the Global Economy (DPE)

Cross-listings: ECON 105

Primary Cross-listing

This course will present a feminist economic analysis of the global economy, and some of the urgent issues facing women in the Global South. The course will start by developing theoretical resources: these will include feminist critiques of economic theory, work on care labor and the shifting boundaries between markets, governments, households and the environment, and discussions of intersectionality and difference. Then we will discuss a series of interlinked issues which may include the contradictory effects of structural adjustment and its successors; the informal sector and global value chains; the economics of sex work and global sex trafficking; climate change; and migration. We will finish by looking at community-based activism, non-governmental organizations, and the possibilities for North/South alliances.

Class Format: lecture/discussion

Requirements/Evaluation: reaction papers, research paper; participation in class discussion will count for part of the grade

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: Women's, Gender and Sexuality Studies majors

Expected Class Size: 12

Grading: no pass/fail option, yes fifth course option

Unit Notes: This course cannot count toward the ECON major.

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ECON 105(D2) WGSS 211(D2)

Difference, Power, and Equity Notes: This course meets the DPE requirement because it asks students to reflect critically on issues of gender and economic power around the world in a comparative contextual framework.

Attributes: GBST Economic Development Studies WGSS Racial Sexual + Cultural Diversity Courses

Fall 2024

SEM Section: 01 TF 2:35 pm - 3:50 pm Kiaran Honderich

WGSS 216 (S) Women Behaving Badly: Deviant Women in Early Modern French Literature (DPE)

Cross-listings: RLFR 216

Secondary Cross-listing

Female deviance often implies resisting a dominant and oppressive patriarchal status quo embedded within cultural and historical backgrounds. This course explores female characters in early modern French literature who refuse to conform to established gender roles. Defying social constructs of femininity, through either judicious negotiations or more aggressive and violent behavior, is an important trope in the writings of both male and female authors of the seventeenth and eighteenth centuries. What constitutes deviant behavior, however, depends on social definitions of gender roles, which evolve over time. In this course, we will first examine women's place within the historical and socio-cultural context of the *Ancien Régime*, which will lead to an examination of female behavior censured during the seventeenth and eighteenth centuries. We will then reflect on how we, as modern readers, perceive such deviancy at it relates to the past. Finally, we will discuss the relevance of studying deviant women in light of current events, such as the #MeToo movement, which has led to a new level of consciousness and empathy for the plight of marginalized groups. Potential readings to include Corneille's *Médée*, Madame de la Fayette's *Princesse de Clèves*, Laclos's *Liaisons dangereuses*, and Isabelle de Charrière's *Lettre à Mistriss Henley*.

Requirements/Evaluation: active class participation, one presentation (8-10 minutes), three to four papers (3-5 pages), and a longer final paper

Prerequisites: strong performance in RLFR 105; successful performance in RLFR 106; or by French placement exam; or by permission of instructor

Enrollment Limit: 20

Enrollment Preferences: French majors and certificate students; Comparative Literature majors; Women's, Gender and Sexuality Studies majors; and those with compelling justification for admission

Expected Class Size: 15

Grading: yes pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 216(D2) RLFR 216(D1)

Difference, Power, and Equity Notes: This course focuses on a critical examination of difference, power, and equity in early modern France.

Through the study of deviant women, the course thus challenges students to examine the effects of class, race, ethnicity, gender, and sexuality in narratives on women, misogyny, and criminality.

Spring 2025

SEM Section: 01 TR 9:55 am - 11:10 am Preea Leelah

WGSS 226 (S) Gender and the Dancing Body (DPE)

Cross-listings: DANC 226 / AMST 226 / THEA 226

Secondary Cross-listing

This course posits that the dancing body is a particularly rich site for examining the history of gender in America and beyond. The aim of the course is to explore ideas related to gender as prescribed by dominant cultural, social, and religious institutions, and how dance has been used to challenge those normative ideologies. We will examine a wide range of dance genres, from stage performances to popular forms to dance on television, with particular attention to the intersections of race and class with gender. This is primarily a discussion-based seminar course and may also include film screenings, movement workshops, discussions with guest artists and scholars. No previous dance experience required.

Requirements/Evaluation: participation in discussions and presentations, reading responses, in-class writing assignments, two 5-6 page essays, and a final cumulative essay.

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: first years and sophomores

Expected Class Size: 10-15

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

DANC 226(D1) AMST 226(D2) WGSS 226(D2) THEA 226(D1)

Difference, Power, and Equity Notes: In the course, students will explore the concept of gender as a social construction and how the body's historical associations to markers of gender and sexuality lead to differences in socio-political power. The assigned texts and viewings provide examples of how bodies and their movements make meaning in a network of power relationships, and how artists use dance to address social inequalities such as sexism, racism, and transmisogyny, to imagine a more just world.

Spring 2025

SEM Section: 01 WF 11:00 am - 12:15 pm Munjulika R. Tarah

WGSS 227 (S) Boys Love (DPE)

Cross-listings: COMP 228

Secondary Cross-listing

Originating in Japanese manga of the 1970s, the genre of yaoi, boy love, or BL has expanded into other media and around the globe during the last half century. Created mostly by women for women, BL transposes classic tropes of popular romance into a male homosocial environment, depicting the inevitable love of young, attractive, and typically androgynous men. The growing popularity of BL begs several questions: Why do women create and consume romances that tend to exclude female characters? Why do they enjoy a fictional universe that deliberately downplays homophobia yet ostensibly preserves heteronormativity by showing powerful, protective tops who repeatedly fall for vulnerable, passive bottoms? And how has BL changed global perceptions of and expectations for masculinity? This course explores these and other questions by examining key examples of BL from Japanese manga to Thai television, as well as shipping culture, BL's robust fandom, and adjacent genres such as slash fiction and girl love.

Requirements/Evaluation: completing all assignments, active participation in class discussions, two short papers, creating your own BL, and a final project

Prerequisites: none

Enrollment Limit: 40

Enrollment Preferences: COMP and WGSS majors

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 227(D2) COMP 228(D1)

Difference, Power, and Equity Notes: This class examines difference, power, and equity by examining representations of gender and sexuality, as well as their global flow over the past fifty years. Works of yaoi, boys love, or BL represent a significant genre of popular culture, as well as soft power, that originated in East Asia yet has spread around the globe. The course will address the gendered aspects of BL production, consumption, and fandom, as well the genre's mobilization of homosociality and homosexuality.

Spring 2025

SEM Section: 01 TF 2:35 pm - 3:50 pm Julie A. Cassidy

WGSS 301 (S) Sexual Economies (DPE)

Cross-listings: ANTH 301 / AMST 334

Primary Cross-listing

This course examines various forms of sexual labor around the world in order to better understand how gendered and sexual performances are used in a variety of cultures and contexts for material benefit. Our topics include "traditional" forms of sex work such as street prostitution, pornography, and escorting as well as other forms of sexualized performances for benefit such as stripping or camming. We also discuss current issues and debates about discourses of "sex trafficking." Course readings come from a range of fields, but focus most heavily on anthropology, sociology, American studies, and gender studies. The readings for this class will frequently foreground the lived experiences of sex workers from a variety of nations, races, classes, religions, and backgrounds in order to explore the broader social implications of our subject matter. The format is largely discussion-based, with short lectures supplementing the reading with summaries of current scholarly and activist debates. We have a variety of guest speakers to share

their diverse lived experiences related to this topic.

Requirements/Evaluation: short-quizzes, reflection papers, participation, short Marco Polo video posts (app 3 min each)

Prerequisites: none, though WGSS 101 and/or 202 may be helpful, but not required

Enrollment Limit: 15

Enrollment Preferences: based on statement of interest, brief interviews if necessary

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ANTH 301(D2) AMST 334(D2) WGSS 301(D2)

Difference, Power, and Equity Notes: We pay particular attention to the intersecting questions of race, sexuality, gender, and class as we explore the political economy of commercial sex. The course teaches students to examine the underlying political and economic structures that create systems of privilege and power, thereby complicating questions and assumptions about sexual consent, coercion, agency, and empowerment with particular attention to race and gender in comparative transnational contexts.

Attributes: WGSS Racial Sexual + Cultural Diversity Courses

Spring 2025

SEM Section: 01 MW 7:00 pm - 8:15 pm Gregory C. Mitchell

WGSS 302 (S) Social Construction (DPE)

Cross-listings: COMP 315 / STS 301 / SOC 301 / REL 301

Secondary Cross-listing

"Social construction" can often seem like the great collegial insight. By now, you've all heard that categories such as race, gender, and sexuality are in some sense not part of nature, but instead are created and maintained socially or culturally. The idea of social construction has been vital to critical race theory and queer theory, and, in this course, we will push ourselves into philosophy of science to see whether or not these same insights apply to everything. If we know that "Whiteness," "heterosexuality," and "masculinity," for instance, are all socially constructed, we will ask if the same is true of "electrons," "money," "the solar system," and "climate change." Can it be that all of our reality is socially constructed? Or does social construction have limits? If so, what are they? We will also ask more fundamental questions, such as: What does it mean to say something is socially constructed? How does social construction relate to claims that an aspect of the world is "real" or "not real?" Is social construction a theory about language, power, culture, societies, human perceptions, or the limits of science? What kind of political, ethical, ontological, or epistemological work do theories of social construction do? We will begin with different accounts of the social construction of race, gender, and sexuality. In the second part of the course, we will dig deeper into philosophical debates about social construction as such. Then we will explore constructionism about natural science. In the last part of the course, we will change gears and explore look at cutting-edge work in the theory of social science aimed at explaining the construction and ontology of social worlds. The class will culminate in a project in which students will put their social construction theories into practice.

Requirements/Evaluation: regular attendance and participation, short weekly reflection papers, a 8-10 page research paper, and final project

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: Preference will be given to majors and concentrators from STS, ANSO, COMP, REL, PHIL, WGSS, AAS, LATS, JWST, and AFR. If the class is overenrolled students will be asked to submit an email about themselves and why they want to take the course.

Expected Class Size: 15

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 315(D1) WGSS 302(D2) STS 301(D2) SOC 301(D2) REL 301(D2)

Difference, Power, and Equity Notes: Central to REL 301 will be an analysis of the social construction of race, gender, and sexuality. It will show how power and difference are tied up in their construction and maintenance of these categories. Students will be taught how to critically analyze race, gender, and sexuality as well as social construction as such. Students will also learn sophisticated tools for studying systems of social power and

difference.

Attributes: PHIL Related Courses

Spring 2025

SEM Section: 01 W 1:10 pm - 3:50 pm Jason Josephson Storm

WGSS 308 (S) Parenting for a Feminist-Queer-Trans World (DPE)

Perhaps you want to understand your own experience being parented; perhaps you are a parent, or hope to become one, and you want to reflect on your intentions; perhaps you want to understand what various scholars, activists, and activist-scholars have said about how parenting matters. This class will provide you with the time, information, and other resources necessary to explore the following question: what difference does it make when we put "feminist," "queer" and/or "trans" in front of parenting? More specifically, how do these modifiers change the forms and practice of parenting, ideally and in fact? What are the associated philosophies and structures that justify and enable these forms and practices? In this course, we will conceptualize parenting in a capacious way, as a kind of ongoing relationship that can obtain not only between an adult and a child they are "raising," but also between adults who are not conventionally considered "related." The purpose of this class is threefold: 1) to enable you to develop your own parenting philosophy, 2) to use "parenting" as a window to explore differences in feminist, queer, and trans thought, and 3) to use "parenting" as a springboard for imagining better institutional arrangements and articulating societal ideals. To realize these goals, we will mine our experiences, talk to lots of parents, and engage both scholarly and popular resources on parenting.

Requirements/Evaluation: One 6 page book review; Three contributions to resource compendium; One episode for the group podcast; One 10 page final essay

Prerequisites: None

Enrollment Limit: 20

Enrollment Preferences: WGSS majors

Expected Class Size: 15

Grading: yes pass/fail option, no fifth course option

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: We will be looking at the difference that understanding parenting differently, and/or practicing it with feminist, trans, and queer goals in mind does/might make in relation to the ends of equity and inclusion. We will also be attentive, however, to differences in ideas about what feminist, trans and queer parenting entails -- and how relations of power internal to groups make certain ideas about what feminist, queer, and/or trans parenting entails more accessible than others.

Attributes: WGSS Racial Sexual + Cultural Diversity Courses

Spring 2025

SEM Section: 01 TR 11:20 am - 12:35 pm Greta F. Snyder

WGSS 311 (F) Trans Film and Media (DPE)

Cross-listings: AMST 364

Primary Cross-listing

This course provides an introduction to contemporary trans culture and politics via the lens of film and other (mostly visual) media. We'll focus mainly on media production in the U.S. since the early 1990s, as this moment is usually understood as inaugurating contemporary "transgender" politics; additionally, the 90s saw a profusion of diversity in popular representation generally. This class has two main priorities: first, to use visual media as a lens for surveying major developments in trans studies, politics, and representation over the last few decades; second, to develop a critical repertoire for thinking about our current conjuncture of "trans visibility" in particular. By tracking a longer history of both popular and alternative trans media production, this course will question the vanguardism and celebratory progress narratives associated with "trans tipping point" visibility conditions. Drawing from perspectives in WGSS, American studies, and ethnic studies, we will especially situate trans representation in relation to the institutionalization of minority difference under neoliberal capitalism. In line with scholarship, we'll approach trans representation as interlocking with structures like race, heteropatriarchy, dis/ability, immigration, and nationality and empire.

Class Format: There will also be some lecturing.

Requirements/Evaluation: Students will have ongoing short discussion post assignments, one midterm essay of 5-6 pages, and a final group

media-making project with min. 6 pages of analytic writing to accompany their creative work.

Prerequisites: WGSS 101 or 202 would be helpful but are not required. Other background in WGSS or the humanities is also helpful.

Enrollment Limit: 20

Enrollment Preferences: Enrollment preference can go to WGSS majors and 3rd & 4th years. Statements of interest are welcome.

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Materials/Lab Fee: For some proprietary media content, students will need subscriptions to popular streaming services (eg Netflix, Amazon, HBO Max). See WGSS chair about financial aid waivers and alternatives if this feels cost prohibitive.

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 311(D2) AMST 364(D2)

Difference, Power, and Equity Notes: This course provides a survey of issues facing marginalized trans communities via the lens of visual media, with an emphasis on how structures of power shaping trans experience intersect with the politics of race, capital, disability, migration, and other axes of social difference.

Fall 2024

SEM Section: 01 M 7:00 pm - 9:40 pm Abram J. Lewis

WGSS 315 (F) Paris on Fire: Incendiary Voices from the City of Light (DPE)

Cross-listings: RLFR 316 / COMP 314

Secondary Cross-listing

During the 1830s, Honoré de Balzac described Paris as a "surprising assemblage of movements, machines, and ideas, a city of one hundred thousand novels, the head of the world," but also characterized the French capital as a "land of contrasts," a "monstrous wonder," a "moral sewer." Similarly, writers from Victor Hugo to Émile Zola have simultaneously celebrated Parisian elegance and condemned the appalling misery of Paris's urban poor. Since 1889, Paris has been fêted as the "City of Light" for its Enlightenment legacy, Eiffel Tower modernity, and luminous energy, captured in countless paintings, photographs, and film. However, Paris is also the site of revolution, resistance, and riots. From revolutionary revolt (1830, 1848, 1871), to wartime resistance (1870, 1914-18, 1940-44), to reformist and race riots (1968 and 2005), Paris has repeatedly sparked with incendiary passion and political protest. As fires raged during the 2005 riots, many heard the echo of Hitler's 1944 question, "Is Paris burning?" and asked: why was Paris burning again at the dawn of the twenty-first century? Following the 2015 terrorist attacks, many wondered yet again what the future would hold for the City of Light. To answer these questions, we will examine the social, political, and literary landscape of Paris during the nineteenth, twentieth, and twenty-first centuries, from urbanization and modernization, to occupation and liberation, to immigration and globalization. Readings to include poetry, short stories, and novels by Hugo, Balzac, Baudelaire, Maupassant, Verne, Zola, Apollinaire, Colette, Duras, Perec, Rochefort, and Charef. Films to include works by Clair, Truffaut, Godard, Minnelli, Clément, Lelouch, Luhrmann, Kassovitz, Besson, and Jeunet. *Conducted in French.*

Requirements/Evaluation: Active class participation, midterm exam, and two papers.

Prerequisites: Strong performance in RLFR 106, or another RLFR 200-level or 300-level course, or permission of the instructor.

Enrollment Limit: 16

Enrollment Preferences: French Majors and French Certificate students, Comparative Literature Majors.

Expected Class Size: 16

Grading: yes pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

RLFR 316(D1) WGSS 315(D2) COMP 314(D1)

Difference, Power, and Equity Notes: This course examines the operations of difference, power, and equity in French film and fiction, history and politics, art and culture, from 1830 to 2025. In readings, lectures, and discussions, we will look at how class, ethnicity, gender, and sexuality structure the lives and struggles of the working class and urban poor, women and men, migrants and immigrants. Students will learn critical tools to better understand and interrogate social inequity and injustice.

Attributes: GBST Urbanizing World

Fall 2024

SEM Section: 01 MW 11:00 am - 12:15 pm Brian Martin

WGSS 329 (F) Writing Gender in Sci-Fi and Speculative Fictions (DPE)

Cross-listings: ENGL 329 / STS 323

Secondary Cross-listing

This creative writing course will pair selected readings in feminist STS and queer theory with science fiction, speculative fiction, and horror stories that together put questions to gender. How and when is sci-fi a home for radical re-imaginings of gender? When and why does "genre fiction" house (and facilitate) radical gender politics--or their opposite? Readings may include works by Octavia Butler, Ursula Le Guin, Brian Evanson, and Samuel Delany. Students will both analyze these fictions and take them as inspirations for their own stories and worlds.

Class Format: This course balance seminar-style discussion with workshops examining students' creative writing.

Requirements/Evaluation: Students will be evaluated on three substantial pieces of writing, in multiple drafts. Students will be able to choose their balance of creative and analytical (expository) prose (2-1 or 1-2). Attendance, along with seminar and workshop discussion, will count toward the final grade. There will be no exam.

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: STS concentrators; WGSS majors; students who have not taken other creative writing courses at Williams.

Expected Class Size: 25

Grading: yes pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 329(D2) ENGL 329(D1) STS 323(D2)

Difference, Power, and Equity Notes: In this course students will confront and reflect on the operations of difference, power, and equity through readings, class discussions, and assignments. Readings include scholarship on the construction of gender and sexuality, as well as works of fiction that denaturalize the categories of sex and gender. Course assignments will include expository and creative writing, and students will work in both modes to imagine how this world could be otherwise and how other worlds could be.

Fall 2024

SEM Section: 01 W 1:10 pm - 3:50 pm Ezra D. Feldman

WGSS 332 (S) Gender, Sexuality & Disability (DPE)

Cross-listings: AMST 369

Primary Cross-listing

From classical mythology to reality TV, bodies and minds that depart from the ordinary have long been sources of popular fascination. In recent history, people marked as "disabled" have been subject to medical scrutiny, labeled deficient or defective, and often barred from full participation in society. And yet, what counts as "disability"--and who counts as disabled--varies greatly depending on cultural and historical context. Arguably, disability has more to do with social conditions than with any innate characteristics of disabled people themselves. This class introduces disability studies, situating disability within its historical, political, and cultural contexts. As a GWSS course, we'll center queer and feminist perspectives; this class also emphasizes recent work. Echoing arguments in gender and sexuality studies, scholars have insisted that disability is not a natural or biological fact, but a socially constructed category. As such, scholars and activists have challenged medical models that conceptualize disability as an individual defect in need of elimination. They have also questioned the idea that disability is simply a minority identity -- to the contrary, disability is a condition that most humans will experience at some point in our lives. This class frames "disability" broadly--encompassing not just conditions of physical impairment, but a wide range of bodily, sensory, cognitive, emotional, and behavioral differences and capacities. This class also centers how disability is produced intersectionally through regimes like race, capitalism, and empire. Topics include: theories of embodiment, eugenics, institutionalization and incarceration, neurodivergence, mad studies, the politics of health, storytelling and narrative, disability justice activism,

neoliberalism, biopolitics, and crip theory. Along with scholarly writings, we'll consider activist texts, popular press, fiction, memoir, and a variety of other media.

Requirements/Evaluation: Students will submit ongoing brief/informal forum posts, midterm essay, and a longer final research project (10-12 pgs); students will also work in small groups to facilitate a section of class twice per term.

Prerequisites: WGSS 101-level familiarity would be helpful, but is not required.

Enrollment Limit: 20

Enrollment Preferences: Preference to majors, 3rd and 4th year students.

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 332(D2) AMST 369(D2)

Difference, Power, and Equity Notes: This class surveys the politics of disability in recent U.S. history, illustrating axes of difference and privilege based on ability as it intersects with various racial, gender, and other identities.

Attributes: PHLH Bioethics + Interpretations of Health

Spring 2025

SEM Section: 01 MR 2:35 pm - 3:50 pm Abram J. Lewis

WGSS 345 (F) The Pedagogy of Liberation (DPE)

Education is inherently political, and politics necessarily involves pedagogy. *Who* should teach, *what* is taught, *how* it is taught, and *why* it is taught are questions hotly debated at all levels and in all sites of education because the answers have implications for societal reproduction or transformation. Politicians, activists, even family members at the dinner table all seek to educate in ways that incline us toward particular political positions. At the heart of this class stands the question: if different pedagogies point us in different political directions, then what kind of pedagogy or pedagogies serve the end of liberation from oppression and why? Are there certain pedagogical "goods" that reliably serve the goal of liberation across sites? Or do different sites require different approaches? To begin to answer these questions, we will engage a variety of thinker-teachers and groups known for their commitment to a "pedagogy of liberation." While feminist thinkers will be foregrounded, we may also look to thinker-teachers who and groups that do not claim this label. In addition to engaging texts which reflect on different aspects of radical pedagogy (content, form, method, etc.) and radical pedagogy in different settings (the college classroom, the social movement headquarters, the home), we will witness radical pedagogy in practice. Moreover, we will enact various radical pedagogical strategies in our own classroom and beyond.

Requirements/Evaluation: Perusal, aspirational learning statement, syllabus co-construction and reflection, class facilitation, interview project and reflection, one-on-one discussions

Prerequisites: None

Enrollment Limit: 20

Enrollment Preferences: Preference will be given to WGSS majors.

Expected Class Size: 20

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: This class is concerned with the relationship between pedagogy and equity - how can pedagogy be leveraged to combat oppression and encourage equity? In it, students will gain not just insight on, but practice in enacting radical democratic pedagogies that flatten power differentials and encourage effective engagement across difference.

Attributes: TEAC Related Courses WGSS Theory Courses

Fall 2024

SEM Section: 01 TR 11:20 am - 12:35 pm Greta F. Snyder

WGSS 351 (F) Trans/national Femininities (DPE)

This course studies femininity in a trans/national context. Here, trans suggests that we will not be looking at femininity as necessarily or inherently attached to the biological category "female." Instead, we will think about femininity as a gender performed by and written on many kinds of bodies, with specific attention to trans feminine experiences. The term "transnational" suggests that we will attempt to talk about femininity not only in the context of the US and the "western" world but across different nations and within a broader socio-cultural framework. We will consider a broad range of disciplinary accounts of femininity in the US and beyond. We will discuss how class, bodily comportment, ability, and other facets affect feminine performance and feminine/feminist/queer politics. Our course materials include scholarship, film, art, and literature. Finally, this course centers the voices of trans and cis women, femmes, and queer BIPOC (black, indigenous, and/or people of color).

Requirements/Evaluation: short informal writing assignments, discussion facilitation, in class activities and discussion, student presentations, substantive student-led final project.

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: WGSS majors

Expected Class Size: 19

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: This course examines how femininity is constructed on multiple kinds of bodies and across multiple national contexts. It employs a wide range of theoretical approaches for thinking about femininity and the diversity of feminine experiences. We examine femininity as a social location which intersects with embodiment, ability, class, and nation in order to consider structures of power that both effect and are affected by our understandings of femininity.

Attributes: WGSS Racial Sexual + Cultural Diversity Courses WGSS Theory Courses

Fall 2024

SEM Section: 01 MR 2:35 pm - 3:50 pm Mejdulene B. Shomali

WGSS 359 (S) Queer of Color Critique and Literatures (DPE)

Queer of color critique (QoCC) takes an intersectional approach to the study of sexuality and is particularly interested in how sexuality is constituted with and through other social formations like race, class, ability, gender, and nation. It draws on many different theoretical frameworks (women of color feminisms, materialist and post structuralist critiques, and queer critiques) and draws from many different disciplines (sociology, literary studies, psychology, etc). In this course we will study the key histories, terms, and debates in QoCC. Rather than imagine QoCC as a response to queer critique alone, we will study it as a co-occurring field with a long history. Reflecting QoCC's interest in national and diasporic formations, we will situate our exploration of queerness in a transnational and global perspective. Our course materials include scholarly works as well as arts and literatures which develop and employ QoCC. QoCC is not only a theoretical framework, or a way of interpreting the world. Through our discussions and assignments, we will use QoCC to imagine new worlds.

Requirements/Evaluation: short informal writing assignments, 2 formal essays, discussion facilitation, in class activities, substantive student-led final project.

Prerequisites: None

Enrollment Limit: 19

Enrollment Preferences: WGSS majors

Expected Class Size: 19

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: his course examines non-normative sexualities in marginalized groups within and outside western communities. It draws on scholarship, literature, arts and film to understand diverse queer of color experiences and to understand queer of color critique as a field and methodology. It considers how sexuality is informed by and central to how we understand power, discrimination, normativity, and global sexual politics. It helps situate sexuality within a broader nexus of concerns about identity polit

Attributes: WGSS Racial Sexual + Cultural Diversity Courses

Spring 2025

SEM Section: 01 W 1:10 pm - 3:50 pm Mejdulene B. Shomali

WGSS 363 (S) Data for Justice Research Practicum (DPE) (QFR)

Cross-listings: STS 363 / INTR 350 / AMST 363

Secondary Cross-listing

Civil rights activist, educator, and investigative journalist Ida B. Wells said that "the way to right wrongs is to shine the light of truth upon them." In this inclusive, collaborative, research-based course, students will bring statistical, computational, and/or mathematical approaches to bear on issues of social justice. Guided closely by the instructor, students will work in groups to carry out original research in an area such as criminal justice, education equity, environmental justice, health care equity, economic justice, or inclusion in arts/media. Prior research experience is not required; one goal of this course is to build skills for advanced research.

Class Format: This course is an intensive research practicum. Formation of research groups and selection of research topics will be facilitated by the instructor. The primary modality of work is peer collaboration.

Requirements/Evaluation: To move towards a non-hierarchical, transparent, and egalitarian grading system, the instructor adopts a mastery-based, ungraded assessment framework.

Prerequisites: INTR 150 (Data for Justice), or prior equivalent exposure to computing, statistics, and social justice topics as approved by the instructor.

Enrollment Limit: 10

Enrollment Preferences: Students who have a declared major in Division I or II, who meet the prerequisites of the course, and who fill out the instructor's preregistration survey (contact the instructor for link).

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 363(D2) STS 363(D2) INTR 350(D2) AMST 363(D2)

Difference, Power, and Equity Notes: Students will research issues of social justice in areas such as criminal justice, arts/media, environmental justice, education, and health care, and along identity axes such as gender, race/ethnicity, disability status, and sexual orientation.

Quantitative/Formal Reasoning Notes: Students will use multiple mathematical, statistical, and computational frameworks to acquire, model, and analyze real-world data.

Spring 2025

SEM Section: 01 TR 9:55 am - 11:10 am Chad M. Topaz

SEM Section: 02 TR 11:20 am - 12:35 pm Chad M. Topaz

WGSS 375 (S) Asian American Sexualities (DPE)

Cross-listings: AMST 375 / AAS 375

Secondary Cross-listing

Perceived as objects of sexual use and perversity, how might Asian/Asian American subjects contend with these projections and enact their own genders and sexualities? Anchored in this question, this theory-intensive seminar will provide a study of seminal and recent scholarship at the intersections of Asian American Studies, feminist criticism, and queer theory that focus on or are read in tandem with a collection of cultural expressions, including film, sculpture, poetry, drag performance, music, manifestos, and visual and performance art. To first root us, the seminar will introduce key uses and theorizations of sex/gender, sexuality, and queerness. Then, across the semester, we will focus on deployments of them through a range of topics, including sexual subjugation and activism of "comfort women," orientalism/ornamentalism, the queering of Sikh, South Asian, and Muslim Americans post-9/11, western demands to "come out," representations in pornography, lesbian invisibility, devaluation of trans* lives, etc., exploring questions of racialized, gendered, and sexual subordination alongside power, pleasure, play, and critique. To this end, we will approach gender and sexuality not as identity categories that one is or has but socially and biologically construed categories, loci for intervention and play, anti-normative positions, lived experiences, and ever-evolving processes of doing, becoming, and unbecoming.

Requirements/Evaluation: in-class discussion, weekly posts, short presentation, one paper, and one longer paper or creative assignment that will be peer reviewed and revised

Prerequisites: AMST 125 or WGSS 101/202

Enrollment Limit: 15

Enrollment Preferences: AMST/WGSS majors and AAS concentrators will be given priority; prospective AA concentrators

Expected Class Size: 15

Grading: yes pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 375(D2) WGSS 375(D2) AAS 375(D2)

Difference, Power, and Equity Notes: This course examines the terms Asian American, gender, sexuality, and ability as categories of social difference and oppression. Throughout the course, students will unpack how these categories have been made, unmade, and remade in relationship to ongoing issues of sexual violence, colonialism, racial capitalism, and empire.

Attributes: AAS Core Electives AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora AMST Critical and Cultural Theory Electives

Spring 2025

SEM Section: 01 TF 1:10 pm - 2:25 pm Kelly I. Chung

WGSS 376 (F) Sex, Gender, and the Law in U.S. History (DPE)

Cross-listings: HIST 376

Secondary Cross-listing

This course explores the ways in which the law has defined and regulated gender and sexuality in the United States, and the ways that individuals have experienced and responded to those definitions and regulations. We will evaluate how the law has dictated different roles for men and women, how sexual acts have been designated as legal or illegal, and the ways that race, class, and nationality have complicated the definition and regulation of gender and sexuality. This course examines how assumptions about gender and sexuality have informed the creation and development of American law and the changing meanings of citizenship; considers how laws regulating sex and gender have yielded varied effects for men and women across race and class divides, challenging some differences while naturalizing others; and assesses the power and shortcomings of appeals to formal legal equality waged by diverse groups and individuals. Throughout the course, we will consider the various methodologies and approaches of the interdisciplinary field of legal history. Topics to be covered will include the Constitution, slavery, marriage, divorce, custody, inheritance, immigration, sexual violence, reproduction, abortion, privacy, suffrage, jury duty, work, and military service.

Requirements/Evaluation: four papers, including three short (3-5-pages) papers, and one final paper of 8-10 pages

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: History majors, Women's, Gender and Sexuality Studies majors

Expected Class Size: 20

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 376(D2) HIST 376(D2)

Difference, Power, and Equity Notes: This course fulfills the DPE requirement because it examines the legal, social, and political constructions and theorizations of difference, power, and equity. It examines the ways that individuals and groups have organized across various axes of difference to fight for legal equality, and explores how those individuals and groups have experienced legal equality and legal inequality in varied ways.

Attributes: HIST Group F Electives - U.S. + Canada JLST Interdepartmental Electives

Fall 2024

WGSS 391 (F) Contemporary North American Queer Literatures and Theories (DPE)

Cross-listings: ENGL 391

Secondary Cross-listing

Moving through the mid-twentieth century and into the twenty-first, this course will consider how North American writers have represented queer life in all its complexities. From the problem of the happy ending to the intersectional politics of representation, the narrative complexities of coming out to the rejection of identity, the course will consider the relationship between literary form and queer content. In so doing, it will also touch upon some of the key debates in queer literary theory and consider the impact of events such as civil rights movements, gay and lesbian and trans uprisings, the AIDS crisis, debates over respectability politics, and current efforts to police what students read in schools on literary and cultural production. Readings may include work by such authors as Baldwin, Highsmith, Rich, Lorde, Delany, Kushner, Feinberg, Bechdel, Thom, and Machado and theorists such as Ferguson, Sedgwick, Fawaz, Love, Butler, and Hartman.

Requirements/Evaluation: active class participation, several short writing assignments, two 5-page papers, and one longer research paper.

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam, or permission of the instructor;

Enrollment Limit: 25

Enrollment Preferences: English majors; WGSS majors

Expected Class Size: 25

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 391(D2) ENGL 391(D1)

Difference, Power, and Equity Notes: This course considers the history and literature of gender and sexuality in the US alongside questions of race, class, and more. It examines how literary form theorizes sexuality, and how sexuality affects literary form, in ways that consider (in)equity and power in a variety of contexts.

Attributes: ENGL Criticism Courses ENGL Literary Histories C WGSS Racial Sexual + Cultural Diversity Courses WGSS Theory Courses

Fall 2024

SEM Section: 01 TF 1:10 pm - 2:25 pm Kathryn R. Kent

WGSS 398 (F) Feminist and Queer Horror Films (DPE)

Cross-listings: ENGL 333 / AMST 390 / COMP 390 / THEA 390

Primary Cross-listing

This course focuses on pairing theoretical readings with a variety of horror films with feminist or queer themes. Many tropes are associated with this genre - "the final girl" in slasher movies, "the transvestite murderer," femme lesbian vampires, supernatural BDSM figures, vampires as allegories for HIV/AIDS, werewolves as metaphors for FTM gender transitions or puberty, lonely mothers in creaky houses as unreliable narrators, Satanic spawn, and creepy long-haired girls. Some films reinforce gender stereotypes while others snap on more explicitly feminist and queer lenses. This course functions as a survey of many different genres, introducing students to classic 1970s films and working up to the present day and we will learn how these tropes developed and then were subverted by more modern day films such as those by A24 Studies and the new renaissance of Black horror, etc. Most films will focus on the US, with some notable exceptions in Japan, Spain, and elsewhere globally. There will be graphic content. You must be 18 or over to take this class.

Requirements/Evaluation: Class participation, short reflection papers, 2-3 extemporaneous oral class responses, several creative assignments.

Prerequisites: None. Prior WGSS courses will be helpful.

Enrollment Limit: 15

Enrollment Preferences: Stage 1 is a statement of interest form; Stage 2 will be a very brief interview. There is NO preference by major or class year.

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Materials/Lab Fee: Some of the creative assignments will have an "artsy-craftsy" component, but should not cost more than 25 dollars total per student per semester, though amounts will vary depending on how the student chooses to execute the assignment.

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 398(D2) ENGL 333(D1) AMST 390(D2) COMP 390(D1) THEA 390(D1)

Difference, Power, and Equity Notes: This course necessarily examines power when it comes to gender and sexuality - who has it? what do they do with it? how does this power turn deadly? how can agency be regained? Horror is almost never about equitable situations but rather the imbalance that comes from difference (along whatever axis) causing a lack of equity.

Attributes: WGSS Racial Sexual + Cultural Diversity Courses

Fall 2024

SEM Section: 01 MW 7:00 pm - 8:15 pm Gregory C. Mitchell

WGSS 399 (F) Marxist Feminisms: Race, Performance, Labor (DPE)

Cross-listings: AAS 399 / AMST 399

Secondary Cross-listing

This seminar provides an overview of queer, black and women of color feminist, decolonial, and critical ethnic studies critiques of orthodox Marxism. Beginning with core texts from the tradition, including *Capital Volume I*, we will examine a range of social positions and modes of extraction that complicate Marx's emphasis on the white male industrial factory worker. Every week, we will focus on texts that foreground conditions of reproduction, racial slavery, care and domestic work, indentured servitude, immigrant labor, land expropriation, and sex work among others. Throughout the seminar and specifically at the close of it, we will turn to critical perspectives and aesthetic practices that not only respond to these conditions but also incite new social relations and ways of being in the world. As such, this seminar will equip students with critical understandings of how racial capitalism has fundamentally relied on the mass elimination, capture, recruitment, and displacement of different racialized, gendered, and abled bodies in and beyond the U.S. as well as how the capitalist system of value and life under these conditions can and must be undone and reimagined.

Requirements/Evaluation: in-class participation, short presentation, weekly posts, paper, and final project (paper, community resource distribution proposal, and creative project options)

Prerequisites: AMST 101, AMST/AAS 125, or similar courses

Enrollment Limit: 15

Enrollment Preferences: AMST and WGSS juniors and seniors, AAS concentrators

Expected Class Size: 15

Grading: yes pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AAS 399(D2) AMST 399(D2) WGSS 399(D2)

Difference, Power, and Equity Notes: This course satisfies the DPE requirement as it explores difference, power, and equity by asking how racial, gendered, sexual, and class differences are produced, whose voices are centered and whose are excluded, and what forms of labor are valued over others.

Attributes: AAS Core Electives AMST Comp Studies in Race, Ethnicity, Diaspora AMST Critical and Cultural Theory Electives WGSS Theory Courses

Fall 2024

SEM Section: 01 W 1:10 pm - 3:50 pm Kelly I. Chung

WGSS 408 (S) Senior Seminar: Nineteenth-Century French Novel: Desperate Housewives and Extreme Makeovers (DPE)

Cross-listings: RLFR 412 / COMP 412

Secondary Cross-listing

In 1834, Honoré de Balzac wrote that "Paris is a veritable ocean. Sound it: you will never know its depth." The same can be said of the French nineteenth-century novel and its boundless ability to echo the past and illuminate the present. From the Romanticism of Stendhal and Hugo, and the Realism of Balzac and Flaubert, to the Naturalism of Zola and Maupassant, the novel became a forum for examining illicit sexuality, institutional misogyny, social injustice, criminal passions, revolutionary struggles, and Parisian pleasures in nineteenth-century France. Characters such as the miserable housewife Emma Bovary, the reluctant revolutionary Jean Valjean, the social climber Julien Sorel, the ambitious undergraduate Eugène de Rastignac, and the domestically abused Gervaise Macquart became synonymous with France's turbulent social and political landscape from the 1830s to the 1880s. As recent film adaptations make clear, these desperate housewives and extreme makeovers continue to haunt our twenty-first century present. Reinterpreted by such actors as Gérard Depardieu, Isabelle Huppert, Uma Thurman, Claire Danes, and Jennifer Aniston, the nineteenth-century novel continues to sound out the scandalous and sensational depths of our own century. Readings to include novels by Balzac, Stendhal, Hugo, Flaubert, Maupassant, Zola. Films to include adaptations by Clément, Berri, August, Arteta, Lelouch, Chabrol. Conducted in French.

Requirements/Evaluation: Active class participation, midterm exam, and two papers.

Prerequisites: A 200-level or 300-level RLFR course at Williams, or Advanced coursework during Study Abroad in France or the Francophone World, or permission of the instructor.

Enrollment Limit: 16

Enrollment Preferences: French Majors and French Certificate students, Comparative Literature Majors, Women's, Gender, & Sexuality Studies Majors.

Expected Class Size: 16

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 408(D2) RLFR 412(D1) COMP 412(D1)

Difference, Power, and Equity Notes: This course analyzes difference, power, and equity through its examination of gender diversity, institutional misogyny, urban criminality, human sexuality, social injustice, and revolutionary struggle in nineteenth-century France. In class discussions and critical essays on 1830s-1880s France, students will examine and articulate the inequities and injustices between women and men, the privileged and oppressed, the wealthy and working class, and both the rural and urban poor.

Spring 2025

SEM Section: 01 TR 11:20 am - 12:35 pm Brian Martin

WGSS 411 (S) Psychoanalysis and Its Discontents: The Psyche and the Social (DPE)

For many decades, psychoanalysis has been profoundly influential to radical thinkers seeking to overthrow regimes of racism, colonialism, heteropatriarchy, capitalism, and ableism. At the same time, psychoanalysis has also been crucial to enforcing those very regimes. Whether mobilized towards liberatory or oppressive ends, it is difficult to overstate psychoanalysis's influence on intellection, politics, and everyday social existence over the last century--even though we don't always realize it's there. If you bristle at the mention of Freud but think microaggressions are real, content warnings are a good idea, or that sharing about your feelings supports your wellbeing and relationships, your beliefs and values are probably indebted to psychoanalysis. This class surveys psychoanalytic perspectives on "the social," that is, race, gender, sexuality, capitalism, dis/ability, imperialism, and so on. It also provides an introduction to basic foundations of psychoanalytic thought--especially Freud, object relations theory, and a bit of Lacan--with an emphasis on how the psychoanalytic canon underpins contemporary queer, feminist, and postcolonial theory; ethnic studies; disability studies; and religious studies. Building from foundations, we'll also examine radical psychoanalysis alongside radical critiques of psychoanalysis. Additional topics and bodies of thought include trauma, Afropessimism, sexual difference feminism, antipsychiatry, and schizoanalysis. This class satisfies the WGSS Junior/Senior Seminar major requirement.

Requirements/Evaluation: weekly discussion questions, oral presentations, participation, dream journal, final research project

Prerequisites: Students will benefit from coursework backgrounds in WGSS, AMST, ethnic studies, and/or the humanities broadly.

Enrollment Limit: 19

Enrollment Preferences: WGSS majors, juniors/seniors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Unit Notes: senior seminar

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: This class examines psychoanalysis's role in shaping difference, power, and equity.

Spring 2025

SEM Section: 01 M 7:00 pm - 9:40 pm Abram J. Lewis

WGSS 428 (S) Relationality and Its Antagonisms (DPE) (WS)

Cross-listings: AFR 396 / AMST 428

Secondary Cross-listing

Relationality has been the defining approach, feature, and framework of ethnic studies since its inception in the late 1960s. Since then, notable scholars have applied multiple keywords, including difference, comparison, entanglements, cacophonies, and intimacies, to emphasize how processes of racialization and racial formation are not isolated and separate but inextricably linked and shaped by one another. Only from these distinct, uneven, yet shared positions of oppression, as scholars argue, solidarity across race, gender, class, sexuality, and location may emerge. At its crux, this seminar will underscore major tensions and antagonisms *against* frameworks of relationality. Tracing primary sources, cultural expressions, and literature within the traditions of ethnic studies and transnational/women of color feminisms, it will trace the shifts in approaches to relationality, especially as it relates to practices of reciprocity and community-building across difference. At the same time, it will turn to works that name relationality as what Frank B. Wilderson calls a "ruse," or trick, that subsumes the specific, exceptional position of blackness. Our units will include discussions of Afro-Pessimism, indigeneity, racialized settler colonialism as well as queer theory debates on queer presentism (i.e., a queer "no future") versus queer futurity. Studying the tensions that emerge from multiple, distinct, and contradictory planes of power, oppression, and temporalities, how do we assess, work through, and reconcile, if at all, relations deemed as "irreconcilable" across vectors of difference?

Requirements/Evaluation: in-class participation, paper presentation, peer feedback, writing webs (short series of writing exercises), and final project developed from original research and/or creative work

Prerequisites: AMST 101 or WGSS 101

Enrollment Limit: 12

Enrollment Preferences: AMST and WGSS seniors and juniors

Expected Class Size: 12

Grading: yes pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 396(D2) AMST 428(D2) WGSS 428(D2)

Writing Skills Notes: Students will regularly engage in a series of writing exercises and submit a longer paper presentation that will be peer reviewed and revised.

Difference, Power, and Equity Notes: The main objective of the course is to study and assess ethnic studies' approaches to questions of difference, particularly as it relates to theories of racialization and relationality across multiple nodes of power and oppression.

Attributes: AFR Theories, Methods, and Poetics AMST Comp Studies in Race, Ethnicity, Diaspora AMST Critical and Cultural Theory Electives AMST 400-level Senior Seminars WGSS Theory Courses

Spring 2025

SEM Section: 01 W 1:10 pm - 3:50 pm Kelly I. Chung

WGSS 475 (S) Dreaming Latina/x Feminist Disability Studies (DPE) (WS)

Cross-listings: LATS 475 / AMST 413

Secondary Cross-listing

In this course we will defy the traditional notion that disabled and queer people of color have no right to future dreams, as we collectively imagine how the emergent field of Latina/x feminist disability studies might take shape. What are the sites of focus, methods, and political commitments of Latina/x feminist disability studies? Where is the power in meaningfully uniting an analysis of disability to one of sexuality and gendered Latinidad? How does a

Latina/x-centric approach productively inform our understanding of disability? What is the political potential of Latina/x feminist disability studies -- not exclusively as a set of theories, but also as a mindset and an everyday call to action? If we were to collectively compose a manifesto for Latina/x feminist disability studies, what might it contain? How might we actively cultivate a community of care in the classroom as well as other spaces at Williams? Just what might Latina/x feminist disability justice dreams look like? How might Latina/x feminist disability justice dreams *feel*? Feminist, queer, and disabled crip-of-color scholars have recently called for a more meaningful engagement with race in feminist disability studies. Simultaneously, we have also witnessed a small but steady growth in the amount of Latinx studies scholarship that thoughtfully integrates questions of disability. This interdisciplinary course responds to these important shifts in its focus on a series of topics bridging Latinx studies, gender studies, queer studies, crip studies, and critical disability studies. These include but are not limited to the body, the environment, temporality, labor, citizenship, dependency, and visibility/invisibility. Through these topics, we will explore the ways in which the different approaches to these specific issues across Latinx, critical disability, crip, queer and gender studies are in fruitful conversation with one another -- and sometimes even at odds -- as we actively interrogate the intersections of gender, race, ethnicity, sexuality, and disability within the everyday.

Requirements/Evaluation: Major assignments for this course include a semester-long independent research paper (15-20 pages) broken up into steps, participation in crafting the class manifesto, a semester-long collaborative artistic exercise, and a final reflection document (3-4 pages).

Prerequisites: None.

Enrollment Limit: 12

Enrollment Preferences: Priority given to LATS concentrators by seniority, followed by WGSS and AMST majors by seniority.

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Materials/Lab Fee: Lab fee: \$200 for art supplies per student

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 475(D2) LATS 475(D2) AMST 413(D2)

Writing Skills Notes: We focus on building writing and interdisciplinary research skills, with a particular emphasis on the processes of research, revision, and collaborative writing. The primary research paper (an independent project of 15-20 pages) is divided into stages, and students are required to revise and resubmit their work at various junctures in the research process. The written class manifesto requires students to compose a document together, revising their work as a group over the course of the semester.

Difference, Power, and Equity Notes: This course privileges an intersectional analysis regarding questions of race, ethnicity, gender, sexuality, and disability. It obligates students to consider how these categories of difference actively work in tandem with one another in everyday US Latina/x and transnational (US-Latin America and the Caribbean) contexts. This seminar also underscores how these categories of difference are actually products of a given historical and political moment.

Attributes: LATS 400-level Seminars

Spring 2025

SEM Section: 01 TF 1:10 pm - 2:25 pm Maria Elena Cepeda

Difference, Power, and Equity

AAS 125 (F) Introduction to Asian American Studies (DPE)

Cross-listings: AMST 125

Secondary Cross-listing

Who or what constitutes the term "Asian American"? Leading with this provocation, this course offers an introductory overview of the interdisciplinary discipline of Asian American Studies, tracing its formation and evolution from the late 1960s onward. Focusing on an array of foundational texts, cultural production, and primary sources, we will ask who has been included/excluded from this term, what the bounds are (if any), and how others approach and negotiate this term. As such, we will analyze its shifting constructions and enactments alongside other markers of difference from the nineteenth century to the present. In particular, we will be attentive to how these constructions have been shaped both relationally through other racial formations as well as overlapping systems of power, including settler colonialism, U.S. war and empire, capitalism, and globalization within and beyond the U.S. With this, we will examine how this term has been widely undone and remade via political activism, visual and performance art, plays, media, poetry, etc. The aim of this course is not to identify a single or right definition of the term "Asian American" but to collectively assess and explore the limits, reaches, utility, and expansiveness of it.

Requirements/Evaluation: weekly readings, in-class discussions, weekly discussion posts, two papers, and a final paper or creative project

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: first-year students, AAS concentrators or prospective concentrators, AMST majors or prospective majors

Expected Class Size: 18

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 125(D2) AAS 125(D2)

Difference, Power, and Equity Notes: This course examines "Asian" and Asian American" as categories of racial difference constructed through various structures of power. Students in the course are asked to unpack how constructions of this difference have changed over time and produced uneven power relations and access to resources.

Attributes: AAS Core Electives AAS Gateway Courses AMST Comp Studies in Race, Ethnicity, Diaspora

Fall 2024

SEM Section: 01 TF 1:10 pm - 2:25 pm Kelly I. Chung

AAS 215 (S) Introduction to Asian American Literature (DPE)

Cross-listings: ENGL 215

Secondary Cross-listing

This course will provide an introduction to some of the major works of Asian American literature, from the mid-20th century to the present. Throughout, we'll attend to the intersection of aesthetics and politics, exploring the creative ways Asian American literary texts both reflect and respond to the historical forces that have shaped Asian American experiences and identities, including exclusion, internment, and U.S. wars and imperialism in Asia. Works we're likely to read include: John Okada's *No-No Boy*, Maxine Hong Kingston's *The Woman Warrior*, Theresa Hak Kyung Cha's *Dictee*, Jessica Hagedorn's *Dogeaters*, Lê thj diem thúy's *The Gangster We Are All Looking For*, and Jhumpa Lahiri's *Interpreter of Maladies*.

Requirements/Evaluation: class participation, occasional informal discussion posts, a 5-page midterm paper, and an 8-10 page final paper.

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: If over-enrolled, enrollment preference will be given to Asian American Studies concentrators and prospective concentrators.

Expected Class Size: 20

Grading: yes pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AAS 215(D2) ENGL 215(D1)

Difference, Power, and Equity Notes: This course offers students the opportunity to learn and think critically about Asian American community struggles throughout U.S. history while examining the forms of literary expressions that arise out of and in relation to those struggles. It also delves into the intersectional nature of Asian American community struggles as they emerge along the fault lines of race, class, and gender/sexuality.

Attributes: AAS Core Electives AAS Gateway Courses

Spring 2025

SEM Section: 01 TF 2:35 pm - 3:50 pm Bernard J. Rhie

AAS 216 (F) Asian/American Identities in Motion (DPE)

Cross-listings: AMST 213 / DANC 216 / GBST 214 / ASIA 216 / THEA 216

Secondary Cross-listing

The course aims to explore dance and movement-based performances as mediums through which identities in Asian and Asian American (including South Asian) communities are cultivated, expressed, and contested. Students will engage with how social and historical contexts influence the processes through which dance practices are invested with particular sets of meanings, and how artists use performance to reinforce or resist stereotypical representations. Core readings will be drawn from Dance, Performance, Asian, and Asian American Studies to engage with issues such as nation formation, racial and ethnic identity politics, appropriation, tradition and innovation among other topics. This is primarily a discussion-based seminar course, and might also include screenings, movement workshops, and discussion with guest artists and scholars. No previous dance experience is required.

Requirements/Evaluation: reading responses, in-class writing assignments, participation in discussions and presentations, two 5-6 page essays, and a final cumulative essay assignment.

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: first years and sophomores

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AAS 216(D2) AMST 213(D2) DANC 216(D1) GBST 214(D2) ASIA 216(D1) THEA 216(D1)

Difference, Power, and Equity Notes: This course introduces students to the role of performance in nation formation in Asia and the history of Asian Americans in the US through analysis of dance practices. Student will explore how race was central to the formation of Asian and the American nations, and how social and legal discriminatory practices against minorities influence identity and popular cultural practices. The assigned material provide examples of how artists address these inequalities and differences in social power.

Attributes: AAS Core Electives AAS Gateway Courses

Fall 2024

SEM Section: 01 WF 11:00 am - 12:15 pm Munjulika R. Tarah

AAS 252 (F) Im/mobilities (DPE) (WS)

Cross-listings: AMST 252 / SOC 252

Secondary Cross-listing

We think of the freedom to move as a mark of privilege. In the United States, passing a driving test, owning a car, and getting a passport are milestones that signal modernity and freedom. Likewise, we think of restrictions on movement as the domain of the underprivileged, such as the current and formerly incarcerated. But as the Covid-19 pandemic revealed, there have always been two sides to immobility: privileged as well as involuntary immobility. There are correspondingly two sides to mobility: those who move because they want to and others because they have no choice. In this class, students will explore conceptions of mobility as adventurous, free, and modern (as with jet-setting international elites). They will compare and contrast when mobility can be threatening, exclusionary, and limited (as recognized by the Black Lives Matter movement). This class invites students to interpret their environment through the lens of mobility and inequality. Drawing on sociology, anthropology, cultural studies, geography, and migration studies, this interdisciplinary course offers a beginning conversation on the causes and consequences of the freedom to move--or to stay still.

Requirements/Evaluation: Thoughtful and consistent class participation, several short reflection papers, two drafts of an opinion essay, class presentation

Prerequisites: None

Enrollment Limit: 15

Enrollment Preferences: Given to first-year students and sophomores, particularly those who have demonstrated an interest in AAS/SOC. If the course overenrolls, the instructor will send out a Google Form to make enrollment decisions.

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 252(D2) AAS 252(D2) SOC 252(D2)

Writing Skills Notes: Emphasis on the processes of writing and revising, several short papers on which students will receive close feedback, and drafts of a final written assessment

Difference, Power, and Equity Notes: This course explores a politics of im/mobilities: how we move through space through different bodies at the intersection of race, class, gender, ability, and citizenship. Students will use their own bodies as research sites for deepening their understanding of how we navigate the freedom to move or stay still.

Fall 2024

SEM Section: 01 MR 2:35 pm - 3:50 pm Phi H. Su

AAS 275 (S) Acting Out: Performativity, Production, and Politics in East Asian Theatres (DPE)

Cross-listings: CHIN 275 / THEA 271 / COMP 271 / ASIA 275

Secondary Cross-listing

"Asian Theaters," for those in the West, can conjure up a variety of exotic impressions: spectacle and cacophony, mysterious masks and acrobatic bodies, exquisite styles and strangely confusing conventions. Although Asian theaters have been studied systematically in the West for at least a century, the West has never truly left its "othering" look at them. Yet, what is "different" for the West is bedrock for Asian cultures. Theatre, one of the most important and dynamic forms of cultural production and communication, has actively involved all strata of Asian societies for a millennium. How to explain theatre's continued presence and relevance for Asian nations? What do the traditions of Kun, Kabuki, and P'ansori reveal about the cultures and communities in which they were created? This course seeks to understand from the Asian perspective, rather than "exoticize" and "other," musical and dance theatres from China, Japan, and Korea. Examining the evolving presentations of signature dramas dating from the sixteenth to the eighteenth centuries, we will act out Asian theatres in the following ways: (1) by reading the original plays in translation in tandem with their contemporary and intercultural reproductions, we will explore how Asian theatres fare in the era of globalization within and beyond national borders; (2) by revealing the "technologies" of writing, reading, acting, and staging these plays in different cultural milieus, we will consider what kinds of language and rhetoric, forms of music and movement, as well as visual components are deployed to convey evolving messages; (3) by considering key performances held outside of the proscenium stage, we will gain exposure to alternative theatrical spaces in Asian and diasporic communities that reform performing conventions, reconfigure staging environments, and renegotiate cultural values. In this manner, we will together gain an appreciation for the aesthetic devices, thematic concerns, and production politics of East Asian theatres and their global reproductions. Class materials include drama, production videos, and invited zoom sessions with Asian theatre practitioners and directors who live in the U.S. and other diasporic communities. All materials are in English. No language prerequisite. Funded by the Global Initiatives Venture Fund, this course includes an all-expense-paid travel component, a cultural and academic exchange project titled "Redefining Amateurism: Experiential Learning with Student Theatre in Contemporary China," which will bring up to eight Williams students to Nanjing, China during the Spring Break (3/23-4/3/2025). Students will participate in workshops with playwrights and theater-makers in contemporary China and engage in black-box theater productions with students from Nanjing University and Shanghai Theatre Academy. This travel component is OPTIONAL for students taking this course. However, students enrolled in this class will receive priority consideration to be included in the free travel project. Selection criteria include active participation, excellent performance in the course, etc.

Class Format: Funded by the Global Initiatives Venture Fund, this course includes an all-expense-paid travel component, which will bring up to eight Williams students to Nanjing, China during the Spring Break (3/23-4/3/2025). This travel component is OPTIONAL for students taking this course. However, students enrolled in this class will receive priority consideration to be included in the free travel project. Selection criteria include active participation, excellent performance in the course, etc.

Requirements/Evaluation: Evaluation will be based on 1) ACTIVE in-class discussion; 2) three small projects (papers and audio/video essays); 3) a take-home midterm; and 4) Poster presentation based on students' final projects.

Prerequisites: None; open to all. No knowledge of Asian languages required, though students with advanced Asian language proficiency are encouraged to work with primary sources if they wish.

Enrollment Limit: 20

Enrollment Preferences: Current or prospective majors in the Department of Asian Languages, Literatures, and Cultures; Theatre majors; Comp Lit majors; Concentrators in Asian Studies or Asian American Studies.

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

CHIN 275(D1) THEA 271(D1) COMP 271(D1) ASIA 275(D1) AAS 275(D2)

Difference, Power, and Equity Notes: This course examines the power dynamics of spectacle and cacophony and how theatre provided a cultural space that engaged all strata of East Asian societies, thereby masking class and ethnic divisions within these nation-states, while also presenting a distinct image of "China," "Japan," and "Korea" to be consumed in the West. Students will learn ways in which "traditional" theatre productions affirm or subvert Western biases against Asians.

Attributes: AAS Non-Core Electives GBST East Asian Studies

Spring 2025

SEM Section: 01 TF 2:35 pm - 3:50 pm Man He

AAS 284 (F)(S) Asian American History (DPE)

Cross-listings: AMST 284 / HIST 284

Secondary Cross-listing

This course offers an overview of Asian American history from the late seventeenth century to the present. It will cover the earliest Asian migration and settlement in the U.S., the rise of anti-Asian movements, the experiences of Asian Americans during World War II and the Cold War, the emergence of the Asian American movement in the 1960s, the post-1965 Asian immigration, and the War on Terror. We will investigate broader themes including labor, citizenship, political resistance, gender and sexuality, community formation, empire, and transnationalism. We will also consider key contemporary issues, including race and ethnic relations, anti-Asian harassment and violence, and the legacy of U.S. colonialism in Asia-Pacific. Along the way, we will engage classic and recent scholarship in the field, and form our own interpretations of the past based on a wide range of sources--including films, novels, newspapers, government documents, political cartoons, and more. Throughout, the course advances the argument that citizenship and belonging in the U.S. cannot be fully understood without accounting for the experiences of Asian Americans.

Requirements/Evaluation: Attendance and participation in discussion, weekly reading responses (2 pages), midterm exam, and final in-class exam and take-home essay (7-10 pages)

Prerequisites: None

Enrollment Limit: 30

Enrollment Preferences: Preference given to History majors and Asian American Studies concentrators.

Expected Class Size: 25-30

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 284(D2) AAS 284(D2) HIST 284(D2)

Difference, Power, and Equity Notes: This course introduces students to the incredible diversity of Asian Americans. It guides students through an examination of the historical events, policies and dynamics that have marginalized Asian American communities based on race, ethnicity, class, gender, sexuality, citizenship, and other forms of difference. It also explores the diverse ways that Asian Americans have sought inclusion and belonging in the U.S.

Attributes: AAS Core Electives AAS Gateway Courses HIST Group F Electives - U.S. + Canada

Fall 2024

LEC Section: 01 TR 11:20 am - 12:35 pm Hongdeng Gao

Spring 2025

LEC Section: 01 TR 9:55 am - 11:10 am Hongdeng Gao

AAS 312 (S) The 626 (DPE)

Cross-listings: SOC 313

Secondary Cross-listing

Ryka Aoki's *Light from Uncommon Stars* is "a defiantly joyful adventure in California's San Gabriel Valley, with cursed violins, Faustian bargains, and queer alien courtship over fresh-made doughnuts." What sociological insight could a sci-fi novel about intense extracurricular pressure, food, and foreignness have to offer about the San Gabriel Valley, area code 626? In this course, we take the fantastical characters and plots of Aoki's novel as an invitation to delve into the histories of Asian American settlement to Gabrielino/Tongva lands on the eastern fringes of present-day Los Angeles County. The multilingual boba shops, restaurants, and store fronts throughout the valley mask a history of violent backlash and English-only initiatives. Media reports of academic and musical prodigies skew a broader socioeconomic picture that includes crimmigration, deportation, and xenophobia. And the figure of an intergalactic refugee mother exposes the toll that crossing borders takes on individuals, families, and communities. In this project-based course, we survey the formation of a particular place and its surroundings. In doing so, students grapple with general questions such as: How does migration shape intergenerational dynamics? When and with what tools do people confront racism and intersecting forms of discrimination? How do ethnic enclaves form and fracture? And how do communities mobilize for political rights?

Requirements/Evaluation: thoughtful and consistent participation; mock film festival screening and vote; regular writing assignments; teach-ins

Prerequisites: N/A

Enrollment Limit: 15

Enrollment Preferences: ANSO majors and AAS concentrators. If the course overenrolls, the instructor will send out a Google Form to make enrollment decisions.

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

SOC 313(D2) AAS 312(D2)

Difference, Power, and Equity Notes: This course explores the making of the San Gabriel Valley as the "Asian American Holy Land." It delves into actors' diverse responses to the model minority stereotype, class, and belonging. Students will evaluate (pan)ethnicity as something to be explained, rather than explanatory, and consider the gaps between diversity and inclusion versus equity in the so-called majority-minority context of the 626.

Attributes: AAS Core Electives

Spring 2025

SEM Section: 01 TF 2:35 pm - 3:50 pm Phi H. Su

AAS 351 (F) Racism in Public Health (DPE)

Cross-listings: PHLH 351

Secondary Cross-listing

Across the nation, states, counties and communities have declared racism a public health crisis. This push to identify systemic racism as a high priority in public health action and policy is an important symbolic and political move. It names the faults of histories, systems and institutions but also brings to the spotlight the individual and community responsibility to dismantle racism in the US. In this tutorial, we will examine racism in public health policy, practice and research through an investigation of several mediums of evidence and information, ranging from peer reviewed literature to news editorials, podcasts and documentaries. We will explore specific pathways by which legacies of colonialism and racism function in various public health disciplines such as epidemiology, social & behavioral sciences, health policy and environmental health while also examining the dynamics of power and history in research and community practice. We will take deep dives into issues on how health can be impacted by redlining, racist medical algorithms, racial trauma and stress and police violence, to name a few. Students will also have two opportunities to select their own case studies, as a way for you to research and learn about particular racial health issues that are of personal interest. This course is also about self-reflection and exploration of the ways in which our identities and lived experiences impact our understanding and perspective. We will gain skills in speaking across differences and articulation of how our own perceptions and lived experiences of race and racism impact our study of public health. This tutorial requires an openness to self-reflection and the practice of listening and articulation.

Requirements/Evaluation: bi-weekly tutorial papers, weekly journaling, oral commentaries and tutorial discussion

Prerequisites: PHLH 201 or instructor approval.

Enrollment Limit: 10

Enrollment Preferences: 1-Public Health concentrators. 2- Asian American Studies concentrators.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AAS 351(D2) PHLH 351(D2)

Difference, Power, and Equity Notes: In this course students will examine and critically examine the inequities and race based social and health injustices, and the ways racism infiltrates public health action and policy, both historically and currently. They will also refine their self reflection skills in understanding how their own positions of privilege and power, or lack thereof, inform their understanding of public health.

Attributes: AAS Non-Core Electives PHLH Social Determinants of Health

Fall 2024

TUT Section: T1 TBA Marion Min-Barron

AAS 364 (S) Asia and Asian Americans During the Cold War (DPE)

Cross-listings: HIST 364 / AMST 384

Secondary Cross-listing

This course traces how American geopolitical interests and involvement in Asia during the Cold War affected Asian Americans. It examines the history of the Cold War as a period of U.S. imperial expansion as well as a time when various actors and organizations, especially those of Asian descent, harnessed the East-West rivalry to advance their own agendas. We will consider how diverse diplomatic strategies including militarization, educational exchange, and immigration reform shaped East, South, and Southeast Asian migrations to and settlement in the United States and the social and material lives of these diverse communities. Case studies include transnational adoptees from Korea, Hmong and Vietnamese refugees in the U.S. and across Guam and Israel-Palestine, Black, Latinx, and Asian American activists who traveled to Vietnam, educated Indian and Pakistani immigrants, and American-born individuals of Japanese ancestry in Japan. We will also explore how individuals of Asian descent leveraged Cold War geopolitics and forged cross-ethnic, cross-class alliances to advocate for social change both at home and abroad.

Requirements/Evaluation: Attendance and active participation in discussion, three response papers (3-4 pages), and final research paper (12-15 pages), as well as topic proposal, annotated bibliography, outline, and draft of the final paper

Prerequisites: None

Enrollment Limit: 25

Enrollment Preferences: History majors and Asian American studies concentrators

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 364(D2) AAS 364(D2) AMST 384(D2)

Difference, Power, and Equity Notes: This course will examine how various global and local actors competed for power in Asia and the U.S. during the Cold War. It will consider how new political and economic decisions by policymakers created and reinforced inequalities rooted in race, gender, class and other forms of difference. It will also examine how grassroots changemakers, whom we know little about, creatively and comprehensively navigated and changed the political and social landscapes in and outside of the U.S.

Attributes: HIST Group F Electives - U.S. + Canada

Spring 2025

SEM Section: 01 W 7:00 pm - 9:40 pm Hongdeng Gao

AAS 375 (S) Asian American Sexualities (DPE)

Cross-listings: AMST 375 / WGSS 375

Secondary Cross-listing

Perceived as objects of sexual use and perversity, how might Asian/Asian American subjects contend with these projections and enact their own genders and sexualities? Anchored in this question, this theory-intensive seminar will provide a study of seminal and recent scholarship at the intersections of Asian American Studies, feminist criticism, and queer theory that focus on or are read in tandem with a collection of cultural expressions, including film, sculpture, poetry, drag performance, music, manifestos, and visual and performance art. To first root us, the seminar will introduce key uses and theorizations of sex/gender, sexuality, and queerness. Then, across the semester, we will focus on deployments of them through a range of topics, including sexual subjugation and activism of "comfort women," orientalism/ornamentalism, the queering of Sikh, South Asian, and Muslim Americans post-9/11, western demands to "come out," representations in pornography, lesbian invisibility, devaluation of trans* lives, etc., exploring questions of racialized, gendered, and sexual subordination alongside power, pleasure, play, and critique. To this end, we will approach gender and sexuality not as identity categories that one is or has but socially and biologically construed categories, loci for intervention and play, anti-normative positions, lived experiences, and ever-evolving processes of doing, becoming, and unbecoming.

Requirements/Evaluation: in-class discussion, weekly posts, short presentation, one paper, and one longer paper or creative assignment that will be peer reviewed and revised

Prerequisites: AMST 125 or WGSS 101/202

Enrollment Limit: 15

Enrollment Preferences: AMST/WGSS majors and AAS concentrators will be given priority; prospective AA concentrators

Expected Class Size: 15

Grading: yes pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 375(D2) WGSS 375(D2) AAS 375(D2)

Difference, Power, and Equity Notes: This course examines the terms Asian American, gender, sexuality, and ability as categories of social difference and oppression. Throughout the course, students will unpack how these categories have been made, unmade, and remade in relationship to ongoing issues of sexual violence, colonialism, racial capitalism, and empire.

Attributes: AAS Core Electives AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora AMST Critical and Cultural Theory Electives

Spring 2025

SEM Section: 01 TF 1:10 pm - 2:25 pm Kelly I. Chung

AAS 384 (F) Comparative History of Science and Medicine in Asian/Pacific America, 1800-Present (DPE)

How have scientific knowledge and medicine been tools of exclusion, violence, and imperial control against Asian Americans, as well as indigenous peoples, Black, Latinx, and white migrants, and their descendants? How have these groups negotiated and resisted encounters with such knowledge from the 19th century to the present? This seminar explores these questions by examining a series of case studies--including American colonial medicine and science in the Philippines and Hawai'i, Cold War migration of Chinese scientists and South Asian doctors to the U.S., and the politics of HIV/AIDS, psychiatry, and culturally competent care in Black, Asian, and Cuban migrant communities. Together, we will survey the literature in history, English, Global Health, Sociology, and other fields and consider how the Asian/Pacific American experience in science and medicine has been integral to, as well as informed by, the experiences of other groups in the transpacific world. Students will leave this course with interdisciplinary tools for understanding present-day health inequities in underserved Asian/Pacific American communities and other marginalized groups.

Requirements/Evaluation: Attendance and active participation in discussion, three response papers (3-4 pages), and final research paper (12-15 pages), as well as topic proposal, annotated bibliography, outline, and draft of the final paper

Prerequisites: None

Enrollment Limit: 25

Enrollment Preferences: Preference to History majors, Asian American Studies concentrators, and Public Health concentrators

Expected Class Size: 20-25

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: This course explores how knowledge about science and medicine has been constituted and remade over time

by various groups in the transpacific world to exert power over others on the structural, community and individual levels. We will also consider how individuals who experienced violence and inequities as a result of encounters with such knowledge challenged definitions and practices of science and medicine.

Attributes: AAS Core Electives HIST Group F Electives - U.S. + Canada PHLH Social Determinants of Health

Fall 2024

SEM Section: 01 W 7:00 pm - 9:40 pm Hongdeng Gao

AAS 399 (F) Marxist Feminisms: Race, Performance, Labor (DPE)

Cross-listings: AMST 399 / WGSS 399

Secondary Cross-listing

This seminar provides an overview of queer, black and women of color feminist, decolonial, and critical ethnic studies critiques of orthodox Marxism. Beginning with core texts from the tradition, including *Capital Volume I*, we will examine a range of social positions and modes of extraction that complicate Marx's emphasis on the white male industrial factory worker. Every week, we will focus on texts that foreground conditions of reproduction, racial slavery, care and domestic work, indentured servitude, immigrant labor, land expropriation, and sex work among others. Throughout the seminar and specifically at the close of it, we will turn to critical perspectives and aesthetic practices that not only respond to these conditions but also incite new social relations and ways of being in the world. As such, this seminar will equip students with critical understandings of how racial capitalism has fundamentally relied on the mass elimination, capture, recruitment, and displacement of different racialized, gendered, and abled bodies in and beyond the U.S. as well as how the capitalist system of value and life under these conditions can and must be undone and reimaged.

Requirements/Evaluation: in-class participation, short presentation, weekly posts, paper, and final project (paper, community resource distribution proposal, and creative project options)

Prerequisites: AMST 101, AMST/AAS 125, or similar courses

Enrollment Limit: 15

Enrollment Preferences: AMST and WGSS juniors and seniors, AAS concentrators

Expected Class Size: 15

Grading: yes pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AAS 399(D2) AMST 399(D2) WGSS 399(D2)

Difference, Power, and Equity Notes: This course satisfies the DPE requirement as it explores difference, power, and equity by asking how racial, gendered, sexual, and class differences are produced, whose voices are centered and whose are excluded, and what forms of labor are valued over others.

Attributes: AAS Core Electives AMST Comp Studies in Race, Ethnicity, Diaspora AMST Critical and Cultural Theory Electives WGSS Theory Courses

Fall 2024

SEM Section: 01 W 1:10 pm - 3:50 pm Kelly I. Chung

AFR 159 (F) Crossing the Color Line: A History of Passing (DPE) (WS)

Cross-listings: HIST 159

Secondary Cross-listing

In June 2015, Rachel Dolezal emerged as a media spectacle and the subject of national scrutiny after her *white* parents stated publicly that Dolezal is a white woman *passing as black*. Their insistence that Dolezal is white came in the wake of her reports to local news media and police that she had been the victim of several hate crimes. To critics, Dolezal is a fraud who has committed cultural appropriation. Yet, for her supporters, Dolezal's racial identification as a black woman is authentic and indisputable, since race is not based on biology but rather is a social construction. For both groups as well as impartial observers, many wondered curiously why a white woman had chosen to pass as black, especially given that historically it has been African Americans who opted to *become* white. Inspired by the controversy surrounding Dolezal, this tutorial will explore the history of passing in the

United States. Whereas our attention will primarily be focused on black-to-white passing, we will expand our understandings of passing by emphasizing the variety of ways that identities have been shaped through the crossing of boundaries--class, ethnic, gender, intellectual, political, religious, and sexual. To accomplish our goals, we will read and cross-examine fictional and nonfictional as well as primary and secondary historical accounts of boundary-crossers. We will also screen several films that engage the theme of passing.

Requirements/Evaluation: Weekly formal response papers and written critiques.

Prerequisites: None.

Enrollment Limit: 10

Enrollment Preferences: First and second-year students will be prioritized, followed by history majors. Should the course be overenrolled, students will be asked to complete an enrollment questionnaire.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 159(D2) AFR 159(D2)

Writing Skills Notes: Students will be required to complete formal writing assignments each week, alternating between response papers (4 pages) and written critiques (2-pages) of their peers' work. Students will receive substantial feedback on their writing skills, with verbal and written suggestions for improvement. Students also will receive feedback from their tutorial partners.

Difference, Power, and Equity Notes: Narratives of racial passing provocatively raise questions about the construction, logics, reinforcement, and subversion of racial categories and identities. Tutorial students will have the opportunity to deconstruct the meanings of race and identity in addition to thinking culturally, historically, and ontologically about the implications and value of these constructs. In essence, we will theorize racial identity, reconsidering, if not challenging, its stable notions of identic intelligibility.

Attributes: HIST Group F Electives - U.S. + Canada

Fall 2024

TUT Section: T1 TBA Tyran K. Steward

AFR 222 (S) Hip Hop Culture (DPE) (WS)

Cross-listings: AMST 222 / ENGL 221 / MUS 217

Secondary Cross-listing

The course examines how young people of color created hip hop culture in the postindustrial ruins of New York City, a movement that would eventually grow into a global cultural industry. Hip hop music producers have long practiced "diggin' in the crates"--a phrase that denotes searching through record collections to find material to sample. In this course, we will examine the material and technological history of hip hop culture, with particular attention to hip hop's tendency to sample, remix, mash-up, and repurpose existing media artifacts to create new works or art. We will use a media archaeological approach to examine the precise material conditions that first gave rise to graffiti art, deejaying, rapping, and breakdancing, and to analyze hip hop songs, videos, and films. Media archaeology is a critical and artistic practice that seeks to interpret the layers of significance embedded in cultural artifacts. How does hip hop archaeology remix the past, the present, and the future? How do the historical, political, and cultural coding of hip hop artifacts change as they increasingly become part of institutional collections, from newly established hip hop archives at Cornell and Harvard to the Smithsonian National Museum of African American History and Culture?

Requirements/Evaluation: Four papers, project with presentation, and a final exam.

Prerequisites: None

Enrollment Limit: 19

Enrollment Preferences: AMST majors or prospective majors

Expected Class Size: 19

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 222(D2) ENGL 221(D1) AFR 222(D2) MUS 217(D1)

Writing Skills Notes: Students in this course develop a capacity to write generative arguments in an interdisciplinary scholarly context. Students will receive feedback not only on structure, substance, and style, but also on how to best build a line of inquiry, how to gather high-quality evidence, and how to make one's thinking productively intersect with more than one scholarly or creative field.

Difference, Power, and Equity Notes: This course requires students to use an effective descriptive and critical vocabulary to discuss and analyze artifacts of hip hop culture, with attention to race, gender, class, sexuality, and other categories of social difference. They must understand the material, technological, historical, and cultural contexts that gave rise to hip hop culture, and proficiently synthesize scholarly perspectives related to the formation and transformations of hip hop from the early 70s to the early 21st cent.

Attributes: AFR Culture, Performance, and Popular Technologies AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora

Spring 2025

SEM Section: 01 TR 11:20 am - 12:35 pm Brian Murphy

AFR 328 (F) Poetry of Indignation: Poetics and Transnational Liberation (DPE) (WS)

Cross-listings: COMP 335 / ARAB 320

Secondary Cross-listing

Poetry is usually associated with beautiful, metered, and charged language. However, beyond its poeticity, poetry has also functioned as a tool of liberation and transnational construction of identities and solidarities. States have national poets, and, in many countries, national anthems were written by famous poets. From Abu al-Qasim al-Shabbi and Claude McKay to Pablo Neruda, poetry has acted as a space for life, rebellion, resistance, revolution, and the defense of a common humanity that transcends the barriers of language and national aesthetics. This course draws on a variety of materials from the Caribbean to Africa and from the Middle East to India to conceptualize a "poetics of indignation" against slavery, social injustice, colonization, authoritarianism, capitalism, and globalization. The students in this course will read poets, such as Okot p'Bitek, Derek Walcott, Tsitsi Jaji, Mahmoud Darwish, and Pablo Neruda, among many other poets, to examine how poetics changed and shifted across times and geographic boundaries while retaining a commitment to indignation, rebellion, and anger at almost the same recurring oppressive forces.

Requirements/Evaluation: Two 5pp. midterm papers; a 1000-word reflection statement; weekly GLOW posts; one 10-minute presentation; active participation in the discussions in class.

Prerequisites: None

Enrollment Limit: 14

Enrollment Preferences: If the class is overenrolled, the students will submit a 200-word paragraph in which they explain how the course fits within their plan of study at Williams.

Expected Class Size: 14

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 328(D2) COMP 335(D1) ARAB 320(D1)

Writing Skills Notes: The students in this course will receive intensive feedback on their writing. This includes writing two 5pp. papers as well as a 10pp. final paper. The students will submit weekly GLOW posts and a final reflection statement.

Difference, Power, and Equity Notes: The students will understand that poetry is a field in which power dynamics and imbalances of access to resources are reflected. They will also pay attention to who writes what and who publishes where in order to understand the imbrication of inequality within the institutions that produce, disseminate, and reward poets.

Fall 2024

SEM Section: 01 MR 2:35 pm - 3:50 pm Brahim El Guabli

AFR 335 (S) Sacred Custodians: Environmental Conservation in Africa (DPE)

Cross-listings: HIST 304 / GBST 304 / ENVI 304

Secondary Cross-listing

In this seminar we will explore environmental conservation in Africa. In particular we will look at African ideas, ethics, and approaches to environmental conservation. Are there African ideas, ethics, and activities that are uniquely conservationist in nature? We will explore well-known African leaders to understand what spurred them to become conservationists, how they interpreted and communicated environmental crises. For example, Wangari Maathai is a world-renowned female scientist who established the Green Belt Movement in Kenya. This movement focuses on addressing the problem of de-forestation. Ken Saro-Wiwa was an activist in Nigeria who fought for and alongside local communities against multinational oil corporations. We will examine these and other African conservation practices alongside popular images of environmental crisis that place blame for environmental degradation on Africans. Students will be invited to critically study histories of environmental management on the continent and the emergence, development, and impact of the idea of conservation. We will unpack the rich histories of conservation efforts in Africa, such as resource extraction, game parks, desertification, wildlife and hunting, traditional practices, and climate change.

Requirements/Evaluation: Requirements/Evaluation: active participation in discussion, map quiz, reading reflections, critical reflections on films, a case study (5-7 pages), and one exam.

Prerequisites: None

Enrollment Limit: 25

Enrollment Preferences: If course is over-enrolled, preference to History Majors and students with a demonstrated interest in African studies.

Expected Class Size: 15-20

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 304(D2) GBST 304(D2) ENVI 304(D2) AFR 335(D2)

Difference, Power, and Equity Notes: This course will intensively explore the question of how various global and local actors have defined environmental degradation and promoted approaches to conservation in Africa. It guides students through an examination of the different power dynamics that have shaped environmental conservation thought and practices on the continent. This course, therefore, provides a critical lens through which to examine the inequalities rooted in race, gender, and other forms of difference

Attributes: ENVI Humanities, Arts + Social Science Electives HIST Group A Electives - Africa

Spring 2025

SEM Section: 01 TF 1:10 pm - 2:25 pm Benjamin Twagira

AFR 367 (S) Black History is Labor History (DPE) (WS)

Cross-listings: HIST 367

Secondary Cross-listing

This seminar explores labor history in relation to black people, spanning the colonial period to the early twenty-first century. It racializes the history of work by tracing the long story of black labor in the U.S. from the plantation to the plant. Whereas the bulk of the course will analyze black labor and labor movements in the twentieth century, specifically focusing on the push for economic inclusion and mobility amid employment, societal and union-related racial discrimination, we will examine what involuntary black labor meant in the context of slavery and the construction of a capitalist economy. Likewise, we will devote attention to black workers with regard to such topics as antiunionism, deindustrialization, economic inequality, Fordism, informal economies, Jim and Jane Crow, labor radicalism and violence, New Deal and welfare, the rise of civil rights unionism, and slavery and capitalism, among other themes.

Requirements/Evaluation: Students are expected to participate actively and will write two comparative essays (5-7 and 6-8 pages) and two primary source analyses (1-2 pages), all of which will be letter-graded and returned with comments. In addition, students will write a final research paper (10-12 pages) in consultation with the instructor and will be required to submit a topic proposal and outline, an annotated bibliography, and a peer-reviewed draft of the final paper.

Prerequisites: Recommended for students with sophomore standing or above and first-year students who both have taken a 200-level history course and have received instructor permission to enroll into the course.

Enrollment Limit: 25

Enrollment Preferences: HIST and AFR majors followed by students with sophomore, junior, or senior standing. If the course is overenrolled, students will be given a questionnaire and only first-year students who have completed a 200-level history course will be enrolled.

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 367(D2) AFR 367(D2)

Writing Skills Notes: Students will be required to write two comparative essays (5-7 and 6-8 pages) and two primary source analyses (1-2 pages), all of which will be letter-graded and returned with comments. In addition, students will write a final research paper (10-12 pages). Throughout the semester, these writing assignments will total roughly 22-30 pages. Students can expect to have line-edited feedback on their papers with substantial and timely, writing-related suggestions for improvement.

Difference, Power, and Equity Notes: This course racializes the study of labor history, focusing on black people and their experiences in the United States from the plantation to the plant. It challenges students to confront and to redefine what it means to labor, grasping how slavery, segregation, and systemic inequalities amid black people's pursuit of citizenship, equality, and freedom have shaped their economic, political, and social conditions and identities.

Attributes: HIST Group F Electives - U.S. + Canada

Spring 2025

SEM Section: 01 MR 1:10 pm - 2:25 pm Tyran K. Steward

AFR 374 (S) Technologies of Race (DPE) (WS)

Cross-listings: AMST 372 / STS 373

Secondary Cross-listing

This course is an introduction to theories, methods, sources, and approaches for interdisciplinary research and creativity in and through the interdisciplinary field of American Studies. We will focus on the intersection of race, gender, sexuality, and disability with modern media technologies, from early photography in the mid-19th century to contemporary trends in machine learning and artificial intelligence. Through a process of shared inquiry, course participants will investigate the ways that historical legacies of oppression and futuristic speculation combine to shape human lives in the present under racial capitalism. Whether analyses of the automation of militarized border control in Texas, or of the ways that obsolete, racist concepts are embedded in machine vision and surveillance systems, the readings in the course will chart out the key moments in the co-evolution of race and technology in the Americas. Students will gain a working competence in all four tracks of the American Studies major (Space and Place; Comparative Studies in Race, Ethnicity, and Diaspora; Arts in Context; and Critical and Cultural Theory). Finally, we will also explore alternative paths toward a future where technology might help to effect the abolition of oppressive structures and systems, rather than continue to perpetuate them.

Requirements/Evaluation: Four papers, in-class writing/reflective work, and a final exam.

Prerequisites: none

Enrollment Limit: 16

Enrollment Preferences: AMST majors or prospective majors.

Expected Class Size: 16

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 372(D2) STS 373(D2) AFR 374(D2)

Writing Skills Notes: Students in this course develop a capacity to write generative arguments in an interdisciplinary scholarly context. Students will receive feedback not only on structure, substance, and style, but also on how to best build a line of inquiry, how to gather high-quality evidence, and how to make one's thinking productively intersect with more than one scholarly or creative field.

Difference, Power, and Equity Notes: This course requires students to contextualize technologies historically and in relation to one another, with attention to their entanglements with racial discourses and racism. Students gain critical skills that equip them to imagine possible futures where technologies serve increasingly as abolitionist tools.

Attributes: AFR Theories, Methods, and Poetics AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora AMST Critical and Cultural Theory Electives AMST Space and Place Electives

Spring 2025

SEM Section: 01 MR 1:10 pm - 2:25 pm Brian Murphy

AFR 396 (S) Relationality and Its Antagonisms (DPE) (WS)

Cross-listings: AMST 428 / WGSS 428

Secondary Cross-listing

Relationality has been the defining approach, feature, and framework of ethnic studies since its inception in the late 1960s. Since then, notable scholars have applied multiple keywords, including difference, comparison, entanglements, cacophonies, and intimacies, to emphasize how processes of racialization and racial formation are not isolated and separate but inextricably linked and shaped by one another. Only from these distinct, uneven, yet shared positions of oppression, as scholars argue, solidarity across race, gender, class, sexuality, and location may emerge. At its crux, this seminar will underscore major tensions and antagonisms *against* frameworks of relationality. Tracing primary sources, cultural expressions, and literature within the traditions of ethnic studies and transnational/women of color feminisms, it will trace the shifts in approaches to relationality, especially as it relates to practices of reciprocity and community-building across difference. At the same time, it will turn to works that name relationality as what Frank B. Wilderson calls a "ruse," or trick, that subsumes the specific, exceptional position of blackness. Our units will include discussions of Afro-Pessimism, indigeneity, racialized settler colonialism as well as queer theory debates on queer presentism (i.e., a queer "no future") versus queer futurity. Studying the tensions that emerge from multiple, distinct, and contradictory planes of power, oppression, and temporalities, how do we assess, work through, and reconcile, if at all, relations deemed as "irreconcilable" across vectors of difference?

Requirements/Evaluation: in-class participation, paper presentation, peer feedback, writing webs (short series of writing exercises), and final project developed from original research and/or creative work

Prerequisites: AMST 101 or WGSS 101

Enrollment Limit: 12

Enrollment Preferences: AMST and WGSS seniors and juniors

Expected Class Size: 12

Grading: yes pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 396(D2) AMST 428(D2) WGSS 428(D2)

Writing Skills Notes: Students will regularly engage in a series of writing exercises and submit a longer paper presentation that will be peer reviewed and revised.

Difference, Power, and Equity Notes: The main objective of the course is to study and assess ethnic studies' approaches to questions of difference, particularly as it relates to theories of racialization and relationality across multiple nodes of power and oppression.

Attributes: AFR Theories, Methods, and Poetics AMST Comp Studies in Race, Ethnicity, Diaspora AMST Critical and Cultural Theory Electives AMST 400-level Senior Seminars WGSS Theory Courses

Spring 2025

SEM Section: 01 W 1:10 pm - 3:50 pm Kelly I. Chung

AMST 101 (F)(S) America: The Nation and Its Discontents (DPE) (WS)

This course introduces students to the capacious and extraordinarily varied interdisciplinary field of American Studies. First institutionalized in the mid-twentieth century, American Studies once bridged literature and history in an attempt to discover a singular American identity. Over 80 years later, many American Studies scholars reject this exceptionalizing rhetoric, working instead to understand how genocide, enslavement, colonization, and militarism/war are foundational to the formation of the U.S. nation-state, and how marginalized and minoritized peoples have survived through, rebelled against, and created new visions for collectivity, relationality, and community. In this course, students will be introduced to the dynamic ways American Studies work links to ethnic studies; women, gender, and sexuality studies; literary studies, political science; critical geography; critical media studies; disability studies; history; anthropology; sociology; art; and more. We will anchor this array of approaches by examining beliefs, practices, places, and migrations that have shaped and been shaped by the U.S., and we will pay particular attention to the people who labor for, have been racialized by, and who think critically about "America." Through close reading; discussions; and analyses of music, art, and film, we will collectively reckon with the questions of who and what makes "America" -- hemispherically, transnationally, globally. In the process, students will be

encouraged to co-create a learning experience rooted in praxis, political consciousness, intersectionality, and mutual support.

Requirements/Evaluation: Four 4-5 page papers (with attention to revision process), one project with oral presentation, and a longer, final essay.

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: first- and second-year students

Expected Class Size: 20

Grading: no pass/fail option, yes fifth course option

Unit Notes: Core Course

Distributions: (D2) (DPE) (WS)

Writing Skills Notes: This Writing Skills course will include multiple papers, with attention to revision, as well as an oral presentation, and a longer, final essay. Attention will be paid to the process of composing a persuasive, interpretive essay based in close analysis of texts.

Difference, Power, and Equity Notes: This course requires students to think critically about the meanings of "America" and about the consequences and costs of racialization and other processes for making social differences. Students learn to discern the ways in which historical legacies of oppression continue in the present, and consider the mutual interrelation of local, national, and global contexts and events.

Fall 2024

SEM Section: 01 TR 9:55 am - 11:10 am Brian Murphy

Spring 2025

SEM Section: 01 MR 2:35 pm - 3:50 pm Cassandra J. Cleghorn

AMST 113 (F) The Feminist Poetry Movement (DPE) (WS)

Cross-listings: ENGL 113 / WGSS 113

Secondary Cross-listing

Feminist poetry and feminist politics were so integrated in the 1960s and 1970s in America that critical essays on poets, such as Adrienne Rich and Audre Lorde, appeared in the same handbook that listed such resources for women as rape crisis centers and health clinics. This course will map the crucial alliance between feminist politics (and its major cultural and political gains) and the feminist poetry movement that became a major "tool" for building, organizing, and theorizing second-wave feminism. In order to track this political and poetic revolution, we will take an interdisciplinary approach that brings together historical, critical, and literary documents (including archival ones) and visual products (through the Object Lab of the Williams College Art Museum) that recreate the rich context of the period and help us consider the important social nature of aesthetic production. At the center of the course will be writings of major poets of the period, as well as anthologies and feminist periodicals that published their work and created a significant forum and shared space for women to articulate the politics and poetics of change. These periodicals and anthologies will also help us track the diversity of the feminist poetry movement and its intersection with issues of race, class, ethnicity, and sexuality. Ultimately, we will want to consider how poetry serves as an important tool for thinking through questions of power and injustice and what role it plays in creating necessary imaginative space in the world for expression, critique, and change.

Class Format: discussion, some lecture, project work in archives and art gallery

Requirements/Evaluation: two-three short analysis papers, creative (1-2 pages), curated final project (archival exhibit and digital project), presentations

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: first years

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 113(D2) ENGL 113(D1) WGSS 113(D2)

Writing Skills Notes: Writing skills taught through a series of assignments evenly spaced throughout the semester: two to three four-to-five-page graded papers, one creative assignment, and a final digital research project (8-10-page equivalent; peer reviewed). Students receive critical feedback

on written assignments a week prior to due date through conferences and Google Docs and on final graded assignments within one week with sufficient time between assignments to improve the next assignment.

Difference, Power, and Equity Notes: The course examines the effects of class, race, ethnicity, gender, and sexuality on both poetry and the movement and how women negotiated their differences within the movement, as well as in response to the dominant patriarchal culture. This course employs critical tools (feminist theory, archival research, poetics, close reading, comparative approaches) to help students question and articulate the social injustices that led to the poetry and poetics of the Women's Liberation Movement.

Attributes: AMST Critical and Cultural Theory Electives ENGL Criticism Courses EXPE Experiential Education Courses WGSS Racial Sexual + Cultural Diversity Courses WGSS Theory Courses

Fall 2024

SEM Section: 01 TF 2:35 pm - 3:50 pm Bethany Hicok

AMST 125 (F) Introduction to Asian American Studies (DPE)

Cross-listings: AAS 125

Primary Cross-listing

Who or what constitutes the term "Asian American"? Leading with this provocation, this course offers an introductory overview of the interdisciplinary discipline of Asian American Studies, tracing its formation and evolution from the late 1960s onward. Focusing on an array of foundational texts, cultural production, and primary sources, we will ask who has been included/excluded from this term, what the bounds are (if any), and how others approach and negotiate this term. As such, we will analyze its shifting constructions and enactments alongside other markers of difference from the nineteenth century to the present. In particular, we will be attentive to how these constructions have been shaped both relationally through other racial formations as well as overlapping systems of power, including settler colonialism, U.S. war and empire, capitalism, and globalization within and beyond the U.S. With this, we will examine how this term has been widely undone and remade via political activism, visual and performance art, plays, media, poetry, etc. The aim of this course is not to identify a single or right definition of the term "Asian American" but to collectively assess and explore the limits, reaches, utility, and expansiveness of it.

Requirements/Evaluation: weekly readings, in-class discussions, weekly discussion posts, two papers, and a final paper or creative project

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: first-year students, AAS concentrators or prospective concentrators, AMST majors or prospective majors

Expected Class Size: 18

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 125(D2) AAS 125(D2)

Difference, Power, and Equity Notes: This course examines "Asian" and Asian American" as categories of racial difference constructed through various structures of power. Students in the course are asked to unpack how constructions of this difference have changed over time and produced uneven power relations and access to resources.

Attributes: AAS Core Electives AAS Gateway Courses AMST Comp Studies in Race, Ethnicity, Diaspora

Fall 2024

SEM Section: 01 TF 1:10 pm - 2:25 pm Kelly I. Chung

AMST 146 (S) Introduction to Native American and Indigenous Studies (DPE)

Consider just the last few years... during the 2016 presidential campaign then-candidate Donald Trump called Senator Elizabeth Warren "Pocahontas," a disparaging reference to Warren's claim to Native American heritage. In 2017, Los Angeles became the largest US city to rename "Columbus Day" to "Indigenous Peoples Day." Indigenous-led resistance to oil pipelines continues in multiple locations, and in 2022 Washington DC's professional football team abandoned their old name, a racial slur for Native Americans, rebranding as the Washington Commanders. Struggles in Indian Country over politics, natural resources, and representation have become increasingly visible. This course will prepare students to better

understand contemporary indigenous issues. Course content will actively work against the myth that Native American history ended in 1890 with the end of militant Native resistance to US expansion. Instead, we will ask: Who are indigenous peoples? How is their status and identity determined? How do Indian nations sit within and in relation to state and federal governments? What are the pressing issues of the present moment? What are the histories that make sense of those issues? How do we explain that curious American urge to claim "Indian blood" and to create novels and films about Indians? Course topics will include colonialism, tribal sovereignty, Native American art, literature, and culture, activism and "Red Power," struggles over natural resources, gender and sexuality, representations of indigenous people in popular culture, and more. We will enrich our classroom activities with visits to the Williams College Special Collections and the Williams College Museum of Art. This course offers a broad introductory survey of these and other issues as it explores the development and current state of the interdisciplinary field known as Native and Indigenous Studies.

Requirements/Evaluation: Assignments will include weekly discussion, responses to assigned readings, short papers, and essay exams for the midterm and final.

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: American Studies majors or first- and second-year students

Expected Class Size: 20

Grading: yes pass/fail option, no fifth course option

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: This course focuses on race, indigeneity, and the ongoing forms of colonialism that infringe on the sovereignty of indigenous nations. Students in the course are asked to explore how difference, power, and inequality have shaped the history of the United States and other settler-colonies.

Attributes: AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora AMST pre-1900 Requirement

Spring 2025

SEM Section: 01 MW 11:00 am - 12:15 pm Stefan B. Aune

AMST 150 (F) Data for Justice (DPE) (QFR)

Cross-listings: STS 150 / SOC 150 / WGSS 150 / INTR 150

Secondary Cross-listing

This course is a unique and inclusive introduction to data science where quantitative thinking, programming, and social justice intertwine. We will build our data science skills using R, a popular open-source data science tool. We will focus on essential stages of data analysis, including data acquisition, cleaning, wrangling, visualization, and exploration. But rather than divorcing these techniques from the social issues they can help illuminate, we ground them in a social justice context. Overall, we will apply data science skills to topics drawn from criminal justice, environmental justice, diversity and inclusion in arts and media, education equity, and much more, with the goal of growing our collective capacity to use data science as a tool for social good. During a time when humans are increasingly subjugated to data-driven algorithmic decisions, when there are social media accounts dedicated to highlighting misuses of data, and when artificial intelligence makes faking data a nearly trivial task, using data to ethically and carefully promote justice is more important than ever.

Class Format: This course is taught in a highly interactive format and will frequently use a flipped-classroom approach. Students should expect substantial time devoted to in-class collaboration.

Requirements/Evaluation: Students will complete regularly assigned activities, problem sets, and other assessments. To move towards a non-hierarchical, transparent, and egalitarian grading system, the instructor adopts a mastery-based approach.

Prerequisites: None. This course assumes no prior knowledge of data science or R programming. An interest in social justice and a willingness to engage intensively with data and computing are essential.

Enrollment Limit: 18

Enrollment Preferences: Students without prior college-level courses in statistics and programming.

Expected Class Size: 18

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

STS 150(D2) AMST 150(D2) SOC 150(D2) WGSS 150(D2) INTR 150(D2)

Difference, Power, and Equity Notes: This course uses data science as a lens for injustice in spheres such as criminal justice, environmental justice, diversity and inclusion in arts and media, education equity. We will consider race, gender, LGBTQ+, disability, and other axes of identity. Additionally, we will adopt a data-critical perspective, thinking about how social forces shape data and our understanding of it.

Quantitative/Formal Reasoning Notes: This course teaches quantitative tools in R, a widely-adopted data science platform. We will focus on essential stages of data analysis, including data acquisition, cleaning, wrangling, visualization, and exploration.

Fall 2024

LEC Section: 01 TR 9:55 am - 11:10 am Chad M. Topaz

LEC Section: 02 TR 11:20 am - 12:35 pm Chad M. Topaz

AMST 164 (F) Communications in Early America (DPE) (WS)

Cross-listings: HIST 163

Secondary Cross-listing

How did the multiplicity of people who shaped "early" North America communicate with each other, across profound linguistic, cultural, social, political, and spiritual differences? What strategies did they use to forge meaning and connections in times of tremendous transformation, while maintaining vital continuities with what came before? This course examines histories of communication in North America and the technologies that communities have developed to record, remember, advocate, persuade, resist, and express expectations for the future. Using a continental and transoceanic lens of "Vast Early America," we will take up Indigenous oral traditions, Traditional Ecological Knowledge, wampum belts, and winter counts as expressions of ethics, identity, relationality, and diplomacy among sovereign Native/Indigenous nations. We will reflect on artistic and natural science paintings, engravings, and visual culture that circulated widely; and diaries and journals as forms of personal as well as collective memory. We will work with political orations, newspapers, pamphlets, and other forms of print culture that galvanized public opinion in the Age of Atlantic Revolutions; memorials and monuments that communities have created to honor ancestors and significant events; material culture such as baskets and weavings that signified through their imagery and physical forms; and social critique and visions of justice in the verse and prose of Phillis Wheatley Peters and William Apess. These materials take us into the complexities of individuals' and communities' interactions and relations of power. They also illuminate spaces of potential or realized solidarity, alliance, and co-building of new worlds. Throughout we will work together to understand different methodologies, theories, practices, and ethics involved in approaching the past. We will at every turn be attuned to the ongoing significances of these experiences among communities in the twenty-first century.

Requirements/Evaluation: active participation in class discussions, several short essays based on readings and discussion topics, museum/archives exercise, final essay/project

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: limited to first- and second-year students who have not yet taken a 100-level course in History or American Studies; juniors and seniors only with the permission of the instructor

Expected Class Size: 19

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 164(D2) HIST 163(D2)

Writing Skills Notes: Short essays (3-5 pages) spaced throughout the semester with instructor feedback on writing skills as well as historical content; written reflection and analysis related to museum/archives visit with original materials; final essay (8-10 pages) due at end of semester that synthesizes findings from across the whole semester and allows students to closely examine primary/secondary sources; regular opportunities to conference with instructor about writing ideas and drafts.

Difference, Power, and Equity Notes: This course centers experiences of diverse people in early America including substantial focus on Native American/Indigenous and African American communities. It introduces foundational methods for historical and interdisciplinary study, including decolonizing methodologies from Native American and Indigenous Studies (NAIS) and African American histories; critical vantages on Euro-American settler colonialism; and scholarship on complex entanglements in multiracial and multiethnic communities

Attributes: HIST Group F Electives - U.S. + Canada HIST Group P Electives - Premodern

Fall 2024

SEM Section: 01 MR 2:35 pm - 3:50 pm Christine DeLucia

AMST 206 (S) Designer Genes (DPE)

Cross-listings: ENGL 208 / STS 208 / WGSS 208

Secondary Cross-listing

In this course, we explore cultural texts that attempt to come to terms with--or exploit--the revolution in contemporary genetics with a particular focus on gender, race, class, and sexuality. The mapping of the human genome in 2001 opened incredible opportunities for medicine, law, and society, but it also, as Alice Wexler has written, "opened a vast arena for contests of power over what it means to be human, who has the power to define what is normal, [and] who has access to what resources and when." Wexler was writing before the final sequencing of the human genome. Now we have CRISPR technology, ushering in a new, more pressing set of ethical concerns. We are currently in the midst of a "global race to genetically modify humans," as the anthropologist Eben Kirksey has documented in his new book *The Mutant Project*. How will we come to define the human? Who gets to decide? Our writers and filmmakers make clear that genetic medicine cannot be thought apart from a profit-driven American health care system or family and gender dynamics. Joanna Rudnick's documentary *In the Family*, for instance, explores the personal and political issues associated with hereditary breast cancer and the patenting of genes. Octavia Butler's Afro-futurist novel *Dawn* explores black female sexuality, reproduction, and the survival of the species in her character's encounter with a genetically enhanced alien species. The film *Gattaca* shows us a fully realized dystopian society where genetically modified humans are the norm--a society that now "has discrimination down to a science." The transgender artist Tamara Pertamina, on the other hand, "hopes to decolonize the science of genetic engineering," as Kirksey has written, with her performance artist projects. Our texts come from a number of different genres, including the memoir, science fiction, film, documentary, art, and non-fiction writing at the intersections of science, medicine, philosophy, anthropology, and law.

Requirements/Evaluation: Personal essay, short analysis papers, final research group project

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: None; if class is overenrolled, professor will ask for statements of interest.

Expected Class Size: 25

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 208(D1) STS 208(D2) WGSS 208(D2) AMST 206(D2)

Difference, Power, and Equity Notes: This course asks students to think deeply about questions of social justice in the context of the revolution in modern genetics. Race, class, gender, and sexuality all play a role in who has access to new life-saving technologies, and how these technologies are used. This course employs critical tools (feminist and queer theory, ethics' case studies, close reading) to help students question and articulate the social injustices at play in scientific research and bioengineering.

Attributes: AMST Critical and Cultural Theory Electives ENGL Criticism Courses ENGL Literary Histories C WGSS Racial Sexual + Cultural Diversity Courses

Spring 2025

SEM Section: 01 TF 2:35 pm - 3:50 pm Bethany Hicok

AMST 213 (F) Asian/American Identities in Motion (DPE)

Cross-listings: AAS 216 / DANC 216 / GBST 214 / ASIA 216 / THEA 216

Secondary Cross-listing

The course aims to explore dance and movement-based performances as mediums through which identities in Asian and Asian American (including South Asian) communities are cultivated, expressed, and contested. Students will engage with how social and historical contexts influence the processes through which dance practices are invested with particular sets of meanings, and how artists use performance to reinforce or resist stereotypical representations. Core readings will be drawn from Dance, Performance, Asian, and Asian American Studies to engage with issues such as nation formation, racial and ethnic identity politics, appropriation, tradition and innovation among other topics. This is primarily a discussion-based seminar course, and might also include screenings, movement workshops, and discussion with guest artists and scholars. No previous dance

experience is required.

Requirements/Evaluation: reading responses, in-class writing assignments, participation in discussions and presentations, two 5-6 page essays, and a final cumulative essay assignment.

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: first years and sophomores

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AAS 216(D2) AMST 213(D2) DANC 216(D1) GBST 214(D2) ASIA 216(D1) THEA 216(D1)

Difference, Power, and Equity Notes: This course introduces students to the role of performance in nation formation in Asia and the history of Asian Americans in the US through analysis of dance practices. Student will explore how race was central to the formation of Asian and the American nations, and how social and legal discriminatory practices against minorities influence identity and popular cultural practices. The assigned material provide examples of how artists address these inequalities and differences in social power.

Attributes: AAS Core Electives AAS Gateway Courses

Fall 2024

SEM Section: 01 WF 11:00 am - 12:15 pm Munjulika R. Tarah

AMST 218 (S) Black and Brown Jacobins (DPE) (WS)

What does it take to be free in the free world? In this class we explore the dark side of democracy. The title is inspired by C.L.R. James' famous book, Black Jacobins, about the Haitian Revolution (1791-1804). This revolution was the most successful revolt of the enslaved in recorded history. But the irony is that their oppressors were the leaders of the French Revolution across the Atlantic. Those who proclaimed "liberty, equality, fraternity" for themselves violently denied them to others. There is a similar dismal irony to the American Revolution, as captured by the title of Frederick Douglass' famous 1852 speech, "What to the Slave Is the Fourth of July?" Not even the Civil War could resolve this issue, as demonstrated by the failure of Reconstruction and the rise of Jim Crow. To revisit this history, we will read W.E.B. Du Bois' great book, Black Reconstruction in America. Alongside a selection of readings by canonical postcolonial writers and current political theorists, James and Du Bois provoke us to ask what it would take for the democratic world to be truly free.

Requirements/Evaluation: Mandatory in-class free writing, three position papers, three mandatory in-class debates, final exam

Prerequisites: None

Enrollment Limit: 15

Enrollment Preferences: AMST majors or prospective majors

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE) (WS)

Writing Skills Notes: "Black and Brown Jacobins" is a writing-intensive course focused on persuasive argumentation. Each day in class will begin with 5-10 minutes of free writing in response to a prompt. At the end of each unit, students must complete a position paper (three in total). These papers will be accompanied by in-class debates in which students will be asked to argue both sides of the prompt they have been given.

Difference, Power, and Equity Notes: "Black and Brown Jacobins" calls into question the success of modern democracy from the perspective of minoritized groups, in particular Black Americans and Afro-Caribbeans. Students will grapple with the legacy of enslavement in the Americas, the Haitian Revolution (1791-1804), the American Civil War and Reconstruction (1861-1877), Jim Crow, and our current era of mass incarceration. The question driving this course is, what does it take to be free in the free world?

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora AMST Critical and Cultural Theory Electives AMST pre-1900 Requirement

Spring 2025

SEM Section: 01 TR 9:55 am - 11:10 am

AMST 222 (S) Hip Hop Culture (DPE) (WS)

Cross-listings: ENGL 221 / AFR 222 / MUS 217

Primary Cross-listing

The course examines how young people of color created hip hop culture in the postindustrial ruins of New York City, a movement that would eventually grow into a global cultural industry. Hip hop music producers have long practiced "diggin' in the crates"--a phrase that denotes searching through record collections to find material to sample. In this course, we will examine the material and technological history of hip hop culture, with particular attention to hip hop's tendency to sample, remix, mash-up, and repurpose existing media artifacts to create new works or art. We will use a media archaeological approach to examine the precise material conditions that first gave rise to graffiti art, deejaying, rapping, and breakdancing, and to analyze hip hop songs, videos, and films. Media archaeology is a critical and artistic practice that seeks to interpret the layers of significance embedded in cultural artifacts. How does hip hop archaeology remix the past, the present, and the future? How do the historical, political, and cultural coding of hip hop artifacts change as they increasingly become part of institutional collections, from newly established hip hop archives at Cornell and Harvard to the Smithsonian National Museum of African American History and Culture?

Requirements/Evaluation: Four papers, project with presentation, and a final exam.

Prerequisites: None

Enrollment Limit: 19

Enrollment Preferences: AMST majors or prospective majors

Expected Class Size: 19

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 222(D2) ENGL 221(D1) AFR 222(D2) MUS 217(D1)

Writing Skills Notes: Students in this course develop a capacity to write generative arguments in an interdisciplinary scholarly context. Students will receive feedback not only on structure, substance, and style, but also on how to best build a line of inquiry, how to gather high-quality evidence, and how to make one's thinking productively intersect with more than one scholarly or creative field.

Difference, Power, and Equity Notes: This course requires students to use an effective descriptive and critical vocabulary to discuss and analyze artifacts of hip hop culture, with attention to race, gender, class, sexuality, and other categories of social difference. They must understand the material, technological, historical, and cultural contexts that gave rise to hip hop culture, and proficiently synthesize scholarly perspectives related to the formation and transformations of hip hop from the early 70s to the early 21st cent.

Attributes: AFR Culture, Performance, and Popular Technologies AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora

Spring 2025

SEM Section: 01 TR 11:20 am - 12:35 pm Brian Murphy

AMST 226 (S) Gender and the Dancing Body (DPE)

Cross-listings: DANC 226 / WGSS 226 / THEA 226

Secondary Cross-listing

This course posits that the dancing body is a particularly rich site for examining the history of gender in America and beyond. The aim of the course is to explore ideas related to gender as prescribed by dominant cultural, social, and religious institutions, and how dance has been used to challenge those normative ideologies. We will examine a wide range of dance genres, from stage performances to popular forms to dance on television, with particular attention to the intersections of race and class with gender. This is primarily a discussion-based seminar course and may also include film screenings, movement workshops, discussions with guest artists and scholars. No previous dance experience required.

Requirements/Evaluation: participation in discussions and presentations, reading responses, in-class writing assignments, two 5-6 page essays, and a final cumulative essay.

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: first years and sophomores

Expected Class Size: 10-15

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

DANC 226(D1) AMST 226(D2) WGSS 226(D2) THEA 226(D1)

Difference, Power, and Equity Notes: In the course, students will explore the concept of gender as a social construction and how the body's historical associations to markers of gender and sexuality lead to differences in socio-political power. The assigned texts and viewings provide examples of how bodies and their movements make meaning in a network of power relationships, and how artists use dance to address social inequalities such as sexism, racism, and transmisogyny, to imagine a more just world.

Spring 2025

SEM Section: 01 WF 11:00 am - 12:15 pm Munjulika R. Tarah

AMST 242 (S) Americans Abroad (DPE)

Cross-listings: GBST 242 / COMP 242 / ENGL 250

Secondary Cross-listing

This course will explore some of the many incarnations of American experiences abroad from the end of the 19th century to the present day. Materials will be drawn from novels, short stories, films, and nonfiction about Americans in Europe in times of war, peace, and pandemic. We will compare and contrast the experiences of novelists, soldiers, students, war correspondents, jazz musicians, and adventurers. What has drawn so many Americans to Europe? What is the difference between a tourist, an expat, and an émigré? What are the profound, and often comic, gaps between the traveler's expectations and the reality of living in, say, Paris or a rural village in Spain? What are the misadventures and unexpected rewards of living, working, writing, or even falling in love in translation? How did recent lockdowns and border closings impact and/or interrupt these complex experiences? Authors may include: Edith Wharton, Henry James, Langston Hughes, Martha Gellhorn, Ernest Hemingway, Elaine Dundy, Richard Wright, and Ben Lerner. Additional reading will be drawn from historical and critical works. All readings will be in English. This comparative course is designed to highlight the challenges and benefits of cultural immersion abroad. It will focus on the linguistic, emotional, intellectual, and social adaptation skills that are required to understand others, and oneself, in new contexts. Many of the authors and artists we will study chose, or were forced to, leave oppressive situations in the United States where their futures were limited due to factors related to politics, gender, race or class (and combinations thereof). We will study their dislocation, and freedom, and struggles to reshape their (and our) concept of "home" into something that reflects individual identity, and not one imposed by any national culture--American or foreign.

Requirements/Evaluation: Each student will give an in-class presentation and complete 3 writing assignments totaling 20 pages; one of these writing assignments will be a personal travel narrative based on the student's own experiences.

Prerequisites: Any literature course at Williams or permission of instructor.

Enrollment Limit: 18

Enrollment Preferences: Comparative Literature, English or American Studies majors, and/or students who have studied away or plan on doing so, and/or students who are from international and/or bilingual (or multilingual) backgrounds.

Expected Class Size: 18

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

GBST 242(D2) AMST 242(D2) COMP 242(D1) ENGL 250(D1)

Difference, Power, and Equity Notes: We will read and analyze primary materials and literature that reflect on Americans who chose, or were forced to, reinvent themselves abroad to escape oppressive situations in the United States related to gender, class, race, or political views. The socio-historical context of each writer will be crucial to understanding their situations. Students will write critical papers, and their own narrative in which they reflect on a situation of personal dislocation, either while traveling, or at home.

Attributes: AMST Arts in Context Electives GBST Borders, Exiles + Diaspora Studies

Spring 2025

SEM Section: 01 TR 9:55 am - 11:10 am Soledad Fox

AMST 247 (S) Cities, Suburbs, and Rural Places (DPE)

Cross-listings: ENVI 257 / LATS 230

Secondary Cross-listing

Long associated with cities in the scholarly and popular imagination, transnational migrants have increasingly settled in U.S. suburbs and rural localities and have made these places home. Through the lens of new destinations for im/migrants, this course introduces spatial methods, perspectives, and concepts to understand cities, suburbs, and rural places. We ask how geographically specific forces and actors shape migrants' living conditions, as well as consider the spatially uneven outcomes of complex processes like globalization. We analyze how different actors discursively and materially demarcate who belongs and who does not, and how these boundaries shape migrants' everyday practices. This interdisciplinary course highlights the legal, economic, political, environmental, social, and cultural dimensions of how transnational migrants become part of and create homes in new destinations. Through a range of textual materials (academic, literary, popular, visual), we explore the construction of landscapes, how people shape space at local and regional scales, and where people do life's work and come together to build cultural space. Rooted in critical race geographies, case studies are comparative across different racial and ethnic groups in the U.S. West, South, Midwest, and Northeast. This course will be mostly discussion-based, grading based on participation, short writing exercises, four assignments, and a final project.

Class Format: This is also a discussion course. While I will spend some time at the beginning of the class lecturing, most of the time will be spent in class discussions.

Requirements/Evaluation: Grading based on participation, short writing exercises, four assignments, and a final project. All writing materials and exams are based on coursework.

Prerequisites: None

Enrollment Limit: 25

Enrollment Preferences: LATS concentrators or those intending to become LATS concentrators

Expected Class Size: 25

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 257(D2) AMST 247(D2) LATS 230(D2)

Difference, Power, and Equity Notes: Students examine how race, gender, sexuality, class, and documentation status also impact how immigrants 'transition' to new migration destinations. We consider how the exercise of unequal power affects migration, settlement, and place-making. Students analyze representations and demographic data to determine how people are portrayed and what their material conditions are.

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora AMST Space and Place Electives ENVI Humanities, Arts + Social Science Electives LATS Core Electives

Spring 2025

LEC Section: 01 TR 9:55 am - 11:10 am Edgar Sandoval

AMST 252 (F) Im/mobilities (DPE) (WS)

Cross-listings: AAS 252 / SOC 252

Secondary Cross-listing

We think of the freedom to move as a mark of privilege. In the United States, passing a driving test, owning a car, and getting a passport are milestones that signal modernity and freedom. Likewise, we think of restrictions on movement as the domain of the underprivileged, such as the current and formerly incarcerated. But as the Covid-19 pandemic revealed, there have always been two sides to immobility: privileged as well as involuntary immobility. There are correspondingly two sides to mobility: those who move because they want to and others because they have no choice. In this class, students will explore conceptions of mobility as adventurous, free, and modern (as with jet-setting international elites). They will compare and contrast when mobility can be threatening, exclusionary, and limited (as recognized by the Black Lives Matter movement). This class invites students to interpret their environment through the lens of mobility and inequality. Drawing on sociology, anthropology, cultural studies, geography, and migration studies, this interdisciplinary course offers a beginning conversation on the causes and consequences of the freedom to

move--or to stay still.

Requirements/Evaluation: Thoughtful and consistent class participation, several short reflection papers, two drafts of an opinion essay, class presentation

Prerequisites: None

Enrollment Limit: 15

Enrollment Preferences: Given to first-year students and sophomores, particularly those who have demonstrated an interest in AAS/SOC. If the course overenrolls, the instructor will send out a Google Form to make enrollment decisions.

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 252(D2) AAS 252(D2) SOC 252(D2)

Writing Skills Notes: Emphasis on the processes of writing and revising, several short papers on which students will receive close feedback, and drafts of a final written assessment

Difference, Power, and Equity Notes: This course explores a politics of im/mobilities: how we move through space through different bodies at the intersection of race, class, gender, ability, and citizenship. Students will use their own bodies as research sites for deepening their understanding of how we navigate the freedom to move or stay still.

Fall 2024

SEM Section: 01 MR 2:35 pm - 3:50 pm Phi H. Su

AMST 284 (F)(S) Asian American History (DPE)

Cross-listings: AAS 284 / HIST 284

Secondary Cross-listing

This course offers an overview of Asian American history from the late seventeenth century to the present. It will cover the earliest Asian migration and settlement in the U.S., the rise of anti-Asian movements, the experiences of Asian Americans during World War II and the Cold War, the emergence of the Asian American movement in the 1960s, the post-1965 Asian immigration, and the War on Terror. We will investigate broader themes including labor, citizenship, political resistance, gender and sexuality, community formation, empire, and transnationalism. We will also consider key contemporary issues, including race and ethnic relations, anti-Asian harassment and violence, and the legacy of U.S. colonialism in Asia-Pacific. Along the way, we will engage classic and recent scholarship in the field, and form our own interpretations of the past based on a wide range of sources--including films, novels, newspapers, government documents, political cartoons, and more. Throughout, the course advances the argument that citizenship and belonging in the U.S. cannot be fully understood without accounting for the experiences of Asian Americans.

Requirements/Evaluation: Attendance and participation in discussion, weekly reading responses (2 pages), midterm exam, and final in-class exam and take-home essay (7-10 pages)

Prerequisites: None

Enrollment Limit: 30

Enrollment Preferences: Preference given to History majors and Asian American Studies concentrators.

Expected Class Size: 25-30

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 284(D2) AAS 284(D2) HIST 284(D2)

Difference, Power, and Equity Notes: This course introduces students to the incredible diversity of Asian Americans. It guides students through an examination of the historical events, policies and dynamics that have marginalized Asian American communities based on race, ethnicity, class, gender, sexuality, citizenship, and other forms of difference. It also explores the diverse ways that Asian Americans have sought inclusion and belonging in the U.S.

Attributes: AAS Core Electives AAS Gateway Courses HIST Group F Electives - U.S. + Canada

Fall 2024

LEC Section: 01 TR 11:20 am - 12:35 pm Hongdeng Gao

Spring 2025

LEC Section: 01 TR 9:55 am - 11:10 am Hongdeng Gao

AMST 326 (F) Unfinishing America (DPE) (WS)

Cross-listings: ENGL 316

Primary Cross-listing

The Great American Novel is a moribund cliché. Few would argue that any one work of fiction could capture the essence of American life. In this class, we will flip the Great American Novel on its head by reading Ralph Ellison's unfinished second novel. After publishing the acclaimed *Invisible Man* in 1952, Ellison seemed poised to deliver the next Great American Novel. But he never did. When he died in 1994, 42 years later, he left behind thousands of pages of material, but no finished second novel. Why wasn't he able to finish it? Some of it was bad luck. Some of it was a struggle with genre and form. However, perhaps the real reason Ellison's novel proved impossible is what it was trying to say. This is a book about the historical trauma of racism. Therefore, the thesis of this class is that the Great American Novel cannot be written as long as American history remains whitewashed. Ellison's manuscript shows this in surprising ways, from its depiction of racial passing and the taboo of interracial sex to its extended exploration of Black and Indigenous cultures in the former Oklahoma Territory. In addition to Ellison, we will read the work of the Chicano author Tomás Rivera, whose fragmentary fictions provoke similar questions. This class culminates in a final project that asks students to "unfinish" an American cultural object.

Requirements/Evaluation: Class participation, Discussion facilitation, "Show and Tell" presentation of a cultural object, Reader's Guide, Final Project

Prerequisites: None

Enrollment Limit: 15

Enrollment Preferences: Sophomores, Juniors, and Seniors

Expected Class Size: 10-15

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 316(D1) AMST 326(D2)

Writing Skills Notes: Each student will be responsible for producing a reader's guide to Ellison's unfinished second novel. Students will write, rewrite, and revise their reader's guide throughout the semester. Three drafts will be due throughout the semester. A quality reader's guide will highlight the book's main themes, profile the main characters, and retrace the book's development. Students will also complete one draft of a guide to Rivera's novella, due at the end of the semester.

Difference, Power, and Equity Notes: "Unfinishing America" satisfies the Difference, Power and Equity requirement because it calls into question mainstream American culture from Black, Chicano, and Indigenous perspectives. It interrogates the relations of power that have driven American history, from the Civil War and Westward expansion in the 19th century to the struggle for Civil Rights against Jim Crow in the 20th. Finally, it asks what it would mean to have true equity amidst great diversity in American culture.

Attributes: AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora

Fall 2024

SEM Section: 01 TF 2:35 pm - 3:50 pm

AMST 334 (S) Sexual Economies (DPE)

Cross-listings: ANTH 301 / WGSS 301

Secondary Cross-listing

This course examines various forms of sexual labor around the world in order to better understand how gendered and sexual performances are used in a variety of cultures and contexts for material benefit. Our topics include "traditional" forms of sex work such as street prostitution, pornography, and

escorting as well as other forms of sexualized performances for benefit such as stripping or camming. We also discuss current issues and debates about discourses of "sex trafficking." Course readings come from a range of fields, but focus most heavily on anthropology, sociology, American studies, and gender studies. The readings for this class will frequently foreground the lived experiences of sex workers from a variety of nations, races, classes, religions, and backgrounds in order to explore the broader social implications of our subject matter. The format is largely discussion-based, with short lectures supplementing the reading with summaries of current scholarly and activist debates. We have a variety of guest speakers to share their diverse lived experiences related to this topic.

Requirements/Evaluation: short-quizzes, reflection papers, participation, short Marco Polo video posts (app 3 min each)

Prerequisites: none, though WGSS 101 and/or 202 may be helpful, but not required

Enrollment Limit: 15

Enrollment Preferences: based on statement of interest, brief interviews if necessary

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ANTH 301(D2) AMST 334(D2) WGSS 301(D2)

Difference, Power, and Equity Notes: We pay particular attention to the intersecting questions of race, sexuality, gender, and class as we explore the political economy of commercial sex. The course teaches students to examine the underlying political and economic structures that create systems of privilege and power, thereby complicating questions and assumptions about sexual consent, coercion, agency, and empowerment with particular attention to race and gender in comparative transnational contexts.

Attributes: WGSS Racial Sexual + Cultural Diversity Courses

Spring 2025

SEM Section: 01 MW 7:00 pm - 8:15 pm Gregory C. Mitchell

AMST 342 (S) Central American Visual Cultures (DPE)

Cross-listings: LATS 345

Secondary Cross-listing

This course explores who U.S.-Central Americans are through their visual cultural production, as well as how US-Central Americans have been portrayed by others. Recently, Central Americans have gained visibility in the U.S. public sphere as mainstream media coverage of the "crisis at the border" has sensationalized the arrival of migrant caravans. The images and visuals resulting from mainstream coverage has led to monolithic representations of Central Americans framing them as "illegal aliens," violent gang members, or agentless victims. By engaging with visual culture ranging from social media, films, and zines, we challenge these monolithic perceptions and representations of Central Americans by pursuing the following set of questions: How have others visualized Central Americans and what has been the effect on lived experiences of U.S. Central Americans? How do U.S.-Central American communities visualize their identity formation in the U.S.? What is the role of visual culture in their resistance to racism, classism, sexism, and other structures of marginalization in the U.S.? As part of this course, we explore the range of social, political, economic, and historical forces that have pushed migration from each of the countries in the isthmus and the formation of their respective diasporas in the U.S.

Requirements/Evaluation: Discussion participation, weekly reading responses, two 3-6-page essays, and a final 8-10 page paper.

Prerequisites: None

Enrollment Limit: 25

Enrollment Preferences: Latina/o Studies concentrators and AMST majors

Expected Class Size: 25

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

LATS 345(D2) AMST 342(D2)

Difference, Power, and Equity Notes: The course critically reflects on how others have visualized Central Americans and how Central American

communities use visual culture to assert their differences and contest the power dynamics that shape their lived experiences.

Attributes: LATS Core Electives

Spring 2025

SEM Section: 01 MR 2:35 pm - 3:50 pm Kevin W. Cruz Amaya

AMST 354 (S) Race/War: Critical Readings on Violence (DPE)

We live in a moment where the media visibility of warfare is surging. On both mainstream media outlets and social media platforms often-pervasive depictions of violence challenge our ability to analyze, historicize, and empathize. This course will step back and explore a longer history of military violence and its connection to key American Studies concepts including race, empire, settler colonialism, and more. We will interrogate a mix of historical, literary, and theoretical texts that offer tools for analyzing the tangled intersections of race and violence, with an emphasis on the history of the United States and its militarized relationship to the rest of the world. Course texts will invite us to investigate how categories like "civilized" and "savage" have intersected with concepts like the "rules of war," international law, and forms of violence that draw the label "race war." Course topics will include Native resistance to US continental expansion, overseas US imperialism in the late-nineteenth and early-twentieth centuries, indiscriminate violence during World War II, the relationship of Cold War foreign policy to the Global War on Terror, and more. Students can expect to engage a range of sources, including archival materials, legal texts, novels, films, video games, and much more.

Requirements/Evaluation: Requirements will include participatory discussion, selected responses to assigned readings, essay exams, and papers.

Prerequisites: none.

Enrollment Limit: 20

Enrollment Preferences: Junior/Senior students, and sophomores with previous coursework in American Studies and related disciplines.

Expected Class Size: 20

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: This course centers race as a key category in the history of militarized violence, both in the United States and throughout the rest of the world. Students will analyze how difference and power have contributed to the history of violence, and the role these histories have played in inequitable power relations.

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora AMST Critical and Cultural Theory Electives AMST pre-1900 Requirement

Spring 2025

SEM Section: 01 W 1:10 pm - 3:50 pm Stefan B. Aune

AMST 360 (F) The Atlantic World: Connections, Crossings, and Confluences (DPE)

Cross-listings: HIST 361 / CAOS 361

Secondary Cross-listing

This course considers the Atlantic World as both a real place and a concept: an ocean surrounded and shaped by diverse people and communities, and an imagined space of shared and competing affiliations. Moving from "time out of mind" to the early nineteenth century, it examines ecological, cultural, political, economic, intellectual, and spiritual transits as well as exchanges among Indigenous/Native American, African and African American, Asian and Asian American, and Euro-colonial people. It introduces conceptual dimensions of this Atlantic paradigm and case studies that illuminate its human subtleties, with the goal of examining "early American" histories through transnational and transoceanic lenses. The course takes an interdisciplinary approach to these intertwined histories, and reckons with how the very construction of "history" has, at different turns, affected what is shared, known, valued, and commemorated--or overwritten, denied, or seemingly silenced. Attentive to the structures of power that inflect every part of Atlantic histories, it offers specific ethical frameworks for approaching these topics. Blending methods grounded in oral traditions and histories, place-based knowledge systems, documentary/written archives, songs, archaeology, material culture, and other forms of expression and representation, it invites class members to revisit the nature and meanings of these connected spaces. The course consistently connects historical experiences with the twenty-first century, and how communities today are grappling with the afterlives and ongoing effects of these Atlantic pasts through calls to action for reparations, repatriation and rematriation, Land Back, climate justice, and other forms of accountability. The course also provides an opportunity to engage with original materials pertaining to Atlantic World histories in the Williams College Archives/Special Collections and Art Museum.

Requirements/Evaluation: active participation in class discussion, several short essays based on readings and discussion topics, museum/archives assignment, final essay/project

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: If the course over-enrolls, preference is for sophomore, junior, and senior History and American Studies majors

Expected Class Size: 25

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 360(D2) HIST 361(D2) CAOS 361(D2)

Difference, Power, and Equity Notes: This course examines the formation and articulation of racial, ethnic, cultural, and other forms of difference across the Atlantic World, and ways that people from Indigenous, African/American, and Asian/American communities have engaged with and challenged European colonization. It devotes substantial time to critical methodologies that re-center voices oftentimes treated as "silenced" or "absent" in colonial literatures, and helps students build fluencies in approaching and interpreting them.

Attributes: GBST Borders, Exiles + Diaspora Studies HIST Group F Electives - U.S. + Canada HIST Group G Electives - Global History HIST Group P Electives - Premodern

Fall 2024

SEM Section: 01 TR 9:55 am - 11:10 am Christine DeLucia

AMST 363 (S) Data for Justice Research Practicum (DPE) (QFR)

Cross-listings: WGSS 363 / STS 363 / INTR 350

Secondary Cross-listing

Civil rights activist, educator, and investigative journalist Ida B. Wells said that "the way to right wrongs is to shine the light of truth upon them." In this inclusive, collaborative, research-based course, students will bring statistical, computational, and/or mathematical approaches to bear on issues of social justice. Guided closely by the instructor, students will work in groups to carry out original research in an area such as criminal justice, education equity, environmental justice, health care equity, economic justice, or inclusion in arts/media. Prior research experience is not required; one goal of this course is to build skills for advanced research.

Class Format: This course is an intensive research practicum. Formation of research groups and selection of research topics will be facilitated by the instructor. The primary modality of work is peer collaboration.

Requirements/Evaluation: To move towards a non-hierarchical, transparent, and egalitarian grading system, the instructor adopts a mastery-based, ungraded assessment framework.

Prerequisites: INTR 150 (Data for Justice), or prior equivalent exposure to computing, statistics, and social justice topics as approved by the instructor.

Enrollment Limit: 10

Enrollment Preferences: Students who have a declared major in Division I or II, who meet the prerequisites of the course, and who fill out the instructor's preregistration survey (contact the instructor for link).

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 363(D2) STS 363(D2) INTR 350(D2) AMST 363(D2)

Difference, Power, and Equity Notes: Students will research issues of social justice in areas such as criminal justice, arts/media, environmental justice, education, and health care, and along identity axes such as gender, race/ethnicity, disability status, and sexual orientation.

Quantitative/Formal Reasoning Notes: Students will use multiple mathematical, statistical, and computational frameworks to acquire, model, and analyze real-world data.

Spring 2025

SEM Section: 02 TR 11:20 am - 12:35 pm Chad M. Topaz

SEM Section: 01 TR 9:55 am - 11:10 am Chad M. Topaz

AMST 364 (F) Trans Film and Media (DPE)

Cross-listings: WGSS 311

Secondary Cross-listing

This course provides an introduction to contemporary trans culture and politics via the lens of film and other (mostly visual) media. We'll focus mainly on media production in the U.S. since the early 1990s, as this moment is usually understood as inaugurating contemporary "transgender" politics; additionally, the 90s saw a profusion of diversity in popular representation generally. This class has two main priorities: first, to use visual media as a lens for surveying major developments in trans studies, politics, and representation over the last few decades; second, to develop a critical repertoire for thinking about our current conjuncture of "trans visibility" in particular. By tracking a longer history of both popular and alternative trans media production, this course will question the vanguardism and celebratory progress narratives associated with "trans tipping point" visibility conditions. Drawing from perspectives in WGSS, American studies, and ethnic studies, we will especially situate trans representation in relation to the institutionalization of minority difference under neoliberal capitalism. In line with scholarship, we'll approach trans representation as interlocking with structures like race, heteropatriarchy, dis/ability, immigration, and nationality and empire.

Class Format: There will also be some lecturing.

Requirements/Evaluation: Students will have ongoing short discussion post assignments, one midterm essay of 5-6 pages, and a final group media-making project with min. 6 pages of analytic writing to accompany their creative work.

Prerequisites: WGSS 101 or 202 would be helpful but are not required. Other background in WGSS or the humanities is also helpful.

Enrollment Limit: 20

Enrollment Preferences: Enrollment preference can go to WGSS majors and 3rd & 4th years. Statements of interest are welcome.

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Materials/Lab Fee: For some proprietary media content, students will need subscriptions to popular streaming services (eg Netflix, Amazon, HBO Max). See WGSS chair about financial aid waivers and alternatives if this feels cost prohibitive.

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 311(D2) AMST 364(D2)

Difference, Power, and Equity Notes: This course provides a survey of issues facing marginalized trans communities via the lens of visual media, with an emphasis on how structures of power shaping trans experience intersect with the politics of race, capital, disability, migration, and other axes of social difference.

Fall 2024

SEM Section: 01 M 7:00 pm - 9:40 pm Abram J. Lewis

AMST 369 (S) Gender, Sexuality & Disability (DPE)

Cross-listings: WGSS 332

Secondary Cross-listing

From classical mythology to reality TV, bodies and minds that depart from the ordinary have long been sources of popular fascination. In recent history, people marked as "disabled" have been subject to medical scrutiny, labeled deficient or defective, and often barred from full participation in society. And yet, what counts as "disability"--and who counts as disabled--varies greatly depending on cultural and historical context. Arguably, disability has more to do with social conditions than with any innate characteristics of disabled people themselves. This class introduces disability studies, situating disability within its historical, political, and cultural contexts. As a WGSS course, we'll center queer and feminist perspectives; this class also emphasizes recent work. Echoing arguments in gender and sexuality studies, scholars have insisted that disability is not a natural or biological fact, but a socially constructed category. As such, scholars and activists have challenged medical models that conceptualize disability as an individual defect in need of elimination. They have also questioned the idea that disability is simply a minority identity -- to the contrary, disability is a

condition that most humans will experience at some point in our lives. This class frames "disability" broadly--encompassing not just conditions of physical impairment, but a wide range of bodily, sensory, cognitive, emotional, and behavioral differences and capacities. This class also centers how disability is produced intersectionally through regimes like race, capitalism, and empire. Topics include: theories of embodiment, eugenics, institutionalization and incarceration, neurodivergence, mad studies, the politics of health, storytelling and narrative, disability justice activism, neoliberalism, biopolitics, and crip theory. Along with scholarly writings, we'll consider activist texts, popular press, fiction, memoir, and a variety of other media.

Requirements/Evaluation: Students will submit ongoing brief/informal forum posts, midterm essay, and a longer final research project (10-12 pgs); students will also work in small groups to facilitate a section of class twice per term.

Prerequisites: WGSS 101-level familiarity would be helpful, but is not required.

Enrollment Limit: 20

Enrollment Preferences: Preference to majors, 3rd and 4th year students.

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 332(D2) AMST 369(D2)

Difference, Power, and Equity Notes: This class surveys the politics of disability in recent U.S. history, illustrating axes of difference and privilege based on ability as it intersects with various racial, gender, and other identities.

Attributes: PHLH Bioethics + Interpretations of Health

Spring 2025

SEM Section: 01 MR 2:35 pm - 3:50 pm Abram J. Lewis

AMST 372 (S) Technologies of Race (DPE) (WS)

Cross-listings: STS 373 / AFR 374

Primary Cross-listing

This course is an introduction to theories, methods, sources, and approaches for interdisciplinary research and creativity in and through the interdisciplinary field of American Studies. We will focus on the intersection of race, gender, sexuality, and disability with modern media technologies, from early photography in the mid-19th century to contemporary trends in machine learning and artificial intelligence. Through a process of shared inquiry, course participants will investigate the ways that historical legacies of oppression and futuristic speculation combine to shape human lives in the present under racial capitalism. Whether analyses of the automation of militarized border control in Texas, or of the ways that obsolete, racist concepts are embedded in machine vision and surveillance systems, the readings in the course will chart out the key moments in the co-evolution of race and technology in the Americas. Students will gain a working competence in all four tracks of the American Studies major (Space and Place; Comparative Studies in Race, Ethnicity, and Diaspora; Arts in Context; and Critical and Cultural Theory). Finally, we will also explore alternative paths toward a future where technology might help to effect the abolition of oppressive structures and systems, rather than continue to perpetuate them.

Requirements/Evaluation: Four papers, in-class writing/reflective work, and a final exam.

Prerequisites: none

Enrollment Limit: 16

Enrollment Preferences: AMST majors or prospective majors.

Expected Class Size: 16

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 372(D2) STS 373(D2) AFR 374(D2)

Writing Skills Notes: Students in this course develop a capacity to write generative arguments in an interdisciplinary scholarly context. Students will receive feedback not only on structure, substance, and style, but also on how to best build a line of inquiry, how to gather high-quality evidence, and how to make one's thinking productively intersect with more than one scholarly or creative field.

Difference, Power, and Equity Notes: This course requires students to contextualize technologies historically and in relation to one another, with attention to their entanglements with racial discourses and racism. Students gain critical skills that equip them to imagine possible futures where technologies serve increasingly as abolitionist tools.

Attributes: AFR Theories, Methods, and Poetics AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora AMST Critical and Cultural Theory Electives AMST Space and Place Electives

Spring 2025

SEM Section: 01 MR 1:10 pm - 2:25 pm Brian Murphy

AMST 375 (S) Asian American Sexualities (DPE)

Cross-listings: WGSS 375 / AAS 375

Primary Cross-listing

Perceived as objects of sexual use and perversity, how might Asian/Asian American subjects contend with these projections and enact their own genders and sexualities? Anchored in this question, this theory-intensive seminar will provide a study of seminal and recent scholarship at the intersections of Asian American Studies, feminist criticism, and queer theory that focus on or are read in tandem with a collection of cultural expressions, including film, sculpture, poetry, drag performance, music, manifestos, and visual and performance art. To first root us, the seminar will introduce key uses and theorizations of sex/gender, sexuality, and queerness. Then, across the semester, we will focus on deployments of them through a range of topics, including sexual subjugation and activism of "comfort women," orientalism/ornamentalism, the queering of Sikh, South Asian, and Muslim Americans post-9/11, western demands to "come out," representations in pornography, lesbian invisibility, devaluation of trans* lives, etc., exploring questions of racialized, gendered, and sexual subordination alongside power, pleasure, play, and critique. To this end, we will approach gender and sexuality not as identity categories that one is or has but socially and biologically construed categories, loci for intervention and play, anti-normative positions, lived experiences, and ever-evolving processes of doing, becoming, and unbecoming.

Requirements/Evaluation: in-class discussion, weekly posts, short presentation, one paper, and one longer paper or creative assignment that will be peer reviewed and revised

Prerequisites: AMST 125 or WGSS 101/202

Enrollment Limit: 15

Enrollment Preferences: AMST/WGSS majors and AAS concentrators will be given priority; prospective AA concentrators

Expected Class Size: 15

Grading: yes pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 375(D2) WGSS 375(D2) AAS 375(D2)

Difference, Power, and Equity Notes: This course examines the terms Asian American, gender, sexuality, and ability as categories of social difference and oppression. Throughout the course, students will unpack how these categories have been made, unmade, and remade in relationship to ongoing issues of sexual violence, colonialism, racial capitalism, and empire.

Attributes: AAS Core Electives AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora AMST Critical and Cultural Theory Electives

Spring 2025

SEM Section: 01 TF 1:10 pm - 2:25 pm Kelly I. Chung

AMST 383 (F) Comparative History of Science and Medicine in Asian/Pacific America, 1800-Present (DPE)

How have scientific knowledge and medicine been tools of exclusion, violence, and imperial control against Asian Americans, as well as indigenous peoples, Black, Latinx, and white migrants, and their descendants? How have these groups negotiated and resisted encounters with such knowledge from the 19th century to the present? This seminar explores these questions by examining a series of case studies--including American colonial medicine and science in the Philippines and Hawai'i, Cold War migration of Chinese scientists and South Asian doctors to the U.S., and the politics of HIV/AIDS, psychiatry, and culturally competent care in Black, Asian, and Cuban migrant communities. Together, we will survey the literature in history, English, Global Health, Sociology, and other fields and consider how the Asian/Pacific American experience in science and medicine has been integral

to, as well as informed by, the experiences of other groups in the transpacific world. Students will leave this course with interdisciplinary tools for understanding present-day health inequities in underserved Asian/Pacific American communities and other marginalized groups.

Requirements/Evaluation: Attendance and active participation in discussion, three response papers (3-4 pages), and final research paper (12-15 pages), as well as topic proposal, annotated bibliography, outline, and draft of the final paper

Prerequisites: None

Enrollment Limit: 25

Enrollment Preferences: Preference to History majors, Asian American Studies concentrators, and Public Health concentrators

Expected Class Size: 20-25

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: This course explores how knowledge about science and medicine has been constituted and remade over time by various groups in the transpacific world to exert power over others on the structural, community and individual levels. We will also consider how individuals who experienced violence and inequities as a result of encounters with such knowledge challenged definitions and practices of science and medicine.

Attributes: AAS Core Electives HIST Group F Electives - U.S. + Canada PHLH Social Determinants of Health

Fall 2024

SEM Section: 01 W 7:00 pm - 9:40 pm Hongdeng Gao

AMST 384 (S) Asia and Asian Americans During the Cold War (DPE)

Cross-listings: HIST 364 / AAS 364

Secondary Cross-listing

This course traces how American geopolitical interests and involvement in Asia during the Cold War affected Asian Americans. It examines the history of the Cold War as a period of U.S. imperial expansion as well as a time when various actors and organizations, especially those of Asian descent, harnessed the East-West rivalry to advance their own agendas. We will consider how diverse diplomatic strategies including militarization, educational exchange, and immigration reform shaped East, South, and Southeast Asian migrations to and settlement in the United States and the social and material lives of these diverse communities. Case studies include transnational adoptees from Korea, Hmong and Vietnamese refugees in the U.S. and across Guam and Israel-Palestine, Black, Latinx, and Asian American activists who traveled to Vietnam, educated Indian and Pakistani immigrants, and American-born individuals of Japanese ancestry in Japan. We will also explore how individuals of Asian descent leveraged Cold War geopolitics and forged cross-ethnic, cross-class alliances to advocate for social change both at home and abroad.

Requirements/Evaluation: Attendance and active participation in discussion, three response papers (3-4 pages), and final research paper (12-15 pages), as well as topic proposal, annotated bibliography, outline, and draft of the final paper

Prerequisites: None

Enrollment Limit: 25

Enrollment Preferences: History majors and Asian American studies concentrators

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 364(D2) AAS 364(D2) AMST 384(D2)

Difference, Power, and Equity Notes: This course will examine how various global and local actors competed for power in Asia and the U.S. during the Cold War. It will consider how new political and economic decisions by policymakers created and reinforced inequalities rooted in race, gender, class and other forms of difference. It will also examine how grassroots changemakers, whom we know little about, creatively and comprehensively navigated and changed the political and social landscapes in and outside of the U.S.

Attributes: HIST Group F Electives - U.S. + Canada

Spring 2025

AMST 390 (F) Feminist and Queer Horror Films (DPE)

Cross-listings: WGSS 398 / ENGL 333 / COMP 390 / THEA 390

Secondary Cross-listing

This course focuses on pairing theoretical readings with a variety of horror films with feminist or queer themes. Many tropes are associated with this genre - "the final girl" in slasher movies, "the transvestite murderer," femme lesbian vampires, supernatural BDSM figures, vampires as allegories for HIV/AIDS, werewolves as metaphors for FTM gender transitions or puberty, lonely mothers in creaky houses as unreliable narrators, Satanic spawn, and creepy long-haired girls. Some films reinforce gender stereotypes while others snap on more explicitly feminist and queer lenses. This course functions as a survey of many different genres, introducing students to classic 1970s films and working up to the present day and we will learn how these tropes developed and then were subverted by more modern day films such as those by A24 Studies and the new renaissance of Black horror, etc. Most films will focus on the US, with some notable exceptions in Japan, Spain, and elsewhere globally. There will be graphic content. You must be 18 or over to take this class.

Requirements/Evaluation: Class participation, short reflection papers, 2-3 extemporaneous oral class responses, several creative assignments.

Prerequisites: None. Prior WGSS courses will be helpful.

Enrollment Limit: 15

Enrollment Preferences: Stage 1 is a statement of interest form; Stage 2 will be a very brief interview. There is NO preference by major or class year.

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Materials/Lab Fee: Some of the creative assignments will have an "artsy-craftsy" component, but should not cost more than 25 dollars total per student per semester, though amounts will vary depending on how the student chooses to execute the assignment.

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 398(D2) ENGL 333(D1) AMST 390(D2) COMP 390(D1) THEA 390(D1)

Difference, Power, and Equity Notes: This course necessarily examines power when it comes to gender and sexuality - who has it? what do they do with it? how does this power turn deadly? how can agency be regained? Horror is almost never about equitable situations but rather the imbalance that comes from difference (along whatever axis) causing a lack of equity.

Attributes: WGSS Racial Sexual + Cultural Diversity Courses

Fall 2024

SEM Section: 01 MW 7:00 pm - 8:15 pm Gregory C. Mitchell

AMST 399 (F) Marxist Feminisms: Race, Performance, Labor (DPE)

Cross-listings: AAS 399 / WGSS 399

Primary Cross-listing

This seminar provides an overview of queer, black and women of color feminist, decolonial, and critical ethnic studies critiques of orthodox Marxism. Beginning with core texts from the tradition, including *Capital Volume I*, we will examine a range of social positions and modes of extraction that complicate Marx's emphasis on the white male industrial factory worker. Every week, we will focus on texts that foreground conditions of reproduction, racial slavery, care and domestic work, indentured servitude, immigrant labor, land expropriation, and sex work among others. Throughout the seminar and specifically at the close of it, we will turn to critical perspectives and aesthetic practices that not only respond to these conditions but also incite new social relations and ways of being in the world. As such, this seminar will equip students with critical understandings of how racial capitalism has fundamentally relied on the mass elimination, capture, recruitment, and displacement of different racialized, gendered, and abled bodies in and beyond the U.S. as well as how the capitalist system of value and life under these conditions can and must be undone and reimaged.

Requirements/Evaluation: in-class participation, short presentation, weekly posts, paper, and final project (paper, community resource distribution proposal, and creative project options)

Prerequisites: AMST 101, AMST/AAS 125, or similar courses

Enrollment Limit: 15

Enrollment Preferences: AMST and WGSS juniors and seniors, AAS concentrators

Expected Class Size: 15

Grading: yes pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AAS 399(D2) AMST 399(D2) WGSS 399(D2)

Difference, Power, and Equity Notes: This course satisfies the DPE requirement as it explores difference, power, and equity by asking how racial, gendered, sexual, and class differences are produced, whose voices are centered and whose are excluded, and what forms of labor are valued over others.

Attributes: AAS Core Electives AMST Comp Studies in Race, Ethnicity, Diaspora AMST Critical and Cultural Theory Electives WGSS Theory Courses

Fall 2024

SEM Section: 01 W 1:10 pm - 3:50 pm Kelly I. Chung

AMST 407 (F) Colonialism and Critical Theory (DPE) (WS)

French philosopher Michel Foucault argued that "racism first develops with colonization, or in other words, with colonizing genocide." Many prominent philosophers have developed intellectual tools that can help us better understand the ongoing colonialisms that impact our world. At the same time, many of these same theorists--Foucault included--are criticized for failing to pay adequate attention to the colonialism that shaped their historical moments. Taking this paradox as our jumping-off point, this course will examine prominent philosophical and theoretical texts and assess their utility for understanding processes of colonialism, imperialism, and militarism. We will also explore how the interventions of Postcolonial Theory and Critical Indigenous Theory highlight gaps in prominent theories of political-economy, ideology, biopower, race, gender, sexuality, and more. How do ideas like orientalism, settler-colonialism, sovereignty, or decolonization challenge the traditional "canon" of critical theory? How do intellectual ideas evolve over time, and how can we use these tools to make sense of a complex world too-often organized around fundamental inequalities? In our class meetings students will develop the reading and discussion practices necessary to parse dense theoretical texts, and practice deploying theoretical concepts to better understand complex philosophical, ethical, and political questions. Since this course counts as a Senior Seminar (core course), writing will be organized around a longer, more intense research project that follows from a student's particular interests.

Requirements/Evaluation: Assignments will include participatory discussion, weekly responses to assigned readings, a midterm essay exam, and a final paper.

Prerequisites: Introductory course in American Studies, History, Native and Indigenous Studies, English, or Philosophy; or some prior coursework on colonialism, postcolonial theory, or critical theory

Enrollment Limit: 15

Enrollment Preferences: AMST senior major, but anyone with upper-level humanities training welcome

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

Writing Skills Notes: This course will develop student writing skills through short reading-response papers and smaller "low stakes" writing assignments, combined with a semester-long project that will break the research and writing process into manageable components, including revision and peer review.

Difference, Power, and Equity Notes: This course explores the intersections of race, gender, sexuality, class, and other social structures often organized around inequality. Students will develop tools to analyze how power shapes the differences produced by colonialism and similar historical processes.

Attributes: AMST Critical and Cultural Theory Electives AMST 400-level Senior Seminars

Fall 2024

SEM Section: 01 MW 11:00 am - 12:15 pm Stefan B. Aune

AMST 413 (S) Dreaming Latina/x Feminist Disability Studies (DPE) (WS)

Cross-listings: WGSS 475 / LATS 475

Secondary Cross-listing

In this course we will defy the traditional notion that disabled and queer people of color have no right to future dreams, as we collectively imagine how the emergent field of Latina/x feminist disability studies might take shape. What are the sites of focus, methods, and political commitments of Latina/x feminist disability studies? Where is the power in meaningfully uniting an analysis of disability to one of sexuality and gendered Latinidad? How does a Latina/x-centric approach productively inform our understanding of disability? What is the political potential of Latina/x feminist disability studies -- not exclusively as a set of theories, but also as a mindset and an everyday call to action? If we were to collectively compose a manifesto for Latina/x feminist disability studies, what might it contain? How might we actively cultivate a community of care in the classroom as well as other spaces at Williams? Just what might Latina/x feminist disability justice dreams look like? How might Latina/x feminist disability justice dreams *feel*? Feminist, queer, and disabled crip-of-color scholars have recently called for a more meaningful engagement with race in feminist disability studies. Simultaneously, we have also witnessed a small but steady growth in the amount of Latinx studies scholarship that thoughtfully integrates questions of disability. This interdisciplinary course responds to these important shifts in its focus on a series of topics bridging Latinx studies, gender studies, queer studies, crip studies, and critical disability studies. These include but are not limited to the body, the environment, temporality, labor, citizenship, dependency, and visibility/invisibility. Through these topics, we will explore the ways in which the different approaches to these specific issues across Latinx, critical disability, crip, queer and gender studies are in fruitful conversation with one another -- and sometimes even at odds -- as we actively interrogate the intersections of gender, race, ethnicity, sexuality, and disability within the everyday.

Requirements/Evaluation: Major assignments for this course include a semester-long independent research paper (15-20 pages) broken up into steps, participation in crafting the class manifesto, a semester-long collaborative artistic exercise, and a final reflection document (3-4 pages).

Prerequisites: None.

Enrollment Limit: 12

Enrollment Preferences: Priority given to LATS concentrators by seniority, followed by WGSS and AMST majors by seniority.

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Materials/Lab Fee: Lab fee: \$200 for art supplies per student

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 475(D2) LATS 475(D2) AMST 413(D2)

Writing Skills Notes: We focus on building writing and interdisciplinary research skills, with a particular emphasis on the processes of research, revision, and collaborative writing. The primary research paper (an independent project of 15-20 pages) is divided into stages, and students are required to revise and resubmit their work at various junctures in the research process. The written class manifesto requires students to compose a document together, revising their work as a group over the course of the semester.

Difference, Power, and Equity Notes: This course privileges an intersectional analysis regarding questions of race, ethnicity, gender, sexuality, and disability. It obligates students to consider how these categories of difference actively work in tandem with one another in everyday US Latina/x and transnational (US-Latin America and the Caribbean) contexts. This seminar also underscores how these categories of difference are actually products of a given historical and political moment.

Attributes: LATS 400-level Seminars

Spring 2025

SEM Section: 01 TF 1:10 pm - 2:25 pm Maria Elena Cepeda

AMST 428 (S) Relationality and Its Antagonisms (DPE) (WS)

Cross-listings: AFR 396 / WGSS 428

Primary Cross-listing

Relationality has been the defining approach, feature, and framework of ethnic studies since its inception in the late 1960s. Since then, notable scholars have applied multiple keywords, including difference, comparison, entanglements, cacophonies, and intimacies, to emphasize how processes of racialization and racial formation are not isolated and separate but inextricably linked and shaped by one another. Only from these distinct, uneven,

yet shared positions of oppression, as scholars argue, solidarity across race, gender, class, sexuality, and location may emerge. At its crux, this seminar will underscore major tensions and antagonisms *against* frameworks of relationality. Tracing primary sources, cultural expressions, and literature within the traditions of ethnic studies and transnational/women of color feminisms, it will trace the shifts in approaches to relationality, especially as it relates to practices of reciprocity and community-building across difference. At the same time, it will turn to works that name relationality as what Frank B. Wilderson calls a "ruse," or trick, that subsumes the specific, exceptional position of blackness. Our units will include discussions of Afro-Pessimism, indigeneity, racialized settler colonialism as well as queer theory debates on queer presentism (i.e., a queer "no future") versus queer futurity. Studying the tensions that emerge from multiple, distinct, and contradictory planes of power, oppression, and temporalities, how do we assess, work through, and reconcile, if at all, relations deemed as "irreconcilable" across vectors of difference?

Requirements/Evaluation: in-class participation, paper presentation, peer feedback, writing webs (short series of writing exercises), and final project developed from original research and/or creative work

Prerequisites: AMST 101 or WGSS 101

Enrollment Limit: 12

Enrollment Preferences: AMST and WGSS seniors and juniors

Expected Class Size: 12

Grading: yes pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 396(D2) AMST 428(D2) WGSS 428(D2)

Writing Skills Notes: Students will regularly engage in a series of writing exercises and submit a longer paper presentation that will be peer reviewed and revised.

Difference, Power, and Equity Notes: The main objective of the course is to study and assess ethnic studies' approaches to questions of difference, particularly as it relates to theories of racialization and relationality across multiple nodes of power and oppression.

Attributes: AFR Theories, Methods, and Poetics AMST Comp Studies in Race, Ethnicity, Diaspora AMST Critical and Cultural Theory Electives AMST 400-level Senior Seminars WGSS Theory Courses

Spring 2025

SEM Section: 01 W 1:10 pm - 3:50 pm Kelly I. Chung

ANTH 101 (F)(S) How To Be Human (DPE)

Is there such a thing as 'human nature'? This course is an introduction to cultural anthropology (also known as social or socio-cultural anthropology), the study of human society in all its profound variety. Through deep, sustained, systematic participation in and observation of a particular social context, anthropologists seek to comprehend and illuminate the human condition. Anthropologists' insights into the ways in which human institutions - language, economy, religion, social stratification, law, sexuality, art, the state, and many more - are culturally constructed and reproduced have transformed the way the world is understood. Puncturing ethnocentrism, anthropology's attentiveness to the ideas and practices of cultures in every part of the globe vastly enriches the archive of human answers to human problems. The distinctive methods of the discipline enable anthropologists to discover patterns and phenomena not discernible in other modes of enquiry. With such findings anthropologists are able to make critical interventions in public discourse and to demonstrate how deeply we are all shaped by cultural forces.

Requirements/Evaluation: weekly posts in response to readings, two group presentations, several short writing exercises, final exam

Prerequisites: none

Enrollment Limit: 30

Enrollment Preferences: first-year students and sophomores

Expected Class Size: 30

Grading: yes pass/fail option, no fifth course option

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: The course is an introduction to cultural anthropology and deals extensively with race, ethnicity, religion, gender, etc., as cultural constructs creating social difference, hierarchies of power, and the creation of inequities in communities and societies. Readings in ethnography, social theory, and sociology are designed to give students a deeper appreciation of all these issues.

Fall 2024

LEC Section: 01 TR 8:30 am - 9:45 am David B. Edwards

Spring 2025

LEC Section: 01 TR 9:55 am - 11:10 am Joel Lee

ANTH 211 (F) Music, Nationalism, and Popular Culture (DPE)

Cross-listings: MUS 211

Secondary Cross-listing

This course surveys the manner, function, and contexts through which sound and ideas of national belonging are linked. We will consider influential and iconic musicians (e.g. Umm Kalthoum, Amalia Rodriguez, Bob Marley, Carlos Gardel), international forums for the expression of national sentiment (the Olympics, World Cup, and Eurovision competitions), and a wide range of instruments, genres, and anthems that are strong conduits for national sentiment. Drawing on the work of critical theorists including Benedict Anderson, Michael Herzfeld, and Homi K. Bhabha, we will pursue a number of analytical questions: What parallels exist between musical and political structure? How do nations adjust as their policies and demographics change? How are cultural forms implicated in postcolonial nation building projects? What marginal populations or expressive forms are included, excluded, or appropriated in the formation of national identity? Finally, what differences emerge as we change our focus from a national to an international perspective, or from officially endorsed representations of national culture to unofficial popular forms of entertainment?

Requirements/Evaluation: Class participation, regular short (1 page) written responses, two 5- to 6-page papers, a Final Paper/Project

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: Upperclass students and music majors

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

MUS 211(D1) ANTH 211(D2)

Difference, Power, and Equity Notes: Owing to its global focus and attention to power and privilege in political and musical structures, this course meets the DPE requirement. Topics include the use of music for social control and subversion in Mobutu's Zaire, its affective power in U.S. campaign ads, and the ways in which constructions of 'folk music' impact power differentials in a national political structure. Assignments help students develop an awareness of the specific strategies whereby music mobilizes national ideologies.

Attributes: AMST Arts in Context Electives MUS Ethnomusicology

Fall 2024

SEM Section: 01 TF 1:10 pm - 2:25 pm Corinna S. Campbell

ANTH 217 (S) Indigeneity Today: Comparative Indigenous Identities in the US and Russia (DPE) (WS)

Cross-listings: RUSS 217

Primary Cross-listing

Indigenous movements for land, rights, and cultural preservation have spread to and originated in all corners of the world. However, the global nature of these movements at times obscures ways of being Indigenous in differing contexts. This course analyzes Indigeneity in both the United States and Russia today. Through reading and analyzing ethnography, theory, and literature, it focuses on Indigenous peoples in a comparative context. Rather than prioritizing concern with Indigenous peoples emerging from the US, it attempts to demonstrate what Indigeneity has been in both the United States and Russia and what it is and means today. It asks the following questions: what is Indigeneity and who is Indigenous; how is Indigenous identity constructed and by whom; and what convergences and divergences exist in Indigeneity between the US and Russia or for that matter in other contexts? To help answer these questions, in this course we will grapple with Indigeneity as a social category and other social formations, especially ethnicity, nationality, and race. Topics include: Indigeneity and the State, Revitalization and Resurgence, Indigenous People and Nature Protection, and Hemispheric and Global Indigeneities.

Requirements/Evaluation: 10 posts to the course Glow discussion page, 3 times leading class discussion on the assigned readings, 1 short

presentation, 1 extended portfolio project with regular shorter and longer writing submissions, and 1 final paper and final presentation (as the final part of the portfolio).

Prerequisites: None

Enrollment Limit: 16

Enrollment Preferences: Majors and certificate-seekers in Russian, then majors in Anthropology and Sociology, and then Global Studies concentrators

Expected Class Size: 12-15

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

RUSS 217(D1) ANTH 217(D2)

Writing Skills Notes: This course has the following assignments: Weekly post to the Glow discussion page, 1 extended project with regular writing submissions, 1 final paper and final presentation. For the extended project, we will have instructor feedback for all project assignments. In instructor feedback, comprehension of the material and the content of the writing, improvement in writing style and clarity, and development of voice will be discussed. There will also be peer feedback/review.

Difference, Power, and Equity Notes: In the course, students will learn about Indigeneity as a context-specific social formation. It understands Indigeneity as a category of difference with past and present importance. We will read about, discuss, and write about Indigeneity as a social category, along with other social categories it arose alongside (such as race, ethnicity, and nationality), and how it has been mobilized by both those who identify as Indigenous and by those who designate others as Indigenous.

Spring 2025

SEM Section: 01 TF 2:35 pm - 3:50 pm Kamal A. Kariem

ANTH 240 (S) Work as a Cultural System (DPE)

"You know my reputation," sang Billy Joe Shaver, "I am everything I do." In many ways we are *homo faber*, the species that *makes* its world and we are defined by what we make, by the work we do. This course will undertake a broad survey of work as cultural systems across time and space. How do societies define work, how do they organize it? Who controls the processes of work, who controls the product of work? When is work an act of pure creation and when is it stultifying labor? How is work enabled and how is it compensated? What defines the difference between work and leisure and how are they valued? How does control over access to work, the organization of work, and the appropriation of its products determine difference, power, and equity in a society? These questions will guide an examination of work drawing on works of philosophy, history, ethnography, literature, and film examining people at work ranging from hunter-gatherers to tin miners, from slaves to corporate managers, from merchant mariners in the age of sail to physicians struggling to adapt to computerized medical records.

Requirements/Evaluation: students will compose several response papers, a take-home midterm exam and a final research paper of 15-20 pages

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Anthropology and Sociology majors

Expected Class Size: 15

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: Access to work, control over the work process, control over the fruits of labor, and compensation for work, are a principal means for creating and maintaining social difference, power, and equity. It is impossible to seriously study the nature of work without discussing these topics. By placing the universal experience of work in a broad spatial and temporal context students will discover an enhanced analytical ability to critically understand their own experiences of work and those of others.

Spring 2025

SEM Section: 01 TR 8:30 am - 9:45 am Peter Just

ANTH 243 (S) Reimagining Rivers (DPE) (WS)

Cross-listings: ENVI 243

Secondary Cross-listing

In the era of climate change and widening inequality, how we live with rivers will help define who we are. Rivers are the circulatory systems of civilization, yet for much of modern history they have been treated as little more than sewers, roads, and sources of power. Today they are in crisis. Rivers and the people who rely on them face a multitude of problems, including increased flooding, drought, pollution, and ill-conceived dams. These problems will threaten human rights, public health, political stability, and ecological resilience far into the future unless we learn to manage rivers more justly and sustainably. Can we reimagine rivers before it is too late? This course will pursue this question by examining the social, cultural, and political dimensions of conflict over rivers in the twentieth and twenty-first centuries. Drawing on scholarship from a wide range of social science and humanities disciplines and focusing on case studies in Asia, Africa, Europe, and the Americas, it will explore a diverse array of sources: film, fiction, ethnography, history, journalism, and more.

Requirements/Evaluation: Each week, each student will either write a 5-page essay on assigned readings or write a 2-page critique of a partner's paper.

Prerequisites: None

Enrollment Limit: 10

Enrollment Preferences: Environmental Studies majors and concentrators

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 243(D2) ANTH 243(D2)

Writing Skills Notes: Students take turns writing 5-page essays and 2-page responses to those essays, with each writing 6 in total. For each five-page paper, I meet with the student to discuss technical aspects of the paper and specific ways in which it could be improved. At the end of the semester, students have the option of handing in one revised paper as part of a portfolio of papers from throughout the semester. This enables me to have an ongoing, in-depth discussion with each student about their writing skills.

Difference, Power, and Equity Notes: This course focuses on the role of rivers in struggles over cultural difference, social power, and environmental equity. Throughout the course, students read and write extensively about environmental justice, and they engage with diverse theoretical approaches to studying the intersection of water, power, and social identity. Our focus from beginning to end is on the profound impact of river management on the lives of marginalized indigenous, agrarian, and urban communities.

Attributes: ENVI Humanities, Arts + Social Science Electives

Spring 2025

TUT Section: T1 TBA Nicolas C. Howe

ANTH 262 (S) Language and Power (DPE)

"A language is a dialect with an army." This (originally Yiddish) aphorism points to ways in which language, often imagined to be a neutral or apolitical medium of communication, proves in practice to be a social domain fully implicated in the operations of power. How do we include, exclude, or accumulate cultural capital by the way that we talk? When a language is a goddess (as with Tamil), what forms of linguistic community follow? How is structural inequality sustained or subverted by language practices, and how can speech transform the world? This introduction to linguistic anthropology draws together classic works of linguistic and semiotic theory with studies of the politics of actual speech grounded in rich and particular cultural and historical contexts, from witchcraft accusations in rural France to the partition of Hindi and Urdu in colonial India. Students will gain familiarity with key concepts (speech acts, performatives, code-switching, language ideology), themes and debates in the social scientific study of language. The course is global in orientation, with special attention to South Asia. Assignments include in-class presentations and short response papers; students will also study language policy in a place of importance to them and make recommendations toward improving inclusivity. Finally students will conduct individual ethnographic projects analyzing a distinctive speech genre of their choice.

Requirements/Evaluation: In-class presentations, short response papers, short study of language policy, and an ethnographic final project (roughly 12 page paper).

Prerequisites: None.

Enrollment Limit: 16

Enrollment Preferences: Students in all fields of study are most welcome. If overenrolled, priority will be given to Anthropology or Sociology majors, Asian Studies concentrators, and final-year students.

Expected Class Size: 16

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: The course attends to the operations of power in several linguistic domains: colonial language policy in South Asia, everyday racism and "mock Spanish" in the United States, and conflict between users of "dialect" and "standard" in multiple language contexts. In their ethnographic projects students will carefully analyze the operations of power in language use in our own local community.

Attributes: Linguistics

Spring 2025

LEC Section: 01 MWF 8:30 am - 9:45 am Joel Lee

ANTH 301 (S) Sexual Economies (DPE)

Cross-listings: AMST 334 / WGSS 301

Secondary Cross-listing

This course examines various forms of sexual labor around the world in order to better understand how gendered and sexual performances are used in a variety of cultures and contexts for material benefit. Our topics include "traditional" forms of sex work such as street prostitution, pornography, and escorting as well as other forms of sexualized performances for benefit such as stripping or camming. We also discuss current issues and debates about discourses of "sex trafficking." Course readings come from a range of fields, but focus most heavily on anthropology, sociology, American studies, and gender studies. The readings for this class will frequently foreground the lived experiences of sex workers from a variety of nations, races, classes, religions, and backgrounds in order to explore the broader social implications of our subject matter. The format is largely discussion-based, with short lectures supplementing the reading with summaries of current scholarly and activist debates. We have a variety of guest speakers to share their diverse lived experiences related to this topic.

Requirements/Evaluation: short-quizzes, reflection papers, participation, short Marco Polo video posts (app 3 min each)

Prerequisites: none, though WGSS 101 and/or 202 may be helpful, but not required

Enrollment Limit: 15

Enrollment Preferences: based on statement of interest, brief interviews if necessary

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ANTH 301(D2) AMST 334(D2) WGSS 301(D2)

Difference, Power, and Equity Notes: We pay particular attention to the intersecting questions of race, sexuality, gender, and class as we explore the political economy of commercial sex. The course teaches students to examine the underlying political and economic structures that create systems of privilege and power, thereby complicating questions and assumptions about sexual consent, coercion, agency, and empowerment with particular attention to race and gender in comparative transnational contexts.

Attributes: WGSS Racial Sexual + Cultural Diversity Courses

Spring 2025

SEM Section: 01 MW 7:00 pm - 8:15 pm Gregory C. Mitchell

ARAB 201 (F) Intermediate Arabic I (DPE) (WS)

This course will build on the students' acquisitions in Arabic 102 to consolidate their learning of the Modern Standard Arabic and one variety of spoken Arabic. In addition to expanding students' vocabulary and enhancing their communication skills, the course will deepen their knowledge and use of grammar in both speaking and writing. Upon successful completion of this course, students will be able to hold conversations in Arabic with some

fluency on a variety of topics while developing cultural appreciation of Arabic-speaking countries.

Requirements/Evaluation: quizzes, tests, homework, and active class participation

Prerequisites: ARAB 102 or placement test

Enrollment Limit: 18

Enrollment Preferences: If the course is overenrolled preference will be given to those who intend to major or do a certificate in Arabic.

Expected Class Size: 14

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE) (WS)

Writing Skills Notes: This course involves a great deal of writing, ranging from vocabulary and grammar-focused exercises to written assignments about a variety of topics. Students will receive extensive and timely feedback on this written work.

Difference, Power, and Equity Notes: Any language is the locus of issues of difference, power, and equity. Students will learn about gender and pronouns. They will wonder why Arabic does not have a gender neutral pronoun. Students will understand how Arabic acts as a dominant language in places minority languages in the Middle East and North Africa. Students will emerge from the course with a critical understanding of Arabic language's politics.

Fall 2024

SEM Section: 01 TR 9:55 am - 11:10 am Brahim El Guabli

ARAB 209 (S) Saharan Imaginations (DPE) (WS)

Cross-listings: COMP 234 / ENVI 208

Primary Cross-listing

Deconstructing reductive Saharanism, which the course conceptualizes as a universalizing discourse about deserts, this course seeks to critically examine the myriad assumptions that are projected upon deserts across times and cultures. In addition to their depiction as dead and empty, deserts have become a canvas for the demonstration of religiosity, resilience, heroism and athleticism. Cultural production, particularly literature and film, do, however, furnish a critical space in which important questions can be raised about deserts' fundamental importance to different cultures and societies. Drawing on novels, films, and secondary scholarship, the course will help students understand how myth, memory, history, coloniality/postcoloniality, and a strong sense of ethics are deeply intertwined in the desert sub-genre of African, Euro-American, and Middle Eastern literatures. Whether grappling with transcontinental issues of climate change, cannibalization of biodiversity or overexploitation of natural resources, desert-focused cultural production invites us to interrogate the politics of space and place as well as mobility and spatial control as they relate to this supposedly dead nature.

Requirements/Evaluation: active participation, short presentation, short weekly responses on GLOW, midterm exam, and final paper

Prerequisites: none

Enrollment Limit: 14

Enrollment Preferences: If the course is over-enrolled, students will be required to provide a 200-word paragraph in which they explain how the course fits within their plan of study at Williams.

Expected Class Size: 14

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ARAB 209(D1) COMP 234(D1) ENVI 208(D1)

Writing Skills Notes: Students will receive constant and extensive feedback on their written work. Students will write regular weekly responses on GLOW, a reflection statement, two 5pp. papers for midterms, and one 10pp. final paper.

Difference, Power, and Equity Notes: Students will gain critical awareness of the imbrication of power, hegemony, economic injustice, and colonial policies in the disruption of indigenous conceptions of the Saharan space. Students will also be able to question representations of the Sahara as a dead or empty space by engaging with locally produced alternative conceptualizations of place. Finally, students will produce written assignments that address issues of power and environmental discrimination.

Attributes: ENVI Humanities, Arts + Social Science Electives

Spring 2025

SEM Section: 01 MR 2:35 pm - 3:50 pm Brahim El Guabli

ARAB 222 (F) Photography in/of the Middle East (DPE)

Cross-listings: ARTH 222

Secondary Cross-listing

Photography has been globally disseminated and locally inflected since its invention. In the Middle East, the powers and pleasures of the medium have been valued by colonial forces, indigenous populations, photojournalists and artists; the resulting images merit aesthetic and art historical appreciation even as they grant visual access to the social and political dynamics operative in diverse cultural contexts. We will explore photographic practices in various zones of the Middle East--e.g., the Holy Land, Turkey, Egypt and the Persian sphere--by attending to individual photographers and case studies. This tightly focused approach will support, in turn, a consideration of the agency and power of images more generally--what work do photographs do? Who resists and who benefits? The goal will be to appreciate diverse styles and perspectives that underlie renderings of the Middle East.

Class Format: Discussion and GLOW posts required.

Requirements/Evaluation: Discussion, GLOW Posts, final project

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: majors

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTH 222(D1) ARAB 222(D1)

Difference, Power, and Equity Notes: Photographs are tricky. Whose experiences and values do they really represent--those who are depicted? Those who wield the camera? Or, those who view images that are so easily reproduced and widely shared? How does identity figure? Religious conviction? Political affiliation? And how are these variables encoded in the material evidence? Appreciating the myriad powers of images requires multiple skills--from close-looking to interdisciplinary analysis--useful in contemporary visual culture.

Attributes: ARTH post-1800

Fall 2024

SEM Section: 01 TF 1:10 pm - 2:25 pm Holly Edwards

ARAB 302 (S) Advanced Arabic 2 (DPE) (WS)

A continuation of Advanced Arabic 1, ARAB 302 aims to reinforce students' listening, reading, writing, and speaking skills in Arabic through a deeper engagement with authentic materials. Built around a plethora of texts and audiovisual materials, the course seeks to assist students to develop their language and critical thinking skills in Arabic. Situated at the intersection of language learning and content teaching, this course will prepare students for more scholarly engagement with Arabic in the fourth year. Like ARAB 301, the course will be conducted entirely in Arabic.

Requirements/Evaluation: Reflections, discussions, essays, reading and writing project, quizzes, exams, and presentations.

Prerequisites: ARAB 301 or equivalent

Enrollment Limit: 18

Enrollment Preferences: Arabic Studies, or students who completed ARAB 301

Expected Class Size: 7

Grading: yes pass/fail option, no fifth course option

Distributions: (D1) (DPE) (WS)

Writing Skills Notes: Students will engage in daily writing and reflections involving prose responses (blogs, commentaries, etc.) to discussion prompts, movies, YouTube videos, comic analysis and articles. The students will also work on a portfolio with entries that will involve a careful process

of revisions as well as rigorous research in Arabic recourses, summaries and essays. The instructor will give daily feedback on students' writing as well as training in writing skills to advance their writing abilities.

Difference, Power, and Equity Notes: The students will engage in an exploration of social, political, and economic realities in Arab societies across state and community boundaries. They will examine similarities and differences across a variety of contexts involving differential power dynamics, biases, and gender roles. The selected texts will also expose students to issues of power and inequality based on internal and external factors in Arab societies as well as the social struggles of immigrants and refugees.

Spring 2025

SEM Section: 01 MWF 10:00 am - 10:50 am Nicholas R Mangialardi

ARAB 307 (S) To Die For? Nationalism in the Middle East (DPE)

Cross-listings: HIST 307

Secondary Cross-listing

In 1932, or twelve years into his rule and twelve years after the establishment of Iraq, King Faysal I lamented that there were "no Iraqi people but only unimaginable masses of human beings, devoid of any patriotic idea, imbued with religious traditions and absurdities, connected by no common tie." This course will consider how true the King's statement still holds by evaluating the various attempts at state and nation building in the modern Middle East. Some of the more prominent questions that this course will examine include: What is a nation? What are the essential characteristics of a nation? Who are a people? Why are people ready to die for the nation? And who is included and excluded in the nationalist narrative? After assessing some of the more influential theories of nationalism, we will explore the historical experience of nationalism and national identity in Egypt, Israel, Turkey, Palestine, Iran, and Iraq. What has been at the basis of nationhood? How did European concepts of nation translate into the Middle Eastern context? What was the role of religion in these modern societies? How do traditional notions of gender effect concepts of citizenship? We will also explore some of the unresolved issues facing the various nations of the Middle East, such as unfulfilled nationalist aspirations, disputes over land and borders, and challenges to sovereignty.

Requirements/Evaluation: There will be several options to fulfill the requirements of this course including a weekly journal, oral exam or a final research paper (12-15 pages).

Prerequisites: None.

Enrollment Limit: 20

Enrollment Preferences: History and Arabic Studies majors, Global Studies concentrators, seniors, and students with a demonstrated interest in the Middle East.

Expected Class Size: 15

Grading: yes pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 307(D2) ARAB 307(D2)

Difference, Power, and Equity Notes: This course examines the power of the state to decide who is included and not included in the nationalist narrative. How does it seek to promote unity and how does it explain differences within and outside of society? Though nationalism can be a very powerful unifying factor, this course will also consider examples where nationalism has the opposite effect.

Attributes: HIST Group E Electives - Middle East

Spring 2025

SEM Section: 01 TF 1:10 pm - 2:25 pm Magnús T. Bernhardsson

ARAB 320 (F) Poetry of Indignation: Poetics and Transnational Liberation (DPE) (WS)

Cross-listings: AFR 328 / COMP 335

Primary Cross-listing

Poetry is usually associated with beautiful, metered, and charged language. However, beyond its poeticity, poetry has also functioned as a tool of liberation and transnational construction of identities and solidarities. States have national poets, and, in many countries, national anthems were

written by famous poets. From Abu al-Qasim al-Shabbi and Claude McKay to Pablo Neruda, poetry has acted as a space for life, rebellion, resistance, revolution, and the defense of a common humanity that transcends the barriers of language and national aesthetics. This course draws on a variety of materials from the Caribbean to Africa and from the Middle East to India to conceptualize a "poetics of indignation" against slavery, social injustice, colonization, authoritarianism, capitalism, and globalization. The students in this course will read poets, such as Okot p'Bitek, Derek Walcott, Tsitsi Jaji, Mahmoud Darwish, and Pablo Neruda, among many other poets, to examine how poetics changed and shifted across times and geographic boundaries while retaining a commitment to indignation, rebellion, and anger at almost the same recurring oppressive forces.

Requirements/Evaluation: Two 5pp. midterm papers; a 1000-word reflection statement; weekly GLOW posts; one 10-minute presentation; active participation in the discussions in class.

Prerequisites: None

Enrollment Limit: 14

Enrollment Preferences: If the class is overenrolled, the students will submit a 200-word paragraph in which they explain how the course fits within their plan of study at Williams.

Expected Class Size: 14

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 328(D2) COMP 335(D1) ARAB 320(D1)

Writing Skills Notes: The students in this course will receive intensive feedback on their writing. This includes writing two 5pp. papers as well as a 10pp. final paper. The students will submit weekly GLOW posts and a final reflection statement.

Difference, Power, and Equity Notes: The students will understand that poetry is a field in which power dynamics and imbalances of access to resources are reflected. They will also pay attention to who writes what and who publishes where in order to understand the imbrication of inequality within the institutions that produce, disseminate, and reward poets.

Fall 2024

SEM Section: 01 MR 2:35 pm - 3:50 pm Brahim El Guabli

ARAB 340 (S) Arab Women Memoirs: Writing Feminist History (DPE) (WS)

In this seminar we review selected autobiographical writings by Arab women writers from the wave of independence in the 20th century to the contemporary Arab uprisings, passing through all the transformations that globalization and the technosphere have instigated. We will examine the role that first-voice narrative plays in shaping literature, history and thought, while providing a space to reclaim cultural, social and political agency. Focusing on the different articulations of self-representation, our discussion will address how these women reflect on the shifting discourses of identities, gender, nationalism, religion, feminism, sexuality, politics, borders and their histories. Questions we will address include: How did these memoirs contribute to the development of Arab feminist consciousness? How did these women writers carve a literary space for feminist memory in modern Arabic literature? In addition to the memoirs, we will look at women's blogs and watch films that focus on first-person narrative to discuss related topics, such as, visual testimonies, virtual political participation and feminist resistance in the technosphere.

Requirements/Evaluation: Students will write the following: three response papers (2-3 pages), at least 6 journals entries (300 words per entry) and a final analytical research essay (7-10 pages). They will have a final performance project.

Prerequisites: None

Enrollment Limit: 19

Enrollment Preferences: Arabic Studies majors

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (DPE) (WS)

Writing Skills Notes: In addition to writing several short papers, a final research paper, a reflection on their final performance project, students will write six journals. The combination of research writing, personal reflection echoes the creative non-fiction genre of the course. It also provides students with the opportunity to reflect on forms of history/memory writing.

Difference, Power, and Equity Notes: Gender inequality, sexism, and the intersection of colonialism, nationalism and capitalism are the heart of this course. The memoirs of Arab women writers from the late 19th century to the present continue depict the history of women's movement and the

struggle for women's rights in the Arab-speaking world while addressing the different hierarchies of power and domination that regulate them to second class citizens. Students will learn DPE vocabulary and critical terminology.

Attributes: WGSS Racial Sexual + Cultural Diversity Courses

Spring 2025

SEM Section: 01 MR 1:10 pm - 2:25 pm Amal Egeiq

ARAB 360 (F) Repairing a Broken World: Intro to North African Contemporary Art (DPE)

Cross-listings: RLFR 360 / ARTH 460 / ARTH 560 / COMP 361

Secondary Cross-listing

How do artists respond to a world in crisis? How does visual art engage violent histories, injured bodies, social injustice and ecological disaster? In this course we will explore the political and ethical concept of repair as it emerges in the work of contemporary North African visual artists. Repair is both a material and symbolic transformational practice of putting together something that is torn or broken. It is never complete, nor does it redeem a history of harm or violence. Rather repair is an invitation: a bringing of people, histories, objects, buildings, feelings and geographies into relation with one another in order to link worlds that have been splintered and separated. It is also a call to imagine other futures. North African contemporary artists have deeply engaged in this type of repair work, attending to colonial history, economies of extraction and environmental damage, race and slavery, housing inequity, gender identity and broken transmission of memory. We will dive into the work of individual artists as well as collectives while reading theoretical texts about broken-world thinking, reparative epistemology, alternative archives, and material reparations.

Class Format: Conducted in French.

Requirements/Evaluation: For undergrads: Active participation, 8 1-page response papers, 5-page mid-term paper, 10-12 page final paper and presentation. For grad students: Active participation, 8 response papers, 5-page mid-term paper, and 20-page final paper and presentation.

Prerequisites: Any RLFR 200-level course or above, or by permission of instructor.

Enrollment Limit: 18

Enrollment Preferences: If over-enrolled, preference will be given to RLFR, ARAB, ARTH and COMP majors, and only 2 spots will be offered to Grad Art students.

Expected Class Size: 15

Grading: yes pass/fail option, no fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

RLFR 360(D1) ARTH 460(D1) ARTH 560(D1) ARAB 360(D1) COMP 361(D1)

Difference, Power, and Equity Notes: This course critically examines art work that engages colonial history, economies of extraction and environmental damage, race and slavery, housing inequity, gender identity.

Fall 2024

SEM Section: 01 TF 2:35 pm - 3:50 pm Katarzyna M. Pieprzak

ARAB 369 (F) Indigenous Narratives: From the Fourth World to the Global South (DPE) (WS)

Cross-listings: COMP 369 / HIST 306 / GBST 369

Secondary Cross-listing

In the late 20th century, world literature has witnessed a "boom" in indigenous literature. Many critics and historians describe this global re-emergence of the subaltern and the indigenous in terms of literary justice fostered by post-colonial studies and the adoption of the Declaration of the Rights of Persons Belonging to National or Ethnic, Religious and Linguistic Minorities, by the UN General Assembly on December 18, 1992. In this course, we will investigate this "indigenous boom" by reading novels and short stories from the Americas, the Middle East and North Africa from the 1970s to the present. Through these trans-regional and trans-historical peregrinations, our principal goal will be to examine and compare narratives about conquest, settler colonialism, colonial nationalism, indigeneity, sovereignty, indigenous epistemology and philosophy. At the same time, we will consider the following questions: How did pioneering indigenous women writers, such as the Laguna Pueblo Leslie Marmon Silko in the US and the Mayan playwrights of La Fomma in Chiapas, Mexico lead the feminist front of the indigenous literary renaissance? How did Palestinian folktales,

Amazigh poetics in the Maghreb, and Mayan dream narratives in Mexico and Guatemala produce narratives of decolonial history? What does the aesthetics of magical realism in Arabic, Quechua and Spanish, respectively, as evident in the works of the Kurdish writer Salim Barakat (Syria) and the mestizo writer José María Arguedas (Peru) tell us about the intersection of race, ethnicity, and indigenous epistemology? What is the connection between the recent "boom" of English translations of Indigenous texts and neoliberalism, multiculturalism and neo-colonialism? Ultimately, our goal is to trace how these texts contributed to global indigenous literature and the trans-historical and trans-geographical connections between them.

Requirements/Evaluation: active class participation, several short response assignments (3-4 pages), two film reviews (1 page), a performance project, and a final paper (7- to 10-pages)

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Comparative Literature majors

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 369(D1) HIST 306(D2) ARAB 369(D1) GBST 369(D2)

Writing Skills Notes: This course will enable students to write weekly while engaging with various forms of writing skills: articulating arguments in short response papers (3-4 pages each), developing visual criticism through writing two film reviews, (1 page each), journaling through writing a personal reflections on a performance project, and honing research language in producing a final paper of 7-10 pages. Instructor's feedback and peer review sessions will include review of drafts and argumentative structures.

Difference, Power, and Equity Notes: At the heart of this course is the history of global Indigenous struggle for liberation and decolonization. The various novels, short stories, poems, films and other texts that students will engage with narrate histories of colonial dispossession, racial oppression, economic subjugation and dehumanization of minoritized Indigenous communities in the Americas, North Africa and the Middle East.

Attributes: GBST Borders, Exiles + Diaspora Studies

Fall 2024

SEM Section: 01 MR 1:10 pm - 2:25 pm Amal Egeiq

ARAB 403 (S) Beyond the Letter: Visual Culture in the Arabic-Speaking World (DPE) (WS)

Whereas poetry has been historically celebrated as the defining form of an "authentic" Arab culture from the pre-Islamic world to the present, visual culture, such as paintings, sculptures, installations, videoart, and photography, among others, has been relegated to the contemporary, the modern, the Westernized, and thereof, a representation of a less "authentic" Arab culture. In this course, we will challenge this false dichotomy by examining a variety visual culture artifacts from the Arabic-speaking world. Although the scope of our discussion will be limited to works from the 19th century to the present, our questions will investigate the deep roots of visual art in the Arabic-speaking world. We will also examine the work of poets-painters, such as Jabra Ibrahim Jabra and Etel Adnan that expanded from Palestine, Lebanon and Iraq to the United States, the manifestos of the Arab Surrealist Movement in Cairo in the 1930s, the Baghdad Modern Art Group in the 1950s and more recent works by individual artists navigating post-modern aesthetics, and dystopian futures, including Radia Bent Lhoucine, Amina Zoubair, Sophia Al-Maria and Juamana Manna, among others. In discussing these works, we will reflect on political and social events that shaped the production of visual culture in the Arabic-speaking world from the Gulf to the Maghreb. In addition to reading artists statements, exhibition reviews, art magazines and museum brochures that speak to the alphabet of visual culture, we will listen to interviews and watch short clips. In the process, we will active advanced grammar and vocabulary skills and employ paralinguistic analysis. The course is taught in Arabic.

Requirements/Evaluation: Active in-class participation; active participation in discussion forums on GLOW; weekly writing assignments of 2-3pages; two in-class presentations; a final 10-pages essay.

Prerequisites: ARAB 302

Enrollment Limit: 10

Enrollment Preferences: ARBIC

Expected Class Size: 7

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE) (WS)

Writing Skills Notes: Students will write 2-3 pages weekly and will produce a 10-pages essay at the end of the course. They will also provide written feedback to in-class presentations and online discussions. The writing assignments will involve working with several drafts, revisions, and regular annotations of artwork.

Difference, Power, and Equity Notes: This course is motivated by addressing the power dynamics between art forms in the Arabic-speaking world (poetry versus visual culture). It also explores the intersection of gender, ethnicity, and access to different expressions and venues of art and art production.

Spring 2025

SEM Section: 01 MW 11:00 am - 12:15 pm Amal Egeiq

ARAB 407 (F) Arabic Poetry: A Musical Introduction (DPE)

For over a thousand years, poetry has served as a wellspring for Arabic song lyrics, creating an intimate bond between word and melody. Some of the most renowned Arab poets are those whose words were set to music, to be chanted by master singers and ordinary people alike. In this course, we explore Arabic poetry through the lens of song. Journeying between ancient verse and contemporary compositions, we will consider such questions as: What are the themes, structures, and linguistic features of Arabic poetry? How has it changed over time? And why is it that even classical Arabic poems can become modern pop hits circulating everywhere from Marrakesh to Muscat? We will consider such questions as we read and listen to Arabic poems, analyzing themes related to politics, identity, religion, and gender in Arab society. Students will become familiar with Arabic poetic genres--Classical, Andalusian, Mahjar, Free Verse--as well as major singers since the twentieth century. Readings and discussion will be in Arabic.

Requirements/Evaluation: Regular participation in class discussion; weekly presentations and listening assignments; biweekly one-page unit responses; final project on an Arab poet/poem.

Prerequisites: ARAB 302 or equivalent.

Enrollment Limit: 10

Enrollment Preferences: Arabic Studies majors.

Expected Class Size: 5

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (DPE)

Difference, Power, and Equity Notes: Through the lens of Arabic poetry, this course critically examines artistic expression and contemporary issues of literary and media censorship in the Arab world. Students explore cultural productions to gain awareness of how poets and singers have challenged conventional power dynamics related to gender, race, and religion. Students also study the circulation of people and texts over national borders to form nuanced understandings of migration in/around the region and global flows of culture.

Fall 2024

SEM Section: 01 Cancelled

ARAB 414 (F) Displacement: Global Histories of Refugees and Forced Migration (DPE) (WS)

Cross-listings: GBST 414 / HIST 402

Secondary Cross-listing

The Middle Eastern refugee has become a central figure in debates on migration, asylum, and the right to belong in Europe, Asia, and North America. Often stereotyped as threatening, alien, and rootless, these migrants are generally depicted as lacking histories and by extension not worthy of consideration or empathy. This course invites students to understand some of the most tragic humanitarian crises of our time and the massive involuntary displacements provoked by war, violence, and/or climate change. Taking a global perspective, this seminar examines the history of displacement, refugees, migration, diaspora in a focusing on the nineteenth century through the present. With special attention to the historical experience of various peoples of the Middle East, the course will start with theoretical approaches to the study of migration and then delve into case studies. A range of different moments of displacement will be analyzed such as the experiences of Armenians, Jews, Palestinians, Syrian, Iraqis, and Kurds. By examining the human geography and politics of forced displacement and migration, this course will address a number of important academic and political questions: what makes a history written by, about, and for displaced people powerful? How can writing from the perspectives of refugees challenge core debates about identity, the nation and borders? How does the focus on displacement help in understanding the nature of war

and conflict?

Requirements/Evaluation: Final 25 page research paper, several drafts of paper, class presentations and in class writing exercises.

Prerequisites: None

Enrollment Limit: 15

Enrollment Preferences: History and Arabic Studies majors and Global Studies concentrators.

Expected Class Size: 15

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ARAB 414(D2) GBST 414(D2) HIST 402(D2)

Writing Skills Notes: This research seminar will involve the writing of a final 25 page paper. Prior to that stage, each process of writing will involve moments of feedback and sharing. Students will submit a proposal early on in the semester and then write an outline. These will receive peer and instructor feedback. They will then submit a five page draft in October, a 10 page draft in November, before the final submission in December. In this way, they will have opportunities to rework and improve their writing.

Difference, Power, and Equity Notes: This course takes a comparative approach by exploring the predicament of some of the most vulnerable people in the world, i.e, displaced peoples and refugees. The course will consider their legal status and their experience of leaving their homes due to wars or natural disaster. The area of study is the Middle East and we will examine the historical experience of a number of different people in the region including Kurds, Palestinians, Sephardi Jews, and Syrians.

Attributes: HIST Group E Electives - Middle East

Fall 2024

SEM Section: 01 M 7:00 pm - 9:40 pm Magnús T. Bernhardsson

ARTH 106 (F) An Invitation to World Architecture (DPE)

What is architecture? Built form? Object? Space? How do we think about architecture as we move around, within, and through it? What can architecture tell us not only about material, design, and engineering, but also about the individuals, groups, and communities who make it? These inquiries provide the starting points for thinking about what architecture means as concept, space, and practice, and how it affects the ways in which human beings experience the world. As the primary mode through which we organize our lived reality, architecture not only channels human behavior into specific repertoires of action and reaction but also symbolizes beliefs, value systems, and ideas about the self, gender, nation, race/ethnicity, community, life, death, and the transcendent. Such themes, thus, constitute the critical lenses that students will use over the course of the semester to unpack how structural form has and continues to define the human condition in the broadest sense. Drawing from a variety of texts and examples that emphasize the diversity and complexity of architectonic traditions around the world, this course will analyze how individuals have employed architectural strategies to solve the problems of living within diverse contexts and how such spaces not only provide meaning in everyday life but also actively and dynamically order the world as space, object, environment, text, process, and symbol.

Class Format: This course has 2 components: lectures and conferences / discussion sections. Students will be expected to attend two lectures and one conference / discussion section weekly. Students will sign up separately for the lecture component and the conference / discussion section component.

Requirements/Evaluation: Written evaluative measures: 6 - 8 object lab assignments and / or written responses to class prompts, and 6 in-class quizzes. Other evaluative measures: conference / discussion section participation and attendance.

Prerequisites: none

Enrollment Limit: 45

Enrollment Preferences: This course has a running waitlist. Students waitlisted from past semesters will have enrollment priority, followed by art history majors, and then first-year students.

Expected Class Size: 45

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (DPE)

Difference, Power, and Equity Notes: This course fulfills DPE requirements in two ways. First, it unsettles established presuppositions, biases, and

predispositions that have positioned the "West" as "best" in canons of architectural history. Secondly, it explores how architecture - past and present - communicates, supports, and/or resists hierarchies of power and socio-political influence in society by acting as modes of propaganda, tools of imperialism, sites of resistance, and/or spaces of affirmation.

Fall 2024

LEC Section: 01 TR 11:20 am - 12:35 pm Michelle M. Apotsos

CON Section: 02 W 8:30 am - 9:45 am Michelle M. Apotsos

CON Section: 04 W 1:10 pm - 2:25 pm Michelle M. Apotsos

CON Section: 03 W 11:00 am - 12:15 pm Michelle M. Apotsos

ARTH 210 (S) Intro to Latin American and Latinx Art: Contradictions & Continuities, Postcolonial to the Present (DPE)

This course introduces students to the breadth and richness of the visual arts in Latin American and U.S. Latinx art. The course begins in the late 19th and early 20th centuries, when artists and writers first began formulating the notion of an art "native" to Latin America, and continues through the ever-expanding cultural expressions developed throughout the 20th and 21st centuries. Through a contextual approach, we will pay particular attention to Latin American artists' shifting relationships to race, class, and gender issues, their affiliations with political and revolutionary ideals, and their critical stance vis-à-vis the European avant-gardes. Similarly, we will analyze the emergence and development of Latinx artistic practices in the postwar U.S., tracing these artists' own exploration of race, class, and gender dynamics. This class introduces Latin American and Latinx artistic practices and scholarship to enable students to develop a critical understanding of the historical specificity of diverse movements, their relation to canonical definitions of modern and contemporary art, and their relevance to issues of colonialism, nationalism, revolutionary politics, and globalization. We will consider a vast array of genres--from painting and sculpture to printmaking, photography, conceptual, installation, and performance art--and will draw from artist statements, manifestos, and secondary interpretive texts to consider both the impetus behind these dynamic artworks and their lasting legacies.

Requirements/Evaluation: midterm exam and non-cumulative final exam, short writing assignments, attendance, and active participation

Prerequisites: none

Enrollment Limit: 30

Enrollment Preferences: if overenrolled, waitlisted students will be selected on a lottery

Expected Class Size: 30

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (DPE)

Difference, Power, and Equity Notes: This course fulfills DPE requirements through historical, visual, and thematic analyses that explore the cultural biases and geopolitical forces that have restricted the exposure of Latin American and Latinx art in the canon of Western art history. The course also centers on contextualizing Latin American and Latinx artistic practices and analyzing them in relation to race, gender, and class dynamics, and to issues of colonialism, nationalism, revolutionary politics, and globalization.

Attributes: ARTH post-1800 LATS Countries of Origin + Transnationalism Elect

Spring 2025

LEC Section: 01 TR 11:20 am - 12:35 pm Mari Rodriguez Binnie

ARTH 222 (F) Photography in/of the Middle East (DPE)

Cross-listings: ARAB 222

Primary Cross-listing

Photography has been globally disseminated and locally inflected since its invention. In the Middle East, the powers and pleasures of the medium have been valued by colonial forces, indigenous populations, photojournalists and artists; the resulting images merit aesthetic and art historical appreciation even as they grant visual access to the social and political dynamics operative in diverse cultural contexts. We will explore photographic practices in various zones of the Middle East--e.g., the Holy Land, Turkey, Egypt and the Persian sphere--by attending to individual photographers and case studies. This tightly focused approach will support, in turn, a consideration of the agency and power of images more generally--what work do photographs do? Who resists and who benefits? The goal will be to appreciate diverse styles and perspectives that underlie renderings of the Middle East.

Class Format: Discussion and GLOW posts required.

Requirements/Evaluation: Discussion, GLOW Posts, final project

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: majors

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTH 222(D1) ARAB 222(D1)

Difference, Power, and Equity Notes: Photographs are tricky. Whose experiences and values do they really represent--those who are depicted? Those who wield the camera? Or, those who view images that are so easily reproduced and widely shared? How does identity figure? Religious conviction? Political affiliation? And how are these variables encoded in the material evidence? Appreciating the myriad powers of images requires multiple skills--from close-looking to interdisciplinary analysis--useful in contemporary visual culture.

Attributes: ARTH post-1800

Fall 2024

SEM Section: 01 TF 1:10 pm - 2:25 pm Holly Edwards

ARTH 235 (F) Taswikhana: Technique and Practice of Indian Drawing and Painting (DPE)

Cross-listings: ASIA 239 / ARTS 244

Secondary Cross-listing

Small in scale but vast in its representation, the world of Indian painting is famous for its stylized naturalism and mastery of line. It is an artistic practice whose legacy stretches back to at least the first century CE. This studio course will introduce students to the technique and practice of traditional Indian drawing and painting. The course is designed as a workshop in which students will learn to use materials and techniques of this art form. By engaging with a non-western traditional practice, the aim of the course is to expose students to a pluralistic engagement with art making. Students will learn paper and pigment preparation, as well as the basics of traditional drawing and painting techniques. The class will learn from studying a selection of original masterworks of Indian art from the Williams College Museum of Art that will be displayed in the Object Lab. Working with original artworks will help students situate the hands-on study of Indian painting practice alongside exemplary historical examples.

Requirements/Evaluation: Class participation, discussions and critiques, successful completion of all assignments and attendance

Prerequisites: none, open to all students

Enrollment Limit: 12

Enrollment Preferences: Instructor permissions requires. If the course over enrolls preference will be given to studio art and art history majors.

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Materials/Lab Fee: \$400

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ASIA 239(D1) ARTH 235(D1) ARTS 244(D1)

Difference, Power, and Equity Notes: The course invites students to engage with a pluralistic studio practice that is in stark contrast to mainstream modern and contemporary art practices. The course will follow a traditional, Indian workshop-style format which has its own particular rules and unique visual vocabulary. From the material preparation of pigments, paper and brushes, to the techniques of drawing and painting, the course will introduce students to an alternative, non-Western, mode of art making.

Fall 2024

ARTH 300 (F) Experimental Documentary Forms and the Archive (DPE)

This course will introduce students to contemporary lens and media-based practices that experiment with the traditional documentary narrative form and archival source materials. We will explore how artists and film-makers critique, expand, and reimagine documentary notions of objectivity, truth and authenticity, and creatively contaminate the form with fiction, self-reflection, performance, and abstraction. Through readings from the fields of visual art/criticism, film theory, and critical archival studies, as well as viewing films in class, we will explore complex debates related to the production of historical knowledge, the politics of the archive and archival practice, issues within documentary photography and film, and the creative possibilities of using traditional and non-traditional lens-based media in historical research. By bringing together a range of exploratory practices, such as strategies of docu-fiction, visual auto-ethnography, and collaboration, we will reflect on the archive and the source document not as a passive collection of material, but as an active and ongoing performance in the construction of historical narratives. This course will broaden student understanding of the history of experimental and alternative film and media practices, and will familiarize students with contemporary discourse on archival and documentary methodologies that aim to question processes of categorization and interpretation related to underrepresented histories and communities.

Requirements/Evaluation: Evaluation includes reading responses and journal entries, and an emphasis on class discussion and participation.

Prerequisites: There are no course pre-requisites. This class is open to majors and non-majors.

Enrollment Limit: 20

Enrollment Preferences: Preference for ARTH and ART majors

Expected Class Size: 20

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE)

Difference, Power, and Equity Notes: The curriculum includes U.S. based and international practices that explore the uneven power dynamics within representational strategies of documentation and historicization, and will center queer, anti-racist, and decolonial methodologies and theoretical analysis in relation to film and media.

Fall 2024

SEM Section: 01 T 1:10 pm - 3:50 pm Shoghig M. Halajian

ARTH 322 (S) Cold War Aesthetics in Latin America (DPE) (WS)

The Cold War was far more complex than a military conflict, with battles waged more in the symbolic than in the physical realm. The Cold War was therefore "everywhere and nowhere," as new superpowers maneuvered to maintain geopolitical balance. Through a transnational lens this course considers the Cold War in Latin America as an aesthetic phenomenon with many facets, to recover how artistic practices unfolded myriad--and often conflicting--ideas regarding power, cultural influence, modernization, and revolution.

Requirements/Evaluation: Active participation, leading discussion, and five four-page writing assignments.

Prerequisites: One ARTH course.

Enrollment Limit: 12

Enrollment Preferences: If overenrolled, preference will be given to Art History majors.

Expected Class Size: 10

Grading: no pass/fail option, yes fifth course option

Distributions: (D1) (DPE) (WS)

Writing Skills Notes: This course foregrounds writing and peer reviews to develop critical thinking. We will have five four-page writing assignments, spaced throughout the semester, which will incorporate our class discussions and research. Students will receive critical feedback on both form and content from their professor and from their peers.

Difference, Power, and Equity Notes: This course fulfills DPE requirements through historical and visual analyses that examine the contestations of power that defined the Cold War era and their ramifications in the shaping of notions such as modernism, modernization, progress, citizenship, and resistance. The course takes a transnational perspective to analyze diverse artistic practices in relation to race, gender, and class dynamics, and to issues of cultural imperialism, nationalism, revolutionary politics, and globalization.

Attributes: ARTH post-1800

Spring 2025

SEM Section: 01 R 1:10 pm - 3:50 pm Amy D. Podmore

ARTH 460 (F) Repairing a Broken World: Intro to North African Contemporary Art (DPE)

Cross-listings: RLFR 360 / ARAB 360 / COMP 361

Secondary Cross-listing

How do artists respond to a world in crisis? How does visual art engage violent histories, injured bodies, social injustice and ecological disaster? In this course we will explore the political and ethical concept of repair as it emerges in the work of contemporary North African visual artists. Repair is both a material and symbolic transformational practice of putting together something that is torn or broken. It is never complete, nor does it redeem a history of harm or violence. Rather repair is an invitation: a bringing of people, histories, objects, buildings, feelings and geographies into relation with one another in order to link worlds that have been splintered and separated. It is also a call to imagine other futures. North African contemporary artists have deeply engaged in this type of repair work, attending to colonial history, economies of extraction and environmental damage, race and slavery, housing inequity, gender identity and broken transmission of memory. We will dive into the work of individual artists as well as collectives while reading theoretical texts about broken-world thinking, reparative epistemology, alternative archives, and material reparations.

Class Format: Conducted in French.

Requirements/Evaluation: For undergrads: Active participation, 8 1-page response papers, 5-page mid-term paper, 10-12 page final paper and presentation. For grad students: Active participation, 8 response papers, 5-page mid-term paper, and 20-page final paper and presentation.

Prerequisites: Any RLFR 200-level course or above, or by permission of instructor.

Enrollment Limit: 18

Enrollment Preferences: If over-enrolled, preference will be given to RLFR, ARAB, ARTH and COMP majors, and only 2 spots will be offered to Grad Art students.

Expected Class Size: 15

Grading: yes pass/fail option, no fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

RLFR 360(D1) ARTH 460(D1) ARTH 560(D1) ARAB 360(D1) COMP 361(D1)

Difference, Power, and Equity Notes: This course critically examines art work that engages colonial history, economies of extraction and environmental damage, race and slavery, housing inequity, gender identity.

Fall 2024

SEM Section: 01 TF 2:35 pm - 3:50 pm Katarzyna M. Pieprzak

ARTH 465 (S) Contemporary Latin American Art (DPE)

This course examines art produced in the region known as Latin America from the 1960s to the present, a period spanning the Cold War, the advent of military dictatorships, economic booms and crises, political polarizations, the rise of neoliberalism, and ecological upheaval. Using a transnational perspective, each week will rigorously analyze practices as varied as painting, sculpture, photography, mail art, installations, performances, and ephemeral interventions through a specific theme, while also situating each work in its distinct social, political, and economic context. We will also pay special attention to the increased global dissemination of works from Latin America and by Latin American descendants in exhibitions and biennials since the 1990s, and will critically examine this historicization and its dominant trends.

Requirements/Evaluation: Regular short written assignments; final research paper.

Prerequisites: None

Enrollment Limit: 15

Enrollment Preferences: If overenrolled, preference will be given to majors in Art History, Art Studio, and History and Practice.

Expected Class Size: 12

Grading: no pass/fail option, yes fifth course option

Distributions: (D1) (DPE)

Difference, Power, and Equity Notes: This course fulfills DPE requirements by taking a transnational perspective to analyze diverse artistic practices in relation to race, gender, sexuality, and class dynamics, and to issues of colonialism, cultural imperialism, nationalism, revolutionary politics, globalization, and extractivism.

Attributes: ARTH post-1800

Spring 2025

SEM Section: 01 W 1:10 pm - 3:50 pm Mari Rodriguez Binnie

ARTH 560 (F) Repairing a Broken World: Intro to North African Contemporary Art (DPE)

Cross-listings: RLFR 360 / ARAB 360 / COMP 361

Secondary Cross-listing

How do artists respond to a world in crisis? How does visual art engage violent histories, injured bodies, social injustice and ecological disaster? In this course we will explore the political and ethical concept of repair as it emerges in the work of contemporary North African visual artists. Repair is both a material and symbolic transformational practice of putting together something that is torn or broken. It is never complete, nor does it redeem a history of harm or violence. Rather repair is an invitation: a bringing of people, histories, objects, buildings, feelings and geographies into relation with one another in order to link worlds that have been splintered and separated. It is also a call to imagine other futures. North African contemporary artists have deeply engaged in this type of repair work, attending to colonial history, economies of extraction and environmental damage, race and slavery, housing inequity, gender identity and broken transmission of memory. We will dive into the work of individual artists as well as collectives while reading theoretical texts about broken-world thinking, reparative epistemology, alternative archives, and material reparations.

Class Format: Conducted in French.

Requirements/Evaluation: For undergrads: Active participation, 8 1-page response papers, 5-page mid-term paper, 10-12 page final paper and presentation. For grad students: Active participation, 8 response papers, 5-page mid-term paper, and 20-page final paper and presentation.

Prerequisites: Any RLFR 200-level course or above, or by permission of instructor.

Enrollment Limit: 18

Enrollment Preferences: If over-enrolled, preference will be given to RLFR, ARAB, ARTH and COMP majors, and only 2 spots will be offered to Grad Art students.

Expected Class Size: 15

Grading: yes pass/fail option, no fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

RLFR 360(D1) ARTH 460(D1) ARTH 560(D1) ARAB 360(D1) COMP 361(D1)

Difference, Power, and Equity Notes: This course critically examines art work that engages colonial history, economies of extraction and environmental damage, race and slavery, housing inequity, gender identity.

Fall 2024

SEM Section: 01 TF 2:35 pm - 3:50 pm Katarzyna M. Pieprzak

ARTS 112 (S) Introduction to Documentary Filmmaking (DPE)

In a 2010 article, *New York Times* film critic A. O. Scott described documentary film as 'heterogeneous to the point of anarchy.' However, in the intervening decade, documentary has become simultaneously more commercial and formulaic. This course takes this notion of heterogeneity to heart, acquainting students with a wide array of creative approaches and key debates in documentary film. In addition to a historical, ethical and critical foundation in the field of documentary, students will acquire a basic grounding in the fundamentals of video production, including cinematography, sound and editing. Course requirements include class attendance and regular critiques, weekly film screenings and readings outside class, 2-3 minor filmmaking exercises, and major assignments in the form of 3-4 short nonfiction video projects.

Requirements/Evaluation: timely and committed completion of assignments, attendance and participation

Prerequisites: none

Enrollment Limit: 16

Enrollment Preferences: majors have priority

Expected Class Size: 16

Grading: no pass/fail option, no fifth course option

Materials/Lab Fee: \$250-\$350. Lab and materials fees for all studio art classes are covered by the Book Grant for all Williams financial aid recipients.

Distributions: (D1) (DPE)

Difference, Power, and Equity Notes: The practice of documentary film is centrally bound to ethics--who and how we represent onscreen. Historically, documentary has tended to gaze on marginalized communities in problematic ways; this course will make issues of power, race, class and representation central to the production of documentary media.

Spring 2025

STU Section: 01 M 1:10 pm - 3:50 pm Cecilia Aldarondo

STU Section: 02 M 8:30 am - 11:50 am Cecilia Aldarondo

ARTS 222 (F) Critical Practice of Architecture: Theories, Methods, and Techniques (DPE)

Cross-listings: ENVI 202

Primary Cross-listing

In this course, students will transform an architectural or urban space through design interventions that contribute to reorienting public perception, imagination, and politics. Skills taught include methods and techniques for critical architecture practice, including architecture drawing, 2D graphic design, and 3D modeling (digital and physical). Students will also build on design strategies (e.g., spatial hijacking and détournement), community architecture, and visual techniques to rethink normative understandings of space and time. Through selected readings and discussions, we will examine key ideas that have inspired design thinking and activism. The class culminates in a presentation to external reviewers and a final exhibition.

Requirements/Evaluation: This is an intensive studio tutorial requiring working in the architecture studio and/or PC lab outside of scheduled class hours. The class will meet in large and small groups throughout the semester for critique and discussion. Assignments include weekly discussions and design projects requiring drawings and model design. Final project: design project to reorient public perception, imagination, and politics. Evaluation will be based on the design quality at theoretical/conceptual levels.

Prerequisites: Drawing I or permission of instructor.

Enrollment Limit: 12

Enrollment Preferences: Studio Art majors, Art History and Studio Art majors, Envi majors and concentrators

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Materials/Lab Fee: \$350-\$450 lab fee charged to term bill. Lab and materials fees for all studio art classes are covered by the Book Grant for all Williams financial aid recipients.

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTS 222(D1) ENVI 202(D1)

Difference, Power, and Equity Notes: This design studio invites students to think critically about how power, equity, and difference are manifested through the built environment. It will equip them with the tools to become active agents of change through design activism. We will use design as a cultural practice and creative technique to envision more just and equitable futures through interventions in architectural or urban spaces.

Attributes: ENVI Humanities, Arts + Social Science Electives

Fall 2024

STU Section: 01 TR 9:55 am - 11:10 am Giuseppina Forte

ARTS 244 (F) Taswikhana: Technique and Practice of Indian Drawing and Painting (DPE)

Cross-listings: ASIA 239 / ARTH 235

Primary Cross-listing

Small in scale but vast in its representation, the world of Indian painting is famous for its stylized naturalism and mastery of line. It is an artistic practice whose legacy stretches back to at least the first century CE. This studio course will introduce students to the technique and practice of traditional Indian drawing and painting. The course is designed as a workshop in which students will learn to use materials and techniques of this art form. By engaging with a non-western traditional practice, the aim of the course is to expose students to a pluralistic engagement with art making. Students will learn paper and pigment preparation, as well as the basics of traditional drawing and painting techniques. The class will learn from studying a selection of original masterworks of Indian art from the Williams College Museum of Art that will be displayed in the Object Lab. Working with original artworks will help students situate the hands-on study of Indian painting practice alongside exemplary historical examples.

Requirements/Evaluation: Class participation, discussions and critiques, successful completion of all assignments and attendance

Prerequisites: none, open to all students

Enrollment Limit: 12

Enrollment Preferences: Instructor permissions requires. If the course over enrolls preference will be given to studio art and art history majors.

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Materials/Lab Fee: \$400

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ASIA 239(D1) ARTH 235(D1) ARTS 244(D1)

Difference, Power, and Equity Notes: The course invites students to engage with a pluralistic studio practice that is in stark contrast to mainstream modern and contemporary art practices. The course will follow a traditional, Indian workshop-style format which has its own particular rules and unique visual vocabulary. From the material preparation of pigments, paper and brushes, to the techniques of drawing and painting, the course will introduce students to an alternative, non-Western, mode of art making.

Fall 2024

STU Section: 01 MR 1:10 pm - 2:25 pm Murad K. Mumtaz

ARTS 254 (S) Architecture as Politics: Space, Design, Technology (DPE)

Cross-listings: ENVI 264

Primary Cross-listing

This course delves into the intersection of architecture as a form of political expression, technology, and their collective impact on societal change. Emphasizing architecture as a discipline deeply intertwined with politics and shaped by technological advancement, this course will examine how a spectrum of art tools--from traditional to digital and computational--helps shape buildings and public spaces, shifts power structures, and hinders or promotes social justice. The curriculum blends theoretical exploration with practical application. Students will engage in critical analysis, technology-driven design workshops, and peer evaluations, culminating in a final project that melds techno-political theory with cutting-edge architectural practices. This course is ideal for students keen on leveraging technological architectural techniques to craft spaces with profound political and social impact.

Requirements/Evaluation: This is an intensive studio tutorial requiring working outside of scheduled class hours. In this course, students can work with the following media assuming that they can master them for a 200-level course: architecture models (physical and digital), photo reportages, 2D collages (e.g., Photoshop), digital humanities (cartographies, counter mapping, oral histories, digital archives), and curatorial platforms. Students will participate in tutorials plus a final project of significant scope. Evaluation will be based primarily on the quality of the final project but also on participation.

Prerequisites: Drawing I or permission of instructor.

Enrollment Limit: 10

Enrollment Preferences: Studio Art majors, Art History and Studio Art majors, ENVI majors and concentrators.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Materials/Lab Fee: \$350-\$450 lab fee charged to term bill. Lab and materials fees for all studio art classes are covered by the Book Grant for all Williams financial aid recipients.

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTS 254(D1) ENVI 264(D1)

Difference, Power, and Equity Notes: This tutorial will employ theories and approaches from design activism and critical environmental studies to analyze the relationship between space and difference, including, but not limited to, race, class, ethnicity, gender, sexuality, religion, and species. Students will apply these theories and approaches to creating place-based projects.

Spring 2025

TUT Section: T1 TR 11:20 am - 12:35 pm Giuseppina Forte

ARTS 316 (F) Governing Cities by Design: the Built Environment as a Technology of Space (DPE)

Cross-listings: ENVI 316

Secondary Cross-listing

Like in the classic era, cities of the 19th century were metaphors for government: good government could not exist without good governance of the city. This creative seminar charts the transformation of the built environment (architecture and urbanism) as a technology of space to govern cities and citizens from the mid-19th century until the present. Through debates and case studies across geographies and historical timeframes, we will analyze how regimes of government shape and are shaped by the built environment. The seminar has a studio component that consists of an urban project where students will apply theories and approaches to a real case study using digital art (2D and 3D modeling).

Class Format: Because this seminar is cross-listed with ARTS, there is a studio component (short assignments and final project)

Requirements/Evaluation: Active presence in class discussions and presentations, willingness to experiment, contributions to a collaborative seminar/studio environment, quality of work, depth and quality of the investigative process.

Prerequisites: ENVI 101 or instructor permission

Enrollment Limit: 15

Enrollment Preferences: ENVI majors and concentrators, Studio Art majors

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Materials/Lab Fee: \$250-\$350 lab fee charged to term bill. Lab and materials fees for all studio art classes are covered by the Book Grant for all Williams financial aid recipients.

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTS 316(D1) ENVI 316(D2)

Difference, Power, and Equity Notes: Using theoretical perspectives from urban studies, this seminar/workshop explores how the built environment, as a technology of space, contributes to the production of difference, the establishment of certain regimes of power, and the erasure of specific urban histories--mainly those of underrepresented groups. Students will engage in multimedia place-based projects to imagine and create more equitable built environments.

Attributes: ENVI Humanities, Arts + Social Science Electives

Fall 2024

SEM Section: 01 TR 8:30 am - 9:45 am Giuseppina Forte

ASIA 109 (S) The Art of Yoga: Practice, Philosophy, Politics, Possibilities (DPE)

Cross-listings: THEA 109

Secondary Cross-listing

This course offers an immersive, interdisciplinary approach to hatha yoga, the branch of yoga that emphasizes bodily techniques for channeling energy, and achieving balance and quietude. It has been practiced and theorized variously in South Asia since ancient times. More recently, beginning in the late 19th century, it has been popularized throughout the globe, and has served as a source of inspiration for artists in various disciplines, including the theatre. Our work will follow four interrelated paths that will provide a broad context for our own experience and offer us tools for developing creativity: 1) We will dedicate ourselves to the careful study of the physical practice of yoga asanas, giving emphasis to biomechanical principles of alignment. Our study will include some basics of yoga anatomy; 2) We will study some allied philosophical principles, as they emerge from the Sanskrit text, Patanjali's *Yoga Sutras*, and some current commentaries on that text, by means of expanding the significance of our practice to all areas of our lives; 3) We will attend to the cultural politics of yoga by discussing new scholarship on its ancient origins as well as critical inquiry about how issues of appropriation, Orientalism, and racism shape its current manifestations; 4) We will examine how artists have incorporated elements of yoga into their practice. To explore how yoga might support our own artistic and innovative thinking, we will pair our practice with creative exercises. In this way, the course aims to explore the relationship of theory and practice. It will be of interest to students in the arts and anyone interested in fostering artistry and the imagination. Students must be prepared to engage in a physical practice of asana, as well as commit to reading, writing, and discussion. No previous experience with yoga is required.

Requirements/Evaluation: Students will write 3-page weekly papers, either in response to readings or embodied exercises, or the tutorial partner's essay. Written feedback will be given by instructor. Students will be expected to demonstrate that they are regularly practicing outside of class both by the quality of questions they bring to our sessions together, as well as their continuous refinement of the poses. Students will not be evaluated in relation to a standard, but according to their own dedicated and steady progress with respect to the experience of yoga practice. The evaluation process includes attendance.

Prerequisites: Prospective students will be asked to submit an online form with questions about their interest in the class.

Enrollment Limit: 10

Enrollment Preferences: Preference will be given to first-year students.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Materials/Lab Fee: \$50 for yoga mat, belt, and balls.

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

THEA 109(D1) ASIA 109(D1)

Difference, Power, and Equity Notes: Throughout the course we will reflect on the ways in which the knowledge created through yogic practice and philosophy disrupts and provincializes European epistemological systems. Moreover, we will engage in critical inquiry into the ways in which the global popularity of yoga is shaped by colonial legacies of Orientalist representation, as well as contemporary modes of cultural appropriation and consumerism.

Spring 2025

TUT Section: T1 TBA Shanti Pillai

ASIA 216 (F) Asian/American Identities in Motion (DPE)

Cross-listings: AAS 216 / AMST 213 / DANC 216 / GBST 214 / THEA 216

Secondary Cross-listing

The course aims to explore dance and movement-based performances as mediums through which identities in Asian and Asian American (including South Asian) communities are cultivated, expressed, and contested. Students will engage with how social and historical contexts influence the processes through which dance practices are invested with particular sets of meanings, and how artists use performance to reinforce or resist stereotypical representations. Core readings will be drawn from Dance, Performance, Asian, and Asian American Studies to engage with issues such as nation formation, racial and ethnic identity politics, appropriation, tradition and innovation among other topics. This is primarily a discussion-based seminar course, and might also include screenings, movement workshops, and discussion with guest artists and scholars. No previous dance experience is required.

Requirements/Evaluation: reading responses, in-class writing assignments, participation in discussions and presentations, two 5-6 page essays, and a final cumulative essay assignment.

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: first years and sophomores

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AAS 216(D2) AMST 213(D2) DANC 216(D1) GBST 214(D2) ASIA 216(D1) THEA 216(D1)

Difference, Power, and Equity Notes: This course introduces students to the role of performance in nation formation in Asia and the history of Asian Americans in the US through analysis of dance practices. Student will explore how race was central to the formation of Asian and the American nations, and how social and legal discriminatory practices against minorities influence identity and popular cultural practices. The assigned material provide examples of how artists address these inequalities and differences in social power.

Attributes: AAS Core Electives AAS Gateway Courses

Fall 2024

SEM Section: 01 WF 11:00 am - 12:15 pm Munjulika R. Tarah

ASIA 226 (F) Chinese Film and Its Significant Others (DPE)

Cross-listings: CHIN 226 / COMP 296

Secondary Cross-listing

From the first "wows" that the short films invoked at a Shanghai teahouse in 1896, Chinese films have made successive wonders that straddle reality and fantasy, technological modernity and shadow-making craft, aesthetic experiments and monetary yearnings, global investments and local interest. This seminar will explore the evolving relationships between Chinese films and five "significant others" that are central to film and film-making. Roughly following a chronological order, this course will examine 1) the effect of new technological developments (such as photography, sound, color, special FX) on film; 2) the tension between film and traditional modes of public entertainment (such as operas and shadow plays); 3) film's social role to affirm and contest gender, national, and class identities; 4) the need to garner differing sources of financial support (state funding, cultural entrepreneurs, and transnational capital); and 5) the circulation of Chinese films in the global market. Class materials include various genre films (melodrama, horror, martial arts, comedy, etc.), directors' notes, contemporary reviews, and scholarship in China and media studies. All materials and discussions are in English.

Requirements/Evaluation: Evaluation will be based on 1) ACTIVE in-class discussion; 2) Pre-class discussion posts based on reading (Graded as Complete or Incomplete); 3) Three short papers (3 pages); and 4) the final group project (including a presentation, and a paper or other form of project. Students will be graded both individually and as a group).

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: current or prospective majors in Department of Asian Languages, Literatures, and Cultures; Comp Lit majors; those with Asian Studies Concentration.

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

CHIN 226(D1) ASIA 226(D1) COMP 296(D1)

Difference, Power, and Equity Notes: This course provides students with the opportunity to analyze the clashes and negotiations between Western media technological modernities and Chinese indigenous understanding of shadows, visuality, and sound. By discussing various films produced from mainland China, Hong Kong, Taiwan, and other diaspora areas from 1920 to now, this course asks students to explore how cinema invokes (and erases) differences, and consolidates (and challenges) hegemonic notions of nation, gender, and class.

Attributes: FMST Core Courses

Fall 2024

ASIA 239 (F) Taswirkhana: Technique and Practice of Indian Drawing and Painting (DPE)

Cross-listings: ARTH 235 / ARTS 244

Secondary Cross-listing

Small in scale but vast in its representation, the world of Indian painting is famous for its stylized naturalism and mastery of line. It is an artistic practice whose legacy stretches back to at least the first century CE. This studio course will introduce students to the technique and practice of traditional Indian drawing and painting. The course is designed as a workshop in which students will learn to use materials and techniques of this art form. By engaging with a non-western traditional practice, the aim of the course is to expose students to a pluralistic engagement with art making. Students will learn paper and pigment preparation, as well as the basics of traditional drawing and painting techniques. The class will learn from studying a selection of original masterworks of Indian art from the Williams College Museum of Art that will be displayed in the Object Lab. Working with original artworks will help students situate the hands-on study of Indian painting practice alongside exemplary historical examples.

Requirements/Evaluation: Class participation, discussions and critiques, successful completion of all assignments and attendance

Prerequisites: none, open to all students

Enrollment Limit: 12

Enrollment Preferences: Instructor permissions requires. If the course over enrolls preference will be given to studio art and art history majors.

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Materials/Lab Fee: \$400

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ASIA 239(D1) ARTH 235(D1) ARTS 244(D1)

Difference, Power, and Equity Notes: The course invites students to engage with a pluralistic studio practice that is in stark contrast to mainstream modern and contemporary art practices. The course will follow a traditional, Indian workshop-style format which has its own particular rules and unique visual vocabulary. From the material preparation of pigments, paper and brushes, to the techniques of drawing and painting, the course will introduce students to an alternative, non-Western, mode of art making.

Fall 2024

STU Section: 01 MR 1:10 pm - 2:25 pm Murad K. Mumtaz

ASIA 275 (S) Acting Out: Performativity, Production, and Politics in East Asian Theatres (DPE)

Cross-listings: CHIN 275 / THEA 271 / COMP 271 / AAS 275

Secondary Cross-listing

"Asian Theaters," for those in the West, can conjure up a variety of exotic impressions: spectacle and cacophony, mysterious masks and acrobatic bodies, exquisite styles and strangely confusing conventions. Although Asian theaters have been studied systematically in the West for at least a century, the West has never truly left its "othering" look at them. Yet, what is "different" for the West is bedrock for Asian cultures. Theatre, one of the most important and dynamic forms of cultural production and communication, has actively involved all strata of Asian societies for a millennium. How to explain theatre's continued presence and relevance for Asian nations? What do the traditions of Kun, Kabuki, and P'ansori reveal about the cultures and communities in which they were created? This course seeks to understand from the Asian perspective, rather than "exoticize" and "other," musical and dance theatres from China, Japan, and Korea. Examining the evolving presentations of signature dramas dating from the sixteenth to the eighteenth centuries, we will act out Asian theatres in the following ways: (1) by reading the original plays in translation in tandem with their contemporary and intercultural reproductions, we will explore how Asian theatres fare in the era of globalization within and beyond national borders; (2) by revealing the "technologies" of writing, reading, acting, and staging these plays in different cultural milieus, we will consider what kinds of language and rhetoric, forms of music and movement, as well as visual components are deployed to convey evolving messages; (3) by considering key performances held outside of the proscenium stage, we will gain exposure to alternative theatrical spaces in Asian and diasporic communities that reform performing conventions, reconfigure staging environments, and renegotiate cultural values. In this manner, we will together gain an appreciation for the aesthetic devices, thematic concerns, and production politics of East Asian theatres and their global reproductions. Class materials include drama, production videos, and invited zoom sessions with Asian theatre practitioners and directors who live in the U.S. and other diasporic

communities. All materials are in English. No language prerequisite. Funded by the Global Initiatives Venture Fund, this course includes an all-expense-paid travel component, a cultural and academic exchange project titled "Redefining Amateurism: Experiential Learning with Student Theatre in Contemporary China," which will bring up to eight Williams students to Nanjing, China during the Spring Break (3/23-4/3/2025). Students will participate in workshops with playwrights and theater-makers in contemporary China and engage in black-box theater productions with students from Nanjing University and Shanghai Theatre Academy. This travel component is OPTIONAL for students taking this course. However, students enrolled in this class will receive priority consideration to be included in the free travel project. Selection criteria include active participation, excellent performance in the course, etc.

Class Format: Funded by the Global Initiatives Venture Fund, this course includes an all-expense-paid travel component, which will bring up to eight Williams students to Nanjing, China during the Spring Break (3/23-4/3/2025). This travel component is OPTIONAL for students taking this course. However, students enrolled in this class will receive priority consideration to be included in the free travel project. Selection criteria include active participation, excellent performance in the course, etc.

Requirements/Evaluation: Evaluation will be based on 1) ACTIVE in-class discussion; 2) three small projects (papers and audio/video essays); 3) a take-home midterm; and 4) Poster presentation based on students' final projects.

Prerequisites: None; open to all. No knowledge of Asian languages required, though students with advanced Asian language proficiency are encouraged to work with primary sources if they wish.

Enrollment Limit: 20

Enrollment Preferences: Current or prospective majors in the Department of Asian Languages, Literatures, and Cultures; Theatre majors; Comp Lit majors; Concentrators in Asian Studies or Asian American Studies.

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

CHIN 275(D1) THEA 271(D1) COMP 271(D1) ASIA 275(D1) AAS 275(D2)

Difference, Power, and Equity Notes: This course examines the power dynamics of spectacle and cacophony and how theatre provided a cultural space that engaged all strata of East Asian societies, thereby masking class and ethnic divisions within these nation-states, while also presenting a distinct image of "China," "Japan," and "Korea" to be consumed in the West. Students will learn ways in which "traditional" theatre productions affirm or subvert Western biases against Asians.

Attributes: AAS Non-Core Electives GBST East Asian Studies

Spring 2025

SEM Section: 01 TF 2:35 pm - 3:50 pm Man He

ASIA 315 (F) Minorities and the State in Modern East Asia (DPE)

Cross-listings: HIST 315

Secondary Cross-listing

This course examines the relationships between minority peoples and the institution of the state in East Asia, focusing mostly but not exclusively on the early modern and modern periods (17th-20th centuries). We will explore the histories of the Ainu people of Japan, the "Small Peoples" of Russian Siberia, the Tibetan, Uighur and riverine communities of Mainland China, as well as the Hill Peoples of Southeast Asia. It also examines non-indigenous minority groups, such as conquest elites, mixed-race communities, and others. We will analyze how the transition to modernity, evolving understandings of race, gender, class, nation, the impact of imperialism and globalization all influenced the history of East Asian minority peoples. What, if anything, do all of these groups have in common? What do their histories reveal about the history of East Asia and of the countries in which they live? How are the lives of minority groups in East Asia changing today? What can their experiences reveal to us about the larger world? The class is structured as a reading-intensive seminar. Students will engage in and lead discussions, compose reading reaction papers and a final analytical essay. Students will be expected to use scholarly works in order to construct cogent, relevant arguments, which they will communicate both orally and in writing. Students will evaluate primary sources in order to engage with the people they study as directly as possible. Students will lead discussions on complex topics and develop as leaders and team members in professional settings. This course will present students with an opportunity to hone critical thinking and information literacy skills to a high level. All of you will have to analyze and process complex and often contradictory information, certainly in your personal lives and very likely in your professional lives.

Class Format: This discussion-intensive class requires students to lead several discussion sections during the semester.

Requirements/Evaluation: Map assignment, discussion participation, leading discussion (four times), three-page response essays (five times), final six-page research essay or presentation

Prerequisites: None

Enrollment Limit: 25

Enrollment Preferences: History majors, Asian Studies concentrators, then all others

Expected Class Size: 15-20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 315(D2) ASIA 315(D2)

Difference, Power, and Equity Notes: The study of East Asia's history is all too often conflated with the study of states, so that many less privileged histories are obscured. Chief among these are the histories of minority groups, who are often excluded from power. For this reason, this course puts the history of East Asia's many minority groups front and center in examining their multifaceted interactions with regional states, as well as the of ethnic, linguistic, religious, and regional identities

Attributes: HIST Group B Electives - Asia

Fall 2024

LEC Section: 01 TR 9:55 am - 11:10 am Viktor Shmagin

ASIA 353 (F) Separation: An Introduction to Postcolonial Literature (DPE)

Cross-listings: COMP 350 / ENGL 352

Secondary Cross-listing

Few themes in the history of human societies have produced as much writing as that of separation--from a lover, from one's homeland, from God(s). In the past two centuries, this theme has been essential to representing experiences of exile and migration in the wake of the colonially mediated transition to world capitalism. In this course, we will take up the theme of separation as a privileged point of entry into postcolonial literature and towards understanding the multiple meanings of "postcoloniality." We will encounter examples in which this theme shapes critical thought and helps imagine new modes of existence, as well as those in which the grief of separation shades into such overpowering melancholy that writing becomes impossible. We will also look at what the preoccupation with separation can tell us about the ways human beings relate to human and non-human objects, and how they make and experience history. To think through these issues, we will read nineteenth and twentieth century works dealing with experiences of love, ecstasy, migrancy, and exile, composed in diverse geographical, socio-political, and linguistic contexts. We will read works (novels, poems, memoirs, essays) and watch films from South Asia, Egypt, the Caribbeans, the US, and Europe, composed in multiple languages (English, Hindi, Urdu, Persian, French, Arabic, Bengali and Malayalam).

Requirements/Evaluation: mid-term paper (6-page), participation in class discussions and one roundtable, final paper (15-page)

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 25

Enrollment Preferences: English majors, then sophomores considering the major

Expected Class Size: 25

Grading: yes pass/fail option, no fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ASIA 353(D1) COMP 350(D1) ENGL 352(D1)

Difference, Power, and Equity Notes: This course examines how the political impact of colonization upon both "colonizer" and "colonized" gets expressed in literary productions of the nineteenth and the twentieth centuries. It explores the way these literary works understand the axes of social identity that shape oppression and inequity--coloniality, race, caste, gender--as constitutive of the unevenly developing world of capitalism. The concepts upon which the course focuses are essential to contemporary social critique.

Attributes: ENGL Literary Histories C

Fall 2024

SEM Section: 01 TF 1:10 pm - 2:25 pm Paresh Chandra

CAOS 231 (F)(S) Literature of the Sea (DPE)

Cross-listings: ENGL 231

Primary Cross-listing

The ocean, and human relationships with it, have been central features of literatures and cultures around the world for more than a thousand years. But since literary study is typically based around authors' homelands, careful examination of the oceanic experience is often pushed to the periphery--an "empty space" to be crossed between nations, a "vast darkness" antithetical to human life, or a mirror for land-borne concerns. Increasingly, however, scholars and readers are centering the sea and stories about it as a means stepping outside human frameworks of space and time, situating the complex emotions and narratives inspired by the ocean into a complex network of geologic history and teeming other-than-human life. This course examines a wide range of texts and perspectives on the ocean and human relationships with it. Doing so will help us consider how literature both plays into and subverts dominant viewpoints of the ocean. Through texts that consider 19th-century whaling, the Middle Passage, the postcolonial Caribbean, and islands throughout the Pacific Ocean, we will explore a range of questions, including: What can we learn from examining efforts to write about the ocean? How do ocean stories help individuals understand themselves, their communities, and their place in global environments? What can the range of cultural and literary perspectives on our "single, global ocean" reveal about the ways different people are both connected with and profoundly distant from each other? Most importantly, we will practice, as a classroom community, different strategies for carefully reading texts while connecting them to cultural traditions, surrounding environments, and personal experiences.

Class Format: weekly roundtable discussions, including coastal and near-shore field trips and multiple field seminars.

Requirements/Evaluation: regular papers, class participation, journal-writing, and a final assignment

Prerequisites: N/A

Enrollment Limit: 25

Enrollment Preferences: Williams-Mystic Students only

Expected Class Size: 20

Grading: no pass/fail option, no fifth course option

Unit Notes: offered only at Mystic Seaport

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

CAOS 231(D1) ENGL 231(D1)

Difference, Power, and Equity Notes: This course focuses on the range of cultural perspectives about the sea, as well as the ways those perspectives can unsettle and challenge dominant narratives about the sea and its role in colonial expansion. Furthermore, this course centers voices that are typically overlooked in the genre of "Sea Literature," paying particular attention to Indigenous and African-American narratives about the ocean.

Attributes: AMST Arts in Context Electives ENVI Humanities, Arts + Social Science Electives

Fall 2024

SEM Section: 01 MW 10:30 am - 11:45 am Ned G. Schaumberg

Spring 2025

SEM Section: 01 MW 10:30 am - 11:45 am Ned G. Schaumberg

CAOS 351 (F)(S) Marine Policy (DPE) (WS)

Cross-listings: PSCI 319 / ENVI 351

Primary Cross-listing

Coastal communities are home to nearly 40% of the U.S. population, but occupy only a small percentage of our country's total land area. Intense population density, critical transportation infrastructure, significant economic productivity, and rich cultural and historic value mark our coastal regions as nationally significant. But, coastal and ocean-based climate-induced impacts such as sea level rise, ocean warming and acidification pose extraordinary challenges to our coastal communities, and are not borne equally by all communities. This seminar considers our relationship with our

ocean and coastal environments and the foundational role our oceans and coasts play in our Nation's environmental and economic sustainability as well as ocean and coastal climate resiliency. Through the lens of coastal and ocean governance and policy-making, we critically examine conflict of use issues relative to climate change, climate justice, coastal zone management, fisheries, ocean and coastal pollution and marine biodiversity.

Class Format: This class is taught only at Williams-Mystic in Mystic, Connecticut and includes coastal and near-shore interdisciplinary field seminars, and 10 days offshore.

Requirements/Evaluation: Weekly Readings; Class Participation; Small and large group strategy exercises (written and oral); Written Research Project: issues paper and draft research paper; Final Research Project: multiple formats available

Prerequisites: none

Enrollment Limit: 23

Enrollment Preferences: must be enrolled at Williams-Mystic in Mystic, Connecticut

Expected Class Size: 22

Grading: no pass/fail option, no fifth course option

Unit Notes: must be enrolled at Williams-Mystic in Mystic, Connecticut

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

PSCI 319(D2) ENVI 351(D2) CAOS 351(D2)

Writing Skills Notes: Each student will write one 3-5 page research issues paper and one 8-10 page draft research paper as well as a final project with written components equaling 5-8 pages. Each submission receives written feedback from the professor, including research guidance, input on grammar, structure, language, analysis. Students also receive verbal feedback in individual conferences to discuss research paper organization, analysis, structure and grammar as well as final project input.

Difference, Power, and Equity Notes: Coastal and ocean policy issues relating to climate change, coastal zone management, fisheries, ocean pollution and marine biodiversity impact environmental and climate justice. Students examine coastal governance while considering the disproportionate burdens on underrepresented populations in U.S. coastal communities caused by climate change and coastal policies. Students analyze multi-disciplinary evidence and work to strengthen their integrative, analytical, writing, and advocacy skills.

Attributes: ENVI Environmental Policy EXPE Experiential Education Courses POEC Depth

Fall 2024

SEM Section: 01 F 9:00 am - 12:00 pm

Spring 2025

SEM Section: 01 F 9:00 am - 12:00 pm

CAOS 352 (F)(S) American Maritime History (DPE) (WS)

Cross-listings: HIST 352

Primary Cross-listing

This course explores themes in American maritime history from the colonial era to the 21st century. We will consider the dynamic relationship between the sea and American life, and the broad influence that each has had on the other. This relationship led to interactions with the water as a highway for the transportation of not just people and goods, but powerful new forces and ideas. The water creates a unique space for the formation of new communities and identities, while also acting as an important, and often exploited, resource. We will sample from different fields of inquiry including labor, environmental, cultural, and political history to gain a deeper understanding of diverse people's complex interactions with the oceans and seas.

Class Format: Seminars, discussions, and field seminars

Requirements/Evaluation: Participation in class discussions, activities, and presentations, regular papers, and a final independent research project

Prerequisites: None

Enrollment Limit: 27

Enrollment Preferences: If course over-enrolls, preference will be given to sophomores and juniors

Expected Class Size: 22

Grading: no pass/fail option, no fifth course option

Unit Notes: Offered only at Mystic Seaport

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 352(D2) CAOS 352(D2)

Writing Skills Notes: Students must complete regular writing assignments including a final 10- to 15-page paper. Additionally, students will participate in several in-class writing workshops and peer critiques. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: Maritime activity has long provided opportunities for some while creating tremendous hardships for others. From the slave trade and the encounters between native and European mariners to the power wielded by multi-national shipping conglomerates, this course investigates contests over power, empire, and capitalism as they played out on the maritime stage.

Attributes: AMST Space and Place Electives ENVI Humanities, Arts + Social Science Electives EXPE Experiential Education Courses HIST Group F Electives - U.S. + Canada HIST Group P Electives - Premodern

Fall 2024

SEM Section: 01 MW 9:00 am - 10:15 am Sofia E. Zepeda

Spring 2025

SEM Section: 01 MW 9:00 am - 10:15 am Sofia E. Zepeda

CAOS 361 (F) The Atlantic World: Connections, Crossings, and Confluences (DPE)

Cross-listings: AMST 360 / HIST 361

Secondary Cross-listing

This course considers the Atlantic World as both a real place and a concept: an ocean surrounded and shaped by diverse people and communities, and an imagined space of shared and competing affiliations. Moving from "time out of mind" to the early nineteenth century, it examines ecological, cultural, political, economic, intellectual, and spiritual transits as well as exchanges among Indigenous/Native American, African and African American, Asian and Asian American, and Euro-colonial people. It introduces conceptual dimensions of this Atlantic paradigm and case studies that illuminate its human subtleties, with the goal of examining "early American" histories through transnational and transoceanic lenses. The course takes an interdisciplinary approach to these intertwined histories, and reckons with how the very construction of "history" has, at different turns, affected what is shared, known, valued, and commemorated--or overwritten, denied, or seemingly silenced. Attentive to the structures of power that inflect every part of Atlantic histories, it offers specific ethical frameworks for approaching these topics. Blending methods grounded in oral traditions and histories, place-based knowledge systems, documentary/written archives, songs, archaeology, material culture, and other forms of expression and representation, it invites class members to revisit the nature and meanings of these connected spaces. The course consistently connects historical experiences with the twenty-first century, and how communities today are grappling with the afterlives and ongoing effects of these Atlantic pasts through calls to action for reparations, repatriation and rematriation, Land Back, climate justice, and other forms of accountability. The course also provides an opportunity to engage with original materials pertaining to Atlantic World histories in the Williams College Archives/Special Collections and Art Museum.

Requirements/Evaluation: active participation in class discussion, several short essays based on readings and discussion topics, museum/archives assignment, final essay/project

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: If the course over-enrolls, preference is for sophomore, junior, and senior History and American Studies majors

Expected Class Size: 25

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 360(D2) HIST 361(D2) CAOS 361(D2)

Difference, Power, and Equity Notes: This course examines the formation and articulation of racial, ethnic, cultural, and other forms of difference across the Atlantic World, and ways that people from Indigenous, African/American, and Asian/American communities have engaged with and

challenged European colonization. It devotes substantial time to critical methodologies that re-center voices oftentimes treated as "silenced" or "absent" in colonial literatures, and helps students build fluencies in approaching and interpreting them.

Attributes: GBST Borders, Exiles + Diaspora Studies HIST Group F Electives - U.S. + Canada HIST Group G Electives - Global History HIST Group P Electives - Premodern

Fall 2024

SEM Section: 01 TR 9:55 am - 11:10 am Christine DeLucia

CHIN 226 (F) Chinese Film and Its Significant Others (DPE)

Cross-listings: ASIA 226 / COMP 296

Primary Cross-listing

From the first "wows" that the short films invoked at a Shanghai teahouse in 1896, Chinese films have made successive wonders that straddle reality and fantasy, technological modernity and shadow-making craft, aesthetic experiments and monetary yearnings, global investments and local interest. This seminar will explore the evolving relationships between Chinese films and five "significant others" that are central to film and film-making. Roughly following a chronological order, this course will examine 1) the effect of new technological developments (such as photography, sound, color, special FX) on film; 2) the tension between film and traditional modes of public entertainment (such as operas and shadow plays); 3) film's social role to affirm and contest gender, national, and class identities; 4) the need to garner differing sources of financial support (state funding, cultural entrepreneurs, and transnational capital); and 5) the circulation of Chinese films in the global market. Class materials include various genre films (melodrama, horror, martial arts, comedy, etc.), directors' notes, contemporary reviews, and scholarship in China and media studies. All materials and discussions are in English.

Requirements/Evaluation: Evaluation will be based on 1) ACTIVE in-class discussion; 2) Pre-class discussion posts based on reading (Graded as Complete or Incomplete); 3) Three short papers (3 pages); and 4) the final group project (including a presentation, and a paper or other form of project. Students will be graded both individually and as a group).

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: current or prospective majors in Department of Asian Languages, Literatures, and Cultures; Comp Lit majors; those with Asian Studies Concentration.

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

CHIN 226(D1) ASIA 226(D1) COMP 296(D1)

Difference, Power, and Equity Notes: This course provides students with the opportunity to analyze the clashes and negotiations between Western media technological modernities and Chinese indigenous understanding of shadows, visibility, and sound. By discussing various films produced from mainland China, Hong Kong, Taiwan, and other diaspora areas from 1920 to now, this course asks students to explore how cinema invokes (and erases) differences, and consolidates (and challenges) hegemonic notions of nation, gender, and class.

Attributes: FMST Core Courses

Fall 2024

SEM Section: 01 TF 2:35 pm - 3:50 pm Man He

CHIN 275 (S) Acting Out: Performativity, Production, and Politics in East Asian Theatres (DPE)

Cross-listings: THEA 271 / COMP 271 / ASIA 275 / AAS 275

Primary Cross-listing

"Asian Theaters," for those in the West, can conjure up a variety of exotic impressions: spectacle and cacophony, mysterious masks and acrobatic bodies, exquisite styles and strangely confusing conventions. Although Asian theaters have been studied systematically in the West for at least a century, the West has never truly left its "othering" look at them. Yet, what is "different" for the West is bedrock for Asian cultures. Theatre, one of the

most important and dynamic forms of cultural production and communication, has actively involved all strata of Asian societies for a millennium. How to explain theatre's continued presence and relevance for Asian nations? What do the traditions of Kun, Kabuki, and P'ansori reveal about the cultures and communities in which they were created? This course seeks to understand from the Asian perspective, rather than "exoticize" and "other," musical and dance theatres from China, Japan, and Korea. Examining the evolving presentations of signature dramas dating from the sixteenth to the eighteenth centuries, we will act out Asian theatres in the following ways: (1) by reading the original plays in translation in tandem with their contemporary and intercultural reproductions, we will explore how Asian theatres fare in the era of globalization within and beyond national borders; (2) by revealing the "technologies" of writing, reading, acting, and staging these plays in different cultural milieus, we will consider what kinds of language and rhetoric, forms of music and movement, as well as visual components are deployed to convey evolving messages; (3) by considering key performances held outside of the proscenium stage, we will gain exposure to alternative theatrical spaces in Asian and diasporic communities that reform performing conventions, reconfigure staging environments, and renegotiate cultural values. In this manner, we will together gain an appreciation for the aesthetic devices, thematic concerns, and production politics of East Asian theatres and their global reproductions. Class materials include drama, production videos, and invited zoom sessions with Asian theatre practitioners and directors who live in the U.S. and other diasporic communities. All materials are in English. No language prerequisite. Funded by the Global Initiatives Venture Fund, this course includes an all-expense-paid travel component, a cultural and academic exchange project titled "Redefining Amateurism: Experiential Learning with Student Theatre in Contemporary China," which will bring up to eight Williams students to Nanjing, China during the Spring Break (3/23-4/3/2025). Students will participate in workshops with playwrights and theater-makers in contemporary China and engage in black-box theater productions with students from Nanjing University and Shanghai Theatre Academy. This travel component is OPTIONAL for students taking this course. However, students enrolled in this class will receive priority consideration to be included in the free travel project. Selection criteria include active participation, excellent performance in the course, etc.

Class Format: Funded by the Global Initiatives Venture Fund, this course includes an all-expense-paid travel component, which will bring up to eight Williams students to Nanjing, China during the Spring Break (3/23-4/3/2025). This travel component is OPTIONAL for students taking this course. However, students enrolled in this class will receive priority consideration to be included in the free travel project. Selection criteria include active participation, excellent performance in the course, etc.

Requirements/Evaluation: Evaluation will be based on 1) ACTIVE in-class discussion; 2) three small projects (papers and audio/video essays); 3) a take-home midterm; and 4) Poster presentation based on students' final projects.

Prerequisites: None; open to all. No knowledge of Asian languages required, though students with advanced Asian language proficiency are encouraged to work with primary sources if they wish.

Enrollment Limit: 20

Enrollment Preferences: Current or prospective majors in the Department of Asian Languages, Literatures, and Cultures; Theatre majors; Comp Lit majors; Concentrators in Asian Studies or Asian American Studies.

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

CHIN 275(D1) THEA 271(D1) COMP 271(D1) ASIA 275(D1) AAS 275(D2)

Difference, Power, and Equity Notes: This course examines the power dynamics of spectacle and cacophony and how theatre provided a cultural space that engaged all strata of East Asian societies, thereby masking class and ethnic divisions within these nation-states, while also presenting a distinct image of "China," "Japan," and "Korea" to be consumed in the West. Students will learn ways in which "traditional" theatre productions affirm or subvert Western biases against Asians.

Attributes: AAS Non-Core Electives GBST East Asian Studies

Spring 2025

SEM Section: 01 TF 2:35 pm - 3:50 pm Man He

COMP 107 (S) Advanced French: Danger and Desire in French Film and Fiction (DPE)

Cross-listings: RLFR 106

Secondary Cross-listing

This is an advanced course in French language designed to help you improve your speaking, comprehension, reading, and writing, through the dynamic study of short literary texts and films focusing on danger and desire in nineteenth-, twentieth-, and twenty-first-century France and the

Francophone World. Through active discussion and debate, textual and cinematic analysis, grammatical review, and careful writing and revision, you will improve your command of spoken and written French, strengthen your ability to express complex ideas, expand your vocabulary, and deepen your understanding of French and Francophone fiction, film, and cultures. This is an ideal course to prepare for study abroad or for more advanced coursework in French and Francophone literature and cinema. As a focus for improving your French, we will examine a broad range of texts and films on danger and desire in France, Québec, and Algeria from 1820 to 2025, with an emphasis on passion and ambition, infatuation and seduction, betrayal and vengeance, courage and cruelty, warfare and resistance. Works to include nineteenth-century texts by Chateaubriand, Duras, Balzac, Mérimée, Flaubert, Maupassant, Zola; twentieth-century texts by Colette, Camus, Sartre, Beauvoir, Duras, Ernaux, Guibert, Quint, Lindon, Vilrouge; and twenty-first-century films by Caron, Ozon, Ducastel, Martineau, Dercourt, and Becker. Conducted in French.

Requirements/Evaluation: Active class participation, grammar exercises, midterm exam, and two papers.

Prerequisites: Exceptional performance in RLFR 104; successful performance in RLFR 105; or by placement test; or permission of the instructor.

Enrollment Limit: 16

Enrollment Preferences: All are welcome, but if over-enrolled, preference will be given to French Majors and French Certificate students.

Expected Class Size: 16

Grading: yes pass/fail option, no fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 107(D1) RLFR 106(D1)

Difference, Power, and Equity Notes: This course centers on a critical examination of difference, power, and equity in French film and fiction. The content examines the effects of class, ethnicity, gender, and sexuality on social inequalities among rich and poor, soldiers and civilians, nations and colonies, men and women. The course employs critical tools to teach students how to articulate and interrogate social injustice, through reading, viewing, discussion, writing, and revision.

Spring 2025

SEM Section: 01 TR 9:55 am - 11:10 am Brian Martin

COMP 205 (S) Magical Realists, Fantasists, Experimentalists: The Latin-American Novel in Translation (DPE)

Cross-listings: RLSP 205

Secondary Cross-listing

A course specifically designed to enable students who have no knowledge of Spanish to read and discover those Latin-American authors who, in the twentieth century and after, have attracted world-wide attention. Among the texts to be discussed: Borges, Labyrinths; Cortázar, Blow-up and Hopscotch; Lispector, the Hour of the Star; lesser works by Fuentes and Puig; and by Nobel Prize-winner Gabriel García Márquez, One Hundred Years of Solitude. Conducted in English

Requirements/Evaluation: class participation, two brief papers, a midterm, and a final exam

Prerequisites: none

Enrollment Limit: 22

Enrollment Preferences: Latina/o Studies concentrators, Comp Lit majors

Expected Class Size: 22

Grading: yes pass/fail option, yes fifth course option

Unit Notes: does not carry credit for the Spanish major or the certificate

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 205(D1) RLSP 205(D1)

Difference, Power, and Equity Notes: This course offers students an opportunity to read some major works of fiction that have challenged the canon of European and American literature. Through the readings, class members will understand that great literature comes not only from London or Paris, from the U.S. or Russia. Several of these novels, moreover, directly challenge European and Western cultural hegemony and make an implicit claim for the legitimacy of Latin American cultural concerns.

Attributes: GBST Latin American Studies

Spring 2025

LEC Section: 01 MR 2:35 pm - 3:50 pm Gene H. Bell-Villada

COMP 209 (S) The Outsider in French & Francophone Film Adaptations of Literary Texts (DPE)

Cross-listings: RLFR 206

Secondary Cross-listing

In this course students will examine the figure of the outsider (queer, black, woman, intruder, loner) in several French and Francophone literary texts and their film adaptations and will explore questions such as: how are such outsiders translated onto the screen? To what extent does outsider status help maintain, challenge, or reveal hegemonic discourse? In what ways do non-Western and Western filmmakers (re)cast power and privilege through the figure of the outsider in their film adaptations (of Western canonical texts)? Students will read original French and Francophone literary texts and apply theories of film adaptation to their analyses.

Requirements/Evaluation: Three response papers, one short essay on film adaption, one video essay with a student partner

Prerequisites: Students should have taken RLFR 105 or above, or placement test, or by permission of instructor

Enrollment Limit: 16

Enrollment Preferences: Comparative Literature majors, Africana Studies concentrators, French majors and certificates

Expected Class Size: 12

Grading: yes pass/fail option, no fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

RLFR 206(D1) COMP 209(D1)

Difference, Power, and Equity Notes: This course fulfills the DPE requirement because it focuses via the figure of the outsider on power dynamics (based on sexual identity race, class, gender) between cultural producers in literary texts and their film adaptations.

Attributes: FMST Core Courses

Spring 2025

SEM Section: 01 TR 11:20 am - 12:35 pm Sophie F. Saint-Just

COMP 228 (S) Boys Love (DPE)

Cross-listings: WGSS 227

Primary Cross-listing

Originating in Japanese manga of the 1970s, the genre of yaoi, boy love, or BL has expanded into other media and around the globe during the last half century. Created mostly by women for women, BL transposes classic tropes of popular romance into a male homosocial environment, depicting the inevitable love of young, attractive, and typically androgynous men. The growing popularity of BL begs several questions: Why do women create and consume romances that tend to exclude female characters? Why do they enjoy a fictional universe that deliberately downplays homophobia yet ostensibly preserves heteronormativity by showing powerful, protective tops who repeatedly fall for vulnerable, passive bottoms? And how has BL changed global perceptions of and expectations for masculinity? This course explores these and other questions by examining key examples of BL from Japanese manga to Thai television, as well as shipping culture, BL's robust fandom, and adjacent genres such as slash fiction and girl love.

Requirements/Evaluation: completing all assignments, active participation in class discussions, two short papers, creating your own BL, and a final project

Prerequisites: none

Enrollment Limit: 40

Enrollment Preferences: COMP and WGSS majors

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 227(D2) COMP 228(D1)

Difference, Power, and Equity Notes: This class examines difference, power, and equity by examining representations of gender and sexuality, as well as their global flow over the past fifty years. Works of yaoi, boys love, or BL represent a significant genre of popular culture, as well as soft power, that originated in East Asia yet has spread around the globe. The course will address the gendered aspects of BL production, consumption, and fandom, as well the genre's mobilization of homosociality and homosexuality.

Spring 2025

SEM Section: 01 TF 2:35 pm - 3:50 pm Julie A. Cassidy

COMP 230 (S) The Renaissance in England and the European Continent: Self and World (DPE) (WS)

Cross-listings: ENGL 228

Secondary Cross-listing

At the same time as the individual human being in possession of a distinctive personality was taking on enormous importance in politics, philosophy, literature, and the visual arts, early modern Europeans were encountering unprecedented levels of cultural diversity. In this interdisciplinary course, we will consider these two developments both separately and together. As Renaissance humanists were acquiring a sophisticated understanding of the distance between the present and various European pasts (the recent medieval past and the remote history of antiquity), they were also coming into contact with non-European cultures in Africa, the Americas, and Asia via trade and economic development, imperial expansion, and religious conversion. Always at stake in these encounters was the question of who counted as an individual; the self was not considered to be intrinsic to human nature but rather the product of historical and cultural developments. Themes will include religious pluralism, the sacred and the secular, vernacularity, exploration and empire, the relationship between mind and body, slavery, trade, wealth, gender, self-fashioning, and style. We will consider such English writers as the Pearl poet, More, Marlowe, Spenser, Shakespeare, Browne, and Milton; such continental intellectuals as Descartes, Erasmus, Las Casas, and Castiglione; and such continental artists as Michelangelo, Velázquez, Bruegel, and Rembrandt.

Requirements/Evaluation: Five four-page papers, in-class presentation, thoughtful participation in discussions

Prerequisites: A 100-level ENGL course, a score of 5 on the AP English Literature exam, a score of 6 or 7 on the Higher Level IB English exam, or permission of the instructor

Enrollment Limit: 19

Enrollment Preferences: First- and second-year students, and English majors who have yet to take a Gateway course

Expected Class Size: 19

Grading: no pass/fail option, yes fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 230(D1) ENGL 228(D1)

Writing Skills Notes: The course asks students to write five four-page papers and offers exposure to a range of humanistic modes, from close reading to visual analysis to the exposition of philosophical claims. One paper will involve independent research. The instructor will provide frequent and extensive written feedback on student work. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: This course examines the role of historical and cultural difference within and beyond Europe at the very beginning of globalization. Students will become acquainted with the origins of colonialism and the global traffic in slaves, as well as with the complex role of writers and intellectuals in questioning, defending, and imagining these practices. We will consider the epistemological challenges of accessing the testimony of subordinated persons.

Attributes: ENGL 200-level Gateway Courses ENGL Literary Histories A

Spring 2025

SEM Section: 01 TR 9:55 am - 11:10 am Emily Vasiliauskas

COMP 234 (S) Saharan Imaginations (DPE) (WS)**Cross-listings:** ARAB 209 / ENVI 208**Secondary Cross-listing**

Deconstructing reductive Saharanism, which the course conceptualizes as a universalizing discourse about deserts, this course seeks to critically examine the myriad assumptions that are projected upon deserts across times and cultures. In addition to their depiction as dead and empty, deserts have become a canvas for the demonstration of religiosity, resilience, heroism and athleticism. Cultural production, particularly literature and film, do, however, furnish a critical space in which important questions can be raised about deserts' fundamental importance to different cultures and societies. Drawing on novels, films, and secondary scholarship, the course will help students understand how myth, memory, history, coloniality/postcoloniality, and a strong sense of ethics are deeply intertwined in the desert sub-genre of African, Euro-American, and Middle Eastern literatures. Whether grappling with transcontinental issues of climate change, cannibalization of biodiversity or overexploitation of natural resources, desert-focused cultural production invites us to interrogate the politics of space and place as well as mobility and spatial control as they relate to this supposedly dead nature.

Requirements/Evaluation: active participation, short presentation, short weekly responses on GLOW, midterm exam, and final paper**Prerequisites:** none**Enrollment Limit:** 14**Enrollment Preferences:** If the course is over-enrolled, students will be required to provide a 200-word paragraph in which they explain how the course fits within their plan of study at Williams.**Expected Class Size:** 14**Grading:** no pass/fail option, no fifth course option**Distributions:** (D1) (DPE) (WS)**This course is cross-listed and the prefixes carry the following divisional credit:**

ARAB 209(D1) COMP 234(D1) ENVI 208(D1)

Writing Skills Notes: Students will receive constant and extensive feedback on their written work. Students will write regular weekly responses on GLOW, a reflection statement, two 5pp. papers for midterms, and one 10pp. final paper.**Difference, Power, and Equity Notes:** Students will gain critical awareness of the imbrication of power, hegemony, economic injustice, and colonial policies in the disruption of indigenous conceptions of the Saharan space. Students will also be able to question representations of the Sahara as a dead or empty space by engaging with locally produced alternative conceptualizations of place. Finally, students will produce written assignments that address issues of power and environmental discrimination.**Attributes:** ENVI Humanities, Arts + Social Science Electives

Spring 2025

SEM Section: 01 MR 2:35 pm - 3:50 pm Brahim El Guabli

COMP 242 (S) Americans Abroad (DPE)**Cross-listings:** GBST 242 / AMST 242 / ENGL 250**Primary Cross-listing**

This course will explore some of the many incarnations of American experiences abroad from the end of the 19th century to the present day. Materials will be drawn from novels, short stories, films, and nonfiction about Americans in Europe in times of war, peace, and pandemic. We will compare and contrast the experiences of novelists, soldiers, students, war correspondents, jazz musicians, and adventurers. What has drawn so many Americans to Europe? What is the difference between a tourist, an expat, and an émigré? What are the profound, and often comic, gaps between the traveler's expectations and the reality of living in, say, Paris or a rural village in Spain? What are the misadventures and unexpected rewards of living, working, writing, or even falling in love in translation? How did recent lockdowns and border closings impact and/or interrupt these complex experiences? Authors may include: Edith Wharton, Henry James, Langston Hughes, Martha Gellhorn, Ernest Hemingway, Elaine Dundy, Richard Wright, and Ben Lerner. Additional reading will be drawn from historical and critical works. All readings will be in English. This comparative course is designed to highlight the challenges and benefits of cultural immersion abroad. It will focus on the linguistic, emotional, intellectual, and social adaptation skills that are required to understand others, and oneself, in new contexts. Many of the authors and artists we will study chose, or were forced to, leave oppressive situations in the United States where their futures were limited due to factors related to politics, gender, race or class (and combinations thereof). We will study their dislocation, and freedom, and struggles to reshape their (and our) concept of "home" into something that reflects individual

identity, and not one imposed by any national culture--American or foreign.

Requirements/Evaluation: Each student will give an in-class presentation and complete 3 writing assignments totaling 20 pages; one of these writing assignments will be a personal travel narrative based on the student's own experiences.

Prerequisites: Any literature course at Williams or permission of instructor.

Enrollment Limit: 18

Enrollment Preferences: Comparative Literature, English or American Studies majors, and/or students who have studied away or plan on doing so, and/or students who are from international and/or bilingual (or multilingual) backgrounds.

Expected Class Size: 18

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

GBST 242(D2) AMST 242(D2) COMP 242(D1) ENGL 250(D1)

Difference, Power, and Equity Notes: We will read and analyze primary materials and literature that reflect on Americans who chose, or were forced to, reinvent themselves abroad to escape oppressive situations in the United States related to gender, class, race, or political views. The socio-historical context of each writer will be crucial to understanding their situations. Students will write critical papers, and their own narrative in which they reflect on a situation of personal dislocation, either while traveling, or at home.

Attributes: AMST Arts in Context Electives GBST Borders, Exiles + Diaspora Studies

Spring 2025

SEM Section: 01 TR 9:55 am - 11:10 am Soledad Fox

COMP 258 (S) Gnosis, Gnostics, Gnosticism (DPE)

Cross-listings: REL 276

Secondary Cross-listing

Reality is not what it seems. Salvation by knowledge, arch-heresy, an eternal source of mystical insights and experiences, secret esoteric teachings available only to a few. All these and more have been claims made about gnosis, Gnostics, and Gnosticism. This course will introduce you to the key ancient texts and ideas associated with Gnostics in modern forms of esotericism and spiritualities. We shall explore how claims about gnosis offer modes of critiquing and seeking to transform unjust social and political systems.

Class Format: lecture/discussion

Requirements/Evaluation: weekly GLOW posts, 1 textual analysis paper, 1 historiographical analysis paper, and a final paper that entails a revision and expansion of earlier writing for the course.

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: students with prior coursework in biblical or other ancient literature or history

Expected Class Size: 15

Grading: no pass/fail option, yes fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

REL 276(D2) COMP 258(D1)

Difference, Power, and Equity Notes: This course situates "gnosis" as a practical epistemological orientation used both to disrupt and challenge power arrangements deemed unjust and to empower those who are marginalized within dominant power structures. At the same time, the course interrogates "gnostic" epistemological claims as capable of being used to reinstall hierarchical power structures. Attention to power and equity and how difference is produced is at the center of the course.

Spring 2025

LEC Section: 01 MR 1:10 pm - 2:25 pm Denise K. Buell

COMP 260 (F) Francophone Graphic Novels (DPE)

Cross-listings: RLFR 260

Secondary Cross-listing

In this class we will read contemporary graphic novels and *bandes dessinées* from Côte d'Ivoire, Morocco, Guadeloupe, Lebanon, France, and Québec to analyze how they approach subjects such as colonial history, migration and discrimination, gender and sexuality, and representations of disability and the racialized body. We will pay particular attention to the visual form and the critical theory of the graphic novel to further understand why this hybrid genre has become so popular and widespread, and how it is shaping conversations about difference and power in the Francophone world. *Conducted in French.*

Requirements/Evaluation: weekly 1-page response papers, midterm 4-5-page paper, presentation and final 7-8-page research paper

Prerequisites: RLFR 105, 106, by placement or by permission of instructor

Enrollment Limit: 20

Enrollment Preferences: French majors and certificate students, Comparative Literature majors

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 260(D1) RLFR 260(D1)

Difference, Power, and Equity Notes: The readings in this course focus on French colonial and Francophone postcolonial history, contemporary migration, and structures of discrimination built on race, religion, gender, and ableism in the French-speaking world. We will explore how graphic novels in their hybrid visual/verbal forms propose different ways of shaping the dynamics and the discourse of difference and power.

Fall 2024

SEM Section: 01 TR 9:55 am - 11:10 am Katarzyna M. Pieprzak

COMP 271 (S) Acting Out: Performativity, Production, and Politics in East Asian Theatres (DPE)

Cross-listings: CHIN 275 / THEA 271 / ASIA 275 / AAS 275

Secondary Cross-listing

"Asian Theaters," for those in the West, can conjure up a variety of exotic impressions: spectacle and cacophony, mysterious masks and acrobatic bodies, exquisite styles and strangely confusing conventions. Although Asian theaters have been studied systematically in the West for at least a century, the West has never truly left its "othering" look at them. Yet, what is "different" for the West is bedrock for Asian cultures. Theatre, one of the most important and dynamic forms of cultural production and communication, has actively involved all strata of Asian societies for a millennium. How to explain theatre's continued presence and relevance for Asian nations? What do the traditions of Kun, Kabuki, and P'ansori reveal about the cultures and communities in which they were created? This course seeks to understand from the Asian perspective, rather than "exoticize" and "other," musical and dance theatres from China, Japan, and Korea. Examining the evolving presentations of signature dramas dating from the sixteenth to the eighteenth centuries, we will act out Asian theatres in the following ways: (1) by reading the original plays in translation in tandem with their contemporary and intercultural reproductions, we will explore how Asian theatres fare in the era of globalization within and beyond national borders; (2) by revealing the "technologies" of writing, reading, acting, and staging these plays in different cultural milieus, we will consider what kinds of language and rhetoric, forms of music and movement, as well as visual components are deployed to convey evolving messages; (3) by considering key performances held outside of the proscenium stage, we will gain exposure to alternative theatrical spaces in Asian and diasporic communities that reform performing conventions, reconfigure staging environments, and renegotiate cultural values. In this manner, we will together gain an appreciation for the aesthetic devices, thematic concerns, and production politics of East Asian theatres and their global reproductions. Class materials include drama, production videos, and invited zoom sessions with Asian theatre practitioners and directors who live in the U.S. and other diasporic communities. All materials are in English. No language prerequisite. Funded by the Global Initiatives Venture Fund, this course includes an all-expense-paid travel component, a cultural and academic exchange project titled "Redefining Amateurism: Experiential Learning with Student Theatre in Contemporary China," which will bring up to eight Williams students to Nanjing, China during the Spring Break (3/23-4/3/2025). Students will participate in workshops with playwrights and theater-makers in contemporary China and engage in black-box theater productions with students from Nanjing University and Shanghai Theatre Academy. This travel component is OPTIONAL for students taking this course. However, students

enrolled in this class will receive priority consideration to be included in the free travel project. Selection criteria include active participation, excellent performance in the course, etc.

Class Format: Funded by the Global Initiatives Venture Fund, this course includes an all-expense-paid travel component, which will bring up to eight Williams students to Nanjing, China during the Spring Break (3/23-4/3/2025). This travel component is OPTIONAL for students taking this course. However, students enrolled in this class will receive priority consideration to be included in the free travel project. Selection criteria include active participation, excellent performance in the course, etc.

Requirements/Evaluation: Evaluation will be based on 1) ACTIVE in-class discussion; 2) three small projects (papers and audio/video essays); 3) a take-home midterm; and 4) Poster presentation based on students' final projects.

Prerequisites: None; open to all. No knowledge of Asian languages required, though students with advanced Asian language proficiency are encouraged to work with primary sources if they wish.

Enrollment Limit: 20

Enrollment Preferences: Current or prospective majors in the Department of Asian Languages, Literatures, and Cultures; Theatre majors; Comp Lit majors; Concentrators in Asian Studies or Asian American Studies.

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

CHIN 275(D1) THEA 271(D1) COMP 271(D1) ASIA 275(D1) AAS 275(D2)

Difference, Power, and Equity Notes: This course examines the power dynamics of spectacle and cacophony and how theatre provided a cultural space that engaged all strata of East Asian societies, thereby masking class and ethnic divisions within these nation-states, while also presenting a distinct image of "China," "Japan," and "Korea" to be consumed in the West. Students will learn ways in which "traditional" theatre productions affirm or subvert Western biases against Asians.

Attributes: AAS Non-Core Electives GBST East Asian Studies

Spring 2025

SEM Section: 01 TF 2:35 pm - 3:50 pm Man He

COMP 273 (S) The Humanities: A Literary and Cultural History (DPE)

Cross-listings: GBST 273

Primary Cross-listing

This course will start with a history of the curriculum of Williams College, and will include a research project students will complete through the course catalogues and other materials in the college archives. From that point of departure we will read several novels and articles, see films, listen to music, and study cultural moments in the United States and abroad when the Humanities have peaked (for example, the GI Bill) and others when their value has been questioned, censored or come under threat (from the McCarthy era to AI).

Requirements/Evaluation: A semester-long research project in the Williams College Archives, engaged daily class participation, midterm exam, final paper, two in-class presentations (one in pairs, one individual), discussion leading.

Prerequisites: None

Enrollment Limit: 18

Enrollment Preferences: Open to all students. If overenrolled, instructor will send out a survey to determine enrollment in the course.

Expected Class Size: 18

Grading: no pass/fail option, no fifth course option

Materials/Lab Fee: None

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 273(D1) GBST 273(D2)

Difference, Power, and Equity Notes: One of the goals of this course is to consider the democratizing role the humanities play within a Liberal Arts education, and the role of this type of education in the larger context of the world we live in. Is the pursuit of the study of literature, languages, and the

arts in sync with career readiness goals that students are, very reasonably, concerned with? We will explore this and related questions. This course proposes the humanities as a space for all, not a luxury for the privileged few.

Spring 2025

SEM Section: 01 TR 11:20 am - 12:35 pm Soledad Fox

COMP 296 (F) Chinese Film and Its Significant Others (DPE)

Cross-listings: CHIN 226 / ASIA 226

Secondary Cross-listing

From the first "wows" that the short films invoked at a Shanghai teahouse in 1896, Chinese films have made successive wonders that straddle reality and fantasy, technological modernity and shadow-making craft, aesthetic experiments and monetary yearnings, global investments and local interest. This seminar will explore the evolving relationships between Chinese films and five "significant others" that are central to film and film-making. Roughly following a chronological order, this course will examine 1) the effect of new technological developments (such as photography, sound, color, special FX) on film; 2) the tension between film and traditional modes of public entertainment (such as operas and shadow plays); 3) film's social role to affirm and contest gender, national, and class identities; 4) the need to garner differing sources of financial support (state funding, cultural entrepreneurs, and transnational capital); and 5) the circulation of Chinese films in the global market. Class materials include various genre films (melodrama, horror, martial arts, comedy, etc.), directors' notes, contemporary reviews, and scholarship in China and media studies. All materials and discussions are in English.

Requirements/Evaluation: Evaluation will be based on 1) ACTIVE in-class discussion; 2) Pre-class discussion posts based on reading (Graded as Complete or Incomplete); 3) Three short papers (3 pages); and 4) the final group project (including a presentation, and a paper or other form of project. Students will be graded both individually and as a group).

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: current or prospective majors in Department of Asian Languages, Literatures, and Cultures; Comp Lit majors; those with Asian Studies Concentration.

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

CHIN 226(D1) ASIA 226(D1) COMP 296(D1)

Difference, Power, and Equity Notes: This course provides students with the opportunity to analyze the clashes and negotiations between Western media technological modernities and Chinese indigenous understanding of shadows, visibility, and sound. By discussing various films produced from mainland China, Hong Kong, Taiwan, and other diaspora areas from 1920 to now, this course asks students to explore how cinema invokes (and erases) differences, and consolidates (and challenges) hegemonic notions of nation, gender, and class.

Attributes: FMST Core Courses

Fall 2024

SEM Section: 01 TF 2:35 pm - 3:50 pm Man He

COMP 299 (F)(S) On Occupations: Work, Colonization and Contemporary Life (DPE) (WS)

Cross-listings: ENGL 294

Secondary Cross-listing

Reading political essays, critical theory, historiography, and literary works, in this course we will ask what thinking through the different senses of "occupation" can teach us about contemporary life. The course wagers that there is a connection between why some nations are or were "under" occupation and why, as individuals, all of us must "have" occupations. On the one hand, we will think about work: What does it mean to have an occupation today? There was a time when most people could distinguish between the time of work and that of leisure. But we live under a different regime. What now is the difference between work and leisure for those working "gigs"? In the case of "creatives," Bifo Berardi says, it is the soul itself

that has been put to work. And then there are those who are unemployed, i.e., those occupied by the most widespread form of work there is--looking for work. On the other hand, we will ask questions about colonialism: Did not Europe's occupation of the globe birth this world in which the only way to live is to be occupied in a narrow sense, i.e., to always be working or looking for work? And isn't one economic function of the occupation of peoples in our own times to create a cheap workforce? Finally, we will ask what art and political organizing can teach us about a "de-occupied" life--a life after work, a life without colonization. Writers will include Marx, Jyotiba Phule, Du Bois, Raymond Williams, Premchand, M. E. O'Brien and Eman Abdelhadi, Bifo Berardi, David Graeber, Mahatma Gandhi, Rabindra Nath Tagore, Mahasweta Devi, Edward Said etc.

Requirements/Evaluation: Students will read 100-120 pages each week. Each student will do one classroom presentation about the week's readings. Other assignments include weekly journals, an annotated bibliography, a proposal, and a final paper.

Prerequisites: 100-level English course or a 5 on the AP literature exam, or permission of the instructor.

Enrollment Limit: 19

Enrollment Preferences: first-years and sophomores considering majoring in English or Comparative Literature, and English majors who have not yet taken a gateway course.

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 294(D1) COMP 299(D1)

Writing Skills Notes: Students will write over 20 pages in the semester and they will receive extensive feedback.

Difference, Power, and Equity Notes: Students will read and discuss texts about the organization of power in contemporary society. They will reflect upon the economic structures that underpin a range of oppressive social forms.

Attributes: ENGL 200-level Gateway Courses ENGL Literary Histories C

Fall 2024

SEM Section: 01 W 1:10 pm - 3:50 pm Paresh Chandra

Spring 2025

SEM Section: 01 W 1:10 pm - 3:50 pm Paresh Chandra

COMP 314 (F) Paris on Fire: Incendiary Voices from the City of Light (DPE)

Cross-listings: RLFR 316 / WGSS 315

Secondary Cross-listing

During the 1830s, Honoré de Balzac described Paris as a "surprising assemblage of movements, machines, and ideas, a city of one hundred thousand novels, the head of the world," but also characterized the French capital as a "land of contrasts," a "monstrous wonder," a "moral sewer." Similarly, writers from Victor Hugo to Émile Zola have simultaneously celebrated Parisian elegance and condemned the appalling misery of Paris's urban poor. Since 1889, Paris has been fêted as the "City of Light" for its Enlightenment legacy, Eiffel Tower modernity, and luminous energy, captured in countless paintings, photographs, and film. However, Paris is also the site of revolution, resistance, and riots. From revolutionary revolt (1830, 1848, 1871), to wartime resistance (1870, 1914-18, 1940-44), to reformist and race riots (1968 and 2005), Paris has repeatedly sparked with incendiary passion and political protest. As fires raged during the 2005 riots, many heard the echo of Hitler's 1944 question, "Is Paris burning?" and asked: why was Paris burning again at the dawn of the twenty-first century? Following the 2015 terrorist attacks, many wondered yet again what the future would hold for the City of Light. To answer these questions, we will examine the social, political, and literary landscape of Paris during the nineteenth, twentieth, and twenty-first centuries, from urbanization and modernization, to occupation and liberation, to immigration and globalization. Readings to include poetry, short stories, and novels by Hugo, Balzac, Baudelaire, Maupassant, Verne, Zola, Apollinaire, Colette, Duras, Perec, Rochefort, and Charef. Films to include works by Clair, Truffaut, Godard, Minnelli, Clément, Lelouch, Luhrmann, Kassovitz, Besson, and Jeunet.
Conducted in French.

Requirements/Evaluation: Active class participation, midterm exam, and two papers.

Prerequisites: Strong performance in RLFR 106, or another RLFR 200-level or 300-level course, or permission of the instructor.

Enrollment Limit: 16

Enrollment Preferences: French Majors and French Certificate students, Comparative Literature Majors.

Expected Class Size: 16

Grading: yes pass/fail option, no fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

RLFR 316(D1) WGSS 315(D2) COMP 314(D1)

Difference, Power, and Equity Notes: This course examines the operations of difference, power, and equity in French film and fiction, history and politics, art and culture, from 1830 to 2025. In readings, lectures, and discussions, we will look at how class, ethnicity, gender, and sexuality structure the lives and struggles of the working class and urban poor, women and men, migrants and immigrants. Students will learn critical tools to better understand and interrogate social inequity and injustice.

Attributes: GBST Urbanizing World

Fall 2024

SEM Section: 01 MW 11:00 am - 12:15 pm Brian Martin

COMP 315 (S) Social Construction (DPE)

Cross-listings: WGSS 302 / STS 301 / SOC 301 / REL 301

Secondary Cross-listing

"Social construction" can often seem like the great collegial insight. By now, you've all heard that categories such as race, gender, and sexuality are in some sense not part of nature, but instead are created and maintained socially or culturally. The idea of social construction has been vital to critical race theory and queer theory, and, in this course, we will push ourselves into philosophy of science to see whether or not these same insights apply to everything. If we know that "Whiteness," "heterosexuality," and "masculinity," for instance, are all socially constructed, we will ask if the same is true of "electrons," "money," "the solar system," and "climate change." Can it be that all of our reality is socially constructed? Or does social construction have limits? If so, what are they? We will also ask more fundamental questions, such as: What does it mean to say something is socially constructed? How does social construction relate to claims that an aspect of the world is "real" or "not real?" Is social construction a theory about language, power, culture, societies, human perceptions, or the limits of science? What kind of political, ethical, ontological, or epistemological work do theories of social construction do? We will begin with different accounts of the social construction of race, gender, and sexuality. In the second part of the course, we will dig deeper into philosophical debates about social construction as such. Then we will explore constructionism about natural science. In the last part of the course, we will change gears and explore look at cutting-edge work in the theory of social science aimed at explaining the construction and ontology of social worlds. The class will culminate in a project in which students will put their social construction theories into practice.

Requirements/Evaluation: regular attendance and participation, short weekly reflection papers, a 8-10 page research paper, and final project

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: Preference will be given to majors and concentrators from STS, ANSO, COMP, REL, PHIL, WGSS, AAS, LATS, JWST, and AFR. If the class is overenrolled students will be asked to submit an email about themselves and why they want to take the course.

Expected Class Size: 15

Grading: no pass/fail option, yes fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 315(D1) WGSS 302(D2) STS 301(D2) SOC 301(D2) REL 301(D2)

Difference, Power, and Equity Notes: Central to REL 301 will be an analysis of the social construction of race, gender, and sexuality. It will show how power and difference are tied up in their construction and maintenance of these categories. Students will be taught how to critically analyze race, gender, and sexuality as well as social construction as such. Students will also learn sophisticated tools for studying systems of social power and difference.

Attributes: PHIL Related Courses

Spring 2025

SEM Section: 01 W 1:10 pm - 3:50 pm Jason Josephson Storm

COMP 335 (F) Poetry of Indignation: Poetics and Transnational Liberation (DPE) (WS)

Cross-listings: AFR 328 / ARAB 320

Secondary Cross-listing

Poetry is usually associated with beautiful, metered, and charged language. However, beyond its poeticity, poetry has also functioned as a tool of liberation and transnational construction of identities and solidarities. States have national poets, and, in many countries, national anthems were written by famous poets. From Abu al-Qasim al-Shabbi and Claude McKay to Pablo Neruda, poetry has acted as a space for life, rebellion, resistance, revolution, and the defense of a common humanity that transcends the barriers of language and national aesthetics. This course draws on a variety of materials from the Caribbean to Africa and from the Middle East to India to conceptualize a "poetics of indignation" against slavery, social injustice, colonization, authoritarianism, capitalism, and globalization. The students in this course will read poets, such as Okot p'Bitek, Derek Walcott, Tsitsi Jaji, Mahmoud Darwish, and Pablo Neruda, among many other poets, to examine how poetics changed and shifted across times and geographic boundaries while retaining a commitment to indignation, rebellion, and anger at almost the same recurring oppressive forces.

Requirements/Evaluation: Two 5pp. midterm papers; a 1000-word reflection statement; weekly GLOW posts; one 10-minute presentation; active participation in the discussions in class.

Prerequisites: None

Enrollment Limit: 14

Enrollment Preferences: If the class is overenrolled, the students will submit a 200-word paragraph in which they explain how the course fits within their plan of study at Williams.

Expected Class Size: 14

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 328(D2) COMP 335(D1) ARAB 320(D1)

Writing Skills Notes: The students in this course will receive intensive feedback on their writing. This includes writing two 5pp. papers as well as a 10pp. final paper. The students will submit weekly GLOW posts and a final reflection statement.

Difference, Power, and Equity Notes: The students will understand that poetry is a field in which power dynamics and imbalances of access to resources are reflected. They will also pay attention to who writes what and who publishes where in order to understand the imbrication of inequality within the institutions that produce, disseminate, and reward poets.

Fall 2024

SEM Section: 01 MR 2:35 pm - 3:50 pm Brahim El Guabli

COMP 350 (F) Separation: An Introduction to Postcolonial Literature (DPE)

Cross-listings: ASIA 353 / ENGL 352

Secondary Cross-listing

Few themes in the history of human societies have produced as much writing as that of separation--from a lover, from one's homeland, from God(s). In the past two centuries, this theme has been essential to representing experiences of exile and migration in the wake of the colonially mediated transition to world capitalism. In this course, we will take up the theme of separation as a privileged point of entry into postcolonial literature and towards understanding the multiple meanings of "postcoloniality." We will encounter examples in which this theme shapes critical thought and helps imagine new modes of existence, as well as those in which the grief of separation shades into such overpowering melancholy that writing becomes impossible. We will also look at what the preoccupation with separation can tell us about the ways human beings relate to human and non-human objects, and how they make and experience history. To think through these issues, we will read nineteenth and twentieth century works dealing with experiences of love, ecstasy, migrancy, and exile, composed in diverse geographical, socio-political, and linguistic contexts. We will read works (novels, poems, memoirs, essays) and watch films from South Asia, Egypt, the Caribbeans, the US, and Europe, composed in multiple languages (English, Hindi, Urdu, Persian, French, Arabic, Bengali and Malyalam).

Requirements/Evaluation: mid-term paper (6-page), participation in class discussions and one roundtable, final paper (15-page)

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 25

Enrollment Preferences: English majors, then sophomores considering the major

Expected Class Size: 25

Grading: yes pass/fail option, no fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ASIA 353(D1) COMP 350(D1) ENGL 352(D1)

Difference, Power, and Equity Notes: This course examines how the political impact of colonization upon both "colonizer" and "colonized" gets expressed in literary productions of the nineteenth and the twentieth centuries. It explores the way these literary works understand the axes of social identity that shape oppression and inequity--coloniality, race, caste, gender--as constitutive of the unevenly developing world of capitalism. The concepts upon which the course focuses are essential to contemporary social critique.

Attributes: ENGL Literary Histories C

Fall 2024

SEM Section: 01 TF 1:10 pm - 2:25 pm Paresh Chandra

COMP 361 (F) Repairing a Broken World: Intro to North African Contemporary Art (DPE)

Cross-listings: RLFR 360 / ARTH 460 / ARTH 560 / ARAB 360

Secondary Cross-listing

How do artists respond to a world in crisis? How does visual art engage violent histories, injured bodies, social injustice and ecological disaster? In this course we will explore the political and ethical concept of repair as it emerges in the work of contemporary North African visual artists. Repair is both a material and symbolic transformational practice of putting together something that is torn or broken. It is never complete, nor does it redeem a history of harm or violence. Rather repair is an invitation: a bringing of people, histories, objects, buildings, feelings and geographies into relation with one another in order to link worlds that have been splintered and separated. It is also a call to imagine other futures. North African contemporary artists have deeply engaged in this type of repair work, attending to colonial history, economies of extraction and environmental damage, race and slavery, housing inequity, gender identity and broken transmission of memory. We will dive into the work of individual artists as well as collectives while reading theoretical texts about broken-world thinking, reparative epistemology, alternative archives, and material reparations.

Class Format: Conducted in French.

Requirements/Evaluation: For undergrads: Active participation, 8 1-page response papers, 5-page mid-term paper, 10-12 page final paper and presentation. For grad students: Active participation, 8 response papers, 5-page mid-term paper, and 20-page final paper and presentation.

Prerequisites: Any RLFR 200-level course or above, or by permission of instructor.

Enrollment Limit: 18

Enrollment Preferences: If over-enrolled, preference will be given to RLFR, ARAB, ARTH and COMP majors, and only 2 spots will be offered to Grad Art students.

Expected Class Size: 15

Grading: yes pass/fail option, no fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

RLFR 360(D1) ARTH 460(D1) ARTH 560(D1) ARAB 360(D1) COMP 361(D1)

Difference, Power, and Equity Notes: This course critically examines art work that engages colonial history, economies of extraction and environmental damage, race and slavery, housing inequity, gender identity.

Fall 2024

SEM Section: 01 TF 2:35 pm - 3:50 pm Katarzyna M. Pieprzak

COMP 369 (F) Indigenous Narratives: From the Fourth World to the Global South (DPE) (WS)

Cross-listings: HIST 306 / ARAB 369 / GBST 369

Primary Cross-listing

In the late 20th century, world literature has witnessed a "boom" in indigenous literature. Many critics and historians describe this global re-emergence of the subaltern and the indigenous in terms of literary justice fostered by post-colonial studies and the adoption of the Declaration of the Rights of Persons Belonging to National or Ethnic, Religious and Linguistic Minorities, by the UN General Assembly on December 18, 1992. In this course, we will investigate this "indigenous boom" by reading novels and short stories from the Americas, the Middle East and North Africa from the 1970s to the present. Through these trans-regional and trans-historical peregrinations, our principal goal will be to examine and compare narratives about conquest, settler colonialism, colonial nationalism, indigeneity, sovereignty, indigenous epistemology and philosophy. At the same time, we will consider the following questions: How did pioneering indigenous women writers, such as the Laguna Pueblo Leslie Marmon Silko in the US and the Mayan playwrights of La Fomma in Chiapas, Mexico lead the feminist front of the indigenous literary renaissance? How did Palestinian folktales, Amazigh poetics in the Maghreb, and Mayan dream narratives in Mexico and Guatemala produce narratives of decolonial history? What does the aesthetics of magical realism in Arabic, Quechua and Spanish, respectively, as evident in the works of the Kurdish writer Salim Barakat (Syria) and the mestizo writer José María Arguedas (Peru) tell us about the intersection of race, ethnicity, and indigenous epistemology? What is the connection between the recent "boom" of English translations of Indigenous texts and neoliberalism, multiculturalism and neo-colonialism? Ultimately, our goal is to trace how these texts contributed to global indigenous literature and the trans-historical and trans-geographical connections between them.

Requirements/Evaluation: active class participation, several short response assignments (3-4 pages), two film reviews (1 page), a performance project, and a final paper (7- to 10-pages)

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Comparative Literature majors

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 369(D1) HIST 306(D2) ARAB 369(D1) GBST 369(D2)

Writing Skills Notes: This course will enable students to write weekly while engaging with various forms of writing skills: articulating arguments in short response papers (3-4 pages each), developing visual criticism through writing two film reviews, (1 page each), journaling through writing a personal reflections on a performance project, and honing research language in producing a final paper of 7-10 pages. Instructor's feedback and peer review sessions will include review of drafts and argumentative structures.

Difference, Power, and Equity Notes: At the heart of this course is the history of global Indigenous struggle for liberation and decolonization. The various novels, short stories, poems, films and other texts that students will engage with narrate histories of colonial dispossession, racial oppression, economic subjugation and dehumanization of minoritized Indigenous communities in the Americas, North Africa and the Middle East.

Attributes: GBST Borders, Exiles + Diaspora Studies

Fall 2024

SEM Section: 01 MR 1:10 pm - 2:25 pm Amal Equeiq

COMP 390 (F) Feminist and Queer Horror Films (DPE)

Cross-listings: WGSS 398 / ENGL 333 / AMST 390 / THEA 390

Secondary Cross-listing

This course focuses on pairing theoretical readings with a variety of horror films with feminist or queer themes. Many tropes are associated with this genre - "the final girl" in slasher movies, "the transvestite murderer," femme lesbian vampires, supernatural BDSM figures, vampires as allegories for HIV/AIDS, werewolves as metaphors for FTM gender transitions or puberty, lonely mothers in creaky houses as unreliable narrators, Satanic spawn, and creepy long-haired girls. Some films reinforce gender stereotypes while others snap on more explicitly feminist and queer lenses. This course functions as a survey of many different genres, introducing students to classic 1970s films and working up to the present day and we will learn how these tropes developed and then were subverted by more modern day films such as those by A24 Studios and the new renaissance of Black horror, etc. Most films will focus on the US, with some notable exceptions in Japan, Spain, and elsewhere globally. There will be graphic content. You must be 18 or over to take this class.

Requirements/Evaluation: Class participation, short reflection papers, 2-3 extemporaneous oral class responses, several creative assignments.

Prerequisites: None. Prior WGSS courses will be helpful.

Enrollment Limit: 15

Enrollment Preferences: Stage 1 is a statement of interest form; Stage 2 will be a very brief interview. There is NO preference by major or class year.

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Materials/Lab Fee: Some of the creative assignments will have an "artsy-craftsy" component, but should not cost more than 25 dollars total per student per semester, though amounts will vary depending on how the student chooses to execute the assignment.

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 398(D2) ENGL 333(D1) AMST 390(D2) COMP 390(D1) THEA 390(D1)

Difference, Power, and Equity Notes: This course necessarily examines power when it comes to gender and sexuality - who has it? what do they do with it? how does this power turn deadly? how can agency be regained? Horror is almost never about equitable situations but rather the imbalance that comes from difference (along whatever axis) causing a lack of equity.

Attributes: WGSS Racial Sexual + Cultural Diversity Courses

Fall 2024

SEM Section: 01 MW 7:00 pm - 8:15 pm Gregory C. Mitchell

COMP 412 (S) Senior Seminar: Nineteenth-Century French Novel: Desperate Housewives and Extreme Makeovers (DPE)

Cross-listings: WGSS 408 / RLFR 412

Secondary Cross-listing

In 1834, Honoré de Balzac wrote that "Paris is a veritable ocean. Sound it: you will never know its depth." The same can be said of the French nineteenth-century novel and its boundless ability to echo the past and illuminate the present. From the Romanticism of Stendhal and Hugo, and the Realism of Balzac and Flaubert, to the Naturalism of Zola and Maupassant, the novel became a forum for examining illicit sexuality, institutional misogyny, social injustice, criminal passions, revolutionary struggles, and Parisian pleasures in nineteenth-century France. Characters such as the miserable housewife Emma Bovary, the reluctant revolutionary Jean Valjean, the social climber Julien Sorel, the ambitious undergraduate Eugène de Rastignac, and the domestically abused Gervaise Macquart became synonymous with France's turbulent social and political landscape from the 1830s to the 1880s. As recent film adaptations make clear, these desperate housewives and extreme makeovers continue to haunt our twenty-first century present. Reinterpreted by such actors as Gérard Depardieu, Isabelle Huppert, Uma Thurman, Claire Danes, and Jennifer Aniston, the nineteenth-century novel continues to sound out the scandalous and sensational depths of our own century. Readings to include novels by Balzac, Stendhal, Hugo, Flaubert, Maupassant, Zola. Films to include adaptations by Clément, Berri, August, Arteta, Lelouch, Chabrol. Conducted in French.

Requirements/Evaluation: Active class participation, midterm exam, and two papers.

Prerequisites: A 200-level or 300-level RLFR course at Williams, or Advanced coursework during Study Abroad in France or the Francophone World, or permission of the instructor.

Enrollment Limit: 16

Enrollment Preferences: French Majors and French Certificate students, Comparative Literature Majors, Women's, Gender, & Sexuality Studies Majors.

Expected Class Size: 16

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 408(D2) RLFR 412(D1) COMP 412(D1)

Difference, Power, and Equity Notes: This course analyzes difference, power, and equity through its examination of gender diversity, institutional misogyny, urban criminality, human sexuality, social injustice, and revolutionary struggle in nineteenth-century France. In class discussions and critical essays on 1830s-1880s France, students will examine and articulate the inequities and injustices between women and men, the privileged and

oppressed, the wealthy and working class, and both the rural and urban poor.

Spring 2025

SEM Section: 01 TR 11:20 am - 12:35 pm Brian Martin

DANC 125 (F) Music and Social Dance in Latin America (DPE)

Cross-listings: MUS 125

Secondary Cross-listing

This course offers a full-spectrum introduction to a number of Latin American social dance forms, including samba, salsa, tango, and the Suriname Maroon genre, awasa. Through critical listening and viewing assignments, performance workshops, and readings from disciplines spanning ethnomusicology, anthropology, dance studies, Latin American studies and history, students will combine a technical understanding of the musical and choreographic features of these genres with a consideration of their broader contexts and social impact. Among the questions that will drive class discussions are: How do sound and movement interrelate? What aspects of gender, sexuality, class, race and ethnicity arise in the performance and consumption of Latin American genres of social dance? How do high political, economic, and personal stakes emerge through activities more commonly associated with play and leisure? This class is driven by academic inquiry into these various social dance practices; it does not prioritize gaining performance skills in the genres discussed. While there will be experiential components included throughout the course (for instance music or dance workshops), the majority of the class will be conducted in a discussion/seminar format. While the ability to read musical notation is helpful, it is not required.

Class Format: seminar/studio

Requirements/Evaluation: Regular short assignments, three 5-7 page papers, final project or paper (10-12pgs)

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: upperclassmen, majors in music, dance, Latino/a studies.

Expected Class Size: 20

Grading: no pass/fail option, yes fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

MUS 125(D1) DANC 125(D1)

Difference, Power, and Equity Notes: Together, the music and dance genres discussed here indicate the diversity of social dance practices within Latin America, broadly conceived. Each unit of the course delves into aspects of political, historical, and cultural context and their resonance within the realm of music and dance. Specific attention is paid to racial and intercultural aspects each genre's formulation, practice, and circulation, as well as the politics of representation in embodied expression.

Attributes: GBST Latin American Studies MUS Ethnomusicology

Fall 2024

SEM Section: 01 MWF 8:30 am - 9:45 am Corinna S. Campbell

DANC 216 (F) Asian/American Identities in Motion (DPE)

Cross-listings: AAS 216 / AMST 213 / GBST 214 / ASIA 216 / THEA 216

Primary Cross-listing

The course aims to explore dance and movement-based performances as mediums through which identities in Asian and Asian American (including South Asian) communities are cultivated, expressed, and contested. Students will engage with how social and historical contexts influence the processes through which dance practices are invested with particular sets of meanings, and how artists use performance to reinforce or resist stereotypical representations. Core readings will be drawn from Dance, Performance, Asian, and Asian American Studies to engage with issues such as nation formation, racial and ethnic identity politics, appropriation, tradition and innovation among other topics. This is primarily a discussion-based seminar course, and might also include screenings, movement workshops, and discussion with guest artists and scholars. No previous dance experience is required.

Requirements/Evaluation: reading responses, in-class writing assignments, participation in discussions and presentations, two 5-6 page essays, and a final cumulative essay assignment.

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: first years and sophomores

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AAS 216(D2) AMST 213(D2) DANC 216(D1) GBST 214(D2) ASIA 216(D1) THEA 216(D1)

Difference, Power, and Equity Notes: This course introduces students to the role of performance in nation formation in Asia and the history of Asian Americans in the US through analysis of dance practices. Student will explore how race was central to the formation of Asian and the American nations, and how social and legal discriminatory practices against minorities influence identity and popular cultural practices. The assigned material provide examples of how artists address these inequalities and differences in social power.

Attributes: AAS Core Electives AAS Gateway Courses

Fall 2024

SEM Section: 01 WF 11:00 am - 12:15 pm Munjulika R. Tarah

DANC 226 (S) Gender and the Dancing Body (DPE)

Cross-listings: AMST 226 / WGSS 226 / THEA 226

Primary Cross-listing

This course posits that the dancing body is a particularly rich site for examining the history of gender in America and beyond. The aim of the course is to explore ideas related to gender as prescribed by dominant cultural, social, and religious institutions, and how dance has been used to challenge those normative ideologies. We will examine a wide range of dance genres, from stage performances to popular forms to dance on television, with particular attention to the intersections of race and class with gender. This is primarily a discussion-based seminar course and may also include film screenings, movement workshops, discussions with guest artists and scholars. No previous dance experience required.

Requirements/Evaluation: participation in discussions and presentations, reading responses, in-class writing assignments, two 5-6 page essays, and a final cumulative essay.

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: first years and sophomores

Expected Class Size: 10-15

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

DANC 226(D1) AMST 226(D2) WGSS 226(D2) THEA 226(D1)

Difference, Power, and Equity Notes: In the course, students will explore the concept of gender as a social construction and how the body's historical associations to markers of gender and sexuality lead to differences in socio-political power. The assigned texts and viewings provide examples of how bodies and their movements make meaning in a network of power relationships, and how artists use dance to address social inequalities such as sexism, racism, and transmisogyny, to imagine a more just world.

Spring 2025

SEM Section: 01 WF 11:00 am - 12:15 pm Munjulika R. Tarah

DANC 302 (S) Moving Words, Wording Dance (DPE) (WS)

Cross-listings: ENGL 335

Primary Cross-listing

How can we capture the "liveness" of dance and performance through writing? How can the spoken and written word promote a deeper understanding of felt emotions expressed through embodied practice? In this tutorial, we will explore different modes of writing about performance such as ethnography, non-/fiction, and performative writing. While there will be skill-based goals and a set outline for the tutorial, core texts that will anchor the conversations and paired writing assignments will be selected according to the interests of enrolled students. Texts will be complemented with visual materials and/or virtual conversation with artist-scholars to encourage a multilayered experience with writing about performance. The course is reading and writing intensive, and oriented towards juniors, seniors, and those with deep interest in analytical and creative writing. Students will (i) read several monographs during the semester, (ii) produce creative and critical writing (at least 5-6 pages every two weeks and a longer final essay) (iii) be committed to the peer review and revision process of their own work and that of their writing partners, and (iv) participate in discussions about course materials and reflections about their writing process.

Class Format: enrollment in the course will require each student to have in-person or zoom meeting with the instructor before the first class meeting, and attendance in the first organizational meeting or class session.

Requirements/Evaluation: This tutorial is reading and writing intensive, and oriented towards juniors, seniors, and those with deep interest in analytical and creative writing. Students will (i) read several monographs during the semester, (ii) produce creative and critical writing (at least 5-6 pages every two weeks and a longer final essay) (iii) be committed to the peer review and revision process of their own work and that of their writing partners, and (iv) participate in discussions about course materials and reflections about their writing process.

Prerequisites: none

Enrollment Limit: 8

Enrollment Preferences: Juniors and seniors, and those with specific interest in performance, creative, and analytical writing. Prior dance or performance experience not required.

Expected Class Size: 6

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 335(D1) DANC 302(D1)

Writing Skills Notes: Each student will write three 5- to 6- page papers on which the professor and peers will provide critical feedback on content, style, and form. After each cycle of feedback, students will have the option to submit a revision, and discuss the revision process and the revised paper. As the final assignment, students will select one of the three papers to develop into a longer essay, which will be 10-15 pages.

Difference, Power, and Equity Notes: The monographs that will anchor the tutorial engage with politics of identity as it manifests in both staged and in everyday performances. The introductory points of exploration and the objects of analysis in the course are bodies in motion. So our inquiry throughout the semester will necessarily include how bodies "make meaning" in a network of power relationships within the context of historical associations to markers of race, class, gender, sexuality, and socially constructed differences

Spring 2025

TUT Section: T1 TBA Munjulika R. Tarah

ECON 105 (F) Gender in the Global Economy (DPE)

Cross-listings: WGSS 211

Secondary Cross-listing

This course will present a feminist economic analysis of the global economy, and some of the urgent issues facing women in the Global South. The course will start by developing theoretical resources: these will include feminist critiques of economic theory, work on care labor and the shifting boundaries between markets, governments, households and the environment, and discussions of intersectionality and difference. Then we will discuss a series of interlinked issues which may include the contradictory effects of structural adjustment and its successors; the informal sector and global value chains; the economics of sex work and global sex trafficking; climate change; and migration. We will finish by looking at community-based activism, non-governmental organizations, and the possibilities for North/South alliances.

Class Format: lecture/discussion

Requirements/Evaluation: reaction papers, research paper; participation in class discussion will count for part of the grade

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: Women's, Gender and Sexuality Studies majors

Expected Class Size: 12

Grading: no pass/fail option, yes fifth course option

Unit Notes: This course cannot count toward the ECON major.

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ECON 105(D2) WGSS 211(D2)

Difference, Power, and Equity Notes: This course meets the DPE requirement because it asks students to reflect critically on issues of gender and economic power around the world in a comparative contextual framework.

Attributes: GBST Economic Development Studies WGSS Racial Sexual + Cultural Diversity Courses

Fall 2024

SEM Section: 01 TF 2:35 pm - 3:50 pm Kieran Honderich

ECON 257 (F) Economic Perspectives on Racial Inequality (DPE)

This course will examine the causes and consequences of racial disparities in economic outcomes. Specific topics will include the determinants and consequences of racial differences in earnings and human capital; formal models of taste-based and statistical discrimination; racial segregation in neighborhoods and schools; the economic history of slavery, Reconstruction and the Civil Rights Movement; and the structure and efficacy of government anti-discrimination policies. Much of the course will focus on racial discrimination faced by African Americans specifically, but there will also be coverage of other racial and ethnic minority groups. The course will additionally focus almost exclusively on the US, although many of the theories and techniques we will develop are applicable to other contexts as well. The course will utilize basic microeconomic tools, such as straightforward extensions of the supply and demand model, and ECON 110 is a prerequisite. We will also make extensive use of descriptive statistics, and an introductory statistics course such as STAT 161 will be useful, but is not required.

Requirements/Evaluation: exams, short written responses, problem sets, participation

Prerequisites: ECON 110

Enrollment Limit: 25

Enrollment Preferences: First- and second-year students.

Expected Class Size: 25

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: The course is well suited for the DPE distribution requirement as it will develop in detail not only the existence of race-based differences in a wide variety of key socioeconomic outcomes, but also explore the historical and contemporary processes that lead to those differences.

Attributes: POEC Depth POEC Skills

Fall 2024

LEC Section: 01 TF 1:10 pm - 2:25 pm Owen Thompson

ENGL 105 (F) American Girlhoods (DPE) (WS)

Cross-listings: WGSS 105

Primary Cross-listing

The image of the girl has captivated North American writers, commentators, artists, and creators of popular culture for at least the last two centuries. What metaphors, styles of writing, ideas of "manners and morals" does literature about girls explore? What larger cultural and aesthetic concerns are girls made to represent? And how is girlhood articulated alongside and/or intertwined with other identities and identifications, such as race, ethnicity,

class, and sexuality? These are some of the issues we will explore in this course.

Requirements/Evaluation: at least 20 pages of writing; short, more informal writing assignments; GLOW posts; class participation

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: first-year students who do not have a 5 on the AP and/or have not previously taken a 100-level English class

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 105(D2) ENGL 105(D1)

Writing Skills Notes: Students do at least 20 pages of writing (4-5 papers) and are required to revise several papers. We also devote significant class time to talking about successful academic writing. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: This course considers the construction of girlhood in the United States along the axes of race, gender, sexuality, class and more, and the literary history of who, in various moments in America, has even been allowed to claim the privileges of and/or be burdened with the idea of being a girl. It examines how girlhood is represented in relation to (in)equity and power and what kinds of literary and cultural forms writers utilize to illuminate these differences.

Fall 2024

SEM Section: 01 TF 2:35 pm - 3:50 pm Kathryn R. Kent

ENGL 113 (F) The Feminist Poetry Movement (DPE) (WS)

Cross-listings: AMST 113 / WGSS 113

Primary Cross-listing

Feminist poetry and feminist politics were so integrated in the 1960s and 1970s in America that critical essays on poets, such as Adrienne Rich and Audre Lorde, appeared in the same handbook that listed such resources for women as rape crisis centers and health clinics. This course will map the crucial alliance between feminist politics (and its major cultural and political gains) and the feminist poetry movement that became a major "tool" for building, organizing, and theorizing second-wave feminism. In order to track this political and poetic revolution, we will take an interdisciplinary approach that brings together historical, critical, and literary documents (including archival ones) and visual products (through the Object Lab of the Williams College Art Museum) that recreate the rich context of the period and help us consider the important social nature of aesthetic production. At the center of the course will be writings of major poets of the period, as well as anthologies and feminist periodicals that published their work and created a significant forum and shared space for women to articulate the politics and poetics of change. These periodicals and anthologies will also help us track the diversity of the feminist poetry movement and its intersection with issues of race, class, ethnicity, and sexuality. Ultimately, we will want to consider how poetry serves as an important tool for thinking through questions of power and injustice and what role it plays in creating necessary imaginative space in the world for expression, critique, and change.

Class Format: discussion, some lecture, project work in archives and art gallery

Requirements/Evaluation: two-three short analysis papers, creative (1-2 pages), curated final project (archival exhibit and digital project), presentations

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: first years

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 113(D2) ENGL 113(D1) WGSS 113(D2)

Writing Skills Notes: Writing skills taught through a series of assignments evenly spaced throughout the semester: two to three four-to-five-page

graded papers, one creative assignment, and a final digital research project (8-10-page equivalent; peer reviewed). Students receive critical feedback on written assignments a week prior to due date through conferences and Google Docs and on final graded assignments within one week with sufficient time between assignments to improve the next assignment.

Difference, Power, and Equity Notes: The course examines the effects of class, race, ethnicity, gender, and sexuality on both poetry and the movement and how women negotiated their differences within the movement, as well as in response to the dominant patriarchal culture. This course employs critical tools (feminist theory, archival research, poetics, close reading, comparative approaches) to help students question and articulate the social injustices that led to the poetry and poetics of the Women's Liberation Movement.

Attributes: AMST Critical and Cultural Theory Electives ENGL Criticism Courses EXPE Experiential Education Courses WGSS Racial Sexual + Cultural Diversity Courses WGSS Theory Courses

Fall 2024

SEM Section: 01 TF 2:35 pm - 3:50 pm Bethany Hicok

ENGL 208 (S) Designer Genes (DPE)

Cross-listings: STS 208 / WGSS 208 / AMST 206

Primary Cross-listing

In this course, we explore cultural texts that attempt to come to terms with--or exploit--the revolution in contemporary genetics with a particular focus on gender, race, class, and sexuality. The mapping of the human genome in 2001 opened incredible opportunities for medicine, law, and society, but it also, as Alice Wexler has written, "opened a vast arena for contests of power over what it means to be human, who has the power to define what is normal, [and] who has access to what resources and when." Wexler was writing before the final sequencing of the human genome. Now we have CRISPR technology, ushering in a new, more pressing set of ethical concerns. We are currently in the midst of a "global race to genetically modify humans," as the anthropologist Eben Kirksey has documented in his new book *The Mutant Project*. How will we come to define the human? Who gets to decide? Our writers and filmmakers make clear that genetic medicine cannot be thought apart from a profit-driven American health care system or family and gender dynamics. Joanna Rudnick's documentary *In the Family*, for instance, explores the personal and political issues associated with hereditary breast cancer and the patenting of genes. Octavia Butler's Afro-futurist novel *Dawn* explores black female sexuality, reproduction, and the survival of the species in her character's encounter with a genetically enhanced alien species. The film *Gattaca* shows us a fully realized dystopian society where genetically modified humans are the norm--a society that now "has discrimination down to a science." The transgender artist Tamara Pertamina, on the other hand, "hopes to decolonize the science of genetic engineering," as Kirksey has written, with her performance artist projects. Our texts come from a number of different genres, including the memoir, science fiction, film, documentary, art, and non-fiction writing at the intersections of science, medicine, philosophy, anthropology, and law.

Requirements/Evaluation: Personal essay, short analysis papers, final research group project

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: None; if class is overenrolled, professor will ask for statements of interest.

Expected Class Size: 25

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 208(D1) STS 208(D2) WGSS 208(D2) AMST 206(D2)

Difference, Power, and Equity Notes: This course asks students to think deeply about questions of social justice in the context of the revolution in modern genetics. Race, class, gender, and sexuality all play a role in who has access to new life-saving technologies, and how these technologies are used. This course employs critical tools (feminist and queer theory, ethics' case studies, close reading) to help students question and articulate the social injustices at play in scientific research and bioengineering.

Attributes: AMST Critical and Cultural Theory Electives ENGL Criticism Courses ENGL Literary Histories C WGSS Racial Sexual + Cultural Diversity Courses

Spring 2025

SEM Section: 01 TF 2:35 pm - 3:50 pm Bethany Hicok

ENGL 215 (S) Introduction to Asian American Literature (DPE)**Cross-listings:** AAS 215**Primary Cross-listing**

This course will provide an introduction to some of the major works of Asian American literature, from the mid-20th century to the present. Throughout, we'll attend to the intersection of aesthetics and politics, exploring the creative ways Asian American literary texts both reflect and respond to the historical forces that have shaped Asian American experiences and identities, including exclusion, internment, and U.S. wars and imperialism in Asia. Works we're likely to read include: John Okada's *No-No Boy*, Maxine Hong Kingston's *The Woman Warrior*, Theresa Hak Kyung Cha's *Dictee*, Jessica Hagedorn's *Dogeaters*, Lê thi diem thúy's *The Gangster We Are All Looking For*, and Jhumpa Lahiri's *Interpreter of Maladies*.

Requirements/Evaluation: class participation, occasional informal discussion posts, a 5-page midterm paper, and an 8-10 page final paper.**Prerequisites:** none**Enrollment Limit:** 20**Enrollment Preferences:** If over-enrolled, enrollment preference will be given to Asian American Studies concentrators and prospective concentrators.**Expected Class Size:** 20**Grading:** yes pass/fail option, no fifth course option**Distributions:** (D1) (DPE)**This course is cross-listed and the prefixes carry the following divisional credit:**

AAS 215(D2) ENGL 215(D1)

Difference, Power, and Equity Notes: This course offers students the opportunity to learn and think critically about Asian American community struggles throughout U.S. history while examining the forms of literary expressions that arise out of and in relation to those struggles. It also delves into the intersectional nature of Asian American community struggles as they emerge along the fault lines of race, class, and gender/sexuality.**Attributes:** AAS Core Electives AAS Gateway Courses

Spring 2025

SEM Section: 01 TF 2:35 pm - 3:50 pm Bernard J. Rhie

ENGL 221 (S) Hip Hop Culture (DPE) (WS)**Cross-listings:** AMST 222 / AFR 222 / MUS 217**Secondary Cross-listing**

The course examines how young people of color created hip hop culture in the postindustrial ruins of New York City, a movement that would eventually grow into a global cultural industry. Hip hop music producers have long practiced "diggin' in the crates"--a phrase that denotes searching through record collections to find material to sample. In this course, we will examine the material and technological history of hip hop culture, with particular attention to hip hop's tendency to sample, remix, mash-up, and repurpose existing media artifacts to create new works or art. We will use a media archaeological approach to examine the precise material conditions that first gave rise to graffiti art, deejaying, rapping, and breakdancing, and to analyze hip hop songs, videos, and films. Media archaeology is a critical and artistic practice that seeks to interpret the layers of significance embedded in cultural artifacts. How does hip hop archaeology remix the past, the present, and the future? How do the historical, political, and cultural coding of hip hop artifacts change as they increasingly become part of institutional collections, from newly established hip hop archives at Cornell and Harvard to the Smithsonian National Museum of African American History and Culture?

Requirements/Evaluation: Four papers, project with presentation, and a final exam.**Prerequisites:** None**Enrollment Limit:** 19**Enrollment Preferences:** AMST majors or prospective majors**Expected Class Size:** 19**Grading:** no pass/fail option, yes fifth course option**Distributions:** (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 222(D2) ENGL 221(D1) AFR 222(D2) MUS 217(D1)

Writing Skills Notes: Students in this course develop a capacity to write generative arguments in an interdisciplinary scholarly context. Students will receive feedback not only on structure, substance, and style, but also on how to best build a line of inquiry, how to gather high-quality evidence, and how to make one's thinking productively intersect with more than one scholarly or creative field.

Difference, Power, and Equity Notes: This course requires students to use an effective descriptive and critical vocabulary to discuss and analyze artifacts of hip hop culture, with attention to race, gender, class, sexuality, and other categories of social difference. They must understand the material, technological, historical, and cultural contexts that gave rise to hip hop culture, and proficiently synthesize scholarly perspectives related to the formation and transformations of hip hop from the early 70s to the early 21st cent.

Attributes: AFR Culture, Performance, and Popular Technologies AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora

Spring 2025

SEM Section: 01 TR 11:20 am - 12:35 pm Brian Murphy

ENGL 228 (S) The Renaissance in England and the European Continent: Self and World (DPE) (WS)

Cross-listings: COMP 230

Primary Cross-listing

At the same time as the individual human being in possession of a distinctive personality was taking on enormous importance in politics, philosophy, literature, and the visual arts, early modern Europeans were encountering unprecedented levels of cultural diversity. In this interdisciplinary course, we will consider these two developments both separately and together. As Renaissance humanists were acquiring a sophisticated understanding of the distance between the present and various European pasts (the recent medieval past and the remote history of antiquity), they were also coming into contact with non-European cultures in Africa, the Americas, and Asia via trade and economic development, imperial expansion, and religious conversion. Always at stake in these encounters was the question of who counted as an individual; the self was not considered to be intrinsic to human nature but rather the product of historical and cultural developments. Themes will include religious pluralism, the sacred and the secular, vernacularity, exploration and empire, the relationship between mind and body, slavery, trade, wealth, gender, self-fashioning, and style. We will consider such English writers as the Pearl poet, More, Marlowe, Spenser, Shakespeare, Browne, and Milton; such continental intellectuals as Descartes, Erasmus, Las Casas, and Castiglione; and such continental artists as Michelangelo, Velázquez, Bruegel, and Rembrandt.

Requirements/Evaluation: Five four-page papers, in-class presentation, thoughtful participation in discussions

Prerequisites: A 100-level ENGL course, a score of 5 on the AP English Literature exam, a score of 6 or 7 on the Higher Level IB English exam, or permission of the instructor

Enrollment Limit: 19

Enrollment Preferences: First- and second-year students, and English majors who have yet to take a Gateway course

Expected Class Size: 19

Grading: no pass/fail option, yes fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 230(D1) ENGL 228(D1)

Writing Skills Notes: The course asks students to write five four-page papers and offers exposure to a range of humanistic modes, from close reading to visual analysis to the exposition of philosophical claims. One paper will involve independent research. The instructor will provide frequent and extensive written feedback on student work. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: This course examines the role of historical and cultural difference within and beyond Europe at the very beginning of globalization. Students will become acquainted with the origins of colonialism and the global traffic in slaves, as well as with the complex role of writers and intellectuals in questioning, defending, and imagining these practices. We will consider the epistemological challenges of accessing the testimony of subordinated persons.

Attributes: ENGL 200-level Gateway Courses ENGL Literary Histories A

Spring 2025

SEM Section: 01 TR 9:55 am - 11:10 am Emily Vasiliauskas

ENGL 231 (F)(S) Literature of the Sea (DPE)

Cross-listings: CAOS 231

Secondary Cross-listing

The ocean, and human relationships with it, have been central features of literatures and cultures around the world for more than a thousand years. But since literary study is typically based around authors' homelands, careful examination of the oceanic experience is often pushed to the periphery--an "empty space" to be crossed between nations, a "vast darkness" antithetical to human life, or a mirror for land-borne concerns. Increasingly, however, scholars and readers are centering the sea and stories about it as a means stepping outside human frameworks of space and time, situating the complex emotions and narratives inspired by the ocean into a complex network of geologic history and teeming other-than-human life. This course examines a wide range of texts and perspectives on the ocean and human relationships with it. Doing so will help us consider how literature both plays into and subverts dominant viewpoints of the ocean. Through texts that consider 19th-century whaling, the Middle Passage, the postcolonial Caribbean, and islands throughout the Pacific Ocean, we will explore a range of questions, including: What can we learn from examining efforts to write about the ocean? How do ocean stories help individuals understand themselves, their communities, and their place in global environments? What can the range of cultural and literary perspectives on our "single, global ocean" reveal about the ways different people are both connected with and profoundly distant from each other? Most importantly, we will practice, as a classroom community, different strategies for carefully reading texts while connecting them to cultural traditions, surrounding environments, and personal experiences.

Class Format: weekly roundtable discussions, including coastal and near-shore field trips and multiple field seminars.

Requirements/Evaluation: regular papers, class participation, journal-writing, and a final assignment

Prerequisites: N/A

Enrollment Limit: 25

Enrollment Preferences: Williams-Mystic Students only

Expected Class Size: 20

Grading: no pass/fail option, no fifth course option

Unit Notes: offered only at Mystic Seaport

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

CAOS 231(D1) ENGL 231(D1)

Difference, Power, and Equity Notes: This course focuses on the range of cultural perspectives about the sea, as well as the ways those perspectives can unsettle and challenge dominant narratives about the sea and its role in colonial expansion. Furthermore, this course centers voices that are typically overlooked in the genre of "Sea Literature," paying particular attention to Indigenous and African-American narratives about the ocean.

Attributes: AMST Arts in Context Electives ENVI Humanities, Arts + Social Science Electives

Fall 2024

SEM Section: 01 MW 10:30 am - 11:45 am Ned G. Schaumberg

Spring 2025

SEM Section: 01 MW 10:30 am - 11:45 am Ned G. Schaumberg

ENGL 250 (S) Americans Abroad (DPE)

Cross-listings: GBST 242 / AMST 242 / COMP 242

Secondary Cross-listing

This course will explore some of the many incarnations of American experiences abroad from the end of the 19th century to the present day. Materials will be drawn from novels, short stories, films, and nonfiction about Americans in Europe in times of war, peace, and pandemic. We will compare and contrast the experiences of novelists, soldiers, students, war correspondents, jazz musicians, and adventurers. What has drawn so many Americans to Europe? What is the difference between a tourist, an expat, and an émigré? What are the profound, and often comic, gaps between the traveler's

expectations and the reality of living in, say, Paris or a rural village in Spain? What are the misadventures and unexpected rewards of living, working, writing, or even falling in love in translation? How did recent lockdowns and border closings impact and/or interrupt these complex experiences? Authors may include: Edith Wharton, Henry James, Langston Hughes, Martha Gellhorn, Ernest Hemingway, Elaine Dundy, Richard Wright, and Ben Lerner. Additional reading will be drawn from historical and critical works. All readings will be in English. This comparative course is designed to highlight the challenges and benefits of cultural immersion abroad. It will focus on the linguistic, emotional, intellectual, and social adaptation skills that are required to understand others, and oneself, in new contexts. Many of the authors and artists we will study chose, or were forced to, leave oppressive situations in the United States where their futures were limited due to factors related to politics, gender, race or class (and combinations thereof). We will study their dislocation, and freedom, and struggles to reshape their (and our) concept of "home" into something that reflects individual identity, and not one imposed by any national culture--American or foreign.

Requirements/Evaluation: Each student will give an in-class presentation and complete 3 writing assignments totaling 20 pages; one of these writing assignments will be a personal travel narrative based on the student's own experiences.

Prerequisites: Any literature course at Williams or permission of instructor.

Enrollment Limit: 18

Enrollment Preferences: Comparative Literature, English or American Studies majors, and/or students who have studied away or plan on doing so, and/or students who are from international and/or bilingual (or multilingual) backgrounds.

Expected Class Size: 18

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

GBST 242(D2) AMST 242(D2) COMP 242(D1) ENGL 250(D1)

Difference, Power, and Equity Notes: We will read and analyze primary materials and literature that reflect on Americans who chose, or were forced to, reinvent themselves abroad to escape oppressive situations in the United States related to gender, class, race, or political views. The socio-historical context of each writer will be crucial to understanding their situations. Students will write critical papers, and their own narrative in which they reflect on a situation of personal dislocation, either while traveling, or at home.

Attributes: AMST Arts in Context Electives GBST Borders, Exiles + Diaspora Studies

Spring 2025

SEM Section: 01 TR 9:55 am - 11:10 am Soledad Fox

ENGL 252 (F) Ficciones: A Course on Fiction (DPE)

Cross-listings: LATS 222

Secondary Cross-listing

This seminar is focused on the study of published fiction by Latina/o, Latin American, Afro-Diasporic, and other writers of the Global South, paying close attention to how each author employs narrative elements--characterization, plotting, structure, dialogue mechanics, setting, tone, theme--as well as the values and visions expressed.

Requirements/Evaluation: attendance and class participation, occasional creative responses, 4- to 5-page midterm paper (close-reading a text), 10- to 15-page final paper

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: Latina/o Studies concentrators

Expected Class Size: 12

Grading: yes pass/fail option, no fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

LATS 222(D2) ENGL 252(D1)

Difference, Power, and Equity Notes: Student work will encourage personal and cultural expression, with the opportunity to analyze the shaping of social differences, dynamics of unequal power, and processes of change.

Attributes: LATS Core Electives

Fall 2024

SEM Section: 01 M 7:00 pm - 9:40 pm Nelly A. Rosario

ENGL 294 (F)(S) On Occupations: Work, Colonization and Contemporary Life (DPE) (WS)

Cross-listings: COMP 299

Primary Cross-listing

Reading political essays, critical theory, historiography, and literary works, in this course we will ask what thinking through the different senses of "occupation" can teach us about contemporary life. The course wagers that there is a connection between why some nations are or were "under" occupation and why, as individuals, all of us must "have" occupations. On the one hand, we will think about work: What does it mean to have an occupation today? There was a time when most people could distinguish between the time of work and that of leisure. But we live under a different regime. What now is the difference between work and leisure for those working "gigs"? In the case of "creatives," Bifo Berardi says, it is the soul itself that has been put to work. And then there are those who are unemployed, i.e., those occupied by the most widespread form of work there is--looking for work. On the other hand, we will ask questions about colonialism: Did not Europe's occupation of the globe birth this world in which the only way to live is to be occupied in a narrow sense, i.e., to always be working or looking for work? And isn't one economic function of the occupation of peoples in our own times to create a cheap workforce? Finally, we will ask what art and political organizing can teach us about a "de-occupied" life--a life after work, a life without colonization. Writers will include Marx, Jyotiba Phule, Du Bois, Raymond Williams, Premchand, M. E. O'Brien and Eman Abdelhadi, Bifo Berardi, David Graeber, Mahatma Gandhi, Rabindra Nath Tagore, Mahasweta Devi, Edward Said etc.

Requirements/Evaluation: Students will read 100-120 pages each week. Each student will do one classroom presentation about the week's readings. Other assignments include weekly journals, an annotated bibliography, a proposal, and a final paper.

Prerequisites: 100-level English course or a 5 on the AP literature exam, or permission of the instructor.

Enrollment Limit: 19

Enrollment Preferences: first-years and sophomores considering majoring in English or Comparative Literature, and English majors who have not yet taken a gateway course.

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 294(D1) COMP 299(D1)

Writing Skills Notes: Students will write over 20 pages in the semester and they will receive extensive feedback.

Difference, Power, and Equity Notes: Students will read and discuss texts about the organization of power in contemporary society. They will reflect upon the economic structures that underpin a range of oppressive social forms.

Attributes: ENGL 200-level Gateway Courses ENGL Literary Histories C

Fall 2024

SEM Section: 01 W 1:10 pm - 3:50 pm Paresh Chandra

Spring 2025

SEM Section: 01 W 1:10 pm - 3:50 pm Paresh Chandra

ENGL 316 (F) Unfinishing America (DPE) (WS)

Cross-listings: AMST 326

Secondary Cross-listing

The Great American Novel is a moribund cliché. Few would argue that any one work of fiction could capture the essence of American life. In this class, we will flip the Great American Novel on its head by reading Ralph Ellison's unfinished second novel. After publishing the acclaimed *Invisible Man* in 1952, Ellison seemed poised to deliver the next Great American Novel. But he never did. When he died in 1994, 42 years later, he left behind thousands of pages of material, but no finished second novel. Why wasn't he able to finish it? Some of it was bad luck. Some of it was a struggle with

genre and form. However, perhaps the real reason Ellison's novel proved impossible is what it was trying to say. This is a book about the historical trauma of racism. Therefore, the thesis of this class is that the Great American Novel cannot be written as long as American history remains whitewashed. Ellison's manuscript shows this in surprising ways, from its depiction of racial passing and the taboo of interracial sex to its extended exploration of Black and Indigenous cultures in the former Oklahoma Territory. In addition to Ellison, we will read the work of the Chicano author Tomás Rivera, whose fragmentary fictions provoke similar questions. This class culminates in a final project that asks students to "unfinish" an American cultural object.

Requirements/Evaluation: Class participation, Discussion facilitation, "Show and Tell" presentation of a cultural object, Reader's Guide, Final Project

Prerequisites: None

Enrollment Limit: 15

Enrollment Preferences: Sophomores, Juniors, and Seniors

Expected Class Size: 10-15

Grading: no pass/fail option, yes fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 316(D1) AMST 326(D2)

Writing Skills Notes: Each student will be responsible for producing a reader's guide to Ellison's unfinished second novel. Students will write, rewrite, and revise their reader's guide throughout the semester. Three drafts will be due throughout the semester. A quality reader's guide will highlight the book's main themes, profile the main characters, and retrace the book's development. Students will also complete one draft of a guide to Rivera's novella, due at the end of the semester.

Difference, Power, and Equity Notes: "Unfinishing America" satisfies the Difference, Power and Equity requirement because it calls into question mainstream American culture from Black, Chicano, and Indigenous perspectives. It interrogates the relations of power that have driven American history, from the Civil War and Westward expansion in the 19th century to the struggle for Civil Rights against Jim Crow in the 20th. Finally, it asks what it would mean to have true equity amidst great diversity in American culture.

Attributes: AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora

Fall 2024

SEM Section: 01 TF 2:35 pm - 3:50 pm

ENGL 329 (F) Writing Gender in Sci-Fi and Speculative Fictions (DPE)

Cross-listings: WGSS 329 / STS 323

Secondary Cross-listing

This creative writing course will pair selected readings in feminist STS and queer theory with science fiction, speculative fiction, and horror stories that together put questions to gender. How and when is sci-fi a home for radical re-imaginings of gender? When and why does "genre fiction" house (and facilitate) radical gender politics--or their opposite? Readings may include works by Octavia Butler, Ursula Le Guin, Brian Evanson, and Samuel Delany. Students will both analyze these fictions and take them as inspirations for their own stories and worlds.

Class Format: This course balance seminar-style discussion with workshops examining students' creative writing.

Requirements/Evaluation: Students will be evaluated on three substantial pieces of writing, in multiple drafts. Students will be able to choose their balance of creative and analytical (expository) prose (2-1 or 1-2). Attendance, along with seminar and workshop discussion, will count toward the final grade. There will be no exam.

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: STS concentrators; WGSS majors; students who have not taken other creative writing courses at Williams.

Expected Class Size: 25

Grading: yes pass/fail option, no fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 329(D2) ENGL 329(D1) STS 323(D2)

Difference, Power, and Equity Notes: In this course students will confront and reflect on the operations of difference, power, and equity through readings, class discussions, and assignments. Readings include scholarship on the construction of gender and sexuality, as well as works of fiction that denaturalize the categories of sex and gender. Course assignments will include expository and creative writing, and students will work in both modes to imagine how this world could be otherwise and how other worlds could be.

Fall 2024

SEM Section: 01 W 1:10 pm - 3:50 pm Ezra D. Feldman

ENGL 333 (F) Feminist and Queer Horror Films (DPE)

Cross-listings: WGSS 398 / AMST 390 / COMP 390 / THEA 390

Secondary Cross-listing

This course focuses on pairing theoretical readings with a variety of horror films with feminist or queer themes. Many tropes are associated with this genre - "the final girl" in slasher movies, "the transvestite murderer," femme lesbian vampires, supernatural BDSM figures, vampires as allegories for HIV/AIDS, werewolves as metaphors for FTM gender transitions or puberty, lonely mothers in creaky houses as unreliable narrators, Satanic spawn, and creepy long-haired girls. Some films reinforce gender stereotypes while others snap on more explicitly feminist and queer lenses. This course functions as a survey of many different genres, introducing students to classic 1970s films and working up to the present day and we will learn how these tropes developed and then were subverted by more modern day films such as those by A24 Studies and the new renaissance of Black horror, etc. Most films will focus on the US, with some notable exceptions in Japan, Spain, and elsewhere globally. There will be graphic content. You must be 18 or over to take this class.

Requirements/Evaluation: Class participation, short reflection papers, 2-3 extemporaneous oral class responses, several creative assignments.

Prerequisites: None. Prior WGSS courses will be helpful.

Enrollment Limit: 15

Enrollment Preferences: Stage 1 is a statement of interest form; Stage 2 will be a very brief interview. There is NO preference by major or class year.

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Materials/Lab Fee: Some of the creative assignments will have an "artsy-craftsy" component, but should not cost more than 25 dollars total per student per semester, though amounts will vary depending on how the student chooses to execute the assignment.

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 398(D2) ENGL 333(D1) AMST 390(D2) COMP 390(D1) THEA 390(D1)

Difference, Power, and Equity Notes: This course necessarily examines power when it comes to gender and sexuality - who has it? what do they do with it? how does this power turn deadly? how can agency be regained? Horror is almost never about equitable situations but rather the imbalance that comes from difference (along whatever axis) causing a lack of equity.

Attributes: WGSS Racial Sexual + Cultural Diversity Courses

Fall 2024

SEM Section: 01 MW 7:00 pm - 8:15 pm Gregory C. Mitchell

ENGL 335 (S) Moving Words, Wording Dance (DPE) (WS)

Cross-listings: DANC 302

Secondary Cross-listing

How can we capture the "liveness" of dance and performance through writing? How can the spoken and written word promote a deeper understanding of felt emotions expressed through embodied practice? In this tutorial, we will explore different modes of writing about performance such as ethnography, non-fiction, and performative writing. While there will be skill-based goals and a set outline for the tutorial, core texts that will anchor the conversations and paired writing assignments will be selected according to the interests of enrolled students. Texts will be complemented with visual

materials and/or virtual conversation with artist-scholars to encourage a multilayered experience with writing about performance. The course is reading and writing intensive, and oriented towards juniors, seniors, and those with deep interest in analytical and creative writing. Students will (i) read several monographs during the semester, (ii) produce creative and critical writing (at least 5-6 pages every two weeks and a longer final essay) (iii) be committed to the peer review and revision process of their own work and that of their writing partners, and (iv) participate in discussions about course materials and reflections about their writing process.

Class Format: enrollment in the course will require each student to have in-person or zoom meeting with the instructor before the first class meeting, and attendance in the first organizational meeting or class session.

Requirements/Evaluation: This tutorial is reading and writing intensive, and oriented towards juniors, seniors, and those with deep interest in analytical and creative writing. Students will (i) read several monographs during the semester, (ii) produce creative and critical writing (at least 5-6 pages every two weeks and a longer final essay) (iii) be committed to the peer review and revision process of their own work and that of their writing partners, and (iv) participate in discussions about course materials and reflections about their writing process.

Prerequisites: none

Enrollment Limit: 8

Enrollment Preferences: Juniors and seniors, and those with specific interest in performance, creative, and analytical writing. Prior dance or performance experience not required.

Expected Class Size: 6

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 335(D1) DANC 302(D1)

Writing Skills Notes: Each student will write three 5- to 6- page papers on which the professor and peers will provide critical feedback on content, style, and form. After each cycle of feedback, students will have the option to submit a revision, and discuss the revision process and the revised paper. As the final assignment, students will select one of the three papers to develop into a longer essay, which will be 10-15 pages.

Difference, Power, and Equity Notes: The monographs that will anchor the tutorial engage with politics of identity as it manifests in both staged and in everyday performances. The introductory points of exploration and the objects of analysis in the course are bodies in motion. So our inquiry throughout the semester will necessarily include how bodies "make meaning" in a network of power relationships within the context of historical associations to markers of race, class, gender, sexuality, and socially constructed differences

Spring 2025

TUT Section: T1 TBA Munjulika R. Tarah

ENGL 352 (F) Separation: An Introduction to Postcolonial Literature (DPE)

Cross-listings: ASIA 353 / COMP 350

Primary Cross-listing

Few themes in the history of human societies have produced as much writing as that of separation--from a lover, from one's homeland, from God(s). In the past two centuries, this theme has been essential to representing experiences of exile and migration in the wake of the colonially mediated transition to world capitalism. In this course, we will take up the theme of separation as a privileged point of entry into postcolonial literature and towards understanding the multiple meanings of "postcoloniality." We will encounter examples in which this theme shapes critical thought and helps imagine new modes of existence, as well as those in which the grief of separation shades into such overpowering melancholy that writing becomes impossible. We will also look at what the preoccupation with separation can tell us about the ways human beings relate to human and non-human objects, and how they make and experience history. To think through these issues, we will read nineteenth and twentieth century works dealing with experiences of love, ecstasy, migrancy, and exile, composed in diverse geographical, socio-political, and linguistic contexts. We will read works (novels, poems, memoirs, essays) and watch films from South Asia, Egypt, the Caribbeans, the US, and Europe, composed in multiple languages (English, Hindi, Urdu, Persian, French, Arabic, Bengali and Malyalam).

Requirements/Evaluation: mid-term paper (6-page), participation in class discussions and one roundtable, final paper (15-page)

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 25

Enrollment Preferences: English majors, then sophomores considering the major

Expected Class Size: 25

Grading: yes pass/fail option, no fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ASIA 353(D1) COMP 350(D1) ENGL 352(D1)

Difference, Power, and Equity Notes: This course examines how the political impact of colonization upon both "colonizer" and "colonized" gets expressed in literary productions of the nineteenth and the twentieth centuries. It explores the way these literary works understand the axes of social identity that shape oppression and inequity--coloniality, race, caste, gender--as constitutive of the unevenly developing world of capitalism. The concepts upon which the course focuses are essential to contemporary social critique.

Attributes: ENGL Literary Histories C

Fall 2024

SEM Section: 01 TF 1:10 pm - 2:25 pm Paresh Chandra

ENGL 388 (S) Fiction Writing Workshop (DPE) (WS)

Cross-listings: LATS 322

Secondary Cross-listing

This workshop is focused on the art and practice of writing fiction and geared toward students interested in working on creative honors theses. Readings include published fiction by primarily Latine and other writers who center Global South experiences, with attention paid to how each author employs narrative elements--characterization, plotting, structure, dialogue mechanics, setting, tone, theme--as well as the values and visions expressed. Students will present short fiction or novel excerpts for peer critique and the editorial advice of the instructor. Regular in-class exercises and take-home assignments will help students expand their narrative skills.

Requirements/Evaluation: Attendance and class participation, regular writing exercises, 4- to 5-page midterm paper (close-reading a text), 10- to 15-page final creative paper (close-reading a text and creative-writing response)

Prerequisites: LATS 222- Ficciones

Enrollment Limit: 15

Enrollment Preferences: LATS concentrators, honors theses

Expected Class Size: 12

Grading: yes pass/fail option, no fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 388(D1) LATS 322(D2)

Writing Skills Notes: Regular writing exercises, 4- to 5-page midterm paper (close-reading a text), 10- to 15-page final creative paper (close-reading a text and creative-writing response)

Difference, Power, and Equity Notes: Readings include published fiction by primarily Latine and other writers who center Global South experiences, with attention paid to the values and visions expressed by each author.

Attributes: LATS Core Electives

Spring 2025

SEM Section: 01 M 7:00 pm - 9:40 pm Nelly A. Rosario

ENGL 391 (F) Contemporary North American Queer Literatures and Theories (DPE)

Cross-listings: WGSS 391

Primary Cross-listing

Moving through the mid-twentieth century and into the twenty-first, this course will consider how North American writers have represented queer life in all its complexities. From the problem of the happy ending to the intersectional politics of representation, the narrative complexities of coming out to the

rejection of identity, the course will consider the relationship between literary form and queer content. In so doing, it will also touch upon some of the key debates in queer literary theory and consider the impact of events such as civil rights movements, gay and lesbian and trans uprisings, the AIDS crisis, debates over respectability politics, and current efforts to police what students read in schools on literary and cultural production. Readings may include work by such authors as Baldwin, Highsmith, Rich, Lorde, Delany, Kushner, Feinberg, Bechdel, Thom, and Machado and theorists such as Ferguson, Sedgwick, Fawaz, Love, Butler, and Hartman.

Requirements/Evaluation: active class participation, several short writing assignments, two 5-page papers, and one longer research paper.

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam, or permission of the instructor;

Enrollment Limit: 25

Enrollment Preferences: English majors; WGSS majors

Expected Class Size: 25

Grading: no pass/fail option, yes fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 391(D2) ENGL 391(D1)

Difference, Power, and Equity Notes: This course considers the history and literature of gender and sexuality in the US alongside questions of race, class, and more. It examines how literary form theorizes sexuality, and how sexuality affects literary form, in ways that consider (in)equity and power in a variety of contexts.

Attributes: ENGL Criticism Courses ENGL Literary Histories C WGSS Racial Sexual + Cultural Diversity Courses WGSS Theory Courses

Fall 2024

SEM Section: 01 TF 1:10 pm - 2:25 pm Kathryn R. Kent

ENVI 202 (F) Critical Practice of Architecture: Theories, Methods, and Techniques (DPE)

Cross-listings: ARTS 222

Secondary Cross-listing

In this course, students will transform an architectural or urban space through design interventions that contribute to reorienting public perception, imagination, and politics. Skills taught include methods and techniques for critical architecture practice, including architecture drawing, 2D graphic design, and 3D modeling (digital and physical). Students will also build on design strategies (e.g., spatial hijacking and détournement), community architecture, and visual techniques to rethink normative understandings of space and time. Through selected readings and discussions, we will examine key ideas that have inspired design thinking and activism. The class culminates in a presentation to external reviewers and a final exhibition.

Requirements/Evaluation: This is an intensive studio tutorial requiring working in the architecture studio and/or PC lab outside of scheduled class hours. The class will meet in large and small groups throughout the semester for critique and discussion. Assignments include weekly discussions and design projects requiring drawings and model design. Final project: design project to reorient public perception, imagination, and politics. Evaluation will be based on the design quality at theoretical/conceptual levels.

Prerequisites: Drawing I or permission of instructor.

Enrollment Limit: 12

Enrollment Preferences: Studio Art majors, Art History and Studio Art majors, Envi majors and concentrators

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Materials/Lab Fee: \$350-\$450 lab fee charged to term bill. Lab and materials fees for all studio art classes are covered by the Book Grant for all Williams financial aid recipients.

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTS 222(D1) ENVI 202(D1)

Difference, Power, and Equity Notes: This design studio invites students to think critically about how power, equity, and difference are manifested

through the built environment. It will equip them with the tools to become active agents of change through design activism. We will use design as a cultural practice and creative technique to envision more just and equitable futures through interventions in architectural or urban spaces.

Attributes: ENVI Humanities, Arts + Social Science Electives

Fall 2024

STU Section: 01 TR 9:55 am - 11:10 am Giuseppina Forte

ENVI 208 (S) Saharan Imaginations (DPE) (WS)

Cross-listings: ARAB 209 / COMP 234

Secondary Cross-listing

Deconstructing reductive Saharanism, which the course conceptualizes as a universalizing discourse about deserts, this course seeks to critically examine the myriad assumptions that are projected upon deserts across times and cultures. In addition to their depiction as dead and empty, deserts have become a canvas for the demonstration of religiosity, resilience, heroism and athleticism. Cultural production, particularly literature and film, do, however, furnish a critical space in which important questions can be raised about deserts' fundamental importance to different cultures and societies. Drawing on novels, films, and secondary scholarship, the course will help students understand how myth, memory, history, coloniality/postcoloniality, and a strong sense of ethics are deeply intertwined in the desert sub-genre of African, Euro-American, and Middle Eastern literatures. Whether grappling with transcontinental issues of climate change, cannibalization of biodiversity or overexploitation of natural resources, desert-focused cultural production invites us to interrogate the politics of space and place as well as mobility and spatial control as they relate to this supposedly dead nature.

Requirements/Evaluation: active participation, short presentation, short weekly responses on GLOW, midterm exam, and final paper

Prerequisites: none

Enrollment Limit: 14

Enrollment Preferences: If the course is over-enrolled, students will be required to provide a 200-word paragraph in which they explain how the course fits within their plan of study at Williams.

Expected Class Size: 14

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ARAB 209(D1) COMP 234(D1) ENVI 208(D1)

Writing Skills Notes: Students will receive constant and extensive feedback on their written work. Students will write regular weekly responses on Glow, a reflection statement, two 5pp. papers for midterms, and one 10pp. final paper.

Difference, Power, and Equity Notes: Students will gain critical awareness of the imbrication of power, hegemony, economic injustice, and colonial policies in the disruption of indigenous conceptions of the Saharan space. Students will also be able to question representations of the Sahara as a dead or empty space by engaging with locally produced alternative conceptualizations of place. Finally, students will produce written assignments that address issues of power and environmental discrimination.

Attributes: ENVI Humanities, Arts + Social Science Electives

Spring 2025

SEM Section: 01 MR 2:35 pm - 3:50 pm Brahim El Guabli

ENVI 243 (S) Reimagining Rivers (DPE) (WS)

Cross-listings: ANTH 243

Primary Cross-listing

In the era of climate change and widening inequality, how we live with rivers will help define who we are. Rivers are the circulatory systems of civilization, yet for much of modern history they have been treated as little more than sewers, roads, and sources of power. Today they are in crisis. Rivers and the people who rely on them face a multitude of problems, including increased flooding, drought, pollution, and ill-conceived dams. These problems will threaten human rights, public health, political stability, and ecological resilience far into the future unless we learn to manage rivers more

justly and sustainably. Can we reimagine rivers before it is too late? This course will pursue this question by examining the social, cultural, and political dimensions of conflict over rivers in the twentieth and twenty-first centuries. Drawing on scholarship from a wide range of social science and humanities disciplines and focusing on case studies in Asia, Africa, Europe, and the Americas, it will explore a diverse array of sources: film, fiction, ethnography, history, journalism, and more.

Requirements/Evaluation: Each week, each student will either write a 5-page essay on assigned readings or write a 2-page critique of a partner's paper.

Prerequisites: None

Enrollment Limit: 10

Enrollment Preferences: Environmental Studies majors and concentrators

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 243(D2) ANTH 243(D2)

Writing Skills Notes: Students take turns writing 5-page essays and 2-page responses to those essays, with each writing 6 in total. For each five-page paper, I meet with the student to discuss technical aspects of the paper and specific ways in which it could be improved. At the end of the semester, students have the option of handing in one revised paper as part of a portfolio of papers from throughout the semester. This enables me to have an ongoing, in-depth discussion with each student about their writing skills.

Difference, Power, and Equity Notes: This course focuses on the role of rivers in struggles over cultural difference, social power, and environmental equity. Throughout the course, students read and write extensively about environmental justice, and they engage with diverse theoretical approaches to studying the intersection of water, power, and social identity. Our focus from beginning to end is on the profound impact of river management on the lives of marginalized indigenous, agrarian, and urban communities.

Attributes: ENVI Humanities, Arts + Social Science Electives

Spring 2025

TUT Section: T1 TBA Nicolas C. Howe

ENVI 257 (S) Cities, Suburbs, and Rural Places (DPE)

Cross-listings: AMST 247 / LATS 230

Secondary Cross-listing

Long associated with cities in the scholarly and popular imagination, transnational migrants have increasingly settled in U.S. suburbs and rural localities and have made these places home. Through the lens of new destinations for im/migrants, this course introduces spatial methods, perspectives, and concepts to understand cities, suburbs, and rural places. We ask how geographically specific forces and actors shape migrants' living conditions, as well as consider the spatially uneven outcomes of complex processes like globalization. We analyze how different actors discursively and materially demarcate who belongs and who does not, and how these boundaries shape migrants' everyday practices. This interdisciplinary course highlights the legal, economic, political, environmental, social, and cultural dimensions of how transnational migrants become part of and create homes in new destinations. Through a range of textual materials (academic, literary, popular, visual), we explore the construction of landscapes, how people shape space at local and regional scales, and where people do life's work and come together to build cultural space. Rooted in critical race geographies, case studies are comparative across different racial and ethnic groups in the U.S. West, South, Midwest, and Northeast. This course will be mostly discussion-based, grading based on participation, short writing exercises, four assignments, and a final project.

Class Format: This is also a discussion course. While I will spend some time at the beginning of the class lecturing, most of the time will be spent in class discussions.

Requirements/Evaluation: Grading based on participation, short writing exercises, four assignments, and a final project. All writing materials and exams are based on coursework.

Prerequisites: None

Enrollment Limit: 25

Enrollment Preferences: LATS concentrators or those intending to become LATS concentrators

Expected Class Size: 25

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 257(D2) AMST 247(D2) LATS 230(D2)

Difference, Power, and Equity Notes: Students examine how race, gender, sexuality, class, and documentation status also impact how immigrants 'transition' to new migration destinations. We consider how the exercise of unequal power affects migration, settlement, and place-making. Students analyze representations and demographic data to determine how people are portrayed and what their material conditions are.

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora AMST Space and Place Electives ENVI Humanities, Arts + Social Science Electives LATS Core Electives

Spring 2025

LEC Section: 01 TR 9:55 am - 11:10 am Edgar Sandoval

ENVI 264 (S) Architecture as Politics: Space, Design, Technology (DPE)

Cross-listings: ARTS 254

Secondary Cross-listing

This course delves into the intersection of architecture as a form of political expression, technology, and their collective impact on societal change. Emphasizing architecture as a discipline deeply intertwined with politics and shaped by technological advancement, this course will examine how a spectrum of art tools--from traditional to digital and computational--helps shape buildings and public spaces, shifts power structures, and hinders or promotes social justice. The curriculum blends theoretical exploration with practical application. Students will engage in critical analysis, technology-driven design workshops, and peer evaluations, culminating in a final project that melds techno-political theory with cutting-edge architectural practices. This course is ideal for students keen on leveraging technological architectural techniques to craft spaces with profound political and social impact.

Requirements/Evaluation: This is an intensive studio tutorial requiring working outside of scheduled class hours. In this course, students can work with the following media assuming that they can master them for a 200-level course: architecture models (physical and digital), photo reportages, 2D collages (e.g., Photoshop), digital humanities (cartographies, counter mapping, oral histories, digital archives), and curatorial platforms. Students will participate in tutorials plus a final project of significant scope. Evaluation will be based primarily on the quality of the final project but also on participation.

Prerequisites: Drawing I or permission of instructor.

Enrollment Limit: 10

Enrollment Preferences: Studio Art majors, Art History and Studio Art majors, ENVI majors and concentrators.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Materials/Lab Fee: \$350-\$450 lab fee charged to term bill. Lab and materials fees for all studio art classes are covered by the Book Grant for all Williams financial aid recipients.

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTS 254(D1) ENVI 264(D1)

Difference, Power, and Equity Notes: This tutorial will employ theories and approaches from design activism and critical environmental studies to analyze the relationship between space and difference, including, but not limited to, race, class, ethnicity, gender, sexuality, religion, and species. Students will apply these theories and approaches to creating place-based projects.

Spring 2025

TUT Section: T1 TR 11:20 am - 12:35 pm Giuseppina Forte

ENVI 304 (S) Sacred Custodians: Environmental Conservation in Africa (DPE)

Cross-listings: HIST 304 / GBST 304 / AFR 335

Secondary Cross-listing

In this seminar we will explore environmental conservation in Africa. In particular we will look at African ideas, ethics, and approaches to environmental conservation. Are there African ideas, ethics, and activities that are uniquely conservationist in nature? We will explore well-known African leaders to understand what spurred them to become conservationists, how they interpreted and communicated environmental crises. For example, Wangari Maathai is a world-renowned female scientist who established the Green Belt Movement in Kenya. This movement focuses on addressing the problem of de-forestation. Ken Saro-Wiwa was an activist in Nigeria who fought for and alongside local communities against multinational oil corporations. We will examine these and other African conservation practices alongside popular images of environmental crisis that place blame for environmental degradation on Africans. Students will be invited to critically study histories of environmental management on the continent and the emergence, development, and impact of the idea of conservation. We will unpack the rich histories of conservation efforts in Africa, such as resource extraction, game parks, desertification, wildlife and hunting, traditional practices, and climate change.

Requirements/Evaluation: Requirements/Evaluation: active participation in discussion, map quiz, reading reflections, critical reflections on films, a case study (5-7 pages), and one exam.

Prerequisites: None

Enrollment Limit: 25

Enrollment Preferences: If course is over-enrolled, preference to History Majors and students with a demonstrated interest in African studies.

Expected Class Size: 15-20

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 304(D2) GBST 304(D2) ENVI 304(D2) AFR 335(D2)

Difference, Power, and Equity Notes: This course will intensively explore the question of how various global and local actors have defined environmental degradation and promoted approaches to conservation in Africa. It guides students through an examination of the different power dynamics that have shaped environmental conservation thought and practices on the continent. This course, therefore, provides a critical lens through which to examine the inequalities rooted in race, gender, and other forms of difference

Attributes: ENVI Humanities, Arts + Social Science Electives HIST Group A Electives - Africa

Spring 2025

SEM Section: 01 TF 1:10 pm - 2:25 pm Benjamin Twagira

ENVI 316 (F) Governing Cities by Design: the Built Environment as a Technology of Space (DPE)

Cross-listings: ARTS 316

Primary Cross-listing

Like in the classic era, cities of the 19th century were metaphors for government: good government could not exist without good governance of the city. This creative seminar charts the transformation of the built environment (architecture and urbanism) as a technology of space to govern cities and citizens from the mid-19th century until the present. Through debates and case studies across geographies and historical timeframes, we will analyze how regimes of government shape and are shaped by the built environment. The seminar has a studio component that consists of an urban project where students will apply theories and approaches to a real case study using digital art (2D and 3D modeling).

Class Format: Because this seminar is cross-listed with ARTS, there is a studio component (short assignments and final project)

Requirements/Evaluation: Active presence in class discussions and presentations, willingness to experiment, contributions to a collaborative seminar/studio environment, quality of work, depth and quality of the investigative process.

Prerequisites: ENVI 101 or instructor permission

Enrollment Limit: 15

Enrollment Preferences: ENVI majors and concentrators, Studio Art majors

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Materials/Lab Fee: \$250-\$350 lab fee charged to term bill. Lab and materials fees for all studio art classes are covered by the Book Grant for all

Williams financial aid recipients.

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTS 316(D1) ENVI 316(D2)

Difference, Power, and Equity Notes: Using theoretical perspectives from urban studies, this seminar/workshop explores how the built environment, as a technology of space, contributes to the production of difference, the establishment of certain regimes of power, and the erasure of specific urban histories--mainly those of underrepresented groups. Students will engage in multimedia place-based projects to imagine and create more equitable built environments.

Attributes: ENVI Humanities, Arts + Social Science Electives

Fall 2024

SEM Section: 01 TR 8:30 am - 9:45 am Giuseppina Forte

ENVI 351 (F)(S) Marine Policy (DPE) (WS)

Cross-listings: PSCI 319 / CAOS 351

Secondary Cross-listing

Coastal communities are home to nearly 40% of the U.S. population, but occupy only a small percentage of our country's total land area. Intense population density, critical transportation infrastructure, significant economic productivity, and rich cultural and historic value mark our coastal regions as nationally significant. But, coastal and ocean-based climate-induced impacts such as sea level rise, ocean warming and acidification pose extraordinary challenges to our coastal communities, and are not borne equally by all communities. This seminar considers our relationship with our ocean and coastal environments and the foundational role our oceans and coasts play in our Nation's environmental and economic sustainability as well as ocean and coastal climate resiliency. Through the lens of coastal and ocean governance and policy-making, we critically examine conflict of use issues relative to climate change, climate justice, coastal zone management, fisheries, ocean and coastal pollution and marine biodiversity.

Class Format: This class is taught only at Williams-Mystic in Mystic, Connecticut and includes coastal and near-shore interdisciplinary field seminars, and 10 days offshore.

Requirements/Evaluation: Weekly Readings; Class Participation; Small and large group strategy exercises (written and oral); Written Research Project: issues paper and draft research paper; Final Research Project: multiple formats available

Prerequisites: none

Enrollment Limit: 23

Enrollment Preferences: must be enrolled at Williams-Mystic in Mystic, Connecticut

Expected Class Size: 22

Grading: no pass/fail option, no fifth course option

Unit Notes: must be enrolled at Williams-Mystic in Mystic, Connecticut

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

PSCI 319(D2) ENVI 351(D2) CAOS 351(D2)

Writing Skills Notes: Each student will write one 3-5 page research issues paper and one 8-10 page draft research paper as well as a final project with written components equaling 5-8 pages. Each submission receives written feedback from the professor, including research guidance, input on grammar, structure, language, analysis. Students also receive verbal feedback in individual conferences to discuss research paper organization, analysis, structure and grammar as well as final project input.

Difference, Power, and Equity Notes: Coastal and ocean policy issues relating to climate change, coastal zone management, fisheries, ocean pollution and marine biodiversity impact environmental and climate justice. Students examine coastal governance while considering the disproportionate burdens on underrepresented populations in U.S. coastal communities caused by climate change and coastal policies. Students analyze multi-disciplinary evidence and work to strengthen their integrative, analytical, writing, and advocacy skills.

Attributes: ENVI Environmental Policy EXPE Experiential Education Courses POEC Depth

Fall 2024

SEM Section: 01 F 9:00 am - 12:00 pm

Spring 2025

SEM Section: 01 F 9:00 am - 12:00 pm

GBST 132 (S) Musics of the Spanish Colonial Empire, ca. 1500-1800 (DPE)

Cross-listings: MUS 133

Secondary Cross-listing

With territories around the globe from the Americas to the Philippines to portions of Western Europe, the Spanish colonial empire was, at its height, one of the largest and most expansive in history. This course explores the myriad ways in which Spanish colonial powers influenced, interacted with, and reacted to the musical cultures of the colonized and how indigenous and/or colonized peoples persisted in asserting their musical voices over the course of several centuries--from the time of the Spanish arrival in the Americas (as well as southern Italy and the East Indies) during the fifteenth and sixteenth centuries to the empire's eventual decline in the nineteenth century. We will begin by defining the concepts of "colonialism" and "imperialism" in order to understand how such political and socio-economic power structures developed and attempted to exert control and influence over subjugated populations--and consequently over their music. From there, we will investigate some of the musical developments and repertoires that resulted from these efforts through a series of modules on various territories colonized by Spain, including the Spanish territories of Naples/southern Italy, New Spain, and the Philippines. Coursework will include discussion-based and written responses to weekly readings and listening assignments and small group presentations on a Spanish colonized space not covered in one of the central course modules. The ability to read musical notation is not required.

Class Format: Lecture-discussion

Requirements/Evaluation: Attendance/participation; weekly discussion-leading and informal written forum responses to assigned materials; two close reading/listening papers; and a final collaborative presentation project to be conducted in small groups

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: Preference given to first years and sophomores

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

GBST 132(D2) MUS 133(D1)

Difference, Power, and Equity Notes: The course explores how political and socio-economic power structures exerted control and influence over subjugated populations in the Spanish colonial empire--and consequently over their music, and examines the myriad ways in which Spanish colonial powers influenced, interacted with, and reacted to the musical cultures of the colonized and how indigenous and/or colonized peoples persisted in asserting their musical voices over the course of several centuries

Attributes: MUS Music History: Pre-1750

Spring 2025

SEM Section: 01 TR 9:55 am - 11:10 am Elizabeth G. Elmi

GBST 151 (F) Global Questions, Global Frameworks (DPE)

In this foundational course in the Global Scholars Program, students will be introduced to an interdisciplinary approach to exploring critical global issues. The course is organized according to three key themes -- sustainability, democracy, and indigeneity -- which will structure our academic explorations in the fall semester and provide important context for on-site work in Santiago, Chile, during Winter Study. Students will engage these frameworks and concepts to consider global processes and examine the complexities of life on an increasingly overheated and fragmented planet. The first part of the course will explore critical topics in Global Studies and grapple with influential theories on climate change, sustainability, and human rights. The second part will be focused on a particular country and city -- Chile and its capital of Santiago -- and how overarching geopolitical tendencies impact the reality of life in that area as well as creative strategies emerging in local communities. One purpose of this module is to prepare students for their Winter Study trip to that region, where they will engage in research related to their academic interests. Only students admitted to the Global Scholars Program will be able to register for this course.

Class Format: Discussion-based class

Requirements/Evaluation: Participation in class discussions, reading course materials, engaging with our speakers, two 5-7 pp. papers and a final project.

Prerequisites: None

Enrollment Limit: 12

Enrollment Preferences: Global Scholars Program Fellows

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: Taking an interdisciplinary approach to exploring critical global issues, students will grapple with difference, power and equity in a global context through leading theories of climate change, sustainability, and human rights as well as how these issues impact particular communities around the world. One purpose of this course is to enable students to become better equipped to conduct research on pressing issues around the world and be more responsible global citizens.

Fall 2024

SEM Section: 01 TF 1:10 pm - 2:25 pm Jennifer L. French

GBST 214 (F) Asian/American Identities in Motion (DPE)

Cross-listings: AAS 216 / AMST 213 / DANC 216 / ASIA 216 / THEA 216

Secondary Cross-listing

The course aims to explore dance and movement-based performances as mediums through which identities in Asian and Asian American (including South Asian) communities are cultivated, expressed, and contested. Students will engage with how social and historical contexts influence the processes through which dance practices are invested with particular sets of meanings, and how artists use performance to reinforce or resist stereotypical representations. Core readings will be drawn from Dance, Performance, Asian, and Asian American Studies to engage with issues such as nation formation, racial and ethnic identity politics, appropriation, tradition and innovation among other topics. This is primarily a discussion-based seminar course, and might also include screenings, movement workshops, and discussion with guest artists and scholars. No previous dance experience is required.

Requirements/Evaluation: reading responses, in-class writing assignments, participation in discussions and presentations, two 5-6 page essays, and a final cumulative essay assignment.

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: first years and sophomores

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AAS 216(D2) AMST 213(D2) DANC 216(D1) GBST 214(D2) ASIA 216(D1) THEA 216(D1)

Difference, Power, and Equity Notes: This course introduces students to the role of performance in nation formation in Asia and the history of Asian Americans in the US through analysis of dance practices. Student will explore how race was central to the formation of Asian and the American nations, and how social and legal discriminatory practices against minorities influence identity and popular cultural practices. The assigned material provide examples of how artists address these inequalities and differences in social power.

Attributes: AAS Core Electives AAS Gateway Courses

Fall 2024

SEM Section: 01 WF 11:00 am - 12:15 pm Munjulika R. Tarah

GBST 242 (S) Americans Abroad (DPE)**Cross-listings:** AMST 242 / COMP 242 / ENGL 250**Secondary Cross-listing**

This course will explore some of the many incarnations of American experiences abroad from the end of the 19th century to the present day. Materials will be drawn from novels, short stories, films, and nonfiction about Americans in Europe in times of war, peace, and pandemic. We will compare and contrast the experiences of novelists, soldiers, students, war correspondents, jazz musicians, and adventurers. What has drawn so many Americans to Europe? What is the difference between a tourist, an expat, and an émigré? What are the profound, and often comic, gaps between the traveler's expectations and the reality of living in, say, Paris or a rural village in Spain? What are the misadventures and unexpected rewards of living, working, writing, or even falling in love in translation? How did recent lockdowns and border closings impact and/or interrupt these complex experiences? Authors may include: Edith Wharton, Henry James, Langston Hughes, Martha Gellhorn, Ernest Hemingway, Elaine Dundy, Richard Wright, and Ben Lerner. Additional reading will be drawn from historical and critical works. All readings will be in English. This comparative course is designed to highlight the challenges and benefits of cultural immersion abroad. It will focus on the linguistic, emotional, intellectual, and social adaptation skills that are required to understand others, and oneself, in new contexts. Many of the authors and artists we will study chose, or were forced to, leave oppressive situations in the United States where their futures were limited due to factors related to politics, gender, race or class (and combinations thereof). We will study their dislocation, and freedom, and struggles to reshape their (and our) concept of "home" into something that reflects individual identity, and not one imposed by any national culture--American or foreign.

Requirements/Evaluation: Each student will give an in-class presentation and complete 3 writing assignments totaling 20 pages; one of these writing assignments will be a personal travel narrative based on the student's own experiences.

Prerequisites: Any literature course at Williams or permission of instructor.

Enrollment Limit: 18

Enrollment Preferences: Comparative Literature, English or American Studies majors, and/or students who have studied away or plan on doing so, and/or students who are from international and/or bilingual (or multilingual) backgrounds.

Expected Class Size: 18

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

GBST 242(D2) AMST 242(D2) COMP 242(D1) ENGL 250(D1)

Difference, Power, and Equity Notes: We will read and analyze primary materials and literature that reflect on Americans who chose, or were forced to, reinvent themselves abroad to escape oppressive situations in the United States related to gender, class, race, or political views. The socio-historical context of each writer will be crucial to understanding their situations. Students will write critical papers, and their own narrative in which they reflect on a situation of personal dislocation, either while traveling, or at home.

Attributes: AMST Arts in Context Electives GBST Borders, Exiles + Diaspora Studies

Spring 2025

SEM Section: 01 TR 9:55 am - 11:10 am Soledad Fox

GBST 262 (F) Paper Trails (DPE)**Cross-listings:** SOC 262 / STS 262**Secondary Cross-listing**

Long before the invention of the passport, states or state-like entities sought to document and manage populations and discipline bodies. This course invites students to critically reflect on documentation practices and systemic violence, particularly against racial, ethnic, sexual, and political minorities. Students will explore identity-making through documentary practices such as the three-generation life history, a biographical form that Soviet-allied countries used to reward loyalty and punish disloyalty. Labels, such as a criminal record or pre-existing health conditions, also trail or precede individuals their whole lives. Students will grapple with what happens when the paper trail goes cold--when identification documents are invalidated, birth certificates withheld, household registries purged, and archives destroyed. Students will explore the rise of surveillance and biometric data alongside the actors, technologies, and industries that try to circumvent them in places such as the Xinjiang Uyghur Autonomous Region and along the US-Mexico border. In this project-based course, students will exhume paper trails and imagine alternative ways to create, alter, and subvert them.

Requirements/Evaluation: thoughtful and consistent class participation, facilitation of guest speakers, Special Collections visit, project memos, and

final project and presentations

Prerequisites: None

Enrollment Limit: 15

Enrollment Preferences: Anthropology and sociology majors, Global Studies concentrators; Science and Technology Studies concentrators. If the course overenrolls, the instructor will send out a Google Form to make enrollment decisions.

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

SOC 262(D2) STS 262(D2) GBST 262(D2)

Difference, Power, and Equity Notes: In this course, students will interrogate some of the key documents that structure our lives and serve as tools for waging systemic violence against ethnic, racial, sexual, and political minorities. Students will synthesize and apply these lessons about bureaucratic documentation toward the benefit of a community partner.

Fall 2024

SEM Section: 01 MWF 8:30 am - 9:45 am Phi H. Su

GBST 273 (S) The Humanities: A Literary and Cultural History (DPE)

Cross-listings: COMP 273

Secondary Cross-listing

This course will start with a history of the curriculum of Williams College, and will include a research project students will complete through the course catalogues and other materials in the college archives. From that point of departure we will read several novels and articles, see films, listen to music, and study cultural moments in the United States and abroad when the Humanities have peaked (for example, the GI Bill) and others when their value has been questioned, censored or come under threat (from the McCarthy era to AI).

Requirements/Evaluation: A semester-long research project in the Williams College Archives, engaged daily class participation, midterm exam, final paper, two in-class presentations (one in pairs, one individual), discussion leading.

Prerequisites: None

Enrollment Limit: 18

Enrollment Preferences: Open to all students. If overenrolled, instructor will send out a survey to determine enrollment in the course.

Expected Class Size: 18

Grading: no pass/fail option, no fifth course option

Materials/Lab Fee: None

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 273(D1) GBST 273(D2)

Difference, Power, and Equity Notes: One of the goals of this course is to consider the democratizing role the humanities play within a Liberal Arts education, and the role of this type of education in the larger context of the world we live in. Is the pursuit of the study of literature, languages, and the arts in sync with career readiness goals that students are, very reasonably, concerned with? We will explore this and related questions. This course proposes the humanities as a space for all, not a luxury for the privileged few.

Spring 2025

SEM Section: 01 TR 11:20 am - 12:35 pm Soledad Fox

GBST 294 (S) Victimhood Nationalism in Global History & Memory (DPE) (WS)

As globalism of the 21st century has shifted its focus from imagination to memory, the global memory culture focusing on victims has dawned on us as an undeniable reality with the entangled memories of: Apartheid, American slavery, and white settler genocides of the indigenous peoples; German

empire's colonial genocide of the Nama and Herero in Namibia and the Nazi Holocaust; the Armenian genocide and the Holocaust; Vietnam War and Algerian war; Rwandan genocide and ethnic cleansing in the Balkans; Japanese military "comfort women" and gendered violence during the Yugoslav Wars; forced sexual labor in the Nazi concentration camps and sexual slavery of the Islamic State; political genocide of Stalinism and the Latin American military dictatorships; civilian massacres of developmental dictatorships in the global Cold War era. Global memory formation intensified the victimhood competition among national memories. Victimhood nationalism epitomizes nationalism's metamorphosis under the globalization of memory in the 21st century. This course will trace the mnemo-history of victimhood nationalism, focusing on the entangled memories of Poland, Germany, Israel, Japan, and Korea in the global memory formation. Other case studies, including former Yugoslavia, post-9/11 America, will also be discussed.

Requirements/Evaluation: Class participation, pop quizzes and a final research paper (approximately 5000 words)

Prerequisites: None

Enrollment Limit: 15

Enrollment Preferences: GBST concentrators and History majors

Expected Class Size: 10

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (DPE) (WS)

Writing Skills Notes: This seminar includes a final research paper on victimhood nationalism. Prior to submission, the paper will go through several drafts and edits.

Difference, Power, and Equity Notes: A comparative, global approach to the study of memory and nationalism exploring the particular role of victimhood and genocide. How is violence remembered? How has past violence been justified? Who is remembered as a victim and who is not?

Attributes: GBST Borders, Exiles + Diaspora Studies GBST East Asian Studies GBST Middle Eastern Studies GBST Russian + Eurasian Studies HIST Group G Electives - Global History

Spring 2025

SEM Section: 01 TF 1:10 pm - 2:25 pm Jie-Hyun Lim

GBST 304 (S) Sacred Custodians: Environmental Conservation in Africa (DPE)

Cross-listings: HIST 304 / ENVI 304 / AFR 335

Secondary Cross-listing

In this seminar we will explore environmental conservation in Africa. In particular we will look at African ideas, ethics, and approaches to environmental conservation. Are there African ideas, ethics, and activities that are uniquely conservationist in nature? We will explore well-known African leaders to understand what spurred them to become conservationists, how they interpreted and communicated environmental crises. For example, Wangari Maathai is a world-renowned female scientist who established the Green Belt Movement in Kenya. This movement focuses on addressing the problem of de-forestation. Ken Saro-Wiwa was an activist in Nigeria who fought for and alongside local communities against multinational oil corporations. We will examine these and other African conservation practices alongside popular images of environmental crisis that place blame for environmental degradation on Africans. Students will be invited to critically study histories of environmental management on the continent and the emergence, development, and impact of the idea of conservation. We will unpack the rich histories of conservation efforts in Africa, such as resource extraction, game parks, desertification, wildlife and hunting, traditional practices, and climate change.

Requirements/Evaluation: Requirements/Evaluation: active participation in discussion, map quiz, reading reflections, critical reflections on films, a case study (5-7 pages), and one exam.

Prerequisites: None

Enrollment Limit: 25

Enrollment Preferences: If course is over-enrolled, preference to History Majors and students with a demonstrated interest in African studies.

Expected Class Size: 15-20

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 304(D2) GBST 304(D2) ENVI 304(D2) AFR 335(D2)

Difference, Power, and Equity Notes: This course will intensively explore the question of how various global and local actors have defined

environmental degradation and promoted approaches to conservation in Africa. It guides students through an examination of the different power dynamics that have shaped environmental conservation thought and practices on the continent. This course, therefore, provides a critical lens through which to examine the inequalities rooted in race, gender, and other forms of difference

Attributes: ENVI Humanities, Arts + Social Science Electives HIST Group A Electives - Africa

Spring 2025

SEM Section: 01 TF 1:10 pm - 2:25 pm Benjamin Twagira

GBST 348 (F) Altering States: Post-Soviet Paradoxes of Identity and Difference (DPE) (WS)

Cross-listings: RUSS 348 / SOC 348

Secondary Cross-listing

Critics and apologists of Soviet-style socialism alike agree that the Soviet ideology was deeply egalitarian. Putting aside for a moment the very reasonable doubts about how justified this perception actually was, it is still worth asking, how did people who lived in the world in which differences in rank, class, gender or ethnicity were not supposed to matter, make sense of their post-socialist condition, one in which new forms of difference emerged, and old ones assumed greater prominence? And how do these encounters with difference impact current events, such as Russia's invasion of Ukraine, or the lingering tensions between East and West Germans? This tutorial will examine new dilemmas through ethnographic studies and documentary films that aim to capture in real time the process of articulating and grappling with newly discovered divides. We will focus especially closely on Ukraine and Russia, but will also read comparative studies, as well as works on East Germany and Georgia. This course fulfills the DPE requirement by exploring comparatively the ways in which people in different countries made sense of the social, cultural and political heterogeneity of the post-socialist condition.

Requirements/Evaluation: 5-page paper every other week, written comments on the partner's paper in alternate weeks

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: Anthropology, Sociology, and Russian majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

GBST 348(D2) RUSS 348(D1) SOC 348(D2)

Writing Skills Notes: This is a tutorial course, with plenty of opportunities to work on writing and argumentation. Tutorial papers receive written feedback from both the instructor and the tutorial partner, and are workshopped during the tutorial meetings.

Difference, Power, and Equity Notes: Students will learn to identify and interrogate processes of social differentiation and exclusion as they take place across Russia and Eastern Europe. We will also train ourselves to identify parallels, as well as differences, between responses to the social and economic uncertainty ushered by the fall of socialism, and the discontents triggered by similar conditions closer to home.

Attributes: GBST Russian + Eurasian Studies

Fall 2024

TUT Section: T1 M 7:00 pm - 9:40 pm Olga Shevchenko

GBST 369 (F) Indigenous Narratives: From the Fourth World to the Global South (DPE) (WS)

Cross-listings: COMP 369 / HIST 306 / ARAB 369

Secondary Cross-listing

In the late 20th century, world literature has witnessed a "boom" in indigenous literature. Many critics and historians describe this global re-emergence of the subaltern and the indigenous in terms of literary justice fostered by post-colonial studies and the adoption of the Declaration of the Rights of Persons Belonging to National or Ethnic, Religious and Linguistic Minorities, by the UN General Assembly on December 18, 1992. In this course, we will investigate this "indigenous boom" by reading novels and short stories from the Americas, the Middle East and North Africa from the 1970s to the present. Through these trans-regional and trans-historical peregrinations, our principal goal will be to examine and compare narratives about

conquest, settler colonialism, colonial nationalism, indigeneity, sovereignty, indigenous epistemology and philosophy. At the same time, we will consider the following questions: How did pioneering indigenous women writers, such as the Laguna Pueblo Leslie Marmon Silko in the US and the Mayan playwrights of La Fomma in Chiapas, Mexico lead the feminist front of the indigenous literary renaissance? How did Palestinian folktales, Amazigh poetics in the Maghreb, and Mayan dream narratives in Mexico and Guatemala produce narratives of decolonial history? What does the aesthetics of magical realism in Arabic, Quechua and Spanish, respectively, as evident in the works of the Kurdish writer Salim Barakat (Syria) and the mestizo writer José María Arguedas (Peru) tell us about the intersection of race, ethnicity, and indigenous epistemology? What is the connection between the recent "boom" of English translations of Indigenous texts and neoliberalism, multiculturalism and neo-colonialism? Ultimately, our goal is to trace how these texts contributed to global indigenous literature and the trans-historical and trans-geographical connections between them.

Requirements/Evaluation: active class participation, several short response assignments (3-4 pages), two film reviews (1 page), a performance project, and a final paper (7- to 10-pages)

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Comparative Literature majors

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 369(D1) HIST 306(D2) ARAB 369(D1) GBST 369(D2)

Writing Skills Notes: This course will enable students to write weekly while engaging with various forms of writing skills: articulating arguments in short response papers (3-4 pages each), developing visual criticism through writing two film reviews, (1 page each), journaling through writing a personal reflections on a performance project, and honing research language in producing a final paper of 7-10 pages. Instructor's feedback and peer review sessions will include review of drafts and argumentative structures.

Difference, Power, and Equity Notes: At the heart of this course is the history of global Indigenous struggle for liberation and decolonization. The various novels, short stories, poems, films and other texts that students will engage with narrate histories of colonial dispossession, racial oppression, economic subjugation and dehumanization of minoritized Indigenous communities in the Americas, North Africa and the Middle East.

Attributes: GBST Borders, Exiles + Diaspora Studies

Fall 2024

SEM Section: 01 MR 1:10 pm - 2:25 pm Amal Equeiq

GBST 373 (F) A Global History of Mass Dictatorship (DPE)

What if the majority supports dictatorship? Is it dictatorship or democracy? How far is the contemporary American democracy from Alexis Tocqueville's observation of America as the 'tyranny through masses'? What's the dividing line between democracy and dictatorship? How could the communist regime use the metaphor of 'people's democracy' to justify the proletarian dictatorship? How distant is Mao Zedong's 'dictatorship by the masses' from the plebiscitary democracy? How different is the French Jacobin's 'Sovereign dictatorship' from the Fascist's 'new politics' based on popular sovereignty? How different is Jacobin's 'totalitarian democracy (Jacob Talmon)' from the Cold War paradigm of totalitarianism? 'Mass dictatorship' as a historical oxymoron is a hypothetical answer to those questions. This course is designed to encourage students to respond independently to those questions. Putting comparatively diverse dictatorships, including fascism, Nazism, Bolshevism, Maoism, developmental dictatorships, and (neo-)populisms in a global historical perspective, this seminar course would raise doubt about the conventional binary of democracy and dictatorship and problematize the Western democracy. This course is motivated by "how to democratize contemporary democracy." As a participatory observer of the American presidential election 2024, we will investigate a global history of mass dictatorship with a critical gaze.

Requirements/Evaluation: Class participation: 30%; Pop quizzes: 20%; There will be four quizzes. Each quiz, five points worth, contains questions about recent readings, lectures, discussions, and other class discussions. Final Essay: 50%; Instructions will be given in class several weeks in advance. The final essay needs to be written as an answer with two tiers of argument and supportive examples. The length is about 2,000 words.

Prerequisites: None

Enrollment Limit: 25

Enrollment Preferences: GBST concentrators and HIST majors

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: Taking a global, comparative approach, this course evaluates the experiences of people on different continents with dictatorships and how these authoritarian systems and regimes operate differently in each context.

Attributes: GBST East Asian Studies GBST Latin American Studies GBST Middle Eastern Studies GBST Russian + Eurasian Studies GBST South + Southeast Asia Studies HIST Group G Electives - Global History

Fall 2024

SEM Section: 01 W 7:00 pm - 9:40 pm Jie-Hyun Lim

GBST 414 (F) Displacement: Global Histories of Refugees and Forced Migration (DPE) (WS)

Cross-listings: ARAB 414 / HIST 402

Secondary Cross-listing

The Middle Eastern refugee has become a central figure in debates on migration, asylum, and the right to belong in Europe, Asia, and North America. Often stereotyped as threatening, alien, and rootless, these migrants are generally depicted as lacking histories and by extension not worthy of consideration or empathy. This course invites students to understand some of the most tragic humanitarian crises of our time and the massive involuntary displacements provoked by war, violence, and/or climate change. Taking a global perspective, this seminar examines the history of displacement, refugees, migration, diaspora in a focusing on the nineteenth century through the present. With special attention to the historical experience of various peoples of the Middle East, the course will start with theoretical approaches to the study of migration and then delve into case studies. A range of different moments of displacement will be analyzed such as the experiences of Armenians, Jews, Palestinians, Syrian, Iraqis, and Kurds. By examining the human geography and politics of forced displacement and migration, this course will address a number of important academic and political questions: what makes a history written by, about, and for displaced people powerful? How can writing from the perspectives of refugees challenge core debates about identity, the nation and borders? How does the focus on displacement help in understanding the nature of war and conflict?

Requirements/Evaluation: Final 25 page research paper, several drafts of paper, class presentations and in class writing exercises.

Prerequisites: None

Enrollment Limit: 15

Enrollment Preferences: History and Arabic Studies majors and Global Studies concentrators.

Expected Class Size: 15

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ARAB 414(D2) GBST 414(D2) HIST 402(D2)

Writing Skills Notes: This research seminar will involve the writing of a final 25 page paper. Prior to that stage, each process of writing will involve moments of feedback and sharing. Students will submit a proposal early on in the semester and then write an outline. These will receive peer and instructor feedback. They will then submit a five page draft in October, a 10 page draft in November, before the final submission in December. In this way, they will have opportunities to rework and improve their writing.

Difference, Power, and Equity Notes: This course takes a comparative approach by exploring the predicament of some of the most vulnerable people in the world, i.e, displaced peoples and refugees. The course will consider their legal status and their experience of leaving their homes due to wars or natural disaster. The area of study is the Middle East and we will examine the historical experience of a number of different people in the region including Kurds, Palestinians, Sephardi Jews, and Syrians.

Attributes: HIST Group E Electives - Middle East

Fall 2024

SEM Section: 01 M 7:00 pm - 9:40 pm Magnús T. Bernhardsson

HIST 144 (S) Brazil's Myth of Racial Democracy (DPE) (WS)

The notion that race worked differently in Brazil took root in the early twentieth century and grew into a myth that the country was home to a unique "racial democracy." This course will examine the creation and surprisingly long life of this idea among not only Brazilians but also observers and visitors from the U.S., Europe, and Africa. We will look at how "racial democracy" became central to constructions of Brazilian national identity, how the country's governments tried to coopt Black cultural forms like samba and Carnaval into official culture, and how thinkers around the world used Brazil to define their understanding of race making in their own regions. The special focus, though, will be on how Afro Brazilians challenged the myth politically, intellectually, and artistically from the 1920s to the 1990s. Our texts will include the fiction, memoirs, manifestos, and scholarship of individuals like Abdias do Nascimento, Carolina Maria de Jesús, and Sueli Carneiro, as well as the activism of Black and feminist groups.

Requirements/Evaluation: Class participation, three 3-page papers, written responses, and a 10-12 page research paper.

Prerequisites: None

Enrollment Limit: 19

Enrollment Preferences: Preference to first- and second-year students

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE) (WS)

Writing Skills Notes: Students will write three 3-papers on set topics and a 10-12 page research paper. Revision of the first short paper, in response to instructor's comments is mandatory. Students will receive timely feedback on all pieces of writing and will participate in in-class workshops on identifying sources, formulating an argument, and presenting a compelling case.

Difference, Power, and Equity Notes: This course will examine how Brazilians created, lived, and contested categories of racial difference over the twentieth century. We will look at the intersections of gender, sexuality, regional, and national identities with race in Brazil and will make comparisons between processes of race-making in Brazil and around the Atlantic.

Attributes: HIST Group D Electives - Latin America + Caribbean

Spring 2025

SEM Section: 01 TR 8:30 am - 9:45 am Roger A. Kittleson

HIST 152 (F) The Fourteenth Amendment and the Meanings of Equality (DPE) (WS)

Cross-listings: WGSS 152

Primary Cross-listing

For more than 150 years, the 14th Amendment of the U.S. Constitution has served as the principal touchstone for legal debates over the meaning of equality and freedom in the United States. This course explores the origins of the 14th Amendment in the years immediately following the Civil War, and examines the evolution of that amendment's meaning in the century that followed. Central themes in this course include the contested interpretations of "birthright citizenship," "due process," "privileges and immunities," "equal protection," and "life, liberty or property"; the rise, fall, and rebirth of substantive due process; battles over incorporating the Bill of Rights into the 14th Amendment; and the changing promise and experience of citizenship. We will pay particular attention to how arguments about the 14th Amendment have shaped and been shaped by the changing meanings of racial and gender equality.

Requirements/Evaluation: a series of short (3-page) response papers; and a final 10-12 page research paper

Prerequisites: first-year or sophomore standing; juniors or seniors with permission of instructor

Enrollment Limit: 19

Enrollment Preferences: given first to sophomores who have been dropped from this class previously, then to first-years, then to sophomores who have not been dropped previously

Expected Class Size: 15-19

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 152(D2) HIST 152(D2)

Writing Skills Notes: Students will write three short (3-page) response papers to the readings in the first part of the semester, and will also write a substantial (10- to 12-page) research paper. In preparation for the research paper, students will write proposals, develop bibliographies, write outlines

and drafts, and do peer critiques. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: This course satisfies the DPE requirement because it examines the legal, social, and political constructions and theorizations of difference, power, and equity. It examines the ways that individuals and groups have organized across various axes of difference to fight for legal equality, and explores how those individuals and groups have experienced legal equality and legal inequality in varied ways.

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora HIST Group F Electives - U.S. + Canada JLST Interdepartmental Electives

Fall 2024

SEM Section: 01 MWF 8:30 am - 9:45 am Sara Dubow

HIST 159 (F) Crossing the Color Line: A History of Passing (DPE) (WS)

Cross-listings: AFR 159

Primary Cross-listing

In June 2015, Rachel Dolezal emerged as a media spectacle and the subject of national scrutiny after her *white* parents stated publicly that Dolezal is a white woman *passing as black*. Their insistence that Dolezal is white came in the wake of her reports to local news media and police that she had been the victim of several hate crimes. To critics, Dolezal is a fraud who has committed cultural appropriation. Yet, for her supporters, Dolezal's racial identification as a black woman is authentic and indisputable, since race is not based on biology but rather is a social construction. For both groups as well as impartial observers, many wondered curiously why a white woman had chosen to pass as black, especially given that historically it has been African Americans who opted to *become* white. Inspired by the controversy surrounding Dolezal, this tutorial will explore the history of passing in the United States. Whereas our attention will primarily be focused on black-to-white passing, we will expand our understandings of passing by emphasizing the variety of ways that identities have been shaped through the crossing of boundaries--class, ethnic, gender, intellectual, political, religious, and sexual. To accomplish our goals, we will read and cross-examine fictional and nonfictional as well as primary and secondary historical accounts of boundary-crossers. We will also screen several films that engage the theme of passing.

Requirements/Evaluation: Weekly formal response papers and written critiques.

Prerequisites: None.

Enrollment Limit: 10

Enrollment Preferences: First and second-year students will be prioritized, followed by history majors. Should the course be overenrolled, students will be asked to complete an enrollment questionnaire.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 159(D2) AFR 159(D2)

Writing Skills Notes: Students will be required to complete formal writing assignments each week, alternating between response papers (4 pages) and written critiques (2-pages) of their peers' work. Students will receive substantial feedback on their writing skills, with verbal and written suggestions for improvement. Students also will receive feedback from their tutorial partners.

Difference, Power, and Equity Notes: Narratives of racial passing provocatively raise questions about the construction, logics, reinforcement, and subversion of racial categories and identities. Tutorial students will have the opportunity to deconstruct the meanings of race and identity in addition to thinking culturally, historically, and ontologically about the implications and value of these constructs. In essence, we will theorize racial identity, reconsidering, if not challenging, its stable notions of identic intelligibility.

Attributes: HIST Group F Electives - U.S. + Canada

Fall 2024

TUT Section: T1 TBA Tyran K. Steward

HIST 163 (F) Communications in Early America (DPE) (WS)

Cross-listings: AMST 164

Primary Cross-listing

How did the multiplicity of people who shaped "early" North America communicate with each other, across profound linguistic, cultural, social, political, and spiritual differences? What strategies did they use to forge meaning and connections in times of tremendous transformation, while maintaining vital continuities with what came before? This course examines histories of communication in North America and the technologies that communities have developed to record, remember, advocate, persuade, resist, and express expectations for the future. Using a continental and transoceanic lens of "Vast Early America," we will take up Indigenous oral traditions, Traditional Ecological Knowledge, wampum belts, and winter counts as expressions of ethics, identity, relationality, and diplomacy among sovereign Native/Indigenous nations. We will reflect on artistic and natural science paintings, engravings, and visual culture that circulated widely; and diaries and journals as forms of personal as well as collective memory. We will work with political orations, newspapers, pamphlets, and other forms of print culture that galvanized public opinion in the Age of Atlantic Revolutions; memorials and monuments that communities have created to honor ancestors and significant events; material culture such as baskets and weavings that signified through their imagery and physical forms; and social critique and visions of justice in the verse and prose of Phillis Wheatley Peters and William Apess. These materials take us into the complexities of individuals' and communities' interactions and relations of power. They also illuminate spaces of potential or realized solidarity, alliance, and co-building of new worlds. Throughout we will work together to understand different methodologies, theories, practices, and ethics involved in approaching the past. We will at every turn be attuned to the ongoing significances of these experiences among communities in the twenty-first century.

Requirements/Evaluation: active participation in class discussions, several short essays based on readings and discussion topics, museum/archives exercise, final essay/project

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: limited to first- and second-year students who have not yet taken a 100-level course in History or American Studies; juniors and seniors only with the permission of the instructor

Expected Class Size: 19

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 164(D2) HIST 163(D2)

Writing Skills Notes: Short essays (3-5 pages) spaced throughout the semester with instructor feedback on writing skills as well as historical content; written reflection and analysis related to museum/archives visit with original materials; final essay (8-10 pages) due at end of semester that synthesizes findings from across the whole semester and allows students to closely examine primary/secondary sources; regular opportunities to conference with instructor about writing ideas and drafts.

Difference, Power, and Equity Notes: This course centers experiences of diverse people in early America including substantial focus on Native American/Indigenous and African American communities. It introduces foundational methods for historical and interdisciplinary study, including decolonizing methodologies from Native American and Indigenous Studies (NAIS) and African American histories; critical vantages on Euro-American settler colonialism; and scholarship on complex entanglements in multiracial and multiethnic communities

Attributes: HIST Group F Electives - U.S. + Canada HIST Group P Electives - Premodern

Fall 2024

SEM Section: 01 MR 2:35 pm - 3:50 pm Christine DeLucia

HIST 284 (F)(S) Asian American History (DPE)

Cross-listings: AMST 284 / AAS 284

Primary Cross-listing

This course offers an overview of Asian American history from the late seventeenth century to the present. It will cover the earliest Asian migration and settlement in the U.S., the rise of anti-Asian movements, the experiences of Asian Americans during World War II and the Cold War, the emergence of the Asian American movement in the 1960s, the post-1965 Asian immigration, and the War on Terror. We will investigate broader themes including labor, citizenship, political resistance, gender and sexuality, community formation, empire, and transnationalism. We will also consider key contemporary issues, including race and ethnic relations, anti-Asian harassment and violence, and the legacy of U.S. colonialism in Asia-Pacific. Along the way, we will engage classic and recent scholarship in the field, and form our own interpretations of the past based on a wide range of sources--including films, novels, newspapers, government documents, political cartoons, and more. Throughout, the course advances the argument that citizenship and belonging in the U.S. cannot be fully understood without accounting for the experiences of Asian Americans.

Requirements/Evaluation: Attendance and participation in discussion, weekly reading responses (2 pages), midterm exam, and final in-class exam and take-home essay (7-10 pages)

Prerequisites: None

Enrollment Limit: 30

Enrollment Preferences: Preference given to History majors and Asian American Studies concentrators.

Expected Class Size: 25-30

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 284(D2) AAS 284(D2) HIST 284(D2)

Difference, Power, and Equity Notes: This course introduces students to the incredible diversity of Asian Americans. It guides students through an examination of the historical events, policies and dynamics that have marginalized Asian American communities based on race, ethnicity, class, gender, sexuality, citizenship, and other forms of difference. It also explores the diverse ways that Asian Americans have sought inclusion and belonging in the U.S.

Attributes: AAS Core Electives AAS Gateway Courses HIST Group F Electives - U.S. + Canada

Fall 2024

LEC Section: 01 TR 11:20 am - 12:35 pm Hongdeng Gao

Spring 2025

LEC Section: 01 TR 9:55 am - 11:10 am Hongdeng Gao

HIST 294 (S) Victimhood Nationalism in Global History & Memory (DPE) (WS)

As globalism of the 21st century has shifted its focus from imagination to memory, the global memory culture focusing on victims has dawned on us as an undeniable reality with the entangled memories of: Apartheid, American slavery, and white settler genocides of the indigenous peoples; German empire's colonial genocide of the Nama and Herero in Namibia and the Nazi Holocaust; the Armenian genocide and the Holocaust; Vietnam War and Algerian war; Rwandan genocide and ethnic cleansing in the Balkans; Japanese military "comfort women" and gendered violence during the Yugoslav Wars; forced sexual labor in the Nazi concentration camps and sexual slavery of the Islamic State; political genocide of Stalinism and the Latin American military dictatorships; civilian massacres of developmental dictatorships in the global Cold War era. Global memory formation intensified the victimhood competition among national memories. Victimhood nationalism epitomizes nationalism's metamorphosis under the globalization of memory in the 21st century. This course will trace the mnemo-history of victimhood nationalism, focusing on the entangled memories of Poland, Germany, Israel, Japan, and Korea in the global memory formation. Other case studies, including former Yugoslavia, post-9/11 America, will also be discussed.

Requirements/Evaluation: Class participation, pop quizzes and a final research paper (approximately 5000 words)

Prerequisites: None

Enrollment Limit: 15

Enrollment Preferences: GBST concentrators and History majors

Expected Class Size: 10

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (DPE) (WS)

Writing Skills Notes: This seminar includes a final research paper on victimhood nationalism. Prior to submission, the paper will go through several drafts and edits.

Difference, Power, and Equity Notes: A comparative, global approach to the study of memory and nationalism exploring the particular role of victimhood and genocide. How is violence remembered? How has past violence been justified? Who is remembered as a victim and who is not?

Attributes: GBST Borders, Exiles + Diaspora Studies GBST East Asian Studies GBST Middle Eastern Studies GBST Russian + Eurasian Studies HIST Group G Electives - Global History

Spring 2025

HIST 304 (S) Sacred Custodians: Environmental Conservation in Africa (DPE)

Cross-listings: GBST 304 / ENVI 304 / AFR 335

Primary Cross-listing

In this seminar we will explore environmental conservation in Africa. In particular we will look at African ideas, ethics, and approaches to environmental conservation. Are there African ideas, ethics, and activities that are uniquely conservationist in nature? We will explore well-known African leaders to understand what spurred them to become conservationists, how they interpreted and communicated environmental crises. For example, Wangari Maathai is a world-renowned female scientist who established the Green Belt Movement in Kenya. This movement focuses on addressing the problem of de-forestation. Ken Saro-Wiwa was an activist in Nigeria who fought for and alongside local communities against multinational oil corporations. We will examine these and other African conservation practices alongside popular images of environmental crisis that place blame for environmental degradation on Africans. Students will be invited to critically study histories of environmental management on the continent and the emergence, development, and impact of the idea of conservation. We will unpack the rich histories of conservation efforts in Africa, such as resource extraction, game parks, desertification, wildlife and hunting, traditional practices, and climate change.

Requirements/Evaluation: Requirements/Evaluation: active participation in discussion, map quiz, reading reflections, critical reflections on films, a case study (5-7 pages), and one exam.

Prerequisites: None

Enrollment Limit: 25

Enrollment Preferences: If course is over-enrolled, preference to History Majors and students with a demonstrated interest in African studies.

Expected Class Size: 15-20

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 304(D2) GBST 304(D2) ENVI 304(D2) AFR 335(D2)

Difference, Power, and Equity Notes: This course will intensively explore the question of how various global and local actors have defined environmental degradation and promoted approaches to conservation in Africa. It guides students through an examination of the different power dynamics that have shaped environmental conservation thought and practices on the continent. This course, therefore, provides a critical lens through which to examine the inequalities rooted in race, gender, and other forms of difference

Attributes: ENVI Humanities, Arts + Social Science Electives HIST Group A Electives - Africa

Spring 2025

SEM Section: 01 TF 1:10 pm - 2:25 pm Benjamin Twagira

HIST 306 (F) Indigenous Narratives: From the Fourth World to the Global South (DPE) (WS)

Cross-listings: COMP 369 / ARAB 369 / GBST 369

Secondary Cross-listing

In the late 20th century, world literature has witnessed a "boom" in indigenous literature. Many critics and historians describe this global re-emergence of the subaltern and the indigenous in terms of literary justice fostered by post-colonial studies and the adoption of the Declaration of the Rights of Persons Belonging to National or Ethnic, Religious and Linguistic Minorities, by the UN General Assembly on December 18, 1992. In this course, we will investigate this "indigenous boom" by reading novels and short stories from the Americas, the Middle East and North Africa from the 1970s to the present. Through these trans-regional and trans-historical peregrinations, our principal goal will be to examine and compare narratives about conquest, settler colonialism, colonial nationalism, indigeneity, sovereignty, indigenous epistemology and philosophy. At the same time, we will consider the following questions: How did pioneering indigenous women writers, such as the Laguna Pueblo Leslie Marmon Silko in the US and the Mayan playwrights of La Fomma in Chiapas, Mexico lead the feminist front of the indigenous literary renaissance? How did Palestinian folktales, Amazigh poetics in the Maghreb, and Mayan dream narratives in Mexico and Guatemala produce narratives of decolonial history? What does the aesthetics of magical realism in Arabic, Quechua and Spanish, respectively, as evident in the works of the Kurdish writer Salim Barakat (Syria) and the mestizo writer José María Arguedas (Peru) tell us about the intersection of race, ethnicity, and indigenous epistemology? What is the connection between the recent "boom" of English translations of Indigenous texts and neoliberalism, multiculturalism and neo-colonialism? Ultimately, our goal is

to trace how these texts contributed to global indigenous literature and the trans-historical and trans-geographical connections between them.

Requirements/Evaluation: active class participation, several short response assignments (3-4 pages), two film reviews (1 page), a performance project, and a final paper (7- to 10-pages)

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Comparative Literature majors

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 369(D1) HIST 306(D2) ARAB 369(D1) GBST 369(D2)

Writing Skills Notes: This course will enable students to write weekly while engaging with various forms of writing skills: articulating arguments in short response papers (3-4 pages each), developing visual criticism through writing two film reviews, (1 page each), journaling through writing a personal reflections on a performance project, and honing research language in producing a final paper of 7-10 pages. Instructor's feedback and peer review sessions will include review of drafts and argumentative structures.

Difference, Power, and Equity Notes: At the heart of this course is the history of global Indigenous struggle for liberation and decolonization. The various novels, short stories, poems, films and other texts that students will engage with narrate histories of colonial dispossession, racial oppression, economic subjugation and dehumanization of minoritized Indigenous communities in the Americas, North Africa and the Middle East.

Attributes: GBST Borders, Exiles + Diaspora Studies

Fall 2024

SEM Section: 01 MR 1:10 pm - 2:25 pm Amal Equeiq

HIST 307 (S) To Die For? Nationalism in the Middle East (DPE)

Cross-listings: ARAB 307

Primary Cross-listing

In 1932, or twelve years into his rule and twelve years after the establishment of Iraq, King Faysal I lamented that there were "no Iraqi people but only unimaginable masses of human beings, devoid of any patriotic idea, imbued with religious traditions and absurdities, connected by no common tie." This course will consider how true the King's statement still holds by evaluating the various attempts at state and nation building in the modern Middle East. Some of the more prominent questions that this course will examine include: What is a nation? What are the essential characteristics of a nation? Who are a people? Why are people ready to die for the nation? And who is included and excluded in the nationalist narrative? After assessing some of the more influential theories of nationalism, we will explore the historical experience of nationalism and national identity in Egypt, Israel, Turkey, Palestine, Iran, and Iraq. What has been at the basis of nationhood? How did European concepts of nation translate into the Middle Eastern context? What was the role of religion in these modern societies? How do traditional notions of gender effect concepts of citizenship? We will also explore some of the unresolved issues facing the various nations of the Middle East, such as unfulfilled nationalist aspirations, disputes over land and borders, and challenges to sovereignty.

Requirements/Evaluation: There will be several options to fulfill the requirements of this course including a weekly journal, oral exam or a final research paper (12-15 pages).

Prerequisites: None.

Enrollment Limit: 20

Enrollment Preferences: History and Arabic Studies majors, Global Studies concentrators, seniors, and students with a demonstrated interest in the Middle East.

Expected Class Size: 15

Grading: yes pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 307(D2) ARAB 307(D2)

Difference, Power, and Equity Notes: This course examines the power of the state to decide who is included and not included in the nationalist narrative. How does it seek to promote unity and how does it explain differences within and outside of society? Though nationalism can be a very powerful unifying factor, this course will also consider examples where nationalism has the opposite effect.

Attributes: HIST Group E Electives - Middle East

Spring 2025

SEM Section: 01 TF 1:10 pm - 2:25 pm Magnús T. Bernhardsson

HIST 315 (F) Minorities and the State in Modern East Asia (DPE)

Cross-listings: ASIA 315

Primary Cross-listing

This course examines the relationships between minority peoples and the institution of the state in East Asia, focusing mostly but not exclusively on the early modern and modern periods (17th-20th centuries). We will explore the histories of the Ainu people of Japan, the "Small Peoples" of Russian Siberia, the Tibetan, Uighur and riverine communities of Mainland China, as well as the Hill Peoples of Southeast Asia. It also examines non-indigenous minority groups, such as conquest elites, mixed-race communities, and others. We will analyze how the transition to modernity, evolving understandings of race, gender, class, nation, the impact of imperialism and globalization all influenced the history of East Asian minority peoples. What, if anything, do all of these groups have in common? What do their histories reveal about the history of East Asia and of the countries in which they live? How are the lives of minority groups in East Asia changing today? What can their experiences reveal to us about the larger world? The class is structured as a reading-intensive seminar. Students will engage in and lead discussions, compose reading reaction papers and a final analytical essay. Students will be expected to use scholarly works in order to construct cogent, relevant arguments, which they will communicate both orally and in writing. Students will evaluate primary sources in order to engage with the people they study as directly as possible. Students will lead discussions on complex topics and develop as leaders and team members in professional settings. This course will present students with an opportunity to hone critical thinking and information literacy skills to a high level. All of you will have to analyze and process complex and often contradictory information, certainly in your personal lives and very likely in your professional lives.

Class Format: This discussion-intensive class requires students to lead several discussion sections during the semester.

Requirements/Evaluation: Map assignment, discussion participation, leading discussion (four times), three-page response essays (five times), final six-page research essay or presentation

Prerequisites: None

Enrollment Limit: 25

Enrollment Preferences: History majors, Asian Studies concentrators, then all others

Expected Class Size: 15-20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 315(D2) ASIA 315(D2)

Difference, Power, and Equity Notes: The study of East Asia's history is all too often conflated with the study of states, so that many less privileged histories are obscured. Chief among these are the histories of minority groups, who are often excluded from power. For this reason, this course puts the history of East Asia's many minority groups front and center in examining their multifaceted interactions with regional states, as well as the of ethnic, linguistic, religious, and regional identities

Attributes: HIST Group B Electives - Asia

Fall 2024

LEC Section: 01 TR 9:55 am - 11:10 am Viktor Shmagin

HIST 343 (S) Student Movements, Youth Politics, and the University in Modern Latin America and the Caribbean (DPE)

Students and universities in Latin America and the Caribbean possess a unique and unusual ability to politically mobilize and shape their society's political culture. Unlike the university system in the United States, students in universities across Latin America have voting power in their university's

bureaucracies, hold positions of power in the governing structures of the university, and garner vast political support and moral legitimacy from their nation's citizens. In fact, most Latin American icons of political revolution like Fidel Castro, Salvador Allende, and Subcomandante Marcos, emerged from the radicalizing spaces of the Latin American university. This course examines the political, cultural, and social history of the university's evolution in Latin American and Caribbean history from the nineteenth to the twentieth century. This course will consider how student politics, the university as a geographic space of political socialization, and their relationship to the larger swath of their nation's population were central to the political and social history of modern Latin America and the Caribbean.

Requirements/Evaluation: Class Participation will count as 25% of the grade; each of two 3-4 page papers will count for 25%; and the final 10-12 page paper will also count for 25%

Prerequisites: Open to all students

Enrollment Limit: 19

Enrollment Preferences: Juniors and Seniors are preferred

Expected Class Size: 19

Grading: yes pass/fail option, no fifth course option

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: This course centers on how student politics and the university created dialogues about Latin American racial systems, authoritarian violence, and gender and class inequalities. Through readings, class discussions, and writing assignments, students reflect on how Latin American youth and student politics ignited novel discussions on categories of difference, even as they remained tied to their class prejudice.

Attributes: HIST Group D Electives - Latin America + Caribbean

Spring 2025

SEM Section: 01 TF 1:10 pm - 2:25 pm Rene R. Cordero

HIST 352 (F)(S) American Maritime History (DPE) (WS)

Cross-listings: CAOS 352

Secondary Cross-listing

This course explores themes in American maritime history from the colonial era to the 21st century. We will consider the dynamic relationship between the sea and American life, and the broad influence that each has had on the other. This relationship led to interactions with the water as a highway for the transportation of not just people and goods, but powerful new forces and ideas. The water creates a unique space for the formation of new communities and identities, while also acting as an important, and often exploited, resource. We will sample from different fields of inquiry including labor, environmental, cultural, and political history to gain a deeper understanding of diverse people's complex interactions with the oceans and seas.

Class Format: Seminars, discussions, and field seminars

Requirements/Evaluation: Participation in class discussions, activities, and presentations, regular papers, and a final independent research project

Prerequisites: None

Enrollment Limit: 27

Enrollment Preferences: If course over-enrolls, preference will be given to sophomores and juniors

Expected Class Size: 22

Grading: no pass/fail option, no fifth course option

Unit Notes: Offered only at Mystic Seaport

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 352(D2) CAOS 352(D2)

Writing Skills Notes: Students must complete regular writing assignments including a final 10- to 15-page paper. Additionally, students will participate in several in-class writing workshops and peer critiques. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: Maritime activity has long provided opportunities for some while creating tremendous hardships for others.

From the slave trade and the encounters between native and European mariners to the power wielded by multi-national shipping conglomerates, this course investigates contests over power, empire, and capitalism as they played out on the maritime stage.

Attributes: AMST Space and Place Electives ENVI Humanities, Arts + Social Science Electives EXPE Experiential Education Courses HIST Group F Electives - U.S. + Canada HIST Group P Electives - Premodern

Fall 2024

SEM Section: 01 MW 9:00 am - 10:15 am Sofia E. Zepeda

Spring 2025

SEM Section: 01 MW 9:00 am - 10:15 am Sofia E. Zepeda

HIST 361 (F) The Atlantic World: Connections, Crossings, and Confluences (DPE)

Cross-listings: AMST 360 / CAOS 361

Primary Cross-listing

This course considers the Atlantic World as both a real place and a concept: an ocean surrounded and shaped by diverse people and communities, and an imagined space of shared and competing affiliations. Moving from "time out of mind" to the early nineteenth century, it examines ecological, cultural, political, economic, intellectual, and spiritual transits as well as exchanges among Indigenous/Native American, African and African American, Asian and Asian American, and Euro-colonial people. It introduces conceptual dimensions of this Atlantic paradigm and case studies that illuminate its human subtleties, with the goal of examining "early American" histories through transnational and transoceanic lenses. The course takes an interdisciplinary approach to these intertwined histories, and reckons with how the very construction of "history" has, at different turns, affected what is shared, known, valued, and commemorated--or overwritten, denied, or seemingly silenced. Attentive to the structures of power that inflect every part of Atlantic histories, it offers specific ethical frameworks for approaching these topics. Blending methods grounded in oral traditions and histories, place-based knowledge systems, documentary/written archives, songs, archaeology, material culture, and other forms of expression and representation, it invites class members to revisit the nature and meanings of these connected spaces. The course consistently connects historical experiences with the twenty-first century, and how communities today are grappling with the afterlives and ongoing effects of these Atlantic pasts through calls to action for reparations, repatriation and rematriation, Land Back, climate justice, and other forms of accountability. The course also provides an opportunity to engage with original materials pertaining to Atlantic World histories in the Williams College Archives/Special Collections and Art Museum.

Requirements/Evaluation: active participation in class discussion, several short essays based on readings and discussion topics, museum/archives assignment, final essay/project

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: If the course over-enrolls, preference is for sophomore, junior, and senior History and American Studies majors

Expected Class Size: 25

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 360(D2) HIST 361(D2) CAOS 361(D2)

Difference, Power, and Equity Notes: This course examines the formation and articulation of racial, ethnic, cultural, and other forms of difference across the Atlantic World, and ways that people from Indigenous, African/American, and Asian/American communities have engaged with and challenged European colonization. It devotes substantial time to critical methodologies that re-center voices oftentimes treated as "silenced" or "absent" in colonial literatures, and helps students build fluencies in approaching and interpreting them.

Attributes: GBST Borders, Exiles + Diaspora Studies HIST Group F Electives - U.S. + Canada HIST Group G Electives - Global History HIST Group P Electives - Premodern

Fall 2024

SEM Section: 01 TR 9:55 am - 11:10 am Christine DeLucia

HIST 364 (S) Asia and Asian Americans During the Cold War (DPE)

Cross-listings: AAS 364 / AMST 384

Primary Cross-listing

This course traces how American geopolitical interests and involvement in Asia during the Cold War affected Asian Americans. It examines the history of the Cold War as a period of U.S. imperial expansion as well as a time when various actors and organizations, especially those of Asian descent, harnessed the East-West rivalry to advance their own agendas. We will consider how diverse diplomatic strategies including militarization, educational exchange, and immigration reform shaped East, South, and Southeast Asian migrations to and settlement in the United States and the social and material lives of these diverse communities. Case studies include transnational adoptees from Korea, Hmong and Vietnamese refugees in the U.S. and across Guam and Israel-Palestine, Black, Latinx, and Asian American activists who traveled to Vietnam, educated Indian and Pakistani immigrants, and American-born individuals of Japanese ancestry in Japan. We will also explore how individuals of Asian descent leveraged Cold War geopolitics and forged cross-ethnic, cross-class alliances to advocate for social change both at home and abroad.

Requirements/Evaluation: Attendance and active participation in discussion, three response papers (3-4 pages), and final research paper (12-15 pages), as well as topic proposal, annotated bibliography, outline, and draft of the final paper

Prerequisites: None

Enrollment Limit: 25

Enrollment Preferences: History majors and Asian American studies concentrators

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 364(D2) AAS 364(D2) AMST 384(D2)

Difference, Power, and Equity Notes: This course will examine how various global and local actors competed for power in Asia and the U.S. during the Cold War. It will consider how new political and economic decisions by policymakers created and reinforced inequalities rooted in race, gender, class and other forms of difference. It will also examine how grassroots changemakers, whom we know little about, creatively and comprehensively navigated and changed the political and social landscapes in and outside of the U.S.

Attributes: HIST Group F Electives - U.S. + Canada

Spring 2025

SEM Section: 01 W 7:00 pm - 9:40 pm Hongdeng Gao

HIST 367 (S) Black History is Labor History (DPE) (WS)

Cross-listings: AFR 367

Primary Cross-listing

This seminar explores labor history in relation to black people, spanning the colonial period to the early twenty-first century. It racializes the history of work by tracing the long story of black labor in the U.S. from the plantation to the plant. Whereas the bulk of the course will analyze black labor and labor movements in the twentieth century, specifically focusing on the push for economic inclusion and mobility amid employment, societal and union-related racial discrimination, we will examine what involuntary black labor meant in the context of slavery and the construction of a capitalist economy. Likewise, we will devote attention to black workers with regard to such topics as antiunionism, deindustrialization, economic inequality, Fordism, informal economies, Jim and Jane Crow, labor radicalism and violence, New Deal and welfare, the rise of civil rights unionism, and slavery and capitalism, among other themes.

Requirements/Evaluation: Students are expected to participate actively and will write two comparative essays (5-7 and 6-8 pages) and two primary source analyses (1-2 pages), all of which will be letter-graded and returned with comments. In addition, students will write a final research paper (10-12 pages) in consultation with the instructor and will be required to submit a topic proposal and outline, an annotated bibliography, and a peer-reviewed draft of the final paper.

Prerequisites: Recommended for students with sophomore standing or above and first-year students who both have taken a 200-level history course and have received instructor permission to enroll into the course.

Enrollment Limit: 25

Enrollment Preferences: HIST and AFR majors followed by students with sophomore, junior, or senior standing. If the course is overenrolled,

students will be given a questionnaire and only first-year students who have completed a 200-level history course will be enrolled.

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 367(D2) AFR 367(D2)

Writing Skills Notes: Students will be required to write two comparative essays (5-7 and 6-8 pages) and two primary source analyses (1-2 pages), all of which will be letter-graded and returned with comments. In addition, students will write a final research paper (10-12 pages). Throughout the semester, these writing assignments will total roughly 22-30 pages. Students can expect to have line-edited feedback on their papers with substantial and timely, writing-related suggestions for improvement.

Difference, Power, and Equity Notes: This course racializes the study of labor history, focusing on black people and their experiences in the United States from the plantation to the plant. It challenges students to confront and to redefine what it means to labor, grasping how slavery, segregation, and systemic inequalities amid black people's pursuit of citizenship, equality, and freedom have shaped their economic, political, and social conditions and identities.

Attributes: HIST Group F Electives - U.S. + Canada

Spring 2025

SEM Section: 01 MR 1:10 pm - 2:25 pm Tyran K. Steward

HIST 376 (F) Sex, Gender, and the Law in U.S. History (DPE)

Cross-listings: WGSS 376

Primary Cross-listing

This course explores that ways in which the law has defined and regulated gender and sexuality in the United States, and the ways that individuals have experienced and responded to those definitions and regulations. We will evaluate how the law has dictated different roles for men and women, how sexual acts have been designated as legal or illegal, and the ways that race, class, and nationality have complicated the definition and regulation of gender and sexuality. This course examines how assumptions about gender and sexuality have informed the creation and development of American law and the changing meanings of citizenship; considers how laws regulating sex and gender have yielded varied effects for men and women across race and class divides, challenging some differences while naturalizing others; and assesses the power and shortcomings of appeals to formal legal equality waged by diverse groups and individuals. Throughout the course, we will consider the various methodologies and approaches of the interdisciplinary field of legal history. Topics to be covered will include the Constitution, slavery, marriage, divorce, custody, inheritance, immigration, sexual violence, reproduction, abortion, privacy, suffrage, jury duty, work, and military service.

Requirements/Evaluation: four papers, including three short (3-5-pages) papers, and one final paper of 8-10 pages

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: History majors, Women's, Gender and Sexuality Studies majors

Expected Class Size: 20

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 376(D2) HIST 376(D2)

Difference, Power, and Equity Notes: This course fulfills the DPE requirement because it examines the legal, social, and political constructions and theorizations of difference, power, and equity. It examines the ways that individuals and groups have organized across various axes of difference to fight for legal equality, and explores how those individuals and groups have experienced legal equality and legal inequality in varied ways.

Attributes: HIST Group F Electives - U.S. + Canada JLST Interdepartmental Electives

Fall 2024

SEM Section: 01 MW 11:00 am - 12:15 pm Sara Dubow

HIST 377 (F) A Global History of Mass Dictatorship (DPE)

What if the majority supports dictatorship? Is it dictatorship or democracy? How far is the contemporary American democracy from Alexis Tocqueville's observation of America as the 'tyranny through masses'? What's the dividing line between democracy and dictatorship? How could the communist regime use the metaphor of 'people's democracy' to justify the proletarian dictatorship? How distant is Mao Zedong's 'dictatorship by the masses' from the plebiscitary democracy? How different is the French Jacobin's 'Sovereign dictatorship' from the Fascist's 'new politics' based on popular sovereignty? How different is Jacobin's 'totalitarian democracy (Jacob Talmon)' from the Cold War paradigm of totalitarianism? 'Mass dictatorship' as a historical oxymoron is a hypothetical answer to those questions. This course is designed to encourage students to respond independently to those questions. Putting comparatively diverse dictatorships, including fascism, Nazism, Bolshevism, Maoism, developmental dictatorships, and (neo-)populisms in a global historical perspective, this seminar course would raise doubt about the conventional binary of democracy and dictatorship and problematize the Western democracy. This course is motivated by "how to democratize contemporary democracy." As a participatory observer of the American presidential election 2024, we will investigate a global history of mass dictatorship with a critical gaze.

Requirements/Evaluation: Class participation: 30%; Pop quizzes: 20%; There will be four quizzes. Each quiz, five points worth, contains questions about recent readings, lectures, discussions, and other class discussions. Final Essay: 50%; Instructions will be given in class several weeks in advance. The final essay needs to be written as an answer with two tiers of argument and supportive examples. The length is about 2,000 words.

Prerequisites: None

Enrollment Limit: 25

Enrollment Preferences: GBST concentrators and HIST majors

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: Taking a global, comparative approach, this course evaluates the experiences of people on different continents with dictatorships and how these authoritarian systems and regimes operate differently in each context.

Attributes: GBST East Asian Studies GBST Latin American Studies GBST Middle Eastern Studies GBST Russian + Eurasian Studies GBST South + Southeast Asia Studies HIST Group G Electives - Global History

Fall 2024

SEM Section: 01 W 7:00 pm - 9:40 pm Jie-Hyun Lim

HIST 384 (F) Comparative History of Science and Medicine in Asian/Pacific America, 1800-Present (DPE)

How have scientific knowledge and medicine been tools of exclusion, violence, and imperial control against Asian Americans, as well as indigenous peoples, Black, Latinx, and white migrants, and their descendants? How have these groups negotiated and resisted encounters with such knowledge from the 19th century to the present? This seminar explores these questions by examining a series of case studies--including American colonial medicine and science in the Philippines and Hawai'i, Cold War migration of Chinese scientists and South Asian doctors to the U.S., and the politics of HIV/AIDS, psychiatry, and culturally competent care in Black, Asian, and Cuban migrant communities. Together, we will survey the literature in history, English, Global Health, Sociology, and other fields and consider how the Asian/Pacific American experience in science and medicine has been integral to, as well as informed by, the experiences of other groups in the transpacific world. Students will leave this course with interdisciplinary tools for understanding present-day health inequities in underserved Asian/Pacific American communities and other marginalized groups.

Requirements/Evaluation: Attendance and active participation in discussion, three response papers (3-4 pages), and final research paper (12-15 pages), as well as topic proposal, annotated bibliography, outline, and draft of the final paper

Prerequisites: None

Enrollment Limit: 25

Enrollment Preferences: Preference to History majors, Asian American Studies concentrators, and Public Health concentrators

Expected Class Size: 20-25

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: This course explores how knowledge about science and medicine has been constituted and remade over time by various groups in the transpacific world to exert power over others on the structural, community and individual levels. We will also consider how

individuals who experienced violence and inequities as a result of encounters with such knowledge challenged definitions and practices of science and medicine.

Attributes: AAS Core Electives HIST Group F Electives - U.S. + Canada PHLH Social Determinants of Health

Fall 2024

SEM Section: 01 W 7:00 pm - 9:40 pm Hongdeng Gao

HIST 388 (S) Decolonization and the Cold War (DPE)

The second half of the twentieth century came to be defined by two distinct, yet overlapping and intertwined phenomena: the Cold War and decolonization. In the two decades that followed the end of WWII, forty new nation-states were born amidst the bipolar struggle for global supremacy between the Soviet Union and the United States. Those new nations were swept up in the Cold War competition in ways that profoundly influenced their paths to independence and their postcolonial orders, but they often had transformative effects on the Soviet-American rivalry as well. In this course, students will focus on two related questions: How did decolonization influence the Cold War and the international behavior and priorities of the two superpowers? And what impact did the Cold War exert on the developing states and societies of Asia, Africa, the Middle East, and Latin America? Course materials will consist of scholarly texts, primary sources, and films.

Requirements/Evaluation: class participation, several short papers, and a 10- to 12-page final paper

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: History majors; juniors and seniors

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: This course is fundamentally concerned with dynamics of unequal power and social change that occurred during the post-WWII process of decolonization that unfolded in tandem with the Cold War. Students examine these shifting power relations from the perspectives of a wide range of actors in the Global South, the United States, the Soviet Union, China, and Europe. They come away with a sense of how the processes under study contributed to the makeup of today's world.

Attributes: GBST South + Southeast Asia Studies HIST Group G Electives - Global History LEAD American Foreign Policy Leadership

Spring 2025

SEM Section: 01 MW 11:00 am - 12:15 pm Jessica Chapman

HIST 402 (F) Displacement: Global Histories of Refugees and Forced Migration (DPE) (WS)

Cross-listings: ARAB 414 / GBST 414

Primary Cross-listing

The Middle Eastern refugee has become a central figure in debates on migration, asylum, and the right to belong in Europe, Asia, and North America. Often stereotyped as threatening, alien, and rootless, these migrants are generally depicted as lacking histories and by extension not worthy of consideration or empathy. This course invites students to understand some of the most tragic humanitarian crises of our time and the massive involuntary displacements provoked by war, violence, and/or climate change. Taking a global perspective, this seminar examines the history of displacement, refugees, migration, diaspora in a focusing on the nineteenth century through the present. With special attention to the historical experience of various peoples of the Middle East, the course will start with theoretical approaches to the study of migration and then delve into case studies. A range of different moments of displacement will be analyzed such as the experiences of Armenians, Jews, Palestinians, Syrian, Iraqis, and Kurds. By examining the human geography and politics of forced displacement and migration, this course will address a number of important academic and political questions: what makes a history written by, about, and for displaced people powerful? How can writing from the perspectives of refugees challenge core debates about identity, the nation and borders? How does the focus on displacement help in understanding the nature of war and conflict?

Requirements/Evaluation: Final 25 page research paper, several drafts of paper, class presentations and in class writing exercises.

Prerequisites: None

Enrollment Limit: 15

Enrollment Preferences: History and Arabic Studies majors and Global Studies concentrators.

Expected Class Size: 15

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ARAB 414(D2) GBST 414(D2) HIST 402(D2)

Writing Skills Notes: This research seminar will involve the writing of a final 25 page paper. Prior to that stage, each process of writing will involve moments of feedback and sharing. Students will submit a proposal early on in the semester and then write an outline. These will receive peer and instructor feedback. They will then submit a five page draft in October, a 10 page draft in November, before the final submission in December. In this way, they will have opportunities to rework and improve their writing.

Difference, Power, and Equity Notes: This course takes a comparative approach by exploring the predicament of some of the most vulnerable people in the world, i.e, displaced peoples and refugees. The course will consider their legal status and their experience of leaving their homes due to wars or natural disaster. The area of study is the Middle East and we will examine the historical experience of a number of different people in the region including Kurds, Palestinians, Sephardi Jews, and Syrians.

Attributes: HIST Group E Electives - Middle East

Fall 2024

SEM Section: 01 M 7:00 pm - 9:40 pm Magnús T. Bernhardsson

HIST 486 (S) Race and A Global War: Africa During World War II (DPE) (WS)

This course highlights African experiences of World War II. Although most histories have excluded Africa's role in the war, the continent and its people were at the center of major developments during in this global conflict. In fact, many Africans remember the Italian invasion of Ethiopia in 1935 as the start of the war. African servicemen fought alongside the Allied and Axis forces on major warfronts in Europe, Africa and Asia. African communities and individuals also established war charity campaigns to collect funds, which they sent to war ravaged societies in Europe. Indeed, African economies, despite their colonial statuses, kept European imperial nations afloat in their most hour of need. At the same time, African colonial subjects faced severe food shortages, the loss of working-age men to labor and military recruiters, and dramatically increased taxes. We will examine the impact of these and other wartime pressures on different African communities. How did African societies meet such challenges and how did they view the war? In this course we will examine the roles that women played during the war, and the various other ways that African communities met wartime demands. Other topics we will explore include the role of African women; colonial propaganda; political protest against the war; race and racial thought in the wartime era; war crimes; African American support for the liberation of Ethiopia; and the war's impact on decolonization across the continent. We will further study how Africans and outsiders have differently conceptualized the continent's role in the war by analyzing a variety of sources, including scholarly writings, archival materials, films, former soldiers' biographies, and propaganda posters.

Requirements/Evaluation: Students will be evaluated based on a series of 5-7-page tutorial response papers and 2-page critiques, as well as preparedness for and performance in weekly tutorial discussions.

Prerequisites: None

Enrollment Limit: 10

Enrollment Preferences: Preference will be given to history majors and students with prior experience with African history. If the course is over-enrolled, students may be asked to complete a questionnaire to determine enrollment

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

Writing Skills Notes: Students will alternate weekly between writing 5-7-page tutorial papers and 2-page critiques of their peers' writing. Formal writing assignments throughout the semester will total at least 40 pages. Students will receive written feedback on their writing from the professor, as well as oral critiques from the professor and tutorial partners. The final writing assignment will afford students the chance to reflect on their previous papers and the semester's course content.

Difference, Power, and Equity Notes: This course explores the colonial relationship during a major global crisis. Students will examine existing narratives of African contributions to the war and to come up with their own interpretations, and will be called to critically engage the question of why

and how colonies made significant contributions to the Allied cause by producing needed materials and resources or by joining the fight. Africans made these contributions spite of various and complex inequities.

Attributes: AFR Core Electives GBST African Studies HIST Group A Electives - Africa

Spring 2025

TUT Section: T1 TBA Benjamin Twagira

INTR 150 (F) Data for Justice (DPE) (QFR)

Cross-listings: STS 150 / AMST 150 / SOC 150 / WGSS 150

Primary Cross-listing

This course is a unique and inclusive introduction to data science where quantitative thinking, programming, and social justice intertwine. We will build our data science skills using R, a popular open-source data science tool. We will focus on essential stages of data analysis, including data acquisition, cleaning, wrangling, visualization, and exploration. But rather than divorcing these techniques from the social issues they can help illuminate, we ground them in a social justice context. Overall, we will apply data science skills to topics drawn from criminal justice, environmental justice, diversity and inclusion in arts and media, education equity, and much more, with the goal of growing our collective capacity to use data science as a tool for social good. During a time when humans are increasingly subjugated to data-driven algorithmic decisions, when there are social media accounts dedicated to highlighting misuses of data, and when artificial intelligence makes faking data a nearly trivial task, using data to ethically and carefully promote justice is more important than ever.

Class Format: This course is taught in a highly interactive format and will frequently use a flipped-classroom approach. Students should expect substantial time devoted to in-class collaboration.

Requirements/Evaluation: Students will complete regularly assigned activities, problem sets, and other assessments. To move towards a non-hierarchical, transparent, and egalitarian grading system, the instructor adopts a mastery-based approach.

Prerequisites: None. This course assumes no prior knowledge of data science or R programming. An interest in social justice and a willingness to engage intensively with data and computing are essential.

Enrollment Limit: 18

Enrollment Preferences: Students without prior college-level courses in statistics and programming.

Expected Class Size: 18

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

STS 150(D2) AMST 150(D2) SOC 150(D2) WGSS 150(D2) INTR 150(D2)

Difference, Power, and Equity Notes: This course uses data science as a lens for injustice in spheres such as criminal justice, environmental justice, diversity and inclusion in arts and media, education equity. We will consider race, gender, LGTBQ+, disability, and other axes of identity. Additionally, we will adopt a data-critical perspective, thinking about how social forces shape data and our understanding of it.

Quantitative/Formal Reasoning Notes: This course teaches quantitative tools in R, a widely-adopted data science platform. We will focus on essential stages of data analysis, including data acquisition, cleaning, wrangling, visualization, and exploration.

Fall 2024

LEC Section: 01 TR 9:55 am - 11:10 am Chad M. Topaz

LEC Section: 02 TR 11:20 am - 12:35 pm Chad M. Topaz

INTR 350 (S) Data for Justice Research Practicum (DPE) (QFR)

Cross-listings: WGSS 363 / STS 363 / AMST 363

Primary Cross-listing

Civil rights activist, educator, and investigative journalist Ida B. Wells said that "the way to right wrongs is to shine the light of truth upon them." In this inclusive, collaborative, research-based course, students will bring statistical, computational, and/or mathematical approaches to bear on issues of social justice. Guided closely by the instructor, students will work in groups to carry out original research in an area such as criminal justice, education

equity, environmental justice, health care equity, economic justice, or inclusion in arts/media. Prior research experience is not required; one goal of this course is to build skills for advanced research.

Class Format: This course is an intensive research practicum. Formation of research groups and selection of research topics will be facilitated by the instructor. The primary modality of work is peer collaboration.

Requirements/Evaluation: To move towards a non-hierarchical, transparent, and egalitarian grading system, the instructor adopts a mastery-based, ungraded assessment framework.

Prerequisites: INTR 150 (Data for Justice), or prior equivalent exposure to computing, statistics, and social justice topics as approved by the instructor.

Enrollment Limit: 10

Enrollment Preferences: Students who have a declared major in Division I or II, who meet the prerequisites of the course, and who fill out the instructor's preregistration survey (contact the instructor for link).

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 363(D2) STS 363(D2) INTR 350(D2) AMST 363(D2)

Difference, Power, and Equity Notes: Students will research issues of social justice in areas such as criminal justice, arts/media, environmental justice, education, and health care, and along identity axes such as gender, race/ethnicity, disability status, and sexual orientation.

Quantitative/Formal Reasoning Notes: Students will use multiple mathematical, statistical, and computational frameworks to acquire, model, and analyze real-world data.

Spring 2025

SEM Section: 01 TR 9:55 am - 11:10 am Chad M. Topaz

SEM Section: 02 TR 11:20 am - 12:35 pm Chad M. Topaz

JWST 249 (F) Antisemitism (DPE)

Cross-listings: REL 249

Secondary Cross-listing

In this course students will investigate intellectual traditions, political movements, and cultural objects that construct Jews, Jewishness, or Judaism as a negative principle. Where is Judaism portrayed as the darkness by contrast to the light? When are Jews depicted as a pernicious force that explains the presence of evil in the world? How is Jewishness used as a critical category to identify what is retrograde, deracinating, or base? We will interpret materials from a variety of times and places, including the ancient world, the medieval period, and the present day. We will also explore prominent theoretical approaches to the interpretation of these materials. Is there a continuous phenomenon that connects every assertion of Jewish malevolence for over two thousand years of human history? Or should claims about Jewish malevolence be presumed to have an entirely distinct meaning, origin, and purpose in each historical context? Which particular threats are Jews, Judaism, and Jewishness typically alleged to pose? How does the idea of a Jewish threat fit with ideas about race, gender, ethnicity, religion, class, sexuality, and nationality? This is a course about *negative meaning-making*. Our primary goal throughout the course is to study how shadows of thought, symbolism, and story are cast. It is a course about how language, images, structures, and institutions are used to constitute an antagonist: villainy, the demonic, the enemy, the conspiratorial cabal, the exploitative interloper, "the Jew." And it is a course about the tragic consequences for real people -- for Jews and for all humanity -- when negative principles and fantasies are not contained by realism, reasonableness, and compassion.

Requirements/Evaluation: Class participation, regular in-class writing assignments, midterm exam, final exam

Prerequisites: none

Enrollment Limit: 18

Enrollment Preferences: Jewish Studies concentrators, Religion majors, and students who have taken JWST 203

Expected Class Size: 18

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

REL 249(D2) JWST 249(D2)

Difference, Power, and Equity Notes: This course will introduce students to discursive, institutional, and social formations that have organized the stigmatization, domination, and persecution of Jews in various geographic locations for over two thousand years. An understanding of these structures is crucial to understanding contemporary dynamics of difference and power. Students will also consider how constructions of Jewish malevolence intersect with ideas about race, gender, class, religion, ethnicity, and nation.

Attributes: JWST Core Electives

Fall 2024

SEM Section: 01 TF 2:35 pm - 3:50 pm Jeffrey I. Israel

LATS 222 (F) Ficciones: A Course on Fiction (DPE)

Cross-listings: ENGL 252

Primary Cross-listing

This seminar is focused on the study of published fiction by Latina/o, Latin American, Afro-Diasporic, and other writers of the Global South, paying close attention to how each author employs narrative elements--characterization, plotting, structure, dialogue mechanics, setting, tone, theme--as well as the values and visions expressed.

Requirements/Evaluation: attendance and class participation, occasional creative responses, 4- to 5-page midterm paper (close-reading a text), 10- to 15-page final paper

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: Latina/o Studies concentrators

Expected Class Size: 12

Grading: yes pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

LATS 222(D2) ENGL 252(D1)

Difference, Power, and Equity Notes: Student work will encourage personal and cultural expression, with the opportunity to analyze the shaping of social differences, dynamics of unequal power, and processes of change.

Attributes: LATS Core Electives

Fall 2024

SEM Section: 01 M 7:00 pm - 9:40 pm Nelly A. Rosario

LATS 230 (S) Cities, Suburbs, and Rural Places (DPE)

Cross-listings: ENVI 257 / AMST 247

Primary Cross-listing

Long associated with cities in the scholarly and popular imagination, transnational migrants have increasingly settled in U.S. suburbs and rural localities and have made these places home. Through the lens of new destinations for im/migrants, this course introduces spatial methods, perspectives, and concepts to understand cities, suburbs, and rural places. We ask how geographically specific forces and actors shape migrants' living conditions, as well as consider the spatially uneven outcomes of complex processes like globalization. We analyze how different actors discursively and materially demarcate who belongs and who does not, and how these boundaries shape migrants' everyday practices. This interdisciplinary course highlights the legal, economic, political, environmental, social, and cultural dimensions of how transnational migrants become part of and create homes in new destinations. Through a range of textual materials (academic, literary, popular, visual), we explore the construction of landscapes, how people shape space at local and regional scales, and where people do life's work and come together to build cultural space. Rooted in critical race geographies, case studies are comparative across different racial and ethnic groups in the U.S. West, South, Midwest, and Northeast. This course will be mostly discussion-based, grading based on participation, short writing exercises, four assignments, and a final project.

Class Format: This is also a discussion course. While I will spend some time at the beginning of the class lecturing, most of the time will be spent in class discussions.

Requirements/Evaluation: Grading based on participation, short writing exercises, four assignments, and a final project. All writing materials and exams are based on coursework.

Prerequisites: None

Enrollment Limit: 25

Enrollment Preferences: LATS concentrators or those intending to become LATS concentrators

Expected Class Size: 25

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 257(D2) AMST 247(D2) LATS 230(D2)

Difference, Power, and Equity Notes: Students examine how race, gender, sexuality, class, and documentation status also impact how immigrants 'transition' to new migration destinations. We consider how the exercise of unequal power affects migration, settlement, and place-making. Students analyze representations and demographic data to determine how people are portrayed and what their material conditions are.

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora AMST Space and Place Electives ENVI Humanities, Arts + Social Science Electives LATS Core Electives

Spring 2025

LEC Section: 01 TR 9:55 am - 11:10 am Edgar Sandoval

LATS 322 (S) Fiction Writing Workshop (DPE) (WS)

Cross-listings: ENGL 388

Primary Cross-listing

This workshop is focused on the art and practice of writing fiction and geared toward students interested in working on creative honors theses. Readings include published fiction by primarily Latine and other writers who center Global South experiences, with attention paid to how each author employs narrative elements--characterization, plotting, structure, dialogue mechanics, setting, tone, theme--as well as the values and visions expressed. Students will present short fiction or novel excerpts for peer critique and the editorial advice of the instructor. Regular in-class exercises and take-home assignments will help students expand their narrative skills.

Requirements/Evaluation: Attendance and class participation, regular writing exercises, 4- to 5-page midterm paper (close-reading a text), 10- to 15-page final creative paper (close-reading a text and creative-writing response)

Prerequisites: LATS 222- Ficciones

Enrollment Limit: 15

Enrollment Preferences: LATS concentrators, honors theses

Expected Class Size: 12

Grading: yes pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 388(D1) LATS 322(D2)

Writing Skills Notes: Regular writing exercises, 4- to 5-page midterm paper (close-reading a text), 10- to 15-page final creative paper (close-reading a text and creative-writing response)

Difference, Power, and Equity Notes: Readings include published fiction by primarily Latine and other writers who center Global South experiences, with attention paid to the values and visions expressed by each author.

Attributes: LATS Core Electives

Spring 2025

SEM Section: 01 M 7:00 pm - 9:40 pm Nelly A. Rosario

LATS 330 (S) DNA + Latinx: Decoding the "Cosmic Race" (DPE)

Scientists working to assemble maps of the human genome have found a goldmine in the DNA of Latinx, Latin American, and other populations that derive ancestry from multiple continents. This interdisciplinary course explores Latinidades through a genealogical lens: What culture-specific issues emerge around history, identity, ethics, forensics, immigration, commerce, surveillance, art, science, and medicine? Through discussion, materials, and activities that engage personal, historical, and scientific perspectives, this course offers students the opportunity to explore the many codes embedded in the double-helix. Readings include scholarship out of Stanford University's Bustamante Lab, *The Cosmic Race* by José Vasconcelos, *The Cosmic Serpent* by Jeremy Narby, *Bird of Paradise: How I Became Latina* by Raquel Cepeda, and *The Social Life of DNA: Race, Reparations, and Reconciliation After the Genome* by Alondra Nelson.

Requirements/Evaluation: attendance and class participation, writing exercises, 4- to 5-page midterm paper (close-reading a text), 10- to 15-page final writing portfolio

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: Latina/o Studies concentrators

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: Readings and class discussion offer students the opportunity to analyze the shaping of social differences, dynamics of unequal power, and processes of change

Attributes: LATS Core Electives

Spring 2025

SEM Section: 01 W 7:00 pm - 9:40 pm Nelly A. Rosario

LATS 345 (S) Central American Visual Cultures (DPE)

Cross-listings: AMST 342

Primary Cross-listing

This course explores who U.S.-Central Americans are through their visual cultural production, as well as how US-Central Americans have been portrayed by others. Recently, Central Americans have gained visibility in the U.S. public sphere as mainstream media coverage of the "crisis at the border" has sensationalized the arrival of migrant caravans. The images and visuals resulting from mainstream coverage has led to monolithic representations of Central Americans framing them as "illegal aliens," violent gang members, or agentless victims. By engaging with visual culture ranging from social media, films, and zines, we challenge these monolithic perceptions and representations of Central Americans by pursuing the following set of questions: How have others visualized Central Americans and what has been the effect on lived experiences of U.S. Central Americans? How do U.S.-Central American communities visualize their identity formation in the U.S.? What is the role of visual culture in their resistance to racism, classism, sexism, and other structures of marginalization in the U.S.? As part of this course, we explore the range of social, political, economic, and historical forces that have pushed migration from each of the countries in the isthmus and the formation of their respective diasporas in the U.S.

Requirements/Evaluation: Discussion participation, weekly reading responses, two 3-6-page essays, and a final 8-10 page paper.

Prerequisites: None

Enrollment Limit: 25

Enrollment Preferences: Latina/o Studies concentrators and AMST majors

Expected Class Size: 25

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

LATS 345(D2) AMST 342(D2)

Difference, Power, and Equity Notes: The course critically reflects on how others have visualized Central Americans and how Central American communities use visual culture to assert their differences and contest the power dynamics that shape their lived experiences.

Attributes: LATS Core Electives

Spring 2025

SEM Section: 01 MR 2:35 pm - 3:50 pm Kevin W. Cruz Amaya

LATS 475 (S) Dreaming Latina/x Feminist Disability Studies (DPE) (WS)

Cross-listings: WGSS 475 / AMST 413

Primary Cross-listing

In this course we will defy the traditional notion that disabled and queer people of color have no right to future dreams, as we collectively imagine how the emergent field of Latina/x feminist disability studies might take shape. What are the sites of focus, methods, and political commitments of Latina/x feminist disability studies? Where is the power in meaningfully uniting an analysis of disability to one of sexuality and gendered Latinidad? How does a Latina/x-centric approach productively inform our understanding of disability? What is the political potential of Latina/x feminist disability studies -- not exclusively as a set of theories, but also as a mindset and an everyday call to action? If we were to collectively compose a manifesto for Latina/x feminist disability studies, what might it contain? How might we actively cultivate a community of care in the classroom as well as other spaces at Williams? Just what might Latina/x feminist disability justice dreams look like? How might Latina/x feminist disability justice dreams *feel*? Feminist, queer, and disabled crip-of-color scholars have recently called for a more meaningful engagement with race in feminist disability studies. Simultaneously, we have also witnessed a small but steady growth in the amount of Latinx studies scholarship that thoughtfully integrates questions of disability. This interdisciplinary course responds to these important shifts in its focus on a series of topics bridging Latinx studies, gender studies, queer studies, crip studies, and critical disability studies. These include but are not limited to the body, the environment, temporality, labor, citizenship, dependency, and visibility/invisibility. Through these topics, we will explore the ways in which the different approaches to these specific issues across Latinx, critical disability, crip, queer and gender studies are in fruitful conversation with one another -- and sometimes even at odds -- as we actively interrogate the intersections of gender, race, ethnicity, sexuality, and disability within the everyday.

Requirements/Evaluation: Major assignments for this course include a semester-long independent research paper (15-20 pages) broken up into steps, participation in crafting the class manifesto, a semester-long collaborative artistic exercise, and a final reflection document (3-4 pages).

Prerequisites: None.

Enrollment Limit: 12

Enrollment Preferences: Priority given to LATS concentrators by seniority, followed by WGSS and AMST majors by seniority.

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Materials/Lab Fee: Lab fee: \$200 for art supplies per student

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 475(D2) LATS 475(D2) AMST 413(D2)

Writing Skills Notes: We focus on building writing and interdisciplinary research skills, with a particular emphasis on the processes of research, revision, and collaborative writing. The primary research paper (an independent project of 15-20 pages) is divided into stages, and students are required to revise and resubmit their work at various junctures in the research process. The written class manifesto requires students to compose a document together, revising their work as a group over the course of the semester.

Difference, Power, and Equity Notes: This course privileges an intersectional analysis regarding questions of race, ethnicity, gender, sexuality, and disability. It obligates students to consider how these categories of difference actively work in tandem with one another in everyday US Latina/x and transnational (US-Latin America and the Caribbean) contexts. This seminar also underscores how these categories of difference are actually products of a given historical and political moment.

Attributes: LATS 400-level Seminars

Spring 2025

SEM Section: 01 TF 1:10 pm - 2:25 pm Maria Elena Cepeda

LEAD 215 (S) Race and Inequality in the American City (DPE)

Cross-listings: PSCI 215

Secondary Cross-listing

In the past half-century, American cities have gotten both much richer and much poorer. The making of "luxury cities" has gone hand-in-hand with persistent, concentrated poverty, extreme racial segregation, mass incarceration, and failing public services-social problems borne primarily by people of color. This course will examine the political underpinnings of inequality in American cities, with particular attention to the racialization of inequality. Among the topics we will cover are: the structures of urban political power; housing and employment discrimination; the War on Crime and the War on Drugs (and their consequence, mass incarceration); education; and gentrification. We will ask: How have city leaders and social movements engaged with urban problems? How have they tried to make cities more decent, just, and sustainable? Under what circumstances has positive leadership produced beneficial outcomes, and in what circumstances has it produced perverse outcomes? We will engage primarily with political science, but also with scholarship in other disciplines, including sociology, history, geography, and legal studies, all of which share an interest in the questions we will be exploring. Students will leave this course with a deeper understanding of contemporary urban problems, a knowledge of the political structures within which those problems are embedded, and a better sense of the challenges and opportunities leaders face in contemporary urban America.

Requirements/Evaluation: class participation; several short essays and a longer paper with presentation

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: Political Science majors and Leadership Studies concentrators

Expected Class Size: 25

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

LEAD 215(D2) PSCI 215(D2)

Difference, Power, and Equity Notes: Deploying historical and social-scientific analysis, this course seeks to help students understand the historical roots and political underpinnings of unequal access to social goods in American cities, with particular attention to the racialization of inequality, compound deprivation, and unearned advantage.

Attributes: GBST Urbanizing World LEAD Facets or Domains of Leadership POEC Depth PSCI American Politics Courses

Spring 2025

SEM Section: 01 TF 2:35 pm - 3:50 pm Mason B. Williams

MUS 125 (F) Music and Social Dance in Latin America (DPE)

Cross-listings: DANC 125

Primary Cross-listing

This course offers a full-spectrum introduction to a number of Latin American social dance forms, including samba, salsa, tango, and the Suriname Maroon genre, awasa. Through critical listening and viewing assignments, performance workshops, and readings from disciplines spanning ethnomusicology, anthropology, dance studies, Latin American studies and history, students will combine a technical understanding of the musical and choreographic features of these genres with a consideration of their broader contexts and social impact. Among the questions that will drive class discussions are: How do sound and movement interrelate? What aspects of gender, sexuality, class, race and ethnicity arise in the performance and consumption of Latin American genres of social dance? How do high political, economic, and personal stakes emerge through activities more commonly associated with play and leisure? This class is driven by academic inquiry into these various social dance practices; it does not prioritize gaining performance skills in the genres discussed. While there will be experiential components included throughout the course (for instance music or dance workshops), the majority of the class will be conducted in a discussion/seminar format. While the ability to read musical notation is helpful, it is not required.

Class Format: seminar/studio

Requirements/Evaluation: Regular short assignments, three 5-7 page papers, final project or paper (10-12pgs)

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: upperclassmen, majors in music, dance, Latino/a studies.

Expected Class Size: 20

Grading: no pass/fail option, yes fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

MUS 125(D1) DANC 125(D1)

Difference, Power, and Equity Notes: Together, the music and dance genres discussed here indicate the diversity of social dance practices within Latin America, broadly conceived. Each unit of the course delves into aspects of political, historical, and cultural context and their resonance within the realm of music and dance. Specific attention is paid to racial and intercultural aspects each genre's formulation, practice, and circulation, as well as the politics of representation in embodied expression.

Attributes: GBST Latin American Studies MUS Ethnomusicology

Fall 2024

SEM Section: 01 MWF 8:30 am - 9:45 am Corinna S. Campbell

MUS 133 (S) Musics of the Spanish Colonial Empire, ca. 1500-1800 (DPE)

Cross-listings: GBST 132

Primary Cross-listing

With territories around the globe from the Americas to the Philippines to portions of Western Europe, the Spanish colonial empire was, at its height, one of the largest and most expansive in history. This course explores the myriad ways in which Spanish colonial powers influenced, interacted with, and reacted to the musical cultures of the colonized and how indigenous and/or colonized peoples persisted in asserting their musical voices over the course of several centuries--from the time of the Spanish arrival in the Americas (as well as southern Italy and the East Indies) during the fifteenth and sixteenth centuries to the empire's eventual decline in the nineteenth century. We will begin by defining the concepts of "colonialism" and "imperialism" in order to understand how such political and socio-economic power structures developed and attempted to exert control and influence over subjugated populations--and consequently over their music. From there, we will investigate some of the musical developments and repertoires that resulted from these efforts through a series of modules on various territories colonized by Spain, including the Spanish territories of Naples/southern Italy, New Spain, and the Philippines. Coursework will include discussion-based and written responses to weekly readings and listening assignments and small group presentations on a Spanish colonized space not covered in one of the central course modules. The ability to read musical notation is not required.

Class Format: Lecture-discussion

Requirements/Evaluation: Attendance/participation; weekly discussion-leading and informal written forum responses to assigned materials; two close reading/listening papers; and a final collaborative presentation project to be conducted in small groups

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: Preference given to first years and sophomores

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

GBST 132(D2) MUS 133(D1)

Difference, Power, and Equity Notes: The course explores how political and socio-economic power structures exerted control and influence over subjugated populations in the Spanish colonial empire--and consequently over their music, and examines the myriad ways in which Spanish colonial powers influenced, interacted with, and reacted to the musical cultures of the colonized and how indigenous and/or colonized peoples persisted in asserting their musical voices over the course of several centuries

Attributes: MUS Music History: Pre-1750

Spring 2025

SEM Section: 01 TR 9:55 am - 11:10 am Elizabeth G. Elmi

MUS 211 (F) Music, Nationalism, and Popular Culture (DPE)

Cross-listings: ANTH 211

Primary Cross-listing

This course surveys the manner, function, and contexts through which sound and ideas of national belonging are linked. We will consider influential and iconic musicians (e.g. Umm Kalthoum, Amalia Rodriguez, Bob Marley, Carlos Gardel), international forums for the expression of national sentiment (the Olympics, World Cup, and Eurovision competitions), and a wide range of instruments, genres, and anthems that are strong conduits for national sentiment. Drawing on the work of critical theorists including Benedict Anderson, Michael Herzfeld, and Homi K. Bhabha, we will pursue a number of analytical questions: What parallels exist between musical and political structure? How do nations adjust as their policies and demographics change? How are cultural forms implicated in postcolonial nation building projects? What marginal populations or expressive forms are included, excluded, or appropriated in the formation of national identity? Finally, what differences emerge as we change our focus from a national to an international perspective, or from officially endorsed representations of national culture to unofficial popular forms of entertainment?

Requirements/Evaluation: Class participation, regular short (1 page) written responses, two 5- to 6-page papers, a Final Paper/Project

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: Upperclass students and music majors

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

MUS 211(D1) ANTH 211(D2)

Difference, Power, and Equity Notes: Owing to its global focus and attention to power and privilege in political and musical structures, this course meets the DPE requirement. Topics include the use of music for social control and subversion in Mobutu's Zaire, its affective power in U.S. campaign ads, and the ways in which constructions of 'folk music' impact power differentials in a national political structure. Assignments help students develop an awareness of the specific strategies whereby music mobilizes national ideologies.

Attributes: AMST Arts in Context Electives MUS Ethnomusicology

Fall 2024

SEM Section: 01 TF 1:10 pm - 2:25 pm Corinna S. Campbell

MUS 217 (S) Hip Hop Culture (DPE) (WS)

Cross-listings: AMST 222 / ENGL 221 / AFR 222

Secondary Cross-listing

The course examines how young people of color created hip hop culture in the postindustrial ruins of New York City, a movement that would eventually grow into a global cultural industry. Hip hop music producers have long practiced "diggin' in the crates"--a phrase that denotes searching through record collections to find material to sample. In this course, we will examine the material and technological history of hip hop culture, with particular attention to hip hop's tendency to sample, remix, mash-up, and repurpose existing media artifacts to create new works or art. We will use a media archaeological approach to examine the precise material conditions that first gave rise to graffiti art, deejaying, rapping, and breakdancing, and to analyze hip hop songs, videos, and films. Media archaeology is a critical and artistic practice that seeks to interpret the layers of significance embedded in cultural artifacts. How does hip hop archaeology remix the past, the present, and the future? How do the historical, political, and cultural coding of hip hop artifacts change as they increasingly become part of institutional collections, from newly established hip hop archives at Cornell and Harvard to the Smithsonian National Museum of African American History and Culture?

Requirements/Evaluation: Four papers, project with presentation, and a final exam.

Prerequisites: None

Enrollment Limit: 19

Enrollment Preferences: AMST majors or prospective majors

Expected Class Size: 19

Grading: no pass/fail option, yes fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 222(D2) ENGL 221(D1) AFR 222(D2) MUS 217(D1)

Writing Skills Notes: Students in this course develop a capacity to write generative arguments in an interdisciplinary scholarly context. Students will receive feedback not only on structure, substance, and style, but also on how to best build a line of inquiry, how to gather high-quality evidence, and how to make one's thinking productively intersect with more than one scholarly or creative field.

Difference, Power, and Equity Notes: This course requires students to use an effective descriptive and critical vocabulary to discuss and analyze artifacts of hip hop culture, with attention to race, gender, class, sexuality, and other categories of social difference. They must understand the material, technological, historical, and cultural contexts that gave rise to hip hop culture, and proficiently synthesize scholarly perspectives related to the formation and transformations of hip hop from the early 70s to the early 21st cent.

Attributes: AFR Culture, Performance, and Popular Technologies AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora

Spring 2025

SEM Section: 01 TR 11:20 am - 12:35 pm Brian Murphy

PHLH 201 (S) Dimensions of Public Health (DPE)

Public health is concerned with protecting and improving health at the level of a community or population. Although individual behavior is an essential element of public health, collective, rather than individual, outcomes are the focus of public health study. In this course we will survey the field of public health, introducing students to core concepts and methods that highlight the interrelationship of individual choice and social institutions with environmental and biological factors in producing health outcomes at the population level. We will develop these concepts and methods within the context of signal cases and public health crises.

Requirements/Evaluation: a sequence of three assignments (a report, an infographic and a presentation) that focuses on a particular public health problem, peer reviews and active contribution to class discussion

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: sophomores, potential Public Health concentrators

Expected Class Size: 19

Grading: no pass/fail option, yes fifth course option

Distributions: No divisional credit (DPE)

Difference, Power, and Equity Notes: This course fulfills the DPE requirement because of its central focus on the ways that difference and power shape health outcomes in the U.S. and internationally. It uses an interdisciplinary approach to explore issues including the historical relations between communities of color, healthcare providers, and public health practitioners; contestation over the role of markets and government in public health; and differing explanations for the patterns of race, class, etc., in health outcomes.

Attributes: PHLH Core Courses

Spring 2025

SEM Section: 02 W 7:00 pm - 9:40 pm Marion Min-Barron

SEM Section: 01 W 1:10 pm - 3:50 pm Marion Min-Barron

PHLH 351 (F) Racism in Public Health (DPE)

Cross-listings: AAS 351

Primary Cross-listing

Across the nation, states, counties and communities have declared racism a public health crisis. This push to identify systemic racism as a high priority in public health action and policy is an important symbolic and political move. It names the faults of histories, systems and institutions but also brings to the spotlight the individual and community responsibility to dismantle racism in the US. In this tutorial, we will examine racism in public health policy, practice and research through an investigation of several mediums of evidence and information, ranging from peer reviewed literature to news editorials, podcasts and documentaries. We will explore specific pathways by which legacies of colonialism and racism function in various public health disciplines such as epidemiology, social & behavioral sciences, health policy and environmental health while also examining the dynamics of power and history in research and community practice. We will take deep dives into issues on how health can be impacted by redlining, racist medical algorithms, racial trauma and stress and police violence, to name a few. Students will also have two opportunities to select their own case studies, as a way for you to research and learn about particular racial health issues that are of personal interest. This course is also about self-reflection and exploration of the ways in which our identities and lived experiences impact our understanding and perspective. We will gain skills in speaking across differences and articulation of how our own perceptions and lived experiences of race and racism impact our study of public health. This tutorial requires an openness to self-reflection and the practice of listening and articulation.

Requirements/Evaluation: bi-weekly tutorial papers, weekly journaling, oral commentaries and tutorial discussion

Prerequisites: PHLH 201 or instructor approval.

Enrollment Limit: 10

Enrollment Preferences: 1-Public Health concentrators. 2- Asian American Studies concentrators.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AAS 351(D2) PHLH 351(D2)

Difference, Power, and Equity Notes: In this course students will examine and critically examine the inequities and race based social and health injustices, and the ways racism infiltrates public health action and policy, both historically and currently. They will also refine their self reflection skills in understanding how their own positions of privilege and power, or lack thereof, inform their understanding of public health.

Attributes: AAS Non-Core Electives PHLH Social Determinants of Health

Fall 2024

TUT Section: T1 TBA Marion Min-Barron

PSCI 146 (S) The world of wealth and work: An introduction to the politics of capitalism (DPE)

From the Googleplex to derelict factories in Ohio, from our personal lives to the halls of high politics, from the sugar fields of Brazil to the corner offices of Wall Street, we are all navigating the same system: capitalism. This course will give students a map. Drawing on political science and political economy, we will ask fundamental questions about capitalism: Why are some parts of the world so much richer than others? Is sustainable economic growth possible? Why do some jobs pay more than others? Why do some things cost money but other things are free? What is the relationship between economic exploitation and race, gender, and other identities? Why are we working all the time? Can a democratic society have a capitalist economy? Students will explore these questions and engage themes central to the study of capitalism, including financialization, intersectionality, racial order, neoliberalism, class, contradiction, and accumulation. The course is designed for first-year students, especially those who have taken one or fewer political science courses.

Requirements/Evaluation: Class participation; regular reading responses; two short papers; two presentations; final exam

Prerequisites: None

Enrollment Limit: 30

Enrollment Preferences: First-years and sophomores

Expected Class Size: 25

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: This course revolves around relationships of power in capitalism. We explore how those relationships interact with questions of difference and norms of equity.

Attributes: PSCI Comparative Politics Courses

Spring 2025

LEC Section: 01 MWF 11:00 am - 12:15 pm Sidney A. Rothstein

PSCI 160 (F) Refugees in International Politics (DPE) (WS)

Globally, refugees seem to create, and be caught up in, chronic crisis. This course evaluates how this can be--how a crisis can be chronic, and for whom this chronic crisis is a solution. We investigate who refugees are, in international law and popular understanding; read refugee stories; examine international and national laws distinguishing refugees from other categories of migrants; evaluate international organizations' roles in managing population displacement; look at the way that images convey stereotypes and direct a type of aid; consider refugee camps in theory and example; and reflect on what exclusion, integration, and assimilation mean to newcomers and host populations. In whose interest is the prevailing system? Who might change it, and how?

Requirements/Evaluation: Ten essays: five lead, five response. The first two weeks' essay grades will be unrecorded.

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: first-year students, to be selected randomly from list of those enrolled.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

Writing Skills Notes: In addition to writing every week, students will have a chance work on specific skills cumulatively.

Difference, Power, and Equity Notes: This course examines the way in which home states categorize people and oppress some, producing refugees; the way that host states categorize people and oppress some, using immigration to shore up the prevailing ethnic hierarchy; and why we worry about some of these categories of oppression more than others.

Attributes: PSCI International Relations Courses

Fall 2024

TUT Section: T1 TBA Cheryl Shanks

PSCI 215 (S) Race and Inequality in the American City (DPE)

Cross-listings: LEAD 215

Primary Cross-listing

In the past half-century, American cities have gotten both much richer and much poorer. The making of "luxury cities" has gone hand-in-hand with persistent, concentrated poverty, extreme racial segregation, mass incarceration, and failing public services-social problems borne primarily by people of color. This course will examine the political underpinnings of inequality in American cities, with particular attention to the racialization of inequality. Among the topics we will cover are: the structures of urban political power; housing and employment discrimination; the War on Crime and the War on Drugs (and their consequence, mass incarceration); education; and gentrification. We will ask: How have city leaders and social movements engaged with urban problems? How have they tried to make cities more decent, just, and sustainable? Under what circumstances has positive leadership produced beneficial outcomes, and in what circumstances has it produced perverse outcomes? We will engage primarily with political science, but also with scholarship in other disciplines, including sociology, history, geography, and legal studies, all of which share an interest in the questions we will be exploring. Students will leave this course with a deeper understanding of contemporary urban problems, a knowledge of the political structures within which those problems are embedded, and a better sense of the challenges and opportunities leaders face in contemporary urban America.

Requirements/Evaluation: class participation; several short essays and a longer paper with presentation

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: Political Science majors and Leadership Studies concentrators

Expected Class Size: 25

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

LEAD 215(D2) PSCI 215(D2)

Difference, Power, and Equity Notes: Deploying historical and social-scientific analysis, this course seeks to help students understand the historical roots and political underpinnings of unequal access to social goods in American cities, with particular attention to the racialization of inequality, compound deprivation, and unearned advantage.

Attributes: GBST Urbanizing World LEAD Facets or Domains of Leadership POEC Depth PSCI American Politics Courses

Spring 2025

SEM Section: 01 TF 2:35 pm - 3:50 pm Mason B. Williams

PSCI 319 (F)(S) Marine Policy (DPE) (WS)

Cross-listings: ENVI 351 / CAOS 351

Secondary Cross-listing

Coastal communities are home to nearly 40% of the U.S. population, but occupy only a small percentage of our country's total land area. Intense population density, critical transportation infrastructure, significant economic productivity, and rich cultural and historic value mark our coastal regions as nationally significant. But, coastal and ocean-based climate-induced impacts such as sea level rise, ocean warming and acidification pose extraordinary challenges to our coastal communities, and are not borne equally by all communities. This seminar considers our relationship with our ocean and coastal environments and the foundational role our oceans and coasts play in our Nation's environmental and economic sustainability as well as ocean and coastal climate resiliency. Through the lens of coastal and ocean governance and policy-making, we critically examine conflict of use issues relative to climate change, climate justice, coastal zone management, fisheries, ocean and coastal pollution and marine biodiversity.

Class Format: This class is taught only at Williams-Mystic in Mystic, Connecticut and includes coastal and near-shore interdisciplinary field seminars, and 10 days offshore.

Requirements/Evaluation: Weekly Readings; Class Participation; Small and large group strategy exercises (written and oral); Written Research Project: issues paper and draft research paper; Final Research Project: multiple formats available

Prerequisites: none

Enrollment Limit: 23

Enrollment Preferences: must be enrolled at Williams-Mystic in Mystic, Connecticut

Expected Class Size: 22

Grading: no pass/fail option, no fifth course option

Unit Notes: must be enrolled at Williams-Mystic in Mystic, Connecticut

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

PSCI 319(D2) ENVI 351(D2) CAOS 351(D2)

Writing Skills Notes: Each student will write one 3-5 page research issues paper and one 8-10 page draft research paper as well as a final project with written components equaling 5-8 pages. Each submission receives written feedback from the professor, including research guidance, input on grammar, structure, language, analysis. Students also receive verbal feedback in individual conferences to discuss research paper organization, analysis, structure and grammar as well as final project input.

Difference, Power, and Equity Notes: Coastal and ocean policy issues relating to climate change, coastal zone management, fisheries, ocean pollution and marine biodiversity impact environmental and climate justice. Students examine coastal governance while considering the disproportionate burdens on underrepresented populations in U.S. coastal communities caused by climate change and coastal policies. Students analyze multi-disciplinary evidence and work to strengthen their integrative, analytical, writing, and advocacy skills.

Attributes: ENVI Environmental Policy EXPE Experiential Education Courses POEC Depth

Fall 2024

SEM Section: 01 F 9:00 am - 12:00 pm

Spring 2025

PSYC 357 (F) Clinical Psychology & Social Justice: Centering Marginalized Perspectives (DPE)

In this course, students will evaluate the critical question of whether and how clinical psychology can address mental health disparities and promote social justice. Students will gain a substantive understanding of research and theory examining psychopathology, including historical perspectives, expression and conceptualization of psychopathology, etiological theories from varied disciplines, and intervention and prevention strategies. We will take a liberation psychology and intersectional approach to examine the ways in which various intersecting systems of oppression and privilege shape the mental health and lived experiences of individuals and communities. Throughout the course, we will center topics and people that have been epistemically excluded from the field of clinical psychology. Topics such as racism, discrimination, resistance, pride, collective care, and queer affirming interventions will be addressed and the voices of those with marginalized identities (for example, due to their race, ethnicity, gender identity, sexual orientation, immigration status) will be highlighted. Students will evaluate current research and theory with attention to bias, inequities, methodological rigor, and potential usefulness for promoting social justice, through prevention, intervention, and policy.

Requirements/Evaluation: Course requirements include: a) reading empirical articles; b) participating in class discussions; c) completing daily assignments; d) a 2-page research proposal (double-spaced); e) conducting a research project in a small group; f) a short presentation on a student-selected topic and reading; and g) a final research paper based upon the small group research project (approximately 15 double-spaced pages).

Prerequisites: PSYC 201. PSYC 252 recommended.

Enrollment Limit: 16

Enrollment Preferences: Psychology majors

Expected Class Size: 16

Grading: no pass/fail option, yes fifth course option

Distributions: (D3) (DPE)

Difference, Power, and Equity Notes: Students will examine how clinical psychology can address mental health disparities & promote social justice. To do so, students will: use scientific reasoning & quantitative skills to critically examine how intersecting systems of oppression and privilege shape the mental health of individuals & communities; evaluate research and theory with attention to bias, inequities, and usefulness for promoting social justice; and conduct a research project using socially just research practices.

Attributes: PSYC Area 5 - Clinical Psychology PSYC Empirical Lab Course

Fall 2024

LAB Section: 02 M 1:00 pm - 4:00 pm Catherine B. Stroud

SEM Section: 01 TR 11:20 am - 12:35 pm Catherine B. Stroud

REL 249 (F) Antisemitism (DPE)

Cross-listings: JWST 249

Primary Cross-listing

In this course students will investigate intellectual traditions, political movements, and cultural objects that construct Jews, Jewishness, or Judaism as a negative principle. Where is Judaism portrayed as the darkness by contrast to the light? When are Jews depicted as a pernicious force that explains the presence of evil in the world? How is Jewishness used as a critical category to identify what is retrograde, deracinating, or base? We will interpret materials from a variety of times and places, including the ancient world, the medieval period, and the present day. We will also explore prominent theoretical approaches to the interpretation of these materials. Is there a continuous phenomenon that connects every assertion of Jewish malevolence for over two thousand years of human history? Or should claims about Jewish malevolence be presumed to have an entirely distinct meaning, origin, and purpose in each historical context? Which particular threats are Jews, Judaism, and Jewishness typically alleged to pose? How does the idea of a Jewish threat fit with ideas about race, gender, ethnicity, religion, class, sexuality, and nationality? This is a course about *negative meaning-making*. Our primary goal throughout the course is to study how shadows of thought, symbolism, and story are cast. It is a course about how language, images, structures, and institutions are used to constitute an antagonist: villainy, the demonic, the enemy, the conspiratorial cabal, the exploitative interloper, "the Jew." And it is a course about the tragic consequences for real people -- for Jews and for all humanity -- when negative principles and fantasies are not contained by realism, reasonableness, and compassion.

Requirements/Evaluation: Class participation, regular in-class writing assignments, midterm exam, final exam

Prerequisites: none

Enrollment Limit: 18

Enrollment Preferences: Jewish Studies concentrators, Religion majors, and students who have taken JWST 203

Expected Class Size: 18

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

REL 249(D2) JWST 249(D2)

Difference, Power, and Equity Notes: This course will introduce students to discursive, institutional, and social formations that have organized the stigmatization, domination, and persecution of Jews in various geographic locations for over two thousand years. An understanding of these structures is crucial to understanding contemporary dynamics of difference and power. Students will also consider how constructions of Jewish malevolence intersect with ideas about race, gender, class, religion, ethnicity, and nation.

Attributes: JWST Core Electives

Fall 2024

SEM Section: 01 TF 2:35 pm - 3:50 pm Jeffrey I. Israel

REL 276 (S) Gnosis, Gnostics, Gnosticism (DPE)

Cross-listings: COMP 258

Primary Cross-listing

Reality is not what it seems. Salvation by knowledge, arch-heresy, an eternal source of mystical insights and experiences, secret esoteric teachings available only to a few. All these and more have been claims made about gnosis, Gnostics, and Gnosticism. This course will introduce you to the key ancient texts and ideas associated with Gnostics in modern forms of esotericism and spiritualities. We shall explore how claims about gnosis offer modes of critiquing and seeking to transform unjust social and political systems.

Class Format: lecture/discussion

Requirements/Evaluation: weekly GLOW posts, 1 textual analysis paper, 1 historiographical analysis paper, and a final paper that entails a revision and expansion of earlier writing for the course.

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: students with prior coursework in biblical or other ancient literature or history

Expected Class Size: 15

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

REL 276(D2) COMP 258(D1)

Difference, Power, and Equity Notes: This course situates "gnosis" as a practical epistemological orientation used both to disrupt and challenge power arrangements deemed unjust and to empower those who are marginalized within dominant power structures. At the same time, the course interrogates "gnostic" epistemological claims as capable of being used to reinstall hierarchical power structures. Attention to power and equity and how difference is produced is at the center of the course.

Spring 2025

LEC Section: 01 MR 1:10 pm - 2:25 pm Denise K. Buell

REL 301 (S) Social Construction (DPE)

Cross-listings: COMP 315 / WGSS 302 / STS 301 / SOC 301

Primary Cross-listing

"Social construction" can often seem like the great collegial insight. By now, you've all heard that categories such as race, gender, and sexuality are in some sense not part of nature, but instead are created and maintained socially or culturally. The idea of social construction has been vital to critical race theory and queer theory, and, in this course, we will push ourselves into philosophy of science to see whether or not these same insights apply to everything. If we know that "Whiteness," "heterosexuality," and "masculinity," for instance, are all socially constructed, we will ask if the same is true of "electrons," "money," "the solar system," and "climate change." Can it be that all of our reality is socially constructed? Or does social construction have limits? If so, what are they? We will also ask more fundamental questions, such as: What does it mean to say something is socially constructed? How does social construction relate to claims that an aspect of the world is "real" or "not real?" Is social construction a theory about language, power, culture, societies, human perceptions, or the limits of science? What kind of political, ethical, ontological, or epistemological work do theories of social construction do? We will begin with different accounts of the social construction of race, gender, and sexuality. In the second part of the course, we will dig deeper into philosophical debates about social construction as such. Then we will explore constructionism about natural science. In the last part of the course, we will change gears and explore look at cutting-edge work in the theory of social science aimed at explaining the construction and ontology of social worlds. The class will culminate in a project in which students will put their social construction theories into practice.

Requirements/Evaluation: regular attendance and participation, short weekly reflection papers, a 8-10 page research paper, and final project

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: Preference will be given to majors and concentrators from STS, ANSO, COMP, REL, PHIL, WGSS, AAS, LATS, JWST, and AFR. If the class is overenrolled students will be asked to submit an email about themselves and why they want to take the course.

Expected Class Size: 15

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 315(D1) WGSS 302(D2) STS 301(D2) SOC 301(D2) REL 301(D2)

Difference, Power, and Equity Notes: Central to REL 301 will be an analysis of the social construction of race, gender, and sexuality. It will show how power and difference are tied up in their construction and maintenance of these categories. Students will be taught how to critically analyze race, gender, and sexuality as well as social construction as such. Students will also learn sophisticated tools for studying systems of social power and difference.

Attributes: PHIL Related Courses

Spring 2025

SEM Section: 01 W 1:10 pm - 3:50 pm Jason Josephson Storm

RLFR 101 (F) Introduction to French Language and Francophone Cultures (DPE)

This year-long course offers a complete introduction to the French language and is designed to help you become fully conversant in French by focusing on four fundamental language skills: listening, speaking, reading, and writing. Through daily practice, class activities, interactive discussion, listening exercises, written work, reading assignments, and active engagement with music, video, and film, you will quickly gain confidence and increasing facility with your abilities to speak and understand both spoken and written French. In addition, our study of grammar, vocabulary, and communication skills will be organized around an engaging and dynamic introduction to a variety of French-speaking cultures around the world, from France and Belgium, to Québec and Martinique, to Sénégal and Morocco. *Conducted in French.*

Requirements/Evaluation: Active class participation, workbook exercises and compositions, chapter tests, midterm, and final exam.

Prerequisites: None. For students who've never formally studied French. Students who've previously studied French (in any formal course, at any level) MUST take the French Placement Test in the summer or during First Days. For more info: <https://french.williams.edu>

Enrollment Limit: 18

Enrollment Preferences: All are welcome, but if over-enrolled, preference will be given to first-year and second-year students and those with compelling justification for admission.

Expected Class Size: 18

Grading: yes pass/fail option, no fifth course option

Unit Notes: RLFR 101-102 is a year-long course. Credit is granted only if both semesters (RLFR 101 and 102) are taken. RLFR 101-102 students

must also take the French Winter Study Course. This commitment to a year-long immersion in French is designed to help students become fully conversant in French by the end of the academic year.

Distributions: (D1) (DPE)

Difference, Power, and Equity Notes: Through its focus on French and Francophone cultures around the world, this course enables students to gain both linguistic and cultural proficiency, and to engage with the great diversity of colonial and post-colonial cultures, histories, and identities in France and Belgium, Québec and Martinique, Sénégal and Morocco.

Fall 2024

SEM Section: 01 M-F 10:00 am - 10:50 am Brian Martin

RLFR 105 (F) Advanced French: Advanced Studies in French Language and Francophone Culture (DPE) (WS)

In this French course, we will read and examine literary texts from the twelfth to the 19th centuries, and films from the twentieth and twenty-first centuries. In order to analyze them, we will briefly situate them in their social and historical contexts. These works will help us better understand contemporary France and explore France's colonial past. We will also learn how to write two short research paper in French in the form of an explication de texte. While the themes, authors, time periods will vary, our approach will remain the same. Three themes, love, fear, and France's colonial past, will serve as the course's organizing principles. A small section of the course will be devoted to grammar revisions in order to continue to improve our reading and language skills. Throughout the semester we will develop our writing skills in French. Conducted in French

Requirements/Evaluation: class participation, online grammar exercises, 2 four-page papers, 1 class introduction, 2 low-stakes one-page response papers

Prerequisites: RLFR 104, placement exam, or by permission of instructor

Enrollment Limit: 15

Enrollment Preferences: All are welcome, but if overenrolled, preference will be given to first- and second-year students and French major and certificate students. If necessary, a statement of interest will be solicited.

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (DPE) (WS)

Writing Skills Notes: In this course students will practice writing two short structured papers in French where there will present their interpretation of literary or visual text. Students will write two response papers.

Difference, Power, and Equity Notes: In this course student will examine visual and literary texts that reframe difference, power and equity in relation to race, class, gender, ethnicity, sexuality, and religion.

Fall 2024

LEC Section: 02 MR 2:35 pm - 3:50 pm Sophie F. Saint-Just

LEC Section: 01 MR 1:10 pm - 2:25 pm Sophie F. Saint-Just

RLFR 106 (S) Advanced French: Danger and Desire in French Film and Fiction (DPE)

Cross-listings: COMP 107

Primary Cross-listing

This is an advanced course in French language designed to help you improve your speaking, comprehension, reading, and writing, through the dynamic study of short literary texts and films focusing on danger and desire in nineteenth-, twentieth-, and twenty-first-century France and the Francophone World. Through active discussion and debate, textual and cinematic analysis, grammatical review, and careful writing and revision, you will improve your command of spoken and written French, strengthen your ability to express complex ideas, expand your vocabulary, and deepen your understanding of French and Francophone fiction, film, and cultures. This is an ideal course to prepare for study abroad or for more advanced coursework in French and Francophone literature and cinema. As a focus for improving your French, we will examine a broad range of texts and films on danger and desire in France, Québec, and Algeria from 1820 to 2025, with an emphasis on passion and ambition, infatuation and seduction, betrayal and vengeance, courage and cruelty, warfare and resistance. Works to include nineteenth-century texts by Chateaubriand, Duras, Balzac, Mérimée, Flaubert, Maupassant, Zola; twentieth-century texts by Colette, Camus, Sartre, Beauvoir, Duras, Ernaux, Guibert, Quint, Lindon, Vilrouge; and twenty-first-century films by Caron, Ozon, Ducastel, Martineau, Dercourt, and Becker. Conducted in French.

Requirements/Evaluation: Active class participation, grammar exercises, midterm exam, and two papers.

Prerequisites: Exceptional performance in RLFR 104; successful performance in RLFR 105; or by placement test; or permission of the instructor.

Enrollment Limit: 16

Enrollment Preferences: All are welcome, but if over-enrolled, preference will be given to French Majors and French Certificate students.

Expected Class Size: 16

Grading: yes pass/fail option, no fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 107(D1) RLFR 106(D1)

Difference, Power, and Equity Notes: This course centers on a critical examination of difference, power, and equity in French film and fiction. The content examines the effects of class, ethnicity, gender, and sexuality on social inequalities among rich and poor, soldiers and civilians, nations and colonies, men and women. The course employs critical tools to teach students how to articulate and interrogate social injustice, through reading, viewing, discussion, writing, and revision.

Spring 2025

SEM Section: 01 TR 9:55 am - 11:10 am Brian Martin

RLFR 206 (S) The Outsider in French & Francophone Film Adaptations of Literary Texts (DPE)

Cross-listings: COMP 209

Primary Cross-listing

In this course students will examine the figure of the outsider (queer, black, woman, intruder, loner) in several French and Francophone literary texts and their film adaptations and will explore questions such as: how are such outsiders translated onto the screen? To what extent does outsider status help maintain, challenge, or reveal hegemonic discourse? In what ways do non-Western and Western filmmakers (re)cast power and privilege through the figure of the outsider in their film adaptations (of Western canonical texts)? Students will read original French and Francophone literary texts and apply theories of film adaptation to their analyses.

Requirements/Evaluation: Three response papers, one short essay on film adaptation, one video essay with a student partner

Prerequisites: Students should have taken RLFR 105 or above, or placement test, or by permission of instructor

Enrollment Limit: 16

Enrollment Preferences: Comparative Literature majors, Africana Studies concentrators, French majors and certificates

Expected Class Size: 12

Grading: yes pass/fail option, no fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

RLFR 206(D1) COMP 209(D1)

Difference, Power, and Equity Notes: This course fulfills the DPE requirement because it focuses via the figure of the outsider on power dynamics (based on sexual identity race, class, gender) between cultural producers in literary texts and their film adaptations.

Attributes: FMST Core Courses

Spring 2025

SEM Section: 01 TR 11:20 am - 12:35 pm Sophie F. Saint-Just

RLFR 216 (S) Women Behaving Badly: Deviant Women in Early Modern French Literature (DPE)

Cross-listings: WGSS 216

Primary Cross-listing

Female deviance often implies resisting a dominant and oppressive patriarchal status quo embedded within cultural and historical backgrounds. This

course explores female characters in early modern French literature who refuse to conform to established gender roles. Defying social constructs of femininity, through either judicious negotiations or more aggressive and violent behavior, is an important trope in the writings of both male and female authors of the seventeenth and eighteenth centuries. What constitutes deviant behavior, however, depends on social definitions of gender roles, which evolve over time. In this course, we will first examine women's place within the historical and socio-cultural context of the *Ancien Régime*, which will lead to an examination of female behavior censured during the seventeenth and eighteenth centuries. We will then reflect on how we, as modern readers, perceive such deviancy as it relates to the past. Finally, we will discuss the relevance of studying deviant women in light of current events, such as the #MeToo movement, which has led to a new level of consciousness and empathy for the plight of marginalized groups. Potential readings to include Corneille's *Médée*, Madame de la Fayette's *Princesse de Clèves*, Laclos's *Liaisons dangereuses*, and Isabelle de Charrière's *Lettre à Mistriss Henley*.

Requirements/Evaluation: active class participation, one presentation (8-10 minutes), three to four papers (3-5 pages), and a longer final paper

Prerequisites: strong performance in RLFR 105; successful performance in RLFR 106; or by French placement exam; or by permission of instructor

Enrollment Limit: 20

Enrollment Preferences: French majors and certificate students; Comparative Literature majors; Women's, Gender and Sexuality Studies majors; and those with compelling justification for admission

Expected Class Size: 15

Grading: yes pass/fail option, no fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 216(D2) RLFR 216(D1)

Difference, Power, and Equity Notes: This course focuses on a critical examination of difference, power, and equity in early modern France.

Through the study of deviant women, the course thus challenges students to examine the effects of class, race, ethnicity, gender, and sexuality in narratives on women, misogyny, and criminality.

Spring 2025

SEM Section: 01 TR 9:55 am - 11:10 am Preea Leelah

RLFR 260 (F) Francophone Graphic Novels (DPE)

Cross-listings: COMP 260

Primary Cross-listing

In this class we will read contemporary graphic novels and *bandes dessinées* from Côte d'Ivoire, Morocco, Guadeloupe, Lebanon, France, and Québec to analyze how they approach subjects such as colonial history, migration and discrimination, gender and sexuality, and representations of disability and the racialized body. We will pay particular attention to the visual form and the critical theory of the graphic novel to further understand why this hybrid genre has become so popular and widespread, and how it is shaping conversations about difference and power in the Francophone world. *Conducted in French*.

Requirements/Evaluation: weekly 1-page response papers, midterm 4-5-page paper, presentation and final 7-8-page research paper

Prerequisites: RLFR 105, 106, by placement or by permission of instructor

Enrollment Limit: 20

Enrollment Preferences: French majors and certificate students, Comparative Literature majors

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 260(D1) RLFR 260(D1)

Difference, Power, and Equity Notes: The readings in this course focus on French colonial and Francophone postcolonial history, contemporary migration, and structures of discrimination built on race, religion, gender, and ableism in the French-speaking world. We will explore how graphic novels in their hybrid visual/verbal forms propose different ways of shaping the dynamics and the discourse of difference and power.

Fall 2024

SEM Section: 01 TR 9:55 am - 11:10 am Katarzyna M. Pieprzak

RLFR 316 (F) Paris on Fire: Incendiary Voices from the City of Light (DPE)

Cross-listings: WGSS 315 / COMP 314

Primary Cross-listing

During the 1830s, Honoré de Balzac described Paris as a "surprising assemblage of movements, machines, and ideas, a city of one hundred thousand novels, the head of the world," but also characterized the French capital as a "land of contrasts," a "monstrous wonder," a "moral sewer." Similarly, writers from Victor Hugo to Émile Zola have simultaneously celebrated Parisian elegance and condemned the appalling misery of Paris's urban poor. Since 1889, Paris has been fêted as the "City of Light" for its Enlightenment legacy, Eiffel Tower modernity, and luminous energy, captured in countless paintings, photographs, and film. However, Paris is also the site of revolution, resistance, and riots. From revolutionary revolt (1830, 1848, 1871), to wartime resistance (1870, 1914-18, 1940-44), to reformist and race riots (1968 and 2005), Paris has repeatedly sparked with incendiary passion and political protest. As fires raged during the 2005 riots, many heard the echo of Hitler's 1944 question, "Is Paris burning?" and asked: why was Paris burning again at the dawn of the twenty-first century? Following the 2015 terrorist attacks, many wondered yet again what the future would hold for the City of Light. To answer these questions, we will examine the social, political, and literary landscape of Paris during the nineteenth, twentieth, and twenty-first centuries, from urbanization and modernization, to occupation and liberation, to immigration and globalization. Readings to include poetry, short stories, and novels by Hugo, Balzac, Baudelaire, Maupassant, Verne, Zola, Apollinaire, Colette, Duras, Perec, Rochefort, and Charef. Films to include works by Clair, Truffaut, Godard, Minnelli, Clément, Lelouch, Luhrmann, Kassovitz, Besson, and Jeunet. *Conducted in French.*

Requirements/Evaluation: Active class participation, midterm exam, and two papers.

Prerequisites: Strong performance in RLFR 106, or another RLFR 200-level or 300-level course, or permission of the instructor.

Enrollment Limit: 16

Enrollment Preferences: French Majors and French Certificate students, Comparative Literature Majors.

Expected Class Size: 16

Grading: yes pass/fail option, no fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

RLFR 316(D1) WGSS 315(D2) COMP 314(D1)

Difference, Power, and Equity Notes: This course examines the operations of difference, power, and equity in French film and fiction, history and politics, art and culture, from 1830 to 2025. In readings, lectures, and discussions, we will look at how class, ethnicity, gender, and sexuality structure the lives and struggles of the working class and urban poor, women and men, migrants and immigrants. Students will learn critical tools to better understand and interrogate social inequity and injustice.

Attributes: GBST Urbanizing World

Fall 2024

SEM Section: 01 MW 11:00 am - 12:15 pm Brian Martin

RLFR 330 (S) Unveiling Herstory: Heroines of the Francophone Enlightenment (DPE)

On May 10, 2022, Paris unveiled the first statue of a black woman, Solitude, an emblematic figure of courage and resilience in the eighteenth-century fight against slavery in Guadeloupe. Against the backdrop of the contemporary French movement wherein statues of Enlightenment thinkers like Diderot, Rousseau, and Voltaire have been vandalized and sparked intense debates on memory and politics, Solitude's recognition adds a profound dimension. Once revered as iconoclastic and progressive these male figures have in recent years been scrutinized for perpetuating ideals associated with white male hegemony, challenging conventional notions of freedom and equality. This tutorial invites students to reevaluate the Enlightenment movement, navigating beyond traditional narratives centered around male figures like Voltaire and Rousseau. It explores the transformative era post-French Revolution, shining a spotlight on the exceptional contributions made by women who defied societal norms within the eighteenth-century francophone world. Adopting a global perspective, the course not only examines events in France but also delves into its former colonies, particularly Haiti and Guadeloupe. By scrutinizing literary and ethnographic texts, as well as visual imagery, the course unravels the stories of remarkable women like Charlotte Corday, a key influencer during the Reign of Terror, and Sanité Belair, an active participant in the Haitian Revolution. The overarching

goal is to underscore the significant roles and contributions of these women, often marginalized in historical narratives. Moreover, the course addresses the impact of archival gaps, shedding light on how the destruction of judicial archives by the French in their former colonies has shaped the remembrance of figures like Solitude and Belair.

Requirements/Evaluation: Weekly meeting with instructor for one hour. Weekly 2-3 page response papers. Final paper.

Prerequisites: Any RLFR 200-level course or above, or by permission of instructor.

Enrollment Limit: 10

Enrollment Preferences: All are welcome. If overenrolled, preference will be given to French majors and certificate students; and those with compelling justification for admission

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE)

Difference, Power, and Equity Notes: This course examines the history of slavery and French colonialism. It also explores issues of female empowerment, racism, social justice and equity.

Spring 2025

TUT Section: T1 TBA Preea Leelah

RLFR 360 (F) Repairing a Broken World: Intro to North African Contemporary Art (DPE)

Cross-listings: ARTH 460 / ARTH 560 / ARAB 360 / COMP 361

Primary Cross-listing

How do artists respond to a world in crisis? How does visual art engage violent histories, injured bodies, social injustice and ecological disaster? In this course we will explore the political and ethical concept of repair as it emerges in the work of contemporary North African visual artists. Repair is both a material and symbolic transformational practice of putting together something that is torn or broken. It is never complete, nor does it redeem a history of harm or violence. Rather repair is an invitation: a bringing of people, histories, objects, buildings, feelings and geographies into relation with one another in order to link worlds that have been splintered and separated. It is also a call to imagine other futures. North African contemporary artists have deeply engaged in this type of repair work, attending to colonial history, economies of extraction and environmental damage, race and slavery, housing inequity, gender identity and broken transmission of memory. We will dive into the work of individual artists as well as collectives while reading theoretical texts about broken-world thinking, reparative epistemology, alternative archives, and material reparations.

Class Format: Conducted in French.

Requirements/Evaluation: For undergrads: Active participation, 8 1-page response papers, 5-page mid-term paper, 10-12 page final paper and presentation. For grad students: Active participation, 8 response papers, 5-page mid-term paper, and 20-page final paper and presentation.

Prerequisites: Any RLFR 200-level course or above, or by permission of instructor.

Enrollment Limit: 18

Enrollment Preferences: If over-enrolled, preference will be given to RLFR, ARAB, ARTH and COMP majors, and only 2 spots will be offered to Grad Art students.

Expected Class Size: 15

Grading: yes pass/fail option, no fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

RLFR 360(D1) ARTH 460(D1) ARTH 560(D1) ARAB 360(D1) COMP 361(D1)

Difference, Power, and Equity Notes: This course critically examines art work that engages colonial history, economies of extraction and environmental damage, race and slavery, housing inequity, gender identity.

Fall 2024

SEM Section: 01 TF 2:35 pm - 3:50 pm Katarzyna M. Pieprzak

RLFR 412 (S) Senior Seminar: Nineteenth-Century French Novel: Desperate Housewives and Extreme Makeovers (DPE)

Cross-listings: WGSS 408 / COMP 412

Primary Cross-listing

In 1834, Honoré de Balzac wrote that "Paris is a veritable ocean. Sound it: you will never know its depth." The same can be said of the French nineteenth-century novel and its boundless ability to echo the past and illuminate the present. From the Romanticism of Stendhal and Hugo, and the Realism of Balzac and Flaubert, to the Naturalism of Zola and Maupassant, the novel became a forum for examining illicit sexuality, institutional misogyny, social injustice, criminal passions, revolutionary struggles, and Parisian pleasures in nineteenth-century France. Characters such as the miserable housewife Emma Bovary, the reluctant revolutionary Jean Valjean, the social climber Julien Sorel, the ambitious undergraduate Eugène de Rastignac, and the domestically abused Gervaise Macquart became synonymous with France's turbulent social and political landscape from the 1830s to the 1880s. As recent film adaptations make clear, these desperate housewives and extreme makeovers continue to haunt our twenty-first century present. Reinterpreted by such actors as Gérard Depardieu, Isabelle Huppert, Uma Thurman, Claire Danes, and Jennifer Aniston, the nineteenth-century novel continues to sound out the scandalous and sensational depths of our own century. Readings to include novels by Balzac, Stendhal, Hugo, Flaubert, Maupassant, Zola. Films to include adaptations by Clément, Berri, August, Arteta, Lelouch, Chabrol. Conducted in French.

Requirements/Evaluation: Active class participation, midterm exam, and two papers.

Prerequisites: A 200-level or 300-level RLFR course at Williams, or Advanced coursework during Study Abroad in France or the Francophone World, or permission of the instructor.

Enrollment Limit: 16

Enrollment Preferences: French Majors and French Certificate students, Comparative Literature Majors, Women's, Gender, & Sexuality Studies Majors.

Expected Class Size: 16

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 408(D2) RLFR 412(D1) COMP 412(D1)

Difference, Power, and Equity Notes: This course analyzes difference, power, and equity through its examination of gender diversity, institutional misogyny, urban criminality, human sexuality, social injustice, and revolutionary struggle in nineteenth-century France. In class discussions and critical essays on 1830s-1880s France, students will examine and articulate the inequities and injustices between women and men, the privileged and oppressed, the wealthy and working class, and both the rural and urban poor.

Spring 2025

SEM Section: 01 TR 11:20 am - 12:35 pm Brian Martin

RLSP 205 (S) Magical Realists, Fantasists, Experimentalists: The Latin-American Novel in Translation (DPE)

Cross-listings: COMP 205

Primary Cross-listing

A course specifically designed to enable students who have no knowledge of Spanish to read and discover those Latin-American authors who, in the twentieth century and after, have attracted world-wide attention. Among the texts to be discussed: Borges, Labyrinths; Cortázar, Blow-up and Hopscotch; Lispector, the Hour of the Star; lesser works by Fuentes and Puig; and by Nobel Prize-winner Gabriel García Márquez, One Hundred Years of Solitude. Conducted in English

Requirements/Evaluation: class participation, two brief papers, a midterm, and a final exam

Prerequisites: none

Enrollment Limit: 22

Enrollment Preferences: Latina/o Studies concentrators, Comp Lit majors

Expected Class Size: 22

Grading: yes pass/fail option, yes fifth course option

Unit Notes: does not carry credit for the Spanish major or the certificate

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 205(D1) RLSP 205(D1)

Difference, Power, and Equity Notes: This course offers students an opportunity to read some major works of fiction that have challenged the canon of European and American literature. Through the readings, class members will understand that great literature comes not only from London or Paris, from the U.S. or Russia. Several of these novels, moreover, directly challenge European and Western cultural hegemony and make an implicit claim for the legitimacy of Latin American cultural concerns.

Attributes: GBST Latin American Studies

Spring 2025

LEC Section: 01 MR 2:35 pm - 3:50 pm Gene H. Bell-Villada

RLSP 344 (S) Contemporary Latin American Queer Aesthetics (DPE)

Conducted in Spanish, this advanced seminar examines a panoramic corpus of contemporary cinema, literature, and music in Latin America to trace possible shared political and cultural characteristics of a queer aesthetic. We will explore the works of renowned figures such as Reinaldo Arenas, Chavela Vargas, Pedro Lemebel, and Mariana Rondón, among others, to delve into the intricate layers of queer expression within the region. Is it possible to discern a common transnational queer identity among Latin American countries? What would it look like, sound like? Would it have a shared political mission? What would be its symbols? Primarily focusing on Venezuela, Cuba, Puerto Rico, Dominican Republic, Mexico, Chile, and Argentina, we will analyze a wide range of cultural artifacts--including the work of writers, filmmakers, and musicians--to discuss contemporary debates on identity and representation surrounding sexuality, but also in its intersection with race, gender, and social class. Through an interdisciplinary and intersectional lens, this course will offer a feminist analysis of Latin American counterculture, interrogating the process whereby queer aesthetics enter and sabotage the mainstream. By the end of the seminar, students will have a strong knowledge of contemporary queer artistic practices in Latin America and will be able to identify the most prominent theoretical contributions on sexual and gender dissidence from the region.

Requirements/Evaluation: Evaluation is based on active participation, class presentations, a weekly forum debate, and either a final paper or project.

Prerequisites: Any 200-level course in Spanish taken at Williams or permission of the instructor.

Enrollment Limit: 20

Enrollment Preferences: Spanish majors, Spanish certificate candidates.

Expected Class Size: 15

Grading: no pass/fail option, yes fifth course option

Distributions: (D1) (DPE)

Difference, Power, and Equity Notes: The course explores the politics and aesthetics of Latin American cultural material from the framework of resistance and queer activism, giving students the opportunity to understand the construction of alternative Latin American identities that go against the mainstream.

Spring 2025

SEM Section: 01 TF 2:35 pm - 3:50 pm Alejandro Castro

RLSP 405 (S) Alternative American Literatures: From the Indigenous Chronicle to the Latin American & Chic. Novel (DPE) (WS)

Do the Americas have a common literature? If so, is it possible to trace their roots and continuity from the colonial era to the present? Literary critic Matin Lienhard suggests that it is indeed possible to trace the origin of a literature common to Latin America from the colonial era and into present by focusing on what he calls "alternative literatures"--literatures that relativize the importance of Europeanized and Creole literatures and valorize the richness of oral traditions in the Americas. Such literatures, he asserts, are closely tied to marginalized sectors of society. In this course, we will take Lienhard's concept of "alternative literatures" as a point of departure to pursue our own examinations of how these "alternative literatures" are constituted. While the primary aim of this course is to focus on the writings of Latin American authors, we will end by exploring the relationship between "alternative" Latin American literatures and Chicana/o/x literatures. Readings will include narrative texts such as *Cartas de relación*, chronicles of conquest, religious texts, indigenous annals, poetry, and drama, as well as contemporary Latin American and Chicana/o/x novels.

Requirements/Evaluation: Four essays, class presentations, active participation, and regular attendance required

Prerequisites: any 300-level RLSP course or permission of instructor

Enrollment Limit: 15

Enrollment Preferences: Senior Spanish Majors.

Expected Class Size: 15

Grading: yes pass/fail option, no fifth course option

Distributions: (D1) (DPE) (WS)

Writing Skills Notes: Each student will write four 4-6 page papers on which I will provide written feedback regarding grammar, style, and argument. Each student will also provide three 2-page critiques of their partner's papers as a form of feedback. After receiving my feedback and the feedback of their peers, each student will revise each of the papers and submit a final version.

Difference, Power, and Equity Notes: This course will highlight intellectual production of indigenous peoples of the Americas under Spanish colonial rule as well as the writings of more contemporary minority authors of Latin America. It will explore the new identities and textualities that emerge as a result of the encounter and subsequent conquest of the Americas. As such, students will gain critical skills to analyze a diversity of Spanish-American colonial texts from the 16th century as well as more contemporary narrative texts.

Spring 2025

SEM Section: 01 TF 1:10 pm - 2:25 pm Carlos Macías Prieto

RUSS 217 (S) Indigeneity Today: Comparative Indigenous Identities in the US and Russia (DPE) (WS)

Cross-listings: ANTH 217

Secondary Cross-listing

Indigenous movements for land, rights, and cultural preservation have spread to and originated in all corners of the world. However, the global nature of these movements at times obscures ways of being Indigenous in differing contexts. This course analyzes Indigeneity in both the United States and Russia today. Through reading and analyzing ethnography, theory, and literature, it focuses on Indigenous peoples in a comparative context. Rather than prioritizing concern with Indigenous peoples emerging from the US, it attempts to demonstrate what Indigeneity has been in both the United States and Russia and what it is and means today. It asks the following questions: what is Indigeneity and who is Indigenous; how is Indigenous identity constructed and by whom; and what convergences and divergences exist in Indigeneity between the US and Russia or for that matter in other contexts? To help answer these questions, in this course we will grapple with Indigeneity as a social category and other social formations, especially ethnicity, nationality, and race. Topics include: Indigeneity and the State, Revitalization and Resurgence, Indigenous People and Nature Protection, and Hemispheric and Global Indigeneities.

Requirements/Evaluation: 10 posts to the course Glow discussion page, 3 times leading class discussion on the assigned readings, 1 short presentation, 1 extended portfolio project with regular shorter and longer writing submissions, and 1 final paper and final presentation (as the final part of the portfolio).

Prerequisites: None

Enrollment Limit: 16

Enrollment Preferences: Majors and certificate-seekers in Russian, then majors in Anthropology and Sociology, and then Global Studies concentrators

Expected Class Size: 12-15

Grading: no pass/fail option, yes fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

RUSS 217(D1) ANTH 217(D2)

Writing Skills Notes: This course has the following assignments: Weekly post to the Glow discussion page, 1 extended project with regular writing submissions, 1 final paper and final presentation. For the extended project, we will have instructor feedback for all project assignments. In instructor feedback, comprehension of the material and the content of the writing, improvement in writing style and clarity, and development of voice will be discussed. There will also be peer feedback/review.

Difference, Power, and Equity Notes: In the course, students will learn about Indigeneity as a context-specific social formation. It understands Indigeneity as a category of difference with past and present importance. We will read about, discuss, and write about Indigeneity as a social category, along with other social categories it arose alongside (such as race, ethnicity, and nationality), and how it has been mobilized by both those who identify as Indigenous and by those who designate others as Indigenous.

Spring 2025

SEM Section: 01 TF 2:35 pm - 3:50 pm Kamal A. Kariem

RUSS 348 (F) Altering States: Post-Soviet Paradoxes of Identity and Difference (DPE) (WS)

Cross-listings: GBST 348 / SOC 348

Secondary Cross-listing

Critics and apologists of Soviet-style socialism alike agree that the Soviet ideology was deeply egalitarian. Putting aside for a moment the very reasonable doubts about how justified this perception actually was, it is still worth asking, how did people who lived in the world in which differences in rank, class, gender or ethnicity were not supposed to matter, make sense of their post-socialist condition, one in which new forms of difference emerged, and old ones assumed greater prominence? And how do these encounters with difference impact current events, such as Russia's invasion of Ukraine, or the lingering tensions between East and West Germans? This tutorial will examine new dilemmas through ethnographic studies and documentary films that aim to capture in real time the process of articulating and grappling with newly discovered divides. We will focus especially closely on Ukraine and Russia, but will also read comparative studies, as well as works on East Germany and Georgia. This course fulfills the DPE requirement by exploring comparatively the ways in which people in different countries made sense of the social, cultural and political heterogeneity of the post-socialist condition.

Requirements/Evaluation: 5-page paper every other week, written comments on the partner's paper in alternate weeks

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: Anthropology, Sociology, and Russian majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

GBST 348(D2) RUSS 348(D1) SOC 348(D2)

Writing Skills Notes: This is a tutorial course, with plenty of opportunities to work on writing and argumentation. Tutorial papers receive written feedback from both the instructor and the tutorial partner, and are workshopped during the tutorial meetings.

Difference, Power, and Equity Notes: Students will learn to identify and interrogate processes of social differentiation and exclusion as they take place across Russia and Eastern Europe. We will also train ourselves to identify parallels, as well as differences, between responses to the social and economic uncertainty ushered by the fall of socialism, and the discontents triggered by similar conditions closer to home.

Attributes: GBST Russian + Eurasian Studies

Fall 2024

TUT Section: T1 M 7:00 pm - 9:40 pm Olga Shevchenko

RUSS 401 (F) Let's Remember the USSR! (DPE)

This course is devoted to memories of the USSR. We will focus on memoirs that portray various epochs of Soviet history from different points of view, watch films dealing with the Soviet legacy, and respond to essays that consider the problems of history and myth. In so doing, we will discuss the significance of nostalgia, official vs. unofficial culture, the politics of memory, and the institution of monuments. Much of our course will focus on daily life in the USSR as remembered by the people who lived through it. However, we will also explore the meaning and status of such memories today in former Soviet countries through responses to daily readings, essays, and presentations. Of course, along the way, we will work on improving our spoken and written Russian.

Requirements/Evaluation: Daily work (reading, preparing questions for discussion) 25%; weekly 1-2 page short written assignments (responses to open-ended questions about the daily readings) 25%; 2 short 10 minute presentations (on two illustrious works or figures) 25%; 1 final project, longer researched presentation 10-15 minutes 25%.

Prerequisites: Three years of Russian or instructor's consent.

Enrollment Limit: 15

Enrollment Preferences: RUSS or COMP

Expected Class Size: 5-10

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (DPE)

Difference, Power, and Equity Notes: This course will address several issues that directly relate to the DPE description: the lives of dissidents in the USSR; the legacy of imperialism in the countries of the former Soviet Union; and the role that the official version of history plays in Russia today.

Fall 2024

SEM Section: 01 MR 1:10 pm - 2:25 pm Peter A. Orte

SOC 101 (F)(S) Invitation to Sociology (DPE)

This course provides students with an introduction to sociological analysis and an overview of sociology as a discipline. We will focus on the relationship of individuals to the social world and become acquainted with systematic institutional analysis. Students will explore the intersection of biography, history, culture, and social structure as seen in the work of classical and contemporary social thinkers, including Marx, Durkheim, Weber, Simmel, Du Bois, and Goffman. Special consideration will be given to the social and cultural problems of capitalism, rationality and irrationality in modern institutions and organizations, the psychological dilemmas facing the individual in modern society, and the problem of social order and conflict. Students will emerge from the semester equipped with an analytical lens that will enable them to see the social world -- ranging from everyday interactions to broad political struggle -- in a new light.

Requirements/Evaluation: Thoughtful and consistent participation, several research memos and presentations, book review, final research paper

Prerequisites: none

Enrollment Limit: 30

Enrollment Preferences: strictly limited to first-year students and sophomores (with exceptions for declared ANTH or SOC majors)

Expected Class Size: 30

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: This course interrogates the social construction of identities, and how these differences manifest unequally in institutions.

Fall 2024

LEC Section: 02 TF 1:10 pm - 2:25 pm Ben Snyder

LEC Section: 01 MW 11:00 am - 12:15 pm Christina E. Simko

Spring 2025

LEC Section: 01 TR 11:20 am - 12:35 pm Olga Shevchenko

SOC 150 (F) Data for Justice (DPE) (QFR)

Cross-listings: STS 150 / AMST 150 / WGSS 150 / INTR 150

Secondary Cross-listing

This course is a unique and inclusive introduction to data science where quantitative thinking, programming, and social justice intertwine. We will build our data science skills using R, a popular open-source data science tool. We will focus on essential stages of data analysis, including data acquisition, cleaning, wrangling, visualization, and exploration. But rather than divorcing these techniques from the social issues they can help illuminate, we ground them in a social justice context. Overall, we will apply data science skills to topics drawn from criminal justice, environmental justice, diversity and inclusion in arts and media, education equity, and much more, with the goal of growing our collective capacity to use data science as a tool for social good. During a time when humans are increasingly subjugated to data-driven algorithmic decisions, when there are social media accounts dedicated to highlighting misuses of data, and when artificial intelligence makes faking data a nearly trivial task, using data to ethically and carefully promote justice is more important than ever.

Class Format: This course is taught in a highly interactive format and will frequently use a flipped-classroom approach. Students should expect

substantial time devoted to in-class collaboration.

Requirements/Evaluation: Students will complete regularly assigned activities, problem sets, and other assessments. To move towards a non-hierarchical, transparent, and egalitarian grading system, the instructor adopts a mastery-based approach.

Prerequisites: None. This course assumes no prior knowledge of data science or R programming. An interest in social justice and a willingness to engage intensively with data and computing are essential.

Enrollment Limit: 18

Enrollment Preferences: Students without prior college-level courses in statistics and programming.

Expected Class Size: 18

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

STS 150(D2) AMST 150(D2) SOC 150(D2) WGSS 150(D2) INTR 150(D2)

Difference, Power, and Equity Notes: This course uses data science as a lens for injustice in spheres such as criminal justice, environmental justice, diversity and inclusion in arts and media, education equity. We will consider race, gender, LGBTQ+, disability, and other axes of identity. Additionally, we will adopt a data-critical perspective, thinking about how social forces shape data and our understanding of it.

Quantitative/Formal Reasoning Notes: This course teaches quantitative tools in R, a widely-adopted data science platform. We will focus on essential stages of data analysis, including data acquisition, cleaning, wrangling, visualization, and exploration.

Fall 2024

LEC Section: 02 TR 11:20 am - 12:35 pm Chad M. Topaz

LEC Section: 01 TR 9:55 am - 11:10 am Chad M. Topaz

SOC 228 (S) The Panopticon: Surveillance, Power, and Inequality (DPE)

Cross-listings: STS 229

Primary Cross-listing

Surveillance is built into the very fabric of modern life. From CCTV cameras, to supermarket loyalty cards, to the massive gathering of personal data on social media sites, people participate in today's "surveillance societies" just by doing everyday activities. This course uses the metaphor of the "Panopticon" as a doorway to engagement with traditional and new forms of surveillance. First described by philosopher and social theorist Jeremy Bentham, the Panopticon is a physical structure that enables one observer to see all inhabitants without those inhabitants knowing when they are being observed. In *Discipline and Punish*, Michel Foucault famously expanded thinking on the Panopticon as a metaphor for the "disciplinary" power that lies at the heart of inequality in modern society. Since Bentham and Foucault's time, however, surveillance technologies have changed significantly. To what extent does the concept of the Panopticon give us purchase on today's surveillance societies? How does watching people with new digital and algorithmic surveillance technologies shape the exercise of power and, in turn, (re)produce forms of inequality? Can privacy, convenience, and safety ever be truly balanced? Topics include: the historical origins and expansion of surveillance in modern societies, policing and state surveillance, and social media surveillance.

Requirements/Evaluation: participation, reading responses, midterm essay, final paper

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: Anthropology and Sociology majors

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

STS 229(D2) SOC 228(D2)

Difference, Power, and Equity Notes: This course explores how power is distributed unequally through the mechanism of surveillance technologies, particularly in regard to racial and class differences. Among other topics, it will consider the concrete case of surveillance by police in Baltimore City and the question of if and when surveillance is appropriate there, given the city's ongoing crisis of citizen and police violence. Students will discuss

police surveillance in a context shaped by racial segregation and class inequality.

Spring 2025

SEM Section: 01 MR 2:35 pm - 3:50 pm Ben Snyder

SOC 252 (F) Im/mobilities (DPE) (WS)

Cross-listings: AMST 252 / AAS 252

Primary Cross-listing

We think of the freedom to move as a mark of privilege. In the United States, passing a driving test, owning a car, and getting a passport are milestones that signal modernity and freedom. Likewise, we think of restrictions on movement as the domain of the underprivileged, such as the current and formerly incarcerated. But as the Covid-19 pandemic revealed, there have always been two sides to immobility: privileged as well as involuntary immobility. There are correspondingly two sides to mobility: those who move because they want to and others because they have no choice. In this class, students will explore conceptions of mobility as adventurous, free, and modern (as with jet-setting international elites). They will compare and contrast when mobility can be threatening, exclusionary, and limited (as recognized by the Black Lives Matter movement). This class invites students to interpret their environment through the lens of mobility and inequality. Drawing on sociology, anthropology, cultural studies, geography, and migration studies, this interdisciplinary course offers a beginning conversation on the causes and consequences of the freedom to move--or to stay still.

Requirements/Evaluation: Thoughtful and consistent class participation, several short reflection papers, two drafts of an opinion essay, class presentation

Prerequisites: None

Enrollment Limit: 15

Enrollment Preferences: Given to first-year students and sophomores, particularly those who have demonstrated an interest in AAS/SOC. If the course overenrolls, the instructor will send out a Google Form to make enrollment decisions.

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 252(D2) AAS 252(D2) SOC 252(D2)

Writing Skills Notes: Emphasis on the processes of writing and revising, several short papers on which students will receive close feedback, and drafts of a final written assessment

Difference, Power, and Equity Notes: This course explores a politics of im/mobilities: how we move through space through different bodies at the intersection of race, class, gender, ability, and citizenship. Students will use their own bodies as research sites for deepening their understanding of how we navigate the freedom to move or stay still.

Fall 2024

SEM Section: 01 MR 2:35 pm - 3:50 pm Phi H. Su

SOC 262 (F) Paper Trails (DPE)

Cross-listings: STS 262 / GBST 262

Primary Cross-listing

Long before the invention of the passport, states or state-like entities sought to document and manage populations and discipline bodies. This course invites students to critically reflect on documentation practices and systemic violence, particularly against racial, ethnic, sexual, and political minorities. Students will explore identity-making through documentary practices such as the three-generation life history, a biographical form that Soviet-allied countries used to reward loyalty and punish disloyalty. Labels, such as a criminal record or pre-existing health conditions, also trail or precede individuals their whole lives. Students will grapple with what happens when the paper trail goes cold--when identification documents are invalidated, birth certificates withheld, household registries purged, and archives destroyed. Students will explore the rise of surveillance and biometric data alongside the actors, technologies, and industries that try to circumvent them in places such as the Xinjiang Uyghur Autonomous Region and along the

US-Mexico border. In this project-based course, students will exhume paper trails and imagine alternative ways to create, alter, and subvert them.

Requirements/Evaluation: thoughtful and consistent class participation, facilitation of guest speakers, Special Collections visit, project memos, and final project and presentations

Prerequisites: None

Enrollment Limit: 15

Enrollment Preferences: Anthropology and sociology majors, Global Studies concentrators; Science and Technology Studies concentrators. If the course overenrolls, the instructor will send out a Google Form to make enrollment decisions.

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

SOC 262(D2) STS 262(D2) GBST 262(D2)

Difference, Power, and Equity Notes: In this course, students will interrogate some of the key documents that structure our lives and serve as tools for waging systemic violence against ethnic, racial, sexual, and political minorities. Students will synthesize and apply these lessons about bureaucratic documentation toward the benefit of a community partner.

Fall 2024

SEM Section: 01 MWF 8:30 am - 9:45 am Phi H. Su

SOC 301 (S) Social Construction (DPE)

Cross-listings: COMP 315 / WGSS 302 / STS 301 / REL 301

Secondary Cross-listing

"Social construction" can often seem like the great collegial insight. By now, you've all heard that categories such as race, gender, and sexuality are in some sense not part of nature, but instead are created and maintained socially or culturally. The idea of social construction has been vital to critical race theory and queer theory, and, in this course, we will push ourselves into philosophy of science to see whether or not these same insights apply to everything. If we know that "Whiteness," "heterosexuality," and "masculinity," for instance, are all socially constructed, we will ask if the same is true of "electrons," "money," "the solar system," and "climate change." Can it be that all of our reality is socially constructed? Or does social construction have limits? If so, what are they? We will also ask more fundamental questions, such as: What does it mean to say something is socially constructed? How does social construction relate to claims that an aspect of the world is "real" or "not real?" Is social construction a theory about language, power, culture, societies, human perceptions, or the limits of science? What kind of political, ethical, ontological, or epistemological work do theories of social construction do? We will begin with different accounts of the social construction of race, gender, and sexuality. In the second part of the course, we will dig deeper into philosophical debates about social construction as such. Then we will explore constructionism about natural science. In the last part of the course, we will change gears and explore look at cutting-edge work in the theory of social science aimed at explaining the construction and ontology of social worlds. The class will culminate in a project in which students will put their social construction theories into practice.

Requirements/Evaluation: regular attendance and participation, short weekly reflection papers, a 8-10 page research paper, and final project

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: Preference will be given to majors and concentrators from STS, ANSO, COMP, REL, PHIL, WGSS, AAS, LATS, JWST, and AFR. If the class is overenrolled students will be asked to submit an email about themselves and why they want to take the course.

Expected Class Size: 15

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 315(D1) WGSS 302(D2) STS 301(D2) SOC 301(D2) REL 301(D2)

Difference, Power, and Equity Notes: Central to REL 301 will be an analysis of the social construction of race, gender, and sexuality. It will show how power and difference are tied up in their construction and maintenance of these categories. Students will be taught how to critically analyze race, gender, and sexuality as well as social construction as such. Students will also learn sophisticated tools for studying systems of social power and

difference.

Attributes: PHIL Related Courses

Spring 2025

SEM Section: 01 W 1:10 pm - 3:50 pm Jason Josephson Storm

SOC 313 (S) The 626 (DPE)

Cross-listings: AAS 312

Primary Cross-listing

Ryka Aoki's *Light from Uncommon Stars* is "a defiantly joyful adventure in California's San Gabriel Valley, with cursed violins, Faustian bargains, and queer alien courtship over fresh-made doughnuts." What sociological insight could a sci-fi novel about intense extracurricular pressure, food, and foreignness have to offer about the San Gabriel Valley, area code 626? In this course, we take the fantastical characters and plots of Aoki's novel as an invitation to delve into the histories of Asian American settlement to Gabrielino/Tongva lands on the eastern fringes of present-day Los Angeles County. The multilingual boba shops, restaurants, and store fronts throughout the valley mask a history of violent backlash and English-only initiatives. Media reports of academic and musical prodigies skew a broader socioeconomic picture that includes crimmigration, deportation, and xenophobia. And the figure of an intergalactic refugee mother exposes the toll that crossing borders takes on individuals, families, and communities. In this project-based course, we survey the formation of a particular place and its surroundings. In doing so, students grapple with general questions such as: How does migration shape intergenerational dynamics? When and with what tools do people confront racism and intersecting forms of discrimination? How do ethnic enclaves form and fracture? And how do communities mobilize for political rights?

Requirements/Evaluation: thoughtful and consistent participation; mock film festival screening and vote; regular writing assignments; teach-ins

Prerequisites: N/A

Enrollment Limit: 15

Enrollment Preferences: ANSO majors and AAS concentrators. If the course overenrolls, the instructor will send out a Google Form to make enrollment decisions.

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

SOC 313(D2) AAS 312(D2)

Difference, Power, and Equity Notes: This course explores the making of the San Gabriel Valley as the "Asian American Holy Land." It delves into actors' diverse responses to the model minority stereotype, class, and belonging. Students will evaluate (pan)ethnicity as something to be explained, rather than explanatory, and consider the gaps between diversity and inclusion versus equity in the so-called majority-minority context of the 626.

Attributes: AAS Core Electives

Spring 2025

SEM Section: 01 TF 2:35 pm - 3:50 pm Phi H. Su

SOC 348 (F) Altering States: Post-Soviet Paradoxes of Identity and Difference (DPE) (WS)

Cross-listings: GBST 348 / RUSS 348

Primary Cross-listing

Critics and apologists of Soviet-style socialism alike agree that the Soviet ideology was deeply egalitarian. Putting aside for a moment the very reasonable doubts about how justified this perception actually was, it is still worth asking, how did people who lived in the world in which differences in rank, class, gender or ethnicity were not supposed to matter, make sense of their post-socialist condition, one in which new forms of difference emerged, and old ones assumed greater prominence? And how do these encounters with difference impact current events, such as Russia's invasion of Ukraine, or the lingering tensions between East and West Germans? This tutorial will examine new dilemmas through ethnographic studies and documentary films that aim to capture in real time the process of articulating and grappling with newly discovered divides. We will focus especially closely on Ukraine and Russia, but will also read comparative studies, as well as works on East Germany and Georgia. This course fulfills the DPE

requirement by exploring comparatively the ways in which people in different countries made sense of the social, cultural and political heterogeneity of the post-socialist condition.

Requirements/Evaluation: 5-page paper every other week, written comments on the partner's paper in alternate weeks

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: Anthropology, Sociology, and Russian majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

GBST 348(D2) RUSS 348(D1) SOC 348(D2)

Writing Skills Notes: This is a tutorial course, with plenty of opportunities to work on writing and argumentation. Tutorial papers receive written feedback from both the instructor and the tutorial partner, and are workshopped during the tutorial meetings.

Difference, Power, and Equity Notes: Students will learn to identify and interrogate processes of social differentiation and exclusion as they take place across Russia and Eastern Europe. We will also train ourselves to identify parallels, as well as differences, between responses to the social and economic uncertainty ushered by the fall of socialism, and the discontents triggered by similar conditions closer to home.

Attributes: GBST Russian + Eurasian Studies

Fall 2024

TUT Section: T1 M 7:00 pm - 9:40 pm Olga Shevchenko

SOC 349 (S) Race, Gender, and Labor (DPE)

This course draws on approaches from sociology, labor studies, and Black studies to examine the historical and contemporary intersections of race, gender, and labor. In particular, we will explore the racial, classed, and gendered dimensions of the labor movement, historic economic shifts that impacted and reorganized U.S. labor regimes, Black labor in slavery's afterlife as it relates to prisons, and global analyses of racialized gendered labor regimes for migrant and immigrant labor within the Global South and the U.S. We will begin the course by grounding ourselves in the Black feminist framework of intersectionality, which will guide our analyses of the intersections of race, class, and gender in labor formations. We will then focus on the monumental shift in labor relations that enslaved Black people's toppling of the plantation system in the US South brought forth, as well as the technologies of re-enslavement instituted as a reaction to Black people's emancipation. After that, we will move through different themes and time periods, considering how race, gender, and class intersect in regimes of labor exploitation and the successes and setbacks of labor movements.

Requirements/Evaluation: Major course requirements include engagement in course discussions, reading reflections, a midterm paper, group presentations, and final research paper.

Prerequisites: None

Enrollment Limit: 15

Enrollment Preferences: Anthropology and Sociology, Women, Gender, and Sexuality Studies (WGSS) and/or Africana Studies majors

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: This course foregrounds intersectional subjectivities and perspectives. It provides interdisciplinary toolkits to strengthen students' ability to identify and address how unequal power dynamics sustain difference and inequity--e.g., in racial and gender pay gaps and inequalities in the globalized care economy--and to practice collective strategies for transformative social change, engaging with critical epistemologies developed by workers fighting for racial, gender, and economic justice.

Spring 2025

SEM Section: 01 TF 1:10 pm - 2:25 pm Venus M. Green

SOC 380 (S) Who Cares? (DPE)

What does it mean to care--about a person, a situation, or a cause? We often assume that care arises spontaneously and organically. Yet both feelings of care and acts of care always take shape in social contexts. In this course, we will uncover and critically interrogate the norms surrounding caring, caregiving, and care-receiving in our own communities. What social factors influence our willingness to offer care, and to accept it from others? Why is caregiving so heavily gendered and racialized? Is care inevitably corrupted by capitalism? Specific topics will include domestic work and reproductive labor; parenthood; therapy and mental health care; the discourse of self-care; and social movements that center around enacting care. The course will culminate in a significant experiential learning component: as a class, we will work collaboratively to design and implement a project that pushes or challenges the "care norms" in the northern Berkshires.

Requirements/Evaluation: thoughtful and consistent participation, including in-class discussions and shared resources created outside of class time; four journal entries (2-3 pages each); collaboratively designed experiential learning project; annotated bibliography; op-ed style essay (4-5 pages)

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: if overenrolled, students will be asked to submit a short statement of interest

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: This course centers the relationship between structural inequality and the cultural norms surrounding caregiving and care-receiving. Throughout the semester, we will reflect on how care norms both reflect and perpetuate larger systems of inequality, especially race and gender. Through a student-designed experiential learning project, we will strive to create social change in the local community.

Spring 2025

SEM Section: 01 TR 11:20 am - 12:35 pm Christina E. Simko

STS 150 (F) Data for Justice (DPE) (QFR)

Cross-listings: AMST 150 / SOC 150 / WGSS 150 / INTR 150

Secondary Cross-listing

This course is a unique and inclusive introduction to data science where quantitative thinking, programming, and social justice intertwine. We will build our data science skills using R, a popular open-source data science tool. We will focus on essential stages of data analysis, including data acquisition, cleaning, wrangling, visualization, and exploration. But rather than divorcing these techniques from the social issues they can help illuminate, we ground them in a social justice context. Overall, we will apply data science skills to topics drawn from criminal justice, environmental justice, diversity and inclusion in arts and media, education equity, and much more, with the goal of growing our collective capacity to use data science as a tool for social good. During a time when humans are increasingly subjugated to data-driven algorithmic decisions, when there are social media accounts dedicated to highlighting misuses of data, and when artificial intelligence makes faking data a nearly trivial task, using data to ethically and carefully promote justice is more important than ever.

Class Format: This course is taught in a highly interactive format and will frequently use a flipped-classroom approach. Students should expect substantial time devoted to in-class collaboration.

Requirements/Evaluation: Students will complete regularly assigned activities, problem sets, and other assessments. To move towards a non-hierarchical, transparent, and egalitarian grading system, the instructor adopts a mastery-based approach.

Prerequisites: None. This course assumes no prior knowledge of data science or R programming. An interest in social justice and a willingness to engage intensively with data and computing are essential.

Enrollment Limit: 18

Enrollment Preferences: Students without prior college-level courses in statistics and programming.

Expected Class Size: 18

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

STS 150(D2) AMST 150(D2) SOC 150(D2) WGSS 150(D2) INTR 150(D2)

Difference, Power, and Equity Notes: This course uses data science as a lens for injustice in spheres such as criminal justice, environmental justice,

diversity and inclusion in arts and media, education equity. We will consider race, gender, LGBTQ+, disability, and other axes of identity. Additionally, we will adopt a data-critical perspective, thinking about how social forces shape data and our understanding of it.

Quantitative/Formal Reasoning Notes: This course teaches quantitative tools in R, a widely-adopted data science platform. We will focus on essential stages of data analysis, including data acquisition, cleaning, wrangling, visualization, and exploration.

Fall 2024

LEC Section: 02 TR 11:20 am - 12:35 pm Chad M. Topaz

LEC Section: 01 TR 9:55 am - 11:10 am Chad M. Topaz

STS 208 (S) Designer Genes (DPE)

Cross-listings: ENGL 208 / WGSS 208 / AMST 206

Secondary Cross-listing

In this course, we explore cultural texts that attempt to come to terms with--or exploit--the revolution in contemporary genetics with a particular focus on gender, race, class, and sexuality. The mapping of the human genome in 2001 opened incredible opportunities for medicine, law, and society, but it also, as Alice Wexler has written, "opened a vast arena for contests of power over what it means to be human, who has the power to define what is normal, [and] who has access to what resources and when." Wexler was writing before the final sequencing of the human genome. Now we have CRISPR technology, ushering in a new, more pressing set of ethical concerns. We are currently in the midst of a "global race to genetically modify humans," as the anthropologist Eben Kirksey has documented in his new book *The Mutant Project*. How will we come to define the human? Who gets to decide? Our writers and filmmakers make clear that genetic medicine cannot be thought apart from a profit-driven American health care system or family and gender dynamics. Joanna Rudnick's documentary *In the Family*, for instance, explores the personal and political issues associated with hereditary breast cancer and the patenting of genes. Octavia Butler's Afro-futurist novel *Dawn* explores black female sexuality, reproduction, and the survival of the species in her character's encounter with a genetically enhanced alien species. The film *Gattaca* shows us a fully realized dystopian society where genetically modified humans are the norm--a society that now "has discrimination down to a science." The transgender artist Tamara Pertamina, on the other hand, "hopes to decolonize the science of genetic engineering," as Kirksey has written, with her performance artist projects. Our texts come from a number of different genres, including the memoir, science fiction, film, documentary, art, and non-fiction writing at the intersections of science, medicine, philosophy, anthropology, and law.

Requirements/Evaluation: Personal essay, short analysis papers, final research group project

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: None; if class is overenrolled, professor will ask for statements of interest.

Expected Class Size: 25

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 208(D1) STS 208(D2) WGSS 208(D2) AMST 206(D2)

Difference, Power, and Equity Notes: This course asks students to think deeply about questions of social justice in the context of the revolution in modern genetics. Race, class, gender, and sexuality all play a role in who has access to new life-saving technologies, and how these technologies are used. This course employs critical tools (feminist and queer theory, ethics' case studies, close reading) to help students question and articulate the social injustices at play in scientific research and bioengineering.

Attributes: AMST Critical and Cultural Theory Electives ENGL Criticism Courses ENGL Literary Histories C WGSS Racial Sexual + Cultural Diversity Courses

Spring 2025

SEM Section: 01 TF 2:35 pm - 3:50 pm Bethany Hicok

STS 229 (S) The Panopticon: Surveillance, Power, and Inequality (DPE)

Cross-listings: SOC 228

Secondary Cross-listing

Surveillance is built into the very fabric of modern life. From CCTV cameras, to supermarket loyalty cards, to the massive gathering of personal data on social media sites, people participate in today's "surveillance societies" just by doing everyday activities. This course uses the metaphor of the "Panopticon" as a doorway to engagement with traditional and new forms of surveillance. First described by philosopher and social theorist Jeremy Bentham, the Panopticon is a physical structure that enables one observer to see all inhabitants without those inhabitants knowing when they are being observed. In *Discipline and Punish*, Michel Foucault famously expanded thinking on the Panopticon as a metaphor for the "disciplinary" power that lies at the heart of inequality in modern society. Since Bentham and Foucault's time, however, surveillance technologies have changed significantly. To what extent does the concept of the Panopticon give us purchase on today's surveillance societies? How does watching people with new digital and algorithmic surveillance technologies shape the exercise of power and, in turn, (re)produce forms of inequality? Can privacy, convenience, and safety ever be truly balanced? Topics include: the historical origins and expansion of surveillance in modern societies, policing and state surveillance, and social media surveillance.

Requirements/Evaluation: participation, reading responses, midterm essay, final paper

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: Anthropology and Sociology majors

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

STS 229(D2) SOC 228(D2)

Difference, Power, and Equity Notes: This course explores how power is distributed unequally through the mechanism of surveillance technologies, particularly in regard to racial and class differences. Among other topics, it will consider the concrete case of surveillance by police in Baltimore City and the question of if and when surveillance is appropriate there, given the city's ongoing crisis of citizen and police violence. Students will discuss police surveillance in a context shaped by racial segregation and class inequality.

Spring 2025

SEM Section: 01 MR 2:35 pm - 3:50 pm Ben Snyder

STS 262 (F) Paper Trails (DPE)

Cross-listings: SOC 262 / GBST 262

Secondary Cross-listing

Long before the invention of the passport, states or state-like entities sought to document and manage populations and discipline bodies. This course invites students to critically reflect on documentation practices and systemic violence, particularly against racial, ethnic, sexual, and political minorities. Students will explore identity-making through documentary practices such as the three-generation life history, a biographical form that Soviet-allied countries used to reward loyalty and punish disloyalty. Labels, such as a criminal record or pre-existing health conditions, also trail or precede individuals their whole lives. Students will grapple with what happens when the paper trail goes cold--when identification documents are invalidated, birth certificates withheld, household registries purged, and archives destroyed. Students will explore the rise of surveillance and biometric data alongside the actors, technologies, and industries that try to circumvent them in places such as the Xinjiang Uyghur Autonomous Region and along the US-Mexico border. In this project-based course, students will exhume paper trails and imagine alternative ways to create, alter, and subvert them.

Requirements/Evaluation: thoughtful and consistent class participation, facilitation of guest speakers, Special Collections visit, project memos, and final project and presentations

Prerequisites: None

Enrollment Limit: 15

Enrollment Preferences: Anthropology and sociology majors, Global Studies concentrators; Science and Technology Studies concentrators. If the course overenrolls, the instructor will send out a Google Form to make enrollment decisions.

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

SOC 262(D2) STS 262(D2) GBST 262(D2)

Difference, Power, and Equity Notes: In this course, students will interrogate some of the key documents that structure our lives and serve as tools for waging systemic violence against ethnic, racial, sexual, and political minorities. Students will synthesize and apply these lessons about bureaucratic documentation toward the benefit of a community partner.

Fall 2024

SEM Section: 01 MWF 8:30 am - 9:45 am Phi H. Su

STS 301 (S) Social Construction (DPE)

Cross-listings: COMP 315 / WGSS 302 / SOC 301 / REL 301

Secondary Cross-listing

"Social construction" can often seem like the great collegial insight. By now, you've all heard that categories such as race, gender, and sexuality are in some sense not part of nature, but instead are created and maintained socially or culturally. The idea of social construction has been vital to critical race theory and queer theory, and, in this course, we will push ourselves into philosophy of science to see whether or not these same insights apply to everything. If we know that "Whiteness," "heterosexuality," and "masculinity," for instance, are all socially constructed, we will ask if the same is true of "electrons," "money," "the solar system," and "climate change." Can it be that all of our reality is socially constructed? Or does social construction have limits? If so, what are they? We will also ask more fundamental questions, such as: What does it mean to say something is socially constructed? How does social construction relate to claims that an aspect of the world is "real" or "not real?" Is social construction a theory about language, power, culture, societies, human perceptions, or the limits of science? What kind of political, ethical, ontological, or epistemological work do theories of social construction do? We will begin with different accounts of the social construction of race, gender, and sexuality. In the second part of the course, we will dig deeper into philosophical debates about social construction as such. Then we will explore constructionism about natural science. In the last part of the course, we will change gears and explore look at cutting-edge work in the theory of social science aimed at explaining the construction and ontology of social worlds. The class will culminate in a project in which students will put their social construction theories into practice.

Requirements/Evaluation: regular attendance and participation, short weekly reflection papers, a 8-10 page research paper, and final project

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: Preference will be given to majors and concentrators from STS, ANSO, COMP, REL, PHIL, WGSS, AAS, LATS, JWST, and AFR. If the class is overenrolled students will be asked to submit an email about themselves and why they want to take the course.

Expected Class Size: 15

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 315(D1) WGSS 302(D2) STS 301(D2) SOC 301(D2) REL 301(D2)

Difference, Power, and Equity Notes: Central to REL 301 will be an analysis of the social construction of race, gender, and sexuality. It will show how power and difference are tied up in their construction and maintenance of these categories. Students will be taught how to critically analyze race, gender, and sexuality as well as social construction as such. Students will also learn sophisticated tools for studying systems of social power and difference.

Attributes: PHIL Related Courses

Spring 2025

SEM Section: 01 W 1:10 pm - 3:50 pm Jason Josephson Storm

STS 323 (F) Writing Gender in Sci-Fi and Speculative Fictions (DPE)

Cross-listings: WGSS 329 / ENGL 329

Primary Cross-listing

This creative writing course will pair selected readings in feminist STS and queer theory with science fiction, speculative fiction, and horror stories that together put questions to gender. How and when is sci-fi a home for radical re-imaginings of gender? When and why does "genre fiction" house (and facilitate) radical gender politics--or their opposite? Readings may include works by Octavia Butler, Ursula Le Guin, Brian Evanson, and Samuel Delany. Students will both analyze these fictions and take them as inspirations for their own stories and worlds.

Class Format: This course balance seminar-style discussion with workshops examining students' creative writing.

Requirements/Evaluation: Students will be evaluated on three substantial pieces of writing, in multiple drafts. Students will be able to choose their balance of creative and analytical (expository) prose (2-1 or 1-2). Attendance, along with seminar and workshop discussion, will count toward the final grade. There will be no exam.

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: STS concentrators; WGSS majors; students who have not taken other creative writing courses at Williams.

Expected Class Size: 25

Grading: yes pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 329(D2) ENGL 329(D1) STS 323(D2)

Difference, Power, and Equity Notes: In this course students will confront and reflect on the operations of difference, power, and equity through readings, class discussions, and assignments. Readings include scholarship on the construction of gender and sexuality, as well as works of fiction that denaturalize the categories of sex and gender. Course assignments will include expository and creative writing, and students will work in both modes to imagine how this world could be otherwise and how other worlds could be.

Fall 2024

SEM Section: 01 W 1:10 pm - 3:50 pm Ezra D. Feldman

STS 363 (S) Data for Justice Research Practicum (DPE) (QFR)

Cross-listings: WGSS 363 / INTR 350 / AMST 363

Secondary Cross-listing

Civil rights activist, educator, and investigative journalist Ida B. Wells said that "the way to right wrongs is to shine the light of truth upon them." In this inclusive, collaborative, research-based course, students will bring statistical, computational, and/or mathematical approaches to bear on issues of social justice. Guided closely by the instructor, students will work in groups to carry out original research in an area such as criminal justice, education equity, environmental justice, health care equity, economic justice, or inclusion in arts/media. Prior research experience is not required; one goal of this course is to build skills for advanced research.

Class Format: This course is an intensive research practicum. Formation of research groups and selection of research topics will be facilitated by the instructor. The primary modality of work is peer collaboration.

Requirements/Evaluation: To move towards a non-hierarchical, transparent, and egalitarian grading system, the instructor adopts a mastery-based, ungraded assessment framework.

Prerequisites: INTR 150 (Data for Justice), or prior equivalent exposure to computing, statistics, and social justice topics as approved by the instructor.

Enrollment Limit: 10

Enrollment Preferences: Students who have a declared major in Division I or II, who meet the prerequisites of the course, and who fill out the instructor's preregistration survey (contact the instructor for link).

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 363(D2) STS 363(D2) INTR 350(D2) AMST 363(D2)

Difference, Power, and Equity Notes: Students will research issues of social justice in areas such as criminal justice, arts/media, environmental

justice, education, and health care, and along identity axes such as gender, race/ethnicity, disability status, and sexual orientation.

Quantitative/Formal Reasoning Notes: Students will use multiple mathematical, statistical, and computational frameworks to acquire, model, and analyze real-world data.

Spring 2025

SEM Section: 01 TR 9:55 am - 11:10 am Chad M. Topaz

SEM Section: 02 TR 11:20 am - 12:35 pm Chad M. Topaz

STS 373 (S) Technologies of Race (DPE) (WS)

Cross-listings: AMST 372 / AFR 374

Secondary Cross-listing

This course is an introduction to theories, methods, sources, and approaches for interdisciplinary research and creativity in and through the interdisciplinary field of American Studies. We will focus on the intersection of race, gender, sexuality, and disability with modern media technologies, from early photography in the mid-19th century to contemporary trends in machine learning and artificial intelligence. Through a process of shared inquiry, course participants will investigate the ways that historical legacies of oppression and futuristic speculation combine to shape human lives in the present under racial capitalism. Whether analyses of the automation of militarized border control in Texas, or of the ways that obsolete, racist concepts are embedded in machine vision and surveillance systems, the readings in the course will chart out the key moments in the co-evolution of race and technology in the Americas. Students will gain a working competence in all four tracks of the American Studies major (Space and Place; Comparative Studies in Race, Ethnicity, and Diaspora; Arts in Context; and Critical and Cultural Theory). Finally, we will also explore alternative paths toward a future where technology might help to effect the abolition of oppressive structures and systems, rather than continue to perpetuate them.

Requirements/Evaluation: Four papers, in-class writing/reflective work, and a final exam.

Prerequisites: none

Enrollment Limit: 16

Enrollment Preferences: AMST majors or prospective majors.

Expected Class Size: 16

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 372(D2) STS 373(D2) AFR 374(D2)

Writing Skills Notes: Students in this course develop a capacity to write generative arguments in an interdisciplinary scholarly context. Students will receive feedback not only on structure, substance, and style, but also on how to best build a line of inquiry, how to gather high-quality evidence, and how to make one's thinking productively intersect with more than one scholarly or creative field.

Difference, Power, and Equity Notes: This course requires students to contextualize technologies historically and in relation to one another, with attention to their entanglements with racial discourses and racism. Students gain critical skills that equip them to imagine possible futures where technologies serve increasingly as abolitionist tools.

Attributes: AFR Theories, Methods, and Poetics AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora AMST Critical and Cultural Theory Electives AMST Space and Place Electives

Spring 2025

SEM Section: 01 MR 1:10 pm - 2:25 pm Brian Murphy

THEA 109 (S) The Art of Yoga: Practice, Philosophy, Politics, Possibilities (DPE)

Cross-listings: ASIA 109

Primary Cross-listing

This course offers an immersive, interdisciplinary approach to hatha yoga, the branch of yoga that emphasizes bodily techniques for channeling energy, and achieving balance and quietude. It has been practiced and theorized variously in South Asia since ancient times. More recently, beginning in the late 19th century, it has been popularized throughout the globe, and has served as a source of inspiration for artists in various disciplines,

including the theatre. Our work will follow four interrelated paths that will provide a broad context for our own experience and offer us tools for developing creativity: 1) We will dedicate ourselves to the careful study of the physical practice of yoga asanas, giving emphasis to biomechanical principles of alignment. Our study will include some basics of yoga anatomy; 2) We will study some allied philosophical principles, as they emerge from the Sanskrit text, Patanjali's *Yoga Sutras*, and some current commentaries on that text, by means of expanding the significance of our practice to all areas of our lives; 3) We will attend to the cultural politics of yoga by discussing new scholarship on its ancient origins as well as critical inquiry about how issues of appropriation, Orientalism, and racism shape its current manifestations; 4) We will examine how artists have incorporated elements of yoga into their practice. To explore how yoga might support our own artistic and innovative thinking, we will pair our practice with creative exercises. In this way, the course aims to explore the relationship of theory and practice. It will be of interest to students in the arts and anyone interested in fostering artistry and the imagination. Students must be prepared to engage in a physical practice of asana, as well as commit to reading, writing, and discussion. No previous experience with yoga is required.

Requirements/Evaluation: Students will write 3-page weekly papers, either in response to readings or embodied exercises, or the tutorial partner's essay. Written feedback will be given by instructor. Students will be expected to demonstrate that they are regularly practicing outside of class both by the quality of questions they bring to our sessions together, as well as their continuous refinement of the poses. Students will not be evaluated in relation to a standard, but according to their own dedicated and steady progress with respect to the experience of yoga practice. The evaluation process includes attendance.

Prerequisites: Prospective students will be asked to submit an online form with questions about their interest in the class.

Enrollment Limit: 10

Enrollment Preferences: Preference will be given to first-year students.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Materials/Lab Fee: \$50 for yoga mat, belt, and balls.

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

THEA 109(D1) ASIA 109(D1)

Difference, Power, and Equity Notes: Throughout the course we will reflect on the ways in which the knowledge created through yogic practice and philosophy disrupts and provincializes European epistemological systems. Moreover, we will engage in critical inquiry into the ways in which the global popularity of yoga is shaped by colonial legacies of Orientalist representation, as well as contemporary modes of cultural appropriation and consumerism.

Spring 2025

TUT Section: T1 TBA Shanti Pillai

THEA 216 (F) Asian/American Identities in Motion (DPE)

Cross-listings: AAS 216 / AMST 213 / DANC 216 / GBST 214 / ASIA 216

Secondary Cross-listing

The course aims to explore dance and movement-based performances as mediums through which identities in Asian and Asian American (including South Asian) communities are cultivated, expressed, and contested. Students will engage with how social and historical contexts influence the processes through which dance practices are invested with particular sets of meanings, and how artists use performance to reinforce or resist stereotypical representations. Core readings will be drawn from Dance, Performance, Asian, and Asian American Studies to engage with issues such as nation formation, racial and ethnic identity politics, appropriation, tradition and innovation among other topics. This is primarily a discussion-based seminar course, and might also include screenings, movement workshops, and discussion with guest artists and scholars. No previous dance experience is required.

Requirements/Evaluation: reading responses, in-class writing assignments, participation in discussions and presentations, two 5-6 page essays, and a final cumulative essay assignment.

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: first years and sophomores

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AAS 216(D2) AMST 213(D2) DANC 216(D1) GBST 214(D2) ASIA 216(D1) THEA 216(D1)

Difference, Power, and Equity Notes: This course introduces students to the role of performance in nation formation in Asia and the history of Asian Americans in the US through analysis of dance practices. Student will explore how race was central to the formation of Asian and the American nations, and how social and legal discriminatory practices against minorities influence identity and popular cultural practices. The assigned material provide examples of how artists address these inequalities and differences in social power.

Attributes: AAS Core Electives AAS Gateway Courses

Fall 2024

SEM Section: 01 WF 11:00 am - 12:15 pm Munjulika R. Tarah

THEA 226 (S) Gender and the Dancing Body (DPE)

Cross-listings: DANC 226 / AMST 226 / WGSS 226

Secondary Cross-listing

This course posits that the dancing body is a particularly rich site for examining the history of gender in America and beyond. The aim of the course is to explore ideas related to gender as prescribed by dominant cultural, social, and religious institutions, and how dance has been used to challenge those normative ideologies. We will examine a wide range of dance genres, from stage performances to popular forms to dance on television, with particular attention to the intersections of race and class with gender. This is primarily a discussion-based seminar course and may also include film screenings, movement workshops, discussions with guest artists and scholars. No previous dance experience required.

Requirements/Evaluation: participation in discussions and presentations, reading responses, in-class writing assignments, two 5-6 page essays, and a final cumulative essay.

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: first years and sophomores

Expected Class Size: 10-15

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

DANC 226(D1) AMST 226(D2) WGSS 226(D2) THEA 226(D1)

Difference, Power, and Equity Notes: In the course, students will explore the concept of gender as a social construction and how the body's historical associations to markers of gender and sexuality lead to differences in socio-political power. The assigned texts and viewings provide examples of how bodies and their movements make meaning in a network of power relationships, and how artists use dance to address social inequalities such as sexism, racism, and transmisogyny, to imagine a more just world.

Spring 2025

SEM Section: 01 WF 11:00 am - 12:15 pm Munjulika R. Tarah

THEA 231 (F) Race and Performance (DPE)

How does race function in performance, and, dare we say, "live and in living color?" How does one deconstruct discrimination at its roots? From a perspective of global solidarity, we will read plays every week and examine how race functions in theater and performance. This class offers students a discussion that does not center whiteness, but takes power, history, culture, philosophy, and hierarchy as core points of debate. In the first three weeks, we will establish the common terms of the discussion about stereotypes, representation, and historical claims, but then we will quickly move toward an advanced conversation about effective discourse and activism through art, performance, and cultural production. In this class, we assume that colonialism, slavery, white supremacy, and oppressive contemporary state apparatuses are real, undeniable, and manifest. Since our starting point is clear, our central question is not about recognizing or delineating the issues, but rather, it is a debate about how to identify the target of our

criticism in order to counter oppression effectively and dismantle long-standing structures. Not all BIPOC communities are represented in this course, as claiming comprehensive inclusion in a single semester would be tokenistic and disingenuous. Instead, we will aspire to understand and negotiate some of the complexities related to race in several communities locally in the U.S. and beyond.

Requirements/Evaluation: Requirement/Evaluation: Participation; performance review; in-class presentation; and final paper.

Prerequisites: None.

Enrollment Limit: 14

Enrollment Preferences: Declared or prospective Theatre majors; students who have taken Theatre 101.

Expected Class Size: 14

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (DPE)

Difference, Power, and Equity Notes: Entire focus of the course is on how representations of race in cultural production affect ideas surrounding oppression, discriminatory social structures, etc.

Fall 2024

SEM Section: 01 TR 11:20 am - 12:35 pm

THEA 271 (S) Acting Out: Performativity, Production, and Politics in East Asian Theatres (DPE)

Cross-listings: CHIN 275 / COMP 271 / ASIA 275 / AAS 275

Secondary Cross-listing

"Asian Theaters," for those in the West, can conjure up a variety of exotic impressions: spectacle and cacophony, mysterious masks and acrobatic bodies, exquisite styles and strangely confusing conventions. Although Asian theaters have been studied systematically in the West for at least a century, the West has never truly left its "othering" look at them. Yet, what is "different" for the West is bedrock for Asian cultures. Theatre, one of the most important and dynamic forms of cultural production and communication, has actively involved all strata of Asian societies for a millennium. How to explain theatre's continued presence and relevance for Asian nations? What do the traditions of Kun, Kabuki, and P'ansori reveal about the cultures and communities in which they were created? This course seeks to understand from the Asian perspective, rather than "exoticize" and "other," musical and dance theatres from China, Japan, and Korea. Examining the evolving presentations of signature dramas dating from the sixteenth to the eighteenth centuries, we will act out Asian theatres in the following ways: (1) by reading the original plays in translation in tandem with their contemporary and intercultural reproductions, we will explore how Asian theatres fare in the era of globalization within and beyond national borders; (2) by revealing the "technologies" of writing, reading, acting, and staging these plays in different cultural milieus, we will consider what kinds of language and rhetoric, forms of music and movement, as well as visual components are deployed to convey evolving messages; (3) by considering key performances held outside of the proscenium stage, we will gain exposure to alternative theatrical spaces in Asian and diasporic communities that reform performing conventions, reconfigure staging environments, and renegotiate cultural values. In this manner, we will together gain an appreciation for the aesthetic devices, thematic concerns, and production politics of East Asian theatres and their global reproductions. Class materials include drama, production videos, and invited zoom sessions with Asian theatre practitioners and directors who live in the U.S. and other diasporic communities. All materials are in English. No language prerequisite. Funded by the Global Initiatives Venture Fund, this course includes an all-expense-paid travel component, a cultural and academic exchange project titled "Redefining Amateurism: Experiential Learning with Student Theatre in Contemporary China," which will bring up to eight Williams students to Nanjing, China during the Spring Break (3/23-4/3/2025). Students will participate in workshops with playwrights and theater-makers in contemporary China and engage in black-box theater productions with students from Nanjing University and Shanghai Theatre Academy. This travel component is OPTIONAL for students taking this course. However, students enrolled in this class will receive priority consideration to be included in the free travel project. Selection criteria include active participation, excellent performance in the course, etc.

Class Format: Funded by the Global Initiatives Venture Fund, this course includes an all-expense-paid travel component, which will bring up to eight Williams students to Nanjing, China during the Spring Break (3/23-4/3/2025). This travel component is OPTIONAL for students taking this course. However, students enrolled in this class will receive priority consideration to be included in the free travel project. Selection criteria include active participation, excellent performance in the course, etc.

Requirements/Evaluation: Evaluation will be based on 1) ACTIVE in-class discussion; 2) three small projects (papers and audio/video essays); 3) a take-home midterm; and 4) Poster presentation based on students' final projects.

Prerequisites: None; open to all. No knowledge of Asian languages required, though students with advanced Asian language proficiency are encouraged to work with primary sources if they wish.

Enrollment Limit: 20

Enrollment Preferences: Current or prospective majors in the Department of Asian Languages, Literatures, and Cultures; Theatre majors; Comp Lit majors; Concentrators in Asian Studies or Asian American Studies.

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

CHIN 275(D1) THEA 271(D1) COMP 271(D1) ASIA 275(D1) AAS 275(D2)

Difference, Power, and Equity Notes: This course examines the power dynamics of spectacle and cacophony and how theatre provided a cultural space that engaged all strata of East Asian societies, thereby masking class and ethnic divisions within these nation-states, while also presenting a distinct image of "China," "Japan," and "Korea" to be consumed in the West. Students will learn ways in which "traditional" theatre productions affirm or subvert Western biases against Asians.

Attributes: AAS Non-Core Electives GBST East Asian Studies

Spring 2025

SEM Section: 01 TF 2:35 pm - 3:50 pm Man He

THEA 390 (F) Feminist and Queer Horror Films (DPE)

Cross-listings: WGSS 398 / ENGL 333 / AMST 390 / COMP 390

Secondary Cross-listing

This course focuses on pairing theoretical readings with a variety of horror films with feminist or queer themes. Many tropes are associated with this genre - "the final girl" in slasher movies, "the transvestite murderer," femme lesbian vampires, supernatural BDSM figures, vampires as allegories for HIV/AIDS, werewolves as metaphors for FTM gender transitions or puberty, lonely mothers in creaky houses as unreliable narrators, Satanic spawn, and creepy long-haired girls. Some films reinforce gender stereotypes while others snap on more explicitly feminist and queer lenses. This course functions as a survey of many different genres, introducing students to classic 1970s films and working up to the present day and we will learn how these tropes developed and then were subverted by more modern day films such as those by A24 Studios and the new renaissance of Black horror, etc. Most films will focus on the US, with some notable exceptions in Japan, Spain, and elsewhere globally. There will be graphic content. You must be 18 or over to take this class.

Requirements/Evaluation: Class participation, short reflection papers, 2-3 extemporaneous oral class responses, several creative assignments.

Prerequisites: None. Prior WGSS courses will be helpful.

Enrollment Limit: 15

Enrollment Preferences: Stage 1 is a statement of interest form; Stage 2 will be a very brief interview. There is NO preference by major or class year.

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Materials/Lab Fee: Some of the creative assignments will have an "artsy-craftsy" component, but should not cost more than 25 dollars total per student per semester, though amounts will vary depending on how the student chooses to execute the assignment.

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 398(D2) ENGL 333(D1) AMST 390(D2) COMP 390(D1) THEA 390(D1)

Difference, Power, and Equity Notes: This course necessarily examines power when it comes to gender and sexuality - who has it? what do they do with it? how does this power turn deadly? how can agency be regained? Horror is almost never about equitable situations but rather the imbalance that comes from difference (along whatever axis) causing a lack of equity.

Attributes: WGSS Racial Sexual + Cultural Diversity Courses

Fall 2024

SEM Section: 01 MW 7:00 pm - 8:15 pm Gregory C. Mitchell

WGSS 101 (F)(S) Introduction to Women's, Gender & Sexuality Studies (DPE) (WS)

This course is designed to initiate you into the pleasures, pains and perplexities of critical thinking about gender and the situations of women across the globe. We will survey a wide variety of writers and issues--historical and contemporary, theoretical and practical. Above all, the course is intended as an exploration of the tremendous diversity of thought contained under the general rubrics of feminist and gender studies and a vehicle for developing skills in writing and research as well as analytical tools for further work in the field. The goal is not to bring about a specific point of view, but rather to learn to analyze issues critically using the methods and frameworks that feminist theory and queer theory have developed as academic disciplines.

Class Format: Mix of lectures and seminars

Requirements/Evaluation: Participation during class and in online forums, weekly reading responses, two short essays with revisions, and a final research paper

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: WGSS majors and potential WGSS majors

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Unit Notes: required course for the Women's, Gender and Sexuality Studies major

Distributions: (D2) (DPE) (WS)

Writing Skills Notes: This course requires significant attention to the craft of writing. Essential to this craft is the process of editing and rewriting materials with feedback from peers and professors. Students are expected to focus on improving analytical skills, critical thinking, and argumentation through attention to the writing process. They are also expected to give meaningful critical feedback on the writing of their peers.

Difference, Power, and Equity Notes: This course meets the DPE requirement because it asks students to reflect critically on issues of gender and sexuality around the world in a comparative contextual framework. Students will be asked in seminar space to discuss the operation of difference and power within as well as across different gender, class, racial, and sexual identities while learning in lecture meetings about feminist and queer studies' history, activism, and theory.

Attributes: WGSS Theory Courses

Fall 2024

SEM Section: 01 TR 9:55 am - 11:10 am Greta F. Snyder

SEM Section: 02 TF 1:10 pm - 2:25 pm Kiaran Honderich

SEM Section: 03 MR 1:10 pm - 2:25 pm Mejdulene B. Shomali

Spring 2025

SEM Section: 02 MR 1:10 pm - 2:25 pm Mejdulene B. Shomali

SEM Section: 01 TR 9:55 am - 11:10 am Greta F. Snyder

WGSS 105 (F) American Girlhoods (DPE) (WS)

Cross-listings: ENGL 105

Secondary Cross-listing

The image of the girl has captivated North American writers, commentators, artists, and creators of popular culture for at least the last two centuries. What metaphors, styles of writing, ideas of "manners and morals" does literature about girls explore? What larger cultural and aesthetic concerns are girls made to represent? And how is girlhood articulated alongside and/or intertwined with other identities and identifications, such as race, ethnicity, class, and sexuality? These are some of the issues we will explore in this course.

Requirements/Evaluation: at least 20 pages of writing; short, more informal writing assignments; GLOW posts; class participation

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: first-year students who do not have a 5 on the AP and/or have not previously taken a 100-level English class

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 105(D2) ENGL 105(D1)

Writing Skills Notes: Students do at least 20 pages of writing (4-5 papers) and are required to revise several papers. We also devote significant class time to talking about successful academic writing. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: This course considers the construction of girlhood in the United States along the axes of race, gender, sexuality, class and more, and the literary history of who, in various moments in America, has even been allowed to claim the privileges of and/or be burdened with the idea of being a girl. It examines how girlhood is represented in relation to (in)equity and power and what kinds of literary and cultural forms writers utilize to illuminate these differences.

Fall 2024

SEM Section: 01 TF 2:35 pm - 3:50 pm Kathryn R. Kent

WGSS 113 (F) The Feminist Poetry Movement (DPE) (WS)

Cross-listings: AMST 113 / ENGL 113

Secondary Cross-listing

Feminist poetry and feminist politics were so integrated in the 1960s and 1970s in America that critical essays on poets, such as Adrienne Rich and Audre Lorde, appeared in the same handbook that listed such resources for women as rape crisis centers and health clinics. This course will map the crucial alliance between feminist politics (and its major cultural and political gains) and the feminist poetry movement that became a major "tool" for building, organizing, and theorizing second-wave feminism. In order to track this political and poetic revolution, we will take an interdisciplinary approach that brings together historical, critical, and literary documents (including archival ones) and visual products (through the Object Lab of the Williams College Art Museum) that recreate the rich context of the period and help us consider the important social nature of aesthetic production. At the center of the course will be writings of major poets of the period, as well as anthologies and feminist periodicals that published their work and created a significant forum and shared space for women to articulate the politics and poetics of change. These periodicals and anthologies will also help us track the diversity of the feminist poetry movement and its intersection with issues of race, class, ethnicity, and sexuality. Ultimately, we will want to consider how poetry serves as an important tool for thinking through questions of power and injustice and what role it plays in creating necessary imaginative space in the world for expression, critique, and change.

Class Format: discussion, some lecture, project work in archives and art gallery

Requirements/Evaluation: two-three short analysis papers, creative (1-2 pages), curated final project (archival exhibit and digital project), presentations

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: first years

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 113(D2) ENGL 113(D1) WGSS 113(D2)

Writing Skills Notes: Writing skills taught through a series of assignments evenly spaced throughout the semester: two to three four-to-five-page graded papers, one creative assignment, and a final digital research project (8-10-page equivalent; peer reviewed). Students receive critical feedback on written assignments a week prior to due date through conferences and Google Docs and on final graded assignments within one week with sufficient time between assignments to improve the next assignment.

Difference, Power, and Equity Notes: The course examines the effects of class, race, ethnicity, gender, and sexuality on both poetry and the movement and how women negotiated their differences within the movement, as well as in response to the dominant patriarchal culture. This course employs critical tools (feminist theory, archival research, poetics, close reading, comparative approaches) to help students question and articulate the

social injustices that led to the poetry and poetics of the Women's Liberation Movement.

Attributes: AMST Critical and Cultural Theory Electives ENGL Criticism Courses EXPE Experiential Education Courses WGSS Racial Sexual + Cultural Diversity Courses WGSS Theory Courses

Fall 2024

SEM Section: 01 TF 2:35 pm - 3:50 pm Bethany Hicok

WGSS 150 (F) Data for Justice (DPE) (QFR)

Cross-listings: STS 150 / AMST 150 / SOC 150 / INTR 150

Secondary Cross-listing

This course is a unique and inclusive introduction to data science where quantitative thinking, programming, and social justice intertwine. We will build our data science skills using R, a popular open-source data science tool. We will focus on essential stages of data analysis, including data acquisition, cleaning, wrangling, visualization, and exploration. But rather than divorcing these techniques from the social issues they can help illuminate, we ground them in a social justice context. Overall, we will apply data science skills to topics drawn from criminal justice, environmental justice, diversity and inclusion in arts and media, education equity, and much more, with the goal of growing our collective capacity to use data science as a tool for social good. During a time when humans are increasingly subjugated to data-driven algorithmic decisions, when there are social media accounts dedicated to highlighting misuses of data, and when artificial intelligence makes faking data a nearly trivial task, using data to ethically and carefully promote justice is more important than ever.

Class Format: This course is taught in a highly interactive format and will frequently use a flipped-classroom approach. Students should expect substantial time devoted to in-class collaboration.

Requirements/Evaluation: Students will complete regularly assigned activities, problem sets, and other assessments. To move towards a non-hierarchical, transparent, and egalitarian grading system, the instructor adopts a mastery-based approach.

Prerequisites: None. This course assumes no prior knowledge of data science or R programming. An interest in social justice and a willingness to engage intensively with data and computing are essential.

Enrollment Limit: 18

Enrollment Preferences: Students without prior college-level courses in statistics and programming.

Expected Class Size: 18

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

STS 150(D2) AMST 150(D2) SOC 150(D2) WGSS 150(D2) INTR 150(D2)

Difference, Power, and Equity Notes: This course uses data science as a lens for injustice in spheres such as criminal justice, environmental justice, diversity and inclusion in arts and media, education equity. We will consider race, gender, LGTBQ+, disability, and other axes of identity. Additionally, we will adopt a data-critical perspective, thinking about how social forces shape data and our understanding of it.

Quantitative/Formal Reasoning Notes: This course teaches quantitative tools in R, a widely-adopted data science platform. We will focus on essential stages of data analysis, including data acquisition, cleaning, wrangling, visualization, and exploration.

Fall 2024

LEC Section: 01 TR 9:55 am - 11:10 am Chad M. Topaz

LEC Section: 02 TR 11:20 am - 12:35 pm Chad M. Topaz

WGSS 152 (F) The Fourteenth Amendment and the Meanings of Equality (DPE) (WS)

Cross-listings: HIST 152

Secondary Cross-listing

For more than 150 years, the 14th Amendment of the U.S. Constitution has served as the principal touchstone for legal debates over the meaning of equality and freedom in the United States. This course explores the origins of the 14th Amendment in the years immediately following the Civil War, and examines the evolution of that amendment's meaning in the century that followed. Central themes in this course include the contested

interpretations of "birthright citizenship," "due process," "privileges and immunities," "equal protection," and "life, liberty or property"; the rise, fall, and rebirth of substantive due process; battles over incorporating the Bill of Rights into the 14th Amendment; and the changing promise and experience of citizenship. We will pay particular attention to how arguments about the 14th Amendment have shaped and been shaped by the changing meanings of racial and gender equality.

Requirements/Evaluation: a series of short (3-page) response papers; and a final 10-12 page research paper

Prerequisites: first-year or sophomore standing; juniors or seniors with permission of instructor

Enrollment Limit: 19

Enrollment Preferences: given first to sophomores who have been dropped from this class previously, then to first-years, then to sophomores who have not been dropped previously

Expected Class Size: 15-19

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 152(D2) HIST 152(D2)

Writing Skills Notes: Students will write three short (3-page) response papers to the readings in the first part of the semester, and will also write a substantial (10- to 12-page) research paper. In preparation for the research paper, students will write proposals, develop bibliographies, write outlines and drafts, and do peer critiques. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: This course satisfies the DPE requirement because it examines the legal, social, and political constructions and theorizations of difference, power, and equity. It examines the ways that individuals and groups have organized across various axes of difference to fight for legal equality, and explores how those individuals and groups have experienced legal equality and legal inequality in varied ways.

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora HIST Group F Electives - U.S. + Canada JLST Interdepartmental Electives

Fall 2024

SEM Section: 01 MWF 8:30 am - 9:45 am Sara Dubow

WGSS 202 (F)(S) Foundations in Sexuality Studies (DPE)

This course will offer an introduction to the burgeoning interdisciplinary field of sexuality studies in part through examining historical, legal, literary, filmic, cultural studies, sociological, and popular texts, as well as work done under the umbrella of queer theory. It explores the role of race, class, religion, science, region, and nation in the construction of modern gender and sexual identities and in the lived experiences of dissident genders and sexualities. We will examine a range of issues, including histories and strategies of resistance; transgender and intersex theory and activism; critiques of the white racial hegemony of lesbian and gay studies; the consequences of gay marriage; the politics of AIDS and its theoretical implications; globalization and sexuality; the rise of queer visibility and its relation to commodity culture; and recent conceptualizations of homonormativity. The goal of the course is not to achieve any kind of political or intellectual consensus, but to have rigorous debate over some of the key issues in queer studies.

Class Format: discussion

Requirements/Evaluation: Class participation, Marco Polo Discussion posts (short, app 3 min), short quizzes, reflection paper(s)

Prerequisites: None. WGSS 101 may be helpful as background knowledge, but is not required.

Enrollment Limit: 19

Enrollment Preferences: Women's Gender & Sexuality Studies majors, short statement of interest in case of over-enrollment

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: This course examines sexual diversity in various forms and asks students to interrogate questions of privilege and positionality, including the intersectional contemplation of sexuality's relationship to race, ethnicity, ability, class, religion, and other axes of identity. It investigates not only sexual difference, but the history of sexual identity and progressive narratives of "gay rights" that have developed over time.

Attributes: AMST Critical and Cultural Theory Electives WGSS Racial Sexual + Cultural Diversity Courses WGSS Theory Courses

Fall 2024

SEM Section: 01 MR 1:10 pm - 2:25 pm Abram J. Lewis

Spring 2025

SEM Section: 01 MW 8:25 pm - 9:40 pm Gregory C. Mitchell

WGSS 208 (S) Designer Genes (DPE)

Cross-listings: ENGL 208 / STS 208 / AMST 206

Secondary Cross-listing

In this course, we explore cultural texts that attempt to come to terms with--or exploit--the revolution in contemporary genetics with a particular focus on gender, race, class, and sexuality. The mapping of the human genome in 2001 opened incredible opportunities for medicine, law, and society, but it also, as Alice Wexler has written, "opened a vast arena for contests of power over what it means to be human, who has the power to define what is normal, [and] who has access to what resources and when." Wexler was writing before the final sequencing of the human genome. Now we have CRISPR technology, ushering in a new, more pressing set of ethical concerns. We are currently in the midst of a "global race to genetically modify humans," as the anthropologist Eben Kirksey has documented in his new book *The Mutant Project*. How will we come to define the human? Who gets to decide? Our writers and filmmakers make clear that genetic medicine cannot be thought apart from a profit-driven American health care system or family and gender dynamics. Joanna Rudnick's documentary *In the Family*, for instance, explores the personal and political issues associated with hereditary breast cancer and the patenting of genes. Octavia Butler's Afro-futurist novel *Dawn* explores black female sexuality, reproduction, and the survival of the species in her character's encounter with a genetically enhanced alien species. The film *Gattaca* shows us a fully realized dystopian society where genetically modified humans are the norm--a society that now "has discrimination down to a science." The transgender artist Tamara Pertamina, on the other hand, "hopes to decolonize the science of genetic engineering," as Kirksey has written, with her performance artist projects. Our texts come from a number of different genres, including the memoir, science fiction, film, documentary, art, and non-fiction writing at the intersections of science, medicine, philosophy, anthropology, and law.

Requirements/Evaluation: Personal essay, short analysis papers, final research group project

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: None; if class is overenrolled, professor will ask for statements of interest.

Expected Class Size: 25

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 208(D1) STS 208(D2) WGSS 208(D2) AMST 206(D2)

Difference, Power, and Equity Notes: This course asks students to think deeply about questions of social justice in the context of the revolution in modern genetics. Race, class, gender, and sexuality all play a role in who has access to new life-saving technologies, and how these technologies are used. This course employs critical tools (feminist and queer theory, ethics' case studies, close reading) to help students question and articulate the social injustices at play in scientific research and bioengineering.

Attributes: AMST Critical and Cultural Theory Electives ENGL Criticism Courses ENGL Literary Histories C WGSS Racial Sexual + Cultural Diversity Courses

Spring 2025

SEM Section: 01 TF 2:35 pm - 3:50 pm Bethany Hicok

WGSS 211 (F) Gender in the Global Economy (DPE)

Cross-listings: ECON 105

Primary Cross-listing

This course will present a feminist economic analysis of the global economy, and some of the urgent issues facing women in the Global South. The course will start by developing theoretical resources: these will include feminist critiques of economic theory, work on care labor and the shifting boundaries between markets, governments, households and the environment, and discussions of intersectionality and difference. Then we will discuss

a series of interlinked issues which may include the contradictory effects of structural adjustment and its successors; the informal sector and global value chains; the economics of sex work and global sex trafficking; climate change; and migration. We will finish by looking at community-based activism, non-governmental organizations, and the possibilities for North/South alliances.

Class Format: lecture/discussion

Requirements/Evaluation: reaction papers, research paper; participation in class discussion will count for part of the grade

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: Women's, Gender and Sexuality Studies majors

Expected Class Size: 12

Grading: no pass/fail option, yes fifth course option

Unit Notes: This course cannot count toward the ECON major.

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ECON 105(D2) WGSS 211(D2)

Difference, Power, and Equity Notes: This course meets the DPE requirement because it asks students to reflect critically on issues of gender and economic power around the world in a comparative contextual framework.

Attributes: GBST Economic Development Studies WGSS Racial Sexual + Cultural Diversity Courses

Fall 2024

SEM Section: 01 TF 2:35 pm - 3:50 pm Kiaran Honderich

WGSS 216 (S) Women Behaving Badly: Deviant Women in Early Modern French Literature (DPE)

Cross-listings: RLFR 216

Secondary Cross-listing

Female deviance often implies resisting a dominant and oppressive patriarchal status quo embedded within cultural and historical backgrounds. This course explores female characters in early modern French literature who refuse to conform to established gender roles. Defying social constructs of femininity, through either judicious negotiations or more aggressive and violent behavior, is an important trope in the writings of both male and female authors of the seventeenth and eighteenth centuries. What constitutes deviant behavior, however, depends on social definitions of gender roles, which evolve over time. In this course, we will first examine women's place within the historical and socio-cultural context of the *Ancien Régime*, which will lead to an examination of female behavior censured during the seventeenth and eighteenth centuries. We will then reflect on how we, as modern readers, perceive such deviancy at it relates to the past. Finally, we will discuss the relevance of studying deviant women in light of current events, such as the #MeToo movement, which has led to a new level of consciousness and empathy for the plight of marginalized groups. Potential readings to include Corneille's *Médée*, Madame de la Fayette's *Princesse de Clèves*, Laclos's *Liaisons dangereuses*, and Isabelle de Charrière's *Lettre à Mistriss Henley*.

Requirements/Evaluation: active class participation, one presentation (8-10 minutes), three to four papers (3-5 pages), and a longer final paper

Prerequisites: strong performance in RLFR 105; successful performance in RLFR 106; or by French placement exam; or by permission of instructor

Enrollment Limit: 20

Enrollment Preferences: French majors and certificate students; Comparative Literature majors; Women's, Gender and Sexuality Studies majors; and those with compelling justification for admission

Expected Class Size: 15

Grading: yes pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 216(D2) RLFR 216(D1)

Difference, Power, and Equity Notes: This course focuses on a critical examination of difference, power, and equity in early modern France.

Through the study of deviant women, the course thus challenges students to examine the effects of class, race, ethnicity, gender, and sexuality in narratives on women, misogyny, and criminality.

Spring 2025

SEM Section: 01 TR 9:55 am - 11:10 am Preea Leelah

WGSS 226 (S) Gender and the Dancing Body (DPE)

Cross-listings: DANC 226 / AMST 226 / THEA 226

Secondary Cross-listing

This course posits that the dancing body is a particularly rich site for examining the history of gender in America and beyond. The aim of the course is to explore ideas related to gender as prescribed by dominant cultural, social, and religious institutions, and how dance has been used to challenge those normative ideologies. We will examine a wide range of dance genres, from stage performances to popular forms to dance on television, with particular attention to the intersections of race and class with gender. This is primarily a discussion-based seminar course and may also include film screenings, movement workshops, discussions with guest artists and scholars. No previous dance experience required.

Requirements/Evaluation: participation in discussions and presentations, reading responses, in-class writing assignments, two 5-6 page essays, and a final cumulative essay.

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: first years and sophomores

Expected Class Size: 10-15

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

DANC 226(D1) AMST 226(D2) WGSS 226(D2) THEA 226(D1)

Difference, Power, and Equity Notes: In the course, students will explore the concept of gender as a social construction and how the body's historical associations to markers of gender and sexuality lead to differences in socio-political power. The assigned texts and viewings provide examples of how bodies and their movements make meaning in a network of power relationships, and how artists use dance to address social inequalities such as sexism, racism, and transmisogyny, to imagine a more just world.

Spring 2025

SEM Section: 01 WF 11:00 am - 12:15 pm Munjulika R. Tarah

WGSS 227 (S) Boys Love (DPE)

Cross-listings: COMP 228

Secondary Cross-listing

Originating in Japanese manga of the 1970s, the genre of yaoi, boy love, or BL has expanded into other media and around the globe during the last half century. Created mostly by women for women, BL transposes classic tropes of popular romance into a male homosocial environment, depicting the inevitable love of young, attractive, and typically androgynous men. The growing popularity of BL begs several questions: Why do women create and consume romances that tend to exclude female characters? Why do they enjoy a fictional universe that deliberately downplays homophobia yet ostensibly preserves heteronormativity by showing powerful, protective tops who repeatedly fall for vulnerable, passive bottoms? And how has BL changed global perceptions of and expectations for masculinity? This course explores these and other questions by examining key examples of BL from Japanese manga to Thai television, as well as shipping culture, BL's robust fandom, and adjacent genres such as slash fiction and girl love.

Requirements/Evaluation: completing all assignments, active participation in class discussions, two short papers, creating your own BL, and a final project

Prerequisites: none

Enrollment Limit: 40

Enrollment Preferences: COMP and WGSS majors

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 227(D2) COMP 228(D1)

Difference, Power, and Equity Notes: This class examines difference, power, and equity by examining representations of gender and sexuality, as well as their global flow over the past fifty years. Works of yaoi, boys love, or BL represent a significant genre of popular culture, as well as soft power, that originated in East Asia yet has spread around the globe. The course will address the gendered aspects of BL production, consumption, and fandom, as well the genre's mobilization of homosociality and homosexuality.

Spring 2025

SEM Section: 01 TF 2:35 pm - 3:50 pm Julie A. Cassidy

WGSS 301 (S) Sexual Economies (DPE)

Cross-listings: ANTH 301 / AMST 334

Primary Cross-listing

This course examines various forms of sexual labor around the world in order to better understand how gendered and sexual performances are used in a variety of cultures and contexts for material benefit. Our topics include "traditional" forms of sex work such as street prostitution, pornography, and escorting as well as other forms of sexualized performances for benefit such as stripping or camming. We also discuss current issues and debates about discourses of "sex trafficking." Course readings come from a range of fields, but focus most heavily on anthropology, sociology, American studies, and gender studies. The readings for this class will frequently foreground the lived experiences of sex workers from a variety of nations, races, classes, religions, and backgrounds in order to explore the broader social implications of our subject matter. The format is largely discussion-based, with short lectures supplementing the reading with summaries of current scholarly and activist debates. We have a variety of guest speakers to share their diverse lived experiences related to this topic.

Requirements/Evaluation: short-quizzes, reflection papers, participation, short Marco Polo video posts (app 3 min each)

Prerequisites: none, though WGSS 101 and/or 202 may be helpful, but not required

Enrollment Limit: 15

Enrollment Preferences: based on statement of interest, brief interviews if necessary

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ANTH 301(D2) AMST 334(D2) WGSS 301(D2)

Difference, Power, and Equity Notes: We pay particular attention to the intersecting questions of race, sexuality, gender, and class as we explore the political economy of commercial sex. The course teaches students to examine the underlying political and economic structures that create systems of privilege and power, thereby complicating questions and assumptions about sexual consent, coercion, agency, and empowerment with particular attention to race and gender in comparative transnational contexts.

Attributes: WGSS Racial Sexual + Cultural Diversity Courses

Spring 2025

SEM Section: 01 MW 7:00 pm - 8:15 pm Gregory C. Mitchell

WGSS 302 (S) Social Construction (DPE)

Cross-listings: COMP 315 / STS 301 / SOC 301 / REL 301

Secondary Cross-listing

"Social construction" can often seem like the great collegial insight. By now, you've all heard that categories such as race, gender, and sexuality are in some sense not part of nature, but instead are created and maintained socially or culturally. The idea of social construction has been vital to critical race theory and queer theory, and, in this course, we will push ourselves into philosophy of science to see whether or not these same insights apply to

everything. If we know that "Whiteness," "heterosexuality," and "masculinity," for instance, are all socially constructed, we will ask if the same is true of "electrons," "money," "the solar system," and "climate change." Can it be that all of our reality is socially constructed? Or does social construction have limits? If so, what are they? We will also ask more fundamental questions, such as: What does it mean to say something is socially constructed? How does social construction relate to claims that an aspect of the world is "real" or "not real?" Is social construction a theory about language, power, culture, societies, human perceptions, or the limits of science? What kind of political, ethical, ontological, or epistemological work do theories of social construction do? We will begin with different accounts of the social construction of race, gender, and sexuality. In the second part of the course, we will dig deeper into philosophical debates about social construction as such. Then we will explore constructionism about natural science. In the last part of the course, we will change gears and explore look at cutting-edge work in the theory of social science aimed at explaining the construction and ontology of social worlds. The class will culminate in a project in which students will put their social construction theories into practice.

Requirements/Evaluation: regular attendance and participation, short weekly reflection papers, a 8-10 page research paper, and final project

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: Preference will be given to majors and concentrators from STS, ANSO, COMP, REL, PHIL, WGSS, AAS, LATS, JWST, and AFR. If the class is overenrolled students will be asked to submit an email about themselves and why they want to take the course.

Expected Class Size: 15

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 315(D1) WGSS 302(D2) STS 301(D2) SOC 301(D2) REL 301(D2)

Difference, Power, and Equity Notes: Central to REL 301 will be an analysis of the social construction of race, gender, and sexuality. It will show how power and difference are tied up in their construction and maintenance of these categories. Students will be taught how to critically analyze race, gender, and sexuality as well as social construction as such. Students will also learn sophisticated tools for studying systems of social power and difference.

Attributes: PHIL Related Courses

Spring 2025

SEM Section: 01 W 1:10 pm - 3:50 pm Jason Josephson Storm

WGSS 308 (S) Parenting for a Feminist-Queer-Trans World (DPE)

Perhaps you want to understand your own experience being parented; perhaps you are a parent, or hope to become one, and you want to reflect on your intentions; perhaps you want to understand what various scholars, activists, and activist-scholars have said about how parenting matters. This class will provide you with the time, information, and other resources necessary to explore the following question: what difference does it make when we put "feminist," "queer" and/or "trans" in front of parenting? More specifically, how do these modifiers change the forms and practice of parenting, ideally and in fact? What are the associated philosophies and structures that justify and enable these forms and practices? In this course, we will conceptualize parenting in a capacious way, as a kind of ongoing relationship that can obtain not only between an adult and a child they are "raising," but also between adults who are not conventionally considered "related." The purpose of this class is threefold: 1) to enable you to develop your own parenting philosophy, 2) to use "parenting" as a window to explore differences in feminist, queer, and trans thought, and 3) to use "parenting" as a springboard for imagining better institutional arrangements and articulating societal ideals. To realize these goals, we will mine our experiences, talk to lots of parents, and engage both scholarly and popular resources on parenting.

Requirements/Evaluation: One 6 page book review; Three contributions to resource compendium; One episode for the group podcast; One 10 page final essay

Prerequisites: None

Enrollment Limit: 20

Enrollment Preferences: WGSS majors

Expected Class Size: 15

Grading: yes pass/fail option, no fifth course option

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: We will be looking at the difference that understanding parenting differently, and/or practicing it with feminist,

trans, and queer goals in mind does/might make in relation to the ends of equity and inclusion. We will also be attentive, however, to differences in ideas about what feminist, trans and queer parenting entails -- and how relations of power internal to groups make certain ideas about what feminist, queer, and/or trans parenting entails more accessible than others.

Attributes: WGSS Racial Sexual + Cultural Diversity Courses

Spring 2025

SEM Section: 01 TR 11:20 am - 12:35 pm Greta F. Snyder

WGSS 311 (F) Trans Film and Media (DPE)

Cross-listings: AMST 364

Primary Cross-listing

This course provides an introduction to contemporary trans culture and politics via the lens of film and other (mostly visual) media. We'll focus mainly on media production in the U.S. since the early 1990s, as this moment is usually understood as inaugurating contemporary "transgender" politics; additionally, the 90s saw a profusion of diversity in popular representation generally. This class has two main priorities: first, to use visual media as a lens for surveying major developments in trans studies, politics, and representation over the last few decades; second, to develop a critical repertoire for thinking about our current conjuncture of "trans visibility" in particular. By tracking a longer history of both popular and alternative trans media production, this course will question the vanguardism and celebratory progress narratives associated with "trans tipping point" visibility conditions. Drawing from perspectives in WGSS, American studies, and ethnic studies, we will especially situate trans representation in relation to the institutionalization of minority difference under neoliberal capitalism. In line with scholarship, we'll approach trans representation as interlocking with structures like race, heteropatriarchy, dis/ability, immigration, and nationality and empire.

Class Format: There will also be some lecturing.

Requirements/Evaluation: Students will have ongoing short discussion post assignments, one midterm essay of 5-6 pages, and a final group media-making project with min. 6 pages of analytic writing to accompany their creative work.

Prerequisites: WGSS 101 or 202 would be helpful but are not required. Other background in WGSS or the humanities is also helpful.

Enrollment Limit: 20

Enrollment Preferences: Enrollment preference can go to WGSS majors and 3rd & 4th years. Statements of interest are welcome.

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Materials/Lab Fee: For some proprietary media content, students will need subscriptions to popular streaming services (eg Netflix, Amazon, HBO Max). See WGSS chair about financial aid waivers and alternatives if this feels cost prohibitive.

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 311(D2) AMST 364(D2)

Difference, Power, and Equity Notes: This course provides a survey of issues facing marginalized trans communities via the lens of visual media, with an emphasis on how structures of power shaping trans experience intersect with the politics of race, capital, disability, migration, and other axes of social difference.

Fall 2024

SEM Section: 01 M 7:00 pm - 9:40 pm Abram J. Lewis

WGSS 315 (F) Paris on Fire: Incendiary Voices from the City of Light (DPE)

Cross-listings: RLFR 316 / COMP 314

Secondary Cross-listing

During the 1830s, Honoré de Balzac described Paris as a "surprising assemblage of movements, machines, and ideas, a city of one hundred thousand novels, the head of the world," but also characterized the French capital as a "land of contrasts," a "monstrous wonder," a "moral sewer." Similarly, writers from Victor Hugo to Émile Zola have simultaneously celebrated Parisian elegance and condemned the appalling misery of Paris's urban poor. Since 1889, Paris has been fêted as the "City of Light" for its Enlightenment legacy, Eiffel Tower modernity, and luminous energy,

captured in countless paintings, photographs, and film. However, Paris is also the site of revolution, resistance, and riots. From revolutionary revolt (1830, 1848, 1871), to wartime resistance (1870, 1914-18, 1940-44), to reformist and race riots (1968 and 2005), Paris has repeatedly sparked with incendiary passion and political protest. As fires raged during the 2005 riots, many heard the echo of Hitler's 1944 question, "Is Paris burning?" and asked: why was Paris burning again at the dawn of the twenty-first century? Following the 2015 terrorist attacks, many wondered yet again what the future would hold for the City of Light. To answer these questions, we will examine the social, political, and literary landscape of Paris during the nineteenth, twentieth, and twenty-first centuries, from urbanization and modernization, to occupation and liberation, to immigration and globalization. Readings to include poetry, short stories, and novels by Hugo, Balzac, Baudelaire, Maupassant, Verne, Zola, Apollinaire, Colette, Duras, Perec, Rochefort, and Charef. Films to include works by Clair, Truffaut, Godard, Minnelli, Clément, Lelouch, Luhrmann, Kassovitz, Besson, and Jeunet. *Conducted in French.*

Requirements/Evaluation: Active class participation, midterm exam, and two papers.

Prerequisites: Strong performance in RLFR 106, or another RLFR 200-level or 300-level course, or permission of the instructor.

Enrollment Limit: 16

Enrollment Preferences: French Majors and French Certificate students, Comparative Literature Majors.

Expected Class Size: 16

Grading: yes pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

RLFR 316(D1) WGSS 315(D2) COMP 314(D1)

Difference, Power, and Equity Notes: This course examines the operations of difference, power, and equity in French film and fiction, history and politics, art and culture, from 1830 to 2025. In readings, lectures, and discussions, we will look at how class, ethnicity, gender, and sexuality structure the lives and struggles of the working class and urban poor, women and men, migrants and immigrants. Students will learn critical tools to better understand and interrogate social inequity and injustice.

Attributes: GBST Urbanizing World

Fall 2024

SEM Section: 01 MW 11:00 am - 12:15 pm Brian Martin

WGSS 329 (F) Writing Gender in Sci-Fi and Speculative Fictions (DPE)

Cross-listings: ENGL 329 / STS 323

Secondary Cross-listing

This creative writing course will pair selected readings in feminist STS and queer theory with science fiction, speculative fiction, and horror stories that together put questions to gender. How and when is sci-fi a home for radical re-imaginings of gender? When and why does "genre fiction" house (and facilitate) radical gender politics--or their opposite? Readings may include works by Octavia Butler, Ursula Le Guin, Brian Evanson, and Samuel Delany. Students will both analyze these fictions and take them as inspirations for their own stories and worlds.

Class Format: This course balance seminar-style discussion with workshops examining students' creative writing.

Requirements/Evaluation: Students will be evaluated on three substantial pieces of writing, in multiple drafts. Students will be able to choose their balance of creative and analytical (expository) prose (2-1 or 1-2). Attendance, along with seminar and workshop discussion, will count toward the final grade. There will be no exam.

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: STS concentrators; WGSS majors; students who have not taken other creative writing courses at Williams.

Expected Class Size: 25

Grading: yes pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 329(D2) ENGL 329(D1) STS 323(D2)

Difference, Power, and Equity Notes: In this course students will confront and reflect on the operations of difference, power, and equity through

readings, class discussions, and assignments. Readings include scholarship on the construction of gender and sexuality, as well as works of fiction that denaturalize the categories of sex and gender. Course assignments will include expository and creative writing, and students will work in both modes to imagine how this world could be otherwise and how other worlds could be.

Fall 2024

SEM Section: 01 W 1:10 pm - 3:50 pm Ezra D. Feldman

WGSS 332 (S) Gender, Sexuality & Disability (DPE)

Cross-listings: AMST 369

Primary Cross-listing

From classical mythology to reality TV, bodies and minds that depart from the ordinary have long been sources of popular fascination. In recent history, people marked as "disabled" have been subject to medical scrutiny, labeled deficient or defective, and often barred from full participation in society. And yet, what counts as "disability"--and who counts as disabled--varies greatly depending on cultural and historical context. Arguably, disability has more to do with social conditions than with any innate characteristics of disabled people themselves. This class introduces disability studies, situating disability within its historical, political, and cultural contexts. As a GWSS course, we'll center queer and feminist perspectives; this class also emphasizes recent work. Echoing arguments in gender and sexuality studies, scholars have insisted that disability is not a natural or biological fact, but a socially constructed category. As such, scholars and activists have challenged medical models that conceptualize disability as an individual defect in need of elimination. They have also questioned the idea that disability is simply a minority identity -- to the contrary, disability is a condition that most humans will experience at some point in our lives. This class frames "disability" broadly--encompassing not just conditions of physical impairment, but a wide range of bodily, sensory, cognitive, emotional, and behavioral differences and capacities. This class also centers how disability is produced intersectionally through regimes like race, capitalism, and empire. Topics include: theories of embodiment, eugenics, institutionalization and incarceration, neurodivergence, mad studies, the politics of health, storytelling and narrative, disability justice activism, neoliberalism, biopolitics, and crip theory. Along with scholarly writings, we'll consider activist texts, popular press, fiction, memoir, and a variety of other media.

Requirements/Evaluation: Students will submit ongoing brief/informal forum posts, midterm essay, and a longer final research project (10-12 pgs); students will also work in small groups to facilitate a section of class twice per term.

Prerequisites: WGSS 101-level familiarity would be helpful, but is not required.

Enrollment Limit: 20

Enrollment Preferences: Preference to majors, 3rd and 4th year students.

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 332(D2) AMST 369(D2)

Difference, Power, and Equity Notes: This class surveys the politics of disability in recent U.S. history, illustrating axes of difference and privilege based on ability as it intersects with various racial, gender, and other identities.

Attributes: PHLH Bioethics + Interpretations of Health

Spring 2025

SEM Section: 01 MR 2:35 pm - 3:50 pm Abram J. Lewis

WGSS 345 (F) The Pedagogy of Liberation (DPE)

Education is inherently political, and politics necessarily involves pedagogy. *Who* should teach, *what* is taught, *how* it is taught, and *why* it is taught are questions hotly debated at all levels and in all sites of education because the answers have implications for societal reproduction or transformation. Politicians, activists, even family members at the dinner table all seek to educate in ways that incline us toward particular political positions. At the heart of this class stands the question: if different pedagogies point us in different political directions, then what kind of pedagogy or pedagogies serve the end of liberation from oppression and why? Are there certain pedagogical "goods" that reliably serve the goal of liberation across sites? Or do different sites require different approaches? To begin to answer these questions, we will engage a variety of thinker-teachers and groups known for

their commitment to a "pedagogy of liberation." While feminist thinkers will be foregrounded, we may also look to thinker-teachers who and groups that do not claim this label. In addition to engaging texts which reflect on different aspects of radical pedagogy (content, form, method, etc.) and radical pedagogy in different settings (the college classroom, the social movement headquarters, the home), we will witness radical pedagogy in practice. Moreover, we will enact various radical pedagogical strategies in our own classroom and beyond.

Requirements/Evaluation: Perusal, aspirational learning statement, syllabus co-construction and reflection, class facilitation, interview project and reflection, one-on-one discussions

Prerequisites: None

Enrollment Limit: 20

Enrollment Preferences: Preference will be given to WGSS majors.

Expected Class Size: 20

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: This class is concerned with the relationship between pedagogy and equity - how can pedagogy be leveraged to combat oppression and encourage equity? In it, students will gain not just insight on, but practice in enacting radical democratic pedagogies that flatten power differentials and encourage effective engagement across difference.

Attributes: TEAC Related Courses WGSS Theory Courses

Fall 2024

SEM Section: 01 TR 11:20 am - 12:35 pm Greta F. Snyder

WGSS 351 (F) Trans/national Femininities (DPE)

This course studies femininity in a trans/national context. Here, trans suggests that we will not be looking at femininity as necessarily or inherently attached to the biological category "female." Instead, we will think about femininity as a gender performed by and written on many kinds of bodies, with specific attention to trans feminine experiences. The term "transnational" suggests that we will attempt to talk about femininity not only in the context of the US and the "western" world but across different nations and within a broader socio-cultural framework. We will consider a broad range of disciplinary accounts of femininity in the US and beyond. We will discuss how class, bodily comportment, ability, and other facets affect feminine performance and feminine/feminist/queer politics. Our course materials include scholarship, film, art, and literature. Finally, this course centers the voices of trans and cis women, femmes, and queer BIPOC (black, indigenous, and/or people of color).

Requirements/Evaluation: short informal writing assignments, discussion facilitation, in class activities and discussion, student presentations, substantive student-led final project.

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: WGSS majors

Expected Class Size: 19

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: This course examines how femininity is constructed on multiple kinds of bodies and across multiple national contexts. It employs a wide range of theoretical approaches for thinking about femininity and the diversity of feminine experiences. We examine femininity as a social location which intersects with embodiment, ability, class, and nation in order to consider structures of power that both effect and are affected by our understandings of femininity.

Attributes: WGSS Racial Sexual + Cultural Diversity Courses WGSS Theory Courses

Fall 2024

SEM Section: 01 MR 2:35 pm - 3:50 pm Mejdulene B. Shomali

WGSS 359 (S) Queer of Color Critique and Literatures (DPE)

Queer of color critique (QoCC) takes an intersectional approach to the study of sexuality and is particularly interested in how sexuality is constituted with and through other social formations like race, class, ability, gender, and nation. It draws on many different theoretical frameworks (women of color feminisms, materialist and post structuralist critiques, and queer critiques) and draws from many different disciplines (sociology, literary studies, psychology, etc). In this course we will study the key histories, terms, and debates in QoCC. Rather than imagine QoCC as a response to queer critique alone, we will study it as a co-occurring field with a long history. Reflecting QoCC's interest in national and diasporic formations, we will situate our exploration of queerness in a transnational and global perspective. Our course materials include scholarly works as well as arts and literatures which develop and employ QoCC. QoCC is not only a theoretical framework, or a way of interpreting the world. Through our discussions and assignments, we will use QoCC to imagine new worlds.

Requirements/Evaluation: short informal writing assignments, 2 formal essays, discussion facilitation, in class activities, substantive student-led final project.

Prerequisites: None

Enrollment Limit: 19

Enrollment Preferences: WGSS majors

Expected Class Size: 19

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: his course examines non-normative sexualities in marginalized groups within and outside western communities. It draws on scholarship, literature, arts and film to understand diverse queer of color experiences and to understand queer of color critique as a field and methodology. It considers how sexuality is informed by and central to how we understand power, discrimination, normativity, and global sexual politics. It helps situate sexuality within a broader nexus of concerns about identity polit

Attributes: WGSS Racial Sexual + Cultural Diversity Courses

Spring 2025

SEM Section: 01 W 1:10 pm - 3:50 pm Mejdulene B. Shomali

WGSS 363 (S) Data for Justice Research Practicum (DPE) (QFR)

Cross-listings: STS 363 / INTR 350 / AMST 363

Secondary Cross-listing

Civil rights activist, educator, and investigative journalist Ida B. Wells said that "the way to right wrongs is to shine the light of truth upon them." In this inclusive, collaborative, research-based course, students will bring statistical, computational, and/or mathematical approaches to bear on issues of social justice. Guided closely by the instructor, students will work in groups to carry out original research in an area such as criminal justice, education equity, environmental justice, health care equity, economic justice, or inclusion in arts/media. Prior research experience is not required; one goal of this course is to build skills for advanced research.

Class Format: This course is an intensive research practicum. Formation of research groups and selection of research topics will be facilitated by the instructor. The primary modality of work is peer collaboration.

Requirements/Evaluation: To move towards a non-hierarchical, transparent, and egalitarian grading system, the instructor adopts a mastery-based, ungraded assessment framework.

Prerequisites: INTR 150 (Data for Justice), or prior equivalent exposure to computing, statistics, and social justice topics as approved by the instructor.

Enrollment Limit: 10

Enrollment Preferences: Students who have a declared major in Division I or II, who meet the prerequisites of the course, and who fill out the instructor's preregistration survey (contact the instructor for link).

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 363(D2) STS 363(D2) INTR 350(D2) AMST 363(D2)

Difference, Power, and Equity Notes: Students will research issues of social justice in areas such as criminal justice, arts/media, environmental justice, education, and health care, and along identity axes such as gender, race/ethnicity, disability status, and sexual orientation.

Quantitative/Formal Reasoning Notes: Students will use multiple mathematical, statistical, and computational frameworks to acquire, model, and analyze real-world data.

Spring 2025

SEM Section: 02 TR 11:20 am - 12:35 pm Chad M. Topaz

SEM Section: 01 TR 9:55 am - 11:10 am Chad M. Topaz

WGSS 375 (S) Asian American Sexualities (DPE)

Cross-listings: AMST 375 / AAS 375

Secondary Cross-listing

Perceived as objects of sexual use and perversity, how might Asian/Asian American subjects contend with these projections and enact their own genders and sexualities? Anchored in this question, this theory-intensive seminar will provide a study of seminal and recent scholarship at the intersections of Asian American Studies, feminist criticism, and queer theory that focus on or are read in tandem with a collection of cultural expressions, including film, sculpture, poetry, drag performance, music, manifestos, and visual and performance art. To first root us, the seminar will introduce key uses and theorizations of sex/gender, sexuality, and queerness. Then, across the semester, we will focus on deployments of them through a range of topics, including sexual subjugation and activism of "comfort women," orientalism/ornamentalism, the queering of Sikh, South Asian, and Muslim Americans post-9/11, western demands to "come out," representations in pornography, lesbian invisibility, devaluation of trans* lives, etc., exploring questions of racialized, gendered, and sexual subordination alongside power, pleasure, play, and critique. To this end, we will approach gender and sexuality not as identity categories that one is or has but socially and biologically construed categories, loci for intervention and play, anti-normative positions, lived experiences, and ever-evolving processes of doing, becoming, and unbecoming.

Requirements/Evaluation: in-class discussion, weekly posts, short presentation, one paper, and one longer paper or creative assignment that will be peer reviewed and revised

Prerequisites: AMST 125 or WGSS 101/202

Enrollment Limit: 15

Enrollment Preferences: AMST/WGSS majors and AAS concentrators will be given priority; prospective AA concentrators

Expected Class Size: 15

Grading: yes pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 375(D2) WGSS 375(D2) AAS 375(D2)

Difference, Power, and Equity Notes: This course examines the terms Asian American, gender, sexuality, and ability as categories of social difference and oppression. Throughout the course, students will unpack how these categories have been made, unmade, and remade in relationship to ongoing issues of sexual violence, colonialism, racial capitalism, and empire.

Attributes: AAS Core Electives AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora AMST Critical and Cultural Theory Electives

Spring 2025

SEM Section: 01 TF 1:10 pm - 2:25 pm Kelly I. Chung

WGSS 376 (F) Sex, Gender, and the Law in U.S. History (DPE)

Cross-listings: HIST 376

Secondary Cross-listing

This course explores the ways in which the law has defined and regulated gender and sexuality in the United States, and the ways that individuals have experienced and responded to those definitions and regulations. We will evaluate how the law has dictated different roles for men and women, how sexual acts have been designated as legal or illegal, and the ways that race, class, and nationality have complicated the definition and regulation

of gender and sexuality. This course examines how assumptions about gender and sexuality have informed the creation and development of American law and the changing meanings of citizenship; considers how laws regulating sex and gender have yielded varied effects for men and women across race and class divides, challenging some differences while naturalizing others; and assesses the power and shortcomings of appeals to formal legal equality waged by diverse groups and individuals. Throughout the course, we will consider the various methodologies and approaches of the interdisciplinary field of legal history. Topics to be covered will include the Constitution, slavery, marriage, divorce, custody, inheritance, immigration, sexual violence, reproduction, abortion, privacy, suffrage, jury duty, work, and military service.

Requirements/Evaluation: four papers, including three short (3-5-pages) papers, and one final paper of 8-10 pages

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: History majors, Women's, Gender and Sexuality Studies majors

Expected Class Size: 20

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 376(D2) HIST 376(D2)

Difference, Power, and Equity Notes: This course fulfills the DPE requirement because it examines the legal, social, and political constructions and theorizations of difference, power, and equity. It examines the ways that individuals and groups have organized across various axes of difference to fight for legal equality, and explores how those individuals and groups have experienced legal equality and legal inequality in varied ways.

Attributes: HIST Group F Electives - U.S. + Canada JLST Interdepartmental Electives

Fall 2024

SEM Section: 01 MW 11:00 am - 12:15 pm Sara Dubow

WGSS 391 (F) Contemporary North American Queer Literatures and Theories (DPE)

Cross-listings: ENGL 391

Secondary Cross-listing

Moving through the mid-twentieth century and into the twenty-first, this course will consider how North American writers have represented queer life in all its complexities. From the problem of the happy ending to the intersectional politics of representation, the narrative complexities of coming out to the rejection of identity, the course will consider the relationship between literary form and queer content. In so doing, it will also touch upon some of the key debates in queer literary theory and consider the impact of events such as civil rights movements, gay and lesbian and trans uprisings, the AIDS crisis, debates over respectability politics, and current efforts to police what students read in schools on literary and cultural production. Readings may include work by such authors as Baldwin, Highsmith, Rich, Lorde, Delany, Kushner, Feinberg, Bechdel, Thom, and Machado and theorists such as Ferguson, Sedgwick, Fawaz, Love, Butler, and Hartman.

Requirements/Evaluation: active class participation, several short writing assignments, two 5-page papers, and one longer research paper.

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam, or permission of the instructor;

Enrollment Limit: 25

Enrollment Preferences: English majors; WGSS majors

Expected Class Size: 25

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 391(D2) ENGL 391(D1)

Difference, Power, and Equity Notes: This course considers the history and literature of gender and sexuality in the US alongside questions of race, class, and more. It examines how literary form theorizes sexuality, and how sexuality affects literary form, in ways that consider (in)equity and power in a variety of contexts.

Attributes: ENGL Criticism Courses ENGL Literary Histories C WGSS Racial Sexual + Cultural Diversity Courses WGSS Theory Courses

Fall 2024

SEM Section: 01 TF 1:10 pm - 2:25 pm Kathryn R. Kent

WGSS 398 (F) Feminist and Queer Horror Films (DPE)

Cross-listings: ENGL 333 / AMST 390 / COMP 390 / THEA 390

Primary Cross-listing

This course focuses on pairing theoretical readings with a variety of horror films with feminist or queer themes. Many tropes are associated with this genre - "the final girl" in slasher movies, "the transvestite murderer," femme lesbian vampires, supernatural BDSM figures, vampires as allegories for HIV/AIDS, werewolves as metaphors for FTM gender transitions or puberty, lonely mothers in creaky houses as unreliable narrators, Satanic spawn, and creepy long-haired girls. Some films reinforce gender stereotypes while others snap on more explicitly feminist and queer lenses. This course functions as a survey of many different genres, introducing students to classic 1970s films and working up to the present day and we will learn how these tropes developed and then were subverted by more modern day films such as those by A24 Studies and the new renaissance of Black horror, etc. Most films will focus on the US, with some notable exceptions in Japan, Spain, and elsewhere globally. There will be graphic content. You must be 18 or over to take this class.

Requirements/Evaluation: Class participation, short reflection papers, 2-3 extemporaneous oral class responses, several creative assignments.

Prerequisites: None. Prior WGSS courses will be helpful.

Enrollment Limit: 15

Enrollment Preferences: Stage 1 is a statement of interest form; Stage 2 will be a very brief interview. There is NO preference by major or class year.

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Materials/Lab Fee: Some of the creative assignments will have an "artsy-craftsy" component, but should not cost more than 25 dollars total per student per semester, though amounts will vary depending on how the student chooses to execute the assignment.

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 398(D2) ENGL 333(D1) AMST 390(D2) COMP 390(D1) THEA 390(D1)

Difference, Power, and Equity Notes: This course necessarily examines power when it comes to gender and sexuality - who has it? what do they do with it? how does this power turn deadly? how can agency be regained? Horror is almost never about equitable situations but rather the imbalance that comes from difference (along whatever axis) causing a lack of equity.

Attributes: WGSS Racial Sexual + Cultural Diversity Courses

Fall 2024

SEM Section: 01 MW 7:00 pm - 8:15 pm Gregory C. Mitchell

WGSS 399 (F) Marxist Feminisms: Race, Performance, Labor (DPE)

Cross-listings: AAS 399 / AMST 399

Secondary Cross-listing

This seminar provides an overview of queer, black and women of color feminist, decolonial, and critical ethnic studies critiques of orthodox Marxism. Beginning with core texts from the tradition, including *Capital Volume I*, we will examine a range of social positions and modes of extraction that complicate Marx's emphasis on the white male industrial factory worker. Every week, we will focus on texts that foreground conditions of reproduction, racial slavery, care and domestic work, indentured servitude, immigrant labor, land expropriation, and sex work among others. Throughout the seminar and specifically at the close of it, we will turn to critical perspectives and aesthetic practices that not only respond to these conditions but also incite new social relations and ways of being in the world. As such, this seminar will equip students with critical understandings of how racial capitalism has fundamentally relied on the mass elimination, capture, recruitment, and displacement of different racialized, gendered, and abled bodies in and beyond the U.S. as well as how the capitalist system of value and life under these conditions can and must be undone and reimaged.

Requirements/Evaluation: in-class participation, short presentation, weekly posts, paper, and final project (paper, community resource distribution proposal, and creative project options)

Prerequisites: AMST 101, AMST/AAS 125, or similar courses

Enrollment Limit: 15

Enrollment Preferences: AMST and WGSS juniors and seniors, AAS concentrators

Expected Class Size: 15

Grading: yes pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AAS 399(D2) AMST 399(D2) WGSS 399(D2)

Difference, Power, and Equity Notes: This course satisfies the DPE requirement as it explores difference, power, and equity by asking how racial, gendered, sexual, and class differences are produced, whose voices are centered and whose are excluded, and what forms of labor are valued over others.

Attributes: AAS Core Electives AMST Comp Studies in Race, Ethnicity, Diaspora AMST Critical and Cultural Theory Electives WGSS Theory Courses

Fall 2024

SEM Section: 01 W 1:10 pm - 3:50 pm Kelly I. Chung

WGSS 408 (S) Senior Seminar: Nineteenth-Century French Novel: Desperate Housewives and Extreme Makeovers (DPE)

Cross-listings: RLFR 412 / COMP 412

Secondary Cross-listing

In 1834, Honoré de Balzac wrote that "Paris is a veritable ocean. Sound it: you will never know its depth." The same can be said of the French nineteenth-century novel and its boundless ability to echo the past and illuminate the present. From the Romanticism of Stendhal and Hugo, and the Realism of Balzac and Flaubert, to the Naturalism of Zola and Maupassant, the novel became a forum for examining illicit sexuality, institutional misogyny, social injustice, criminal passions, revolutionary struggles, and Parisian pleasures in nineteenth-century France. Characters such as the miserable housewife Emma Bovary, the reluctant revolutionary Jean Valjean, the social climber Julien Sorel, the ambitious undergraduate Eugène de Rastignac, and the domestically abused Gervaise Macquart became synonymous with France's turbulent social and political landscape from the 1830s to the 1880s. As recent film adaptations make clear, these desperate housewives and extreme makeovers continue to haunt our twenty-first century present. Reinterpreted by such actors as Gérard Depardieu, Isabelle Huppert, Uma Thurman, Claire Danes, and Jennifer Aniston, the nineteenth-century novel continues to sound out the scandalous and sensational depths of our own century. Readings to include novels by Balzac, Stendhal, Hugo, Flaubert, Maupassant, Zola. Films to include adaptations by Clément, Berri, August, Arteta, Lelouch, Chabrol. Conducted in French.

Requirements/Evaluation: Active class participation, midterm exam, and two papers.

Prerequisites: A 200-level or 300-level RLFR course at Williams, or Advanced coursework during Study Abroad in France or the Francophone World, or permission of the instructor.

Enrollment Limit: 16

Enrollment Preferences: French Majors and French Certificate students, Comparative Literature Majors, Women's, Gender, & Sexuality Studies Majors.

Expected Class Size: 16

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 408(D2) RLFR 412(D1) COMP 412(D1)

Difference, Power, and Equity Notes: This course analyzes difference, power, and equity through its examination of gender diversity, institutional misogyny, urban criminality, human sexuality, social injustice, and revolutionary struggle in nineteenth-century France. In class discussions and critical essays on 1830s-1880s France, students will examine and articulate the inequities and injustices between women and men, the privileged and oppressed, the wealthy and working class, and both the rural and urban poor.

Spring 2025

SEM Section: 01 TR 11:20 am - 12:35 pm Brian Martin

WGSS 411 (S) Psychoanalysis and Its Discontents: The Psyche and the Social (DPE)

For many decades, psychoanalysis has been profoundly influential to radical thinkers seeking to overthrow regimes of racism, colonialism, heteropatriarchy, capitalism, and ableism. At the same time, psychoanalysis has also been crucial to enforcing those very regimes. Whether mobilized towards liberatory or oppressive ends, it is difficult to overstate psychoanalysis's influence on intellection, politics, and everyday social existence over the last century--even though we don't always realize it's there. If you bristle at the mention of Freud but think microaggressions are real, content warnings are a good idea, or that sharing about your feelings supports your wellbeing and relationships, your beliefs and values are probably indebted to psychoanalysis. This class surveys psychoanalytic perspectives on "the social," that is, race, gender, sexuality, capitalism, dis/ability, imperialism, and so on. It also provides an introduction to basic foundations of psychoanalytic thought--especially Freud, object relations theory, and a bit of Lacan--with an emphasis on how the psychoanalytic canon underpins contemporary queer, feminist, and postcolonial theory; ethnic studies; disability studies; and religious studies. Building from foundations, we'll also examine radical psychoanalysis alongside radical critiques of psychoanalysis. Additional topics and bodies of thought include trauma, Afropessimism, sexual difference feminism, antipsychiatry, and schizoanalysis. This class satisfies the WGSS Junior/Senior Seminar major requirement.

Requirements/Evaluation: weekly discussion questions, oral presentations, participation, dream journal, final research project

Prerequisites: Students will benefit from coursework backgrounds in WGSS, AMST, ethnic studies, and/or the humanities broadly.

Enrollment Limit: 19

Enrollment Preferences: WGSS majors, juniors/seniors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Unit Notes: senior seminar

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: This class examines psychoanalysis's role in shaping difference, power, and equity.

Spring 2025

SEM Section: 01 M 7:00 pm - 9:40 pm Abram J. Lewis

WGSS 428 (S) Relationality and Its Antagonisms (DPE) (WS)

Cross-listings: AFR 396 / AMST 428

Secondary Cross-listing

Relationality has been the defining approach, feature, and framework of ethnic studies since its inception in the late 1960s. Since then, notable scholars have applied multiple keywords, including difference, comparison, entanglements, cacophonies, and intimacies, to emphasize how processes of racialization and racial formation are not isolated and separate but inextricably linked and shaped by one another. Only from these distinct, uneven, yet shared positions of oppression, as scholars argue, solidarity across race, gender, class, sexuality, and location may emerge. At its crux, this seminar will underscore major tensions and antagonisms *against* frameworks of relationality. Tracing primary sources, cultural expressions, and literature within the traditions of ethnic studies and transnational/women of color feminisms, it will trace the shifts in approaches to relationality, especially as it relates to practices of reciprocity and community-building across difference. At the same time, it will turn to works that name relationality as what Frank B. Wilderson calls a "ruse," or trick, that subsumes the specific, exceptional position of blackness. Our units will include discussions of Afro-Pessimism, indigeneity, racialized settler colonialism as well as queer theory debates on queer presentism (i.e., a queer "no future") versus queer futurity. Studying the tensions that emerge from multiple, distinct, and contradictory planes of power, oppression, and temporalities, how do we assess, work through, and reconcile, if at all, relations deemed as "irreconcilable" across vectors of difference?

Requirements/Evaluation: in-class participation, paper presentation, peer feedback, writing webs (short series of writing exercises), and final project developed from original research and/or creative work

Prerequisites: AMST 101 or WGSS 101

Enrollment Limit: 12

Enrollment Preferences: AMST and WGSS seniors and juniors

Expected Class Size: 12

Grading: yes pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 396(D2) AMST 428(D2) WGSS 428(D2)

Writing Skills Notes: Students will regularly engage in a series of writing exercises and submit a longer paper presentation that will be peer reviewed and revised.

Difference, Power, and Equity Notes: The main objective of the course is to study and assess ethnic studies' approaches to questions of difference, particularly as it relates to theories of racialization and relationality across multiple nodes of power and oppression.

Attributes: AFR Theories, Methods, and Poetics AMST Comp Studies in Race, Ethnicity, Diaspora AMST Critical and Cultural Theory Electives AMST 400-level Senior Seminars WGSS Theory Courses

Spring 2025

SEM Section: 01 W 1:10 pm - 3:50 pm Kelly I. Chung

WGSS 475 (S) Dreaming Latina/x Feminist Disability Studies (DPE) (WS)

Cross-listings: LATS 475 / AMST 413

Secondary Cross-listing

In this course we will defy the traditional notion that disabled and queer people of color have no right to future dreams, as we collectively imagine how the emergent field of Latina/x feminist disability studies might take shape. What are the sites of focus, methods, and political commitments of Latina/x feminist disability studies? Where is the power in meaningfully uniting an analysis of disability to one of sexuality and gendered Latinidad? How does a Latina/x-centric approach productively inform our understanding of disability? What is the political potential of Latina/x feminist disability studies -- not exclusively as a set of theories, but also as a mindset and an everyday call to action? If we were to collectively compose a manifesto for Latina/x feminist disability studies, what might it contain? How might we actively cultivate a community of care in the classroom as well as other spaces at Williams? Just what might Latina/x feminist disability justice dreams look like? How might Latina/x feminist disability justice dreams *feel*? Feminist, queer, and disabled crip-of-color scholars have recently called for a more meaningful engagement with race in feminist disability studies. Simultaneously, we have also witnessed a small but steady growth in the amount of Latinx studies scholarship that thoughtfully integrates questions of disability. This interdisciplinary course responds to these important shifts in its focus on a series of topics bridging Latinx studies, gender studies, queer studies, crip studies, and critical disability studies. These include but are not limited to the body, the environment, temporality, labor, citizenship, dependency, and visibility/invisibility. Through these topics, we will explore the ways in which the different approaches to these specific issues across Latinx, critical disability, crip, queer and gender studies are in fruitful conversation with one another -- and sometimes even at odds -- as we actively interrogate the intersections of gender, race, ethnicity, sexuality, and disability within the everyday.

Requirements/Evaluation: Major assignments for this course include a semester-long independent research paper (15-20 pages) broken up into steps, participation in crafting the class manifesto, a semester-long collaborative artistic exercise, and a final reflection document (3-4 pages).

Prerequisites: None.

Enrollment Limit: 12

Enrollment Preferences: Priority given to LATS concentrators by seniority, followed by WGSS and AMST majors by seniority.

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Materials/Lab Fee: Lab fee: \$200 for art supplies per student

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 475(D2) LATS 475(D2) AMST 413(D2)

Writing Skills Notes: We focus on building writing and interdisciplinary research skills, with a particular emphasis on the processes of research, revision, and collaborative writing. The primary research paper (an independent project of 15-20 pages) is divided into stages, and students are required to revise and resubmit their work at various junctures in the research process. The written class manifesto requires students to compose a document together, revising their work as a group over the course of the semester.

Difference, Power, and Equity Notes: This course privileges an intersectional analysis regarding questions of race, ethnicity, gender, sexuality, and disability. It obligates students to consider how these categories of difference actively work in tandem with one another in everyday US Latina/x and

transnational (US-Latin America and the Caribbean) contexts. This seminar also underscores how these categories of difference are actually products of a given historical and political moment.

Attributes: LATS 400-level Seminars

Spring 2025

SEM Section: 01 TF 1:10 pm - 2:25 pm Maria Elena Cepeda

DEPARTMENT of ASIAN LANGUAGES, LITERATURES, & CULTURES
CHINESE, JAPANESE, EAST ASIAN LANGUAGES & CULTURES

(Div I & II, see explanation below)

Chair: Professor Man He

Cecilia Chang, Frederick Latimer Wells Professor of Chinese; Masashi Harada, Assistant Professor of Japanese; Man He, Associate Professor of Chinese; Shinko Kagaya, Professor of Japanese; Cornelius C. Kubler, Stanfield Professor of Asian Studies; Christopher M. B. Nugent, John W. Chandler Professor of Chinese; Kasumi Yamamoto, Frank M. Gagliardi Professor of Japanese; Li Yu, Herbert H. Lehman Professor of Chinese

Visitors: Yumemi Hanaki, Visiting Lecturer in Japanese; Xiaoming Hou, Visiting Assistant Professor of Chinese; Ju-Yin Wang, Visiting Lecturer in Chinese; **Language Fellows:** Xuechan Dai, Yen-Yu Lin; **Teaching Associate:** Mei Ki (Lina) Law

Department Mission Statement and Curricular Goal

The mission of the department is to produce “global citizens” with multilingual abilities, intercultural communicative competence, and multicultural leadership skills, who will be able to make contributions in different sectors of society in a globalized and diverse world. Graduates of our department will not only achieve proficiency in at least one Asian language but also become competent in intercultural communication. They will develop interpretive and analytical skills using both primary texts and secondary sources and become familiar with the textual and cultural traditions in Asia.

The department offers three distinct major tracks: Chinese, Japanese, and East Asian Languages & Cultures. Each major requires a minimum of ten courses. Up to four study-away credits can be counted toward a major.

Learning Objectives for the Chinese Major

Students who complete the requirements for a major in Chinese will be able to:

- Attain the Advanced level in speaking, listening and reading, and Intermediate High level in writing based on the ACTFL proficiency guidelines.
- Read and analyze basic texts written in Classical Chinese.
- Gain intercultural communicative skills to competently navigate a wide range of social and cultural contexts in Chinese-speaking environments.
- Critically read and analyze a variety of Chinese-language primary sources for academic and professional purposes.
- Engage critically with important aspects of the historical and cultural developments and trends in China’s diverse and complex past and present.
- Acquire the skills to enable them to continue their engagement with the target language and culture as lifelong learners and users of Chinese.

THE MAJOR

In order to develop proficiency and intercultural communicative skills in the language, students are required to complete at least eight Mandarin Chinese language courses (CHIN 101, 102, 201, 202, 301, 302, 401, 402) and at least one course in Classical Chinese (CHIN 312). To gain a deeper understanding of Chinese cultural traditions, students should take at least one Chinese core elective in Chinese literary, linguistic, or cultural studies (taught either in English or in Chinese) with prefixes and primary cross-listings in CHIN.

Students placed out of lower-level language courses can take additional approved electives to replace the language course requirement. Electives include core language courses, core electives, and ASIA courses in [the program of Asian Studies](#).

Learning Objectives for the Japanese Major

Students who complete the requirements for a major in Japanese will be able to:

- Demonstrate linguistic competency/proficiency in comprehending, speaking, reading, and writing in Japanese at the ACTFL Intermediate High to Advanced levels.
- Critically read and analyze a variety of Japanese primary sources for academic and professional purposes.
- Critically engage with Japanese culture, past and present, recognizing its diversity and vibrancy.
- Navigate a wide range of social and cultural contexts by communicating effectively and appropriately with people of other cultures in their local and global communities.
- Continue their engagement with Japanese language and culture as lifelong learners and users of Japanese.

THE MAJOR

In order to develop proficiency and intercultural communicative skills in the language, students are required to complete at least eight Japanese language courses (JAPN 101, 102, 201, 202, 301, 302, 401, 402), at least one Japanese core elective in Japanese literary, linguistic, or cultural studies (taught either in English or in Japanese) with prefixes and primary cross-listings in JAPN, and one approved elective related to Japanese language and culture (including additional JAPN core electives, additional Asian language courses, or Japanese studies courses offered in art, comparative literature, history, music, political science, religion, etc.).

Students placed out of lower-level language courses can take additional approved electives to replace the language course requirement. Electives include core language courses, core electives, and ASIA courses in [the program of Asian Studies](#).

Learning Objectives for the East Asian Languages and Cultures Major

Students who complete the requirements for a major in East Asian Languages and Cultures will be able to:

- Attain a minimum of Intermediate High level in speaking, listening and reading of either Chinese or Japanese, and Intermediate Low level in writing in the language based on the ACTFL proficiency guidelines.
- Acquire research, problem-solving, and critical thinking skills by engaging in linguistic or literary analysis in the field of Chinese studies or Japanese studies.
- Obtain basic intercultural communicative skills to navigate some social and cultural contexts in Chinese- or Japanese-speaking environments.
- Continue their engagement with an Asian language and culture as lifelong learners and users of the target language.
- Students who choose the dual-language option will attain the Advanced level in speaking, listening, and reading in either Chinese or Japanese, and the intermediate level in a second Asian language based on the ACTFL proficiency guidelines.

THE MAJOR

East Asian Languages and Cultures (EALC) major: In order to develop proficiency and intercultural communicative skills in the language, students are required to complete at least six language courses (or attain a minimum proficiency equivalent to the completion of 302) in one East Asian language offered by the department (currently Chinese Mandarin and Japanese). To gain a deeper understanding of the Chinese or Japanese cultural traditions and to develop research skills in the Chinese or Japanese fields, they should take at least two Chinese/Japanese core electives in literary, linguistic, or cultural studies in their primary focus of study with prefixes and primary cross-listings in CHIN/JAPN, and two approved electives related to Chinese/Japanese language and culture (including additional CHIN/JAPN core electives, additional Asian language courses, or Chinese/Japanese studies courses offered in art, comparative literature, history, music, political science, religion, etc.).

Students placed out of lower-level language courses can take additional approved electives to replace the language course requirement. Electives include core language courses, core electives, and ASIA courses in [the program of Asian Studies](#).

This major offers students who are able to complete the 402 level in either Chinese or Japanese by the end of their sophomore year a dual-language option which will allow them to learn a second Asian language and reach the Intermediate level in speaking that language by the time of graduation. Please consult with the chair or language coordinator for more information about this option.

LANGUAGE PLACEMENT

Students who have studied or otherwise developed some familiarity with Chinese or Japanese language before coming to Williams and who wish to continue their language study at the college should complete a placement evaluation before pre-registering for a language course. More information about the Chinese placement evaluation can be found at <https://chinese.williams.edu/faq/>. Students who wish to take the Japanese placement test should contact the Japanese faculty.

THE DEGREE WITH HONORS

The department offers students the option of pursuing a degree with Honors in Chinese, Japanese, or East Asian Languages and Cultures through writing an honors thesis. Honors theses allow students a unique opportunity to undertake an examination of topics and texts with a greater depth than regular courses allow. The great majority of students who undertake the challenge of writing an honors thesis find it to be one of their most rewarding academic experiences at Williams.

Students interested in pursuing a degree with Honors should begin thinking about their thesis topic and materials as early as possible. This is particularly true for students who need to gather materials or conduct research abroad, as this will typically take place during their junior year or the summer between their junior and senior years. It is the responsibility of the student to approach faculty members to inquire about their willingness to serve as a thesis advisor. Ideally, students should have previously taken a course with that faculty member in an area related to the subject matter of the thesis. Faculty members will usually only advise a single thesis per year, and never more than two, with students who first approach the faculty member about serving as advisor being given priority. It is recommended that students approach the faculty members with whom they are interested in

working for their thesis by the end of the fall semester of their junior year.

Students must submit a proposal to the department chair and their intended advisor before they pre-register for senior year courses in the spring of their junior year. The proposal should include a statement of the topic, a general description of the types of materials available for study and how the study will be carried out, and the name of the faculty member who will serve as advisor. If the department approves the thesis proposal, the student should enroll in CHIN 493-W31-494, or JAPN 493-W31-494, depending on their major track. Please note that admission to the honors thesis program will normally be limited to students with a consistent record of honors-level work, as indicated by at least a B+ average in their courses for the major.

Students will typically meet with their advisor once a week at a set time other than office hours. The advisor will present the student with a set of deadlines for different stages in the thesis, ranging from a bibliography to the final draft. While these deadlines will vary for different advisors and theses, two deadlines will apply to all theses, whether analytic or translation. 1) Students must submit a finished first chapter or substantial section of polished translation by the last day of the first semester reading period. If the student misses this deadline, he or she will not be allowed to continue the thesis. 2) The finished thesis is due to the advisor by 4:00 pm on the Monday two weeks after the last day of Spring Recess. The student should submit three copies of the thesis at this time. There will be no extensions.

The department will assign two readers, separate from the advisor, to each thesis. The readers will give a written assessment of the thesis that will be an important factor in the final determination of the student's grades for the thesis and what honors designation, if any, will be given. These written comments will be shared with the student. Within two weeks after submission, the department will schedule an oral defense. This will be a one to one-and-a-half hour session in which the student will give a public presentation of his or her thesis to members of the department and invited guests followed by a question and answer period. A final, corrected copy of the thesis must be submitted to the Technical Services Department of Sawyer Library by 4:00 P.M. on the last day of the final examination period.

In order to qualify for Honors, the department must agree that the student has earned two semester grades of B+ or higher, based on his or her thesis and oral defense. Students whose thesis and defense are deemed by the department to be of exceptional merit will be awarded Highest Honors. A letter from the department chair will inform students of these decisions.

STUDY ABROAD

Students intending to major in the department are strongly encouraged to study in Asia at some point during their time at Williams—for a summer or for a semester or full year. Study-abroad in an immersive environment in the target culture is an indispensable step toward advanced proficiency in a second language. Prospective majors or language students who are planning to study abroad must attend the fall semester study-abroad information sessions organized by the department or discuss their plans with department faculty as far in advance as possible. The department administers the Linen Fellowships for Summer Study in Asia which fund selected students' summer intensive language study or research projects. Up to four study-abroad courses may be transferred and counted toward graduation and toward the majors offered in the department. Students MUST contact the department faculty BEFORE assuming study-away credit will be granted toward the major in the department. Upon return, students should ask their study-away program to send their transcript to the Registrar's office so that the appropriate number of credits can be transferred and granted by the department chair.

DEPARTMENT EMAIL LISTS

To be informed about the events, activities and funding opportunities in the department, please use your Williams login to sign up for one or more of the following GLOW special interest email lists.

"DALLC Majors and Faculty" (open to all current and prospective Chinese, Japanese, or East Asian Languages and Cultures majors):

<https://glow.williams.edu/enroll/AWTMP>

"Asia-Related Funding Opportunities" (open to all students who would like to seek internal or external funding related to Asia):

<https://glow.williams.edu/enroll/PGJHAC>

"Special Interest Chinese" (open to all students interested in Chinese language and culture): <https://glow.williams.edu/enroll/XEYMPG>

"Special Interest Japanese" (open to all students interested in Japanese language and culture): <https://glow.williams.edu/enroll/DAYTN3>

-

ECONOMICS (Div II)

Chair: Professor Jon M. Bakija

Associate Chair: Professor Steven Nafziger

- Quamrul H. Ashraf, Halvorsen Professor for Distinguished Teaching and Research of Economics; affiliated with: Economics, Center for Development Economics; on leave Spring 2024
- Jon M. Bakija, Chair of Economics and W. Van Alan Clark '41 Third Century Professor in the Social Sciences
- Gregory P. Casey, Assistant Professor of Economics; on leave Fall 2023
- Ralph Chami, Visiting Professor of Economics
- Matthew Chao, Associate Professor of Economics
- William M. Gentry, Carl Van Dyne Professor of Economics
- Philip R. Gerson, Visiting Professor of Economics
- Matthew Gibson, Associate Professor of Economics; on leave 2023-2024
- Susan Godlonton, Associate Professor of Economics, Chair of Public Health Program; affiliated with: Economics, Public Health
- Katie Gutierrez, Visiting Assistant Professor of Economics
- Caitlin E. Hegarty, Assistant Professor of Economics
- Sarah A. Jacobson, Professor of Economics
- Pamela Jakiela, Associate Professor of Economics; on leave 2023-2024
- Bumsoo Kim, Assistant Professor of Economics
- Kenneth N. Kuttner, Robert F. White Class of 1952 Professor of Economics
- Sara LaLumia, David A. Wells Professor of Economics
- David A. Love, Class of 1969 Professor of Economics; on leave 2023-2024
- Peter J. Montiel, Fairleigh S. Dickinson, Jr. '41 Professor of Economics, Emeritus
- Steven E. Nafziger, Fairleigh S. Dickinson, Jr. '41 Professor of Economics
- Will Olney, Professor of Economics
- Owen Ozier, Associate Professor of Economics; on leave 2023-2024
- Peter L. Pedroni, William Brough Professor of Economics; on leave Spring 2024
- Greg Phelan, Associate Professor of Economics
- Ashok S. Rai, Professor of Economics; on leave Spring 2024
- Shyam Raman, Visiting Lecturer in Economics
- Neal J. Rappaport, Visiting Professor of Economics
- Michael Samson, Senior Lecturer in Economics
- Lara D. Shore-Sheppard, Dean of the Faculty, Kimberly A. '96 and Robert R. '62 Henry Professor of Economics; affiliated with: Dean of the Faculty's Office, Economics
- Anand V. Swamy, Chair of the Executive Committee for the Center for Development Economics and The Willmott Family Third Century Professor of Economics; affiliated with: Economics, Center for Development Economics
- Owen Thompson, Associate Professor of Economics
- Burak Uras, Associate Professor of Economics
- Tara E. Watson, Professor of Economics; on leave 2023-2024
- David J. Zimmerman, Professor of Economics and Orrin Sage Professor of Political Economy

GENERAL INFORMATION

The primary objective of the economics major is to develop an understanding of how individuals, organizations and societies meet their material needs. The introductory courses present the fundamental principles of economics at a level that is useful for understanding a wide range of social and policy issues. The core theory courses provide a more rigorous grounding in the tools used in analyzing individual choice, the functioning of markets, and the behavior of output, employment, and inflation. The econometrics course familiarizes students with the methods used to analyze economic data, and equips them with the tools necessary to critique and conduct empirical research. The electives draw on the skills developed in the introductory and core courses to gain a richer understanding of specific aspects of economic behavior and public policy.

Planning for a possible economics major. Given the hierarchical structure of the economics major, students considering an economics major should try to start with ECON 110 during their first year. Since ECON 255 requires a prior statistics course (STAT 161, 201 or 202), prospective economics majors should complete the statistics requirement relatively early in their college careers. Since the 400-level electives typically require at least two of the intermediate core courses (ECON 251, 252, or 255), students are strongly encouraged to complete the core courses by the end of junior year. We prefer that the three intermediate core classes be taken at Williams, so students planning on studying abroad as juniors should aim to complete these courses before departure if possible.

Preparation for graduate school. Graduate study in economics requires considerably more mathematical training than that necessary for the economics major. We advise students who are considering pursuing a Ph.D. to take at a minimum MATH 150 or 151, MATH 250, MATH 350, MATH/STAT 341, and MATH 309. We also advise students to consider electives such as ECON 451, 471, 472, 474, or 475 that present advanced perspectives on contemporary economic theory or econometrics. As graduate schools look for evidence of research aptitude, we also encourage those interested in graduate school to pursue the Honors program.

The economics major and business careers. The analytical and critical thinking skills taught in economics classes are useful for many careers, including business. The major is not designed to provide pre-professional training in business or management, however. Students from a wide variety of majors, including the sciences and humanities, have gone on to successful business careers. We therefore advise those interested in business to acquire a broad exposure to the arts, social science, and natural sciences, and to major in a subject that engages their interest even if that subject is something other than economics.

MAJOR REQUIREMENTS

Nine courses are required for the economics major. These are:

Introductory Courses

Economics 110 Principles of Microeconomics

Economics 120 Principles of Macroeconomics. Prerequisite: ECON 110

Passing the quantitative studies exam or the equivalent is a prerequisite for both classes. Both are suitable for non-majors. Courses numbered 200-299 will require one or both as prerequisites.

Core Courses

Economics 251 Price and Allocation Theory. Prerequisites: differential calculus (MATH 130 or equivalent) and ECON 110

Economics 252 Macroeconomics. Prerequisites: differential calculus (MATH 130 or equivalent), ECON 110 and ECON 120

Economics 255 Econometrics. Prerequisites: differential calculus (MATH 130 or equivalent) plus STAT 161, 201 or 202 or a score of 5 on the AP Statistics exam. STAT 101 will also serve as a prerequisite, but only if taken prior to the fall of 2018. STAT 346 can be used to satisfy the ECON 255 major requirement, although not all upper-level electives and seminars accept STAT 346 as a prerequisite in lieu of ECON 255. Students with a double major in Statistics and Economics who choose to use STAT 346 to satisfy the ECON 255 requirement must take an additional ECON elective at any level. POEC 253 may not substitute for ECON 255 in fulfilling the major requirements, although some electives may accept POEC 253 as a prerequisite in lieu of ECON 255.

The three core classes may be taken in any order. All of the 300- and 400-level electives will require at least one of the core classes, and many of the 400-level seminars require ECON 255.

Elective Courses

Students must complete at least four economics electives at the 200-level or higher in addition to the introductory and core classes listed above. At least two must be advanced electives numbered 300 to 398. At least one must be a seminar numbered 400-490. A second seminar may be taken in lieu of a 300-level elective. Enrollment preference for 400-level classes is given to seniors who have not already taken a seminar. Note that some of the advanced electives may have specific requirements beyond the core economics courses and MATH 130. With the permission of the instructor,

undergraduates may enroll in 500-level graduate courses given by the Center for Development Economics. These courses can substitute for advanced electives numbered 300-398, unless otherwise noted in the course description.

AP, IB and A-level Exams

The ECON 110 requirement may be waived for students who earned a 5 on the microeconomics AP exam, and the ECON 120 requirement may be waived for those who received a 5 on the macroeconomics AP exam. Both the ECON 110 and 120 requirements may be waived for students who received an A on the A-level exam in economics or earned a 6 or 7 in the higher economics IB exam. A requirement may be waived for students who earned below a 5 on the microeconomics or macroeconomics AP exams or below a 6 on the higher economics IB exam after consultation with the department. In all cases, results from the department placement exam are taken into account in making the determination of whether a requirement will be waived.

Students who started at Williams prior to Fall 2020 will receive major credit for each course requirement that is waived and may complete the major with either eight or seven additional courses, depending on whether they place out of one or both introductory courses. These would include the introductory course for which no advanced placement was granted (if applicable), the three core classes, and four electives.

Students who started at Williams in Fall 2020 and following receive advanced placement, but no reduction in the number of courses required for the major. Completion of a major in Economics requires nine semester courses. These would include the introductory course for which no advanced placement was granted (if applicable) and one additional elective at the 200-level or higher, or two additional electives at the 200-level or higher if both ECON 110 and 120 requirements are waived, the three core theory classes, and the four electives.

A score of 5 on the statistics AP exam, a 6 or a 7 on the statistics IB exam, or an A on the A-level statistics exam will satisfy the statistics prerequisites for ECON 255.

STUDY ABROAD AND TRANSFER CREDIT

Students may receive credit towards the major for college courses taken at other institutions, including those taken as part of a study abroad program. Most economics courses taken elsewhere that have an introductory economics prerequisite will qualify for 200-level elective credit. Some may be able to count towards a specific departmental requirement, including the introductory or core courses, or qualify as a 300-level elective. In order to receive major credit, courses must count towards the student's Williams degree. Students wanting major credit for courses taken outside of Williams should contact the Department's Coordinator for Transfer/Study Abroad Credit prior to taking the course for approval. (The Department's web site will indicate which faculty member is serving as the Coordinator.) General study away guidelines for Economics are posted at econ.williams.edu/major/study-abroad.

THE DEGREE WITH HONORS IN ECONOMICS

Graduating with honors requires the completion of a substantial piece of independent research. Those with an economics GPA of at least 3.5 are encouraged to apply. In addition, because theses typically make use of empirical methods, those considering writing a thesis are strongly advised to complete Econ 255 before the end of junior year.

The honors program involves working closely with a faculty adviser on a subject related to the faculty member's area of expertise. The first step in pursuing honors is therefore to develop a thesis proposal in consultation with a faculty adviser. The proposal is then submitted to the Department for approval.

The Department offers both a half-year and a full-year honors program:

The half-year program entails enrolling in a one-semester seminar plus a WSP class. Students may either enroll in ECON 491 in the fall semester and ECON 30 during winter study, or they may take ECON 30 during winter study and ECON 492 in the spring. Proposals for a fall semester thesis are due in May of the junior year, while those doing a spring thesis will submit their proposals in December of the senior year. Those choosing the half-year option often base their projects on research that had been initiated in an advanced elective or a seminar, although this is not a requirement.

The full-year program involves taking ECON 493 in the fall, ECON 31 during winter study, and ECON 494 in the spring. Proposals are due in May of the junior year.

Both programs require students to remain on campus during winter study.

Prospective honors students considering studying abroad during their junior year should plan to complete the core courses and at least one 300-level elective by the end of their sophomore year. They are also urged to begin their collaboration with their intended adviser prior to departure, and to consult with the Director of Research on the options for pursuing honors. (The Department's web site will indicate which faculty member is serving as the Director of Research.)

Further details on the two routes, the application procedure and deadlines are contained in memos sent to economics majors in the spring and fall semesters. The information is also available on the Department's web site.

In addition to completing the research project, the College requires that in order to graduate with honors, students must take at least one course in addition to the minimum number required for the major. Students in the full-year program may substitute ECON 493 for an upper-level elective

(excluding those numbered 400-490). Students enrolled in the half-year program may not substitute ECON 491 or 492 for one of their electives.

GRADUATE COURSES IN DEVELOPMENT ECONOMICS

Graduate courses given by the Center for Development Economics are open to undergraduates who have taken the prerequisites, although in most cases, permission of instructor is also required. Unless otherwise specified in the course description, these courses can substitute for electives numbered 300-398 in the major.

ECON 105 (F) Gender in the Global Economy (DPE)

Cross-listings: WGSS 211

Secondary Cross-listing

This course will present a feminist economic analysis of the global economy, and some of the urgent issues facing women in the Global South. The course will start by developing theoretical resources: these will include feminist critiques of economic theory, work on care labor and the shifting boundaries between markets, governments, households and the environment, and discussions of intersectionality and difference. Then we will discuss a series of interlinked issues which may include the contradictory effects of structural adjustment and its successors; the informal sector and global value chains; the economics of sex work and global sex trafficking; climate change; and migration. We will finish by looking at community-based activism, non-governmental organizations, and the possibilities for North/South alliances.

Class Format: lecture/discussion

Requirements/Evaluation: reaction papers, research paper; participation in class discussion will count for part of the grade

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: Women's, Gender and Sexuality Studies majors

Expected Class Size: 12

Grading: no pass/fail option, yes fifth course option

Unit Notes: This course cannot count toward the ECON major.

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ECON 105(D2) WGSS 211(D2)

Difference, Power, and Equity Notes: This course meets the DPE requirement because it asks students to reflect critically on issues of gender and economic power around the world in a comparative contextual framework.

Attributes: GBST Economic Development Studies WGSS Racial Sexual + Cultural Diversity Courses

Fall 2024

SEM Section: 01 TF 2:35 pm - 3:50 pm Kieran Honderich

ECON 110 (F)(S) Principles of Microeconomics (QFR)

This course is an introduction to the study of the forces of supply and demand that determine prices and the allocation of resources in markets for goods and services, markets for labor, and markets for natural resources. The focus is on how and why markets work, why they may fail to work, and the policy implications of both their successes and failures. The course focuses on developing the basic tools of microeconomic analysis and then applying those tools to topics of popular or policy interest such as minimum wage legislation, pollution control, competition policy, international trade policy, discrimination, tax policy, and the role of government in a market economy.

Requirements/Evaluation: problem sets, quizzes, short essays, two midterms, final exam

Prerequisites: none

Enrollment Limit: 40

Enrollment Preferences: This course is required of Economics and Political Economy majors and highly recommended for those non-majors interested in Environmental Studies and Women's, Gender and Sexuality Studies.

Expected Class Size: 40

Grading: yes pass/fail option, no fifth course option

Unit Notes: The department recommends students follow this course with ECON 120 or with a lower-level elective that has ECON 110 as its prerequisite; students may alternatively proceed directly to ECON 251 after taking this introductory course.

Distributions: (D2) (QFR)

Quantitative/Formal Reasoning Notes: Course involves mathematical modeling of real-world phenomena, analyzing quantitative results, and describing those results in words.

Attributes: POEC Required Courses

Fall 2024

LEC Section: 01 TF 1:10 pm - 2:25 pm Matthew Chao

LEC Section: 02 TF 2:35 pm - 3:50 pm Matthew Chao

LEC Section: 03 TR 11:20 am - 12:35 pm Susan Godlonton

LEC Section: 04 TR 9:55 am - 11:10 am Owen Thompson

LEC Section: 05 MWF 8:30 am - 9:45 am

LEC Section: 06 MWF 11:00 am - 12:15 pm

Spring 2025

LEC Section: 01 TF 1:10 pm - 2:25 pm

LEC Section: 02 TF 2:35 pm - 3:50 pm

ECON 120 (F)(S) Principles of Macroeconomics (QFR)

This course provides an introduction to the study of the aggregate national economy. It develops the basic theories of macroeconomics and applies them to topics of current interest. Issues to be explored include: the causes of inflation, unemployment, recessions, and depressions; the role of government fiscal and monetary policy in stabilizing the economy; the determinants of long-run economic growth; the long- and short-run effects of taxes, budget deficits, and other government policies on the national economy; the role of financial frictions in amplifying recessions; and the workings of exchange rates and international finance.

Requirements/Evaluation: Depending on instructor, may include: problem sets, short essays, quizzes, reading assignments, either one or two midterms, and a final exam.

Prerequisites: ECON 110

Enrollment Limit: 40

Enrollment Preferences: First-year students and sophomores.

Expected Class Size: 40

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (QFR)

Quantitative/Formal Reasoning Notes: Course involves mathematical modeling of real-world phenomena, analyzing quantitative results, and describing those results in words.

Attributes: POEC Required Courses

Fall 2024

LEC Section: 01 MWF 11:00 am - 12:15 pm Bumsoo Kim

LEC Section: 02 TR 9:55 am - 11:10 am David A. Love

Spring 2025

LEC Section: 01 MR 1:10 pm - 2:25 pm Caitlin E. Hegarty

LEC Section: 02 MR 2:35 pm - 3:50 pm Caitlin E. Hegarty

LEC Section: 03 TR 11:20 am - 12:35 pm Bumsoo Kim

LEC Section: 04 MWF 11:00 am - 12:15 pm David A. Love

LEC Section: 05 TR 8:30 am - 9:45 am Will Olney

ECON 204 (S) Global Poverty and Economic Development (DPE)

Cross-listings: ENVI 234

Primary Cross-listing

Why are some nations rich while other nations are poor, and what can be done to end global poverty and promote shared prosperity? This course explores the historical determinants of global poverty and inequality, and analyzes the range of policy options available to promote economic development and equalize opportunities. Drawing on research in development economics, development studies, political science, and anthropology, we seek to understand the factors that shaped the global economy and contributed to the cross-country income disparities observed today. In addition, we'll use the tools of modern empirical microeconomics to assess the possibilities for eliminating global poverty and underdevelopment in the future. Undergraduate students will receive 200-level credit and should not register at the 500-level.

Class Format: discussion

Requirements/Evaluation: class discussion, short written assignments and/or empirical exercises, in-class quizzes and exams

Prerequisites: one economics course or permission of instructor

Enrollment Limit: 25

Enrollment Preferences: first-year and sophomore students

Expected Class Size: 25

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ECON 204(D2) ECON 507(D2) ENVI 234(D2)

Difference, Power, and Equity Notes: This course provides a setting for students to learn about the causes and consequences of poverty in developing countries. It requires students to engage with questions of political and economic power, stressing attentiveness to how market relationships may not generate welfare-maximizing opportunities for poor and marginalized populations. The course builds analytical and empirical skills for diagnosing and addressing constraints on economic development.

Attributes: ENVI Environmental Policy GBST African Studies GBST Economic Development Studies POEC Comparative POEC/Public Policy Courses

Not offered current academic year

ECON 205 (F) Public Economics

This course examines the role of the government in the economy. We consider three broad issues: When should governments intervene in the economy? What is the most effective form of intervention? What effects do government policies have on incentives and behavior? In addition to a theoretical perspective, we will discuss particular government spending programs in the United States, including Social Security, various types of publicly-provided insurance, spending on education, and public assistance for the poor. Finally, we will study how the government raises revenue through taxation. We will discuss the principles that guide tax design and consider the effects of the tax code on behavior.

Class Format: Lecture / discussion format.

Requirements/Evaluation: problem sets, short writing assignments, participation in discussion and activities, midterm exam, and final exam

Prerequisites: ECON 110

Enrollment Limit: 25

Enrollment Preferences: Prospective economics and political economy majors

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Attributes: PHLH Decision-Making by Institutions + Individuals POEC Depth

Not offered current academic year

ECON 213 (S) Introduction to Environmental and Natural Resource Economics (QFR)

Cross-listings: ENVI 213 / CAOS 213

Primary Cross-listing

We'll use economics to provide one perspective on reasons humans harm the environment and overuse natural resources, and what we can do about it. We'll study climate change, pollution in general, cost benefit analysis, environmental justice, natural resources (like fisheries, forests, and fossil fuels), and energy. We'll talk about how economists put a dollar value on nature and ecosystem services (as well as human health and life!), and the concerns people may have about doing so. We will take an economic approach to global sustainability, and study the relationship between the environment and economic growth. Consideration of justice and equity will be woven throughout the whole semester.

Requirements/Evaluation: problem sets, short essays, final paper; intermediate assignments may include a poster, one or more short presentation(s), other brief writing assignment(s)

Prerequisites: ECON 110 or equivalent

Enrollment Limit: 30

Enrollment Preferences: first-year and sophomore students

Expected Class Size: 30

Grading: yes pass/fail option, yes fifth course option

Unit Notes: this course will count toward both the Environmental Studies major and concentration

Distributions: (D2) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

ECON 213(D2) ENVI 213(D2) CAOS 213(D2)

Quantitative/Formal Reasoning Notes: We will use formal theory expressed in math and graphs, perform calculations, and consume statistical data.

Attributes: ENVI Environmental Policy EVST Social Science/Policy POEC Depth

Spring 2025

LEC Section: 01 MWF 8:30 am - 9:45 am Sarah A. Jacobson

ECON 214 (F) The Economics and Ethics of CO2 Offsets (WS)

Cross-listings: ENVI 212

Primary Cross-listing

Some electric utilities and other CO2 emission polluters are allowed to purchase carbon offsets to achieve a portion of their mandated emissions cuts, in effect, to pay others to reduce carbon emissions in their stead. Some individuals, college and universities, and for-profit and non-profit institutions have chosen voluntarily to purchase carbon offsets as a way of reducing their carbon footprint. But do offsets actually succeed in reducing carbon emissions? What separates a legitimate offset from one that is not? How should we measure the true impact of an offset? How do carbon offsets compare to other policies for reducing carbon emissions in terms of efficiency, equity, and justice? Is there something inherently wrong about "commodifying" the atmosphere? Is there something inherently wrong about selling or buying the right to pollute? Should colleges and universities be using the purchase of offsets to achieve "carbon neutrality?"

Class Format: Each student will be the tutorial partner of one other student, and each pair of tutorial partners will meet with the instructor for 75 minutes each week.

Requirements/Evaluation: a 5- to 7-page paper every other week; a 3-page written critique every other week; one re-write paper

Prerequisites: ECON 110 or the equivalent, permission of instructor

Enrollment Limit: 10

Enrollment Preferences: first-year students and sophomores intending to major in Economics and/or to major or concentrate in Environmental Studies

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ECON 214(D2) ENVI 212(D2)

Writing Skills Notes: Each student will write five 5-7 page papers on which I will provide written feedback regarding grammar, style, and argument. Each student will write five 3-page critiques of their partner's papers. As the final assignment, each student will revise one of their five papers.

Attributes: ENVI Environmental Policy POEC Comparative POEC/Public Policy Courses

Not offered current academic year

ECON 215 (F) Globalization

Cross-listings: GBST 315 / CAOS 216

Primary Cross-listing

This course will examine the causes and consequences of globalization. This includes studying topics such as trade, immigration, foreign direct investment, and offshoring. The impact of these forms of globalization on welfare, wages, employment, and inequality will be a focal point. Throughout we will rely on economic principles, models, and empirical tools to explain and examine these contentious issues.

Class Format: discussion

Requirements/Evaluation: problem sets, two midterms, and a final paper and presentation

Prerequisites: ECON 110

Enrollment Limit: 25

Expected Class Size: 25

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

GBST 315(D2) ECON 215(D2) CAOS 216(D2)

Attributes: GBST Economic Development Studies POEC Depth

Fall 2024

LEC Section: 01 TR 8:30 am - 9:45 am Will Olney

LEC Section: 02 TR 9:55 am - 11:10 am Will Olney

ECON 216 (S) Global Crises and Socio-Economic Policies

Socio-economic policies (health, education, welfare, jobs) that respond to global crises have evolved over the past four decades. For most of the last century, macroeconomic priorities in developing countries constrained the potential of these policies during crisis periods when governments faced pressure to cut public spending, with adverse consequences for the most vulnerable. However, over the past two decades, developing country governments have increasingly integrated health, education, welfare and employment policies to counter shocks and build economic resilience. These more comprehensive responses proved vital during the COVID-19 crisis's cascading series of epidemiological, economic, social, and political shocks, as public health measures created severe livelihoods disasters for the most vulnerable. In this respect, COVID-19 serves as a harbinger of the future shocks that climate change threatens. This tutorial will focus on how developing country governments can build bridges across vital policy sectors--particularly health, education, welfare and employment--and link these to other economic interventions in order to better tackle future global crises. Building on a historical analysis, the course will examine the path-breaking examples of many developing countries' bold responses to the COVID-19 pandemic, the resulting fiscal challenges, and the lessons these offer for future crises including those resulting from climate change. The course will conclude with a forward-looking exercise, examining the role of integrated health, education, welfare and employment policies in better enabling developmental responses to both climate change adaptation and mitigation strategies. This will include an exploration of the emerging work across the global South on a *Just Transition* to green and sustainable development, which aims to optimally integrate climate, development and equity strategies.

Requirements/Evaluation: Students will write five papers during the term and will prepare and deliver formal comments on five papers written by your tutorial partner.

Prerequisites: Econ 110 or equivalent

Enrollment Limit: 10

Enrollment Preferences: First-year students and sophomores intending to major in economics.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

Attributes: GBST Economic Development Studies POEC Depth

Not offered current academic year

ECON 218 (F) Capital and Coercion (DPE)

Cross-listings: CAOS 218

Primary Cross-listing

Capital, tradable ownership shares in long-lived corporations, invented in the 17th century, has connected people of different races, religions, and geographies. There are huge profits from such economic interactions, but also risks: of being cheated, deceived, or coerced. This course uses insights from the economics of incentives (principal-agent models, contracts, mechanism design) to investigate the interplay between capital, coercion, and resistance. The role of prejudice will be central, as will the rise of middlemen as enforcers of coercion. Case studies span the 17th century to the 20th and include: the spice trade and conflict in the Indian Ocean, capital markets and fraud in Amsterdam and London, the Atlantic trade in enslaved people, the Dutch "cultivation system" in Java, the slow end of slavery in Brazil, and colonial control and independence in Kenya. Required readings for this class will include primary historical sources, and even excerpts from autobiographical novels!

Requirements/Evaluation: Students will be evaluated based on weekly reading responses, class participation, a midterm and a final.

Prerequisites: Econ 110

Enrollment Limit: 15

Enrollment Preferences: If overenrolled, students will be asked to submit a short statement of interest.

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

CAOS 218(D2) ECON 218(D2)

Difference, Power, and Equity Notes: This course analyzes the evolution of economic inequity. It analyzes how global market opportunities have been shaped by race, religion, wealth, and power.

Attributes: GBST Economic Development Studies POEC Depth

Not offered current academic year

ECON 219 (S) Global Economic History (WS)

What generated the rise of agricultural civilizations and early empires in the ancient world? Why did Western Europe--and not China, India, or the Middle East--first experience the Industrial Revolution? Why did Latin America stagnate over the 20th century, while Japan and eventually China and India boomed? What explains the historical success of the US economy? Why did the Soviet Union rise and fall? And why was African economic growth slow for so long before taking off in recent decades? These and other questions will guide our exploration of global economic development over the past several millennia. Our focus will be broadly comparative across space and time, with an emphasis on how institutions, resource endowments, culture, technology, and market forces help explain economic differences and change around the world. Throughout the course, we will draw on micro and macroeconomic concepts and simple empirical tools to understand and interpret the historical roots of the modern global economy.

Class Format: tutorial; weekly one hour meetings in groups of two

Requirements/Evaluation: evaluation will be based on five 5- to 6-page papers, critiques of fellow students' papers, a longer revision of a paper, and engagement in discussion

Prerequisites: ECON 110 and ECON 120 or equivalent courses subject to instructor approval

Enrollment Limit: 10

Enrollment Preferences: first-year students and sophomores intending to major in Economics and/or History

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

Writing Skills Notes: This tutorial course requires students to write five 5-7-page papers, to write 1-2 page responses to their tutorial partner's papers, and to revise and extend one of their papers into a larger final paper of approximately 10-12 pages. Along the way, I offer detailed comments on all of their writing, with an eye towards producing a very polished final paper.

Attributes: GBST Economic Development Studies

Spring 2025

TUT Section: T1 TBA Steven E. Nafziger

ECON 220 (F) We Hold These Truths: Growth, Change, and Struggle in American Economic History

This course examines the growth and development of the American economy from the colonial era to today. The emphasis will be on the use of economic theory and quantitative evidence to explore key questions and themes in U.S. history. While we will study the key drivers of longer-term American economic success, we will also concentrate on the experiences of those marginalized, coerced, or otherwise oppressed over this history. Topics may include some or all of the following: the development of colonial markets, the economics of the U.S. Constitution, Native Americans in the American economy, slavery and racial inequality, immigration, innovation, industrialization, government regulation and policymaking, the Great Depression, the changing roles of women in the U.S. economy, post-World War II growth, the construction of the social safety net, and the place of the United States in the modern global economy. Comparisons will be made to European and non-European experiences when appropriate.

Class Format: lecture/seminar

Requirements/Evaluation: small exams, short assignments, and a research paper

Prerequisites: ECON 110 and 120

Enrollment Limit: 30

Enrollment Preferences: Sophomores and juniors

Expected Class Size: 30

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Attributes: POEC U.S. Political Economy + Public Policy Course

Not offered current academic year

ECON 227 (F) Acquiring Art: Selecting and Purchasing Objects For WCMA

Cross-listings: ARTH 527 / ARTH 327

Secondary Cross-listing

How do museums acquire art? Factors considered in selecting objects include: the museum's existing collection, its mission, the availability of suitable objects, evaluation of the art historical importance of potential purchases, and the available budget. How can objects be identified and obtained at the most reasonable cost? How do auctions work and what strategies are best for purchasing works at auction? Is it more economical to purchase art at auction or to work with dealers or (for contemporary works) directly with artists? Do museums consider value in the same way as private collectors? What role does an object's history and condition play in the evaluation process? In this course students will work as teams to identify and propose objects for addition to the collection of the Williams College Museum of Art (WCMA). A significant budget will be made available for the acquisition. We will discuss approaches for identification, acquisition and evaluation of objects. Student teams will be responsible for identifying a set of objects that would make appropriate additions to the WCMA collection, and a strategy for acquiring one or more of those objects. Working with the advice of WCMA curatorial staff, one or more of these objects will be acquired using the agreed strategy, and the object will become part of the WCMA permanent collection. Graduate students will participate in all aspects of the class but may be required to undertake different assignments.

Requirements/Evaluation: Three papers of 10-15 pages each and class participation; student teams will make proposals for objects; each student will be required to submit three papers, dealing with the objects, the likely cost, and the best strategy for acquisition.

Prerequisites: ECON 110 or permission of instructor

Enrollment Limit: 20

Enrollment Preferences: Senior majors in Art History, Economics and Political Economy; graduate students will be admitted only by permission of

instructors

Expected Class Size: 20

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTH 527(D1) ECON 227(D2) ARTH 327(D1)

Attributes: ARTH post-1800

Not offered current academic year

ECON 229 (F) Law and Economics (QFR)

This course applies the tools of microeconomic analysis to private (i.e., civil) law. This analysis has both positive and normative aspects. The positive aspects deal with how individuals respond to the incentives created by the legal system. Examples include: how intellectual property law encourages the creation of knowledge while simultaneously restricting the dissemination of intellectual property; how tort law motivates doctors to avoid malpractice suits; and how contract law facilitates agreements. The normative aspects of the analysis ask whether legal rules enhance economic efficiency (or, more broadly, social welfare). Examples include: what legal rules are most appropriate for mitigating pollution, ensuring safe driving, and guaranteeing workplace safety? The course will also cover the economics of legal systems; for example, what are the incentives for plaintiffs to initiate lawsuits and what role do lawyers play in determining outcomes.

Class Format: discussion

Requirements/Evaluation: class participation, problem sets, paper based on actual court cases, a midterm exam, and a final exam

Prerequisites: ECON 110

Enrollment Limit: 35

Enrollment Preferences: ECON and POEC majors (and potential majors) will receive priority if the course is overenrolled

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (QFR)

Quantitative/Formal Reasoning Notes: This course uses economic models to explore the logic of legal concepts. While some arguments will be qualitative, students will also use numerical examples to illustrate the principles of the course.

Attributes: JLST Interdepartmental Electives POEC Depth

Fall 2024

SEM Section: 01 W 7:00 pm - 9:40 pm William M. Gentry

ECON 230 (S) The Economics of Health and Health Care (WS)

What is health? How do we improve it? Health is an essential component of individual well-being and a fundamental input to a productive economy, making its production a societal priority, as well as an individual one. This course examines the economics of the supply and demand for health through applied microeconomic analysis. The course focuses on three broad areas: the inputs to health and the demand for health care; the structure and functioning of health care markets and the roles of key institutions; and the role of public policy in furthering individual and population health. Special attention will be devoted to topics of current policy interest, including health disparities, problems of health care costs and cost containment, health insurance reform and the Affordable Care Act, the role of public health interventions, and drug development and regulation.

Class Format: The class is a mixture of lecture and discussion.

Requirements/Evaluation: Several short papers, participation in class discussion, and a final research project and presentation.

Prerequisites: ECON 110 and a class in statistics

Enrollment Limit: 30

Enrollment Preferences: Economics majors who need a 200-level elective, Political Economy majors, and Public Health concentrators

Expected Class Size: 30

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (WS)

Writing Skills Notes: Students will write 3 policy memos over the course of the semester. Synthesis of peer-reviewed literature, use of citation management systems, and clarity in technical writing will be emphasized. Students will receive timely, substantial, individualized feedback to develop their technical writing ability over the course of the semester. Opportunities to meet with professor outside of class at any stage of writing.

Attributes: PHLH Decision-Making by Institutions + Individuals POEC Depth POEC Skills

Spring 2025

LEC Section: 01 TR 11:20 am - 12:35 pm Shyam Raman

ECON 231 (S) The Economics of Inequality

There are many outcomes in the United States that show profound levels of inequality: education, earnings, wealth, housing, environmental health, and life expectancy, just to name a few. This course examines the economic forces that drive and/or explain these inequalities in the U.S. The beginning of the course covers definitions and economic techniques used to measure income and wealth inequality, as well as differences between perceived and actual inequalities. We then move on to the theoretical underpinnings of the rise of domestic economic inequality, as well as models and theories of discrimination. Finally, we will explore how economic inequalities carry over into health, housing, and environmental quality through policies or social mechanisms. We will discuss and investigate the following questions and more: How are skill and education related to income? How do income and health interact, and which causes the other? How is the level of economic inequality in the country perceived? Which historic policies have led to specific inequalities, and was the inequality an intentional or inadvertent outcome? What have other countries done differently, and how does what the U.S. has done compare in terms of disparities? What exactly is discrimination, and what are the cumulative effects of it in the labor market and health outcomes?

Class Format: Lecture and small discussion groups

Requirements/Evaluation: Several short papers (peer- and instructor-reviewed), article review, and final project and presentation

Prerequisites: ECON 110

Enrollment Limit: 25

Enrollment Preferences: Economics majors

Expected Class Size: 25

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Attributes: POEC Depth

Not offered current academic year

ECON 232 (S) Financial Markets, Institutions and Policies (QFR)

The focus of the course will be on how firms, financial markets, and central banks interact in the economy. Key questions addressed in the course include: How do firms allocate their resources to enhance their value? How are firms evaluated by the financial markets? How are asset prices determined, and how are these prices related to interest rates? Are financial markets efficient, and what are the implications of their efficiency or lack thereof? How does the financial system help with the management of risks faced by society? We will also study the role of the central bank (the Federal Reserve in the US), monetary policy, and government regulation and their impacts on financial decision making. Key questions include: How do central banks set monetary policy and how do those policies affect the economy and the financial decision-making process? How does monetary policy change when interest rates are (virtually) zero?

Class Format: There will be a mix of lecture and discussion.

Requirements/Evaluation: 5-7 Problem Sets, Quantitative Exercises, Group Paper, and Final Exam

Prerequisites: ECON 110 and ECON 120

Enrollment Limit: 25

Enrollment Preferences: Sophomore and Junior Economics majors

Expected Class Size: 25

Grading: yes pass/fail option, no fifth course option

Distributions: (D2) (QFR)

Quantitative/Formal Reasoning Notes: We will use mathematical models, graphs, and data analysis to understand financial decisions at the firm and economy-wide levels.

Attributes: POEC Depth

Spring 2025

LEC Section: 01 TR 11:20 am - 12:35 pm

ECON 233 (S) Behavioral Economics and Public Policy

In many ways, the fields of psychology and economics both study the same phenomena: the motives that guide our decision-making across different contexts. This course provides a survey of the ways in which these two fields intersect, i.e., behavioral economics. Topics include how individual responses to economic incentives can be influenced by heuristics, framing, social norms, and other psychological motives; we will also study how these concepts are incorporated into microeconomics models. Concurrently, the course will review applications of these ideas to public policy and firm strategy. For instance, we will examine how behavioral economics has informed efforts to reduce poverty, increase environmental conservation, encourage long-term financial planning, and improve health and diet outcomes, among many other topics. The course will also discuss whether and how we ought to judge which behaviors are socially desirable and worth encouraging through policy.

Requirements/Evaluation: One midterm, one final exam, 4-6 problem sets, and 1-2 writing assignments

Prerequisites: ECON 110

Enrollment Limit: 30

Enrollment Preferences: If over-enrolled, I will aim to accept a mix of years and majors

Expected Class Size: 30

Grading: yes pass/fail option, no fifth course option

Distributions: (D2)

Attributes: POEC Depth POEC Skills

Spring 2025

LEC Section: 01 MR 1:10 pm - 2:25 pm Matthew Chao

ECON 240 (S) Colonialism and Underdevelopment in South Asia (DPE) (QFR)

Cross-listings: ASIA 241

Primary Cross-listing

British colonial rule in South Asia shaped economy and society in fundamental ways. As resistance to colonial rule emerged in the late nineteenth century, "nationalist" writers developed a critique of its economic impact via taxation, fiscal policy, trade, and many other policies. In their turn, supporters of British rule, "apologists," argued that British rule had laid the foundations of economic growth by securing property rights, enforcing contracts, and developing infrastructure. The debate between "nationalists" and "apologists" has never quite ended, but after the recent growth of the Indian economy it has lost some of its emotional charge. We will use this opportunity to revisit the controversy.

Requirements/Evaluation: essays (one every other week) and responses to partner's essays will be evaluated

Prerequisites: one course in ECON

Enrollment Limit: 10

Enrollment Preferences: Economics major, prior course on South Asia

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

ASIA 241(D2) ECON 240(D2)

Difference, Power, and Equity Notes: Issues of difference, power, and equity are at the heart of any analysis of colonialism, hence the DPE designation.

Quantitative/Formal Reasoning Notes: Students will write six essays, in which they will employ economic models and engage with quantitative evidence, so the course satisfies the QFR requirement.

Attributes: GBST South + Southeast Asia Studies POEC Comparative POEC/Public Policy Courses

Not offered current academic year

ECON 251 (F)(S) Price and Allocation Theory (QFR)

A study of the determination of relative prices and their importance in shaping the allocation of resources and the distribution of income. Subjects include: behavior of households in a variety of settings, such as buying goods and services, saving, and labor supply; behavior of firms in various kinds of markets; results of competitive and noncompetitive markets in goods, labor, land, and capital; market failure; government policies as sources of and responses to market failure; welfare criteria; limitations of mainstream analysis.

Requirements/Evaluation: Requirements vary by professor, but typically include frequent problem sets and multiple exams, including a final exam. They may also include one or more quizzes, short essays, collaborative projects, or presentations.

Prerequisites: ECON 110 and MATH 130 or its equivalent

Enrollment Limit: 30

Enrollment Preferences: Current or prospective Economics majors.

Expected Class Size: 30

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (QFR)

Quantitative/Formal Reasoning Notes: Course involves developing and analyzing mathematical models of real-world phenomena, grounded in tools like calculus and game theory. Students are assumed to be comfortable with topics from introductory calculus, including differentiation and integration.

Fall 2024

LEC Section: 01 MR 1:10 pm - 2:25 pm Greg Phelan

LEC Section: 02 MR 2:35 pm - 3:50 pm Greg Phelan

LEC Section: 03 TF 1:10 pm - 2:25 pm

Spring 2025

LEC Section: 01 TR 9:55 am - 11:10 am Greg Phelan

LEC Section: 02 MR 1:10 pm - 2:25 pm Sara LaLumia

LEC Section: 03 MR 2:35 pm - 3:50 pm Sara LaLumia

ECON 252 (F)(S) Macroeconomics (QFR)

A study of aggregate economic activity: output, employment, inflation, and interest rates. The class will develop a theoretical framework for analyzing economic growth and business cycles. The theory will be used to evaluate policies designed to promote growth and stability, and to understand economic developments in the U.S. and abroad. Instructors may use elementary calculus in assigned readings, exams and lectures.

Requirements/Evaluation: Requirements vary by professor, but typically include frequent problem sets and/or written assignments, midterm(s), and a final exam.

Prerequisites: ECON 110 and 120 and MATH 130 or its equivalent

Enrollment Limit: 30

Enrollment Preferences: Current or prospective Economics majors.

Expected Class Size: 30

Grading: yes pass/fail option, no fifth course option

Distributions: (D2) (QFR)

Quantitative/Formal Reasoning Notes: Course involves mathematical modeling of real-world phenomena, analyzing quantitative results, and describing those results in words.

Fall 2024

LEC Section: 01 TR 8:30 am - 9:45 am Kenneth N. Kuttner

LEC Section: 02 MR 1:10 pm - 2:25 pm Burak Uras

LEC Section: 03 MR 2:35 pm - 3:50 pm Burak Uras

Spring 2025

LEC Section: 01 MWF 8:30 am - 9:45 am Kenneth N. Kuttner

LEC Section: 02 MWF 11:00 am - 12:15 pm Kenneth N. Kuttner

ECON 255 (F)(S) Econometrics (QFR)

An introduction to the theory and practice of applied quantitative economic analysis. This course familiarizes students with the strengths and weaknesses of the basic empirical methods used by economists to evaluate economic theory against economic data. Emphasizes both the statistical foundations of regression techniques and the practical application of those techniques in empirical research, with a focus on understanding when a causal interpretation is warranted. Computer exercises will provide experience in using the empirical methods, but no previous computer experience is expected. Highly recommended for students considering graduate training in economics or public policy.

Requirements/Evaluation: Requirements vary by professor, but typically include frequent problem sets, multiple exams, a group project, and possible additional assignments or quizzes.

Prerequisites: MATH 130, plus STAT 161, 201 or 202 (or equivalent, including a score of 5 on the AP Statistics Exam), plus one course in ECON; STAT 101 will also serve as a prerequisite, but only if taken prior to the fall of 2018

Enrollment Limit: 30

Enrollment Preferences: Current or prospective Economics and Political Economy majors.

Expected Class Size: 30

Grading: no pass/fail option, no fifth course option

Unit Notes: Students may substitute the combination of STAT 201 and 346 for ECON 255

Distributions: (D2) (QFR)

Quantitative/Formal Reasoning Notes: Course teaches research tools necessary to analyze data.

Attributes: POEC Required Courses

Fall 2024

LEC Section: 01 TR 11:20 am - 12:35 pm Owen Ozier

LEC Section: 02 MWF 8:30 am - 9:45 am Shyam Raman

LEC Section: 03 TR 8:30 am - 9:45 am David J. Zimmerman

Spring 2025

LEC Section: 01 TR 9:55 am - 11:10 am Anand V. Swamy

LEC Section: 02 TF 2:35 pm - 3:50 pm Anand V. Swamy

ECON 257 (F) Economic Perspectives on Racial Inequality (DPE)

This course will examine the causes and consequences of racial disparities in economic outcomes. Specific topics will include the determinants and consequences of racial differences in earnings and human capital; formal models of taste-based and statistical discrimination; racial segregation in neighborhoods and schools; the economic history of slavery, Reconstruction and the Civil Rights Movement; and the structure and efficacy of government anti-discrimination policies. Much of the course will focus on racial discrimination faced by African Americans specifically, but there will also be coverage of other racial and ethnic minority groups. The course will additionally focus almost exclusively on the US, although many of the theories and techniques we will develop are applicable to other contexts as well. The course will utilize basic microeconomic tools, such as straightforward extensions of the supply and demand model, and ECON 110 is a prerequisite. We will also make extensive use of descriptive statistics, and an introductory statistics course such as STAT 161 will be useful, but is not required.

Requirements/Evaluation: exams, short written responses, problem sets, participation

Prerequisites: ECON 110

Enrollment Limit: 25

Enrollment Preferences: First- and second-year students.

Expected Class Size: 25

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: The course is well suited for the DPE distribution requirement as it will develop in detail not only the existence of race-based differences in a wide variety of key socioeconomic outcomes, but also explore the historical and contemporary processes that lead to those differences.

Attributes: POEC Depth POEC Skills

Fall 2024

LEC Section: 01 TF 1:10 pm - 2:25 pm Owen Thompson

ECON 297 (F) Independent Study: Economics

Students are invited to apply to undertake independent study on subjects of their own choosing. Interested students should consult with a faculty member about designing an appropriate project well in advance of fall registration.

Requirements/Evaluation: Determined in consultation with the faculty member advising the independent study

Prerequisites: Consent of an instructor and of the department chair

Enrollment Limit: none

Enrollment Preferences: none

Expected Class Size: NA

Grading: yes pass/fail option, yes fifth course option

Unit Notes: With permission of the department, an approved project may count as a 200-level elective for the major.

Distributions: (D2)

Fall 2024

IND Section: 01 TBA Owen Ozier

ECON 298 (S) Independent Study: Economics

Students are invited to apply to undertake independent study on subjects of their own choosing. Interested students should consult with a faculty member about designing an appropriate project well in advance of spring registration.

Requirements/Evaluation: Determined in consultation with the faculty member advising the independent study

Prerequisites: Consent of an instructor and of the department chair

Enrollment Limit: none

Enrollment Preferences: none

Expected Class Size: NA

Grading: yes pass/fail option, yes fifth course option

Unit Notes: With permission of the department, an approved project may count as a 200-level elective for the major.

Distributions: (D2)

Spring 2025

IND Section: 01 TBA Owen Ozier

ECON 299 (F) Economic Liberalism and Its Critics

Cross-listings: POEC 250 / PSCI 238

[Secondary Cross-listing](#)

Economic liberalism holds that society is better off if people enjoy economic freedom. Its critics point to what they believe this position ignores or what it wrongly assumes, and hence, how it would make bad policy. This course explores the relationship between politics and economics by surveying influential works of political economy. Its first part examines major thinkers in relation to the historical development of capitalism in Western Europe and the United States: the classical liberalism of Adam Smith, Karl Marx's revolutionary socialism, and the reformist ideas of John Maynard Keynes. The second part considers mid-20th-century writers who revise and critique economic liberalism from a variety of perspectives, including Joseph Schumpeter, Friedrich Hayek, Milton Friedman, Ronald Coase, Arthur Okun, and Albert O. Hirschman. The third part surveys significant topics relevant to the themes of the course, with applications to current public policy issues, such as: power relations and autonomy in the workplace; asymmetric information and social insurance; economic inequality and distributive justice; equality of opportunity; the economics of health care; positional goods and the moral foundations of capitalism; social media and addiction; economic nationalism; behavioral economics; climate change and intergenerational equity; finance and financial crises; and rent-seeking. The combination of the historical focus of the early part of the course with discussion of modern policy issues and debates in the latter part of the course permits you to appreciate the ongoing dialogue between classical and contemporary views of political economy.

Class Format: This course uses a flipped classroom approach. Before each class meeting, students watch a lecture video, and (at least six times) write an essay relating to the assigned reading and video. In-person class time is devoted primarily to Socratic discussion.

Requirements/Evaluation: six short essays and a final exam

Prerequisites: ECON 110 and 120 or equivalent; PSCI 110 (formerly PSCI 201; may be taken concurrently with POEC 250); open to non-majors

Enrollment Limit: 30

Enrollment Preferences: Political Economy majors and sophomores intending a Political Economy major

Expected Class Size: 25

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

POEC 250(D2) PSCI 238(D2) ECON 299(D2)

Attributes: AMST Critical and Cultural Theory Electives POEC Required Courses

Fall 2024

SEM Section: 01 MR 2:35 pm - 3:50 pm James E. Mahon, William M. Gentry

ECON 308 (S)(S) Skills for a Modern Economy and How to Pay for Them

Cross-listings:

Secondary Cross-listing

Skills are a major driver of economic growth. The skills gap between rich and poor countries explains many of their income differences. The skills gap is a determinant of structural change, the process by which economies grow certain sectors (like manufacturing and services) and shrink others (like agriculture) in the process of achieving high-income country status and reducing poverty. The skills gap both affects and is affected by every other aspect of the economy: agricultural productivity, health, poverty rates, and fiscal capacity. This course will examine the economic policies that are essential for nations to upgrade the skills of their workforce, including the fiscal policies to finance those investments. The course will also explore complementary economic policies--in areas from labor markets to agriculture to healthcare--that allow maximum returns to skills investments.

Class Format: Students will meet the professor in pairs, approximately one hour each week.

Requirements/Evaluation: During a typical week one student in the pair will write a short paper, and the other will respond. The following week the roles will be reversed. Evaluation will be based on the papers written as well as the responses.

Prerequisites: For CDE Fellows: fall semester courses. For undergraduates: Econ 251, Econ 252, and Econ 255, or permission of instructor.

Enrollment Limit: 10

Enrollment Preferences: CDE Fellows, Economics majors.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ECON 308(D2)

Attributes: POEC Comparative POEC/Public Policy Courses

Not offered current academic year

ECON 345 (S) Growth Diagnostics (QFR)

Cross-listings:

Primary Cross-listing

Evidence from across the developing world suggests that the "binding constraints" to economic growth can be remarkably heterogeneous--i.e., the growth potential of stagnating or underperforming economies may be unlocked in a large variety of ways. For instance, pre-reform China had been constrained by poor supply incentives in agriculture, whereas Brazil has been held back by an inadequate supply of credit, South Africa by poor employment incentives in manufacturing, El Salvador by insufficient production incentives in tradables, Zimbabwe by bad governance, and so forth. How can developing-country policymakers determine country-specific constraints like these, thus enabling them to pragmatically pursue a selected set of growth-promoting policies rather than attempting to implement a "laundry list" of reforms that are naively based on "best practice" rules-of-thumb? This course will serve as a primer on "growth diagnostics," an empirically-driven analytical framework for identifying the most binding constraints to economic growth in a given country at a point in time, thereby allowing policymakers to develop well-targeted reforms for relaxing these constraints while being cognizant of the nation's prevailing economic, political, and social context. The course will first build on the basic theories and empirics of economic growth to elucidate the diagnostic framework and will then employ a wide range of country-specific case studies to demonstrate how the framework can be operationalized for policy making. Throughout the semester, students will be required to work in groups, each representing a given developing or emerging-market economy, in order to build a growth diagnostic for their group's assigned country by the end of the course.

Requirements/Evaluation: extensive class participation, several short (5-page) reports, a final group project comprising a country growth diagnostic, and a final group presentation on the diagnostic

Prerequisites: for undergraduates ECON 251, ECON 252, and either ECON 255 or STAT 346

Enrollment Limit: 19

Enrollment Preferences: CDE fellows and senior Economics majors

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

ECON 345(D2) ECON 545(D2)

Quantitative/Formal Reasoning Notes: The course material will be drawn heavily on mathematical and statistical models of economic growth and macroeconomic development, and students will be required to routinely develop mathematical models and/or conduct econometric analysis in their assignments.

Spring 2025

SEM Section: 01 TR 9:55 am - 11:10 am Quamrul H. Ashraf

ECON 348 (S) Human Capital and Development

Cross-listings:

Primary Cross-listing

Children around the world face unequal opportunities to attend school, and to learn. This course will introduce students to economic studies of education, focusing on pre-school through high school. The course will mainly cover research in low-income and middle-income countries, but will also discuss connections to policy debates in the United States and elsewhere. Topics will include the importance of early-life conditions and investments; the connections between health and education; the roles of information, incentives, inputs, and technology; research methods; and decisions between policy options. Students in this course will analyze data themselves, and will critically read published research.

Requirements/Evaluation: Grades are principally based on readings questions, problem sets, two in-class exams, and short presentations by students.

Prerequisites: ECON 255, POEC 253, STAT 346, or permission of the instructor. CDE Fellows should have taken ECON 502 or 503.

Enrollment Limit: 20

Enrollment Preferences: Economics majors and CDE Fellows

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ECON 348(D2) ECON 548(D2)

Attributes: GBST Economic Development Studies POEC Comparative POEC/Public Policy Courses

Not offered current academic year

ECON 349 (S) The Economics of Labor Market Institutions

This course offers an introduction to the economics of modern labor markets. On the one hand, the course offers analytical tools to assess the efficiency of the labor market. On the other hand, the course gives an overview of "real-world" economics by showing differences in labor markets between countries. In some countries there are strict rules about the hiring and firing of workers. In some countries unions are well organized and influential, in others union membership is low. Some countries have high minimum wages, others have no minimum wage at all. Not only do institutions differ by country, the labor market outcomes in terms of unemployment, participation, job creation, wage distribution differ as well. We will study the empirical evidence, economic models, and policy issues germane to labor markets from an international perspective.

Requirements/Evaluation: Problem sets, group exercises, and exams

Prerequisites: POEC 253 or ECON 255

Enrollment Limit: 25

Enrollment Preferences: Students majoring in economics or political economy

Expected Class Size: 25

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

Spring 2025

LEC Section: 01 TR 8:30 am - 9:45 am

ECON 350 (S) Household Finance

Household decisions about borrowing, saving, investment, housing, and labor supply have major implications for the financial system and the behavior of the economy as a whole. This was perhaps most vividly illustrated by the roles of household borrowing and spending in the Global Financial Crisis. But household finance is also central to understanding some of the most important current topics in economics and policy research, including wealth inequality, inflation, Social Security and pension reform, health care, and macroeconomic policy. This class applies both theory and empirical evidence to investigate some of the most important household decisions and their role in shaping the macroeconomy. We will begin with a study of household savings and portfolio choice, with an emphasis on some of the ways that real-world behavior departs from the assumptions of full rationality and complete information. We will then apply this framework to study a range of topics, including fiscal and monetary policy, government debt, inflation expectations, student loans, housing leverage, social insurance, and inequality.

Class Format: About half the class will be lecture, with the other half discussion.

Requirements/Evaluation: Class participation, problem sets, written assignments, and exams

Prerequisites: Econ 251 and Econ 255, or permission of instructor

Enrollment Limit: 25

Enrollment Preferences: Economics majors

Expected Class Size: 25

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Attributes: POEC Depth POEC Skills

Spring 2025

SEM Section: 01 MR 1:10 pm - 2:25 pm David A. Love

ECON 352 (S) Financial Development and Regulation

Cross-listings:

Secondary Cross-listing

This course focuses on the financial system in developing countries and its role in economic development and stability. From both theoretical and applied perspectives, we will investigate the implications of financial development on economic development & growth, income inequality, and short-term fluctuations. We will also explore the dynamics that shape the institutions of a society's financial structure and study the complexities of financial policy design. Throughout the course, a variety of tools of modern economics will be considered, such as theory-based quantitative structural methods, reduced form empirics, and field experiments, and we will study the consequences of finance on economic well-being. The first part of the course focuses on the functions of finance, how it contributes to growth and poverty alleviation, and what can be done to increase financial inclusion. What are the key parts of the infrastructure that are needed to improve access to financial services, including via 'fintech,' which is taking off in many developing countries? The second part of the course will build upon the first part and investigate how imperfections in financial development could make developing countries susceptible to short-term stability issues. A key focus of the second part will be how to prevent or minimize crises, and we will analyze the government's role as regulator, supervisor, standard setter, contract enforcer, and owner.

Class Format: discussion

Requirements/Evaluation: Midterm, team assignment and formal in-class debates, and a final research paper.

Prerequisites: For undergraduates, Econ 110, 120, and POEC 253 or ECON 255; undergraduate enrollment limited and requires instructor's permission

Enrollment Limit: 20

Enrollment Preferences: CDE students, as well as undergraduates interested in the role of the financial system in low and middle-income countries.

Expected Class Size: 20

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ECON 352(D2) ECON 510(D2)

Attributes: GBST Economic Development Studies POEC Depth POEC Skills

Spring 2025

LEC Section: 01 MR 1:10 pm - 2:25 pm Burak Uras

ECON 355 (F) Financial Crises, Credit Cycles, and Macroeconomic Policies

This course examines macroprudential policies which aim to mitigate systemic risk to the financial system. We will discuss several instances of financial crises and the conditions leading up to these episodes. Particular focus will be placed on recent research into current macroprudential policies and their implications for financial stability. Topics to be covered include: the concept of cycles in macroeconomics, business and credit cycle measurement, co-movement between economic aggregates, domestic and international policies targeting financial stability, and the effect of these policies on financial markets and the real economy.

Requirements/Evaluation: Problem sets, presentations, and a final paper

Prerequisites: Economics 252 and 255

Enrollment Limit: 25

Enrollment Preferences: junior and senior Economics majors

Expected Class Size: 25

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Not offered current academic year

ECON 357 (F) The Economics of Higher Education

This tutorial will utilize economic theory and econometric methods to understand a variety of issues pertaining to the economics of colleges and universities. In particular, we'll discuss the logic of non-profit enterprises, the financial structure of a college or university, competition in the market for higher education, policies impacting tuition and financial aid, the individual and societal returns from investments in higher education, and the distinctive features of academic labor markets. Particular attention will be paid to selective liberal arts colleges.

Class Format: will meet weekly in groups of two

Requirements/Evaluation: six 5- to 7-page papers and on the quality of the student's oral presentations and commentary on the work of their colleagues

Prerequisites: ECON 251 and 255 or STAT 346 or permission of instructor

Enrollment Limit: 10

Enrollment Preferences: Economics majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

Not offered current academic year

ECON 359 (S) Developing Country Macroeconomics II: Institutions and Policy Regimes

Cross-listings:

Secondary Cross-listing

Developing countries must confront a number of macroeconomic challenges that industrialized countries do not have to contend with: exchange rate volatility, large capital flows and commodity price fluctuations, for example. Building on ECON 505, this course examines these issues from both theoretical and empirical standpoints. The focus will be on the design of monetary, fiscal and exchange rate policies and institutions to enhance macroeconomic stability, and create an environment conducive to growth.

Requirements/Evaluation: two midterms and a final project

Prerequisites: ECON 505 or 506; undergraduate enrollment limited and requires instructor's permission

Enrollment Limit: none

Enrollment Preferences: none

Expected Class Size: 25-30

Grading: yes pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ECON 515(D2) ECON 359(D2)

Attributes: GBST Economic Development Studies

Spring 2025

SEM Section: 01 TR 8:30 am - 9:45 am Bumsoo Kim

ECON 360 (F) Monetary Economics (QFR)

This course covers a range of theoretical and applied issues bearing on monetary policy as conducted in the U.S. and abroad. Topics to be covered include: the causes of inflation, how central banks manage interest rates, the channels through which monetary policy affects the economy, and the costs and benefits of imposing rules on the conduct of policy. The class will also touch on a number of current issues facing central banks, such as unconventional monetary policy and cryptocurrencies.

Requirements/Evaluation: Two exams, a research paper and/or class presentation

Prerequisites: ECON 252 and 255. Multivariate calculus (MATH 150 or 151) is recommended but not required

Enrollment Limit: 20

Enrollment Preferences: junior and senior Economics majors

Expected Class Size: 20

Grading: yes pass/fail option, no fifth course option

Distributions: (D2) (QFR)

Quantitative/Formal Reasoning Notes: The course entails the use of mathematical economic models, the presentation of quantitative information, and the interpretation of statistical analysis.

Attributes: GBST Economic Development Studies POEC Depth

Not offered current academic year

ECON 364 (S) Theory of Asset Pricing (QFR)

What is the price of time? What is the price of risk? How do markets allocate resources across time and uncertain states of the world? This course theoretically studies how markets allocate scarce resource across time and when outcomes are risky. The "goods" in such markets are called "assets" and the prices of "assets" determine the cost of trading resources across time and across uncertain states of the world. We theoretically investigate how equilibrium determines the price of time, then asset price implications; then asset allocations and prices in the presence of risk; finally, implications for new assets.

Requirements/Evaluation: problem sets and exams

Prerequisites: ECON 251 or ECON 252; and ECON 255 or STAT 201

Enrollment Limit: 25

Enrollment Preferences: Economics majors

Expected Class Size: 25

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (QFR)

Quantitative/Formal Reasoning Notes: uses extensive mathematical modeling, including engaging with results from econometrics and statistics

Spring 2025

LEC Section: 01 TR 8:30 am - 9:45 am Greg Phelan

ECON 365 (F) Exchange Rates and International Finance

This course provides an overview of exchange rates, international financial flows, and the conduct of policy. The first half of the course explores the exchange rate -- what we know, what we don't know, what determines them, why the classic "puzzles" are puzzling, and the reign of the dollar as a dominant currency. The second half of the course transitions to the broader sphere of international finance, navigating through global imbalances, global financial cycles, and the role of currency unions and policies. We will study the historical evolution of thought in this strand of literature to better understand contemporary research and policy questions.

Requirements/Evaluation: Problem sets, presentations, and one or more exams

Prerequisites: ECON 252 and ECON 255. ECON 215 recommended but not required.

Enrollment Limit: 25

Enrollment Preferences: Economics majors

Expected Class Size: 25

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

Fall 2024

LEC Section: 01 MWF 8:30 am - 9:45 am Bumsoo Kim

ECON 366 (S) International Trade and Development

Cross-listings:

Secondary Cross-listing

This course will examine the causes and consequences of globalization and its implications for less-developed countries. We will study the classic models of international trade and discuss the empirical relevance of these theories. In addition, we will focus on other dimensions of globalization that are of particular importance to developing countries such as trade and education, emigration, brain drain, remittances, foreign direct investment, trade policies, infant industry protection, trade and growth, the resource curse, and trade agreements.

Class Format: discussion

Requirements/Evaluation: problem sets, midterm, presentation, and final

Prerequisites: ECON 251 and ECON 255; undergraduate enrollment limited and requires instructor's permission

Enrollment Limit: 19

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ECON 516(D2) ECON 366(D2)

Attributes: GBST Economic Development Studies POEC Depth

Spring 2025

SEM Section: 01 TR 11:20 am - 12:35 pm Will Olney

ECON 367 (S) The Political Economy of Social Insurance (WS) (QFR)

The Great Society policies of the 1960s dramatically changed the ways people living in poverty interacted with the federal government, but the benefits associated with these policies seem to have stagnated. Since 1965, the annual poverty rate in the United States has hovered between 10% and 15%, though far more than 15% of Americans experience poverty at some point in their lives. In this course, we will study public policies that, explicitly or implicitly, have as a goal improving the well-being of the poor in the United States. These policies include social insurance programs such as Unemployment Insurance; safety net programs such as Temporary Assistance to Needy Families, Supplemental Nutrition Assistance Program, Medicaid, and housing assistance; education programs such as Head Start and public education; and parts of the tax code, including the Earned Income Tax Credit and Child Tax Credit. We will explore the design and function of these programs, with a particular focus on the context in which they were developed. What political incentives and constraints have strung up our social safety net? How do these factors affect the goals of policy, the trade-offs inherent to the policy's design, and why poverty has not sustained a downward trend in the United States? Through careful consideration, students will learn how to communicate a path forward for public policy which accounts for theoretical economic expectations and the reality of political constraints in policy design.

Class Format: Lecture with substantial class discussion.

Requirements/Evaluation: Several short policy memos, participation in class discussion, and a final analytical essay.

Prerequisites: ECON 253 or 255

Enrollment Limit: 25

Enrollment Preferences: Students majoring in economics or political economy.

Expected Class Size: 25

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (WS) (QFR)

Writing Skills Notes: Students will write 4 policy memos over the course of the semester followed by a longer, final analytical essay. Synthesis of peer-reviewed literature, use of citation management systems, and clarity in technical writing will be emphasized. Students will receive timely, substantial, individualized feedback to develop their technical writing ability over the course of the semester. Opportunities to meet with professor outside of class at any stage of writing.

Quantitative/Formal Reasoning Notes: This course will use quantitative tools of economics. Focus on building data visualization & science communication skills after ECON 255.

Attributes: POEC Skills

Spring 2025

LEC Section: 01 TF 2:35 pm - 3:50 pm Shyam Raman

ECON 368 (F) Public Economics and Fiscal Policies

The public sector is an important part of the economy. Its objectives are to increase efficiency by correcting market failures, redistribute to achieve a more equal distribution, conduct fiscal policies to stabilize the economy, and, in a broader sense, set the rules of the game. This course discusses the role of the government in the economy, the different ways it acts to solve market failures and redistribute, and the consequences of government actions and government failures. We will draw on a political economy perspective to discuss how the nature of government decision-making impacts these outcomes. The course takes a comparative perspective in discussing differences in addressing market failures and redistribution in more market-oriented economies - like the US - and in economies where the government plays a more active role - like the Nordic countries. The course will also give considerable attention to the structure of fiscal policies and how they are employed to stabilize the economy.

Requirements/Evaluation: Problem sets, writing assignments, and a final exam

Prerequisites: Economics 251 and 255

Enrollment Limit: 25

Enrollment Preferences: Junior and Senior Economics and Political Economy majors

Expected Class Size: 25

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

Not offered current academic year

ECON 370 (F) Data Science for Economic Analysis

This course provides a hands-on introduction to data science tools most relevant for economic analysis including data visualization, machine learning, and text analysis. Economists and other social scientists tend to use these data science tools differently than many researchers in statistics and computer science - conducting empirical analysis that is explicitly grounded in economic theory, and focusing on causal inference rather than prediction. Through a combination of lectures, hands-on labs, and group projects, students will develop the theoretical and practical skills needed to analyze economic data using modern data science techniques in both R and Python.

Class Format: The course includes traditional lectures, interactive labs in R and Python, and in-class presentations by students. Prior experience with statistical software (Stata or R) or computer programming is required.

Requirements/Evaluation: Grades are based on class participation, empirical exercises in R and Python, class presentations, and one exam.

Prerequisites: ECON 255 or or STAT 346

Enrollment Limit: 25

Enrollment Preferences: Economics majors

Expected Class Size: 25

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Fall 2024

LEC Section: 01 MWF 8:30 am - 9:45 am Pamela Jakiela

ECON 371 (F) Time Series Econometrics and Empirical Methods for Macro (QFR)

Econometric methods in many fields including macro and monetary economics, finance and international growth and development, as well as numerous fields beyond economics, have evolved a distinct set of techniques which are designed to meet the practical challenges posed by the typical empirical questions and available time series data of these fields. The course will begin with an introductory review of concepts of estimation and inference for large data samples in the context of the challenges of multivariate endogenous systems, and will then focus on associated methods for analysis of short run dynamics such as vector autoregressive techniques and methods for analysis of long run dynamics such as cointegration

techniques. Students will be introduced to concepts and techniques analytically, but also by intuition, learning by doing, and by computer simulation and illustration. The course is particularly well suited for economics majors wishing to explore advanced empirical methods, or for statistics, mathematics or computer science majors wishing to learn more about the ways in which the subject of their majors interacts with the field of economics. The method of evaluation will include a term paper. ECON 252 and either STATS 346 or ECON 255 are formal prerequisites, although for students with exceptionally strong math/stats backgrounds these can be waived subject to instructor permission. Students who complete this course will also be permitted to enroll in Econ 471 (a follow up senior seminar course) during the spring semester if they are interested.

Requirements/Evaluation: term paper and regular homework assignments

Prerequisites: ECON 252 and either ECON 255 or STATS 346

Enrollment Limit: 19

Enrollment Preferences: students wishing to write an honors thesis, and students with strong MATH/STAT/CSCI backgrounds

Expected Class Size: 19

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (QFR)

Quantitative/Formal Reasoning Notes: Uses quantitative/formal reasoning intensively in the form of mathematical and statistical arguments, as well as computer programming.

Fall 2024

SEM Section: 01 W 7:00 pm - 9:40 pm Peter L. Pedroni

ECON 375 (S) Inclusive Growth and Crisis Response: The Role of Social Protection Systems

Cross-listings:

[Secondary Cross-listing](#)

Over the past three decades, developing countries have increasingly expanded social protection systems to tackle poverty and vulnerability while promoting inclusive social development and equitable economic growth. These systems provide pro-poor policy instruments that can balance trade and labor market reforms, fiscal adjustments (such as reduced general subsidies) and other economic policies aimed at enabling better market performance. In addition, social protection systems help vulnerable people to cope with shocks to their livelihoods, promoting resilience, human capital development and sometimes high-return risk-taking. In times of crisis, these systems are more important than ever. From March to June 2020, the World Bank identified 195 countries that have adapted and expanded their social protection systems to respond to the COVID-19 pandemic. This tutorial offers the opportunity to explore how shock-responsive social protection systems can better enable developing countries to respond to global and local shocks in a manner that minimizes the medium- to long-term costs of the resulting crises. The tutorial examines how developing countries build social protection systems to tackle poverty, vulnerability and social exclusion that result from global and local shocks. Topics include how the design and implementation of effective interventions both respond to crises and strengthen long-term developmental outcomes. The tutorial focuses on country responses to the COVID-19 pandemic as both a relevant case study and an example of the kinds of global crises to which national social protection systems must be able to respond in the future.

Requirements/Evaluation: Students will write five papers during the term, and will prepare and deliver formal comments on five papers written by other students

Prerequisites: ECON 251 or ECON 252

Enrollment Limit: 10

Enrollment Preferences: CDE Fellows; Junior and senior Economics majors at instructor's discretion.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ECON 532(D2) ECON 375(D2)

Spring 2025

TUT Section: T1 TBA Michael Samson

ECON 377 (S) Inspiration/Perspiration: The Economics of Innovation

From the iron plow, to the steam engine, to modern biotechnology, innovation drives economic growth and raises living standards. Whether we are talking about great inventions or small tweaks, the tools of economics can help us understand how new ideas, technologies, and products emerge, spread, and become obsolete. In this course, we will examine the creation of new knowledge, the translation of ideas and scientific advances into practical applications, and the adoption of new technologies by producers and consumers. We will study the incentives that potential innovators face, how these are affected by patents and other forms of intellectual property rights, how entrepreneurs finance and market their innovations and how different market structures can influence the resulting trajectory of innovation and adoption. We will also discuss how government policies can foster the financing and development of innovation. Throughout the course, we will explore historical and contemporary case studies of the creation, exploitation, and consequences of innovation.

Class Format: discussion

Requirements/Evaluation: reading responses and short writing assignments; empirical exercises; constructive contributions to class discussions; an exam; and a final group project.

Prerequisites: ECON 251 and (ECON 255 or POEC 253 or STAT 346)

Enrollment Limit: 25

Enrollment Preferences: junior and senior Economics majors

Expected Class Size: 25

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

Attributes: POEC Depth POEC Skills

Not offered current academic year

ECON 378 (F) Long-Run Comparative Development (QFR)

The world today is marred by vast disparities in the standard of living, with about a 30-fold difference in real GDP per capita between the poorest and most affluent of nations. What are the causes of such differences in prosperity across countries? Are the origins of global inequality to be found in underlying differences among societies over the past few decades, the past few centuries, or the past few millennia? If contemporary differences in living standards have such "deep" historical roots, what scope exists for policies to reduce global inequality today? Can we expect inequality to be reduced through some natural process of macroeconomic development, or is it likely to persist unless acted upon by policy? This course will present a unified theory of economic growth for thinking about these and related questions. Examples of issues to be covered include: the Neoclassical growth model and its inefficacy for answering questions about development over long time horizons; Malthusian stagnation across societies during the pre-industrial stage of economic development; the importance of the so-called demographic transition and of human capital formation in the course of industrialization; the persistent influence of colonialism, slavery, and ethnic fragmentation in shaping the quality of contemporary politico-economic institutions; and the enduring effects of geography on comparative development, through its impact on the emergence of agriculture in early human societies and its influence in shaping the composition of traits in populations across the globe.

Class Format: discussion

Requirements/Evaluation: problem sets, at least one exam, a research paper, and a class presentation

Prerequisites: ECON 251, ECON 252, and either ECON 255 or STAT 346

Enrollment Limit: 25

Enrollment Preferences: junior and senior Economics majors

Expected Class Size: 25

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (QFR)

Quantitative/Formal Reasoning Notes: The course material will draw heavily on mathematical and statistical models of economic growth and macroeconomic development. Students will be required to routinely develop and solve sophisticated mathematical models of economic growth, involving the rigorous application of solution concepts from constrained optimization and from optimal control theory. Students will also be required to perform some econometric analyses in their assignments.

Attributes: GBST Economic Development Studies POEC Comparative POEC/Public Policy Courses

Not offered current academic year

ECON 379 (S) Program Evaluation for International Development

Cross-listings:

Secondary Cross-listing

Development organizations face strict competition for scarce resources. Both public and private organizations are under increasing pressure to use rigorous program evaluation in order to justify funding for their programs and to design more effective programs. This course is an introduction to evaluation methodology and the tools available to development practitioners, drawing on examples from developing countries. It will cover a wide range of evaluation techniques and discuss the advantages and disadvantages of each. The course is a mix of applied econometrics and practical applications covering implementation, analysis, and interpretation. You will learn to be a critical reader of evaluations, and to develop your own plan to evaluate an existing program of your choice.

Requirements/Evaluation: Empirical exercises, exams, writing assignments, and collaborative projects

Prerequisites: one public economics course or microeconomics course (ECON 504 or ECON 110), and one empirical methods course (POEC 253 or ECON 255, 502, or 503)

Enrollment Limit: 20

Enrollment Preferences: CDE Students, but undergraduates with the prerequisites are welcome

Expected Class Size: 20

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ECON 523(D2) ECON 379(D2)

Attributes: PHLH Methods in Public Health POEC Depth POEC Skills

Spring 2025

SEM Section: 01 MWF 11:00 am - 12:15 pm Pamela Jakiela

ECON 381 (S) Global Health Policy Challenges

Cross-listings:

Primary Cross-listing

Poor health is both a cause and a consequence of poverty. It can trap individuals in poverty and reduce aggregate economic growth. This course will be structured around major global health challenges, including maternal health, infectious diseases (e.g. HIV/AIDS, tuberculosis, COVID), neglected tropical diseases (e.g. malaria, dengue, Ebola), nutritional deficiencies, and mental health. We will focus primarily, but not exclusively, on health in low-income countries in this course. Students will read papers and conducted empirical assignments related to the various topics, as well as develop their own research idea during the semester related to one of the topics covered.

Requirements/Evaluation: empirical problem sets, a short paper and a substantive research paper that includes some analysis of existing data

Prerequisites: ECON 251 and (POEC 253 or ECON 255 or STAT 346) or permission of instructor

Enrollment Limit: 25

Enrollment Preferences: juniors and sophomores

Expected Class Size: 25

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ECON 381(D2) ECON 571(D2)

Attributes: PHLH Decision-Making by Institutions + Individuals POEC Depth POEC Skills

Spring 2025

ECON 382 (F) Gentrification and Neighborhood Change (DPE)

While the phenomenon we call "gentrification" was first noted in the 1960s, these changes in urban neighborhoods have recently drawn increasing scrutiny and concern. Coming at a time of growing income inequality, the movement of higher income households into neighborhoods previously occupied by lower-income households has raised concerns about displacement, housing affordability, access to employment and other problems that may be associated with a gentrifying city. These problems may be further exacerbated by residential segregation and reduced support for public housing and transportation. This course will provide an opportunity to study these issues in depth. What, exactly, is gentrification? What do we know about the economic causes and consequences of gentrification and neighborhood change? How are these causes and consequences affected by growing income inequality and continued segregation in housing? What policy options might be pursued that could improve the well-being of existing and potential residents of the neighborhoods in US cities?

Requirements/Evaluation: Students will meet in pairs once per week. On alternate weeks students will write a 10-12 page primary paper on an assigned topic, and on the next week write a 4-5 page comment and discussion on the primary paper. At least one of the primary papers written by each student during the course must incorporate some analysis of data on gentrification using data introduced in discussion.

Prerequisites: Economics 251 (Price and Allocation Theory), Statistics 161 or Economics 255 (Econometrics) or POEC 253 (Empirical Methods in Political Economy) or instructor permission.

Enrollment Limit: 10

Enrollment Preferences: Economics and Political Economy majors, Juniors and Seniors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: Gentrification has been identified in the survey of DPE suggestions as a worthwhile and important topic for a course satisfying the DPE requirement. Gentrification, with its consequent displacement of low-income and frequently minority households in cities is widely viewed as a problem and there have been increasing demands for local policies to limit the rate or extent of gentrification. We will address the causes, measurement of gentrification and extent to which it burdens poor households.

Attributes: POEC Depth POEC Skills

Not offered current academic year

ECON 384 (F) Corporate Finance (QFR)

This course analyzes the major financial decisions facing firms. While the course takes the perspective of a manager making decisions about both what investments to undertake and how to finance these projects, it will emphasize the underlying economic models that are relevant for these decisions. Topics include capital budgeting, links between real and financial investments, capital structure choices, dividend policy, and firm valuation.

Class Format: Lecture / discussion

Requirements/Evaluation: Problem sets, exams, short project

Prerequisites: ECON 251, 252, and some familiarity with statistics (e.g., ECON 255)

Enrollment Limit: 25

Enrollment Preferences: Economics majors; seniority

Expected Class Size: 25

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (QFR)

Quantitative/Formal Reasoning Notes: The course uses quantitative models to evaluate decisions.

Fall 2024

LEC Section: 01 MWF 11:00 am - 12:15 pm Caitlin E. Hegarty

ECON 385 (F) Games and Information (QFR)

This course is a mathematical introduction to strategic thinking and its applications. Ideas from game theory, including Nash equilibrium and its refinements, commitment and credibility, repeated games, and information asymmetries, incentive contracts, and signaling, will be introduced. Applications will be drawn from economics, history, and politics around the globe, and include topics such as: trust between strangers, corruption and fraud, racial bias, violence and deterrence. And we will explore how to write and recognize game-theory models to help make sense of strategic interactions in the world around us.

Requirements/Evaluation: Two exams, regular problem sets and assignments in which students create game-theoretic models.

Prerequisites: ECON 251 or permission of instructor

Enrollment Limit: 25

Enrollment Preferences: juniors

Expected Class Size: 25

Grading: no pass/fail option, no fifth course option

Unit Notes: students who have taken MATH 335 or CSCI 357 cannot receive credit for this class

Distributions: (D2) (QFR)

Quantitative/Formal Reasoning Notes: Mathematical analysis of strategic interaction is emphasized throughout,

Fall 2024

LEC Section: 01 TR 9:55 am - 11:10 am

ECON 387 (S) Economics of Climate Change (QFR)

Cross-listings: CAOS 387

Primary Cross-listing

This course introduces the economic view of climate change, including both theory and empirical evidence. Given the substantial changes implied by the current stock of greenhouse gases (GHGs) in the atmosphere, we will begin by looking at impacts on agriculture, health, income, and migration. We will consider the distribution of climate damages across poor and wealthy people, both within and across countries. Next we will study adaptation, including capital investments and behavioral changes. We will examine the sources of climate change, especially electricity generation and transportation, and think about optimal policies. Throughout the course we will discuss the limits of the economic approach, pointing out normative questions on which economic theory provides little guidance.

Requirements/Evaluation: problem sets, midterm, group presentation, final exam

Prerequisites: ECON 251, familiarity with statistics

Enrollment Limit: 25

Enrollment Preferences: Junior/Senior Economics majors and CDE fellows

Expected Class Size: 25

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

CAOS 387(D2) ECON 387(D2) ECON 522(D2)

Quantitative/Formal Reasoning Notes: The course involves simple calculus-based theory and applied statistics.

Attributes: ENVI Environmental Policy MAST Interdepartmental Electives POEC Comparative POEC/Public Policy Courses

Not offered current academic year

ECON 389 (S) Tax Policy in Global Perspective (QFR)

Cross-listings:

Secondary Cross-listing

Government policy is important for economic development. To finance their policies, governments must build the fiscal capacity to implement a tax system. In turn, fiscal capacity--the ability for the government to raise revenue--depends on economic development. This endogeneity between fiscal

capacity and economic development creates challenges for tax policy in developing countries. Given these challenges, what types of taxes should countries use to raise revenues? How can governments build the fiscal capacity to generate revenue to finance critical services? This class explores tax policy from a global and comparative perspective. Because most students will be CDE fellows, we will emphasize tax policy issues, examples, and evidence that are pertinent to developing countries. However, many tax policy lessons are universal so we will also learn about tax policies in developed countries, especially issues relevant for transnational transactions. Topics addressed include: how economic principles can be applied to the efficiency and equity consequences of tax policies; how personal income taxes, corporate income taxes, and value-added taxes are designed and administered and how they influence the economy; ideas for fundamental tax reforms; the debate over progressive taxes versus "flat" taxes; how taxes affect incentives to save and invest; how market failures and administrative problems may influence the optimality of tax policy; the implications of global capital flows and corporate tax avoidance for tax policy; tax holidays and other special tax incentives for investment; empirical evidence on the influence of taxes on foreign direct investment, labor supply, and tax evasion; tax policy towards natural resources such as minerals and oil; case studies of efforts to reform tax administration and reduce tax evasion and corruption; taxes on land and property; taxes on imports and exports; presumptive taxation; and the informal economy and its implications for tax policy.

Requirements/Evaluation: midterm exam, several problem sets, two 10-page essays

Prerequisites: one public economics course or microeconomics course (ECON 504 or ECON 110), and one empirical methods course (POEC 253 or ECON 255, 502, or 503); students who have previously taken ECON 351 will not be enrolled

Enrollment Limit: 19

Enrollment Preferences: CDE students, but undergraduates with the prerequisites are welcome

Expected Class Size: 15-19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

ECON 389(D2) ECON 514(D2)

Quantitative/Formal Reasoning Notes: The course builds on other QFR Reasoning econ classes.

Attributes: POEC Depth POEC Skills

Spring 2025

SEM Section: 01 MR 2:35 pm - 3:50 pm Jon M. Bakija

ECON 394 (S) European Economic History

Economic history directly informs our understanding of the processes of economic development. With this in mind, this course will explore a series of questions related to the economic development of Europe from the pre-modern period until today. What was economic life like in the Roman Empire and Medieval Europe? Why did modern economic growth first occur in Europe, and not in China or the Middle East? Why did the Industrial Revolution occur in Britain and not France? What was the role of colonialism in the acceleration of European growth? What explains the rise and fall of the Soviet economy? What are the causes and consequences of European economic integration since World War II? To answer these and other questions, we will investigate how institutional changes, the evolution of technology, aspects of globalization, and various forms of government intervention have impacted economic growth and living standards in European history, and how those developments have affected the rest of the world. Drawing on a wide variety of empirical and theoretical readings, the course will focus on how economic historians marshal evidence and construct arguments in ways that borrow from and contribute to other fields of economics.

Class Format: discussion

Requirements/Evaluation: class participation, reading responses, short assignments, quizzes, and a final research paper

Prerequisites: ECON 251 or ECON 252 AND (ECON 255 or POEC 253 or STAT 346)

Enrollment Limit: 25

Enrollment Preferences: Students majoring in economics, political economy, or history.

Expected Class Size: 25

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Not offered current academic year

ECON 397 (F) Independent Study: Economics (Advanced)

Students are invited to apply to undertake independent study on subjects of their own choosing. Interested students should consult with a faculty member about designing an appropriate project well in advance of fall registration.

Requirements/Evaluation: Determined in consultation with the faculty member advising the independent study

Prerequisites: At least one of (Econ 251, Econ 252, or Econ 255), consent of an instructor and of the department chair

Enrollment Limit: none

Enrollment Preferences: none

Expected Class Size: NA

Grading: yes pass/fail option, yes fifth course option

Unit Notes: An approved project may count as one of the two advanced electives required for the major

Distributions: (D2)

Fall 2024

IND Section: 01 TBA Owen Ozier

ECON 398 (S) Independent Study: Economics (Advanced)

Students are invited to apply to undertake independent study on subjects of their own choosing. Interested students should consult with a faculty member about designing an appropriate project well in advance of spring registration.

Requirements/Evaluation: Determined in consultation with the faculty member advising the independent study

Prerequisites: At least one of (Econ 251, Econ 252, or Econ 255), consent of an instructor and of the department chair

Enrollment Limit: none

Enrollment Preferences: none

Expected Class Size: NA

Grading: yes pass/fail option, yes fifth course option

Unit Notes: An approved project may count as one of the two advanced electives required for the major

Distributions: (D2)

Spring 2025

IND Section: 01 TBA Owen Ozier

ECON 439 (S) Debt Sustainability

The stock of government debt has skyrocketed in many countries. At the same time, interest rates have risen as global central banks have sought to tame inflation, generating concerns about the sustainability of public debt, especially in many lower-income and emerging market economies. What does fiscal/debt sustainability mean, and what are the implications of high public debt for growth and stability? How do the IMF and other institutions assess a country's public debt sustainability? How does uncertainty factor into these assessments, and what special considerations are relevant for natural resource exporters? How have governments sought to bring down high levels of debt, or to prevent excessive debt levels from arising in the first place? Do these approaches need to be modified to account for the impact of COVID on debt stocks? How will demographic developments and climate change affect debt sustainability? By addressing these questions, the course will seek a nuanced understanding of the role of public debt in the economy and its benefits and risks.

Class Format: Students will meet the professor in pairs, approximately one hour each week.

Requirements/Evaluation: During a typical week one student in the pair will write a short paper, and the other will respond. The following week the roles will be reversed. Evaluation will be based on the papers written as well as the responses.

Prerequisites: For CDE Fellows: fall semester courses. For undergraduates: Econ 251, Econ 252, and Econ 255, or permission of instructor.

Enrollment Limit: 10

Enrollment Preferences: CDE Fellows, Economics majors.

Expected Class Size: 10

Grading:**Distributions:** (D2)

Not offered current academic year

ECON 450 (F) Advanced Topics in Macroeconomics

This seminar explores some of the central topics in macroeconomics, including economic growth, saving and investment, business cycle fluctuations, monetary policy, and financial crises. The first part of the course focuses on long-run economic growth. Using economic theory and evidence, we will attempt to answer some of the most important questions in all of economics: Why are some countries poor and other countries rich? What can governments do to achieve faster and environmentally sustainable rates of growth? What are the growth consequences of sustained budget deficits? Understanding the behavior of the economy in the long run is one of the key tasks of macroeconomics. But as illustrated by the Global Financial Crisis and the Covid pandemic, the short run matters as well. In the second part of the class, we will turn our attention to economic downturns and financial crises. Using historical work on past crises and the accumulating evidence on recent ones, we will study a host of short-run topics, including financial markets, the effectiveness of fiscal and monetary policies, consumer expectations, asset prices, employment, and productivity. Because this is an advanced class in macroeconomics, we will approach these issues as practicing economists working with the best possible models and empirical techniques. Students will have an opportunity to apply these methods in a required end-of-term research paper.

Requirements/Evaluation: Midterm, final, class participation and research paper**Prerequisites:** Economics 251, 252, and 255**Enrollment Limit:** 19**Enrollment Preferences:** Preference will be given to senior Economics majors**Expected Class Size:** 19**Grading:** yes pass/fail option, yes fifth course option**Distributions:** (D2)

Fall 2024

SEM Section: 01 MR 1:10 pm - 2:25 pm David A. Love

ECON 452 (S) Foundations of Money, Credit, Banking, and FinTech

This course aims to address fundamental questions at the core of monetary and financial macroeconomics: what is money, and why is it an essential means for transactions? What is monetary policy, when does it become effective, and what should optimal monetary policy arrangements look like? How do financial markets and institutions interact with monetary policy? Throughout the course we will develop and solve rigorous general equilibrium macro models that feature money, financial markets, and institutions to address these questions. We will also connect the implications of the models with real world evidence. In the first part of the course, we will study the monetary policy transmission mechanisms and familiarize ourselves with the implications of rational expectations for monetary policy. We will build familiarity with discrete-time dynamic optimization techniques, develop and solve workhorse monetary DSGE (dynamic-stochastic general equilibrium) models, and explore the interactions between nominal variables (such as inflation and nominal interest rates) and real economic variables (such as output and unemployment) - over the business cycle and in the long-run. The second part of the course will extend the monetary macro models developed in the first part by incorporating foundations for credit, banking, and fintech to understand why the needs for these financial arrangements arise and how they interact with money and monetary policy.

Class Format: discussion**Requirements/Evaluation:** Homework assignments, exams, and a final group project.**Prerequisites:** Econ 252 and Math 130 or equivalent.**Enrollment Limit:** 19**Enrollment Preferences:** Junior or senior economics majors who are interested in monetary economics and macro-finance.**Expected Class Size:** 19**Grading:** no pass/fail option, no fifth course option**Distributions:** (D2)

Spring 2025

ECON 453 (S) Research and Methods in Applied Microeconomics

The main goal of this course is to expose students to modern empirical economic research. The basic format for each class session will be to read and discuss in detail a single academic journal article. Students will additionally submit short written responses on each of the assigned articles, and replicate the findings of several of the articles in Stata. Finally, students will write an original empirical paper as a final project on a topic of their choosing. The papers we read will come from several fields of applied microeconomics, including labor economics, health economics, public economics, and the economics of education. Some of the specific topics we will cover include human capital development and the effectiveness of early childhood interventions, the returns to college, the effects of neighborhoods on long term outcomes, gaps in labor market outcomes by race and gender, and evaluations of a range of public policies including the minimum wage, abortion access, and Medicaid. In addition to being interested in the actual *findings* of research on these topics, the course will introduce students to the key research *methodologies* used in modern applied microeconomics. In particular, the assigned readings are sequenced to systematically introduce students to the use of fixed effects, differences-in-differences, instrumental variables, regression discontinuity designs, and randomized controlled trials. The course will be as much about these methodologies as about the specific findings of the assigned readings, and the hope is that seeing these methods used in actual research will reinforce and build on the topics covered in Econ 255 (Econometrics).

Requirements/Evaluation: a series of short papers and empirical exercises, constructive contributions to class discussion, class presentations, and a 15- to 20-page original empirical research paper

Prerequisites: ECON 251 and ECON 255 or POEC 253

Enrollment Limit: 15

Enrollment Preferences: senior Economics majors

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

Attributes: POEC Depth POEC Skills

Not offered current academic year

ECON 454 (F) Macroeconomic Perspectives on Labor Markets (QFR)

This seminar will cover aggregate trends in the labor market from a macroeconomic perspective, along with the tools that economists use to study them. We will think about the workforce as a whole but we will also highlight research that studies heterogeneity within the economy, such as patterns by race, gender, education, or occupation. Students will learn basic search and matching models, as well as related empirical methods. We will read papers that employ a variety of survey and administrative data, and we will discuss what types of research questions are best answered by each data source. We will use real data to apply the methods we learn. Potential topics include occupational mismatch, wage inequality, and monopsony.

Requirements/Evaluation: Class participation, short assignments, midterm exam, and a final project

Prerequisites: Econ 251, 252, and 255

Enrollment Limit: 19

Enrollment Preferences: Junior and senior economics majors

Expected Class Size: 19

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (QFR)

Quantitative/Formal Reasoning Notes: Course includes regular problem sets that require quantitative and formal reasoning skills.

Fall 2024

SEM Section: 01 MWF 8:30 am - 9:45 am Caitlin E. Hegarty

ECON 455 (F) Research in Economic History: Sources, Methods, and Applications

Historical approaches towards understanding current economic issues are increasingly in vogue. This course will explore new developments in the field of economic history, focusing on how economic historians use qualitative and quantitative evidence and the conceptual tools of economics to

address questions of historical and current relevance. Along the way, we will consider works from both sides of the history - economics boundary, focusing on the ways that the two disciplines can and should borrow from one another. We will range widely across space and time, but some possible topics to be investigated include technological innovation, labor coercion, migration, trade and capital flows, colonialism, corporate governance, and political economy. Students are expected to not only read and analyze recent scholarship in economic history, but to also produce and present their own original research over the semester.

Requirements/Evaluation: short writing assignments and empirical exercises, constructive contributions to class discussion, class presentations, and a 15- to 20-page original research paper (written in stages)

Prerequisites: ECON 251 and ECON 255 or consent of instructor; a previous history course is recommended but not required

Enrollment Limit: 19

Enrollment Preferences: senior Economics majors

Expected Class Size: 19

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

Attributes: POEC Comparative POEC/Public Policy Courses

Not offered current academic year

ECON 456 (F) Income Distribution

This course examines the distribution of income in the United States. Questions to be addressed may include the following: How have wage inequality and the skill premium evolved over time? What factors explain a rising skill premium? How does income differ with race and gender? How is poverty measured, and what are the factors associated with living in poverty? How do government programs change the distribution of income? How much income mobility is there across generations? Students will become more critical readers of current economic literature, and will apply their skills in conducting empirical research.

Requirements/Evaluation: short writing assignments, computer lab exercises, oral presentations, and a 15- to 20-page research paper including original empirical analysis (written in stages)

Prerequisites: ECON 251 and 255 or equivalent

Enrollment Limit: 20

Enrollment Preferences: senior Economics majors

Expected Class Size: 20

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

Attributes: POEC U.S. Political Economy + Public Policy Course

Not offered current academic year

ECON 458 (S) Economics of Risk

Risk and uncertainty are pervasive features of economic decisions and outcomes. Individuals face risk about health status and future job prospects. For a firm, developing new products is risky; furthermore, once a product has been developed, the firm faces product liability risk if it turns out to be unsafe. Investment decisions--from managing a portfolio to starting a business--are also fraught with uncertainty. Some risks are environmental--both manmade problems and natural disasters; other risks include the possibility of terrorist attack and, more locally, issues of campus safety. This tutorial explores both the private market responses to risk (e.g., financial markets, insurance markets, private contracting, and precautionary investments and saving) and government policies towards risk (e.g., regulation, taxation, and the legal system). From a theoretical standpoint, the course will build on expected utility theory, diversification, options valuation, principal-agent models, contract theory, and cost-benefit analysis. We will apply these tools to a wide variety of economic issues such as the ones listed above. One goal of the course is to discover common themes across the disparate topics. Students will be expected to read and synthesize a variety of approaches to risk and uncertainty and apply them to various issues.

Class Format: tutorial; students will meet with the instructor in pairs in each week

Requirements/Evaluation: For the first ten weeks, each student will write a 5 - 7 page paper every other week, and comment (of 2 - 3 pages) on their partner's work in the other weeks; the final two weeks will be reserved for papers on a topic of each student's interest (again, 5 - 7 pages but without needing to write a comment on their partner's work); one of the papers during the term will be revised to reflect feedback from the instructor and the student's partner

Prerequisites: ECON 251, 252, and 255; or permission of the instructor

Enrollment Limit: 10

Enrollment Preferences: senior Economics majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

Not offered current academic year

ECON 459 (F) Institutions and Development

Why are some societies rich and others poor? While typical answers emphasize proximate causes like factor accumulation (i.e., growth in physical and human capital), technological progress, and demographic change, the institutional approach highlights the role of social, political, and cultural factors, broadly defined, as fundamental determinants of economic prosperity. The central idea is that the value-added of economic activities to society is primarily conditioned by the social arrangements within which these activities occur -- namely, arrangements that generate a structure of private incentives, which can either promote behavior that is conducive to economic development or lead to the pursuit of private gain at the expense of the common good. Thus, the key to economic development in this approach is the emergence of complementary institutions and structures of governance in society. This course will survey the recent literature on the topic of institutions and economic development, with an emphasis on empirical evidence in the context of both historical and contemporary societies. The purpose of the course will be to expose students to the core ideas and empirical tools employed at the frontier of research in this area. The readings will primarily comprise published journal articles and unpublished working papers, and students should expect to apply concepts from across all the core courses in economics.

Requirements/Evaluation: extensive class participation, two 5-page review papers, two class presentations, and one 15- to 20-page empirical research paper (written in stages)

Prerequisites: ECON 251, ECON 252, and either ECON 255 or STAT 346

Enrollment Limit: 19

Enrollment Preferences: senior Economics majors

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

Not offered current academic year

ECON 460 (F) Women, Work, and the World Economy from 5,000 BC to the Present

Now and throughout history, views of the appropriate role for women in society have varied tremendously across cultures and communities: are women autonomous productive agents, are they men's property, or do they fall somewhere in between? In this course, we explore the causes and consequences of women's position in society for growth and economic development, analyzing women's economic roles in historical and cultural perspective. Students will become more critical readers of current economic literature, and will apply their skills in conducting empirical research.

Requirements/Evaluation: short writing assignments, computer lab exercises, oral presentations, and a 15- to 20-page research paper including original empirical analysis (written in stages)

Prerequisites: ECON 251 and 255 or equivalent

Enrollment Limit: 19

Enrollment Preferences: junior and senior economics majors

Expected Class Size: 19

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

Fall 2024

SEM Section: 01 MWF 11:00 am - 12:15 pm Pamela Jakiela

ECON 462 (S) Topics in African Development

This course will examine a selection of current issues in development economics with a specific emphasis on how they relate to Sub-Saharan Africa. Core topics to be addressed include agriculture, labor markets with a specific emphasis on south-south migration, credit, and land markets. Some specific questions that may be addressed include: How has agricultural productivity changed over time? What are constraints to improving agricultural productivity? What drives south-south migration? What are the impacts of migration on destination and origin communities? Students will critically read published journal articles (or working papers) and actively participate in class discussions. Students will also complete original empirical analysis on a related topic.

Requirements/Evaluation: short writing assignments, class discussion, oral presentations, 15-20 page empirical research paper

Prerequisites: ECON 251 and 255 or equivalent

Enrollment Limit: 19

Enrollment Preferences: senior Economics majors

Expected Class Size: 19

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

Not offered current academic year

ECON 463 (F) Financial History (WS)

What can we learn from financial history to understand the successes and failures of finance today and in coming years? This course opens with a brief survey of some of the major characteristics, issues, and challenges of financial systems today, and then examines earlier experience with these phenomena. Topics to be examined include: the role of credit and more generally finance in economic development historically, including in the financial revolutions from Northern Italy, the Netherlands, Britain and the US; the evolution of money, from stones or cigarettes to digital currencies; the relationship between finance and government, and the extent to which it has changed over time; lessons from early asset bubbles and more recent crises (including that of 2008-09) for modern financial systems; the effect of institutions (laws, norms, and culture) and political systems in shaping the impact of finance, as illustrated by comparisons between Mexico and the U.S., among other cases; and lessons from U.S. financial history for policies today. The course also examines the tools that were developed in earlier eras to deal with different risks, evaluates their efficacy, and considers lessons for modern financial regulation, including how financial systems can be prepared, if possible, for the risks that are already unfolding -- such as those posed by technology change, electronic currencies, and climate risk.

Requirements/Evaluation: Either 6 short papers or 3 short papers and one longer research paper (student choice), at least two oral presentations, and contributions to class discussions.

Prerequisites: ECON 251, ECON 252, and ECON 255 (or STAT 346 or Poli Ec 253) are required.

Enrollment Limit: 15

Enrollment Preferences: Senior Economics majors

Expected Class Size: 15

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (WS)

Writing Skills Notes: Students will either write 6 shorter papers (5-8 pages) or 3 short and one longer research paper. Writing skills and clarity of exposition will be emphasized.

Not offered current academic year

ECON 465 (S) Pollution and Labor Markets

If your home town has polluted air, does that reduce your wage? Do you work less? Are you less likely to finish high school? These are specific instances of an important general question: how does pollution affect labor market outcomes? The answer matters for individual decisions (where to live) and government policies (air pollution regulations). This seminar begins from theories of optimizing worker behavior in the presence of pollution. Building on this foundation, we will critically evaluate new empirical research into the impacts of pollution on human capital, labor supply, and productivity. We will also study the impact of pollution regulations on wages and employment. Included papers will cover both developed and developing countries.

Requirements/Evaluation: class discussion, presentation of reading, paper replication, 15- to 20-page empirical paper (written in stages) and accompanying short presentation

Prerequisites: ECON 251 and ECON 255; STAT 201/346 acceptable in place of ECON 255 prerequisite with instructor permission

Enrollment Limit: 19

Enrollment Preferences: Economics majors, seniority

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

Attributes: ENVI Environmental Policy PHLH Decision-Making by Institutions + Individuals POEC Comparative POEC/Public Policy Courses

Not offered current academic year

ECON 471 (S) Topics in Advanced Econometrics (QFR)

The course uses both a practical and conceptual/theory based approach, with emphasis on methods of structural identification of dynamics in VARs and long run cointegration and nonlinear function estimation and analysis, both in conventional time series and especially panel time series which contain spatial dimensions. The course will also investigate methods of computer simulation related to these techniques. The course is well suited for students considering empirically oriented honors theses in fields that employ these techniques, such as macro, finance, growth, trade and development, as well as fields outside of economics that use time series data. It is also well suited for students majoring in economics, statistics, computer sciences or mathematics who wish to expand their econometrics training and understanding to a more advanced level.

Requirements/Evaluation: periodic homework assignments, term paper

Prerequisites: ECON 371

Enrollment Limit: 19

Enrollment Preferences: students with strong quantitative backgrounds, and to students intending to write an honors thesis

Expected Class Size: 19

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (QFR)

Quantitative/Formal Reasoning Notes: Course will make use of mathematics, statistics and computer analysis for the conceptualization and implementation of the econometric topics that are taught.

Spring 2025

SEM Section: 01 W 7:00 pm - 9:40 pm Peter L. Pedroni

ECON 472 (F) Macroeconomic Instability and Financial Markets

This advanced course in macroeconomics and financial theory attempts to explain the role and the importance of the financial system in the global economy. The course will provide an understanding of why there is financial intermediation, how financial markets differ from other markets, and the equilibrium consequences of financial activities. Rather than separating off the financial world from the rest of the economy, we will study financial equilibrium as a critical element of economic equilibrium. An important topic in the course will be studying how financial market imperfections amplify and propagate shocks to the aggregate economy. The course may cover the following topics: the determination of asset prices in general equilibrium; consequences of limited asset markets for economic efficiency; theoretical foundations of financial contracts and justifications for the existence of financial intermediaries; the roles of financial frictions in magnifying aggregate fluctuations and creating persistence and instability; the role of leverage and financial innovation in fueling financial crises.

Requirements/Evaluation: problem sets, exams, and potentially student presentations

Prerequisites: ECON 251 and ECON 252

Enrollment Limit: 19

Enrollment Preferences: Economics majors

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

Not offered current academic year

ECON 474 (S) Advanced Methods for Causal Inference

Cross-listings:

Primary Cross-listing

How do we estimate the causal effect of a policy on an outcome? Building on a basic understanding of econometrics and statistics, this methodology course will take students through several applied microeconomic techniques for answering this question. Students will be expected to use statistical software throughout, as we explore the inner workings of these methods and the assumptions required for them to deliver credible estimates. We will discuss the randomized trial and its variants, then cover difference-in-difference, regression discontinuity, and instrumental variables. We will discuss historical roots of modern methods, and will explore newer alternatives to the most commonly used kinds of statistical tests.

Class Format: Students will work on laptops in class. Students without laptops should borrow them from the library. Some prior knowledge of either Stata, R, Matlab, or other mathematical/statistical software is essential.

Requirements/Evaluation: Grades are principally based on problem sets, participation in the in-class activities, one in-class exam, and a final replication project.

Prerequisites: Econ 251 and either Econ 255 or Stat 346. CDE Fellows should have taken ECON 502 or 503.

Enrollment Limit: 19

Enrollment Preferences: Junior and senior Economics majors. CDE Fellows require the instructor's permission.

Expected Class Size: 19

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ECON 524(D2) ECON 474(D2)

Spring 2025

SEM Section: 01 TF 1:10 pm - 2:25 pm Owen Ozier

ECON 475 (S) Advanced Economic Theory (QFR)

This course studies advanced topics in micro and macro economic theory. A major focus is on the mathematical underpinnings of advanced modern economics, with a particular emphasis on proofs. Topics may include existence of Nash equilibria, games of incomplete information, equilibrium refinement and selection, global games, Bayesian persuasion, Mirrless taxation, dynamic programming, existence of general equilibrium, recursive equilibria, stochastic models in continuous time, and others. The focus of this class is primarily on mathematical formalism, rigor, and proofs. These tools are essential components of any graduate program in economics. Students who wish to see pure math theorems applied to other fields may also be interested.

Requirements/Evaluation: May include problem sets, exams, participation, term paper

Prerequisites: MATH 150 or equivalent, ECON 251, or permission of instructor

Enrollment Limit: 19

Enrollment Preferences: Senior Economics Majors

Expected Class Size: 12

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (QFR)

Quantitative/Formal Reasoning Notes: Mathematical modeling and proofs

Not offered current academic year

ECON 476 (S) Behavioral Economics: Theory and Methods

Behavioral economics emphasizes that models in economics should account for the psychological plausibility of their assumptions and consequences. This course will cover how the field has incorporated insights from psychology into standard microeconomics models of decision-making. In the process, we will review the different methods that are used to empirically test the psychological foundations of these models, including laboratory

experiments, field experiments, and quasi-experimental analyses. Assignments, lectures, and class discussions will focus on academic papers that use behavioral economics models to study a variety of topics, such as household finance, public policy, voting, and others. Throughout the semester, students will also work towards formulating and completing their own original research project.

Class Format: Classes will be a mix of lectures and discussion sessions. The lectures will provide a broad overview of a specific topic or theory. Discussion sessions will center on a single academic paper (related to a topic covered in a previous lecture) that students will have read before class.

Requirements/Evaluation: one 15-25 page research paper, six to eight 1-2 page written responses to assigned readings, and class participation during discussion sessions

Prerequisites: ECON 251; ECON 255 or STAT 346

Enrollment Limit: 19

Enrollment Preferences: Economics majors

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

Spring 2025

SEM Section: 01 TF 2:35 pm - 3:50 pm Matthew Chao

ECON 477 (F) Economics of Environmental Behavior (QFR)

Cross-listings: CAOS 477 / ENVI 376

Primary Cross-listing

A community maintains a fishery; a firm decides whether to get a green certification; you choose to fly home or stay here for spring break: behaviors of people and firms determine our impact on the environment. We'll use economics to model environmental behavior and to assess how policies can help or hurt the environment. Topics may study include: common pool resources, voluntary conservation, social norms and nudges, discrimination and justice, rationality, firm responses to mandatory and voluntary rules, voting and public opinion, and boycotts and divestment. We'll also build familiarity with the main methodologies of modern economic research: theoretical modeling, empirical analysis of observational data, and experiments.

Class Format: Class sessions will largely consist of presentations and discussions of academic research papers, as well as lab sessions to work on empirical exercises; we may break the class into groups for some discussions

Requirements/Evaluation: regular reading markup, empirical exercises, class participation, 2 oral presentations, and a final original research paper using an experiment, existing data, or theory

Prerequisites: ECON 251 and (ECON 255 or STAT 346)

Enrollment Limit: 19

Enrollment Preferences: senior Economics majors

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

CAOS 477(D2) ENVI 376(D2) ECON 477(D2)

Quantitative/Formal Reasoning Notes: The research students will consume and produce in the class will be based on math-based theory and/or econometric-based empirical analysis.

Attributes: CAOS Senior Seminars ENVI Humanities, Arts + Social Science Electives POEC Depth POEC Skills

Fall 2024

SEM Section: 01 TR 8:30 am - 9:45 am Sarah A. Jacobson

ECON 491 (F) Honors Seminar: Economics

This course is required of candidates for honors in economics. Each candidate prepares an honors thesis under the supervision of an economics

professor who serves as the thesis advisor and the faculty member serving as the Economics Department's Director of Research. Candidates will develop their projects independently, but will be guided by a common timeline and set of expectations. This is part of a one-semester thesis comprising this course as well as a Winter Study course.

Requirements/Evaluation: Students complete a major piece of novel, independent research in economics, culminating in submission of the written thesis and an oral presentation

Prerequisites: admission by the department in the spring of the junior year

Enrollment Limit: n/a

Enrollment Preferences: senior econ majors only

Expected Class Size: n/a

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

Fall 2024

HON Section: 01 TBA Owen Ozier

ECON 492 (S) Honors Seminar: Economics

This course is required of candidates for honors in economics. Each candidate prepares an honors thesis under the supervision of an economics professor who serves as the thesis advisor and the faculty member serving as the Economics Department's Director of Research. Candidates will develop their projects independently, but will be guided by a common timeline and set of expectations. This is part of a one-semester thesis comprising this course as well as a Winter Study course.

Requirements/Evaluation: Students complete a major piece of novel, independent research in economics, culminating in submission of the written thesis and an oral presentation

Prerequisites: admission by the department in the fall of the senior year

Enrollment Limit: n/a

Enrollment Preferences: senior economics majors only

Expected Class Size: n/a

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

Spring 2025

HON Section: 01 TBA Owen Ozier

ECON 493 (F) Honors Thesis: Economics

This course is required of candidates for honors in economics. Each candidate prepares an honors thesis under the supervision of an economics professor who serves as the thesis advisor and the faculty member serving as the Economics Department's Director of Research. Candidates will develop their projects independently, but will be guided by a common timeline and set of expectations. This is part of a full-year thesis comprising Econ 493 and 494 as well as a Winter Study course.

Requirements/Evaluation: Students complete a major piece of novel, independent research in economics, culminating in submission of the written thesis and an oral presentation

Prerequisites: admission by the department in the spring of the junior year

Enrollment Limit: n/a

Enrollment Preferences: senior economics majors only

Expected Class Size: n/a

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

Fall 2024

HON Section: 01 TBA Owen Ozier

ECON 494 (S) Honors Thesis: Economics

This course is required of candidates for honors in economics. Each candidate prepares an honors thesis under the supervision of an economics professor who serves as the thesis advisor and the faculty member serving as the Economics Department's Director of Research. Candidates will develop their projects independently, but will be guided by a common timeline and set of expectations. This is part of a full-year thesis comprising Econ 493 and 494 as well as a Winter Study course.

Requirements/Evaluation: Students complete a major piece of novel, independent research in economics, culminating in submission of the written thesis and an oral presentation

Prerequisites: admission by the department in the spring of the junior year

Enrollment Limit: n/a

Enrollment Preferences: senior economics majors only

Expected Class Size: n/a

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

Spring 2025

HON Section: 01 TBA Owen Ozier

ECON 501 (F) Economic Growth and Development

This course focuses on the analysis of modern economic growth and comparative development across nations. Motivated by several stylized facts from cross-country data, we will pose a series of questions: Why are some countries so rich while others remain so poor? What explains heterogeneity in the experience of economic growth across nations, with some growing at a moderate pace over long periods of time, others experiencing rapid growth over shorter intervals, and yet others stagnating persistently? Do all economies face comparable challenges to achieving sustained economic growth? Will poorer countries ever catch up to richer ones? To answer these and other related questions, we will explore the underlying mechanisms of economic growth. What role is played by savings and investment (i.e., the accumulation of physical capital)? What is the influence of population growth? How important are investments in human capital (i.e., education and population health)? What about technological differences across nations? How much significance should we ascribe to cross-country differences in geographical characteristics? How much should we ascribe to differences in the quality of institutions? For each question, we will explore both theoretical and empirical approaches, ranging from formal models to qualitative historical evidence to cross-country growth regressions. We will debate the usefulness of these different approaches for development policy and will discuss the reasons why so many questions about economic growth remain difficult to answer.

Class Format: discussion

Requirements/Evaluation: problem sets, one midterm exam, and a final exam

Prerequisites: for undergraduates ECON 251, ECON 252, and either ECON 255 or STAT 346

Enrollment Limit: 32

Enrollment Preferences: junior and senior economics majors only; this is a core course in the master's program at the CDE, so undergraduate enrollment is very limited and requires instructor's permission

Expected Class Size: 30-32

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

Attributes: GBST Economic Development Studies

Fall 2024

SEM Section: 01 TR 9:55 am - 11:10 am Quamrul H. Ashraf

ECON 502 (F) Statistics/Econometrics

This course focuses on basic methods of bringing economic theory and data together to provide empirical guidance for policy formulation, including use of computers in econometric analysis. This course covers techniques of econometric analysis using a moderate level of mathematical exposition.

Requirements/Evaluation: problem sets, group project, midterm exam, final exam.

Prerequisites: admission depends on previous background in statistics and mathematics

Enrollment Limit: 19

Enrollment Preferences: Limited to CDE students

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

Attributes: COGS Related Courses

Fall 2024

LEC Section: 01 TR 8:30 am - 9:45 am Susan Godlonton

ECON 503 (F) Statistics/Econometrics: Advanced Section

The course introduces students to the statistical methods used by economists, including those studying policy questions. The focus is on applications. Students will also work with Stata, a software widely used by economists.

Class Format: discussion

Requirements/Evaluation: problem sets, midterm exam, small project, and a final

Prerequisites: admission depends on previous background in statistics and mathematics

Enrollment Preferences: limited to CDE students

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

Fall 2024

SEM Section: 01 TR 8:30 am - 9:45 am Owen Ozier

ECON 504 (F) Public Economics in Developing Countries

This class is about microeconomic and empirical analysis of government expenditure programs in developing and transitional countries. It provides tools for understanding the effects of government policies, as well as a useful conceptual framework for analyzing normative questions such as "what role should government play in the economy" and "what is a good policy?" The course begins by considering the efficiency of market economies, and rationales for government intervention in the market, such as public goods, externalities, information-based market failures, imperfect competition, and equity. We also consider ways that human behavior might deviate from perfect rationality, and what that might imply for policy. Along the way, we apply these concepts to various examples of policy issues, including, among other things, the environment, education, health, infrastructure, security, social insurance, and aid to the poor. We then turn to the general question of how to make the government work better, addressing questions such as the following. When is it better to have the government own and produce things, and when is it better to privatize? What are the incentives of politicians and government employees, and how does the design of political and budgetary institutions affect the degree to which they serve the public interest? How should responsibilities be divided up between the central government and local governments, and what are the advantages and disadvantages of "decentralization?" What can be done to improve the delivery of basic services? For example, how might one address problems of corruption and absenteeism? Throughout the course, we consider examples of empirical research, and to facilitate this, we will occasionally introduce econometric tools that are particularly useful for microeconomic policy evaluation.

Class Format: discussion

Requirements/Evaluation: problem sets, one 10-page paper, a midterm, and a final exam

Prerequisites: ECON 110; in addition, an empirical methods course (POEC 253, ECON 255, 502 or 503, or STAT 346) must be taken before or

concurrently with this class; undergraduate enrollment limited and requires instructor's permission

Enrollment Limit: 35

Expected Class Size: 30-35

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Attributes: GBST Economic Development Studies POEC Depth POEC Skills

Fall 2024

SEM Section: 01 MWF 11:00 am - 12:15 pm Jon M. Bakija

ECON 505 (F) Developing Country Macroeconomics I: Theory

The macroeconomic structures of developing countries tend to be very different from those in high-income countries, and their macroeconomic policy environments also differ in important ways from those in rich countries. This course is intended to introduce students to a set of models that is particularly suitable for analyzing macroeconomic performance in developing countries, as well as to develop some analytical tools that help us understand why such countries have often experienced a variety of macroeconomic crises, including sovereign debt, currency, and banking crises.

Requirements/Evaluation: two hour tests and a comprehensive final exam

Prerequisites: ECON 251 and 252; undergraduate enrollment limited and requires instructor's permission

Enrollment Limit: 25

Expected Class Size: 20-25

Grading: yes pass/fail option, no fifth course option

Distributions: (D2)

Attributes: GBST Economic Development Studies

Fall 2024

LEC Section: 01 MWF 8:30 am - 9:45 am Peter J. Montiel

ECON 506 (F) Fundamentals of Developing Country Macroeconomics

This is a practically oriented course in macroeconomic theory and policy. Macroeconomics is the study of the economy's aggregate behavior, covering such topics as the determinants of output, employment, inflation, and the current account balance. The state of the economy affects everyone. As a result, macroeconomic issues play a central role in national and international debates. In this course, we will build a simple closed economy macro model suitable for analyzing macroeconomic policy. It will be extended to the open economy and the course will include discussions of key issues related to monetary, fiscal and exchange rate policies with a particular focus on developing and emerging economies.

Requirements/Evaluation: two hour tests and a comprehensive final exam

Prerequisites: none; enrollment limited to CDE students

Enrollment Limit: none

Enrollment Preferences: none

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

Fall 2024

LEC Section: 01 M 2:35 pm - 3:50 pm W 8:30 am - 9:45 am Andrew P. Powell

ECON 507 (S) Global Poverty and Economic Development (DPE)

Cross-listings: ENVI 234

Secondary Cross-listing

Why are some nations rich while other nations are poor, and what can be done to end global poverty and promote shared prosperity? This course explores the historical determinants of global poverty and inequality, and analyzes the range of policy options available to promote economic development and equalize opportunities. Drawing on research in development economics, development studies, political science, and anthropology, we seek to understand the factors that shaped the global economy and contributed to the cross-country income disparities observed today. In addition, we'll use the tools of modern empirical microeconomics to assess the possibilities for eliminating global poverty and underdevelopment in the future. Undergraduate students will receive 200-level credit and should not register at the 500-level.

Class Format: discussion

Requirements/Evaluation: class discussion, short written assignments and/or empirical exercises, in-class quizzes and exams

Prerequisites: one economics course or permission of instructor

Enrollment Limit: 25

Enrollment Preferences: first-year and sophomore students

Expected Class Size: 25

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ECON 204(D2) ECON 507(D2) ENVI 234(D2)

Difference, Power, and Equity Notes: This course provides a setting for students to learn about the causes and consequences of poverty in developing countries. It requires students to engage with questions of political and economic power, stressing attentiveness to how market relationships may not generate welfare-maximizing opportunities for poor and marginalized populations. The course builds analytical and empirical skills for diagnosing and addressing constraints on economic development.

Attributes: ENVI Environmental Policy GBST African Studies GBST Economic Development Studies POEC Comparative POEC/Public Policy Courses

Not offered current academic year

ECON 508 (S)(S) Skills for a Modern Economy and How to Pay for Them

Skills are a major driver of economic growth. The skills gap between rich and poor countries explains many of their income differences. The skills gap is a determinant of structural change, the process by which economies grow certain sectors (like manufacturing and services) and shrink others (like agriculture) in the process of achieving high-income country status and reducing poverty. The skills gap both affects and is affected by every other aspect of the economy: agricultural productivity, health, poverty rates, and fiscal capacity. This course will examine the economic policies that are essential for nations to upgrade the skills of their workforce, including the fiscal policies to finance those investments. The course will also explore complementary economic policies--in areas from labor markets to agriculture to healthcare--that allow maximum returns to skills investments.

Class Format: Students will meet the professor in pairs, approximately one hour each week.

Requirements/Evaluation: During a typical week one student in the pair will write a short paper, and the other will respond. The following week the roles will be reversed. Evaluation will be based on the papers written as well as the responses.

Prerequisites: For CDE Fellows: fall semester courses. For undergraduates: Econ 251, Econ 252, and Econ 255, or permission of instructor.

Enrollment Limit: 10

Enrollment Preferences: CDE Fellows, Economics majors.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

Attributes: POEC Depth POEC Skills

Not offered current academic year

ECON 510 (S) Financial Development and Regulation

Cross-listings:

Primary Cross-listing

This course focuses on the financial system in developing countries and its role in economic development and stability. From both theoretical and applied perspectives, we will investigate the implications of financial development on economic development & growth, income inequality, and short-term fluctuations. We will also explore the dynamics that shape the institutions of a society's financial structure and study the complexities of financial policy design. Throughout the course, a variety of tools of modern economics will be considered, such as theory-based quantitative structural methods, reduced form empirics, and field experiments, and we will study the consequences of finance on economic well-being. The first part of the course focuses on the functions of finance, how it contributes to growth and poverty alleviation, and what can be done to increase financial inclusion. What are the key parts of the infrastructure that are needed to improve access to financial services, including via 'fintech,' which is taking off in many developing countries? The second part of the course will build upon the first part and investigate how imperfections in financial development could make developing countries susceptible to short-term stability issues. A key focus of the second part will be how to prevent or minimize crises, and we will analyze the government's role as regulator, supervisor, standard setter, contract enforcer, and owner.

Class Format: discussion

Requirements/Evaluation: Midterm, team assignment and formal in-class debates, and a final research paper.

Prerequisites: For undergraduates, Econ 110, 120, and POEC 253 or ECON 255; undergraduate enrollment limited and requires instructor's permission

Enrollment Limit: 20

Enrollment Preferences: CDE students, as well as undergraduates interested in the role of the financial system in low and middle-income countries.

Expected Class Size: 20

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ECON 352(D2) ECON 510(D2)

Attributes: GBST Economic Development Studies POEC Depth POEC Skills

Spring 2025

LEC Section: 01 MR 1:10 pm - 2:25 pm Burak Uras

ECON 514 (S) Tax Policy in Global Perspective (QFR)

Cross-listings:

Primary Cross-listing

Government policy is important for economic development. To finance their policies, governments must build the fiscal capacity to implement a tax system. In turn, fiscal capacity--the ability for the government to raise revenue--depends on economic development. This endogeneity between fiscal capacity and economic development creates challenges for tax policy in developing countries. Given these challenges, what types of taxes should countries use to raise revenues? How can governments build the fiscal capacity to generate revenue to finance critical services? This class explores tax policy from a global and comparative perspective. Because most students will be CDE fellows, we will emphasize tax policy issues, examples, and evidence that are pertinent to developing countries. However, many tax policy lessons are universal so we will also learn about tax policies in developed countries, especially issues relevant for transnational transactions. Topics addressed include: how economic principles can be applied to the efficiency and equity consequences of tax policies; how personal income taxes, corporate income taxes, and value-added taxes are designed and administered and how they influence the economy; ideas for fundamental tax reforms; the debate over progressive taxes versus "flat" taxes; how taxes affect incentives to save and invest; how market failures and administrative problems may influence the optimality of tax policy; the implications of global capital flows and corporate tax avoidance for tax policy; tax holidays and other special tax incentives for investment; empirical evidence on the influence of taxes on foreign direct investment, labor supply, and tax evasion; tax policy towards natural resources such as minerals and oil; case studies of efforts to reform tax administration and reduce tax evasion and corruption; taxes on land and property; taxes on imports and exports; presumptive taxation; and the informal economy and its implications for tax policy.

Requirements/Evaluation: midterm exam, several problem sets, two 10-page essays

Prerequisites: one public economics course or microeconomics course (ECON 504 or ECON 110), and one empirical methods course (POEC 253 or ECON 255, 502, or 503); students who have previously taken ECON 351 will not be enrolled

Enrollment Limit: 19

Enrollment Preferences: CDE students, but undergraduates with the prerequisites are welcome

Expected Class Size: 15-19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

ECON 389(D2) ECON 514(D2)

Quantitative/Formal Reasoning Notes: The course builds on other QFR Reasoning econ classes.

Attributes: POEC Depth POEC Skills

Spring 2025

SEM Section: 01 MR 2:35 pm - 3:50 pm Jon M. Bakija

ECON 515 (S) Developing Country Macroeconomics II: Institutions and Policy Regimes

Cross-listings:

Primary Cross-listing

Developing countries must confront a number of macroeconomic challenges that industrialized countries do not have to contend with: exchange rate volatility, large capital flows and commodity price fluctuations, for example. Building on ECON 505, this course examines these issues from both theoretical and empirical standpoints. The focus will be on the design of monetary, fiscal and exchange rate policies and institutions to enhance macroeconomic stability, and create an environment conducive to growth.

Requirements/Evaluation: two midterms and a final project

Prerequisites: ECON 505 or 506; undergraduate enrollment limited and requires instructor's permission

Enrollment Limit: none

Enrollment Preferences: none

Expected Class Size: 25-30

Grading: yes pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ECON 515(D2) ECON 359(D2)

Attributes: GBST Economic Development Studies

Spring 2025

SEM Section: 01 TR 8:30 am - 9:45 am Bumsoo Kim

ECON 516 (S) International Trade and Development

Cross-listings:

Primary Cross-listing

This course will examine the causes and consequences of globalization and its implications for less-developed countries. We will study the classic models of international trade and discuss the empirical relevance of these theories. In addition, we will focus on other dimensions of globalization that are of particular importance to developing countries such as trade and education, emigration, brain drain, remittances, foreign direct investment, trade policies, infant industry protection, trade and growth, the resource curse, and trade agreements.

Class Format: discussion

Requirements/Evaluation: problem sets, midterm, presentation, and final

Prerequisites: ECON 251 and ECON 255; undergraduate enrollment limited and requires instructor's permission

Enrollment Limit: 19

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ECON 516(D2) ECON 366(D2)

Attributes: GBST Economic Development Studies POEC Depth

Spring 2025

SEM Section: 01 TR 11:20 am - 12:35 pm Will Olney

ECON 522 (S) Economics of Climate Change (QFR)

Cross-listings: CAOS 387

Secondary Cross-listing

This course introduces the economic view of climate change, including both theory and empirical evidence. Given the substantial changes implied by the current stock of greenhouse gases (GHGs) in the atmosphere, we will begin by looking at impacts on agriculture, health, income, and migration. We will consider the distribution of climate damages across poor and wealthy people, both within and across countries. Next we will study adaptation, including capital investments and behavioral changes. We will examine the sources of climate change, especially electricity generation and transportation, and think about optimal policies. Throughout the course we will discuss the limits of the economic approach, pointing out normative questions on which economic theory provides little guidance.

Requirements/Evaluation: problem sets, midterm, group presentation, final exam

Prerequisites: ECON 251, familiarity with statistics

Enrollment Limit: 25

Enrollment Preferences: Junior/Senior Economics majors and CDE fellows

Expected Class Size: 25

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

CAOS 387(D2) ECON 387(D2) ECON 522(D2)

Quantitative/Formal Reasoning Notes: The course involves simple calculus-based theory and applied statistics.

Attributes: ENVI Environmental Policy MAST Interdepartmental Electives POEC Comparative POEC/Public Policy Courses

Not offered current academic year

ECON 523 (S) Program Evaluation for International Development

Cross-listings:

Primary Cross-listing

Development organizations face strict competition for scarce resources. Both public and private organizations are under increasing pressure to use rigorous program evaluation in order to justify funding for their programs and to design more effective programs. This course is an introduction to evaluation methodology and the tools available to development practitioners, drawing on examples from developing countries. It will cover a wide range of evaluation techniques and discuss the advantages and disadvantages of each. The course is a mix of applied econometrics and practical applications covering implementation, analysis, and interpretation. You will learn to be a critical reader of evaluations, and to develop your own plan to evaluate an existing program of your choice.

Requirements/Evaluation: Empirical exercises, exams, writing assignments, and collaborative projects

Prerequisites: one public economics course or microeconomics course (ECON 504 or ECON 110), and one empirical methods course (POEC 253 or ECON 255, 502, or 503)

Enrollment Limit: 20

Enrollment Preferences: CDE Students, but undergraduates with the prerequisites are welcome

Expected Class Size: 20

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ECON 523(D2) ECON 379(D2)

Attributes: PHLH Methods in Public Health POEC Depth POEC Skills

Spring 2025

SEM Section: 01 MWF 11:00 am - 12:15 pm Pamela Jakiela

ECON 524 (S) Advanced Methods for Causal Inference

Cross-listings:

Secondary Cross-listing

How do we estimate the causal effect of a policy on an outcome? Building on a basic understanding of econometrics and statistics, this methodology course will take students through several applied microeconomic techniques for answering this question. Students will be expected to use statistical software throughout, as we explore the inner workings of these methods and the assumptions required for them to deliver credible estimates. We will discuss the randomized trial and its variants, then cover difference-in-difference, regression discontinuity, and instrumental variables. We will discuss historical roots of modern methods, and will explore newer alternatives to the most commonly used kinds of statistical tests.

Class Format: Students will work on laptops in class. Students without laptops should borrow them from the library. Some prior knowledge of either Stata, R, Matlab, or other mathematical/statistical software is essential.

Requirements/Evaluation: Grades are principally based on problem sets, participation in the in-class activities, one in-class exam, and a final replication project.

Prerequisites: Econ 251 and either Econ 255 or Stat 346. CDE Fellows should have taken ECON 502 or 503.

Enrollment Limit: 19

Enrollment Preferences: Junior and senior Economics majors. CDE Fellows require the instructor's permission.

Expected Class Size: 19

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ECON 524(D2) ECON 474(D2)

Spring 2025

SEM Section: 01 TF 1:10 pm - 2:25 pm Owen Ozier

ECON 532 (S) Inclusive Growth and Crisis Response: The Role of Social Protection Systems

Cross-listings:

Primary Cross-listing

Over the past three decades, developing countries have increasingly expanded social protection systems to tackle poverty and vulnerability while promoting inclusive social development and equitable economic growth. These systems provide pro-poor policy instruments that can balance trade and labor market reforms, fiscal adjustments (such as reduced general subsidies) and other economic policies aimed at enabling better market performance. In addition, social protection systems help vulnerable people to cope with shocks to their livelihoods, promoting resilience, human capital development and sometimes high-return risk-taking. In times of crisis, these systems are more important than ever. From March to June 2020, the World Bank identified 195 countries that have adapted and expanded their social protection systems to respond to the COVID-19 pandemic. This tutorial offers the opportunity to explore how shock-responsive social protection systems can better enable developing countries to respond to global and local shocks in a manner that minimizes the medium- to long-term costs of the resulting crises. The tutorial examines how developing countries build social protection systems to tackle poverty, vulnerability and social exclusion that result from global and local shocks. Topics include how the design and implementation of effective interventions both respond to crises and strengthen long-term developmental outcomes. The tutorial focuses on country responses to the COVID-19 pandemic as both a relevant case study and an example of the kinds of global crises to which national social

protection systems must be able to respond in the future.

Requirements/Evaluation: Students will write five papers during the term, and will prepare and deliver formal comments on five papers written by other students

Prerequisites: ECON 251 or ECON 252

Enrollment Limit: 10

Enrollment Preferences: CDE Fellows; Junior and senior Economics majors at instructor's discretion.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ECON 532(D2) ECON 375(D2)

Spring 2025

TUT Section: T1 TBA Michael Samson

ECON 538 (S) Resilience and Macroeconomic Policy

Despite tremendous improvements in combating global hunger and child mortality, an increasing number of the world's population continue to live in fragile conditions, buffeted by climate change, conflict, forced migration, weak governance, and state inability to deliver basic services to its citizens. Setting macroeconomic policy is difficult in such countries. Not only are decisions affected by policymakers' distorted incentives and governments' internal conflicts, fragility also weakens policy transmission mechanisms and constrains policy spaces. This course aims at identifying the causes and consequences of fragility and at discussing how policies should be changed to enhance resilience in such countries. The course will, first, look into the definition and characteristics of fragility, its numerical representation, and its causes and main consequences. The course will also highlight how policy is made in states of fragility, in particular, fiscal policy, monetary policy, exchange rate policy, export promotion policy, etc.), as well as consider policy interactions. Finally, the course will focus on efforts to mitigate fragility and enhance resilience in such countries, including the role of structural policies and that of international financial institutions.

Requirements/Evaluation: Students will write 5-6 papers during the term, and will prepare and deliver formal comments on 5-6 papers written by other students. The required text is "Macroeconomic Policy in Fragile States," edited by Ralph Chami, Raphael Espinoza, and Peter Montiel, 2021, OUP.

Prerequisites: ECON 252 and ECON 255

Enrollment Limit: 10

Enrollment Preferences: Economics majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

Attributes: POEC Depth

Not offered current academic year

ECON 539 (S) Debt Sustainability

The stock of government debt has skyrocketed in many countries. At the same time, interest rates have risen as global central banks have sought to tame inflation, generating concerns about the sustainability of public debt, especially in many lower-income and emerging market economies. What does fiscal/debt sustainability mean, and what are the implications of high public debt for growth and stability? How do the IMF and other institutions assess a country's public debt sustainability? How does uncertainty factor into these assessments, and what special considerations are relevant for natural resource exporters? How have governments sought to bring down high levels of debt, or to prevent excessive debt levels from arising in the first place? Do these approaches need to be modified to account for the impact of COVID on debt stocks? How will demographic developments and climate change affect debt sustainability? By addressing these questions, the course will seek a nuanced understanding of the role of public debt in the economy and its benefits and risks.

Class Format: Students will meet the professor in pairs, approximately one hour each week.

Requirements/Evaluation: During a typical week one student in the pair will write a short paper, and the other will respond. The following week the roles will be reversed. Evaluation will be based on the papers written as well as the responses.

Prerequisites: For CDE Fellows: fall semester courses. For undergraduates: Econ 251, Econ 252, and Econ 255, or permission of instructor.

Enrollment Limit: 10

Enrollment Preferences: CDE Fellows, Economics majors.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

Not offered current academic year

ECON 540 (F)(S) Research Studies

In this course, each Fellow carries out an individual research study on a topic in which they have particular interest, usually related to one of the three seminars. The approach and results of the study are reported in a major paper. Research studies are analytical rather than descriptive and in nearly all cases include quantitative analyses. Often the topic is a specific policy problem in a Fellow's own country.

Class Format: research

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Fall 2024

IND Section: 01 TBA Quamrul H. Ashraf

Spring 2025

IND Section: 01 TBA Quamrul H. Ashraf

ECON 545 (S) Growth Diagnostics (QFR)

Cross-listings:

Secondary Cross-listing

Evidence from across the developing world suggests that the "binding constraints" to economic growth can be remarkably heterogeneous--i.e., the growth potential of stagnating or underperforming economies may be unlocked in a large variety of ways. For instance, pre-reform China had been constrained by poor supply incentives in agriculture, whereas Brazil has been held back by an inadequate supply of credit, South Africa by poor employment incentives in manufacturing, El Salvador by insufficient production incentives in tradables, Zimbabwe by bad governance, and so forth. How can developing-country policymakers determine country-specific constraints like these, thus enabling them to pragmatically pursue a selected set of growth-promoting policies rather than attempting to implement a "laundry list" of reforms that are naively based on "best practice" rules-of-thumb? This course will serve as a primer on "growth diagnostics," an empirically-driven analytical framework for identifying the most binding constraints to economic growth in a given country at a point in time, thereby allowing policymakers to develop well-targeted reforms for relaxing these constraints while being cognizant of the nation's prevailing economic, political, and social context. The course will first build on the basic theories and empirics of economic growth to elucidate the diagnostic framework and will then employ a wide range of country-specific case studies to demonstrate how the framework can be operationalized for policy making. Throughout the semester, students will be required to work in groups, each representing a given developing or emerging-market economy, in order to build a growth diagnostic for their group's assigned country by the end of the course.

Requirements/Evaluation: extensive class participation, several short (5-page) reports, a final group project comprising a country growth diagnostic, and a final group presentation on the diagnostic

Prerequisites: for undergraduates ECON 251, ECON 252, and either ECON 255 or STAT 346

Enrollment Limit: 19

Enrollment Preferences: CDE fellows and senior Economics majors

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

ECON 345(D2) ECON 545(D2)

Quantitative/Formal Reasoning Notes: The course material will be draw heavily on mathematical and statistical models of economic growth and macroeconomic development, and students will be required to routinely develop mathematical models and/or conduct econometric analysis in their assignments.

Spring 2025

SEM Section: 01 TR 9:55 am - 11:10 am Quamrul H. Ashraf

ECON 548 (S) Human Capital and Development

Cross-listings:

Secondary Cross-listing

Children around the world face unequal opportunities to attend school, and to learn. This course will introduce students to economic studies of education, focusing on pre-school through high school. The course will mainly cover research in low-income and middle-income countries, but will also discuss connections to policy debates in the United States and elsewhere. Topics will include the importance of early-life conditions and investments; the connections between health and education; the roles of information, incentives, inputs, and technology; research methods; and decisions between policy options. Students in this course will analyze data themselves, and will critically read published research.

Requirements/Evaluation: Grades are principally based on readings questions, problem sets, two in-class exams, and short presentations by students.

Prerequisites: ECON 255, POEC 253, STAT 346, or permission of the instructor. CDE Fellows should have taken ECON 502 or 503.

Enrollment Limit: 20

Enrollment Preferences: Economics majors and CDE Fellows

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ECON 348(D2) ECON 548(D2)

Attributes: GBST Economic Development Studies POEC Comparative POEC/Public Policy Courses

Not offered current academic year

ECON 571 (S) Global Health Policy Challenges

Cross-listings:

Secondary Cross-listing

Poor health is both a cause and a consequence of poverty. It can trap individuals in poverty and reduce aggregate economic growth. This course will be structured around major global health challenges, including maternal health, infectious diseases (e.g. HIV/AIDS, tuberculosis, COVID), neglected tropical diseases (e.g malaria, dengue, Ebola), nutritional deficiencies, and mental health. We will focus primarily, but not exclusively, on health in low-income countries in this course. Students will read papers and conducted empirical assignments related to the various topics, as well as develop their own research idea during the semester related to one of the topics covered.

Requirements/Evaluation: empirical problem sets, a short paper and a substantive research paper that includes some analysis of existing data

Prerequisites: ECON 251 and (POEC 253 or ECON 255 or STAT 346) or permission of instructor

Enrollment Limit: 25

Enrollment Preferences: juniors and sophomores

Expected Class Size: 25

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ECON 381(D2) ECON 571(D2)

Attributes: PHLH Decision-Making by Institutions + Individuals POEC Depth POEC Skills

Spring 2025

LEC Section: 01 W 7:00 pm - 9:40 pm Susan Godlonton

Winter Study -----

ECON 23 (W) Investing With Purpose: The planning and practice of endowment investing

Are you eager to learn about investing? Or perhaps you are interested in non-profits and want to understand how endowments support their mission? Maybe you've thought about a potential career in finance, but want to know the difference between asset management and investment banking? ECON 23 is open to students of all majors and backgrounds; students with no prior experience are welcome and encouraged to apply. ECON 23 is designed to introduce students to investing and equip students with key industry knowledge and skills. The course is taught by members of the Williams College Investment Office, which oversee the college's \$3.5 billion endowment. We'll start with an introduction to the role that the endowment plays in supporting the college's mission. Next, the course will cover different investment assets including equity, hedge funds, venture capital, private equity, fixed income, and impact investing. Students will receive a brief overview of accounting and will have the opportunity to learn about different career paths in finance. Through discussions, readings, and a group case study, students will apply skills learned. Students will learn from practicing investment professionals through guest speakers and will gain practical skills in Microsoft Excel through training and project work. The course will conclude with a required trip to Boston, where the class will spend the day with the Investment Office team and network with Williams alumni working in endowment management, private equity, consulting, and more. The course is open to first-years, sophomores, and juniors. To apply, please email investmentoffice@williams.edu by 11:59 PM ET on Sunday, October 22, 2023 your resume and a brief personal statement discussing how your background and curiosity inform your interest in this course and what you hope to gain from it. For students without a resume prepared, ensure your personal statement contains relevant information you wish to convey.

Requirements/Evaluation: Evaluation is based on class attendance, participation, and completion of assignments, which include required readings, weekly journal reflections, Excel assignments, a financial statements analysis, and a group case study. Additionally, students are required to attend a day-long trip to Boston to meet with the Investment Office team and guest speakers.

Prerequisites: None

Enrollment Limit: 20

Enrollment Preferences: First-years, sophomores, and juniors

Expected Class Size: NA

Grading: pass/fail only

Unit Notes: Morgan Kochard is an Associate Director at the Williams College Investment Office, focusing on global long equity, venture capital, buyouts and real estate. Previously, she held investing roles at the UCSF investment office and Cambridge Associates. Abigail Wattleley serves as Deputy Chief Investment Officer for Williams College. Previously, she was a Senior Consulting Associate at Cambridge Associates. She holds an M.B.A. from Harvard Business School and a B.A. in Economics from Williams College.

Attributes: STUX Winter Study Student Exploration

Not offered current academic year

ECON 26 (W) Micro-Simulation Modeling for Ex Ante Policy Analysis

Cross-listings:

Secondary Cross-listing

Micro-simulation modeling provides one of the most powerful tools for ex ante evidence-based analysis of economic and social policy interventions. Rooted in representative household surveys of a country's population, the models provide a picture of poverty, employment, consumption and income levels throughout the country. A micro-simulation model enables researchers to investigate the impact of existing economic and social policy interventions (such as tax and public benefit interventions) on income levels, poverty, inequality and other outcomes. In addition, researchers are able to simulate the impact and estimate the cost of new policy interventions. During this course, students will learn to apply these methods to analyze public policies and interpret the findings. The course examines measurement issues, analytical tools and their application to household survey data for a range of developing countries. The course also links the outcomes of the analysis with the challenges of policy implementation, exploring how the

political environment and/or institutional setting may result in the implementation of second-best options. This is a hands-on modeling course, and students will build a micro-simulation model for a country of their choice and use this model in completing the course requirements. The course will employ Excel, Stata and advanced micro-simulation packages. The final requirement for the course is a policy paper that provides students with an opportunity to write accessible prose that communicates the methodology adopted and the key lessons of the analysis

Requirements/Evaluation: two 10-page papers and final project and presentation

Prerequisites: Fall semester CDE courses for CDE fellows

Enrollment Limit: 10

Enrollment Preferences: CDE Fellows; undergraduate enrollment at the discretion of the instructor.

Expected Class Size: NA

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ECON 52(D2) ECON 26(D2)

Attributes: EXPE Experiential Education Courses STUX Winter Study Student Exploration

Not offered current academic year

ECON 29 (W) Infrastructure Policy in Developing Countries

Cross-listings:

Secondary Cross-listing

This is a CDE winter term course, open to undergraduates. Students will be introduced to policy-making challenges of infrastructure, with a focus on developing countries. Students will read and discuss case studies on how different countries have sought to address infrastructure challenges through policy interventions. Through these, students are expected to develop an appreciation for different elements of infrastructure policy, and how countries have succeeded - or not - in using policies to meet their development objectives. The course will touch on evolving energy technologies, different transportation sectors, public-private partnerships, infrastructure financing and the impacts of climate change. The course approach is applied political economy as opposed to theory, and there are no prerequisites. Case examples will be drawn from a range of developing countries, covering Latin America, Africa, the Middle East and Asia. Students are expected to participate actively in class discussions, and will write a paper and deliver a team presentation on ways in which infrastructure challenges can be approached in a country of their choosing.

Requirements/Evaluation: Paper(s) or report(s); Presentation(s); Other: Class participation

Prerequisites: None

Enrollment Limit: 10

Enrollment Preferences: Interest in the topic.

Expected Class Size: NA

Grading: no pass/fail option, no fifth course option

Unit Notes: The instructor is the former Global Director of Infrastructure at the World Bank Group's International Financial Corporation. He has over three decades of experience in economic development, and teaches, consults, and writes about infrastructure.

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ECON 51(D2) ECON 29(D2)

Attributes: STUX Winter Study Student Exploration

Not offered current academic year

ECON 30 (W) Honors Project: Economics

The "Specialization Route" to the degree with Honors in Economics requires that each candidate take an Honors Winter Study Project in January of their senior year. Students who wish to begin their honors work in January should submit a detailed proposal. Decisions on admission to the Honors WSP will be made in the fall. Information on the procedures will be mailed to senior majors in economics early in the fall semester. Seniors who wish to apply for admission to the Honors WSP and thereby to the Honors Program should register for this WSP as their first choice. Some seniors will have begun honors work in the fall and wish to complete it in the WSP. They will be admitted to the WSP if they have made satisfactory progress. They

should register for this WSP as their first choice.

Class Format: honors project

Grading: pass/fail only

Not offered current academic year

ECON 31 (W) Honors Thesis: Economics

To be taken by students participating in year-long thesis research Economics 493-494.

Class Format: thesis

Grading: pass/fail only

Not offered current academic year

ECON 32 (W) The Fun of Fundraising

According to the National Center for Charitable Statistics, there are 1.5 million non-profit organizations registered in the U.S., and each of those organizations needs to actively fundraise in order to sustain their operations. Each year, hundreds of billions of dollars are contributed to charities from donors across the U.S. What is it that makes people want to give? What do donors consider when choosing what organizations to support? What type of an impact do individuals want to make through their philanthropy? This class will examine these questions and more through case studies, conversations with non-profit leaders and board members, and philanthropists. Students will gain a basic understanding of a non-profit financial model and how non-profits can demonstrate impact to existing and potential donors, as well as the different ways in which fundraising can actually be fun and can inform a potential career in the non-profit sector. Much of the course reading will involve actual fundraising materials and collateral, including appeals, brochures, grant applications, and stewardship reports. Final projects will give students the opportunity to try their own hand at creation of stewardship or solicitation pieces, potentially in partnership with/for the benefit of a local non-profit. In addition to regular course meetings, occasional meetings with non-profit leaders or donors may be required; whenever possible (based on the schedule of the guest speaker), these will be scheduled during the day, and any evening events would be optional.

Requirements/Evaluation: Paper(s) or report(s); Presentation(s)

Prerequisites: None

Enrollment Limit: 20

Enrollment Preferences: Seniors receive priority; then by personal statement of interest

Expected Class Size: NA

Grading: pass/fail only

Unit Notes: Ryan Ford '09 has fifteen years experience in higher education supporting alumni engagement and philanthropy. He is currently Director of Milestone Reunion Programs at Williams after previously working at Dartmouth, Harvard, and non-profit setting.

Attributes: EXPE Experiential Education Courses STUX Winter Study Student Exploration

Not offered current academic year

ECON 34 (W) Data for Development

Cross-listings:

Secondary Cross-listing

Recently we have experienced an explosion in publicly available data sources that can be helpful to inform development research. This course is designed to provide hands-on experience using microeconomic data to assess trends in key indicators used to measure progress towards the sustainable development goals. The course will build students' skills in finding, accessing and using various data sources. It will also expose students to the range of new types of data for development. Students will build skills in data cleaning, data manipulation and data visualization techniques. The course will use Stata, and most of the course will involve hands-on in-class data workshops, interspersed with some lectures and readings. Each student will focus on a low- or middle-income country of their choice and produce a policy report using the data skills acquired during the course.

Requirements/Evaluation: Short paper and final project or presentation

Prerequisites: CDE students need to have completed their fall semester core classes. Undergrad students need to have taken STAT 161 or equivalent.

Enrollment Limit: 15

Enrollment Preferences: CDE preference. Undergrad students can enroll at the discretion of the instructor.

Expected Class Size: NA

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ECON 34(D2) ECON 53(D2)

Attributes: STUX Winter Study Student Exploration

Not offered current academic year

ECON 51 (W) Infrastructure Policy in Developing Countries

Cross-listings:

Primary Cross-listing

This is a CDE winter term course, open to undergraduates. Students will be introduced to policy-making challenges of infrastructure, with a focus on developing countries. Students will read and discuss case studies on how different countries have sought to address infrastructure challenges through policy interventions. Through these, students are expected to develop an appreciation for different elements of infrastructure policy, and how countries have succeeded - or not - in using policies to meet their development objectives. The course will touch on evolving energy technologies, different transportation sectors, public-private partnerships, infrastructure financing and the impacts of climate change. The course approach is applied political economy as opposed to theory, and there are no prerequisites. Case examples will be drawn from a range of developing countries, covering Latin America, Africa, the Middle East and Asia. Students are expected to participate actively in class discussions, and will write a paper and deliver a team presentation on ways in which infrastructure challenges can be approached in a country of their choosing.

Requirements/Evaluation: Paper(s) or report(s); Presentation(s); Other: Class participation

Prerequisites: None

Enrollment Limit: 10

Enrollment Preferences: Interest in the topic.

Expected Class Size: NA

Grading: no pass/fail option, no fifth course option

Unit Notes: The instructor is the former Global Director of Infrastructure at the World Bank Group's International Financial Corporation. He has over three decades of experience in economic development, and teaches, consults, and writes about infrastructure.

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ECON 51(D2) ECON 29(D2)

Attributes: STUX Winter Study Student Exploration

Not offered current academic year

ECON 52 (W) Micro-Simulation Modeling for Ex Ante Policy Analysis

Cross-listings:

Primary Cross-listing

Micro-simulation modeling provides one of the most powerful tools for ex ante evidence-based analysis of economic and social policy interventions. Rooted in representative household surveys of a country's population, the models provide a picture of poverty, employment, consumption and income levels throughout the country. A micro-simulation model enables researchers to investigate the impact of existing economic and social policy interventions (such as tax and public benefit interventions) on income levels, poverty, inequality and other outcomes. In addition, researchers are able to simulate the impact and estimate the cost of new policy interventions. During this course, students will learn to apply these methods to analyze public policies and interpret the findings. The course examines measurement issues, analytical tools and their application to household survey data for a range of developing countries. The course also links the outcomes of the analysis with the challenges of policy implementation, exploring how the political environment and/or institutional setting may result in the implementation of second-best options. This is a hands-on modeling course, and students will build a micro-simulation model for a country of their choice and use this model in completing the course requirements. The course will employ Excel, Stata and advanced micro-simulation packages. The final requirement for the course is a policy paper that provides students with an

opportunity to write accessible prose that communicates the methodology adopted and the key lessons of the analysis

Requirements/Evaluation: two 10-page papers and final project and presentation

Prerequisites: Fall semester CDE courses for CDE fellows

Enrollment Limit: 10

Enrollment Preferences: CDE Fellows; undergraduate enrollment at the discretion of the instructor.

Expected Class Size: NA

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ECON 52(D2) ECON 26(D2)

Attributes: EXPE Experiential Education Courses STUX Winter Study Student Exploration

Not offered current academic year

ECON 53 (W) Data for Development

Cross-listings:

Primary Cross-listing

Recently we have experienced an explosion in publicly available data sources that can be helpful to inform development research. This course is designed to provide hands-on experience using microeconomic data to assess trends in key indicators used to measure progress towards the sustainable development goals. The course will build students' skills in finding, accessing and using various data sources. It will also expose students to the range of new types of data for development. Students will build skills in data cleaning, data manipulation and data visualization techniques. The course will use Stata, and most of the course will involve hands-on in-class data workshops, interspersed with some lectures and readings. Each student will focus on a low- or middle-income country of their choice and produce a policy report using the data skills acquired during the course.

Requirements/Evaluation: Short paper and final project or presentation

Prerequisites: CDE students need to have completed their fall semester core classes. Undergrad students need to have taken STAT 161 or equivalent.

Enrollment Limit: 15

Enrollment Preferences: CDE preference. Undergrad students can enroll at the discretion of the instructor.

Expected Class Size: NA

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ECON 34(D2) ECON 53(D2)

Attributes: STUX Winter Study Student Exploration

Not offered current academic year

ECON 55 (W) Monetary Policy in Emerging and Developing Economies

The goal of the class is to help you become an effective macroeconomic policy analyst. Specifically, you will acquire experience in obtaining, manipulating, and presenting macroeconomic data, learn how to effectively communicate economic ideas and analysis in writing, and hone oral presentation skills. The focus will be on four practical issues encountered in the formulation and implementation of monetary policy: (1) estimating monetary policy rules, (2) measuring potential output, (3) modeling inflation, and (4) understanding monetary policy transmission. The course will entail writing a case study in which you will use macroeconomic theory as a guide for interpreting macroeconomic data, and a policy memo in which you will make a case for a specific policy action based on sound theoretical and empirical analysis.

Requirements/Evaluation: 1 case-study; 1 policy memo

Prerequisites: CDE Students only, not open to undergraduate students

Enrollment Limit: 10

Enrollment Preferences: CDE Graduate students

Expected Class Size: N/A

Grading: no pass/fail option, no fifth course option

Not offered current academic year

ECON 99 (W) Independent Study: Economics

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period. Winter Study 99 projects sponsored by the economics department must adhere to a specific set of rules outlined on the economics department website at (<https://econ.williams.edu/major/economics-winter-study-99-guidelines/>). Please review these rules well in advance of the deadline.

Class Format: independent study

Requirements/Evaluation: 5 page paper on the economics literature relevant to the project is due at the beginning of the Winter Study period. For an internship, a final 10 page paper summarizing the findings of the internship and relating them explicitly to the issues discussed in the proposal is required at the end of the Winter Study period. Proposals for 99s other than internships must set out a clear schedule of work and means of evaluation. Unless compelling considerations argue otherwise, you should expect to include a paper as part of your work.

Prerequisites: ECON 110 or ECON 120, plus one economics course relevant to the project.

Enrollment Limit: NA

Enrollment Preferences: NA

Expected Class Size: NA

Grading: pass/fail only

Not offered current academic year

ENGLISH (Div I)

Chair: Associate Professor Gage McWeeny

- Alison A. Case, Dennis Meenan '54 Third Century Professor of English
- Paresh Chandra, Assistant Professor of English
- Cassandra J. Cleghorn, Chair and Senior Lecturer in American Studies and English; affiliated with: English, American Studies
- Kathryn Crim, Visiting Assistant Professor of English
- Ezra D. Feldman, Lecturer; affiliated with: English, Science & Technology Studies, Graduate Program in the History of Art
- Jessica M. Fisher, Associate Professor of English
- Stephen Fix, Robert G Scott '68 Professor of English; on leave 2023-2024
- Bethany Hicok, Lecturer in English
- Kathryn R. Kent, Professor of English & Chair of Women's, Gender and Sexuality Studies; affiliated with: English, Women, Gender & Sexuality Studies
- John E. Kleiner, Professor of English, Emeritus
- John K. Limon, John Hawley Roberts Professor of English
- Gage C. McWeeny, Chair and Professor of English
- Ruth Ozeki, Margaret Bundy Scott Distinguished Visiting Professor
- James L. Pethica, Senior Lecturer in English and Theatre; affiliated with: English, Theatre
- Bernard J. Rhie, Associate Professor of English; on leave Spring 2024
- Shawn J. Rosenheim, Professor of English
- Michael Sardo, Visiting Lecturer in English
- James R. Shepard, J. Leland Miller Professor of American History, Literature, and Eloquence
- Karen L. Shepard, Senior Lecturer in English
- Anita R. Sokolsky, Professor of English
- Christian Thorne, Professor of English
- Stephen J. Tifft, Professor of English
- Emily Vasiliauskas, Associate Professor of English; on leave 2023-2024
- Ricardo A Wilson, Associate Professor of English; affiliated with: English, American Studies; on leave 2023-2024

The study of English allows students to explore the critical role language and literature play in the shaping of human culture and social experience. Department courses cover a variety of national, regional, and diasporic literary traditions; acquaint students with a range of genres and cultural practices, including poetry, prose, drama, film, and mixed or emerging media; and employ a range of critical and methodological approaches. All foster skills of critical analysis, interpretation, and written argument and expression. By cultivating a sophisticated awareness of linguistic and literary representation, and by encouraging the ability to read critically and write persuasively, the English major provides students with intellectual and analytical skills that they can draw upon to follow a wide range of paths.

COURSES AND COURSE-NUMBERING

100-level Courses

At the introductory level, the department offers a range of writing-intensive 100-level courses which focus on interpretive skills as well as skills in writing and argumentation. All 100-level courses are designed primarily for first-year students, although they are open to interested sophomores, juniors, and seniors. A 100-level course is required for admission to most upper-level English courses, except in the case of students who have placed out of the introductory courses by receiving a score of 5 on the Advanced Placement examination in English Literature or of 6 or 7 on the Higher Level International Baccalaureate English exam.

200-level Courses

Most 200-level courses are designed primarily for qualified first-year students, sophomores, and junior and senior non-majors, but they are open to junior and senior majors and count as major courses. Several 200-level courses have no prerequisites; see individual descriptions for details. 200-level Gateway courses are designed for first- and second-year students who are considering becoming English majors, or who are interested in pursuing upper-level course work in the department. All Gateway courses are writing-intensive. First-year students who have placed out of the 100-level courses are encouraged to take a Gateway course as their introduction to the department.

300-level Courses

The majority of English Department courses are designed primarily for students who have some experience with textual analysis, and are open to sophomores, juniors, and seniors. First-year students who wish to enroll in a 300-level course are advised to consult the instructor.

400-level Courses

400-level courses are intensive, discussion-oriented classes. Limited to 15 students, 400-level courses should be attractive to any student interested in a course that emphasizes student initiated independent work. Majors considering Honors work and who wish to prepare for it are urged to take a 400-level course before senior year.

ADVISING

All students who wish to discuss English Department offerings are invited to see any faculty member or the department chair.

Prospective majors are particularly encouraged to discuss their interest with faculty as early as possible. In the spring of the sophomore year, newly declared majors must meet with a faculty member to discuss the Major Plan. Declared majors will be assigned a permanent advisor shortly after they declare the major.

MAJOR

Major Plan. Shortly after declaring the major, all English majors must complete a short written plan for how they intend to complete the major. In this plan, students should consider how they can most fruitfully explore the broad range of genres, historical periods, and national and cultural traditions that literature in English encompasses, and how they wish to focus upon a particular intellectual interest within English. Students are encouraged to begin discussing the Major Plan with a faculty member as soon as they become interested in the major; junior majors must meet with faculty advisors to revisit Major Plans as they register for courses. There will also be informational meetings and web resources available to assist new majors in developing the Major Plan.

Students majoring in English must take at least nine courses, including the following:

Any 100-level English class. Students exempted by the department from 100-level courses will substitute an elective course.

At least one 200-level Gateway course (grouped at the end of the 200-level course descriptions). Gateway courses are designed for first- and second-year students contemplating the major or intending to pursue more advanced work in the department; these courses focus on analytical writing skills while introducing students to critical methods and historical approaches that will prove fruitful as they pursue the major. (Note: a Gateway course can fulfill a Literary Histories or Criticism requirement as well as the Gateway requirement.)

At least one Criticism course (identified in parentheses at the end of the course description). A course fulfilling the criticism requirement entails a sustained and explicit reflection on problems of critical method, whether by engaging a range of critical approaches and their implications or by exploring a particular method, theorist, or critic in depth. (Please note that when a Criticism course is also listed as satisfying the Literary Histories requirement, the course may be used to satisfy either requirement, but not both.)

At least three courses at the 300-level or above.

At least three courses designated as Literary Histories. Literary Histories courses concern the emergence or development of a specific literary tradition or problem and/or its transformation across multiple historical periods. Literary Histories are identified by LH-A, LH-B, or LH-C in parentheses at the end of the course description.

LH-A: courses dealing primarily with literature written before 1800.

LH-B: courses dealing primarily with literature written before 1900 but not included in LH-A (courses on literature from 1800-1900 and some surveys).

LH-C: courses dealing primarily with literature written after 1900.

Of the three Literary Histories courses required for the major, at least two must focus on literature before 1900 (LH-A or LH-B), with at least one of these focusing primarily on literature before 1800 (LH-A).

For further clarification, please see the English Department website at english.williams.edu.

Courses Outside the Department

The department will give one elective course credit toward the major for a course taken in literature of a foreign language, whether the course is

taught in the original language or in translation. Such a course may not be used to satisfy the department's Literary Histories, Criticism, or Gateway requirements.

STUDY AWAY

Majors who plan to study abroad should be proactive in understanding how this will affect their plans for completing major requirements. Such plans should be discussed in advance with the student's advisor as well as the department's academic assistant. Approval of departmental credit for courses taken off-campus must be obtained in advance from the department chair.

FAQ

Students **MUST** contact departments/programs **BEFORE** assuming study away credit will be granted toward the major or concentration.

Can your department or program typically pre-approve courses for major/concentration credit?

Yes, in some cases, if appropriate course information is available in advance (e.g. syllabi and/or course descriptions), though students should be sure to contact the department.

What criteria will typically be used/required to determine whether a student may receive major/concentration credit for a course taken while on study away?

Course title and description, and complete syllabus including readings/assignments. In most cases we require syllabus, readings, and assignments. The one exception is the Oxford Program. We need only the title and description for that particular program.

Does your department/program place restrictions on the number of major/concentration credits that a student might earn through study away?

Yes, for most programs we allow only two electives towards the major. Again, the exception is the Oxford Program where we allow four.

Does your department/program place restrictions on the types of courses that can be awarded credit towards your major?

Yes.

Are there specific major requirements that cannot be fulfilled while on study away?

Yes, students cannot receive credit for the Gateway requirement. It is difficult to receive credit for our criticism requirement as well.

Are there specific major requirements in your department/program that students should be particularly aware of when weighing study away options? (Some examples might include a required course that is always taught in one semester, laboratory requirements.)

Yes. Students must be aware that if they do not take a Gateway before their study away they will have to do it when they come back. Likewise for our criticism requirement.

Give examples in which students thought or assumed that courses taken away would count toward the major or concentration and then learned they wouldn't:

This happens most often when the student does not come to see the Chair before they leave or if they change their plans once they are away at their program.

THE DEGREE WITH HONORS IN ENGLISH

The English Department offers three routes toward honors: a creative writing thesis, a critical thesis, and a critical specialization. Candidates for the program should have at least a 3.5 average in courses taken in English, but admission will not depend solely on course grades. Formal application to pursue honors must be made to the director of honors (Ricardo Wilson) by April of the junior year.

All routes require students to take a minimum of ten regular-semester courses (rather than the nine otherwise required for the major). Students doing a creative writing thesis must, by graduation, take at least nine regular semester courses, and, in addition, take English 497 (Honors Thesis) and English W31 (Senior Thesis, winter study) during senior year. Students writing a critical thesis must, by graduation, take at least eight regular-semester courses, and, in addition, take English 493 and English 494 (fall Honors Colloquium and spring Honors Thesis) and English W31 (Senior Thesis, winter study) during senior year. Students pursuing a critical specialization must, by graduation, take at least eight regular-semester courses, and in addition, take English 493 and English 494 (fall Honors Colloquium and spring Honors Thesis) and English W30 (Senior Thesis: Specialization Route, winter study) during senior year.

Creative Writing Thesis

The creative writing thesis is a significant body of (usually) fiction or poetry completed during the fall semester and winter study of the senior year, and usually including revised writing done in earlier semesters. (With permission of the honors committee, the thesis may be undertaken during the winter study period and the spring semester of the senior year.) Requirements for admission include outstanding work in an introductory and an advanced workshop (or, in exceptional cases, not including poetry or fiction, a substantial body of work in place of an advanced workshop), a recommendation from one of the creative writing teachers (who will then act as thesis advisor), and the approval of the departmental honors committee. A creative thesis begun in the fall is due on the last day of winter study; one begun in winter study is due the third Monday after spring

break. The methods of evaluation are identical to those for critical projects (but their page limits do not apply).

Critical Thesis

The critical thesis is a substantial critical essay written during both semesters as well as the winter study period of the senior year. It must consider critical and/or theoretical as well as literary texts. The thesis is normally about 15,000 words (45 pages); in no case should it be longer than 25,000 words (75 pages). The proposal, a 3-page description of the thesis project, should indicate the subject to be investigated and the arguments to be considered, along with a bibliography. The finished thesis is due on the third Monday following spring break. After the critical thesis has been completed, students publicly presents their work.

Critical Specialization

The critical specialization route is a series of forays into a broad area of interest related to work undertaken in at least two courses. At least one of these courses must be in the English Department, and both need to have been taken by the end of fall term in senior year. The specialization route entails: (1) a set of three 10-page essays which together advance a flexibly related set of arguments; (2) an annotated bibliography (5 pages) of secondary sources, explaining their importance to the area of specialization; (3) a meeting with the three faculty evaluators (one of whom is the advisor) during the last two weeks in February to discuss the trio of essays and the annotated bibliography; (4) a fourth essay of 12 pages, considering matters that arose during the faculty-student meeting and reflecting on the outcome of the specialization. The 3-page proposal for the specialization should specify the area and range of the study, the issues likely to be explored, and the methods to be used for their investigation. It should also describe the relation between previous course work and the specialization, and include a brief bibliography of secondary works. The first two papers are due by the end of fall semester; the third paper is due at the end of winter study; the bibliography is due mid-February; and the final paper is due the third Monday after spring break.

Applying to the Honors Program

All students who wish to apply to the honors program are required to consult with a prospective faculty advisor and the director of honors before April of the junior year. Prior to pre-registration in April, candidates for critical theses and specializations submit a 3-page proposal that includes an account of the proposed project and a bibliography. Students applying to creative writing honors submit a brief proposal describing the project they wish to pursue. Decisions regarding admission to the honors program will be made by the end of May. Admission to the honors program depends on the department's assessment of the qualifications of the student, the feasibility of the project, and the availability of an appropriate advisor.

When pre-registering for Fall classes of their senior year, students who are applying to critical honors should register for the Honors Colloquium as one of their four courses.

Progress and Evaluation of Honors

While grades for the fall and winter study terms are deferred until both the honors project and review process are completed, students must do satisfactory work to continue in the program. Should the student's work in the fall semester not meet this standard, the course will convert to a standard independent study (English 397), and the student will register for a regular winter study project. A student engaged in a year-long project must likewise perform satisfactorily in winter study (English W30 or W31) to enroll in English 494 in the spring semester. When such is not the case, the winter study course will be converted to an independent study "99."

Students are required to submit one electronic copy to the department academic assistant at pmalanga@williams.edu. Students should also give a final hard copy to their thesis advisor. Both the electronic copy and the hard copy are due on the dates applicable to the type of project pursued (see the above descriptions of each type of project for the due dates). All honors projects are evaluated by the advisor and two other faculty members. The colloquium director, in consultation with the advisor, gives the first semester grade, and the advisor determines the student's second semester grade in honors, while the two external readers recommend to the department that the project receive Highest Honors, Honors, or no Honors. Honors of any kind are contingent upon satisfactory completion of courses in the major during the senior year. Highest Honors are normally awarded only to students whose performance in both the honors program and regular courses in the major has been exceptional.

ENGL 102 (W) Representing US Childhoods

Childhood as it is understood today in the US is a relatively recent invention. In this course we will read works of literature, history, and cultural studies, as well as consider such mediums as art, films, podcasts and music, and analyze material culture (objects such as toys and clothing) associated with childhood and children in the U.S. Along the way, we will consider questions such as how childhood has emerged as a distinct stage of life; how definitions of childhood vary (or not) across differences such as race, gender, class; what places and spaces define childhood; how writers and artists contribute to constructing particular visions of childhood and what the resonances of these representations are; and what it means to "grow up." An emphasis will be placed on learning to analyze closely a variety of texts and objects.

Requirements/Evaluation: There will be at least three short (2-5 page) writing assignments; a revision of at least one of those papers; and a short

final reflection essay. As an intensive winter study, this class will require approximately 12-15 hours of in-person class time a week, as well as time outside of class on reading and writing assignments.

Prerequisites: permission of a dean

Enrollment Limit: 19

Enrollment Preferences: students who need to make up a deficiency

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Unit Notes: This course is designed to count for both full semester and Winter Study credit. Once a dean approves enrollment, the Registrar's Office will register students in both ENGL 102 and ENGL 41.

Distributions: (D1)

Not offered current academic year

ENGL 103 (W) The Art of the Undergraduate Essay (WS)

Writing papers for college courses feels different -- and, for most people, more challenging -- than writing papers in high school. No longer can you get away with papers written according to the old formula, "tell-'em-what-you're-going-to-tell-'em, tell 'em, tell-em-what-you-told-'em" formula. Professors now assume that you will design complex arguments supported by subtle evidence and in-depth analysis. In this course, we will study and practice the art of the college essay. We will work in three disciplines or fields: literature, interdisciplinary social studies, and visual art/film. At the end of this intensive course, you will feel comfortable answering the prompts and assignments in a wide range of courses. Readings will be relatively short; assignments will be frequent; drafts and revisions will be built into the curriculum.

Class Format: During the visual art unit, we may visit local museums. Drop-in office hours will be available several afternoons every week.

Requirements/Evaluation: attendance and active classroom participation (including occasional field trips); daily writing exercises and several short papers; regular one-on-one meetings with professor for writing critiques.

Prerequisites: permission of a dean

Enrollment Limit: 12

Enrollment Preferences: students who need to make up a deficiency

Expected Class Size: NA

Grading: no pass/fail option, no fifth course option

Unit Notes: This course is designed to count for both full semester and Winter Study credit. Once a dean approves enrollment, the Registrar's Office will register students in ENGL 103 and ENGL 42.

Distributions: (D1) (WS)

Writing Skills Notes: This in-person class will include regular time for writing with plenty of feedback during the drafting process.

Attributes: ENGL Criticism Courses

Not offered current academic year

ENGL 104 (F) Borders, Migration, and the Literatures of Displacement (DPE) (WS)

In this course we will read literature that is about migration experiences, border-crossings, and various forms of colonial displacement. Our aim in reading such literature will be not merely to study the problem of borders, displacement, and forced migration from a top-down perspective (like that of the analyst who, for the best of reasons, seeks to understand an issue in order to resolve it); but to shift our own perspective away from a position that assumes that the problem is not truly ours in the first place to deal with. While the contemporary issue of global migration and its particular manifestations in and around the site of the U.S.-Mexico border will be a central component of this course, our readings will not be limited to texts that deal exclusively with the historical present or the U.S.-Mexico border alone. As such, readings will likely include work by figures such as: Américo Paredes, Gloria Anzaldúa, Jason De León, Carmen Boullosa, Héctor Tobar, Javier Zamora, Tayeb Salih, Karen Tei Yamashita, Amara Lakhous, and others.

Requirements/Evaluation: at least 20 pages of writing, regular homework assignments, class participation

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: first-year students who do not have a 5 on the AP and have not previously taken a 100-level English class

Expected Class Size: 19

Grading: no pass/fail option, yes fifth course option

Distributions: (D1) (DPE) (WS)

Writing Skills Notes: The instructor will provide written feedback on student work. Students will receive timely feedback on essay assignments with suggestions for improvement and will revise their essays.

Difference, Power, and Equity Notes: This course offers students the opportunity to think critically about the experiences of socially marginalized groups throughout the globe with a particular emphasis on the Latin American diaspora in the U.S. It emphasizes forms and experiences of displacement produced by the histories of European colonialism and U.S. imperialism.

Attributes: LATS Countries of Origin + Transnationalism Elect

Not offered current academic year

ENGL 105 (F) American Girlhoods (DPE) (WS)

Cross-listings: WGSS 105

Primary Cross-listing

The image of the girl has captivated North American writers, commentators, artists, and creators of popular culture for at least the last two centuries. What metaphors, styles of writing, ideas of "manners and morals" does literature about girls explore? What larger cultural and aesthetic concerns are girls made to represent? And how is girlhood articulated alongside and/or intertwined with other identities and identifications, such as race, ethnicity, class, and sexuality? These are some of the issues we will explore in this course.

Requirements/Evaluation: at least 20 pages of writing; short, more informal writing assignments; GLOW posts; class participation

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: first-year students who do not have a 5 on the AP and/or have not previously taken a 100-level English class

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 105(D2) ENGL 105(D1)

Writing Skills Notes: Students do at least 20 pages of writing (4-5 papers) and are required to revise several papers. We also devote significant class time to talking about successful academic writing. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: This course considers the construction of girlhood in the United States along the axes of race, gender, sexuality, class and more, and the literary history of who, in various moments in America, has even been allowed to claim the privileges of and/or be burdened with the idea of being a girl. It examines how girlhood is represented in relation to (in)equity and power and what kinds of literary and cultural forms writers utilize to illuminate these differences.

Fall 2024

SEM Section: 01 TF 2:35 pm - 3:50 pm Kathryn R. Kent

ENGL 107 (F) Temptation (WS)

Cross-listings: COMP 106

Primary Cross-listing

We want most those things we can't--or shouldn't--have. Or, to put it another way, it is when limitations are placed on our actions by law, religion, or the facts of our own biology that we experience desire most acutely. In this course, we will examine fictional narratives, lyric poems, and philosophical meditations in which people are tempted to act against their better judgement. Free will, ambition, temperance, suspense, despair, and repression will be our conceptual preoccupations. We will get to know such writers and artists as Homer, Euripides, Ovid, Augustine, Shakespeare, Donne, Milton, Laclos, Mozart, Freud, Frost, and Scorsese.

Requirements/Evaluation: Four five-page papers, in-class presentation, thoughtful participation in discussions

Prerequisites: None

Enrollment Limit: 19

Enrollment Preferences: First-year students who have not taken or placed out of a 100-level ENGL course

Expected Class Size: 19

Grading: no pass/fail option, yes fifth course option

Distributions: (D1) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 107(D1) COMP 106(D1)

Writing Skills Notes: Students will write four five-page papers, each of which will receive timely and extensive written feedback from the instructor. Students will be invited to discuss their papers with the instructor at the draft stage.

Fall 2024

SEM Section: 01 TR 9:55 am - 11:10 am Emily Vasiliauskas

SEM Section: 02 TR 11:20 am - 12:35 pm Emily Vasiliauskas

ENGL 108 (F)(S) Idleness & Insubordination: Literatures Against Work (WS)

Under the regime of idleness, to kill the time, which kills us second by second, there will be shows and theatrical performances always and always. --Paul Lafargue, "The Right to Be Lazy" What right do we have to stay in bed? To laze about in the heat of the day? What is the relationship between loafing and literary production? Departing from the ancient paradigm of otium (idleness, leisure, retirement) and negotium (work, service, activity), this course tracks the diversions and detours by which artists and writers have insisted on not keeping busy. We'll consider the possibilities and limits of idleness in the space of the household and on Wall Street; we'll read about people who literally wander and those who stay in place and say, "I prefer not to." Encountering Virgil's world-weary shepherd-songs, Shakespeare's colonial imaginary, and contemporary meditations on pastoral retreat, we'll ask after the difference between idleness as rest and idleness as protest. What poetic, narrative, and visual forms constitute an "idle aesthetic"? Alongside literature and a few films, we'll dip into a selection of theoretical essays that think about how repeated refusals to work can cultivate new subjectivities under capitalism. What forms of creativity and community are developed when we withhold our labors? How do such forms resist and remake the world? Our inquiry will likely include works by Nanni Balestrini, Zora Neale Hurston, June Jordan, Clarice Lispector, Herman Melville, Andrew Marvell, Arthur Rimbaud, Ed Roberson, Ousmane Sembène, Agnès Varda, among others.

Requirements/Evaluation: 4-5 papers, with revisions; a creative assignment. Regular discussion posts, self-reflections, and annotation/journal-entries. Two conferences with instructor.

Prerequisites: None

Enrollment Limit: 19

Enrollment Preferences: first-year students who have not taken or placed out of a 100-level ENGL course

Expected Class Size: 19

Grading: no pass/fail option, yes fifth course option

Distributions: (D1) (WS)

Writing Skills Notes: Students will produce at least 20 pages of polished writing across the semester. We'll devote class time regularly to discussing successful writing and revisions skills. Students will receive timely feedback on their assignments. As regular writing is part of an engaged reading practice, students will also be asked to do frequent short informal exercises (in class and out).

Fall 2024

SEM Section: 01 TR 8:30 am - 9:45 am Kathryn Crim

Spring 2025

SEM Section: 01 TR 8:30 am - 9:45 am Kathryn Crim

ENGL 109 (S) Narrating Change (DPE) (WS)

How do we narrate change? Change is radical (from radix, "root," thus pertaining to what is essential) when it alters how we experience, think, and act. If we change radically, and the structure of our experience is altered, how are we then to connect what comes before to what comes after? On the

other hand, if change does not cause such a transformation in the self, then how is it experienced? The works we will consider in this class will help us examine the ways human beings work through, think about, and represent change. The event of colonization will be our chief example and we will examine it through novels, critical theoretical works, and films that focus on Africa, South Asia and North America. Expect to encounter works by Chinua Achebe, Nadine Gordimer, Satyajit Ray, Saadat Hasan Manto, W.E.B. Du Bois and others.

Requirements/Evaluation: Four writing assignments, participation in classroom discussions and roundtables, and at least two individual conferences.

Prerequisites: no prerequisites

Enrollment Limit: 19

Enrollment Preferences: first-year students who do not have a 5 on the AP and/or have not previously taken a 100-level English class

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE) (WS)

Writing Skills Notes: Students will write more than 20 pages. They will receive extensive feedback on their writing from me and will revise and expand one essay. Texts read in class will also be examined as models for how to organize thought through writing.

Difference, Power, and Equity Notes: Almost all readings for this class require sustained engagement with questions of power, identity, and socioeconomic inequality.

Not offered current academic year

ENGL 112 (F) Introduction to Literary Criticism (WS)

What determines meaning? How we interpret is inevitably inflected by our own priorities and preoccupations, by the contexts in which we read, by literary and other conventions, and by the historical and personal circumstances of a work's composition, as well as deriving from the particular words of a text and from the mutable life of language itself. So how to go about the task of reading literature well? This course will focus on key introductory methods and critical approaches, and is intended to develop your skills in reading, writing about, discussing and interpreting literary texts. Our initial readings--mainly short fiction and poetry, along with selected introductory work in critical theory--will invite increased self-consciousness about literary form, the functions of criticism, and the process of reading and interpretation. In the last weeks of the course, we will address longer texts, including at least one play, one novel and one film.

Requirements/Evaluation: Four papers rising from 3-6 pages, regular Glow posts, and contribution to class discussions.

Prerequisites: None

Enrollment Limit: 19

Enrollment Preferences: First-year students who have not taken or placed out of a 100-level ENGL course

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (WS)

Writing Skills Notes: Four papers, rising from 3 pages for the first, to 6 pages for the last. Regular postings on Glow. Extensive written feedback on longer papers, plus the option of revision.

Fall 2024

SEM Section: 01 MR 1:10 pm - 2:25 pm James L. Pethica

ENGL 113 (F) The Feminist Poetry Movement (DPE) (WS)

Cross-listings: AMST 113 / WGSS 113

Primary Cross-listing

Feminist poetry and feminist politics were so integrated in the 1960s and 1970s in America that critical essays on poets, such as Adrienne Rich and Audre Lorde, appeared in the same handbook that listed such resources for women as rape crisis centers and health clinics. This course will map the crucial alliance between feminist politics (and its major cultural and political gains) and the feminist poetry movement that became a major "tool" for building, organizing, and theorizing second-wave feminism. In order to track this political and poetic revolution, we will take an interdisciplinary approach that brings together historical, critical, and literary documents (including archival ones) and visual products (through the Object Lab of the

Williams College Art Museum) that recreate the rich context of the period and help us consider the important social nature of aesthetic production. At the center of the course will be writings of major poets of the period, as well as anthologies and feminist periodicals that published their work and created a significant forum and shared space for women to articulate the politics and poetics of change. These periodicals and anthologies will also help us track the diversity of the feminist poetry movement and its intersection with issues of race, class, ethnicity, and sexuality. Ultimately, we will want to consider how poetry serves as an important tool for thinking through questions of power and injustice and what role it plays in creating necessary imaginative space in the world for expression, critique, and change.

Class Format: discussion, some lecture, project work in archives and art gallery

Requirements/Evaluation: two-three short analysis papers, creative (1-2 pages), curated final project (archival exhibit and digital project), presentations

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: first years

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 113(D2) ENGL 113(D1) WGSS 113(D2)

Writing Skills Notes: Writing skills taught through a series of assignments evenly spaced throughout the semester: two to three four-to-five-page graded papers, one creative assignment, and a final digital research project (8-10-page equivalent; peer reviewed). Students receive critical feedback on written assignments a week prior to due date through conferences and Google Docs and on final graded assignments within one week with sufficient time between assignments to improve the next assignment.

Difference, Power, and Equity Notes: The course examines the effects of class, race, ethnicity, gender, and sexuality on both poetry and the movement and how women negotiated their differences within the movement, as well as in response to the dominant patriarchal culture. This course employs critical tools (feminist theory, archival research, poetics, close reading, comparative approaches) to help students question and articulate the social injustices that led to the poetry and poetics of the Women's Liberation Movement.

Attributes: AMST Critical and Cultural Theory Electives ENGL Criticism Courses EXPE Experiential Education Courses WGSS Racial Sexual + Cultural Diversity Courses WGSS Theory Courses

Fall 2024

SEM Section: 01 TF 2:35 pm - 3:50 pm Bethany Hicok

ENGL 114 (F) Literary Speakers (WS)

The general purpose of this course is to develop students' skills as interpreters of poetry and short fiction. Its particular focus is on how--and with what effects--poets create the voices of their poems, and fiction writers create their narrators. We'll consider the ways in which literary speakers inform and entice, persuade and sometimes deceive, their audiences. Readings will include texts from various historical periods, with particular emphasis on twentieth-century writers (including works by James Joyce, Henry James, Vladimir Nabokov, Robert Frost, Toni Cade Bambara, Raymond Carver, and Seamus Heaney).

Requirements/Evaluation: 4 or 5 papers, of varying lengths, spaced throughout the term (about 15-20 pages total); detailed feedback will be provided on each paper, along with opportunities for revision. There will be no examinations in this course.

Prerequisites: None

Enrollment Limit: 19

Enrollment Preferences: first-year students and then sophomores who have not yet taken a 100-level course in English

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (WS)

Writing Skills Notes: There will be 4-5 papers assigned, spaced evenly throughout the term, ranging in length from 1-2 pages to about 5 pages. Detailed feedback will be provided on each paper. There will be opportunities for revisions, and for conferences before and after each paper. At least

two classes during the term will be specifically devoted to issues related to paper writing.

Not offered current academic year

ENGL 116 (F) The Remix: Adaptation and Revelation (WS)

This course explores the ideas of remaking and adaptation. We examine twentieth and twenty-first-century fiction, poetry, film, and hybrid texts that interact with subject matter stretching from Greek mythology to New World castaway stories to global pandemics. What is the nature of the work they attempt? What is lost and gained in these re-visions? In response to these questions, emphasis is placed on critical reading and writing (and rewriting), as well as on research skills. Works considered throughout the term come from, among others, Jorge Luis Borges, Anne Carson, J.M. Coetzee, Alfonso Cuarón, and Natasha Trethewey.

Requirements/Evaluation: at least 20 pages of writing; GLOW posts; class participation

Prerequisites: none

Enrollment Limit: 14

Enrollment Preferences: first-year students who do not have a 5 on the AP and/or have not previously taken a 100-level English class

Expected Class Size: 14

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (WS)

Writing Skills Notes: Students will do at least 20 pages of writing (4 papers) and will be required to significantly revise one paper. Students will also provide two detailed editorial responses to the work of another student. Significant class time will be spent covering strategies for effective and persuasive academic writing. Throughout the semester, students will receive written feedback from the instructor with specific suggestions for revision and improvement.

Not offered current academic year

ENGL 117 (F) Introduction to Cultural Theory (WS)

Cross-listings: COMP 117

Primary Cross-listing

This course has a clear purpose. If you had signed up for a course in biology, you would know that you were about to embark on the systematic study of living organisms. If you were registered for a course on the American Civil War, you would know that there had been an armed conflict between the northern and southern states in the 1860s. But if you decide you want to study "culture," what exactly is it that you are studying? The aim of this course is not to come up with handy and reassuring definitions for this word, but to show you why it is so hard to come up with such definitions. People fight about what the word "culture" means, and our main business will be to get an overview of that conceptual brawl. We will pay special attention to the conflict between those thinkers who see culture as a realm of freedom or equality or independence or critical thought and those thinkers who see culture as a special form of bondage, a prison without walls. The course will be organized around short theoretical readings by authors ranging from Matthew Arnold to Laura Mulvey, but we will also, in order to put our new ideas to the test, watch several films (mostly of the class's choosing) and listen to a lot of rock and roll. Why do you think culture matters? Once you stop to pose that question, there's no turning back.

Class Format: discussion

Requirements/Evaluation: four formal writing assignments totaling 20 pages (three full essays + one lead-in assignment), informal writing twice weekly, class attendance and participation

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: first-year students who have not taken or placed out of a 100-level ENGL course

Expected Class Size: 19

Grading: no pass/fail option, yes fifth course option

Distributions: (D1) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 117(D1) ENGL 117(D1)

Writing Skills Notes: Students will write three five- to seven-page papers, on which I will provide extensive feedback. Before writing their first papers, students will submit theses and introductions, which I will help them refine. We will hold three extra writing sessions, to discuss how best to organize

arguments. Students will write informally before every class.

Attributes: AMST Critical and Cultural Theory Electives

Fall 2024

SEM Section: 01 TF 1:10 pm - 2:25 pm Christian Thorne

SEM Section: 02 TF 2:35 pm - 3:50 pm Christian Thorne

ENGL 118 (F) Creative Non-fiction (WS)

In this course we will read some of the most prominent practitioners of creative non-fiction--writers like John McPhee, Joan Didion, Malcolm Gladwell, Susan Orlean, Janet Malcolm, Joshua Foer, Zadie Smith and Oliver Sacks. Students will also write in a variety of non-fiction modes--explainers, profiles, essays, memoirs. We will probe the border between invention and fact and consider the ways that narratives are constructed.

Class Format: workshop

Requirements/Evaluation: four short exercises of three pages or less; three longer assignments of five pages; and a final assignment, which is a revision and expansion of an earlier essay

Prerequisites: none

Enrollment Limit: 14

Enrollment Preferences: first-year students who have not taken or placed out of a 100-level ENGL course

Expected Class Size: 14

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (WS)

Writing Skills Notes: Four short exercises of three pages or less; three longer assignments of five pages; and a final assignment, which is a revision and expansion of an earlier essay. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Not offered current academic year

ENGL 120 (F)(S) The Nature of Narrative (WS)

Cross-listings: COMP 111

Secondary Cross-listing

Narrative--storytelling--is a fundamental human activity. Narratives provide us with maps of how the world does or should or might work, and we make sense of our own experiences through the narratives we construct ourselves. This course examines the nature and functions of narrative using texts from a wide range of literary traditions, media, and genres. Readings may span classics (e.g. Homeric epic, *The Tale of Genji*, and/or the *Popol Vuh*), fiction ranging from nineteenth-century realism to postmodern experimentation (possibly including Kafka, Tolstoy, Toni Morrison, and/or Emile Habibi), and visual literature from film and drama to graphic memoir (possibly including Mizoguchi Kenji, Art Spiegelman, Alison Bechdel, and/or Joe Sacco). We may also read some short works of literary theory from around the world to help us broaden our idea of what literature can be and do. All readings in English.

Class Format: The second half of the course may incorporate a modified tutorial format, where small groups meet with the instructor once a week, with students' papers and responses forming the basis of the discussion.

Requirements/Evaluation: Regular attendance and participation in class; short and mid-length writing assignments spaced throughout the semester; revision of selected assignments after receiving instructor feedback.

Prerequisites: none

Enrollment Limit: 18

Enrollment Preferences: Comparative Literature majors, students considering a major in Comparative Literature, first-years, sophomores.

Expected Class Size: 18

Grading: yes pass/fail option, no fifth course option

Distributions: (D1) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 111(D1) ENGL 120(D1)

Writing Skills Notes: Multiple writing assignments that build upon each other, including drafts and revisions, with substantial individualized feedback on writing from the instructor.

Attributes: FMST Related Courses

Fall 2024

SEM Section: 01 TR 9:55 am - 11:10 am Sarah M. Allen

Spring 2025

SEM Section: 01 TR 8:30 am - 9:45 am Sarah M. Allen

ENGL 123 (S) The Short Story (WS)

The reading for this course will consist entirely of short stories by such writers as Poe, Hawthorne, James, Doyle, Hemingway, Faulkner, Gilman, Chopin, Cather, Toomer, McCullers, O'Connor, Borges, Nabokov, Kincaid, Saunders, Diaz, and Shepard. We will read one or two per class meeting; at the end of the course, we'll be reading one collection, by Raymond Carver. Reading short stories will allow us to pay close attention to the form of our texts, and to paragraphs, sentences, and words. The premise of the essays you will write is that short stories and short essays are both arts based on controlling the release of information and meaning, and that studying the two genres together will have reciprocal benefits for reading and writing.

Class Format: class meetings will be devoted almost entirely to discussion

Requirements/Evaluation: grades will be based on the five formal writing assignments, with rewards for improvement, plus class participation

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: first-year students who have not taken a 100-level English course; then sophomores who have not taken a 100-level English course

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (WS)

Writing Skills Notes: There will be five formal writing assignments, totaling about twenty pages. My response to each paper will include extensive marginal comments on technical issues, and a typed page of comments on the ideas and structure of the paper as a whole. Final grades will be determined by both the student's intellectual engagement and his or her increasing mastery of the art of writing essays.

Attributes: ENGL Creative Writing Courses

Spring 2025

SEM Section: 01 TR 9:55 am - 11:10 am John K. Limon

ENGL 130 Writing for the Humanities (WS)

Compelling academic prose is a rare beast. In this course we will investigate what makes for good academic writing and how we can produce it ourselves. We will begin with words, then progress to sentences, paragraphs, and essays. Our reading will be close, our writing closer. Topics include the following: Are adverbs incredibly important? When is less more, and when isn't it? Is your garden English, or is it Chinese? What is the "uneven U" and why does it work? How does your audience affect how you write? In addition to reading writing about writing by Orwell, Fish, Tufte, Hayot, and (inevitably) Strunk and White, we will look closely at academic prose out in the wild, both good and bad. This course is for anyone who is interested in exploring in more depth the craft of writing, whether you have always considered yourself a "good writer" or struggle to fill a single page (or both). Our focus will be on academic writing for the humanities, but the skills we will develop are relevant to many other contexts as well.

Requirements/Evaluation: Regular attendance and active participation in class; writing assignments ranging in length from sentences to essays of varying length (500 words to 5-7 pages).

Prerequisites: None

Enrollment Limit: 12

Enrollment Preferences: First- and second-year students

Expected Class Size: 12

Grading:

Distributions: (D1) (WS)

Writing Skills Notes: The course will center on explicit, in-depth discussion of writing. We will read and discuss both writing on writing, and examples of prose. Students will complete weekly writing assignments of varying lengths and degrees of formality on which they will receive feedback from the instructor with particular attention to the craft of writing; some assignments will also be shared with the rest of the class.

Not offered current academic year

ENGL 131 (F) All About Sonnets (WS)

Fourteen lines in a fixed pattern. When Sir Thomas Wyatt introduced the sonnet to England in the 1500s with his translations of Petrarch, the form quickly became entrenched in English, and has been in regular use ever since. Originally penned as expressions of idealized love, sonnets soon expanded to address other kinds of emotionally intense relationships--to God, Nature, art, a particular place, the State, oppressors--while still, obsessively, returning to love in all its myriad forms. This makes the sonnet, deeply personal though it is, also a kind of pocket-sized literary tradition, as each new generation of poets extends, disrupts, and comments upon the whole history of sonnets. "A sonnet is a moment's monument," wrote D.G. Rossetti (in, of course, a sonnet)--speaking of the sonnet's tendency to offer just a snapshot of the poet's mental and emotional state--but the tradition of producing numbered sequences of sonnets can also string those moments into a kind of narrative. Similarly, while the sonnet is founded in strong feeling, it is also obsessed with logic, delighting in logical argumentation, contradictions and paradoxes. This course will focus on a broad range of sonnets, historically, geographically and thematically, as well as criticism and theory relating to sonnets. Studying sonnets that are variously inspiring, devastating, and lol funny, we will become Sonnet Experts, while developing broadly useful skills in careful reading, concise writing and sound argumentation. Poets will include Shakespeare, Wordsworth, Keats, Elizabeth Barret Browning, DG and Christina Rossetti, Claude McKay, Edna St. Vincent Millay, John Berryman, Seamus Heaney, Vikram Seth, and many, many more. No prior experience with poetry is presumed.

Class Format: first week in regular class meetings, followed by weekly tutorial meetings in pairs

Requirements/Evaluation: five tutorial essays 3-5 pages; five responses to partners tutorial essays; 10 sonnet paraphrases and/or "prose sonnets;" thoughtful participation in tutorial meetings

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: first-year students

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (WS)

Writing Skills Notes: Bi-weekly short analytic papers (1000 words) which will be critiqued in tutorial meetings and revised as needed. Bi-weekly critique of partner's paper. Regular sonnet paraphrases and or "prose sonnets" that will be critiqued for linguistic precision and succinctness.

Not offered current academic year

ENGL 138 (S) What is a Self? Investigations in Literature, Philosophy, and Psychology (WS)

The experience of having a self (or a subjective point of view) informs and colors literally everything we think, see, and feel. And yet what is a self? Is it the unchanging essence of who we are as individuals? Or is it the historically contingent product of ever-changing cultural and political forces (like the media, gender norms, and ideologies about race, to name just a few)? Or, perhaps, is the belief that we have a self just one big illusion, as the Buddha suggested millennia ago and as modern philosophers and scientists have argued in their own different ways more recently? In this class, we'll explore the deep mystery of human existence that we call "the self" or "subjectivity," looking at various attempts to capture, represent, and explain it (even escape it!). Our investigations will be wide-ranging, looking at examples from literature, philosophy, religion, and psychology. Works we'll study include: Tim O'Brien's *The Things They Carried*, Toni Morrison's *Beloved*, and theoretical writings on the self by Plato, Thoreau, and Jean-Paul Sartre among others. We'll even try our hand at meditation, while learning about the Buddhist idea of "no self." Students who genuinely find the experience of the self puzzling and fascinating will get the most out of this class. Bring an open mind about what it is to have a mind in the first place.

Requirements/Evaluation: four essays totaling 18-20 pages; active class participation; participation in other short informal writing assignments.

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: first-year students who have not taken or placed out of a 100-level ENGL course

Expected Class Size: 19

Grading: yes pass/fail option, no fifth course option

Distributions: (D1) (WS)

Writing Skills Notes: Four essays (ranging in length from 4-6 pages long) in multiple drafts, adding up to 18-20 pages total. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Spring 2025

SEM Section: 01 MR 1:10 pm - 2:25 pm Bernard J. Rhie

ENGL 150 (F)(S) Expository Writing (WS)

Writing clearly is the most important skill you can learn in college. Do you suffer from writer's block? Do you receive consistent criticism of your writing without also learning strategies for how to improve? This course is for students who want to learn how to write a well-argued, intelligible essay that offers a complex interpretive argument based on close, critical analysis of texts. We will derive our method for mastering the complex art of writing from Atul Gawande's bestselling book, *The Checklist Manifesto*. In addition to sharpening your skills in reading, note-taking and literary analysis, this class will give you tools for generating drafts, peer editing, revising, and polishing your writing. The readings for this course will be literary works, scholarly essays and nonfiction -- mostly contemporary, and mostly American.

Requirements/Evaluation: Requirements include active class participation (including peer-editing), drafts and revisions of four to five papers totaling at least 20 pages. Overall evaluation will include improvement and effort.

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: first-year students, especially students with demonstrated need for help with analytical writing

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (WS)

Writing Skills Notes: This course is devoted to the study of writing, focusing especially on expository essays. Four to five papers are assigned, totaling at least 20 pages. Special attention will be paid to drafts, revision and building peer editing skills. Regular, one-on-one meetings with professor will be encouraged.

Fall 2024

SEM Section: 01 MWF 11:00 am - 12:15 pm Cassandra J. Cleghorn

Spring 2025

SEM Section: 01 TF 2:35 pm - 3:50 pm Cassandra J. Cleghorn

ENGL 151 (F) Lying About the Truth: Writing about Autobiographical Writing (WS)

The goal of this course is to teach you how to write a clear, well-argued, intelligible and interesting analytical paper. We will spend most of our class time actively engaged in a variety of techniques to improve your critical reasoning and analytical skills, both written and oral. Though the skills you learn will be applicable to other disciplines, and a central purpose of the course is to improve all aspects of your writing, this is a literature class, designed partly to prepare you for upper level courses in the English Department, so we will, therefore, spend equal time on the interpretation of literature, in this case, contemporary American autobiographical fiction. All readers fall prey to it: the autobiographical fallacy--the conflation of author and narrator. Writers know readers are susceptible to it. A course designed to explore the uses and abuses of the autobiographical fallacy by contemporary American authors. How do writers of autobiographical fiction take advantage of this tendency? What role does the autobiographical play in a writer's authority? What's the relationship between reader and writer in autobiographical writing? What do writers of such fiction want from a reader, and how does encouraging the autobiographical fallacy get them what they want? Reading list may include: Tim O'Brien, Yiyun Li, Junot Diaz, ZZ Packer, Lorrie Moore, Amy Hempel, Nam Le, Dorothy Allison, Ocean Vuong.

Requirements/Evaluation: Several short essays, most with drafts and revisions, one student-led class discussion, written comments on published and student work, active participation in discussions.

Prerequisites: None

Enrollment Limit: 12

Enrollment Preferences: Preference to First Year students who do not have a 5 on the AP Lit exam or a 6 or 7 on the IB and have not previously taken a 100-level course.

Expected Class Size: 12

Grading: yes pass/fail option, no fifth course option

Distributions: (D1) (WS)

Writing Skills Notes: Five papers, of varying lengths, most of which will go through multiple drafts. Extensive time spent in and out of class on every stage of the writing process. Opportunities to meet with professor outside of class at any stage of writing. Revision built into the course assignments. Commenting on published and peer work as a way to further develop one's own editorial eye.

Attributes: ENGL Literary Histories C

Not offered current academic year

ENGL 153 (S) Androids, Cyborgs, Selves (WS)

Cross-listings: STS 153

Primary Cross-listing

In this expository writing course, we will analyze and argue about how humanoid and partly human bodies appear in legend, fiction, and film. When are these bodies inviting? When are they threatening? How are they gendered, how are they raced, and why? Which technologies fit easily into human forms, and which are resistant? What do the persons who inhabit these near-human bodies desire? Students in this course will develop arguments in reply to these and related questions, developing 3 or 4 essays through multiple stages of planning, drafting, and revising. Because this is an expository writing seminar, we will spend half or more of our class time discussing and practicing writing skills.

Requirements/Evaluation: several response papers (500 words); three or four essays (1200-1500 words, in multiple drafts); class participation

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: See details for ENGL 100-level courses on English Department Website.

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

STS 153(D2) ENGL 153(D1)

Writing Skills Notes: This expository writing course is dedicated to facilitating real improvement in students' written argumentative work. Students will write and revise response papers and 5-page essays (in multiple drafts) over the course of the semester, receiving substantial instructor feedback. Students will practice: drafting, revising, and responding to critique; writing appropriately for given occasions and audiences; grounding their writing in close, analytical reading; and acknowledging sources.

Spring 2025

SEM Section: 01 TR 8:30 am - 9:45 am Ezra D. Feldman

ENGL 156 (F) New American Fiction (WS)

The goal of this course is to teach you how to write a clear, well-argued, and interesting analytical paper. We will spend most of our class time actively engaged in a variety of techniques to improve your critical reasoning and analytical skills, both written and oral. Though the skills you learn will be applicable to other disciplines, and a central purpose of the course is to improve all aspects of your writing, this is a literature class, designed partly to prepare you for upper level courses in the English Department, so we will, therefore, spend equal time on the interpretation of literature, in this case, contemporary American fiction, examining the very, very recent (last thirty years) developments in American fiction. We will read short stories and novels by writers such as Danielle Evans, George Saunders, Kali Fajardo-Anstine, Mary Robison, Karen Russell, ZZ Packer, Ocean Vuong, Yiyun Li, among others.

Requirements/Evaluation: Active participation, written and verbal comments on published and peer work, five essays (2-7 pages each, most in multiple drafts, including a final radical revision of an essay of the student's choice).

Prerequisites: None

Enrollment Limit: 12

Enrollment Preferences: First-Year students

Expected Class Size: 12

Grading: yes pass/fail option, no fifth course option

Distributions: (D1) (WS)

Writing Skills Notes: Five essays ranging from 2-7 pages each, most in multiple drafts. Students will receive extensive written comments on their writing skills, with suggestions for improvement, and may choose to meet with the professor individually outside of class as often as they'd like. Students will also comment (verbal and written) on published work and their peers' drafts, operating under the assumption that becoming a better writer involves becoming a better reader.

Fall 2024

SEM Section: 01 MR 1:10 pm - 2:25 pm Karen L. Shepard

ENGL 158 (F) Expository Writing: Contemporary Linked Stories (WS)

In this expository writing and writing intensive course, we will read and write about several collections of linked short stories about altered states of mind and body, immigrant experiences, and the magic of everyday life. We will examine linked stories as a form organizing narratives that *can* stand alone, but that resonate powerfully with one another, sharing themes, settings, and sometimes even characters. Texts may include Denis Johnson's *Jesus' Son*, Bryan Washington's *Lot*, Carmen Maria Machado's *Her Body and Other Parties*, and Alice Munro's *Juliet* stories. Class time will be split nearly equally between analysis of the assigned texts and active work with student writing, including freewriting, rewriting, sentence and paragraph workshops, peer editing, and writing strategy sessions.

Requirements/Evaluation: 4 or 5 two-page assignments, two with required revisions; 4 five-page papers, all with required revisions; discussion participation; attendance.

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: First preference goes to first-year students who have not received a 5 on AP LITERATURE or a 6 or 7 on the IB. Additional rules via English Department Website.

Expected Class Size: 12

Grading: yes pass/fail option, no fifth course option

Distributions: (D1) (WS)

Writing Skills Notes: This course is dedicated to the teaching of college-level expository writing. Students will complete several assignment sequences that build from 2-page response papers to 5-page argumentative essays and that include required revisions at multiple stages. About half the class time will be spent discussing and practicing writing strategies and mechanics.

Attributes: ENGL Literary Histories C

Not offered current academic year

ENGL 159 (F) Other People's Lives: Contemporary American Memoir (WS)

The goal of this course is to teach you how to write a clear, well-argued, intelligible and interesting analytical paper. We will spend most of our class time actively engaged in a variety of techniques to improve your critical reasoning and analytical skills, both written and oral. Though the skills you learn will be applicable to other disciplines, and a central purpose of the course is to improve all aspects of your writing, this is a literature class, designed partly to prepare you for upper level courses in the English Department, so we will, therefore, spend equal time on the interpretation of literature, in this case, contemporary American memoir, examining the ways in which recent American memoirists represent themselves through prose and the choices they make in shaping their life stories. Given the techniques shared by novelists and memoirists, how firm is the line between fiction and non-fiction? What are the sources of a memoirist's authority? What are the ethics of memoir-writing? What kind of relationships do memoirists seek with their readers, and how do they go about achieving them?

Requirements/Evaluation: Several short essays, most with drafts and revisions, one student-led class discussion, written comments on published and student work, active participation in discussions.

Prerequisites: None

Enrollment Limit: 12

Enrollment Preferences: Preference to First Year students who do not have a 5 on the AP Lit exam or a 6 or 7 on the IB and have not previously taken a 100-level course.

Expected Class Size: 12

Grading: yes pass/fail option, no fifth course option

Distributions: (D1) (WS)

Writing Skills Notes: Five papers, of varying lengths, most of which will go through multiple drafts. Extensive time spent in and out of class on every stage of the writing process. Opportunities to meet with professor outside of class at any stage of writing. Revision built into the course assignments. Commenting on published and peer work as a way to further develop one's own editorial eye.

Attributes: ENGL Literary Histories C

Not offered current academic year

ENGL 161 (F) Metafiction (WS)

Cross-listings: COMP 161

Primary Cross-listing

This course will examine ways in which literary works reflect on their status as written texts. We'll look at the formal pleasures and puzzles generated by techniques including frame narratives, recursion, and self-reference, in novels, films, and stories by Vladimir Nabokov, Jorge Luis Borges, Kelly Link, Paul Park, and others. Ultimately, we will use our study of metafiction to focus inquiry into the socializing force of self-consciousness in human development. Note that students will be required to use, as well as interpret, metafictional techniques in their assigned writing, and will write one or two essays in collaboration with a Chat AI.

Requirements/Evaluation: Several short exercises; four or five papers of increasingly complexity, totaling 22 pages; consistent attendance and participation; a love of reading, and a willingness to reread.

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: first-year students who have not taken or placed out of a 100-level ENGL course; sophomores

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 161(D1) ENGL 161(D1)

Writing Skills Notes: Students write five essays with considerable feedback from the instructor.

Fall 2024

SEM Section: 01 TF 1:10 pm - 2:25 pm Shawn J. Rosenheim

ENGL 162 (S) Robots, Puppets, and Dolls (WS)

Is Pinocchio alive? How about the Terminator, or Chat GPT-3? This course explores our persistent interest in human simulacra (robots, puppets, dolls; but also automata and cyborgs) and what they suggest about human identity, independence, and free will. We'll look at a wide range of simulacra as they appear in literature, film, and, increasingly, in the actual world ("reborn" dolls, therapy robots, AI). We will frame our explorations with readings in artificial intelligence, neurology, and psychoanalysis (Freud on the uncanny; Winnicott on transitional objects). Throughout, we will wonder: why this fascination with the almost living? How is it that we often care more for Wall-E or the Velveteen Rabbit than we do for real people?

Requirements/Evaluation: students write five essays over the course of the term, in addition to a number of ungraded but required exercises

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: first-year students who have not taken or placed out of a 100-level English course

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (WS)

Writing Skills Notes: The course requires frequent and serious written work: six exercises, and five essays of between 750 and 1500 words, over the course of the semester. All the essays receive letter grades, and comments addressed to their design and execution.

Not offered current academic year

ENGL 202 (S) Modern Drama

Cross-listings: COMP 202 / THEA 229

Secondary Cross-listing

An introduction to major plays and key movements in European and American theatre since the late nineteenth century. Our focus will be on close reading, with attention also to questions of performance and production. Plays to be discussed will likely include: Ibsen, *Hedda Gabler*; Wilde, *The Importance of Being Earnest*; Chekhov, *The Cherry Orchard*; Pirandello, *Six Characters in Search of an Author*; Brecht, *Mother Courage*; Miller, *Death of a Salesman*; Beckett, *Waiting for Godot*; Hansberry, *A Raisin in the Sun*; Pinter, *Betrayal*; Churchill, *Cloud Nine*; Stoppard, *Arcadia*.

Requirements/Evaluation: Two 6-page papers; regular Glow posts; and active participation in class discussions.

Prerequisites: none

Enrollment Limit: 18

Enrollment Preferences: Theatre, English, and Comparative Literature majors

Expected Class Size: 18

Grading: no pass/fail option, no fifth course option

Unit Notes: This course is strongly recommended for any students majoring in Theatre.

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 202(D1) THEA 229(D1) ENGL 202(D1)

Attributes: ENGL Literary Histories C

Spring 2025

SEM Section: 01 MR 2:35 pm - 3:50 pm James L. Pethica

ENGL 203 (S) The Uses of Shakespeare (WS)

The plays of Shakespeare have a performance history that is exceptionally rich and strange. In this course we will read several of the plays and look at some of the ways they have been re-imagined and restaged. We will consider the origin of the plays as popular entertainment--competing for an audience against bear-baitings and public executions. We will consider their transformation into canonical texts and their de-canonization in parodies like Dogg's Hamlet and Drunk Shakespeare. Among the works we will read and watch are Twelfth Night, Shakespeare Behind Bars, Hamlet, Rosencrantz and Guildenstern are Dead, Rosencrantz and Guildenstern are Undead, The Merchant of Venice, To Be or Not to Be. Assignments will include analytical essays and creative adaptations in a variety of media.

Requirements/Evaluation: three 6-8 page papers, in-class presentation

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 19

Enrollment Preferences: first- and second-year students, and English majors who have yet to take a Gateway course

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Unit Notes: Gateway

Distributions: (D1) (WS)

Writing Skills Notes: Multiple papers; written feedback on writing; class discussion devoted to the challenges of analytic writing.

Attributes: ENGL 200-level Gateway Courses ENGL Literary Histories A

Not offered current academic year

ENGL 204 (F) Hollywood Film

For almost a century, Hollywood films have been the world's most influential art form, shaping how we dress and talk, how we think about sex, race, and power, and what it means to be American. We'll examine both the characteristic pleasures provided by Hollywood's dominant genres--including action films, horror films, thrillers and romantic comedies--and the complex, sometimes unsavory fantasies they mobilize. We will do this by looking carefully at a dozen or so iconic films, probably including *Psycho*, *Casablanca*, *The Godfather*, *Schindler's List*, *Bridesmaids*, *Groundhog Day*, *12 Years a Slave* and *Get Out*.

Requirements/Evaluation: Two 2-page essays, two editing exercises, a midterm, and a final exam

Prerequisites: None

Enrollment Limit: 60

Enrollment Preferences: English majors

Expected Class Size: 60

Grading: no pass/fail option, yes fifth course option

Distributions: (D1)

Attributes: AMST Arts in Context Electives ENGL Literary Histories C FMST Core Courses

Fall 2024

LEC Section: 01 MWF 11:00 am - 12:15 pm John E. Kleiner, James R. Shepard

ENGL 206 (S) Beyond the Tiger Mom: Depictions of East Asian Mothers in Contemporary American Literature (WS)

Cross-listings: AAS 206

Primary Cross-listing

A tutorial designed to explore the interpretative difficulties and possibilities of East Asian mothers and motherhood in contemporary American literature (fiction and memoir). The "Tiger Mom"--highly controlling, strict, severe almost to the point of abuse--has become the go-to phrase for many Americans when referring to traditional East Asian mothering styles. This attempt to categorize and simplify cultural differences fails to capture the complex nature of East Asian mothering. While the American public imagines East Asian parenting as only unwavering and harsh, immigrant parents, for example, must often find a parenting strategy that bridges traditional East Asian and mainstream American norms. This course will explore the ways that contemporary Asian American authors depict the complexity of East Asian mothering and mothers. What kinds of mothering does the reductive category of Tiger Mom ignore? What are the central questions these authors pose about mothers and motherhood? How do they negotiate the tension between the individual versus the community, or the pursuit of the child's own interests as opposed to success as defined by the parent when it comes to that child's future? And what are the pitfalls of reading literature as social science? In keeping with tutorial format, students will meet in pairs with the instructor once a week; during these meetings, one student will present a short analytical paper on the texts covered that week. The other student will write a response paper and join the instructor in a discussion of both papers. The reading list may include work by Ocean Vuong, Yiyun Li, Michelle Zauner, Celeste Ng, Amy Tan, Jessamine Chan, Maxine Hong Kingston, Alice Sola Kim, and Amy Chua, among others.

Class Format: In keeping with tutorial format, students will meet in pairs with the instructor once a week; during these meetings, one student will present a short analytical paper on the texts covered that week. The other student will write a response paper and join the instructor in a discussion of both papers.

Requirements/Evaluation: A paper or response each week; extensive comments (verbal and written) on published and student work; active participation in class; creation of writing assignments and discussion questions.

Prerequisites: A 100-level English course, or the equivalent.

Enrollment Limit: 10

Enrollment Preferences: Anyone who has taken a 100-level English course, or the equivalent.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 206(D1) AAS 206(D2)

Writing Skills Notes: A paper a week, of varying lengths, with the opportunity for multiple drafts. Extensive time spent in and out of class on every stage of the writing process. Opportunities to meet with professor outside of class at any stage of writing. The students' writing tendencies, critical and analytical writing skills, and their editorial modes are as much a subject of the course as the published literature is.

Attributes: AAS Core Electives ENGL Literary Histories C

Not offered current academic year

ENGL 208 (S) Designer Genes (DPE)

Cross-listings: STS 208 / WGSS 208 / AMST 206

Primary Cross-listing

In this course, we explore cultural texts that attempt to come to terms with--or exploit--the revolution in contemporary genetics with a particular focus on gender, race, class, and sexuality. The mapping of the human genome in 2001 opened incredible opportunities for medicine, law, and society, but it also, as Alice Wexler has written, "opened a vast arena for contests of power over what it means to be human, who has the power to define what is normal, [and] who has access to what resources and when." Wexler was writing before the final sequencing of the human genome. Now we have CRISPR technology, ushering in a new, more pressing set of ethical concerns. We are currently in the midst of a "global race to genetically modify humans," as the anthropologist Eben Kirksey has documented in his new book *The Mutant Project*. How will we come to define the human? Who gets to decide? Our writers and filmmakers make clear that genetic medicine cannot be thought apart from a profit-driven American health care system or family and gender dynamics. Joanna Rudnick's documentary *In the Family*, for instance, explores the personal and political issues associated with hereditary breast cancer and the patenting of genes. Octavia Butler's Afro-futurist novel *Dawn* explores black female sexuality, reproduction, and the survival of the species in her character's encounter with a genetically enhanced alien species. The film *Gattaca* shows us a fully realized dystopian society where genetically modified humans are the norm--a society that now "has discrimination down to a science." The transgender artist Tamara Pertamina, on the other hand, "hopes to decolonize the science of genetic engineering," as Kirksey has written, with her performance artist projects. Our texts come from a number of different genres, including the memoir, science fiction, film, documentary, art, and non-fiction writing at the intersections of science, medicine, philosophy, anthropology, and law.

Requirements/Evaluation: Personal essay, short analysis papers, final research group project

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: None; if class is overenrolled, professor will ask for statements of interest.

Expected Class Size: 25

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 208(D1) STS 208(D2) WGSS 208(D2) AMST 206(D2)

Difference, Power, and Equity Notes: This course asks students to think deeply about questions of social justice in the context of the revolution in modern genetics. Race, class, gender, and sexuality all play a role in who has access to new life-saving technologies, and how these technologies are used. This course employs critical tools (feminist and queer theory, ethics' case studies, close reading) to help students question and articulate the social injustices at play in scientific research and bioengineering.

Attributes: AMST Critical and Cultural Theory Electives ENGL Criticism Courses ENGL Literary Histories C WGSS Racial Sexual + Cultural Diversity Courses

Spring 2025

SEM Section: 01 TF 2:35 pm - 3:50 pm Bethany Hicok

ENGL 209 (S) Theories of Language and Literature (WS)

Cross-listings: COMP 265

Primary Cross-listing

This course is made up of questions: What is literature and why would anyone want to study it? What can you figure out by examining language that you can't figure out by studying history or psychology? Do students of literature have distinctive ways of asking questions about the world? Why do we call some language literary? Can any language be literary if it appears in the right kind of book? Is there a difference between verbal forms of art and

visual or auditory ones? Can novels do things that plays and poetry cannot? Why does anyone read poetry anyway?

Requirements/Evaluation: informal writing every week; three 6-page papers; class attendance and participation

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: first- and second-year students, and English majors who have yet to take a Gateway course

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 265(D1) ENGL 209(D1)

Writing Skills Notes: Informal writing before every class (about 500 words); three 6-page essays, plus a lead-in assignment on which the professor comments; two special writing sessions; fifteen pages of writing advice. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Attributes: ENGL Criticism Courses ENGL 200-level Gateway Courses

Spring 2025

SEM Section: 01 TF 1:10 pm - 2:25 pm Christian Thorne

ENGL 213 (S) Making Radio

This course has two aims. The first is to teach the necessary skills (including interview technique, field recording, editing, and scoring) to make broadcast-worthy audio nonfiction. The second is to use this process to investigate fundamental aspects of narrative. How does a story build a contract with listeners? What's the role of the narrator? How can one appropriately speak for (and sometimes against) another person? This is less a course in journalism than an experiment in documentary cinema for the ear. We'll do some reading in narrative theory and radio technique, and will listen to exemplary works (including episodes of *This American Life*, *RadioLab*, *Love and Radio*, and *Snap Judgment*), but most of our time--and this is a time-consuming course--will be spent making and critiquing each other's pieces. Students will produce five or six pieces total, at least two of which must develop out of interviews with strangers.

Requirements/Evaluation: Five short audio pieces; attendance and active participation.

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam, or permission of instructor

Enrollment Limit: 10

Enrollment Preferences: sophomores; English majors; students with radio or studio art training

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Materials/Lab Fee: The student version of Hindenburg audio software (\$95); students on financial aid will have this expense covered by the college.

Distributions: (D1)

Attributes: ENGL 200-level Gateway Courses FMST Core Courses

Not offered current academic year

ENGL 215 (S) Introduction to Asian American Literature (DPE)

Cross-listings: AAS 215

Primary Cross-listing

This course will provide an introduction to some of the major works of Asian American literature, from the mid-20th century to the present. Throughout, we'll attend to the intersection of aesthetics and politics, exploring the creative ways Asian American literary texts both reflect and respond to the historical forces that have shaped Asian American experiences and identities, including exclusion, internment, and U.S. wars and imperialism in Asia. Works we're likely to read include: John Okada's *No-No Boy*, Maxine Hong Kingston's *The Woman Warrior*, Theresa Hak Kyung Cha's *Dictee*, Jessica Hagedorn's *Dogeaters*, lê thj diem thúy's *The Gangster We Are All Looking For*, and Jhumpa Lahiri's *Interpreter of Maladies*.

Requirements/Evaluation: class participation, occasional informal discussion posts, a 5-page midterm paper, and an 8-10 page final paper.

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: If over-enrolled, enrollment preference will be given to Asian American Studies concentrators and prospective concentrators.

Expected Class Size: 20

Grading: yes pass/fail option, no fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AAS 215(D2) ENGL 215(D1)

Difference, Power, and Equity Notes: This course offers students the opportunity to learn and think critically about Asian American community struggles throughout U.S. history while examining the forms of literary expressions that arise out of and in relation to those struggles. It also delves into the intersectional nature of Asian American community struggles as they emerge along the fault lines of race, class, and gender/sexuality.

Attributes: AAS Core Electives AAS Gateway Courses

Spring 2025

SEM Section: 01 TF 2:35 pm - 3:50 pm Bernard J. Rhie

ENGL 220 (S) Introduction to African American Literature

Cross-listings: AFR 220 / AMST 220

Primary Cross-listing

What does it mean, socially, culturally, historically, personally, and spiritually, to be African American? No single, simple answer suffices, but African American literature as a genre is defined by its ongoing engagement with this complex question. This course will examine a series of texts that in various ways epitomize the fraught literary grappling with the entailments of American blackness. Readings will include texts by Frederick Douglass, Booker T. Washington, Zora Neale Hurston, Langston Hughes, Richard Wright, Ralph Ellison, Amiri Baraka, Toni Morrison, and Ishmael Reed.

Requirements/Evaluation: writing assignments for the course will total 20 pages, distributed over three papers

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: English majors

Expected Class Size: 25

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 220(D1) AFR 220(D2) AMST 220(D2)

Attributes: AFR Interdepartmental Electives AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora ENGL Literary Histories C

Not offered current academic year

ENGL 221 (S) Hip Hop Culture (DPE) (WS)

Cross-listings: AMST 222 / AFR 222 / MUS 217

Secondary Cross-listing

The course examines how young people of color created hip hop culture in the postindustrial ruins of New York City, a movement that would eventually grow into a global cultural industry. Hip hop music producers have long practiced "diggin' in the crates"--a phrase that denotes searching through record collections to find material to sample. In this course, we will examine the material and technological history of hip hop culture, with particular attention to hip hop's tendency to sample, remix, mash-up, and repurpose existing media artifacts to create new works or art. We will use a media archaeological approach to examine the precise material conditions that first gave rise to graffiti art, deejaying, rapping, and breakdancing, and

to analyze hip hop songs, videos, and films. Media archaeology is a critical and artistic practice that seeks to interpret the layers of significance embedded in cultural artifacts. How does hip hop archaeology remix the past, the present, and the future? How do the historical, political, and cultural coding of hip hop artifacts change as they increasingly become part of institutional collections, from newly established hip hop archives at Cornell and Harvard to the Smithsonian National Museum of African American History and Culture?

Requirements/Evaluation: Four papers, project with presentation, and a final exam.

Prerequisites: None

Enrollment Limit: 19

Enrollment Preferences: AMST majors or prospective majors

Expected Class Size: 19

Grading: no pass/fail option, yes fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 222(D2) ENGL 221(D1) AFR 222(D2) MUS 217(D1)

Writing Skills Notes: Students in this course develop a capacity to write generative arguments in an interdisciplinary scholarly context. Students will receive feedback not only on structure, substance, and style, but also on how to best build a line of inquiry, how to gather high-quality evidence, and how to make one's thinking productively intersect with more than one scholarly or creative field.

Difference, Power, and Equity Notes: This course requires students to use an effective descriptive and critical vocabulary to discuss and analyze artifacts of hip hop culture, with attention to race, gender, class, sexuality, and other categories of social difference. They must understand the material, technological, historical, and cultural contexts that gave rise to hip hop culture, and proficiently synthesize scholarly perspectives related to the formation and transformations of hip hop from the early 70s to the early 21st cent.

Attributes: AFR Culture, Performance, and Popular Technologies AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora

Spring 2025

SEM Section: 01 TR 11:20 am - 12:35 pm Brian Murphy

ENGL 222 (S) Lyric Poetry (WS)

The goal of this writing-skills gateway course is to advance our abilities as rigorous, subtle, and imaginative interpreters of poetry. Our focus will be on lyrics--relatively short poems in which a single speaker describes (often in intense language) his or her emotions, attitudes, or state of mind. Our readings will be drawn from a range of historical periods from the seventeenth century forward, with particular emphasis on poems written since the mid-nineteenth century. Among the poets we are likely to study: Ben Jonson, Wordsworth, Coleridge, Keats, Dickinson, Hardy, Owen, Yeats, Auden, Frost, Gluck, and Heaney. We will also discuss works by two poets at Williams: Lawrence Raab and Jessica Fisher.

Requirements/Evaluation: active participation in seminar discussions, and four or five papers (about 20 pages total)

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 19

Enrollment Preferences: sophomores and first-year students who have not yet taken an ENGL Gateway course

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (WS)

Writing Skills Notes: There will be 4 or-5 papers assigned, ranging in length from 4-6 pages, spaced evenly throughout the term. Total writing will be about 20 pages. Detailed feedback will be provided on each paper. There will be opportunities for revisions, and for conferences related to the papers.

Attributes: ENGL 200-level Gateway Courses ENGL Literary Histories B

Not offered current academic year

ENGL 225 Introduction to Asian American Literature: Fiction and Memoir (WS)

This Gateway is for students who want an opportunity to explore some of the wonderful fiction and creative nonfiction written by Asian American writers over the past hundred years. Likely readings include: Carlos Bulosan's *America is in the Heart* (1946); John Okada's *No-No Boy* (1957);

Maxine Hong Kingston's *Woman Warrior* (1976); Chang-rae Lee's *Native Speaker* (1995); Jhumpa Lahiri's *Interpreter of Maladies* (1999); Lê thi diem thúy's *The Gangster We are All Looking For* (2003); Ruth Ozeki's *A Tale for the Time Being* (2013); and Celeste Ng's *Everything I Never Told You* (2014). As we read, we will attend to the various ways in which the often difficult, and sometimes traumatic, historical experiences of Asian Americans have informed their acts of literary invention. And in order to better understand the broader, ever shifting, social contexts in and against which these literary works were created, we will supplement our primary readings with texts that discuss the experiences of Asian Americans from a historical and sociological perspective.

Requirements/Evaluation: four papers totaling about 20 pages; engaged participation in class discussions

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 19

Enrollment Preferences: first- and second-year students, and English majors who have yet to take a Gateway course

Expected Class Size: 19

Grading:

Distributions: (D1) (WS)

Writing Skills Notes: Four 5-page essays in multiple drafts. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Attributes: ENGL 200-level Gateway Courses

Not offered current academic year

ENGL 227 (F) *Elegies* (WS)

This tutorial explores elegies as a literary genre. In their most familiar form, elegies honor and memorialize the dead. More broadly conceived, the genre includes works lamenting other kinds of loss as well: the loss of a lover, place, country, or cherished version of one's past. We'll consider the special challenges and opportunities of the elegiac voice: how it manages to give public expression to private grief; negotiates problems of tone and perspective; worries about and celebrates the capacity of language to generate hope and consolation; and seeks a kind of solace in the literary effort to evoke, preserve, or rewrite a lost life or an absent past. This course focuses primarily on poetry, English and American, across a broad historical range. We'll first read poems from 1600-1900--including works by Jonson, Milton, Donne, Dryden, Gray, Shelley, Tennyson, and Whitman, and then turn to some of the twentieth-century's great poetic elegists--Wilfred Owen, W.B.Yeats, W.H.Auden, Robert Lowell, and Seamus Heaney. Finally, we'll consider how the elegiac voice works in fiction, especially in stories by James Joyce ("The Dead") and Vladimir Nabokov ("Spring in Fialta").

Requirements/Evaluation: Active participation in tutorial meetings. Students will write a 4- to 5-page paper every other week (five in all), and comment on their partners' papers in alternate weeks

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam, or permission of the instructor.

Enrollment Limit: 10

Enrollment Preferences: Sophomores, but juniors and seniors are also welcome.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (WS)

Writing Skills Notes: All tutorials (at least in English) are by definition Writing Skills courses. Students will write either the main paper or a response critique in alternate weeks. Students will also have the opportunity to revise.

Attributes: ENGL Literary Histories B

Not offered current academic year

ENGL 228 (S) *The Renaissance in England and the European Continent: Self and World* (DPE) (WS)

Cross-listings: COMP 230

Primary Cross-listing

At the same time as the individual human being in possession of a distinctive personality was taking on enormous importance in politics, philosophy, literature, and the visual arts, early modern Europeans were encountering unprecedented levels of cultural diversity. In this interdisciplinary course, we will consider these two developments both separately and together. As Renaissance humanists were acquiring a sophisticated understanding of the

distance between the present and various European pasts (the recent medieval past and the remote history of antiquity), they were also coming into contact with non-European cultures in Africa, the Americas, and Asia via trade and economic development, imperial expansion, and religious conversion. Always at stake in these encounters was the question of who counted as an individual; the self was not considered to be intrinsic to human nature but rather the product of historical and cultural developments. Themes will include religious pluralism, the sacred and the secular, vernacularity, exploration and empire, the relationship between mind and body, slavery, trade, wealth, gender, self-fashioning, and style. We will consider such English writers as the Pearl poet, More, Marlowe, Spenser, Shakespeare, Browne, and Milton; such continental intellectuals as Descartes, Erasmus, Las Casas, and Castiglione; and such continental artists as Michelangelo, Velázquez, Bruegel, and Rembrandt.

Requirements/Evaluation: Five four-page papers, in-class presentation, thoughtful participation in discussions

Prerequisites: A 100-level ENGL course, a score of 5 on the AP English Literature exam, a score of 6 or 7 on the Higher Level IB English exam, or permission of the instructor

Enrollment Limit: 19

Enrollment Preferences: First- and second-year students, and English majors who have yet to take a Gateway course

Expected Class Size: 19

Grading: no pass/fail option, yes fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 230(D1) ENGL 228(D1)

Writing Skills Notes: The course asks students to write five four-page papers and offers exposure to a range of humanistic modes, from close reading to visual analysis to the exposition of philosophical claims. One paper will involve independent research. The instructor will provide frequent and extensive written feedback on student work. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: This course examines the role of historical and cultural difference within and beyond Europe at the very beginning of globalization. Students will become acquainted with the origins of colonialism and the global traffic in slaves, as well as with the complex role of writers and intellectuals in questioning, defending, and imagining these practices. We will consider the epistemological challenges of accessing the testimony of subordinated persons.

Attributes: ENGL 200-level Gateway Courses ENGL Literary Histories A

Spring 2025

SEM Section: 01 TR 9:55 am - 11:10 am Emily Vasiliauskas

ENGL 231 (F)(S) Literature of the Sea (DPE)

Cross-listings: CAOS 231

Secondary Cross-listing

The ocean, and human relationships with it, have been central features of literatures and cultures around the world for more than a thousand years. But since literary study is typically based around authors' homelands, careful examination of the oceanic experience is often pushed to the periphery--an "empty space" to be crossed between nations, a "vast darkness" antithetical to human life, or a mirror for land-borne concerns. Increasingly, however, scholars and readers are centering the sea and stories about it as a means stepping outside human frameworks of space and time, situating the complex emotions and narratives inspired by the ocean into a complex network of geologic history and teeming other-than-human life. This course examines a wide range of texts and perspectives on the ocean and human relationships with it. Doing so will help us consider how literature both plays into and subverts dominant viewpoints of the ocean. Through texts that consider 19th-century whaling, the Middle Passage, the postcolonial Caribbean, and islands throughout the Pacific Ocean, we will explore a range of questions, including: What can we learn from examining efforts to write about the ocean? How do ocean stories help individuals understand themselves, their communities, and their place in global environments? What can the range of cultural and literary perspectives on our "single, global ocean" reveal about the ways different people are both connected with and profoundly distant from each other? Most importantly, we will practice, as a classroom community, different strategies for carefully reading texts while connecting them to cultural traditions, surrounding environments, and personal experiences.

Class Format: weekly roundtable discussions, including coastal and near-shore field trips and multiple field seminars.

Requirements/Evaluation: regular papers, class participation, journal-writing, and a final assignment

Prerequisites: N/A

Enrollment Limit: 25

Enrollment Preferences: Williams-Mystic Students only

Expected Class Size: 20

Grading: no pass/fail option, no fifth course option

Unit Notes: offered only at Mystic Seaport

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

CAOS 231(D1) ENGL 231(D1)

Difference, Power, and Equity Notes: This course focuses on the range of cultural perspectives about the sea, as well as the ways those perspectives can unsettle and challenge dominant narratives about the sea and its role in colonial expansion. Furthermore, this course centers voices that are typically overlooked in the genre of "Sea Literature," paying particular attention to Indigenous and African-American narratives about the ocean.

Attributes: AMST Arts in Context Electives ENVI Humanities, Arts + Social Science Electives

Fall 2024

SEM Section: 01 MW 10:30 am - 11:45 am Ned G. Schaumberg

Spring 2025

SEM Section: 01 MW 10:30 am - 11:45 am Ned G. Schaumberg

ENGL 232 (S) We the People in the Stacks: Democracy and Literatures of Archives (DPE)

Cross-listings: LATS 232

Secondary Cross-listing

"Archives have never been neutral they are the creation of human beings, who have politics in their nature. Centering the goals of liberation is at the heart of the issue" (Jarrett Drake, former digital archivist at Mudd Manuscript Library, Princeton University). In this generative writing and critical-practice course, students examine the concept of archives through the lens of democratic ideals. A primary focus is on how Latinidades and works of Global South literatures engage archives--their creation and deletions, their contents and omissions, their revelations and concealments. Drawing from the values explored in class, students have opportunities to contribute to existing archival collections and/or to curate their own.

Requirements/Evaluation: attendance and class participation, short writing exercises, midterm project, final creative project

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: LATS concentrators

Expected Class Size: 12-15

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 232(D1) LATS 232(D2)

Difference, Power, and Equity Notes: This course examines the relationship between archives and power--creation and deletion, contents and omissions, revelations and concealments--taking into account the diverse affective roles and responsibilities of the archivist, records creator, records subject, and to community engagement.

Attributes: LATS Core Electives

Not offered current academic year

ENGL 233 (F) Great Big Books (WS)

Cross-listings: COMP 293

Primary Cross-listing

Some of the greatest novels are really, really long--so long that they are too seldom read and taught. This course takes time to enjoy the special

pleasures of novels of epic scope: the opportunity to immerse oneself in a wide and teeming fictional world; to focus sustained attention on the changeable fortunes of characters and societies over a long span of time; to appreciate the detailed grounding of lives in their social environment and historical moment; to experience the leisurely and urgent rhythms, with their elaborate patterning of build-ups and climaxes, that are possible in such works. We will read but two novels, both preoccupied with the disruption and evolution of lives and loves at moments of historic upheaval: *War and Peace* (1869), Leo Tolstoy's epic of the Napoleonic Wars, and *Parade's End* (1924-28), Ford Madox Ford's modernist masterpiece about World War I and its traumatic impact on English social life. Set a century apart, the novels are distinguished by vivid and scrupulous representation of their respective wars, by their shrewd accounts of political and social pressures informing the crises, and by their insight into the struggles of those whose lives are engulfed in global crisis. Tolstoy's and Ford's approaches to fictional representation, however, provide intriguing contrasts: one favors the lucidity of classic realism, the other the challenges of modernist innovation; one deploys a single multiplot novel, the other a tetralogy of shorter novels developing a single plot. We will discuss the differing strategies and effects of these two approaches, as well as the more general difficulties of reading and interpreting long fiction.

Requirements/Evaluation: regular class participation and four 5-page papers, two of them submitted in both a draft and a revision

Prerequisites: a 100-level English course, or a score of 5 on the Advanced Placement examination in English Literature or a 6 or 7 on the International Baccalaureate

Enrollment Limit: 19

Enrollment Preferences: first- and second-year students, and English majors who have yet to take a Gateway course

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 233(D1) COMP 293(D1)

Writing Skills Notes: Four 5-page papers, two of them submitted in both a draft and a revision; two mandatory paper conferences to discuss the drafts; occasional in-class discussion of issues of writing and argumentation.

Attributes: ENGL 200-level Gateway Courses ENGL Literary Histories B ENGL Literary Histories C

Not offered current academic year

ENGL 234 (S) The Video Essay

While people today experience an unprecedented flood of moving images, few have had the chance to think critically about film and video. Fewer still have had the opportunity to think *with* the medium, exploiting the resources of film and video in an effort to understand how these media affect viewers. The Video Essay offers a chance to do that. After being introduced to the fundamentals of film analysis and receiving training in basic video editing, students will spend the term alternating between making short video essays and commenting on the essays produced by their partners. Note that this is primarily a course in film analysis: students will not shoot any original material. No prior experience is required.

Class Format: We will meet together for three weeks, then break into groups of four. Students in each group will alternate weekly between creating video essays on film topics, and writing commentaries on the essays of their partner.

Requirements/Evaluation: four written exercises (1-2 pages); five video essays, increasing from two to six minutes; and four written commentaries on one's partner's video essays.

Prerequisites: permission of the instructor

Enrollment Limit: 12

Enrollment Preferences: sophomores; first-year students; English majors

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Attributes: ENGL post-1900 Courses

Not offered current academic year

ENGL 238 (F) 1930s Black Literature (WS)

Cross-listings: AFR 260

Primary Cross-listing

This course explores Black literary output of the 1930s in all its forms with the belief that this often under-appreciated decade contains many of the impulses that would come to structure the literary landscape in the decades that follow. These include an unflinching embrace of humor and satire, engagements with social realism, and a keen attention to notions of the radical in the international context. Special attention will be paid to how the writing pushes away from the development of what we have come to understand as the Harlem Renaissance of the 1920s. Work to be considered throughout the term comes from, among others, Marita Bonner, Arna Bontemps, Sterling Brown, Langston Hughes, Zora Neal Hurston, George Schuyler, Dorothy West, Richard Wright, and Octavia Wymbush.

Requirements/Evaluation: weekly reading responses, active class participation, two close readings (500 words each), annotated bibliography, class presentation, final paper (8-10 pages)

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 19

Enrollment Preferences: first- and second-year students, and English majors who have yet to take a Gateway course

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 260(D2) ENGL 238(D1)

Writing Skills Notes: Beyond the quantity of assigned writing, significant class time will be spent covering strategies for effective and persuasive academic writing. Throughout the semester, students will receive written feedback from the instructor with specific suggestions for revision and improvement.

Attributes: AFR Black Landscapes AMST Arts in Context Electives ENGL 200-level Gateway Courses ENGL Literary Histories C

Fall 2024

SEM Section: 01 TR 11:20 am - 12:35 pm Ricardo A Wilson

ENGL 239 (S) Zen and the Art of American Literature

Just one hundred years ago, few Americans knew the first thing about Buddhism. But these days, who hasn't heard of (or even tried) mindfulness or meditation? Buddhist ideas and practices now seem ubiquitous, available even in the form of smartphone apps like Headspace and Calm. In this class, we'll explore how Buddhism came to be the profoundly important cultural force in American life that it is today. We'll read some Buddhist American literary texts, like Ruth Ozeki's wondrous novel, *A Tale for the Time Being*. And we'll range far beyond the world of literature into other cultural domains in which Buddhism has had a deep impact, like psychotherapy, environmentalism, Western attitudes towards death and dying, and the ongoing struggle for racial justice. And we'll engage in an experiential investigation of the benefits of incorporating contemplative practices like meditation into the classroom: students in the course will learn a variety of meditation techniques, and we'll spend time each class practicing and reflecting upon those practices. Students will be expected to meditate outside of class as well (2-3 times per week). No prior experience with meditation is necessary. Just an open mind.

Requirements/Evaluation: Since this is an experiential course, presence is essential and will be strictly required (so after two allowed absences, each subsequent absence will lower a student's final course grade by 1/3 of a letter grade: A- to B+, for example). Other requirements: short reading responses and free-writing exercises for each class meeting, a 3-4 page midterm essay, and an 8-10 page final essay.

Prerequisites: none

Enrollment Limit: 50

Enrollment Preferences: Enrollment preference will go to seniors. Students who preregister are required to fill out the expression of interest form at <http://tinyurl.com/Engl239Spring2025> by the end of pre-registration.

Expected Class Size: 50

Grading: yes pass/fail option, no fifth course option

Distributions: (D1)

Attributes: ENGL Literary Histories C EXPE Experiential Education Courses

Not offered current academic year

ENGL 240 (F) What is a Novel? (WS)

What is a novel? Where did novels come from? Why would anyone invent such a thing in the first place? This course is an introduction to the ways literary critics have attempted to give a genre as hard-to-pin down as the novel a theoretical framework. For a long time, nobody thought the novel even needed a theory--too popular, too loose and baggy to be thought of as any one thing. Today, novel theory is legion. To name a few, one can find theories of the novel that identify themselves as formalist, psychoanalytic, post-structuralist, Marxist, historical, and post-colonial, as well as accounts that emphasize sexuality and gender, for example, or the novel's trans-national development. We will move back and forth from the theory of the novel to its practice in order to see how the novel and its understanding have changed over the past 200 or so years. We'll center our studies in the Age of the Novel in Britain, the 19th century (Jane Austen, Charles Dickens), and extend our investigations to one of its contemporary heirs (Sally Rooney). Theorists will include Bakhtin, Benjamin, Marx, Lukacs, Barthes, Ian Watt, Jameson, Sedgwick, Said, Bersani, Moretti.

Requirements/Evaluation: 4 papers; weekly posts to glow; regular, substantial, and intensive participation in class discussion.

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 19

Enrollment Preferences: first- and second-year students, and English majors who have yet to take a Gateway course

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (WS)

Writing Skills Notes: You will write 4 papers, totaling around 20-25 pages, with opportunities for revision following feedback.

Attributes: ENGL Criticism Courses ENGL 200-level Gateway Courses ENGL Literary Histories B

Fall 2024

SEM Section: 01 TR 11:20 am - 12:35 pm Gage C. McWeeny

ENGL 241 (S) Introduction to Comparative Literature

Cross-listings: COMP 225

Secondary Cross-listing

Comparative literature involves reading and analyzing literature drawn from different times, movements, cultures, and media. In this class, we will study English translations of texts from eras spanning the ancient to the contemporary; literary movements including romanticism, realism, and postmodernism; national traditions arising in Europe, Asia, and the Americas; and media from prose fiction to theater, comics, and film. Throughout the course, we will consider what it means to think about all these different works as literary texts. To help with this, we will also read selections of literary theory that define literature and its goal in abstract or philosophical terms. Assignments will focus on close, creative reading of relatively short texts by authors like Homer, Sei Shônagon, Kleist, Lermontov, Zola, Borges, Wilde, Bechdel, and others. *All readings will be in English.*

Requirements/Evaluation: attendance, participation, two 5-page papers, a few short responses, midterm exam

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: Comparative Literature majors

Expected Class Size: 25

Grading: no pass/fail option, yes fifth course option

Unit Notes: This course can be substituted for COMP 111 to satisfy the gateway requirement for Comparative Literature majors.

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 225(D1) ENGL 241(D1)

Not offered current academic year

ENGL 242 Bewilderment: Contemporary U.S. Poetry and the Ethics of Unknowing (DPE) (WS)

"I perceive I have not really understood any thing, not a single object, and that no man ever can," wrote Walt Whitman in a great poem of 1860. "Tell

all the truth, but tell it slant," answered Emily Dickinson a few years later, as if suggesting a strategy for how to write one's way into Whitman's radical uncertainty. These articulations of knowing and unknowing, of telling and untelling, continue to thread their way into U.S. poetry today. This course will explore bewilderment as both a poetic strategy and an ethical position. How do error, randomness, contradiction, obliquity, and dissociation serve the poem and the poet? How do such strategies counter ideas of literary mastery, heroism, virtuosity, privilege and celebrity? What are the political possibilities of such counter stances, especially as embodied and expressed by poets who speak from outside the stronghold of the white male establishment? We will primarily read from recently published work in the U.S., but will also be interested to track the literary traditions that have shaped how contemporary poets think and write. Authors read may include: Wanda Coleman, Eileen Myles, Anne Carson, Layli Long Soldier, Vanessa Angelica Villarreal, Fanny Howe, Terrance Hayes, Jennifer Chang, Tiana Clark, Brenda Hillman, Jane Wong, Tommy Pico, Paisley Rekdahl, Brian Teare, Diana Khoi Nguyen, and C. D. Wright.

Requirements/Evaluation: Classroom participation in discussion, several papers of graduated lengths and complexity (for a total of 20 pages of writing).

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 19

Enrollment Preferences: potential sophomore English majors have first choice, then prospective or current American Studies majors

Expected Class Size: 19

Grading:

Distributions: (D1) (DPE) (WS)

Writing Skills Notes: Gateway courses in English traditionally emphasize writing skills, and this course is no exception. Attention will be paid to drafts and revisions of essays.

Difference, Power, and Equity Notes: The vast majority of works read are authored by poets outside the white male straight cisgender establishment. More importantly, we will constantly engage the question of how poetry may serve the needs of equity and inclusion in the U.S. contemporary literary marketplace.

Attributes: ENGL 200-level Gateway Courses

Not offered current academic year

ENGL 243 (S) The Contemporary African American and Latin American Novella (WS)

Cross-listings: COMP 268

Primary Cross-listing

This tutorial examines how the novella has been deployed in the African American and Latin American contexts in our present century. Throughout the term, we will grow a vocabulary to understand how, from the perspective of craft, an elongated brevity can often lend itself, perhaps counterintuitively, to such an immersive reading experience. We will also contemplate why so many of the texts appear focused on countering established historical narratives. What unique possibilities does the form of the novella offer in this regard? In these explorations, we will encounter novellas from, among others, César Aira, Yuri Herrera, Jocelyn Nicole Johnson, Gayl Jones, John Keene, Bruna Dantas Lobato, Toni Morrison, and Alejandro Zambra. These readings will be paired with brief critical texts that will frame the essays to be written each week.

Requirements/Evaluation: five tutorial essays (4-5 pages); five responses to partners tutorial essays; thoughtful participation in tutorial meetings

Prerequisites: A 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam, or permission of the instructor.

Enrollment Limit: 10

Enrollment Preferences: Sophomores, but juniors and seniors are also welcome.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 268(D1) ENGL 243(D1)

Writing Skills Notes: Beyond the quantity of assigned writing, significant class time will be spent covering strategies for effective and persuasive academic writing. Throughout the semester, students will receive written feedback from the instructor with specific suggestions for revision and improvement.

Attributes: AMST Arts in Context Electives ENGL Criticism Courses ENGL Literary Histories C

Spring 2025

TUT Section: T1 TBA Ricardo A Wilson

ENGL 246 (S) The Craft of Writing

An introduction to writing short fiction in a course that emphasizes elements of craft. Discussion of published fiction will be combined with exercises, a student workshop, and individual conferences with the instructor. Students should expect a course that focuses on reading as well as writing.

Requirements/Evaluation: Requirements/Evaluation: active participation, close readings of published work, successful completion of assigned exercises and story drafts, and a final portfolio of revised fiction.

Prerequisites: A 100 level English class or permission of the instructor.

Enrollment Limit: 12

Enrollment Preferences: English Majors and students interested in Creative Writing

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Attributes: ENGL Creative Writing Courses

Not offered current academic year

ENGL 247 Art of the Essay

The "essay" is one way of writing about the intersection of self and world. Writers from 16th century French Michel Montaigne to contemporary American physician Siddhartha Mukherjee and Canadian lyric essayist Anne Carson have experimented in this form, varying the proportion of self-scrutiny to outward focus. We will study the meandering history of this rich literary form, learning both how to analyze and interpret representative examples from multiple traditions, and how to try our hand at our own creative nonfiction. That is, you will do both critical writing and creative writing for this course. Throughout, we will track how this genre serves those writers and readers who gravitate toward its special arts. Works read include those by the writers named above, as well as a selection from the following list: Henry David Thoreau, William James, Gertrude Stein, James Baldwin, James Agee, John McPhee, Alice Walker, Gloria Anzaldua, Claudia Rankine, Theresa Hak Kyung Cha, and Maggie Nelson.

Requirements/Evaluation: four papers (two critical and two creative), of varying lengths (from 2-10 pages), for a total of 20 pages

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: first- and second-year students

Expected Class Size: 25

Grading:

Distributions: (D1)

Not offered current academic year

ENGL 250 (S) Americans Abroad (DPE)

Cross-listings: GBST 242 / AMST 242 / COMP 242

Secondary Cross-listing

This course will explore some of the many incarnations of American experiences abroad from the end of the 19th century to the present day. Materials will be drawn from novels, short stories, films, and nonfiction about Americans in Europe in times of war, peace, and pandemic. We will compare and contrast the experiences of novelists, soldiers, students, war correspondents, jazz musicians, and adventurers. What has drawn so many Americans to Europe? What is the difference between a tourist, an expat, and an émigré? What are the profound, and often comic, gaps between the traveler's expectations and the reality of living in, say, Paris or a rural village in Spain? What are the misadventures and unexpected rewards of living, working, writing, or even falling in love in translation? How did recent lockdowns and border closings impact and/or interrupt these complex experiences? Authors may include: Edith Wharton, Henry James, Langston Hughes, Martha Gellhorn, Ernest Hemingway, Elaine Dundy, Richard Wright, and Ben Lerner. Additional reading will be drawn from historical and critical works. All readings will be in English. This comparative course is designed to

highlight the challenges and benefits of cultural immersion abroad. It will focus on the linguistic, emotional, intellectual, and social adaptation skills that are required to understand others, and oneself, in new contexts. Many of the authors and artists we will study chose, or were forced to, leave oppressive situations in the United States where their futures were limited due to factors related to politics, gender, race or class (and combinations thereof). We will study their dislocation, and freedom, and struggles to reshape their (and our) concept of "home" into something that reflects individual identity, and not one imposed by any national culture--American or foreign.

Requirements/Evaluation: Each student will give an in-class presentation and complete 3 writing assignments totaling 20 pages; one of these writing assignments will be a personal travel narrative based on the student's own experiences.

Prerequisites: Any literature course at Williams or permission of instructor.

Enrollment Limit: 18

Enrollment Preferences: Comparative Literature, English or American Studies majors, and/or students who have studied away or plan on doing so, and/or students who are from international and/or bilingual (or multilingual) backgrounds.

Expected Class Size: 18

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

GBST 242(D2) AMST 242(D2) COMP 242(D1) ENGL 250(D1)

Difference, Power, and Equity Notes: We will read and analyze primary materials and literature that reflect on Americans who chose, or were forced to, reinvent themselves abroad to escape oppressive situations in the United States related to gender, class, race, or political views. The socio-historical context of each writer will be crucial to understanding their situations. Students will write critical papers, and their own narrative in which they reflect on a situation of personal dislocation, either while traveling, or at home.

Attributes: AMST Arts in Context Electives GBST Borders, Exiles + Diaspora Studies

Spring 2025

SEM Section: 01 TR 9:55 am - 11:10 am Soledad Fox

ENGL 252 (F) Ficciones: A Course on Fiction (DPE)

Cross-listings: LATS 222

Secondary Cross-listing

This seminar is focused on the study of published fiction by Latina/o, Latin American, Afro-Diasporic, and other writers of the Global South, paying close attention to how each author employs narrative elements--characterization, plotting, structure, dialogue mechanics, setting, tone, theme--as well as the values and visions expressed.

Requirements/Evaluation: attendance and class participation, occasional creative responses, 4- to 5-page midterm paper (close-reading a text), 10- to 15-page final paper

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: Latina/o Studies concentrators

Expected Class Size: 12

Grading: yes pass/fail option, no fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

LATS 222(D2) ENGL 252(D1)

Difference, Power, and Equity Notes: Student work will encourage personal and cultural expression, with the opportunity to analyze the shaping of social differences, dynamics of unequal power, and processes of change.

Attributes: LATS Core Electives

Fall 2024

ENGL 253 (F) Feminist Theatres: A Global Perspective (DPE) (WS)

Cross-listings: THEA 250 / COMP 247 / WGSS 250

Secondary Cross-listing

What makes a work of theatre "feminist"? How do plays and performances across global networks engage with different models of feminism: liberal, radical, materialist, and intersectional? Why has feminism mattered to theatre-makers of the past? Should it still matter now? If so, what forms might future feminist theatres take? In this tutorial course, students will work in pairs to examine the social and political relation of feminism to the art and practice of theatre. Taking a global and comparative perspective on the subject, we will focus on the intersectionalities of gender, race, class, ethnicity, nationality, and sexual identity in the production of feminist-driven theatrical practices. Artists, companies, and movements to be considered may include: Spiderwoman Theatre, Adrienne Kennedy, Caryl Churchill, Sphinx Theatre Company, Ntozake Shange, Griselda Gambaro, Manjula Padmanabhan, Cherríe Moraga, Lisa Kron, Arethusia Speaks, Maya Krishna Rao, Tracie Chima Utoh-Ezeajugh, Alexis Scheer, Tori Sampson, Clare Barron, and others. Close analysis of source material will be informed by critical and autobiographical writings by: Audre Lorde, Judith Butler, bell hooks, Gloria Anzaldúa, Kimberlé Crenshaw, Eve K. Sedgwick, Gayatri Spivak, Jill Dolan, José E. Muñoz, and Donna Haraway. This course will follow a standard tutorial format, with students taking turns presenting or responding to their peer every other week; for their presentations, students will write a 5-page paper or, in up to two cases if they choose, offer their argumentation through more performance-driven methods (such as an oral argument, spoken-word monologue, or activist prompt).

Requirements/Evaluation: students will meet with instructor in pairs for an hour each week; every other week they will be responsible for sharing either a 5-page paper or, if they choose, in up to two cases, a more performance-driven presentation, such as: an oral argument, spoken-word monologue, or activist prompt (five presentations/papers in all). They will comment on / respond to their partner's papers/presentations in alternate weeks; emphasis will be placed on developing skills in reading, interpretation, critical argumentation, and written and oral communication.

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: THEA majors; WGSS majors; ENGL majors; COMP majors. Students from all majors are welcome and invited to contact Prof. Holzapfel about their interest in the class: ash2@williams.edu

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

THEA 250(D1) COMP 247(D1) WGSS 250(D2) ENGL 253(D1)

Writing Skills Notes: This course fulfills the writing skills requirement by engaging students in the active and creative process of critical writing, based on the notion that "writing is thinking, not thinking written down." Emphasis will be given to crafting and developing an argument, clarifying prose, selecting evidence, gaining authority, and incorporating theoretical ideas into an essay. We will also focus on the performance and presentation of written arguments.

Difference, Power, and Equity Notes: This tutorial examines intersections between gender, race, sexuality, class, nationality, and ethnicity in relation to theatre's ongoing engagement with feminism. We will consider how articulations of difference, power, and equity arise and are, in fact, prioritized in quite different ways within the politics of feminism itself, leading to their variable expressions through art.

Not offered current academic year

ENGL 254 (F) Catastrophe/Apocalypse: The Movie

The film industry has always appreciated the visual and dramatic possibilities of catastrophe, and given that the apocalyptic and post-apocalyptic sensibility seems to be everywhere in our culture, being plugged into the zeitgeist might at this point necessarily entail a familiarity with the tropes and assumptions of this subgenre. This course will consider the ways in which such films model for us those moments when our expectations and/or actions collide with the devastating realities of our physical world and/or political situation. How do we measure loss when loss occurs at the upper end of the human scale? How do we consider collectively, in either secular or metaphysical terms, the issue of our own complicity in--if not responsibility for--disaster? Films to be studied will include Alfonso Cuarón's *Children of Men*, Jordan Peele's *Get Out*, Ridley Scott's *Blade Runner*, Alfred Hitchcock's *The Birds*, Danny Boyle's *28 Days Later*, Lorene Scafaria's *Seeking a Friend for the End of the World*, Jeff Nichols' *Take Shelter*, Armando Iannucci's *The Death of Stalin*, Juan Carlos Fresnadillo's *28 Weeks Later*, Bruce McDonald's *Pontypool*, Yoshiro Nakamura's *Fish Story*, and Joshua Oppenheimer's *The Act of Killing*.

Requirements/Evaluation: Three short papers and in-class presentations

Prerequisites: an introductory film course or permission of the instructor

Enrollment Limit: 30

Enrollment Preferences: English majors

Expected Class Size: 30

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Attributes: ENGL Literary Histories C

Not offered current academic year

ENGL 256 (S) Stop Making Sense: Absurd(ist) Theatre in Historical Context (WS)

Cross-listings: COMP 256 / THEA 252

Secondary Cross-listing

We want to make sense of things. In nearly all of our academic pursuits, the point of analysis is to find meaning, to explain intricate or confusing phenomena, to provide clarity from complexity. What happens when we can't do this, indeed, when the objects of our analytical attention seem willfully designed to thwart the attempt? Such is the challenge of "understanding" the traditions of the absurd. In this tutorial course, we will engage this challenge within the realm of Western theatre and performance from 1900 to the present. Beginning with selected readings from writers who have engaged the absurd in theoretical fashion (Albert Camus, Soren Kierkegaard, Jean-Paul Sartre, Martin Esslin), the course will move swiftly to original artworks for contemplation and analysis. Some questions we will grapple with include: How do we, can we, should we respond to art that specifically defies meaning? Can art that seems pointless have a point? Playwrights will range from canonical (Samuel Beckett, Eugene Ionesco) to more obscure but equally engaging (as well as baffling) artists (Peter Handke, Slavomir Mrocek). We will follow standard practice in tutorial pairs, as each week one student will prepare original analysis of the assigned reading, and the other will craft a response to prompt an hour-long discussion. Whether we "make sense," or perhaps discover different ways of appreciating the varied works of art, will depend on the nature of those weekly attempts.

Requirements/Evaluation: Evaluation will be based on weekly tutorial papers/response papers, and active participation in weekly tutorial sessions.

Prerequisites: None

Enrollment Limit: 10

Enrollment Preferences: Theatre, English, and Comparative Literature majors.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 256(D1) THEA 252(D1) ENGL 256(D1)

Writing Skills Notes: Weekly tutorial papers and response papers, plus regular feedback on writing/argumentation skills. The course will provide consistent and ongoing feedback on students' writing, and will require multiple assignments, each prompting comments which address writing problems and strategies, as appropriate.

Not offered current academic year

ENGL 257 (F) The Personal Essay (WS)

The personal essay as a literary form includes a wide range of genres including literary journalism, creative nonfiction and the lyric essay. (Note the exclusion of "memoir" or "autobiography" in this list. This course is NOT a course in memoir or autobiography.) As a Gateway to the English major, this course we will focus on critical methods and analytical writing skills that will serve students who want to pursue more advanced work in the department. (Note: this is not a creative writing course.) We will consider the literary history of the personal essay from Montaigne to yesterday, attending primarily to writers from the 20th and 21st centuries, and from the U.S. The reading list may include: James Baldwin, James Agee, Annie Dillard, Audre Lorde, John McPhee, Joan Didion, Adrian NicholeLeBlanc, Jennifer S. Cheng, Anne Carson, Samuel Delaney, Maggie Nelson, Alexander Chee, Lydia Yuknavitch, Saidiya Hartman and Karen Green.

Requirements/Evaluation: Evaluation will be based on class participation, peer editing, writing and revision, with special attention given to the

student's engagement in every aspect of the writing process.

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam, or permission of the instructor.

Enrollment Limit: 19

Enrollment Preferences: first- and second-year students, and English majors who have yet to take a Gateway course

Expected Class Size: 19

Grading: no pass/fail option, yes fifth course option

Distributions: (D1) (WS)

Writing Skills Notes: This course will demand weekly writing and critical responses, drafts and revisions of essays, as well as peer editing. There will be 4-5 essays required, for a total of approximately 25-30 pages. One-on-one meetings with the professor will be a regular feature.

Attributes: ENGL 200-level Gateway Courses

Not offered current academic year

ENGL 258 (F) Poetry and the City (WS)

In this course we will consider poems generated out of the experiences of urban life. The city provides for poets a vivid mental and imaginative landscape in which to consider the relation of vice and squalor to glamour; the nature of anonymity and distinction; and the pressure of myriad bodies on individual and mass consciousness. We will explore ways in which the poet's role in the body politic emerges in representations of the city as a site both of civilized values and/or struggles for power marked by guile and betrayal. Taking into account the ways in which cities have been transformed over time by changing social and economic conditions, we will consider such issues as what the New York of the 1950s has to do with the London of the late eighteenth and early nineteenth centuries, and why poetry as a genre might be particularly suited to representing the shifting aspects and populations of urban life. Poets will include Dante, Pope, Swift, Blake, Wordsworth, Whitman, Baudelaire, Yeats, Crane, Moore, Hughes, Brooks, Lorca, Bishop, Ginsberg, Baraka, Ashbery, Yau, Bitsui, Rankine, and Diaz. We will also draw on essays by Simmel, Benjamin, Williams, and Canetti, photographs by Hines, Weegee, Abbott, and Nishino; the blues, as sung by Holliday and Vaughan; and films such as *Man with a Movie Camera*, *Rear Window*, and *Breathless*.

Class Format: discussion-based

Requirements/Evaluation: class participation; the course will require four 5-page essays in multiple drafts

Prerequisites: 100-level English course or a 5 on the AP literature exam, or permission of the instructor.

Enrollment Limit: 19

Enrollment Preferences: first-year and sophomore students who are thinking of majoring in English, and majors who have not yet taken a Gateway course.

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (WS)

Writing Skills Notes: The course will require four 5-page essays in multiple drafts. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Attributes: ENGL 200-level Gateway Courses ENGL Literary Histories B ENGL Literary Histories C

Not offered current academic year

ENGL 262 (F) European Cinema and Film Theory (WS)

This seminar explores the foundations of contemporary European cinema by studying a range of films from 1920-1985, and offers a grounding in film theory and aesthetics by pairing such films with theoretical essays by philosophers and aestheticians from the silent era through the 1970s. We will establish a kind of map of cinematic styles and movements, ranging from German expressionism and Soviet montage in silent films of the 1920s, through French realism of the prewar and Italian neorealism of the early postwar era, to the insurrectionary films of the French New Wave and the stylistic innovations of the German New Wave and of Swedish cinema in the 1960s and 1970s. We will study films by such directors as Wiene, Murnau, Lang, Eisenstein, Vertov, Dreyer, Renoir, Riefenstahl, Rossellini, Fellini, Truffaut, Godard, Varda, Herzog, Bergman, Tarkovsky, and Almodóvar.

Requirements/Evaluation: regular class participation and four 5-page papers, two of them submitted in both a draft and a revision

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 19

Enrollment Preferences: first- and second-year students, and English majors who have yet to take a Gateway course

Expected Class Size: 19

Grading: no pass/fail option, yes fifth course option

Distributions: (D1) (WS)

Writing Skills Notes: Four 5-page papers will be assigned, two of them in a first draft and a revision; there will be feedback on these drafts before the revision, as well as on the other two papers before a subsequent paper is due.

Attributes: ENGL Criticism Courses ENGL 200-level Gateway Courses ENGL Literary Histories C

Not offered current academic year

ENGL 263 (S) Novel Worlds (WS)

Reading a novel can feel like falling into another world, each novel its own trip down a granularly detailed rabbit hole. From Jane Austen's "3 or 4 families in a country village" to the teeming novels of Charles Dickens, the novel's distinctive power is in making both the few and the many feel like a complete world. But what are worlds, anyway? Are they spaces? Or are they not a thing at all, but social systems--ways of belonging that are constantly being made and remade? This course is about the specific world--imagining powers of the novel, tracing out various techniques and strategies by which literary texts create worlds. Our hunch: the modern notion of "world" finds its origin in the novel, and the novel constitutes one of the most sophisticated sites of reflection upon that notion. We'll read a number of novels, ranging from 19th-century authors like Austen and Dickens, to contemporary genre writing--science fiction and the detective novel--to see how novels, and ideas of world, shift over time and space. To get at our central questions, we'll read some philosophical and critical texts preoccupied by world-ness, consider the colonial contexts of some novel worlds, and engage contemporary debates around the possibilities of "World Literature." Likely authors include Jane Austen, Charles Dickens, Lewis Carroll, Arthur Conan Doyle, Oscar Wilde, Italo Calvino, and China Mieville.

Requirements/Evaluation: papers (approximately 20 pages), other forms of writing in-class and otherwise, engaged participation in course discussions.

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 19

Enrollment Preferences: sophomores and first-year students

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (WS)

Writing Skills Notes: 4-5 shorter writing assignments totaling 20 pages of writing; regular feedback on writing assignments through written comments and in-person meetings.

Attributes: ENGL 200-level Gateway Courses ENGL Literary Histories B

Not offered current academic year

ENGL 264 (S) Utopia and the Idea of America(s) (WS)

Cross-listings: COMP 295

Primary Cross-listing

What value does the utopian/dystopian text hold in the development of alternative thought? This course, primarily grounded in science fiction and the African American and Latin American contexts, will address this question via the thoughtful examination of a range of theoretical, fictional, and cinematic texts from, among others, Thomas More, John Akomfrah, Samuel Delany, Octavia Butler, Jorge Luis Borges, Alfonso Cuarón, José Vasconcelos, Eduardo Urzaiz, and Fredric Jameson.

Requirements/Evaluation: weekly reading responses, active class participation, two close readings (500 words each), annotated bibliography, class presentation, final paper (8-10 pages)

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 19

Enrollment Preferences: first- and second-year students, and English majors who have yet to take a Gateway course

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 295(D1) ENGL 264(D1)

Writing Skills Notes: Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Attributes: ENGL 200-level Gateway Courses ENGL Literary Histories C

Not offered current academic year

ENGL 266 (F) Postmodernism (WS)

Cross-listings: COMP 231

Secondary Cross-listing

In one definition, postmodernism in art and literature is what you get when you combine modernism's radical experimentation with pop culture's easy appeal. This term has been used to describe works from Andy Warhol's paintings of Campbell's soup cans and Jean Baudrillard's critical essays on Disneyland to Murakami Haruki's euphoric conspiracy novels. Theorists of the postmodern have argued that it represents not only a radical change in aesthetic sensibilities, but a fundamentally new relationship between art, language, and society. In this tutorial, we will read some of the most important theoretical essays defining the postmodern (essays which themselves often embrace this playful and sometimes ironic style), and we will pair them with artistic texts that are said to illustrate the features of postmodernism. The latter will be mainly novels and short stories from around the world, but one feature of this theory is a flattening of the distinction between high and low culture as well as between the written and the visual, so we will also examine examples from architecture, visual art, and/or broader pop culture. Texts will include essays by critics like Jean Baudrillard, Fredric Jameson, Jean-François Lyotard, and Azuma Hiroki; novels and short stories by writers like Don DeLillo, Italo Calvino, and Murakami Haruki; painting and sculpture associated with Pop Art and Superflat; the architecture of Williamstown-area museums; etc. Writing assignments will focus on reading the theoretical texts closely and applying their ideas to the artistic texts in creative and interesting ways. Open to sophomores as well as advanced students.

Class Format: After an introductory lecture meeting, students will meet with the instructor in pairs for approximately an hour each week.

Requirements/Evaluation: participation plus 4 papers (4-5 pages), 2 short papers (1-2 pages), and 4 peer critiques (1 page)

Prerequisites: a previous literature or critical theory course at Williams plus sophomore standing or higher, or permission of instructor

Enrollment Limit: 10

Enrollment Preferences: Comparative Literature majors, students with a demonstrated interest

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 266(D1) COMP 231(D1)

Writing Skills Notes: Students will write several regularly spaced papers that build on one another by revisiting, extending, and/or rewriting earlier material. Students will receive detailed written feedback from the instructor on each paper, addressing argument, organization, and style, as well as written peer feedback on the longer papers. (See requirements for details about the number and type of assignments.)

Attributes: ENGL Criticism Courses

Fall 2024

TUT Section: T1 TBA Christopher A. Bolton

ENGL 267 Stop Making Sense: Absurd(ist) Theatre in Historical Context (WS)

In most academic work the point of analysis is to make sense, to find meaning, to explain intricate or confusing phenomena, to provide clarity from complexity. What happens when we can't do this, indeed, when the objects of our analytical attention seem willfully designed to thwart the attempt? Such is the challenge of "understanding" the traditions of the absurd. In this tutorial course, we will engage this challenge within the realm of Western theatre and performance from 1900 to the present. Beginning with selected readings from writers who have engaged the absurd in theoretical fashion

(Albert Camus, Soren Kierkegaard, Jean-Paul Sartre, Martin Esslin), the course will move swiftly to original artworks for contemplation and analysis. Some questions we will grapple with include: How do we, can we, should we respond to art that specifically defies meaning? Can art that seems pointless have a point? How and when have strategies of nonsense, circular reasoning, linguistic obfuscation, and intentional theatrical absence been employed to disguise, or deflect attention from, specific didactic (even political) agendas? What role specifically does theatre, theatricality, or performativity play in the presentation of art that refuses understanding? Playwrights will range from canonical (Samuel Beckett, Eugene Ionesco) to more obscure but equally engaging (as well as baffling) artists (Peter Handke, Slavomir Mrocek, Richard Foreman). We will follow standard practice in tutorial pairs, as each week one student will prepare original analysis of the assigned reading, and the other will craft a response to prompt an hour-long discussion. Whether we "make sense," or perhaps discover different ways of appreciating the varied works of art, will depend on the nature of those weekly attempts.

Requirements/Evaluation: Standard tutorial requirements; weekly paper or response paper from each member of the tutorial pair. Evaluation based on improvement in written expression and engaged contribution to weekly discussions.

Prerequisites: None

Enrollment Limit: 10

Enrollment Preferences: Theatre, English, and Comparative Literature majors and prospective majors.

Expected Class Size: 10

Grading:

Distributions: (D1) (WS)

Writing Skills Notes: This tutorial will demand writing from each student each week (either a primary paper or a shorter response paper), and each student will receive regular, extensive feedback including a focus on strategies for successful persuasive argumentation.

Not offered current academic year

ENGL 268 (F) Being Muslim, Being American: American Muslim Literature in the 21st century (DPE)

Cross-listings: AMST 166 / COMP 166 / REL 166

Secondary Cross-listing

Islam and Muslims in the United States are the subject of extensive public scrutiny and media coverage in broader public discourses. It is less common, however, to hear Muslims' own voices speak about their lives, experiences, beliefs, and commitments. This course will take a literary approach to exploring American Muslims' own narratives about themselves, which will serve as an introduction to religion in contemporary U.S. culture. We will address questions such as: How do American Muslims attempt to fashion their identity in the wake of 9/11? What are the pressures and demands of American national belonging and cultural citizenship that Muslims must navigate? How are race, gender, ethnic heritage, and immigration definitive of Muslim experiences and self-understandings? How are Muslims approaching the tensions between communal belonging and individuality? What are the competing claims and contestations about authentic expressions of Islam? We will be engaging such themes through an analysis of popular memoirs, autobiographies, novels, short stories, poetry, films, and comedy.

Requirements/Evaluation: regular reading responses, short midterm essays, and final paper

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: First-year students and sophomores

Expected Class Size: 15

Grading: no pass/fail option, yes fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 166(D2) COMP 166(D1) ENGL 268(D1) REL 166(D2)

Difference, Power, and Equity Notes: This course will explore the intersections of power in American Muslim life, such as: Muslims as a religious minority in the context of the War on Terror; racial and ethnic differences in Muslim communities; immigration and national belonging; competing claims to religious authenticity and authority; and conflicting gendered norms. Students will learn to identify these multiple layers and configurations in the texts, and how to analyze their workings in nuanced multidimensional ways.

Not offered current academic year

ENGL 279 (S) Introduction to Latinx Literature: From 'I Am Joaquín' to Borderless-Future Dreams (DPE) (WS)

This course is designed to introduce you to Latinx literary and cultural production from the 1930s through the present. We will read and encounter some of the most urgent and exciting literary-artistic texts produced by Latinxs in the U.S., focusing our attention on the post-war period and the flourishing of the Chicano Movement-related cultural renaissance of the late 1960s and early 70s, along with the Movement's significant aftermaths. This focus highlights the significant contributions Chicana voices have made to Latinx literary studies and creates space for the incorporation of other Latin American-descended peoples (including Nuyoricans, Cubanos, Central Americans, Afro-Latinxs, and more). In addition to traditional narrative forms, we will also study poetry, films, photography, plays, murals, and performance art. In this way, you will gain a critical awareness of how Latinxs have historically engaged in various modes of artistic experiment to better question some of the twentieth and twenty-first centuries' most pressing global and local political issues (from migration to racism to coloniality to heterosexism to gentrification to U.S. imperialism and more). The course, at its core, will explore issues of identity-formation, particularly as they relate to Latinx struggles for equality on the fault lines of race, class, and gender/sexuality. Who and/or what is the Latinx subject, and how does the question of identity relate to struggles for cultural recognition and political equality? To what extent does the Latinx subject's political freedom rest upon practices and processes of identity-formation or, alternatively, dis-identification? As we explore these questions, we will also examine how Latinxs come to inhabit and articulate a sense of space and place in the shifting landscapes of culture--from the city to the campo to the cultural in-between of the border.

Requirements/Evaluation: Active participation in in-class and online discussion, four 4-5 page essays, writing-related homework assignments, and an in-class presentation.

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam, or permission of the instructor.

Enrollment Limit: 19

Enrollment Preferences: Sophomores considering the English major, but juniors and seniors are also welcome.

Expected Class Size: 19

Grading: no pass/fail option, yes fifth course option

Distributions: (D1) (DPE) (WS)

Writing Skills Notes: The instructor will provide written feedback on student work. Students will receive timely feedback on essay assignments with suggestions for improvement and will revise their essays.

Difference, Power, and Equity Notes: This course offers students the opportunity to learn and think critically about Latinx community struggles throughout U.S. social history while examining the forms of cultural expression that arise out of and in relation to those struggles. It also delves into the intersectional nature of Latinx community struggles as they emerge along the fault lines of race, class, and gender/sexuality.

Attributes: ENGL 200-level Gateway Courses ENGL Literary Histories C LATS Countries of Origin + Transnationalism Elect

Not offered current academic year

ENGL 281 (F)(S) Introductory Workshop in Poetry

Poetry is a capacious genre, and notoriously difficult to define. Emily Dickinson wrote of it this way: "If I read a book and it makes my whole body so cold no fire can ever warm me, I know that is poetry. If I feel physically as if the top of my head were taken off, I know that is poetry. These are the only ways I know it. Is there any other way?" In this introductory workshop, we will develop an expansive definition of poetry and a facility with its many strategies. We'll read broadly in canonical and contemporary poetry and will engage in various exercises, improvisations, and collaborations. You will write your own poems, as well as brief reflection papers. You will give thoughtful feedback on one others' poems, and revise your own work as part of a final portfolio.

Requirements/Evaluation: engaged participation; successful completion of assignments; demonstrated commitment and substantial improvement, as evidenced by a final portfolio of revised poems.

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: All interested students should pre-register and will be emailed with instructions if the course is over-enrolled.

Expected Class Size: 12

Grading: no pass/fail option, yes fifth course option

Distributions: (D1)

Attributes: ENGL Creative Writing Courses

Fall 2024

SEM Section: 01 TR 8:30 am - 9:45 am Jessica M. Fisher

Spring 2025

SEM Section: 01 W 1:10 pm - 3:50 pm Jessica M. Fisher

ENGL 282 (F) Introductory Workshop in Memoir

A course in basic problems and possibilities that arise in the composition of memoir. Individual meetings with the instructor will be available. Class sessions will be devoted to the discussion of both published and student work. Students will receive written critiques from other students as well as the instructor. Evaluation will be based on class participation, critiques of classmates' work, the successful completion of several writing exercises, two workshop pieces, and a final portfolio of 25 pages of memoir. No prerequisites. Enrollment limited to 12. Selection will be based on writing samples.

Requirements/Evaluation: Evaluation will be based on class participation, critiques of classmates' work, the successful completion of several writing exercises, two workshop pieces, and a final portfolio of 25 pages of memoir.

Prerequisites: None

Enrollment Limit: 12

Enrollment Preferences: All interested students should preregister. If the class is overenrolled, preregistered students will be notified with instructions for submitting a writing sample.

Expected Class Size: 12

Grading: yes pass/fail option, no fifth course option

Distributions: (D1)

Attributes: ENGL Creative Writing Courses

Not offered current academic year

ENGL 283 (F)(S) Introductory Workshop in Fiction

An introduction to the basics of writing short fiction. Exercises and discussion of published fiction will be combined with discussions of student stories, individual conferences with the instructor, and independent work.

Requirements/Evaluation: active participation, successful completion of assigned exercises and story drafts, and a final portfolio of revised fiction

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: All interested students should pre-register and will be emailed with instructions for a writing sample if the course is over-enrolled. Please understand that pre-registration is no guarantee of a place in the course.

Expected Class Size: 12

Grading: yes pass/fail option, no fifth course option

Distributions: (D1)

Attributes: ENGL Creative Writing Courses

Fall 2024

SEM Section: 01 MR 2:35 pm - 3:50 pm Karen L. Shepard

Spring 2025

SEM Section: 01 MR 2:35 pm - 3:50 pm Karen L. Shepard

ENGL 286 (F) Black Queer Looks: Race, Gender and Sexuality in Contemporary African-American Film

Cross-listings: AFR 283 / AMST 283 / WGSS 283

Secondary Cross-listing

In this course we will foreground questions around visibility and memory. We will explore representations of Black queer bodies in experimental, documentary and narrative film. This course will engage foundational texts from Black Queer Studies. We will pair texts with film in order to examine the various relationships between art and scholarship. You will also be asked to think about yourself as a filmmaker. We will screen films such as

Looking for Langston (Isaac Julien, 1989), The Watermelon Woman (Cheryl Dunye, 1996), U People (Olive Demetrius and Hanifah Walidah, 2009), Tongues Untied (Marlon Riggs, 1989) and Litany for Survival (Ada Gay Griffin and Michelle Parkerson, 1995). Throughout the course we will evaluate the different ways filmmakers represent Black queerness on screen. The goal is to think about the possibilities and limitations of representation and visibility. Each of you will be asked to facilitate a class discussion. You also will be required to do weekly critical response papers. In lieu of a final paper you will create a detailed proposal for a short film that "represents" some segment of Black queer living.

Requirements/Evaluation: facilitate class discussion; weekly critical response papers; in lieu of a final paper you will create a detailed proposal for a short film

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: Women's, Gender and Sexuality Studies majors, then Africana Studies concentrators

Expected Class Size: 20

Grading: no pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 283(D2) AMST 283(D2) ENGL 286(D1) WGSS 283(D2)

Attributes: FMST Core Courses WGSS Racial Sexual + Cultural Diversity Courses

Not offered current academic year

ENGL 290 (S) Technologies of Friendship

Cross-listings: STS 290

Secondary Cross-listing

Contemporary friendships--whether among roommates, near neighbors, or friends living thousands of miles apart--are highly mediated. We communicate and signal our attachment through Zoom windows, apps, and social media platforms, and we create ambiguous relationships with people whom we "follow" or "friend" without having met in person. Sometimes we text as much as we talk even with intimate friends, and carrying on in-person friendships was complicated in myriad ways by the Covid-19 pandemic. But friendships have always been mediated, and in this tutorial we will examine how writers across centuries have described the tools and technologies of friendship: some perhaps quaint or sentimental (for example the written letter) and others creepy or invasive (for example Apple's "Find My" app or social media's "suggestions"). We will ask common and important questions, such as "Can one have too many friends?"; "Are long-distance friendships sustainable?"; and "What health risks do we take for friendship, and what other risks do technologies of friendship carry?" Readings will include works of fiction and journalism, and scholarship from psychology, the history of technology, and science and technology studies. The technologies we will consider include emojis, coffeehouses, memes, letters, telephones, video games, social media, and novels themselves.

Requirements/Evaluation: Students will write essays and critique their partner's essays in alternate weeks. Essays will receive detailed instructor feedback, including writing instruction.

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: STS concentrators

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 290(D1) STS 290(D2)

Not offered current academic year

ENGL 291 (F) Writing for Television - Creating a Series

You'll learn about the structure and function of a pilot for a television series, and then write one. Students will provide oral and written comments to their peers on their work and participate in class discussion. Individual conferences with the instructor, and independent work. (The instructor, Michael Sardo, is a Williams College alum and Emmy-nominated writer and executive producer.)

Requirements/Evaluation: Active participation in whole class and small group discussions. Successful completion of assigned reading and exercises. A completed pilot script. Grades: 50% active participation (discussion, notes process), 50% script.

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: Students who have pre-registered. If the course is over-enrolled at the end of pre-registration, students will be asked to complete an assignment to determine admission.

Expected Class Size: 12

Grading: yes pass/fail option, no fifth course option

Distributions: (D1)

Attributes: ENGL Creative Writing Courses

Fall 2024

SEM Section: 01 W 1:10 pm - 3:50 pm Michael Sardo

ENGL 292 Writing for Television

You'll learn about the structure and function of a pilot for a television series, and then write one. Students will provide written comments to their peers on their work and participate in class discussion. Individual conferences with the instructor, and independent work. (The instructor, Michael Sardo, is a Williams College alum and Emmy-nominated writer and executive producer.)

Requirements/Evaluation: Active participation. Successful completion of assigned exercises. A completed pilot script.

Prerequisites: None.

Enrollment Limit: 12

Enrollment Preferences: Students who have pre-registered. All interested students should pre-register to receive instructions for first class. If the course is over-enrolled at the end of pre-registration, students will be asked for an expression of interest.

Expected Class Size: 12

Grading:

Distributions: (D1)

Attributes: ENGL Creative Writing Courses

Not offered current academic year

ENGL 293 (S) "Make it New": The Modernist Experiment (WS)

In her essay "Mr. Bennett and Mrs. Brown" (1924), Virginia Woolf proposed that around 1910 "human character" itself had suddenly changed, rendering existing conventions "in religion, conduct, politics, and literature" no longer adequate to express the new age. "And so the smashing and the crashing began. Thus it is that we hear all around us, in poems and novels . . . the sound of breaking and falling, crashing and destruction." This course will explore the effort of artists in the decade or so before and after World War I to "make it new." We will read work by Conrad, Yeats, Frost, Pound, Joyce, T.S.Eliot, Mansfield, Woolf, Faulkner, Wallace Stevens, William Carlos Williams and others, and chart the range of innovative narrative and formal strategies Modernist writers adopted in their efforts to represent consciousness, experience, memory and the objective world more fully and accurately in an era of massive social, political and technological change. We will also consider some non-print media, including developments in the visual arts from the post-impressionists through to the surrealists, the work of the Bauhaus, and early experiments in film.

Requirements/Evaluation: Active class participation; three papers rising from 3-7 pages; regular short reading responses

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Students who have declared or are considering English or Comparative Literature majors; students who have taken or placed out of a 100-level ENGL course.

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (WS)

Writing Skills Notes: Three papers rising from 3-7 pages; regular short reading responses. Students will receive comprehensive feedback on their writing, and opportunities for revision.

Attributes: ENGL 200-level Gateway Courses ENGL Literary Histories C

Spring 2025

SEM Section: 01 MR 1:10 pm - 2:25 pm James L. Pethica

ENGL 294 (F)(S) On Occupations: Work, Colonization and Contemporary Life (DPE) (WS)

Cross-listings: COMP 299

Primary Cross-listing

Reading political essays, critical theory, historiography, and literary works, in this course we will ask what thinking through the different senses of "occupation" can teach us about contemporary life. The course wagers that there is a connection between why some nations are or were "under" occupation and why, as individuals, all of us must "have" occupations. On the one hand, we will think about work: What does it mean to have an occupation today? There was a time when most people could distinguish between the time of work and that of leisure. But we live under a different regime. What now is the difference between work and leisure for those working "gigs"? In the case of "creatives," Bifo Berardi says, it is the soul itself that has been put to work. And then there are those who are unemployed, i.e., those occupied by the most widespread form of work there is--looking for work. On the other hand, we will ask questions about colonialism: Did not Europe's occupation of the globe birth this world in which the only way to live is to be occupied in a narrow sense, i.e., to always be working or looking for work? And isn't one economic function of the occupation of peoples in our own times to create a cheap workforce? Finally, we will ask what art and political organizing can teach us about a "de-occupied" life--a life after work, a life without colonization. Writers will include Marx, Jyotiba Phule, Du Bois, Raymond Williams, Premchand, M. E. O'Brien and Eman Abdelhadi, Bifo Berardi, David Graeber, Mahatma Gandhi, Rabindra Nath Tagore, Mahasweta Devi, Edward Said etc.

Requirements/Evaluation: Students will read 100-120 pages each week. Each student will do one classroom presentation about the week's readings. Other assignments include weekly journals, an annotated bibliography, a proposal, and a final paper.

Prerequisites: 100-level English course or a 5 on the AP literature exam, or permission of the instructor.

Enrollment Limit: 19

Enrollment Preferences: first-years and sophomores considering majoring in English or Comparative Literature, and English majors who have not yet taken a gateway course.

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 294(D1) COMP 299(D1)

Writing Skills Notes: Students will write over 20 pages in the semester and they will receive extensive feedback.

Difference, Power, and Equity Notes: Students will read and discuss texts about the organization of power in contemporary society. They will reflect upon the economic structures that underpin a range of oppressive social forms.

Attributes: ENGL 200-level Gateway Courses ENGL Literary Histories C

Fall 2024

SEM Section: 01 W 1:10 pm - 3:50 pm Paresh Chandra

Spring 2025

SEM Section: 01 W 1:10 pm - 3:50 pm Paresh Chandra

ENGL 299 (F) Let the Record Show: U.S. Literature of Research and Witness (DPE) (WS)

Cross-listings: AMST 299

Secondary Cross-listing

This is a course on the literature of research and witness in the U.S., from 1853 to the present. We will train our attention on works of long form journalism that stand at the intersection of reportage, archival history, documentary nonfiction, narrative and activism. The writers we study present

quantitative and qualitative data that document the existence and effects of systemic racism, xenophobia, sexism, homophobia and uneven economic development. How have American writers defied disciplinary boundaries to speak truth to power? What critical reading skills are mobilized by books of sweeping scope and unflinching detail? The course will be taught in reverse chronological order. Readings include: Sarah Schulman, *Let the Record Show*; Layli Long Soldier, *Whereas*; Nicholas Lemann, *The Promised Land*; Theresa Hak Kyung Cha, *Dictee*; James Agee, *Let Us Now Praise Famous Men*; Tillie Olsen, *Yonnondio*; Ida B. Wells, *A Red Record*; and Harriet Beecher Stowe, *Key to Uncle Tom's Cabin*.

Requirements/Evaluation: Evaluation will be based on class participation, writing and discussion. According to the tutorial format, you will be assigned a semester-long partner. You will be expected to write a critical paper every other week, alternating with the critical response to your partner's work.

Prerequisites: None

Enrollment Limit: 10

Enrollment Preferences: This is a tutorial for sophomores. Priority will be given to potential American Studies majors, especially those who have taken AMST101; potential English majors will be considered as space is available.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 299(D2) ENGL 299(D1)

Writing Skills Notes: As per traditional tutorial format, this course will be writing intensive. Every week, one student will write a 5-page paper responding to the readings of the week; the other student will craft a response (a combination of written notes and critical conversation). The total amount of writing for each student will thus be upwards of 30 pages. There will be considerable attention given to argument, use of evidence, etc. The option to revise a paper will always be available.

Difference, Power, and Equity Notes: This course shares the core mission of the DPE initiative: to teach students how to "analyze the shaping of social differences, dynamics of unequal power, and processes of change." The course is built around U.S. texts that speak truth to power. Researching and exposing the quantitative and qualitative data that prove the existence and effects of systemic racism, xenophobia, sexism, homophobia and uneven economic development, the writers we will study merge research, writing and activism.

Attributes: AMST Arts in Context Electives

Not offered current academic year

ENGL 301 (F) Sublime Confusion: A Survey of Literary and Critical Theory

Cross-listings: COMP 301

Secondary Cross-listing

Which is more appealing, a roller coaster or a rose? For much of its history, art and literary theory has conceived itself as a science devoted to explaining and defining "beauty." But running alongside this is an edgier countercurrent that worships something else: an experience of excitement, fear, suspense, or thrilling confusion often described as "the sublime." The sublime interested early critics, from classical rhetoricians to the German Idealists, as a way to make aesthetics more scientific paradoxically by identifying the doorway through which art and literature escaped the realm of reason. More recently the notion of literature's exciting confusion has played a key role in modern critical theory from Russian formalism to new criticism, deconstruction, postmodernism, and posthumanism. (In fact, poststructuralist criticism itself has a thrillingly confusing quality that we will not ignore.) We will take up a cross section of critical theory from classical times to the present, focusing on careful reading of relatively short texts by Plato, Aristotle, Addison, Burke, Schiller, Nietzsche, Shklovsky, I.A. Richards, Barthes, Derrida, Lyotard, Fredric Jameson, Haraway, and others. Case studies ranging from opera to Xbox will enlighten, thrill, and confound you. Written assignments will encourage you to parse these theories carefully and apply them to the literary texts that most interest you: prose, poetry, or drama from any time and place; film, visual art, or architecture; music, new media, or digital media, and beyond.

Requirements/Evaluation: attendance and active participation, several short response assignments, final project consisting of a scripted oral presentation and a 15-page final paper

Prerequisites: 200- or 300-level course in literature, theory, or philosophy, or permission of the instructor

Enrollment Limit: 15

Enrollment Preferences: students majoring or considering a major in a related field

Expected Class Size: 9

Grading: no pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 301(D1) ENGL 301(D1)

Attributes: ENGL Criticism Courses

Not offered current academic year

ENGL 302 (S) "A language to hear myself": Advanced Studies in Feminist Poetry and Poetics (DPE)

Cross-listings: WGSS 330 / AMST 310

Primary Cross-listing

The title of this course comes from Adrienne Rich's 1969 poem "Tear Gas," grounding our study in 1960s, 70s, and 80s feminist activist poetry but also in our current moment to answer a fundamental question: what can poetry do for us? In this period, feminist activist poets were at the center of a revolutionary social justice movement that changed the world. Feminist presses published much of the new poetry. This course focuses on the theory and practice of feminist poetry and print culture during this period, and how feminist experiments in language changed how we understand American poetry. We focus on the theoretical writings and poetry chapbooks of a diverse group of poets who powered the movement, including Audre Lorde, Mitsuye Yamada, Nelly Wong, Robin Morgan, June Jordan, Joy Harjo, Gloria Anzaldúa, Sonia Sanchez, Adrienne Rich, Judy Grahn, and Pat Parker. We also read the work of some later feminist theorists, such as Sara Ahmed. We spend time in the archives, analyzing documents from the period, including feminist magazines and original publications of poetry chapbooks often published by the period's many feminist presses and consider how such attention allows us to construct alternative narratives for feminism and American poetry. Writing at the intersections of race, class, gender, and sexuality, and of multiple social justice movements (Civil Rights, anti-Vietnam War, LGBTQ activism, and Black Power), these poets gave us a new language to "hear," not only ourselves, but the experience and pain of others, and, in so doing, they moved personal experience into public discourse around issues of inequality and human flourishing in a democratic society.

Requirements/Evaluation: short analysis papers (4-5 pages), creative (1-2 pages), Perusall annotations, longer final researched paper (10-12 pages) or alternative digital project, curated exhibition of archival materials in Special Collections

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam, or permission of instructor

Enrollment Limit: 25

Enrollment Preferences: English, Women's, Gender, and Sexuality Studies, American Studies majors

Expected Class Size: 25

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 330(D2) ENGL 302(D1) AMST 310(D2)

Difference, Power, and Equity Notes: The course examines the effects of class, race, ethnicity, gender, and sexuality on both poetry and the feminist movement and how women negotiated their differences within the movement, as well as in response to the dominant patriarchal culture. This course employs critical tools (feminist theory, archival research, poetics, close reading, comparative approaches) to help students question and articulate the social injustices that led to the poetry and poetics of the period.

Attributes: AMST Critical and Cultural Theory Electives ENGL Criticism Courses ENGL Literary Histories C WGSS Racial Sexual + Cultural Diversity Courses WGSS Theory Courses

Not offered current academic year

ENGL 303 (S) The New Television

TV has changed a lot, and it seems like a good time to figure out how. We will watch full seasons of landmark shows (*Game of Thrones*, *Girls*, *Breaking Bad*, *The Sopranos*) in order to answer a series of questions: How does the new television differ from older network shows? What are its distinctive storytelling techniques? What, in particular, is the appeal of complex and long-form narrative? Is modern television, as often claimed, a reinvention of the nineteenth-century novel? Which features does it take over from the novel and do they work the same way on the screen as they do on the page? But then what is television's relationship to the film genres that it also inherits? What happens to a gangster movie when you extend it out to eighty-six hours? What's the difference between a zombie movie and a really long zombie movie? And how is it that the new television has

reclaimed the word *binge*, which used to be associated with broken diets and heavy drinking?

Requirements/Evaluation: informal weekly writing; class participation; midterm and final essays, 30 pages total

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam. Do contact Prof. Thorne if you would like to take the class without the prereq.

Enrollment Limit: 25

Enrollment Preferences: English majors

Expected Class Size: 25

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Attributes: ENGL Literary Histories C

Spring 2025

SEM Section: 01 TF 2:35 pm - 3:50 pm Christian Thorne

ENGL 304 (S) Prophecy, Poetry, and Property in the Radical Seventeenth Century

This course offers a study of seventeenth-century poetry and prose in a prophetic strain, with a particular (though not exclusive) attention to writing by women, from Aemilia Lanyer to Anna Trapnell to Anne Bradstreet. How did these writers mobilize the resources of ritual and scripture to criticize and remake the world? In what ways did religious devotion, erotic passion, and dream inform political thinking and shape the public sphere? We'll consider the relationship between intimate feeling, apocalyptic desire, and the material realities of a burgeoning British empire--enclosure, dispossession, transatlantic enslavement. As prophetic modes overlap with and inflect controversies such as the querelle des femmes, the witch hunt, and the execution of Charles I, we'll interrogate the construction and deconstruction of social identities. Thus a collateral concern will be recent critical approaches to the early modern category of "woman"--in Black feminism, queer studies, and Marxist-feminism. Throughout our inquiry, we'll take seriously the claim that the seventeenth century was "radical"--in the sense of enacting a "departure from what is usual or traditional" and in the sense of being the "root, basis, or foundation" of a modernity we are still living in and through (see Oxford English Dictionary, "radical" def. 7c and def. 2).

Requirements/Evaluation: Two 8-page papers (one at midterm and one final); maintenance of a reading journal or "commonplace book"; regular discussion posts; brief collaborative research exercises; and a creative response.

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 25

Enrollment Preferences: English Majors

Expected Class Size: 25

Grading: no pass/fail option, yes fifth course option

Distributions: (D1)

Attributes: ENGL Literary Histories A

Not offered current academic year

ENGL 305 (S) The American Modernist Novel

For the purposes of this course, the American modernist novel will include prose fiction written between 1910 and 1940 by such writers as Gertrude Stein, Willa Cather, F. Scott Fitzgerald, Ernest Hemingway, Jean Toomer, and William Faulkner. The emphasis will be on formal prose experimentation for the sake of representing new realities: radical re-conceptions of race and gender, revolutionary technologies such as the car or telephone, the Great War discrediting of all forms of authority. Newly unmoored questions of how to lead a life or organize a society are reflected by a set of unique innovations in how to write a novel.

Requirements/Evaluation: Three papers of ascending weight in determining the final grade, 3-4 pp., 4-5 pp., 5-7 pp. Class participation is expected and rewarded.

Prerequisites: 100-level English course or permission of instructor.

Enrollment Limit: 25

Enrollment Preferences: English majors; prospective English majors; American Studies majors.

Expected Class Size: 20

Grading: yes pass/fail option, no fifth course option

Distributions: (D1)

Not offered current academic year

ENGL 311 (S) Black Critical Theory, Black Avant-Garde (DPE)

Cross-listings: AMST 374 / AFR 376

Secondary Cross-listing

What is the relationship between violence and what constitutes the Black avant-garde and Black critical theory? Is it possible to conceptualize the latter two without an investigation of Black rebellion and its relationship between Black artistic and intellectual production? Can one argue that Black critique is none other than Black experimentation in form, or that Black abstraction is the requisite effector for all modes of Black praxis and thought? This course will explore these questions through a study of Black continental and diasporic avant-garde texts in multiple mediums. Alongside, we will also consider the emergence of contemporary Black critical theory, chronicling its development as both experimental and critical. Through the works of historical subjects of experimentation also considered to be objects critiquing in experimental form, the course will approach Black avant-gardism and Black critical theory as a productive opportunity to think about Blackness as critique, as experimentation, and as theoría. This pairing of Black avant-gardes and Black critical theory takes "avant" at its root--indicating what precedes or takes precedent--and "garde" as what is preeminent, or what protects. As such, we will start with the question of whether blackness, as an ideological fiction produced through violent historical ideologies and practices, could ever, or ever not, be anything but avant-garde?

Requirements/Evaluation: Weekly discussion posts and questions, a research presentation, and two 10-12 page papers

Prerequisites: None

Enrollment Limit: 15

Enrollment Preferences: Preference will be given to AMST majors and prospective majors, as well as ENGL and AFR majors or prospective majors.

Expected Class Size: 15

Grading: no pass/fail option, yes fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 374(D2) ENGL 311(D1) AFR 376(D2)

Difference, Power, and Equity Notes: This course examines race through the lens of historic modalities of power and violence. Additionally, it attends to the artistic, political, and intellectual production of a racialized population responding to ideological and state technologies that not only create difference, but also perpetuate asymmetrical relations of power.

Attributes: AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora AMST Critical and Cultural Theory Electives

Not offered current academic year

ENGL 312 (S) Poetry and the Ecological Imagination

How does the human imagination encounter its environment? And how do poets reflect an increasing awareness of anthropogenic climate change and other forms of environmental catastrophe? In this class, we'll read selections from the long tradition of ecologically-minded poetry to answer these questions. Our readings will focus primarily on writers from Romanticism to the present, from John Clare and Gerard Manley Hopkins to contemporary writers including Juliana Spahr and Craig Santos Perez, whom we'll read alongside various theoretical texts that will introduce you to some of the major ecocritical concepts. Finally, we will explore via our own writing the ethical and aesthetic imperative to find ways of imagining the ever-changing relation between the imagination and the environment.

Requirements/Evaluation: one 7-page paper, one 12-page paper, in-class presentation, thoughtful participation in discussions

Prerequisites: either a 100-level ENGL course, a score of 5 on the AP English Literature exam, a score of 6 or 7 on the Higher Level IB English exam, or permission of the instructor

Enrollment Limit: 25

Enrollment Preferences: English majors and those intending to major in English

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Attributes: ENGL Literary Histories B ENGL Literary Histories C

Spring 2025

SEM Section: 01 TF 1:10 pm - 2:25 pm Jessica M. Fisher

ENGL 315 (S) Milton's Paradise Lost

Cross-listings: REL 319

Primary Cross-listing

If you know anything about John Milton, you probably think of him as some blind guy who wrote a really long poem about the Bible. It's hard to shake the feeling that Milton is the fustiest of English poets--dull, pious, brilliant and all, and not someone you would read if you didn't have to. But then what are we to make of the following? The first piece that Milton wrote that was read widely throughout Europe was a boisterous defense of the English Revolution. Milton was most famous in his lifetime as the poet who went to bat for the Puritan insurgents--the poet who came right out and said that the king looked better without his head. Of all the major English poets, Milton is the revolutionary. So a course on Milton is by necessity a course on literature and revolution. We will read *Paradise Lost*, widely regarded as the greatest non-dramatic poem in English, and a few other books to help us prepare for that big one. Some questions: How did the mid-seventeenth century, probably the most tumultuous decades in the history of modern Britain, transform the culture of the English-speaking world? What is the relationship between literature and the state or between literature and radical politics? Is there a poetics of revolution? How can a poet who seems to be writing for Sunday school--about God and Adam and Eve and the serpent--really have been writing about rebellion all along?

Requirements/Evaluation: one 6- to 8-page paper, one 10- to 12-page paper, informal weekly writing assignments, and active seminar participation

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam. If you are interested in taking the course without the prereq, do contact Prof. Thorne.

Enrollment Limit: 25

Enrollment Preferences: English majors

Expected Class Size: 15

Grading: no pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 315(D1) REL 319(D2)

Attributes: ENGL Literary Histories A

Not offered current academic year

ENGL 316 (F) Unfinishing America (DPE) (WS)

Cross-listings: AMST 326

Secondary Cross-listing

The Great American Novel is a moribund cliché. Few would argue that any one work of fiction could capture the essence of American life. In this class, we will flip the Great American Novel on its head by reading Ralph Ellison's unfinished second novel. After publishing the acclaimed *Invisible Man* in 1952, Ellison seemed poised to deliver the next Great American Novel. But he never did. When he died in 1994, 42 years later, he left behind thousands of pages of material, but no finished second novel. Why wasn't he able to finish it? Some of it was bad luck. Some of it was a struggle with genre and form. However, perhaps the real reason Ellison's novel proved impossible is what it was trying to say. This is a book about the historical trauma of racism. Therefore, the thesis of this class is that the Great American Novel cannot be written as long as American history remains whitewashed. Ellison's manuscript shows this in surprising ways, from its depiction of racial passing and the taboo of interracial sex to its extended exploration of Black and Indigenous cultures in the former Oklahoma Territory. In addition to Ellison, we will read the work of the Chicano author Tomás Rivera, whose fragmentary fictions provoke similar questions. This class culminates in a final project that asks students to "unfinish" an American cultural object.

Requirements/Evaluation: Class participation, Discussion facilitation, "Show and Tell" presentation of a cultural object, Reader's Guide, Final Project

Prerequisites: None

Enrollment Limit: 15

Enrollment Preferences: Sophomores, Juniors, and Seniors

Expected Class Size: 10-15

Grading: no pass/fail option, yes fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 316(D1) AMST 326(D2)

Writing Skills Notes: Each student will be responsible for producing a reader's guide to Ellison's unfinished second novel. Students will write, rewrite, and revise their reader's guide throughout the semester. Three drafts will be due throughout the semester. A quality reader's guide will highlight the book's main themes, profile the main characters, and retrace the book's development. Students will also complete one draft of a guide to Rivera's novella, due at the end of the semester.

Difference, Power, and Equity Notes: "Unfinishing America" satisfies the Difference, Power and Equity requirement because it calls into question mainstream American culture from Black, Chicano, and Indigenous perspectives. It interrogates the relations of power that have driven American history, from the Civil War and Westward expansion in the 19th century to the struggle for Civil Rights against Jim Crow in the 20th. Finally, it asks what it would mean to have true equity amidst great diversity in American culture.

Attributes: AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora

Fall 2024

SEM Section: 01 TF 2:35 pm - 3:50 pm

ENGL 317 (F) Black Migrations: African American Performance at Home and Abroad

Cross-listings: THEA 317 / DANC 317 / AFR 317 / AMST 317 / COMP 319

Secondary Cross-listing

In this course, students will investigate, critique and define the concepts migration and diaspora with primary attention to the experiences of African Americans in the United States and Europe. Drawing on a broad definition of performance, students will explore everything from writing and painting to sports and dance to inquire how performance reflects, critiques and negotiates migratory experiences in the African diaspora. For example, how did musician Sidney Bechet's migration from New Orleans to Chicago to London influence the early jazz era? How did Katherine Dunham's dance performances in Germany help her shape a new black dance aesthetic? Why did writer James Baldwin go all the way to Switzerland to write his first novel on black, religious culture in Harlem? What drew actor/singer Paul Robeson to Russia, and why did the U.S. revoke his passport in response to his speeches abroad? These questions will lead students to investigate multiple migrations in the African diasporic experience and aid our exploration of the reasons for migration throughout history and geography. In addition to critical discussions and written analysis, students will explore these topics through their own individual and group performances in class. No prior performance experience is necessary.

Class Format: discussion

Requirements/Evaluation: class participation, in-class student performances, several 2-page performance response papers, one 10- to 12-page research paper, a final performance with a 3-page report

Prerequisites: none; open to all

Enrollment Limit: 15

Enrollment Preferences: Africana Studies majors and concentrators; Dance and Theatre majors; American Studies, Comparative Literature, and English majors

Expected Class Size: 10

Grading: no pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

THEA 317(D1) DANC 317(D1) AFR 317(D2) AMST 317(D2) ENGL 317(D1) COMP 319(D1)

Attributes: AFR Core Electives AFR Culture, Performance, and Popular Technologies AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora AMST Space and Place Electives GBST Borders, Exiles + Diaspora Studies

Not offered current academic year

ENGL 318 (S) Literary Taste and After Taste

Why are some literary works acclaimed or neglected when they first appear, and why do their critical assessments change--sometimes drastically--over time? What does it mean to think of a work as 'before its time'? What is the relation between critical trends and their affinity for particular literary styles? In thinking about these issues, we will consider a few crucial instances: modernist poets and New Critics' celebration of Donne and Marvell over Milton in the early 20th century; 18th and 19th century writers' fascination with medievalism and the Gothic; deconstructionist critics' absorption with Romantic poetry; Marxist and neo-Marxist critics' qualified embrace of realism and critique of postmodernism; and recent and contemporary debates about the relation of aesthetic forms to representations of race, ethnicity, and gender.

Requirements/Evaluation: class participation and two essays, approximately 20 pages of writing

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 20

Enrollment Preferences: English and Comparative Literature majors

Expected Class Size: 15-20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Attributes: ENGL Criticism Courses ENGL Literary Histories A ENGL Literary Histories B ENGL Literary Histories C

Not offered current academic year

ENGL 320 (F) Race and Psychoanalysis: Slavery and the Psyche (DPE)

Cross-listings: AMST 365 / GBST 365 / AFR 365

Secondary Cross-listing

This course explores slavery and the psyche through a constellation of Black diasporic literary, visual, and theoretical texts from the US, Caribbean, and Africa. Unwieldy and generative, the opacity of race within the field (and practice) of psychoanalysis shares a fraught intimacy with the co-constitutive terrains of violence and race that form the unconscious. Querying what escapes the hermeneutics of psychoanalysis and aesthetics in the fantasies race engenders, we will examine modernity's articulation of racialization through conceptualizations--both fantasmatic and real--of self, world, knowledge, and possibility. Course texts may include: Edwidge Danticat's *The Farming of Bones*, Adrienne Kennedy's *Funnyhouse of a Negro*, Bessie Head's *A Question of Power*, Arthur Jafa's *APEX and Love is the Message and the Message is Death*, Conceição Evaristo's *Ponciá Vicêncio*, Lars von Trier's *Manderlay*, Charles Burnett's *Killer of Sheep*, Derek Walcott's "Laventille"; and, selections from Sigmund Freud, Jacques Lacan, David Marriott, Kathleen Pogue White, Franz Fanon, Hortense Spillers, Nathan Gorelick, Jaqueline Rose, Jared Sexton, Melanie Klein, Jacques-Alain Miller, Melanie Suchet, and Jean Laplanche. Note: This course will reflect the Continental tradition in philosophy. Student should be familiar with the basic interventions of psychoanalysis.

Requirements/Evaluation: Weekly discussion posts and questions, 2 Papers, 10-12 pages, Research presentation

Prerequisites: One Writing Skills or writing intensive course; one intro course in one of following: American Studies, Africana Studies, Comparative Literature, English, Global Studies, Philosophy, Psychology, Women, Gender, and Sexuality Studies

Enrollment Limit: 15

Enrollment Preferences: Juniors or Seniors with majors or concentrations in any of the areas: American Studies, Africana Studies, Comparative Literature, English, Global Studies, Philosophy, Psychology, and Women's, Gender, and Sexuality Studies

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 320(D1) AMST 365(D2) GBST 365(D2) AFR 365(D2)

Difference, Power, and Equity Notes: This course examines racialization as it relates to the racial violence of slavery on the psyche. Racialization as a process will be connected to concepts of self, world, and knowledge. Black diasporic literary, visual, and theoretical texts from the US, Caribbean, and Africa will be at the forefront of the course.

Attributes: AMST Critical and Cultural Theory Electives

Not offered current academic year

ENGL 321 (S) Samuel Johnson and the Literary Tradition

Samuel Johnson (1709-1784) has been exceptionally influential not only because he was a distinguished writer of poems, essays, criticism, and biographies, but also because he was the first true historian of English literature, the first who sought to define its "tradition." We will read Johnson's own works and James Boswell's *Life of Johnson* to discover Johnson's talents, tastes, and standards as an artist, as a moral and literary critic, and as a man. We next will use Johnson's *Preface to Shakespeare* and *Lives of the Poets* to examine how this great intelligence assessed writers from the Renaissance through the eighteenth century. While reading his commentary on Shakespeare and his critical biographies of Milton, Dryden, Pope, and Gray, we will analyze selected works by these writers so as to evaluate Johnson's views and sharpen our understanding of the relationship between his standards and values, and the ones we hold today--both individually and collectively.

Requirements/Evaluation: midterm and final papers (15-20 pages total), and a take-home final exam

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 20

Enrollment Preferences: English majors, but all interested students are welcome.

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Attributes: ENGL Criticism Courses ENGL Literary Histories A

Not offered current academic year

ENGL 324 (F) Romanticism, Belatedly (DPE)

Cross-listings: COMP 327

Primary Cross-listing

What is Romanticism? Instead of searching for an answer at the movement's supposed point of origin (1790-1830, in Germany, England, and France), we will begin in early twentieth-century South Asia. In the nineteenth century, English Romantic poetry and, to a lesser extent, ethico-political and aesthetic ideas associated with German Idealism circulated in South Asia as part of a colonial education aimed at producing "a class of persons Indian in blood and color, but English in tastes, in opinions, in morals and in intellect" (Macaulay). The intentions of this plan of education aside, it unwittingly opened channels for literary, philosophical, and political exchange that were harmful to colonial rule, and essential to how we understand worlds of literature today. Behind the backs of its homegrown, self-anointed inheritors, Romanticism in the "colonies" led multiple other lives and was transformed in encounters that must--belatedly--be read back into its originary texts. Hence, in counter-chronological fashion, in this class we will begin with important postcolonial works by Faiz Ahmad Faiz (Urdu), Suryakant Tripathi Nirala (Hindi), Mahadevi Verma (Hindi), Sarojini Naidu (English), Mohammad Iqbal (Urdu and Persian), and Rabindranath Tagore (Bengali), to move on to Karl Marx and Heinrich Heine (German), Charles Baudelaire (French), and George Eliot (English), to end with John Keats (English), William Wordsworth (English), and G.W.F. Hegel (German). In considering these texts with an eye to poetics and interpretation, we will pay close attention to concepts that they bring to the fore, key among them "belatedness" (Nachträglichkeit), "allegory", "critique", "non-identity." We will read non-English language texts in translation, though we will have occasion to discuss originals.

Requirements/Evaluation: One mid-term essay (6-8 pages), one presentation or participation in roundtable, one final paper (12 pages)

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 25

Enrollment Preferences: English majors, then sophomores considering the major

Expected Class Size: 25

Grading: yes pass/fail option, no fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 327(D1) ENGL 324(D1)

Difference, Power, and Equity Notes: This course examines how the political impact of colonization upon both Europe and South Asia gets expressed in literary productions of the nineteenth and the twentieth centuries. It explores the way these literary works understand the axes of social identity that shape oppression and inequity--coloniality, race, caste, gender--as constitutive of the unevenly developing world of capitalism. The concepts upon which the course focuses are essential to contemporary social critique.

Attributes: ENGL Literary Histories B ENGL Literary Histories C

Not offered current academic year

ENGL 325 (S) Joyce, Woolf, and Proust

Cross-listings: COMP 366

Primary Cross-listing

This seminar focuses on novels by three of the most important writers of modernist fiction: Marcel Proust (*Swann's Way*, the first novel of his sequence *In Search of Lost Time*); Virginia Woolf (*To the Lighthouse*); and James Joyce (*Ulysses*, read in slightly abridged form). By juxtaposing these pathbreaking texts, we will examine the distinctive yet related ways in which they explore crucial preoccupations of modernism: the threat and the exhilaration of cultural loss in face of social and political transformations in the early twentieth century; the turn to memory, to art, and to objects as stays against de-stabilized subjectivity and as means of re-thinking value; the emergence of new forms of political and sexual identity; the heightening of consciousness to the verge of transport or disintegration; and the roots and perversities of desire. Students who have studied *Ulysses* in a previous course are welcome.

Requirements/Evaluation: regular class participation, two 8- to 10-page papers

Prerequisites: a 100-level ENGL course, a score of 5 on the AP English Lit exam, or a score of 6 or 7 on the Higher Level IB English exam; students who have taken ENGL 360 are welcome

Enrollment Limit: 22

Enrollment Preferences: English and Comparative Literature majors

Expected Class Size: 18

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 325(D1) COMP 366(D1)

Attributes: ENGL Literary Histories C

Not offered current academic year

ENGL 327 (F) Autofiction

At a minimum, autofiction refers to contemporary fiction with writer-protagonists who plausibly resemble their author and who often share a name with him or her. When did it begin? Perhaps *In Search of Lost Time* and *Portrait of the Artist as a Young Man* are modernist precursors, but the category comes into its own in the twenty-first century, when writers who know that reality is a fiction nevertheless crave truth, and authors who know that selves are constructs need to express themselves. Or perhaps they know that if the world and self are already fictions, why disguise it by traditional plotting and characterizing? The critical world isn't sure yet what to make of this widespread confounding of novel and memoir, so the course will be exploratory. We'll read about seven books of the quasi-genre, chosen from early prototypes by Marguerite Duras and Peter Weiss, canonized exemplars by Ben Lerner and Dave Eggers, and recent experiments by Sheila Heti, Tao Lin, Jenny Offill, Nell Zink, Will Self, Rachel Cusk, and Ron Currie.

Requirements/Evaluation: No exams. Three papers, 4 pp., 5 pp., 6-8 pp. The final paper may have a creative component. Contribution to class discussions is expected and rewarded.

Prerequisites: 100-level English course or permission of instructor.

Enrollment Limit: 25

Enrollment Preferences: English majors, then sophomores considering the English major.

Expected Class Size: 20

Grading: yes pass/fail option, no fifth course option

Distributions: (D1)

Attributes: ENGL Literary Histories C

Not offered current academic year

ENGL 328 (S) Austen and Eliot

Austen and Eliot profoundly influenced the course of the novel by making internal consciousness crucial to narrative form. In this course we will explore Austen's innovative aesthetic strategies and the ways in which Eliot assimilated and transformed them. By placing each writer's work in its political and philosophical context—in Austen's case, reactions to the aftermath of the French Revolution, in Eliot's, to the failed mid-century European revolutions and the pressures of British imperialism—we will consider how each writer conceives social and historical exigencies to shape comedies and dramas of consciousness. Readings will include Austen's *Pride and Prejudice*, *Emma*, *Mansfield Park*, and *Persuasion*; Eliot's *The Mill on the Floss*, *The Lifted Veil*; and *Daniel Deronda*; selected letters and prose; and critical essays.

Class Format: discussion

Requirements/Evaluation: two papers of approximately 8-10 pages

Prerequisites: a Gateway course or permission of the instructor

Enrollment Limit: 25

Enrollment Preferences: junior and senior English majors

Expected Class Size: 18

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Attributes: ENGL Literary Histories B

Not offered current academic year

ENGL 329 (F) Writing Gender in Sci-Fi and Speculative Fictions (DPE)

Cross-listings: WGSS 329 / STS 323

Secondary Cross-listing

This creative writing course will pair selected readings in feminist STS and queer theory with science fiction, speculative fiction, and horror stories that together put questions to gender. How and when is sci-fi a home for radical re-imaginings of gender? When and why does "genre fiction" house (and facilitate) radical gender politics—or their opposite? Readings may include works by Octavia Butler, Ursula Le Guin, Brian Evanson, and Samuel Delany. Students will both analyze these fictions and take them as inspirations for their own stories and worlds.

Class Format: This course balance seminar-style discussion with workshops examining students' creative writing.

Requirements/Evaluation: Students will be evaluated on three substantial pieces of writing, in multiple drafts. Students will be able to choose their balance of creative and analytical (expository) prose (2-1 or 1-2). Attendance, along with seminar and workshop discussion, will count toward the final grade. There will be no exam.

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: STS concentrators; WGSS majors; students who have not taken other creative writing courses at Williams.

Expected Class Size: 25

Grading: yes pass/fail option, no fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 329(D2) ENGL 329(D1) STS 323(D2)

Difference, Power, and Equity Notes: In this course students will confront and reflect on the operations of difference, power, and equity through readings, class discussions, and assignments. Readings include scholarship on the construction of gender and sexuality, as well as works of fiction that denaturalize the categories of sex and gender. Course assignments will include expository and creative writing, and students will work in both modes to imagine how this world could be otherwise and how other worlds could be.

Fall 2024

SEM Section: 01 W 1:10 pm - 3:50 pm Ezra D. Feldman

ENGL 331 (F) Fanaticism

Cross-listings: COMP 333

Primary Cross-listing

From the early modern period on, writers of literature and political philosophy have repudiated fanaticism, whether as a religious, political, or amorous posture. But what is fanaticism, and why should it be considered such a threat? In this course, we will examine these questions by considering literary texts that dramatize fanaticism in light of accounts by philosophers and historians. Readings will draw on literary works by Spenser, Swift, M. Shelley, Hogg, Dickens, Eliot, Conrad, among others, and political philosophy and historical writings by Hobbes, Locke, Hume, Voltaire, Kant, Diderot, Burke, Hume, Carlyle, Adorno, and a range of recent critics. We will also watch films by Riefenstahl, Hitchcock and Pontecorvo, and look at paintings, drawings and sculpture by Fragonard, Goya, and Shibonare. Since fanaticism has recently had considerable political currency, we will also examine contemporary accounts that reanimate the debates and concerns of the course.

Requirements/Evaluation: Regular class participation and two papers, 7-10 pages in length.

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 22

Enrollment Preferences: English and Comparative Literature majors, then qualified sophomores and first-year students.

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 333(D1) ENGL 331(D1)

Attributes: ENGL Criticism Courses ENGL Literary Histories A ENGL Literary Histories B

Not offered current academic year

ENGL 332 (S) Aesthetic Outrage

Cross-listings: COMP 307

Primary Cross-listing

In this course we will explore interdisciplinary ways of understanding and theorizing the outraged reception of provocative works of film, theater, and fiction. When riots, censorship, trials, and vilification greet such works in moments of political and social upheaval, the public outrage is often strangely out of proportion to either the work's aesthetic nature or its overt commentary on the political crisis. Something powerfully symptomatic is at work, then: a set of threatened investments, unacknowledged values, and repressed ideas which surface explosively, but indirectly, in the aesthetic outrage. In an attempt to understand the strange logic of public outrage against works of art, we will explore the respective works' historical contexts, and use theoretical models--aesthetic, political, psychological, social--as a means of illuminating the dynamics of outrage and exposing understated linkages between a work's figurative logic and the political passions of its historical moment. We will study instances of outrage in the context of the French Revolution (Beaumarchais' *The Marriage of Figaro*), the wave of anarchist terrorism in turn-of-the-century Paris (Jarry's *Ubu the King*), the trials of Oscar Wilde for "gross indecency" (*The Picture of Dorian Gray*), the Irish Revolution (Syngue's *The Playboy of the Western World* and O'Casey's *The Plough and the Stars*), and Stalinist collectivization (Eisenstein's suppressed film *Bezhin Meadow*). Non-literary reading will include historiographic work on these crises, as well as essays and excerpts by theorists from various disciplines, such as Kristeva, Foucault, Freud, Girard, Arendt, Sedgwick, Bakhtin, Douglas, and Rancière.

Requirements/Evaluation: active participation in class discussions, two papers 8-10 pages in length.

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 22

Enrollment Preferences: English majors and Comparative Literature majors, then highly qualified sophomores

Expected Class Size: 18

Grading: no pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 307(D1) ENGL 332(D1)

Attributes: ENGL Criticism Courses ENGL Literary Histories C

Not offered current academic year

ENGL 333 (F) Feminist and Queer Horror Films (DPE)

Cross-listings: WGSS 398 / AMST 390 / COMP 390 / THEA 390

Secondary Cross-listing

This course focuses on pairing theoretical readings with a variety of horror films with feminist or queer themes. Many tropes are associated with this genre - "the final girl" in slasher movies, "the transvestite murderer," femme lesbian vampires, supernatural BDSM figures, vampires as allegories for HIV/AIDS, werewolves as metaphors for FTM gender transitions or puberty, lonely mothers in creaky houses as unreliable narrators, Satanic spawn, and creepy long-haired girls. Some films reinforce gender stereotypes while others snap on more explicitly feminist and queer lenses. This course functions as a survey of many different genres, introducing students to classic 1970s films and working up to the present day and we will learn how these tropes developed and then were subverted by more modern day films such as those by A24 Studios and the new renaissance of Black horror, etc. Most films will focus on the US, with some notable exceptions in Japan, Spain, and elsewhere globally. There will be graphic content. You must be 18 or over to take this class.

Requirements/Evaluation: Class participation, short reflection papers, 2-3 extemporaneous oral class responses, several creative assignments.

Prerequisites: None. Prior WGSS courses will be helpful.

Enrollment Limit: 15

Enrollment Preferences: Stage 1 is a statement of interest form; Stage 2 will be a very brief interview. There is NO preference by major or class year.

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Materials/Lab Fee: Some of the creative assignments will have an "artsy-craftsy" component, but should not cost more than 25 dollars total per student per semester, though amounts will vary depending on how the student chooses to execute the assignment.

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 398(D2) ENGL 333(D1) AMST 390(D2) COMP 390(D1) THEA 390(D1)

Difference, Power, and Equity Notes: This course necessarily examines power when it comes to gender and sexuality - who has it? what do they do with it? how does this power turn deadly? how can agency be regained? Horror is almost never about equitable situations but rather the imbalance that comes from difference (along whatever axis) causing a lack of equity.

Attributes: WGSS Racial Sexual + Cultural Diversity Courses

Fall 2024

SEM Section: 01 MW 7:00 pm - 8:15 pm Gregory C. Mitchell

ENGL 335 (S) Moving Words, Wording Dance (DPE) (WS)

Cross-listings: DANC 302

Secondary Cross-listing

How can we capture the "liveness" of dance and performance through writing? How can the spoken and written word promote a deeper understanding of felt emotions expressed through embodied practice? In this tutorial, we will explore different modes of writing about performance such as ethnography, non-fiction, and performative writing. While there will be skill-based goals and a set outline for the tutorial, core texts that will anchor the conversations and paired writing assignments will be selected according to the interests of enrolled students. Texts will be complemented with visual materials and/or virtual conversation with artist-scholars to encourage a multilayered experience with writing about performance. The course is reading and writing intensive, and oriented towards juniors, seniors, and those with deep interest in analytical and creative writing. Students will (i) read several monographs during the semester, (ii) produce creative and critical writing (at least 5-6 pages every two weeks and a longer final essay) (iii) be committed to the peer review and revision process of their own work and that of their writing partners, and (iv) participate in discussions about course materials and reflections about their writing process.

Class Format: enrollment in the course will require each student to have in-person or zoom meeting with the instructor before the first class meeting, and attendance in the first organizational meeting or class session.

Requirements/Evaluation: This tutorial is reading and writing intensive, and oriented towards juniors, seniors, and those with deep interest in analytical and creative writing. Students will (i) read several monographs during the semester, (ii) produce creative and critical writing (at least 5-6 pages every two weeks and a longer final essay) (iii) be committed to the peer review and revision process of their own work and that of their writing

partners, and (iv) participate in discussions about course materials and reflections about their writing process.

Prerequisites: none

Enrollment Limit: 8

Enrollment Preferences: Juniors and seniors, and those with specific interest in performance, creative, and analytical writing. Prior dance or performance experience not required.

Expected Class Size: 6

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 335(D1) DANC 302(D1)

Writing Skills Notes: Each student will write three 5- to 6- page papers on which the professor and peers will provide critical feedback on content, style, and form. After each cycle of feedback, students will have the option to submit a revision, and discuss the revision process and the revised paper. As the final assignment, students will select one of the three papers to develop into a longer essay, which will be 10-15 pages.

Difference, Power, and Equity Notes: The monographs that will anchor the tutorial engage with politics of identity as it manifests in both staged and in everyday performances. The introductory points of exploration and the objects of analysis in the course are bodies in motion. So our inquiry throughout the semester will necessarily include how bodies "make meaning" in a network of power relationships within the context of historical associations to markers of race, class, gender, sexuality, and socially constructed differences

Spring 2025

TUT Section: T1 TBA Munjulika R. Tarah

ENGL 338 (S) Literature of the American Renaissance

Cross-listings: AMST 338

Primary Cross-listing

The term "American Renaissance" refers to a period of US writing, primarily a couple of decades before the Civil War but extending after it: the time of Poe, Emerson, Thoreau, Hawthorne, Melville, Dickinson, Whitman, Jacobs, and Douglass. At stake throughout was the soul of the nation in a time of exuberant political expansion, spiritual optimism, social experimentation, deadening social conventionality, spiritual constriction, labor exploitation, and slavery. The question repeatedly asked was what it means to be free. The question is personal, political, social, and spiritual, and always, for writers, literary: what are the limits or possibilities of writing freely? The course is foundational for any understanding of American literature of the 20th- and 21st centuries.

Requirements/Evaluation: Three papers: 4 pp., 5 pp., 6-8 pp. Active class participation is expected and rewarded.

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam, or permission of the instructor

Enrollment Limit: 25

Enrollment Preferences: English majors; prospective English majors; American Studies majors; Comparative Literature majors

Expected Class Size: 20

Grading: no pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 338(D1) AMST 338(D2)

Attributes: AMST Arts in Context Electives ENGL Literary Histories B

Spring 2025

SEM Section: 01 TR 11:20 am - 12:35 pm John K. Limon

ENGL 341 (S) Sexuality in US Modernisms (DPE)

Cross-listings: WGSS 342

Primary Cross-listing

This course investigates how sexual identities, desires, and acts are represented and reproduced in U.S. literary and popular culture. Focusing on 1880-1940 (when, in the U.S. the terms "homosexual" and "heterosexual" came to connote discrete sexual identities), we will explore what it means to read and theorize "queerly." Among the questions we will ask are: What counts as "sex" or "sexual identity" in a text? Are there definably queer and/or transgender writing styles or cultural practices? What does sexuality have to do with gender? How are sexual subjectivities intertwined with race, ethnicity, class, and other identities and identifications? Why has "queerness" proven to be such a powerful and sometimes powerfully contested concept? We will also explore what impact particular literary developments--the move from realism to modernism-- and historical events such as the rise of sexology, first-wave feminism and the Harlem Renaissance--have had on queer cultural production. The class will also introduce students to some of the most influential examples of queer literary and cultural theory. Readings may include works by authors such as James, Cather, Far, Hughes, Nugent, Stein, Fitzgerald, and Larsen, as well as queer literary theory and critique by scholars such as Butler, Coviello, Ferguson, Foucault, Freeman, Freud, Hartman, Lorde, Love, Muñoz, Rich, Rodriguez, Ross, and Sedgwick.

Class Format: discussion/seminar

Requirements/Evaluation: active class participation, several short writing assignments, two 5-page papers, and one 7-9 -page paper

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam, or permission of the instructor

Enrollment Limit: 25

Enrollment Preferences: English majors and/or students interested in WGSS

Expected Class Size: 25

Grading: no pass/fail option, yes fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 342(D2) ENGL 341(D1)

Difference, Power, and Equity Notes: This course considers the history and literature of sexuality in the US alongside questions of race, gender, class, region and more. It examines how literary form theorizes sexuality, and how sexuality affects literary form, in ways that consider (in)equity and power in a variety of contexts.

Attributes: ENGL Criticism Courses ENGL Literary Histories C WGSS Racial Sexual + Cultural Diversity Courses

Not offered current academic year

ENGL 342 (S) Advanced Topics in Cultural Theory

Many people these days have views about the politics of pop culture. Audiences show up at superhero movies already asking questions about how Marvel has opted to represent this or that group. Fans don't need to be told that hip-hop in the US involves questions of power. So what are the questions we ask next? Can we get more precise about the role of politics in culture? Or about the role of culture in politics? Is there, for instance, a right way to represent injustices? And how exactly could culture and the media be made more democratic? Can the arts help us imagine better ways of organizing our societies? Does all political struggle have to involve the media? And what is the fate of art in societies in which everything is for sale? Readings will include Antonio Gramsci, Raymond Williams, Fredric Jameson, Theodor Adorno, Ernst Bloch, and others.

Requirements/Evaluation: one 6- to 8-page paper, one 10- to 12-page paper, informal weekly writing assignments, and active seminar participation

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam. If you are interested in taking the course without the prereq, do contact Prof. Thorne.

Enrollment Limit: 25

Enrollment Preferences: Preference given to students who have taken ENGL/COMP 117 and to English majors.

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Attributes: ENGL Criticism Courses

Not offered current academic year

ENGL 343 (S) Whitman and Dickinson in Context (WS)

In this tutorial, we will read closely the works of two of the most influential and experimental poets in the nineteenth-century U.S., Walt Whitman and Emily Dickinson. In addition to studying in depth their poems and other writings--in Whitman's case, his essays, in Dickinson's, her letters--we will delve into some of the major critical debates surrounding their work, both individually and when compared to one another. For example, Whitman is often viewed as perhaps the most public nineteenth-century American poet, whereas Dickinson is regarded as perhaps the most "private." We will interrogate this assumption, exploring how each poet represents publicity and privacy in their work, as well as their efforts to "perform" and/or reform an American self. We will also examine how each poet engages questions of gender and sexuality, as well as contemporary debates surrounding such issues as abolition, slavery, women's suffrage, temperance, and settler colonialism. We will consider what role their whiteness plays in their poetry and personas. Finally, we will explore Whitman and Dickinson's relation to significant literary and philosophical movements of the period, including transcendentalism and the culture of sentiment. Throughout the course, emphasis will be on analyzing and generating interpretations of Whitman and Dickinson's works, constructing critical arguments in dialogue with other critics, formulating cogent written critiques, and carrying on an oral debate about a variety of interpretations. Students will meet with the instructor in pairs for an hour each week. They will alternate between writing 5- to 7-page papers and commentaries on their partner's papers.

Requirements/Evaluation: five 5- to 7-page papers, final paper, oral presentation and critique

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 10

Enrollment Preferences: English majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (WS)

Writing Skills Notes: Students will write at least five 5-7 page papers, five responses to their partner's writing, and on-going commentary from the instructor on their writing skills.

Attributes: ENGL Literary Histories B

Not offered current academic year

ENGL 345 (F) Shakespeare on Page, Stage and Screen: Text to Performance (WS)

Cross-listings: THEA 340 / COMP 343

Secondary Cross-listing

Four centuries on, Shakespeare still challenges us. How should we weigh the respective claims of our own era's concerns--with matters of gender, sexuality, race, class, or materiality, for instance--against historicist attention to the cultural, political and theatrical circumstances in which his plays were actually written? And when it comes to realizing the texts in dramatic performance, such challenges--and opportunities--multiply further. Critical fidelity to Shakespeare's times, language and theatrical milieu prioritizes a historical authenticity that can be constraining or even sterilizing. At the other extreme, staging the plays with the primary aim of making them "speak to our times" risks revisionary absorption in our own interests. We will read six plays, of different genres and written at different periods of Shakespeare's career. These will likely be *Romeo and Juliet*, *Henry V*, *Twelfth Night*, *Hamlet*, *The Tempest*, and *A Midsummer Night's Dream*. Close reading of the texts will be the priority, but we will also attend to the demands and opportunities of performance, and assess a range of recent film and stage productions.

Requirements/Evaluation: Three papers ranging from 4 to 7 pages; regular Glow posts; class participation.

Prerequisites: A THEA course; a 100-level ENGL course; a score of 5 on the AP Literature exam or a 6 or 7 on the IB exam; or permission of instructor.

Enrollment Limit: 18

Enrollment Preferences: Theatre and English majors or prospective majors

Expected Class Size: 18

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 345(D1) THEA 340(D1) COMP 343(D1)

Writing Skills Notes: Three papers rising from 4 to 6+ pages; regular discussion board postings and several short response papers. Students will receive substantive feedback on their writing, and there will be opportunities for revision.

Attributes: ENGL Literary Histories A

Fall 2024

SEM Section: 01 MR 2:35 pm - 3:50 pm James L. Pethica

ENGL 346 (S) Literary History: Shakespeare, Dickinson, Celan, Knausgaard

Cross-listings: COMP 329

Primary Cross-listing

This course will consider literature as a distinctive kind of historical object, one that emerges within a specific linguistic, cultural, and political context and that, nevertheless, travels far beyond its point of origin into unknown and, indeed, unknowable futures. The four figures who will concern us this semester are interested in one another - the later writers are careful readers of the earlier ones - but our thinking will go beyond reception history and the dynamics of literary influence. Instead, we will focus on the way in which literature's own temporality structures its history and, indeed, the way in which history itself might be conceived in literary terms. We will read a lot of lyric poems, but we will end the semester with perhaps the most important contemporary European novel. We will also read a significant body of theory and criticism, including works by Theodor Adorno, Giorgio Agamben, Maurice Blanchot, Martin Buber, Sharon Cameron, Anne Carson, Jonathan Culler, Joel Fineman, Virginia Jackson, Boris Maslov, and Sianne Ngai.

Requirements/Evaluation: Midterm paper of 6-8 pages, final research paper of 10-12 pages, thoughtful participation in class discussions

Prerequisites: either a 100-level ENGL course, a score of 5 on the AP English Literature exam, a score of 6 or 7 on the Higher Level IB English exam, or permission of the instructor

Enrollment Limit: 25

Enrollment Preferences: English majors and those intending to major in English. Reading knowledge of German welcome but not expected.

Expected Class Size: 25

Grading: no pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 346(D1) COMP 329(D1)

Attributes: ENGL Literary Histories A ENGL Literary Histories B ENGL Literary Histories C

Spring 2025

SEM Section: 01 MR 1:10 pm - 2:25 pm Emily Vasiliauskas

ENGL 349 (S) Contemporary American Theatre: Poetry, Politics, Place

As Gertrude Stein once remarked, "The hardest thing is to know one's present moment." What is going on in U.S. theatre today? Who are the dramatists and theatre makers of the present moment? This survey course will introduce students to twenty-first century American drama and performance, focusing on the poetic, political, and environmental aspects of the art form. Topics to be considered may include: theatre as social practice, the rise of activism, participatory, site-specific, and immersive theatre, social justice theatre, supernaturalism, changing labor practices in the industry, and the turn to digital performance. Artists and companies to be considered may include: Suzan Lori-Parks, Branden Jacobs-Jenkins, Quiara Alegria Hudes, Anne Washburn, Taylor Mac, Hansol Jung, Clare Barron, Jeremy O. Harris, Lucas Hnath, Lauren Yee, Larissa FastHorse, Jihae Park, The Civilians, Elevator Repair Service, Jackie Sibblies Drury, Eboni Booth, Sanaz Toossi, Alexis Scheer, and Jacklyn Backhaus. Assignments will include both critical and creative responses to the material addressed in the class. Whenever possible, we will attend live performances on campus and in the regional community.

Requirements/Evaluation: written and dramaturgical-based assignments; a 10-minute oral presentation in pairs on a selected artist or group; a 5-7 page mid-term critical paper, and a final 7-9 page paper, 20-page theatrical script, or 5-10 minute live performance

Prerequisites: none

Enrollment Limit: 16

Enrollment Preferences: Theatre majors, or students interested in the arts

Expected Class Size: 16

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Not offered current academic year

ENGL 352 (F) Separation: An Introduction to Postcolonial Literature (DPE)

Cross-listings: ASIA 353 / COMP 350

Primary Cross-listing

Few themes in the history of human societies have produced as much writing as that of separation--from a lover, from one's homeland, from God(s). In the past two centuries, this theme has been essential to representing experiences of exile and migration in the wake of the colonially mediated transition to world capitalism. In this course, we will take up the theme of separation as a privileged point of entry into postcolonial literature and towards understanding the multiple meanings of "postcoloniality." We will encounter examples in which this theme shapes critical thought and helps imagine new modes of existence, as well as those in which the grief of separation shades into such overpowering melancholy that writing becomes impossible. We will also look at what the preoccupation with separation can tell us about the ways human beings relate to human and non-human objects, and how they make and experience history. To think through these issues, we will read nineteenth and twentieth century works dealing with experiences of love, ecstasy, migrancy, and exile, composed in diverse geographical, socio-political, and linguistic contexts. We will read works (novels, poems, memoirs, essays) and watch films from South Asia, Egypt, the Caribbeans, the US, and Europe, composed in multiple languages (English, Hindi, Urdu, Persian, French, Arabic, Bengali and Malyalam).

Requirements/Evaluation: mid-term paper (6-page), participation in class discussions and one roundtable, final paper (15-page)

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 25

Enrollment Preferences: English majors, then sophomores considering the major

Expected Class Size: 25

Grading: yes pass/fail option, no fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ASIA 353(D1) COMP 350(D1) ENGL 352(D1)

Difference, Power, and Equity Notes: This course examines how the political impact of colonization upon both "colonizer" and "colonized" gets expressed in literary productions of the nineteenth and the twentieth centuries. It explores the way these literary works understand the axes of social identity that shape oppression and inequity--coloniality, race, caste, gender--as constitutive of the unevenly developing world of capitalism. The concepts upon which the course focuses are essential to contemporary social critique.

Attributes: ENGL Literary Histories C

Fall 2024

SEM Section: 01 TF 1:10 pm - 2:25 pm Paresh Chandra

ENGL 353 (S) Disinterest in the Bhagavad Gita

Cross-listings: COMP 313 / REL 353 / ASIA 351

Primary Cross-listing

In this course, students will read the *Bhagavad Gita* alongside selected responses to it. These responses range from philosophical and theological commentaries written in Sanskrit by Shankaracharya, Abhinavagupta, and Ramanuja, to later "Bhakti" poetic responses in other Indian languages, to 18th and 19th century European aesthetic and political commentary (Herder, Schlegel, Hegel), to the work of 20th century commentators like M.K. Gandhi, B.G. Tilak, B.R. Ambedkar and D.D. Kosambi. We will examine the *Gita's* theory of action and the place of disinterest in this theory. We will inquire into the social, metaphysical, and political conditions of possibility of such disinterestedness, and think about disinterestedness itself as a condition for political action and aesthetic experience. Finally, we will reflect on how such a comparative history of interpretation might help us model a dialectical history of thought.

Requirements/Evaluation: Weekly meetings, weekly reading; weekly essay or response. Attendance in 2-3 lectures over the semester.

Prerequisites: No prerequisites

Enrollment Limit: 10

Enrollment Preferences: Majors in English and Comparative Literature; Religion, Classics, or Philosophy majors; Sophomores looking to major in any of these.

Expected Class Size: 8-10

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 353(D1) COMP 313(D1) REL 353(D2) ASIA 351(D1)

Attributes: ENGL Literary Histories A

Spring 2025

TUT Section: T1 TBA Paresh Chandra

ENGL 355 (S) Attention and Distraction

Reverie, absorption, immersion, daydreaming: this class will be about the history, cultural forms, and affects of attention and distraction. We'll occupy ourselves with a range of literary and visual works to get at the varied histories and states of attention from the past two centuries. The nineteenth century will be the locus of our investigations, and the realist novel--whose attention to the unnoticed and ordinary is one of its distinctive features, and whose size can lend itself as much to skimming as to intensive reading--will be of particular interest to us. But we'll also read around in detective fiction, poetry, experimental novels about what happens when nothing happens, art history, Erving Goffman's sociology of everyday life, and theoretical works on perception, attention, and reading. Oscillating between the nineteenth century's anxieties about attention and distraction and more contemporary texts, we will take the measure of the long arc of what Jonathan Crary calls a state of 24/7 attentiveness, an "unremitting glare of monotonous stimulation." Among our questions: Why does being deeply absorbed in an artwork or activity often feel a lot like zoning out, a drift into a state of distraction? Do artworks encourage, or discourage, certain forms of attention? What conditions--cultural, political, philosophical--made attention into a subject of concern over the past 200 years? Do certain literary forms encourage, or discourage, particular forms of attentiveness? Alongside our reading, we'll engage in a variety of attentional exercises, and keep an attention journal to register and reflect on our own states of distraction, absorption, reverie, drift, etc.

Requirements/Evaluation: 3 papers, an attention journal, regular contributions to glow, and class participation

Prerequisites: English 100 level or Gateway Course

Enrollment Limit: 25

Enrollment Preferences: Preference will be given to English majors.

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Attributes: ENGL Criticism Courses ENGL Literary Histories B

Spring 2025

SEM Section: 01 TR 11:20 am - 12:35 pm Gage C. McWeeny

ENGL 356 (S) Comic Lives: Graphic Novels & Dangerous Histories of the African Diaspora

Cross-listings: ARTH 223 / AFR 323 / AMST 323 / COMP 322

Secondary Cross-listing

This course explores how the graphic novel has been an effective, provocative and at times controversial medium for representing racialized histories. Drawing on graphic novels such as the late Congressman John Lewis' *March* and Ebony Flowers' *Hot Comb*, this course illustrates and critiques multiple ways the graphic novel commingles word and image to create more sensorial access into ethnic traumas, challenges and interventions in critical moments of resistance throughout history. Students will practice analyzing graphic novels with the help of critical essays, reviews and film; the chosen texts will center on Africana cultures, prompting students to consider how the graphic novel may act as a useful alternate history for marginalized peoples. During the course, students will build comic creation and analysis skills through short exercises, eventually building up to the

final project of a graphic short story that illustrates historical and/or autobiographical narratives. No art experience is required, only an openness to expanding one's visual awareness and composition skills. This course is often taught in collaboration with the Williams College Museum of Art's Object Lab program, which allows the class to have its own space and art objects that are directly related to the course topic. This class may feature Object Lab participation, film screenings, and collaborations with guest speakers.

Requirements/Evaluation: class participation, written responses, student-led facilitation, one 3-page graphic analysis, one 6- to 8-page essay, and a final project (producing a graphic short story)

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: If the enrollment limit is exceeded, preference will be given to Africana Studies concentrators or students who have taken AFR 200, the department's introductory course.

Expected Class Size: 20

Grading: no pass/fail option, no fifth course option

Unit Notes: this course is part of the Gaudino Danger Initiative

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 356(D1) ARTH 223(D1) AFR 323(D2) AMST 323(D2) COMP 322(D1)

Attributes: AFR Core Electives AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora GBST Borders, Exiles + Diaspora Studies

Spring 2025

SEM Section: 01 TR 9:55 am - 11:10 am Rashida K. Braggs

ENGL 357 (S) Film and Philosophy: Cavell and Hollywood Cinema

A central figure in the movement known as ordinary language philosophy who wrote compelling studies of Wittgenstein, Emerson, Thoreau, and Heidegger, Stanley Cavell was also passionately devoted to Hollywood cinema. Although the highly popular films of Hollywood's "Golden Age" in the '30s and '40s have often been dismissed as light entertainment, Cavell took such films very seriously. Following his early major study of the aesthetics of cinema (*The World Viewed: Reflections on the Ontology of Film*), he transformed the critical understanding of two central Hollywood genres that had previously been regarded as slight and commercial, in *Pursuits of Happiness: The Hollywood Comedy of Remarriage* and *Contesting Tears: The Melodrama of the Unknown Woman*. For Cavell, the seeming frivolity or pathos of such films energizes the subtle engagement of philosophical and political ideas that he traces in them. Cavell's culminating work on cinema, *Cities of Words*, explores ideas of moral perfectionism in essays on prominent philosophers and literary artists, paired with analyses of Hollywood films that for him pursue the same issues. His essays explore these films' meditations on the nature of happiness, the instability of identity and difficulty of self-knowledge, the surprising forms fidelity may take, the genuineness of false appearance, the explosiveness of desire in a world of compromise, and the claims and possibilities of moral growth. Yet his analyses never lose sight of the immediate pleurability of such films as a popular art-form, and his acute eye allows him to single out and make use of their striking cinematic qualities. In few other thinkers is the disarming appeal of popular art brought together with the resonances of philosophical and literary thought so productively. Readings will be drawn from the four books named above, and will be analyzed together with films such as *The Lady Eve*, *The Philadelphia Story*, *Gaslight*, *Adam's Rib*, *Stella Dallas*, *It Happened One Night*, *Letter from an Unknown Woman*, and *The Awful Truth*.

Requirements/Evaluation: Active and regular participation in class discussions, and two papers 8-10 pages in length.

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam, or consent of the instructor

Enrollment Limit: 22

Enrollment Preferences: English majors, then Philosophy majors

Expected Class Size: 18

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Attributes: ENGL Criticism Courses ENGL Literary Histories C

Not offered current academic year

ENGL 359 (F) Irregular Unions in James and Ford

Henry James and Ford Madox Ford helped to inspire the crucial shift in British fiction from late 19th-century classic realism to the pathbreaking modernism of the 1920s. Their formal experiments were driven in striking ways by their response to recent dissident trends in attitudes toward sexuality, gender, and marriage, and their consequent engagement with so-called "irregular unions," sexual relationships forged out of wedlock in the face of societal repression and in the name of more liberated ideas of sexual morality. For James and Ford, such revolutions in the social sphere prompted renewed scrutiny of conceptions of moral fidelity and integrity, new ways of capturing subjectivity and its limitations, and a radical probing of what it means to know. Their work reflects the transition from the norms of Victorianism to a disorienting modern world marked by newly permissive social behavior, class mobility and conflict, emergent technological and commercial forms, suffragism and "the New Woman," and world war. We will study such novels as James's *What Maisie Knew* and *The Ambassadors* and Ford's *The Good Soldier* and *Parade's End*.

Requirements/Evaluation: regular class participation, two 8- to 10-page papers

Prerequisites: a 100-level ENGL course, a score of 5 on the AP English Lit exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 22

Enrollment Preferences: English majors

Expected Class Size: 16-18

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Attributes: ENGL Literary Histories C

Not offered current academic year

ENGL 362 (S) Advanced Writing for Television - Revision

Students will start with the first draft of their (previously written) pilot script. Each pilot will be evaluated by the class, the instructor and the writer, to create a plan for revision that reflects an understanding of story, script and series structure. Armed with a detailed outline for revision, each student will execute two drafts and a polish of their pilot.

Requirements/Evaluation: Students will work in a collaborative Writer's Room, as well as independently. Active participation in class discussions essential. Each student will execute two drafts and a polish of their series pilot. Grading: 50% class participation (discussion, notes), 50% final script.

Prerequisites: A completed pilot script for a television series. If script was not written for ENGL 291, enrollment subject to permission of instructor.

Enrollment Limit: 6

Enrollment Preferences: Students who have taken ENGL 291 and pre-registered for this course. If the class is over-enrolled, students will be given an assignment to determine admission.

Expected Class Size: 6

Grading: yes pass/fail option, no fifth course option

Distributions: (D1)

Spring 2025

SEM Section: 01 W 1:10 pm - 3:50 pm Michael Sardo

ENGL 364 (F) Boucicault to McDonagh: Irish Theatre, 1870 to the present (DPE)

Cross-listings: COMP 360 / THEA 336

Secondary Cross-listing

During the Irish Literary Revival of c.1885-1920, Irish writers sought to assert "Irishness" as culturally distinctive, and resisted the marginalizing impacts of British colonial rule. The achievement of Independence in 1923 brought years of insularity and censorship, but over the past three decades Ireland's embrace of globalization and the hybridizing impacts of postmodernism has led to a remarkable flowering of creative vitality. This course will trace the evolution of Irish theatre over the past century-and-a-half. We will read plays by Dion Boucicault, Oscar Wilde, W.B. Yeats, J.M. Synge, Augusta Gregory, George Bernard Shaw, Douglas Hyde, Sean O'Casey, Samuel Beckett, Brendan Behan, Brian Friel, Marina Carr, Frank McGuinness, Christina Reid, Conor McPherson, and Martin McDonagh, and also chart the course of the founding and history of the Abbey Theatre, one of first National Theatres in Europe.

Requirements/Evaluation: Two essays of 6+ pages; regular Glow posts; class participation

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Theatre majors, English and Comparative Literature majors

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 360(D1) ENGL 364(D1) THEA 336(D1)

Difference, Power, and Equity Notes: This course is centrally concerned with identity politics within a colonial context. Irish writers prior to independence from Britain sought to assert "Irishness" as culturally distinctive. After 1923, they continued to wrestle with the legacies of colonial subjection and the inferiorizing identifications that had been ingrained during colonial rule. The texts we will read centre on questions of cultural self-definition and explore (and resist) the process of othering.

Attributes: ENGL Literary Histories B ENGL Literary Histories C

Not offered current academic year

ENGL 365 (F) Wonderland(s): *Alice* in Translation

Cross-listings: GBST 345 / COMP 345

Secondary Cross-listing

"What do you mean by that?" said the Caterpillar, sternly. "Explain yourself!" "I can't explain myself, I'm afraid, Sir," said Alice, "because I'm not myself, you see?" The confusion around personal identity, which Alice is seen to experience as she makes her way through Wonderland, can be examined productively as an allegory of translation. Beyond its representation of the developmental and socio-cultural transitions of a child, what happens to *Alice*, a seminal text in children's literature, when it travels down the rabbit hole to a new linguistic wonderland? For starters, the seven-year-old girl becomes Marie in Danish, Arihi in Maori, Ai-chan in Japanese, and Paapachchi in Kannada. Then there are the highly idiosyncratic humor, word play, embedded English nursery rhymes, and iconic illustrations by Tenniel. How do they fare in new linguistic, cultural, and even genre contexts? Lewis Carroll told his publisher in 1866: "Friends here seem to think the book is untranslatable." And yet. Over 200 translations later, including Kazakh, Shona, Papiamentu, Braille, and Emoji, *Alice* continues to delight and confound readers all over the world and to pose myriad challenges as well as opportunities for translators. This course will serve as an introduction to the theory and practice of translation using Carroll's *Alice* as an anchoring primary text. We will examine key disciplinary issues and concepts, such as equivalence, domestication, foreignization, and autonomy, and challenge the old canard that translation leads ineluctably, and exclusively, to loss.

Requirements/Evaluation: active, regular, and substantive class participation; discussion leading; weekly translation exercises; 2-3 short writing assignments; final project

Prerequisites: students must have at least three years of college-level second-language instruction already in place, or the equivalent (advanced proficiency), or permission of the instructor

Enrollment Limit: 16

Enrollment Preferences: COMP majors; language majors; language students

Expected Class Size: 10

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

GBST 345(D2) ENGL 365(D1) COMP 345(D1)

Fall 2024

SEM Section: 01 MWF 8:30 am - 9:45 am Janneke van de Stadt

ENGL 369 (S) American Poetry

In this course, we'll read the work of some of the key figures in American poetry and poetics from the last hundred years. We'll get an overview of the 20th century's major poetic movements and trends, as well as an intimate sense of several contemporary poets, some of whom we will hear and meet in person. We'll read a few writers deeply, tracing both their inheritances and also the ways they "make it new," in Pound's phrase, and asking what these innovations disclose about the formal, political, and experiential possibilities of poetry as a cultural form. At the same time, we will examine what these works reveal about the transactions between poetic practice and social life. How do these poems encounter the conditions of their day--wars on other shores, economic crises and globalization, commodity fetishism, technological progress, racial and gender oppression, ecological devastation--and theorize their work in relation to other forms of media? What do these poems tell us about life in the "American century"?

Requirements/Evaluation: midterm paper of 6-8 pages, final research paper of 10-12 pages, thoughtful participation in class discussions

Prerequisites: either a 100-level ENGL course, a score of 5 on the AP English Literature exam, a score of 6 or 7 on the Higher Level IB English exam, or permission of the instructor

Enrollment Limit: 25

Enrollment Preferences: English majors and those intending to major in English

Expected Class Size: 25

Grading: no pass/fail option, yes fifth course option

Distributions: (D1)

Attributes: ENGL Literary Histories C

Not offered current academic year

ENGL 370 (F) Literary and Critical Theory in the Twentieth Century

Cross-listings: COMP 380

Secondary Cross-listing

From the rise of modern literary criticism around 1900 to the explosion of high theory in the 1980s and 1990s, the twentieth century witnessed an international flowering of new ideas about how to interpret art and literature: Russian Formalism, American New Criticism, French Structuralism and Deconstruction, and a welter of post- prefixed concepts that claim to transcend national boundaries: the poststructural, the postmodern, the postcolonial, the posthuman. What are the ideas associated with these different movements, and how are they connected? Does each represent a radical break with previous ways of reading, or do they actually build on one another and evolve in a systematic way? And given the entanglement between criticism and teaching, which are the theories that seem to define the work we do (and want to do) here at Williams? This course will focus on a very careful reading of essays representing major 20th-century critical schools (and a couple of their earlier precursors), by critics like Plato, Schiller, Shklovsky, Richards, Barthes, Derrida, de Man, Beauvoir, and Butler. Written assignments will encourage you to parse these theories carefully and apply them to the literary texts that most interest you: prose or poetry from any time and place; film, visual art, or architecture; music, new media, or digital media, etc.

Requirements/Evaluation: attendance and active participation, several short response assignments, final project consisting of a scripted oral presentation and a 15-page final paper

Prerequisites: at least one previous literature or theory course

Enrollment Limit: 15

Enrollment Preferences: Comparative Literature majors

Expected Class Size: 15

Grading: no pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 380(D1) ENGL 370(D1)

Attributes: AMST Critical and Cultural Theory Electives ENGL Criticism Courses

Not offered current academic year

ENGL 371 (F) The Brothers Karamazov (WS)

Cross-listings: RUSS 331 / COMP 331

Secondary Cross-listing

Widely hailed as one of the greatest novels ever written, Dostoevsky's *The Brothers Karamazov* contains a series of enigmas, not the least of which is precisely who murdered the Karamazov father. In addition to exploring the shared guilt of all four of the brothers Karamazov in the crime of patricide, Dostoevsky poses the most probing questions of his day: Are families tied together merely by blood or by deeper spiritual bonds? Is religious faith possible in an age of reason, science, and technology? Can man's earthly laws ever carry out divine justice? Is humanity prepared to bear the burden of responsibility that comes with freedom? This tutorial will spend an entire semester exploring Dostoevsky's masterwork, and we will read a variety of secondary sources alongside *The Brothers Karamazov*, including history, philosophy, and literary theory. Our goal will be to understand Dostoevsky's answers to these so-called "accursed questions" through the unique artistic form of *The Brothers Karamazov*.

Requirements/Evaluation: completion of weekly reading and writing assignments, as well as active engagement during tutorial sessions

Prerequisites: at least one 200-level literature class

Enrollment Limit: 10

Enrollment Preferences: students majoring or considering a major in Russian, Comparative Literature, or English

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

RUSS 331(D1) COMP 331(D1) ENGL 371(D1)

Writing Skills Notes: Students will write six 6-page papers in the course of the semester and received detailed feedback on their writing and argumentation for each paper, which they will be expected to incorporate into subsequent papers.

Attributes: JLST Interdepartmental Electives

Not offered current academic year

ENGL 378 (S) Proust's "In Search of Lost Time"

Cross-listings: COMP 378 / RLFR 378

Primary Cross-listing

In this seminar we will study Marcel Proust's novel-sequence *In Search of Lost Time*, widely regarded as one of the most transformative works of 20th-century fiction. The first-person narrative chronicling the life of a fictional figure bearing a close relationship to Proust himself spans several decades from the late 19th to the early 20th century, centering on French high society as it enters the modern world, shaped by historical events such as the Dreyfus Affair and the First World War. Proust's exploration of the consciousness of the protagonist, an aspiring writer, has led readers to see him as a philosopher of aesthetics, of the psyche, of time and memory, and of the nature of desire. His narrative ranges from meditations on such subjects to social satire to absorbing and sometimes soap opera-like plots exploring upward and downward social mobility and a wide array of sexual entanglements, straight and queer. Through his fluent prose, Proust renders the vicissitudes of desire, loss, and joy, of betrayal and emotional intransigence, and tests the power of memory and the imagination to recapture the past. Because of the length of *In Search of Lost Time*, the emphasis of the course will be more on reading (about 7 to 7½ hours per week) and less on writing (four or five 1½-page journal entries and a final paper of 8-10 pages) than the average 300-level course; and approximately one-third of the sequence will be bracketed as optional reading.

Requirements/Evaluation: Regular class participation, several 2-page journal entries, and a final paper of 8-10 pages

Prerequisites: a 100-level ENGL course, a score of 5 on the AP English Lit exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 22

Enrollment Preferences: English, French, and Comparative Literature majors

Expected Class Size: 16-18

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 378(D1) COMP 378(D1) RLFR 378(D1)

Attributes: ENGL Literary Histories C

Not offered current academic year

ENGL 382 (F) Advanced Workshop in Poetry

As an advanced poetry workshop and reading seminar, this class assumes that its members are already practicing poets with a grounding in the foundational techniques of poetry writing. We will work in a spirit of shared experiment, pushing our inquiries into this art form further and developing a community of writers engaged in collaborations on and off the page. Readings and assignments will investigate different impulses--formal, textural, tonal, thematic--in poetry across time. I will ask you to inhabit, query, stretch, and even resist these impulses as you develop your own poems. My hope is that through sustained interaction and collaboration with each other, your writing will undergo a variety of productive evolutions.

Class Format: This workshop will include weekly readings and writing assignments, frequent improvisations and collaborations, and the attendance of several arts events.

Requirements/Evaluation: engaged participation; successful completion of assignments; demonstrated commitment and substantial improvement, as evidenced by a final portfolio of revised poems.

Prerequisites: ENGL 281 or permission of instructor.

Enrollment Limit: 12

Enrollment Preferences: All interested students should pre-register and will be emailed with instructions if the course is over-enrolled.

Expected Class Size: 12

Grading: no pass/fail option, yes fifth course option

Distributions: (D1)

Attributes: ENGL Creative Writing Courses

Fall 2024

SEM Section: 01 W 1:10 pm - 3:50 pm Jessica M. Fisher

ENGL 383 (F) Advanced Fiction

A further consideration of the complexities and possibilities involved in the writing of short fiction. Exercises, short assignments, and discussion of published fiction will be combined with workshops of student stories and individual conferences with the instructor.

Requirements/Evaluation: 30 pages of fiction and six exercises

Prerequisites: ENGL 283 or 385 or permission of the instructor

Enrollment Limit: 12

Enrollment Preferences: should the course over-enroll selection will be made on the basis of writing samples

Expected Class Size: 12

Grading: no pass/fail option, yes fifth course option

Distributions: (D1)

Attributes: ENGL Creative Writing Courses

Not offered current academic year

ENGL 384 (S) Advanced Fiction Workshop

An advanced workshop for students with experience writing fiction and an understanding of the basics of plot, character, setting, and scene. Exercises and discussion of published fiction will be combined with workshops of student fiction and individual conferences with the instructor. Writers will submit manuscripts for discussion, receive feedback from peers, and revise their work.

Requirements/Evaluation: Active participation, successful completion of assigned exercises and story drafts, and a final portfolio of revised fiction.

Prerequisites: ENGL 283, or permission of the instructor

Enrollment Limit: 12

Enrollment Preferences: All interested students should pre-register and will be emailed with instructions for a writing sample if the course is over-enrolled. Please note that pre-registration is not a guarantee of a place in the class.

Expected Class Size: 12

Grading: yes pass/fail option, no fifth course option

Distributions: (D1)

Attributes: ENGL Creative Writing Courses

Spring 2025

SEM Section: 01 MR 1:10 pm - 2:25 pm Karen L. Shepard

ENGL 387 (F) The Fabrication of Nature in Early Modernity: Literature, Science, Empire

The Fabrication of Nature in Early Modernity: Literature, Science, Empire Writers in early modern Europe frequently conceived the order and movement of nature in terms of one of two central figures: as a book written by God or as a divinely woven tapestry. This course traces an arc from these metaphors to Karl Marx's claim that "the sensuous world [is] a historical product, the result of activity of a whole succession of generations." Taking up episodes in the history of literature and science between the sixteenth and eighteenth centuries, our aim will be to study the ways that poetic speculation, scientific investigation and experiment, and capitalist expansion (as well as political ambition and struggle) have colluded in the fabrication of "nature"--theories of the cosmos and of climate, of animal and plant life, and of human difference. How does a close study of literary language and form help us to discern nature as a historical product intimately connected to processes of dispossession, to the circulation of goods and bodies, and to the formation of nation and empire? Specific topics may include the Copernican Revolution, the discovery of the microscopic world, fantasies of life on the moon, the literal and discursive "discovery" of Africa and the Americas, mappings of the human body, the figure of the magus and the witch. We're likely to read some drama (Christopher Marlowe, William Shakespeare), essays (Michel de Montaigne, Francis Bacon, Galileo Galilei, Robert Hooke, René Descartes), poetry (John Donne, John Milton, Andrew Marvell, Margaret Cavendish, Lucy Hutchinson), and fiction (Aphra Behn, Daniel Defoe, Jonathan Swift). While the literary will be our "lens," the course should also appeal to students with interests in the sciences, environmental studies, and/or social thought.

Requirements/Evaluation: Two 8-page papers (one at midterm and one final); maintenance of a reading journal or "commonplace book"; regular discussion posts; and a creative response.

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 25

Enrollment Preferences: English majors; Environmental science majors and concentrators

Expected Class Size: 25

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Attributes: ENGL Literary Histories A

Fall 2024

SEM Section: 01 TF 1:10 pm - 2:25 pm Kathryn Crim

ENGL 388 (S) Fiction Writing Workshop (DPE) (WS)

Cross-listings: LATS 322

Secondary Cross-listing

This workshop is focused on the art and practice of writing fiction and geared toward students interested in working on creative honors theses. Readings include published fiction by primarily Latine and other writers who center Global South experiences, with attention paid to how each author employs narrative elements--characterization, plotting, structure, dialogue mechanics, setting, tone, theme--as well as the values and visions expressed. Students will present short fiction or novel excerpts for peer critique and the editorial advice of the instructor. Regular in-class exercises and take-home assignments will help students expand their narrative skills.

Requirements/Evaluation: Attendance and class participation, regular writing exercises, 4- to 5-page midterm paper (close-reading a text), 10- to 15-page final creative paper (close-reading a text and creative-writing response)

Prerequisites: LATS 222- Ficciones

Enrollment Limit: 15

Enrollment Preferences: LATS concentrators, honors theses

Expected Class Size: 12

Grading: yes pass/fail option, no fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 388(D1) LATS 322(D2)

Writing Skills Notes: Regular writing exercises, 4- to 5-page midterm paper (close-reading a text), 10- to 15-page final creative paper (close-reading a text and creative-writing response)

Difference, Power, and Equity Notes: Readings include published fiction by primarily Latine and other writers who center Global South experiences, with attention paid to the values and visions expressed by each author.

Attributes: LATS Core Electives

Spring 2025

SEM Section: 01 M 7:00 pm - 9:40 pm Nelly A. Rosario

ENGL 389 (F) Fiction of Virginia Woolf

Cross-listings: WGSS 389

Primary Cross-listing

"Let us record the atoms as they fall upon the mind in the order in which they fall, let us trace the pattern, however disconnected and incoherent in appearance, which each sight or incident scores upon the consciousness. Let us not take it for granted that life exists more fully in what is commonly thought big than in what is commonly thought small" ("Modern Fiction"). Virginia Woolf's fiction represents a self-conscious and highly experimental challenge to the conventions of Victorian and Edwardian fiction, in an effort to re-center the novel on lived experience. This course will explore the evolution of the innovative fictional forms by which she tried to bridge the gap between the experience of consciousness and its representation in language. We will also consider the links between Woolf's concern with in the fluidity of consciousness and her interest in gender fluidity and androgyny. We will read most of the major novels, probably including *The Voyage Out*, *Jacob's Room*, *Mrs. Dalloway*, *To the Lighthouse*, *Orlando*, *The Waves*, and *Between the Acts*, together with selected short fiction and critical essays.

Requirements/Evaluation: discussion, weekly journal, three 4- to 6-page essays

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: none

Enrollment Preferences: English majors, WGSS majors, seniors

Expected Class Size: 25

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 389(D1) WGSS 389(D2)

Attributes: ENGL Literary Histories C

Not offered current academic year

ENGL 390 (F) Robert Frost and Seamus Heaney

This seminar examines the achievement of two of the most influential poets of the last hundred years: America's Robert Frost (1874-1963), and Seamus Heaney (1939-2013)--the Nobel laureate widely acknowledged as the greatest Irish poet since Yeats. They have garnered high praise from elite literary critics, and also captured the imaginations of a broad reading public. They write in an idiom that is deeply rooted in the ordinary vernacular speech of their respective countries, but rises above it into a universal language that transcends place and time. Their images first focus our gaze on the natural world we can see all around us, but then subtly shift our attention to what can't be readily observed or reliably known. Their poems can initially appear simple or self-evident in their meanings, but then quietly double-back on us with unexpected forms of mystery and complexity. To get a comprehensive sense of the arc of their careers, we will read most all of their poems, with each class discussion focusing on a few particularly important texts. We will also read some of their essays and lectures on the art and purpose of poetry. Where appropriate, we will attend to the biographical, cultural, and (especially with Heaney) political circumstances that shaped their opportunities as artists.

Requirements/Evaluation: Midterm and final papers (15-20 pages in total)

Prerequisites: A 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam,

or permission of the instructor.

Enrollment Limit: 20

Enrollment Preferences: English majors, but non-majors with a strong interest in poetry are also most welcome.

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Attributes: ENGL Literary Histories C

Not offered current academic year

ENGL 391 (F) Contemporary North American Queer Literatures and Theories (DPE)

Cross-listings: WGSS 391

Primary Cross-listing

Moving through the mid-twentieth century and into the twenty-first, this course will consider how North American writers have represented queer life in all its complexities. From the problem of the happy ending to the intersectional politics of representation, the narrative complexities of coming out to the rejection of identity, the course will consider the relationship between literary form and queer content. In so doing, it will also touch upon some of the key debates in queer literary theory and consider the impact of events such as civil rights movements, gay and lesbian and trans uprisings, the AIDS crisis, debates over respectability politics, and current efforts to police what students read in schools on literary and cultural production. Readings may include work by such authors as Baldwin, Highsmith, Rich, Lorde, Delany, Kushner, Feinberg, Bechdel, Thom, and Machado and theorists such as Ferguson, Sedgwick, Fawaz, Love, Butler, and Hartman.

Requirements/Evaluation: active class participation, several short writing assignments, two 5-page papers, and one longer research paper.

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam, or permission of the instructor;

Enrollment Limit: 25

Enrollment Preferences: English majors; WGSS majors

Expected Class Size: 25

Grading: no pass/fail option, yes fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 391(D2) ENGL 391(D1)

Difference, Power, and Equity Notes: This course considers the history and literature of gender and sexuality in the US alongside questions of race, class, and more. It examines how literary form theorizes sexuality, and how sexuality affects literary form, in ways that consider (in)equity and power in a variety of contexts.

Attributes: ENGL Criticism Courses ENGL Literary Histories C WGSS Racial Sexual + Cultural Diversity Courses WGSS Theory Courses

Fall 2024

SEM Section: 01 TF 1:10 pm - 2:25 pm Kathryn R. Kent

ENGL 394 (F) The Nature of Nature

Cross-listings: ENVI 390

Primary Cross-listing

"Nature" is one of the commonest words in English. And yet what does it mean? Is it primarily descriptive (all living things), or normative ("natural" foods, "human nature")? This course will consider the richly incoherent ways we think about the living world, paying particular attention to the difficulty of narrating processes that are too big, too small, too quick, or too slow for direct human apprehension. We'll explore the way popular nature writing mingles scientific reporting with implicit and explicit judgments about human identity, and take up the insoluble problem of our proper relation to animals. Considerable attention will be paid to the ethical dimensions of contemporary environmental consciousness and unconsciousness. Writers studied will include Elizabeth Kolbert, Descartes, William Cronon, and Charles Darwin.

Requirements/Evaluation: Several short exercises, two six-page comparative essays, and a final self-designed project, subject to my approval. Active participation in class. The final project should explore something serious -- about nature, about yourself -- in ways that are not merely verbal or academic, but instead involve a sense of risk.

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 25

Enrollment Preferences: English majors; Environmental Studies majors and concentrators; Philosophy majors.

Expected Class Size: 25

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 394(D1) ENVI 390(D1)

Attributes: ENGL Criticism Courses ENVI Humanities, Arts + Social Science Electives

Fall 2024

SEM Section: 01 TF 2:35 pm - 3:50 pm Shawn J. Rosenheim

ENGL 395 (S) Shakespeare's Hands: Literary Labors and the Politics of Embodiment

The body part that might be said to distinguish the human, a "hand" also signifies metonymically--to indicate a person doing manual (from the Latin manus and French main), domestic, or aesthetic labor. Think of a sailor, a weaver, a soldier, but also an artist, musician, writer, or actor. This course will read a handful of Shakespeare's plays and poems with an attention to the oftentimes marginal figurations of labor and work, asking how such a focus can illuminate the politics of embodiment in the early modern era (as well as in later modern stagings and rewritings). What might allusions to textile production in Othello tell us about the play's contestation of ethnicity and sexuality? How does the performance of hauling wood in The Tempest afford an inquiry into racial formation and its connection with enclosure, colonization, and enslavement? What's the relationship between the "mechanical" craftwork and the mercantile imaginary of A Midsummer Night's Dream? We'll also spend some time considering the economy of early modern play-making, and the disciplining of the hand in the early modern schoolroom. How does the study of such literary labors change or inflect the way we describe generic forms (tragedy, comedy, lyric) and the way we read otherwise central gestures of Shakespearean plots: clasping, lending, building, mending, praying, stealing, murdering, mothering. Each of Shakespeare's plays will anchor a set of other readings in Shakespeare's sources and contemporaries (e.g. Burton, Montaigne, Hayklut, Petrarch, Marlowe, More) and in theories of work, labor, and the body (e.g. Ahmed, Arendt, Bourdieu, Butler, Fanon, Foucault, Marx, Ngai).

Requirements/Evaluation: One midterm paper and one final short research paper; maintenance of a reading journal or "commonplace book"; regular discussion posts; a recitation; and a creative response.

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 25

Enrollment Preferences: English Majors

Expected Class Size: 25

Grading: no pass/fail option, yes fifth course option

Distributions: (D1)

Attributes: ENGL Literary Histories A

Spring 2025

SEM Section: 01 TF 1:10 pm - 2:25 pm Kathryn Crim

ENGL 396 Theater and Voyeurism

Seventeenth-century philosophy was ambivalent about the senses. Around the same time as Descartes was wondering whether everything he had ever seen, heard, and felt might have been an illusion produced by an evil deceiver, Francis Bacon was placing the close observation of nature at the center of a new scientific practice. Do the senses shore up the subject by distancing her from objects and from others and by providing her with insight about them? Or do the senses make her vulnerable to a world that is endlessly and often violently imposing itself on her? We will consider this

problem in cultural and intellectual history through the case of the theater, with a special focus on tragedy. Ancient Greek tragedy made the mere fact of seeing the basis of an epistemological difference between the audience (whose looking is a privileged form of knowing) and the protagonist (who is paradigmatically blind), and this difference can be understood as a way of reflecting on the conditions of the theatrical medium itself: the audience sees the character, but the character does not see the audience. Early modern tragedy drew on the Greek tradition of dramatic irony, but wondered whether looking was as straightforward as it looked, making voyeurism a two-way street: one form of seeing what others don't involves being forced to see something unbearable, and early modern theater took a special interest in obscenity, which Greek theater tended to avoid or marginalize. We will consider works by Homer, Sophocles, Euripides, Aristotle, Ovid, Seneca, Marlowe, Spenser, Shakespeare, Vermeer, Jonas Barish, Laura Mulvey, Jacques Rancière, and Michael Fried.

Requirements/Evaluation: One 7-page midterm paper, one 12-page final paper, thoughtful participation in class discussions

Prerequisites: a 100-level English course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 25

Enrollment Preferences: English majors and those intending to major in English

Expected Class Size: 25

Grading:

Distributions: (D1)

Attributes: ENGL Literary Histories A

Not offered current academic year

ENGL 397 (F)(S) Independent Study: English

English independent study. The current department chair is the official "Instructor," but an independent study can be advised and graded by any willing member of the department.

Requirements/Evaluation: decided by faculty advisor

Prerequisites: unusually qualified and committed students who are working on a major writing or research project must first find an advisor for the project

Enrollment Limit: 100

Enrollment Preferences: unusually qualified and committed students who are working on a major writing or research project must first find an advisor for the project

Expected Class Size: 20

Grading: no pass/fail option, yes fifth course option

Distributions: (D1)

Fall 2024

IND Section: 01 TBA Bernard J. Rhie

Spring 2025

IND Section: 01 TBA Bernard J. Rhie

ENGL 402 (S) The Historical Novel

Cross-listings: COMP 406

Primary Cross-listing

Setting a novel in a prior time period risks estranging a reader, yet the genre has roused deep-rooted interest, intense critical debate, and aesthetic daring. In this course, we will explore the complex and layered uses of a historical past in literary works of the seventeenth through twenty-first centuries, by way of novels by Madame de Lafayette, Scott, M. Shelley, Dickens, Eliot, Ford, Woolf, Morrison, Sebald, and Roy. Exploring the uses of gothic and sensational effects, dystopian and utopian possibilities, and fractured time, we will consider the aesthetic and political experiments historical novels have spawned. We will do so in context of the sustained critical engagement with the genre by such thinkers as Lukacs, Benjamin, Adorno, Jameson, McKeon and Moretti.

Requirements/Evaluation: class discussion and two 8-10 page papers or one longer final paper.

Prerequisites: a 100-level English course and a 300-level English course or permission of the instructor

Enrollment Limit: 15

Enrollment Preferences: English majors

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 406(D1) ENGL 402(D1)

Attributes: ENGL Criticism Courses ENGL Literary Histories B ENGL Literary Histories C

Not offered current academic year

ENGL 411 Psychoanalysis and Its Discontents: The Psyche and the Social (DPE)

For many decades, psychoanalysis has been profoundly influential to radical thinkers seeking to overthrow regimes of racism, colonialism, heteropatriarchy, capitalism, and ableism. At the same time, psychoanalysis has also been crucial to enforcing those very regimes. Whether mobilized towards liberatory or oppressive ends, it is difficult to overstate psychoanalysis's influence on intellection, politics, and everyday social existence over the last century--even though we don't always realize it's there. If you bristle at the mention of Freud but think microaggressions are real, content warnings are a good idea, or that sharing about your feelings supports your wellbeing and relationships, your beliefs and values are probably indebted to psychoanalysis. This class surveys psychoanalytic perspectives on "the social," that is, race, gender, sexuality, capitalism, dis/ability, imperialism, and so on. It also provides an introduction to basic foundations of psychoanalytic thought--especially Freud, object relations theory, and a bit of Lacan--with an emphasis on how the psychoanalytic canon underpins contemporary queer, feminist, and postcolonial theory; ethnic studies; disability studies; and religious studies. Building from foundations, we'll also examine radical psychoanalysis alongside radical critiques of psychoanalysis. Additional topics and bodies of thought include trauma, Afropessimism, sexual difference feminism, antipsychiatry, and schizoanalysis. This class satisfies the WGSS Junior/Senior Seminar major requirement.

Requirements/Evaluation: weekly discussion questions, oral presentations, participation, dream journal, final research project

Prerequisites: Students will benefit from coursework backgrounds in WGSS, AMST, ethnic studies, and/or the humanities broadly.

Enrollment Limit: 19

Enrollment Preferences: WGSS majors, juniors/seniors

Expected Class Size: 10

Grading:

Unit Notes: senior seminar

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: This class examines psychoanalysis's role in shaping difference, power, and equity.

Not offered current academic year

ENGL 417 (S) The 19th Century and Its Shadow

Cross-listings: AFR 303

Primary Cross-listing

This course explores canonical American literature from the nineteenth century alongside a selection of contemporary literary and cinematic texts that call on and intervene with this body of work. Following Toni Morrison's charge that the contemplation of a black presence "is central to any understanding of our national literature and should not be permitted to hover at the margins of the literary imagination," this course focuses on how ideas of race are explored throughout the canon and how they have been carried forward. Works considered throughout the term come from, among others, Julie Dash, Frederick Douglass, Saidiya Hartman, Harriet Jacobs, Mat Johnson, Herman Melville, Toni Morrison, Nate Parker, Edgar Allan Poe, Quentin Tarantino, Mark Twain, and Colson Whitehead.

Requirements/Evaluation: weekly reading responses, active class participation, three close readings (500 words each), annotated bibliography, class presentation, final paper (13-15 pages)

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 15

Enrollment Preferences: English majors, then sophomores considering the major

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 303(D2) ENGL 417(D1)

Attributes: AMST pre-1900 Requirement ENGL Criticism Courses ENGL Literary Histories B ENGL Literary Histories C

Spring 2025

SEM Section: 01 MR 2:35 pm - 3:50 pm Ricardo A Wilson

ENGL 418 (S) Modernisms and the Archive

Cross-listings: AMST 418

Primary Cross-listing

This seminar positions us at the intersection of archival theory, print culture, and literary study in order to chart new pathways for understanding the making of modern poetry and poetics during the period of literary history (from 1900 to 1945) that we most closely associate with the term Modernism. Modernist Studies is at the moment undergoing a major and exciting shift made possible by digital archives that allow us to access and document the rich intertextual experience of reading Modernism as it unfolded in the influential little magazines that came to define Modernisms. Some, like Poetry magazine, defined the new poetry strictly along aesthetic lines and treated these publications as collectible objects. Others, such as The Crisis, brought together poetry and the politics of race and social justice and encouraged, as Bartholomew Brinkman has argued, "both aesthetic and socially engaged readings." We take advantage of digital archives, as well as physical ones, in order to tell new stories about both familiar and unfamiliar writers that can be discovered at the intersections of literary history and archives. Students will also have the opportunity to work in the Sterling Brown archive here at Williams. Recently acquired by Williams College Library Special Collections, this significant archive documents the life, work, and poetic practice of African-American writer and educator Sterling Brown, whose poetry and prose spans nearly five decades of the twentieth century, yet Brown has often been left out of the narrative we tell about modern poetry. Work in the Sterling Brown archive will culminate in a curated public exhibition featuring your discoveries. Iain Bailey has argued that we should think of the archive "as a place of work, rather than as a cache from which to draw certainties." With this caveat in mind and in the spirit of discovery, we will act over the course of the semester as investigators, curators, collaborators, and inquirers in the workshop of literary production and its aesthetic products.

Requirements/Evaluation: Short papers, archival presentations, final paper or digital project (12-15 pages)

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 15

Enrollment Preferences: English Majors, American Studies Majors

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 418(D2) ENGL 418(D1)

Attributes: AMST Arts in Context Electives ENGL Criticism Courses ENGL Literary Histories C

Not offered current academic year

ENGL 483 (S) Representing History

Cross-listings: COMP 483

Primary Cross-listing

Moments of political turmoil expose the highly charged ways in which a culture structures itself around a narrative past. In this course, we will read literary and cinematic works that invoke such moments of upheaval -- the French and Russian Revolutions as well as those of 1848, the rise of fascism and the Great Depression of the 1930s, the battle for Algerian independence, and the AIDS crisis -- in order to explore those fraught narratives of the past. We will consider such issues as the aesthetics of fascism and of democracy under pressure, fantasies of decolonization,

representational clashes of culture, forms of affective and sexual disorientation, and the uses of melancholy in representing historical loss. Readings will be drawn from literary works by Mary Shelley, Balzac, Eliot, Conrad, Kafka, Borges, Stoppard, Kushner, Morrison, Pamuk, Bolano, Sebald, and Philip, and essays by Kant, Burke, Marx, Benjamin, Adorno, Foucault, Jameson, Lefort, and Ahmed. Films will include such works as Eisenstein's *October*, Riefenstahl's *The Blue Light*, Wellman's *Nothing Sacred*, and Pontecorvo's *The Battle of Algiers*.

Class Format: discussion

Requirements/Evaluation: two shorter or one longer paper/s, approximately 20 pages

Prerequisites: a 300-level English course or permission of the instructor

Enrollment Limit: 15

Enrollment Preferences: English and Comparative Literature majors

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 483(D1) ENGL 483(D1)

Attributes: ENGL Criticism Courses ENGL Literary Histories B

Not offered current academic year

ENGL 493 (F) Honors Colloquium: English (WS)

A colloquium for students pursuing critical theses and critical specializations. Students will present and critique their work in progress, and discuss issues particular to researching and structuring a long analytical thesis. We will also discuss the work of a variety of recent critics representing a range of methods of literary study. Satisfactory completion of the course will be required for students to continue on in the honors program. The course will meet sometimes as a full seminar and other times in tutorial-style small groups.

Requirements/Evaluation: participation and individual progress on the thesis project, which will be determined in consultation with each student's honors advisor

Prerequisites: admission to the department Honors program

Enrollment Limit: none

Enrollment Preferences: none

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (WS)

Writing Skills Notes: Students will write a 20-page thesis chapter in stages and over multiple drafts. Students will receive from the instructor timely comments on their writing, with suggestions for improvement.

Fall 2024

HON Section: 01 W 1:10 pm - 3:50 pm Ricardo A Wilson

ENGL 494 (S) Honors Thesis: English

English honors thesis. Required of all senior English majors pursuing critical theses and critical specialization.

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Spring 2025

HON Section: 01 TBA Bernard J. Rhie

ENGL 497 (F)(S) Honors Independent Study: English

English honors thesis. Required of all senior English majors pursuing departmental honors in creative writing.

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Fall 2024

HON Section: 01 TBA Bernard J. Rhie

Spring 2025

HON Section: 01 TBA Bernard J. Rhie

Winter Study -----

ENGL 30 (W) Honors Project: English

Required during Winter Study of all seniors admitted to candidacy for honors via the specialization route.

Class Format: honors project

Grading: pass/fail only

Not offered current academic year

ENGL 31 (W) Senior Thesis: English

Required during Winter Study of all seniors admitted to candidacy for honors via the thesis route.

Class Format: thesis

Grading: pass/fail only

Not offered current academic year

ENGL 99 (W) Independent Study: English

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study

Grading: pass/fail only

Not offered current academic year

CENTER FOR ENVIRONMENTAL STUDIES

COASTAL AND OCEAN STUDIES

Chair: Professor Rónadh Cox

Coastal and Ocean Studies Advisory Committee: Professors: S. Jacobson, C. Thorne. Associate Professors: J. Constantine, T. Pusack. Assistant Professor: S. Zepeda. Mystic Executive Director: T. Van Winkle.

CONCENTRATION IN COASTAL AND OCEAN STUDIES

Understanding the oceans, the coasts, and our interactions with both is critical in this era of climate change, sea-level rise, fisheries crises, and the internationalization of the high seas. The oceans control the planet's weather, they supply about 20% of the world's food, and ocean-going cargo ships carry 90% of international trade goods. More than a third of the global population lives within some tens of kilometers of the coast, and about 10% of the world's people could be directly impacted by sea level rise in the coming decades. Williams run the [Williams-Mystic Program](#), one of the nation's few interdisciplinary semesters investigating the multifaceted ocean and coastal system via the humanities, social sciences, and physical sciences; and Coastal and Ocean Studies (CaOS) provides an on-campus structure for students to weave the Williams-Mystic curriculum into an interdisciplinary concentration.

Candidates for the concentration in Coastal and Ocean Studies must complete a minimum of seven courses: the four Williams-Mystic courses (which cover history, literature, science, and policy of the coasts and oceans); an oceanography course, an elective, and a 400-level Senior Seminar. The Williams-Mystic courses require a semester away at the Williams-Mystic Program, and the remainder of the concentration is completed on campus.

Students who have completed other study-away programs that emphasize marine studies should consult with the program chair about the possibility of completing the Coastal and Ocean Studies concentration. [More information can be found on the Coastal and Ocean Studies web page](#), and the CaOS curriculum is summarised on [this information sheet](#).

Course requirements (7 courses in all)

One foundational oceanographic course from the following list:

CAOS/ENVI/GEOS 104 Oceanography

CAOS/GEOS 110/ENVI 109 Oceans and Society

CAOS/GEOS 201 Oceanographic Processes

Four core courses across the humanities, science, and social sciences (taken at Williams-Mystic):

CAOS/ENGL 231 Literature of the Sea

CAOS 311/BIOL 231 Marine Ecology OR CAOS/GEOS 210 Oceanographic Processes

CAOS/ENVI 351/ PSCI 319 Marine Policy

CAOS/HIST 352 America and the Sea, 1600-Present

One capstone Course

ENVI/CAOS 412 Senior Seminar: Perspectives on Environmental Studies

Elective Courses to bring the total to 7

A number of elective courses are available across the disciplinary spectrum, based on either a clear coastal and ocean statement in the course description or broad practical/theoretical applicability to coastal and ocean studies. Concentrators will take a minimum of one course from the list below. Students using CAOS/GEOS 201 Oceanographic Processes at Williams Mystic to meet their foundational oceanographic course requirement will need to take two electives to meet the seven-course requirement. If concentrators find other courses in the catalog that they believe meet the requirements for a CAOS elective, they may bring them to the attention of the Chair.

[GEOS 110 / ENVI 109 / CAOS 110 LEC Oceans and Society](#)

Taught by: [Rónadh Cox](#)
[Catalog details](#)

INDEPENDENT STUDY

The following courses are offered for students pursuing CaOS research, and they may be used as electives for the concentration:

CAOS 397, 398 Independent Study: Coastal and Ocean Studies

HONORS IN COASTAL AND OCEAN STUDIES

Candidates for honors in Coastal and Ocean Studies will complete a thesis project in their senior year, involving original research under the supervision of a faculty advisor (archive, museum, field, or laboratory) followed by analysis and write-up of results. The work may be a continuation and expansion of Williams-Mystic research or may be a new and separate project. The research duration may either be one semester plus a winter study, or a full year (two semesters plus winter study). Data collection during the summer before the senior year may be necessary in some cases. Honors will be awarded if the thesis shows a high degree of scholarship, originality, and intellectual insight.

CAOS 100 (S) Introduction to Weather and Climate (QFR)

Cross-listings: GEOS 100

Secondary Cross-listing

How is it that we have such a hard time predicting if it's going to rain next week, but we can be confident in projections of future climate change decades from now? This course will explore how fundamental laws of physics determine why air moves and changes, creating the wind, clouds, precipitation, and extreme events that form our weather. Building off of our understanding of the atmosphere, we'll look at longer time scales to develop an understanding of earth's climate system, global heat and moisture transport, climate change, and the ways that humans can change our planet. We will use weather and climate models to learn how scientists and meteorologists predict future conditions. Labs include benchtop experiments, data analysis projects, and self-scheduled meteorological observations. This course is in the Oceans and Climate group for the Geosciences major.

Requirements/Evaluation: weekly problem sets, lab assignments, midterm exam, and final exam

Prerequisites: none

Enrollment Limit: 60

Enrollment Preferences: first year and second year students, Geosciences majors

Expected Class Size: 60

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

GEOS 100(D3) CAOS 100(D3)

Quantitative/Formal Reasoning Notes: This course will have regular problem sets which require substantial quantitative reasoning. Labs will require analysis, presentation, and explanation of quantitative data, and exams will require some quantitative problem solving.

Attributes: ENVI Natural World Electives EXPE Experiential Education Courses

Not offered current academic year

CAOS 104 (F) Oceanography

Cross-listings: ENVI 104 / GEOS 104

Secondary Cross-listing

The oceans cover three quarters of Earth's surface, yet oceanography as a modern science is relatively young: the first systematic explorations of the geology, biology, physics and chemistry of the oceans began in the late 19th century. This introduction to ocean science includes the creation and destruction of ocean basins with plate tectonics; the source and transport of seafloor sediments and the archive of Earth history they contain; currents, tides, and waves; photosynthesis and the transfer of energy and matter in ocean food webs; the composition and origin of seawater, and how its chemistry traces biological, physical and geological processes; oceans and climate change; and human impacts.

Class Format: two 75-minute lecture/discussion meetings each week; 2-hour lab every second week; one all-day field trip to the Atlantic coast of New England.

Requirements/Evaluation: lab activities, homework, reading-comprehension quizzes, three tests

Prerequisites: none

Enrollment Limit: 48

Enrollment Preferences: first year and second year students, Geosciences majors, Maritime Studies concentrators

Expected Class Size: 48

Grading: yes pass/fail option, yes fifth course option

Unit Notes: This course and GEOS 110 Oceans and Society cannot both be taken for credit.

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 104(D3) CAOS 104(D3) GEOS 104(D3)

Attributes: ENVI Natural World Electives EXPE Experiential Education Courses

Fall 2024

LEC Section: 01 TR 9:55 am - 11:10 am Chris Halsted

LAB Section: 02 T 1:00 pm - 3:00 pm Chris Halsted

LAB Section: 03 W 1:00 pm - 3:00 pm Chris Halsted

CAOS 110 (F) Oceans and Society

Cross-listings: GEOS 110 / ENVI 109

Secondary Cross-listing

Oceans impact society in many ways: they provide much of our protein, they hide untapped mineral wealth, their circulation regulates global climate, they transport and accumulate our plastic garbage, marine storms batter coastal infrastructure, and sea-level rise threatens communities. However, despite the oceans' importance throughout history--for trade, as a source of food, and because of their unpredictable dangers--we know shockingly little about them. More than 6000 people have reached the summit of Everest, Earth's highest elevation; but only 22 have visited Challenger Deep, the deepest point below the ocean surface. We have mapped the surfaces of Mars and Venus in far more detail than the topography of Earth's ocean basins. New marine organisms are discovered regularly. And we still don't fully understand the complex details of how ocean and atmosphere work together as the planet's climate engine. In this course, you will examine ocean science themes with direct societal relevance that are also at the forefront of scientific investigation. Topics will be selected based on current events, but are likely to include deep sea mining, meridional overturning, sea level rise, atmospheric rivers, and aquaculture. By taking focused dives into a range of subjects you will learn about the evolution and operation of the ocean as a physical and geological system as well as investigating the intersections between ocean functions, climate change, and human societies. Exercises and discussions will foreground active learning. A field trip to the Atlantic coast will integrate experiential investigation of the intersection between coastal change, extreme weather, and communities. The aim is to have energised interdisciplinary discussions about topics of pressing societal relevance, to understand some of the fundamentals of ocean science, to develop expertise in gathering and distilling information by researching new topics, and thereby to improve critical and analytical thinking.

Class Format: Two 75-minute lecture/discussion meetings each week; 2-hour lab every second week; one all-day field trip to the Atlantic coast.

Requirements/Evaluation: Evaluation is based on engagement with in-class activities, six graded lab exercises, four short writing/research assignments, and a five-page term paper

Prerequisites: none

Enrollment Limit: 60

Enrollment Preferences: First year and second year students

Expected Class Size: 60

Grading: yes pass/fail option, yes fifth course option

Unit Notes: This course and GEOS 104 Oceanography cannot both be taken for credit.

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

GEOS 110(D3) CAOS 110(D3) ENVI 109(D3)

Attributes: CAOS Interdepartmental Electives ENVI Natural World Electives EXPE Experiential Education Courses

Not offered current academic year

CAOS 134 (F) The Tropics: Biology and Social Issues (DPE)

Cross-listings: BIOL 134

Secondary Cross-listing

Biology and Social Issues of the Tropics explores the biological dimensions of social and environmental issues in tropical societies, focusing specifically on the tropics of Africa, Asia, Latin America, Oceania, and the Caribbean. Social issues are inextricably bound to human ecologies and their environmental settings. Each section of the course provides the science behind the issues and ends with options for possible solutions, which are debated by the class. The course highlights differences between the tropics and areas at higher latitudes while also emphasizing global interconnectedness. It begins with a survey of the tropical environment, including a global climate model, variation in tropical climates and the amazing biodiversity of tropical biomes. The next section focuses on human population biology, and emphasizes demography and the role of disease particularly malaria, AIDS and Covid-19 (SARS-CoV-2). The final part of the course covers the place of human societies in local and global ecosystems including the challenges of tropical food production, the interaction of humans with their supporting ecological environment, and global climate change. This course fulfills the DPE requirement. Through lectures, debates and readings, students confront social and environmental issues and policies from the perspective of biologists. This builds a framework for lifelong exploration of human diversity in terms of difference, power and equity.

Class Format: Debate

Requirements/Evaluation: two hour exams, a short paper, debate presentation, and a final exam

Prerequisites: none

Enrollment Limit: 62

Enrollment Preferences: Preference will be given to Environmental Studies majors/concentrators, students in need of a Division III or DPE requirement, and then Seniors, Juniors, Sophomores, and First Year students.

Expected Class Size: 62

Grading: no pass/fail option, no fifth course option

Unit Notes: Does not count for credit in the Biology major.

Distributions: (D3) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

BIOL 134(D3) CAOS 134(D3)

Difference, Power, and Equity Notes: This course highlights differences between the tropics and higher latitudes. For each section we focus on difference--different natural habitats and biodiversity, different patterns of population growth, different human disease profiles, different types of agriculture and different contributions to and impacts of climate change. For each section we highlight differences in power and the inequities of resource distribution. We then debate potential solutions to ameliorate these inequities.

Attributes: ENVI Natural World Electives GBST African Studies PHLH Biomedical Determinants of Health

Not offered current academic year

CAOS 206 Marine Biology

The oceans impact almost all life and processes on Earth. In this course we will explore the astounding diversity of life in the world's oceans, from the smallest photosynthetic microbes on the planet to the largest animals that weigh almost 200 tons. Using an integrative approach that spans from the molecular to the organismal to the ecological levels, we will focus on the biology of marine organisms, and their interactions and interrelationships. Topics including primary production, reproduction, acclimation to stresses, adaptation, and evolution will be discussed in the context of environments such as the open oceans, coastal waters, rocky intertidal zones, coral reefs, and the deep sea. We will emphasize how recent scientific advances have revolutionized our understanding of marine organisms and explore solutions to global challenges, including climate change and ocean acidification, pollution, sustainable fishing and aquaculture, and habitat conservation.

Requirements/Evaluation: two exams, one two-page research paper, one final project with a three-page written component and an oral presentation component, participation in discussions, laboratory assignments

Prerequisites: Biology 101 and Biology 102, or permission of instructor

Enrollment Limit: 20

Enrollment Preferences: Biology majors: seniors who need a second 200-level course for the major, and then juniors who need a second 200-level course for the major

Expected Class Size: 20

Grading:**Distributions:** (D3)

Not offered current academic year

CAOS 210 (F)(S) Oceanographic Processes**Cross-listings:** GEOS 210**Primary Cross-listing**

Part of the Williams-Mystic Coastal and Ocean Studies Program, this course provides an introduction to physical, geological, chemical, and biological oceanography. Using local field sites as well as places visited on field seminars, we will investigate why the Earth has oceans, why they are salty, how they move and flow, reasons for sea level change on both long and short timescales, and how our oceans interact with the atmosphere to control global climate. We will emphasize societal interactions with the ocean, and will consider coastal processes including land loss. We will apply an environmental justice and anti-racist lens to our discussions. Field work will take place on shores in southern New England, as well as during field seminars on the Atlantic ocean, the West Coast and the Mississippi River Delta. This course is in the Oceans and Climate group for the Geosciences major.

Class Format: Flipped classroom will focus on active learning using data-based exercises. Mini-symposia will involve student research and discussion.

Requirements/Evaluation: graded lab exercises, mini-symposium participation, and a research project

Prerequisites: none

Enrollment Limit: 24

Enrollment Preferences: none

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Unit Notes: This course is taught at our Mystic Seaport campus. Students must be enrolled in the Williams-Mystic Coastal and Ocean Studies Program.

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

CAOS 210(D3) GEOS 210(D3)

Attributes: ENVI Natural World Electives EXPE Experiential Education Courses GEOS Group A Electives - Climate + Oceans

Fall 2024

LEC Section: 01 TR 9:00 am - 10:15 am Lloyd B. Anderson

LAB Section: 02 TR 1:00 pm - 4:30 pm Lloyd B. Anderson

Spring 2025

LEC Section: 01 TR 9:00 am - 10:15 am Lloyd B. Anderson

LAB Section: 02 TR 1:00 pm - 4:30 pm Lloyd B. Anderson

CAOS 212 Paleobiology

The fossil record is a direct window into the history of life on Earth and contains a wealth of information on evolution, biodiversity, and climate change. This course investigates the record of ancient life forms, from single-celled algae to snails to dinosaurs. We will explore how, why, when, and where fossils form and learn about the major groups of fossilized organisms and how they have changed through time. In addition, we will cover a range of topics central to modern paleobiology. These include: how the fossil record informs our understanding of evolutionary processes including speciation; the causes and consequences of mass extinctions; how fossils help us tell time and reconstruct the Earth's climatic and tectonic history; statistical analysis of the fossil record to reconstruct biodiversity through time; analysis of fossil morphology to recreate the biomechanics of extinct organisms; and using fossil communities to reconstruct past ecosystems. Laboratory exercises will take advantage of Williams' fossil collections as well as published datasets to provide a broad understanding of fossils and the methods we use to study the history of life on Earth, including using the programming language R (no previous experience is required). We will also view a diversity of fossils in their geologic and paleo-environmental context on our field trip to Eastern New York. This course is in the Sediments and Life group for the Geosciences major.

Class Format: One day field trip to the the Paleozoic of New York State

Requirements/Evaluation: Weekly lab assignments, frequent short quizzes and writing assignments, and a final research project presented in poster form.

Prerequisites: any 100-level GEOS course or BIOL 102, 203 or 205

Enrollment Limit: 24

Enrollment Preferences: sophomores, and junior GEOS majors

Expected Class Size: 20

Grading:

Unit Notes: does not satisfy the distribution requirement for the Biology major

Distributions: (D3)

Attributes: EXPE Experiential Education Courses GEOS Group B Electives - Sediments + Life

Not offered current academic year

CAOS 213 (S) Introduction to Environmental and Natural Resource Economics (QFR)

Cross-listings: ECON 213 / ENVI 213

Secondary Cross-listing

We'll use economics to provide one perspective on reasons humans harm the environment and overuse natural resources, and what we can do about it. We'll study climate change, pollution in general, cost benefit analysis, environmental justice, natural resources (like fisheries, forests, and fossil fuels), and energy. We'll talk about how economists put a dollar value on nature and ecosystem services (as well as human health and life!), and the concerns people may have about doing so. We will take an economic approach to global sustainability, and study the relationship between the environment and economic growth. Consideration of justice and equity will be woven throughout the whole semester.

Requirements/Evaluation: problem sets, short essays, final paper; intermediate assignments may include a poster, one or more short presentation(s), other brief writing assignment(s)

Prerequisites: ECON 110 or equivalent

Enrollment Limit: 30

Enrollment Preferences: first-year and sophomore students

Expected Class Size: 30

Grading: yes pass/fail option, yes fifth course option

Unit Notes: this course will count toward both the Environmental Studies major and concentration

Distributions: (D2) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

ECON 213(D2) ENVI 213(D2) CAOS 213(D2)

Quantitative/Formal Reasoning Notes: We will use formal theory expressed in math and graphs, perform calculations, and consume statistical data.

Attributes: ENVI Environmental Policy EVST Social Science/Policy POEC Depth

Spring 2025

LEC Section: 01 MWF 8:30 am - 9:45 am Sarah A. Jacobson

CAOS 215 (S) Climate Changes (QFR)

Cross-listings: GEOS 215

Secondary Cross-listing

Paleoclimatology is the reconstruction of past climate variability and the forces that drove the climate changes. The Earth's climate system is experiencing unprecedented and catastrophic change because of anthropogenic emission of greenhouse gases and land use change.

Paleoclimatology allows humans to put modern climate changes into the context of the history of this planet, and shows how and why it is unprecedented and catastrophic. Each climate event we study from Earth's past teaches us lessons on why the climate system responds to

anthropogenic perturbations, what climate changes we're committed to in the future, how long-lasting they will be, and what climate consequences we

can avoid if we take action and reduce greenhouse gas emissions sooner. In this course, we will discuss the major mechanisms that cause natural climate variability, how climate of the past is reconstructed, and how climate models are used to test mechanisms that drive climate variation. With these tools, you will analyze and interpret data and model simulations from climate events from Earth's history, and apply these findings to anthropogenic climate changes happening now and that are projected to happen in the future. Laboratories and homework will emphasize developing problem solving skills as well as sampling and interpreting geological archives of climate change. This course is in the Oceans and Climate group for the Geosciences major.

Class Format: This class has three scheduled lectures per week, and one lab meeting per week which will consist of field excursions, lab exercises, problem solving and discussion

Requirements/Evaluation: lab exercises and homework (25%), three quizzes (50%), and a final project (25%)

Prerequisites: 100-level course in GEOS, CHEM, or PHYS or ENVI 102 or permission of instructor

Enrollment Limit: 24

Enrollment Preferences: Geosciences majors and Environmental Studies majors and concentrators and Maritime Studies concentrators

Expected Class Size: 16

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

GEOS 215(D3) CAOS 215(D3)

Quantitative/Formal Reasoning Notes: Labs and homework include quantitative problem solving, visualization and analysis of quantitative data, and scientific computing with Matlab. No previous programming experience is assumed.

Attributes: ENVI Natural World Electives EVST Environmental Science EXPE Experiential Education Courses GEOS Group A Electives - Climate + Oceans

Not offered current academic year

CAOS 216 (F) Globalization

Cross-listings: GBST 315 / ECON 215

Secondary Cross-listing

This course will examine the causes and consequences of globalization. This includes studying topics such as trade, immigration, foreign direct investment, and offshoring. The impact of these forms of globalization on welfare, wages, employment, and inequality will be a focal point. Throughout we will rely on economic principles, models, and empirical tools to explain and examine these contentious issues.

Class Format: discussion

Requirements/Evaluation: problem sets, two midterms, and a final paper and presentation

Prerequisites: ECON 110

Enrollment Limit: 25

Expected Class Size: 25

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

GBST 315(D2) ECON 215(D2) CAOS 216(D2)

Attributes: GBST Economic Development Studies POEC Depth

Fall 2024

LEC Section: 01 TR 8:30 am - 9:45 am Will Olney

LEC Section: 02 TR 9:55 am - 11:10 am Will Olney

CAOS 218 (F) Capital and Coercion (DPE)

Cross-listings: ECON 218

Secondary Cross-listing

Capital, tradable ownership shares in long-lived corporations, invented in the 17th century, has connected people of different races, religions, and geographies. There are huge profits from such economic interactions, but also risks: of being cheated, deceived, or coerced. This course uses insights from the economics of incentives (principal-agent models, contracts, mechanism design) to investigate the interplay between capital, coercion, and resistance. The role of prejudice will be central, as will the rise of middlemen as enforcers of coercion. Case studies span the 17th century to the 20th and include: the spice trade and conflict in the Indian Ocean, capital markets and fraud in Amsterdam and London, the Atlantic trade in enslaved people, the Dutch "cultivation system" in Java, the slow end of slavery in Brazil, and colonial control and independence in Kenya. Required readings for this class will include primary historical sources, and even excerpts from autobiographical novels!

Requirements/Evaluation: Students will be evaluated based on weekly reading responses, class participation, a midterm and a final.

Prerequisites: Econ 110

Enrollment Limit: 15

Enrollment Preferences: If overenrolled, students will be asked to submit a short statement of interest.

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

CAOS 218(D2) ECON 218(D2)

Difference, Power, and Equity Notes: This course analyzes the evolution of economic inequity. It analyzes how global market opportunities have been shaped by race, religion, wealth, and power.

Attributes: GBST Economic Development Studies POEC Depth

Not offered current academic year

CAOS 231 (F)(S) Literature of the Sea (DPE)

Cross-listings: ENGL 231

Primary Cross-listing

The ocean, and human relationships with it, have been central features of literatures and cultures around the world for more than a thousand years. But since literary study is typically based around authors' homelands, careful examination of the oceanic experience is often pushed to the periphery--an "empty space" to be crossed between nations, a "vast darkness" antithetical to human life, or a mirror for land-borne concerns. Increasingly, however, scholars and readers are centering the sea and stories about it as a means stepping outside human frameworks of space and time, situating the complex emotions and narratives inspired by the ocean into a complex network of geologic history and teeming other-than-human life. This course examines a wide range of texts and perspectives on the ocean and human relationships with it. Doing so will help us consider how literature both plays into and subverts dominant viewpoints of the ocean. Through texts that consider 19th-century whaling, the Middle Passage, the postcolonial Caribbean, and islands throughout the Pacific Ocean, we will explore a range of questions, including: What can we learn from examining efforts to write about the ocean? How do ocean stories help individuals understand themselves, their communities, and their place in global environments? What can the range of cultural and literary perspectives on our "single, global ocean" reveal about the ways different people are both connected with and profoundly distant from each other? Most importantly, we will practice, as a classroom community, different strategies for carefully reading texts while connecting them to cultural traditions, surrounding environments, and personal experiences.

Class Format: weekly roundtable discussions, including coastal and near-shore field trips and multiple field seminars.

Requirements/Evaluation: regular papers, class participation, journal-writing, and a final assignment

Prerequisites: N/A

Enrollment Limit: 25

Enrollment Preferences: Williams-Mystic Students only

Expected Class Size: 20

Grading: no pass/fail option, no fifth course option

Unit Notes: offered only at Mystic Seaport

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

CAOS 231(D1) ENGL 231(D1)

Difference, Power, and Equity Notes: This course focuses on the range of cultural perspectives about the sea, as well as the ways those perspectives can unsettle and challenge dominant narratives about the sea and its role in colonial expansion. Furthermore, this course centers voices that are typically overlooked in the genre of "Sea Literature," paying particular attention to Indigenous and African-American narratives about the ocean.

Attributes: AMST Arts in Context Electives ENVI Humanities, Arts + Social Science Electives

Fall 2024

SEM Section: 01 MW 10:30 am - 11:45 am Ned G. Schaumberg

Spring 2025

SEM Section: 01 MW 10:30 am - 11:45 am Ned G. Schaumberg

CAOS 234 Francophone Oceania: The Other Side of the Postcard

Manava i Te Ao Ma'ohi! Tongan-Fijian author Epeli Hau'ofa writes: "Centuries before Europeans entered the Pacific, in the days when boundaries were not imaginary lines in the ocean but points of entry that were constantly negotiated and even contested, the sea was open to anyone who could navigate a way through." Of critical importance to Oceanian communities and scholarship today is the project of remembering and re-membering the stories, knowledges, travel routes, and more-than-human ecologies that have crisscrossed the vast aqueous landscapes of this "other" side of the globe. This course is a comprehensive survey of the literature, modern history, and aesthetics that inform the field of contemporary Francophone Oceanian Studies. Major concepts in Indigenous Oceanian philosophy and genealogies of thought (from Ma'ohi, Kanak, and Ni-Vanuatu communities in particular), European imperialism and racial politics, gender and sexuality, maritime knowledges, the French nuclear agenda and climate fiction will be studied. Students will use multimedia formats and storytelling techniques to cross-examine narrative development, philosophy, and Oceanian history from a comparative perspective. Texts may include: Déwé Gorodé's *Sous les cendres des conqués* (1985), Chantal T. Spitz's *L'île des rêves écrasés* (1991), Claudine Jacques' *L'Âge du perroquet-banane, Parabole païenne* (2002), Ari'irau's *Matamimi ou la vie nous attend* (2006), Nicholas Kurtovitch's *Dans le ciel splendide* (2015), Titaua Peu's *Pina* (2016), and Titaua Porcher's *Hina, Maui et compagnie* (2018) among others. Conducted in French.

Requirements/Evaluation: Evaluation will be based on active participation and preparation, two short presentations, a guided journal, and a final project.

Prerequisites: RLFR 105 or 106; or results of the College Placement exam; or permission of Instructor.

Enrollment Limit: 20

Enrollment Preferences: French majors and certificate holders

Expected Class Size: 15

Grading:

Distributions: (D1)

Not offered current academic year

CAOS 269 (F) Environmental Law and Policy

Cross-listings: ENVI 269

Secondary Cross-listing

America's environmental statutes, regulations, legal precedents, and policies have grown in complexity over the last 75 years. These bi-partisan, broadly supported laws also shaped environmental laws and policies in the European Union, China, the Middle East, and countries in the Global South. Yet in 2024, America is no longer a global leader in climate mitigation or environmental protection. As legal and policy solutions to environmental problems continue to evolve based on values, science, market dynamics, and increasing climate change impacts, it is important to study this complex legal landscape to understand where opportunities lie for more ambitious and just solutions to complex environmental problems. This class surveys major environmental laws and policies by looking at cases of current, complex environmental problems. This course will focus not only on the hallmark American environmental laws, regulations, and policies but also on the interplay of state and tribal law, food, water, mineral, energy, tax, and animal rights law issues, and international treaties and climate agreements. By the completion of the semester, students will understand both the successes and failures of modern environmental law. In addition to learning about the substantive legal issues covered in the

course, students will develop legal research skills associated with researching statutes and regulations and interpreting judicial decisions. This course will help students interested in future work in law or policy understand how to analyze cases, regulations, and policy, and see opportunities for future solutions.

Requirements/Evaluation: 1) Class Participation (leading discussion and presenting materials) 20%; 2) Weekly 300-word Case Briefs 30%; 3) Comparative Law/Policy Analysis (5-7 page research paper) 30%; 4) Final Exam 20%

Prerequisites: ENVI 101 or permission of instructor

Enrollment Limit: 25

Enrollment Preferences: Preference to Environmental Studies majors and concentrators and sophomores and above.

Expected Class Size: 25

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 269(D2) CAOS 269(D2)

Attributes: AMST Space and Place Electives ENVI Environmental Policy EVST Social Science/Policy JLST Interdepartmental Electives POEC Depth

Fall 2024

LEC Section: 01 TF 2:35 pm - 3:50 pm Lindi von Mutius

CAOS 275 Ocean and Climate Changes

Earth's oceans are a central part of the global climate system, and changes to the oceans throughout Earth's history were often accompanied by dramatic climate shifts. In this class we will discuss the interconnected nature of oceans and climate, evidence for ocean and climate changes in the geologic past, what is happening to the oceans today, and what may happen in the future due to human-induced climate change. We will use computer models to explore ocean circulation in three dimensions, examine societal case studies to appreciate how people rely on the oceans, and analyze articles from the scientific literature to learn about the origins of foundational oceanographic knowledge and modern advances. Using marine sediment records, we will synthesize paleoclimate data and reconstruct past changes in the ocean and climate system. Through these explorations you will learn about the influence of the oceans on the global carbon system over both short and long timescales, and how changes in ocean circulation have altered Earth's energy balance. Using modern satellite data, we will investigate changes happening in the world's oceans today and assess the mechanisms thought to be responsible. We will visit a dedicated ocean research facility to learn about the tools and techniques employed by oceanographers to answer questions about our changing oceans. And, with the aid of emissions scenarios and probabilistic models, we will explore future scenarios of climate change and evaluate how the oceans will be affected by, and will in turn influence, the changing climate system.

Requirements/Evaluation: 2 lectures per week, one 3 hour lab per week. Students should expect to spend about 7 additional hours per week out of class working on course-related reading/homework/studying/project preparation. Readings, podcasts, and/or videos before most lecture and some lab meetings. Short, check-in quizzes.

Prerequisites: one 100-level GEOS course

Enrollment Limit: 24

Enrollment Preferences: sophomores, and junior Geos majors

Expected Class Size: 24

Grading:

Distributions: (D3)

Attributes: GEOS Group A Electives - Climate + Oceans

Not offered current academic year

CAOS 279 (S) Islam on the Indian Ocean

Cross-listings: REL 279 / ASIA 279 / ARAB 279

Secondary Cross-listing

While colonial and Eurocentric geographies speak in terms of continental separation, historically the continents of Africa and Asia have been

connected to one another through a dual link: Islam and the Indian Ocean. Indian Ocean trade and travel have historically connected East Africa, the Arabian Peninsula, South Asia, and South East Asia, shaping the lives of people and communities who lived not only along the coasts but also inland. This course focuses on these transregional connections, looking at the Indian ocean as a connective space that binds people and regions together rather than separating them. The course will also examine the role of Islam as a religious, economic, social and political force that brought together Muslim communities throughout the regions along the Indian ocean. In exploring these connections, the course will cover a broad historical period, from the 7th century with the rise of Islam to European colonialism and the emergence of a global economy in the nineteenth century.

Requirements/Evaluation: weekly responses, midterm essay, final paper

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: majors

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

REL 279(D2) ASIA 279(D2) CAOS 279(D2) ARAB 279(D2)

Not offered current academic year

CAOS 309 (F) Modern Climate (QFR)

Cross-listings: GEOS 309

Secondary Cross-listing

What will happen to the Earth's climate in the next century? What is contributing to sea level rise? Is Arctic sea ice doomed? In this course we will study the components of the climate system (atmosphere, ocean, cryosphere, biosphere and land surface) and the processes through which they interact. Greenhouse gas emission scenarios will form the basis for investigating how these systems might respond to human activity. This course will explore how heat and mass are moved around the atmosphere and ocean to demonstrate how the geographic patterns of climate change arise. We will also focus on climate feedback effects--like the albedo feedback associated with sea ice and glacier loss--and how these processes can accelerate climate change. In labs we will learn MATLAB to use process and full-scale climate models to investigate the behavior of these systems in response to increasing greenhouse gasses in the atmosphere. This course is in the Oceans and Climate group for the Geosciences major.

Requirements/Evaluation: 4 multi-week lab projects and several short quizzes

Prerequisites: Any of GEOS 100, GEOS 103, ENVI 102, GEOS 215, or permission of instructor

Enrollment Limit: 20

Enrollment Preferences: GEOS and ENVI majors

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

GEOS 309(D3) CAOS 309(D3)

Quantitative/Formal Reasoning Notes: Lab projects consist of a series of numerical climate modeling projects, which require significant quantitative and logical reasoning.

Attributes: ENVI Natural World Electives EVST Environmental Science GEOS Group A Electives - Climate + Oceans

Not offered current academic year

CAOS 311 (F)(S) Marine Ecology

Cross-listings: BIOL 231

Primary Cross-listing

We have explored only a fraction of the ocean, with about 10% of marine species classified and 20% of the ocean mapped. Many discoveries remain to be made, and marine ecology is one technique to uncover new insights. The field of marine ecology, rooted in the theory of evolution, describes the

mechanisms and processes that drive the diversity, abundance, and distribution of marine organisms. The goal is to document natural patterns and make predictions about how species will respond to environmental changes by investigating the relationship between the abiotic environment and biotic interactions. This course will take a deep dive into the unique challenges to life in the ocean. You will compare and contrast different marine ecosystems, such as coral reefs, kelp forests, and the deep sea. You will also practice a marine ecologist's skillset as you design, carry out, and analyze your own research project, which will improve your scientific writing, data analysis, and communication skills. Importantly, you will connect your research and course topics to larger marine conservation issues and broader societal impacts.

Class Format: including coastal and near-shore field trips, 10 days offshore, and a laboratory or field research project

Requirements/Evaluation: two tests, a research project, and a presentation

Prerequisites: BIOL 101 or GEOS/MAST 104, or permission of instructor

Enrollment Limit: 16

Enrollment Preferences: none

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Unit Notes: This course is only offered through Williams-Mystic Coastal and Ocean Studies Program located in Mystic, CT. satisfies the distribution requirement for the Biology major.

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

BIOL 231(D3) CAOS 311(D3)

Attributes: ENVI Natural World Electives EXPE Experiential Education Courses

Fall 2024

LEC Section: 01 TR 10:30 am - 11:45 am Tim J. Pusack

LAB Section: 02 TR 1:00 pm - 4:30 pm Tim J. Pusack

Spring 2025

LEC Section: 01 TR 10:30 am - 11:45 am Tim J. Pusack

LAB Section: 02 TR 1:00 pm - 4:30 pm Tim J. Pusack

CAOS 323 (S) Law and Politics of the Sea

Cross-listings: PSCI 323

Secondary Cross-listing

Can international law save the seas? That is one current bet. The sea law regime centers on the United Nations Convention on the Law of the Sea (UNCLOS), which gathers into one place what most countries consider to be scattered ancient laws about piracy, transit through other countries' territorial waters, fishing, jurisdiction over ships, and so forth. It also creates ocean zones, with rules for each, and a system for taxing firms that it licensed to exploit minerals on the high seas, and sharing the proceeds with developing countries. It seeks to mitigate conflicts among countries and companies as they energetically compete to exploit the seas. In 2023, UNCLOS launched a follow-on treaty, the Agreement on the Conservation and Sustainable Use of Marine Biological Diversity of Areas Beyond National Jurisdiction (BBNJ), which adds areas in the high seas that all nations commit to protect. This course explores the politics and practices that arise from UNCLOS and BBNJ. We engage with the agreements' history, content, and exclusions, examine the incentives they provides states and criminals, and assess the way that geopolitical and climate collapse create new opportunities and constraints for states, firms, international organizations, and activists. Topics include piracy, naval officers' guidelines, conflict in the South China Sea, bonded labor, refugee quarantine on islands, marine genetic resources, Arctic transit, and ocean pollution. This is a way to understand major deals regarding the oceans; it is also a way to understand what it means to consider an international legal agreement a solution to something.

Requirements/Evaluation: Three 6-page papers, longer final paper, class participation including weekly writing

Prerequisites: Introduction to International Relations, and/or International Law, or permission of instructor

Enrollment Limit: 18

Enrollment Preferences: Political science majors, Marine Studies majors, seniors

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

CAOS 323(D2) PSCI 323(D2)

Attributes: PSCI International Relations Courses

Spring 2025

SEM Section: 01 TR 11:20 am - 12:35 pm Cheryl Shanks

CAOS 327 (F) Coastal Processes and Geomorphology (QFR)

Cross-listings: ENVI 327 / GEOS 327

Secondary Cross-listing

Can people live safely along the coast? Recent events like SuperStorm Sandy and the Tohoku Tsunami have shown us how the ocean can rise up suddenly and wreak havoc on our lives and coastal infrastructure. Only educated geoscientists can evaluate the risks and define informed strategies to prevent future coastal catastrophes. Currently almost half the global population lives within 100 km of the coast, with a large percent of those living in densely populated cities (e.g., New York, New Orleans, Los Angeles, Shanghai, Hong Kong, Cape Town, Sydney, Mumbai). Despite the growing risks and challenges associated with climate change and rising sea levels, the coastal population continues to grow rapidly. To help ensure these growing populations can live safely along the coast requires a detailed understanding of the processes that shape the coastal zone. These processes act across a variety of scales, from deep-time geologic processes that dictate coastal shape and structure, to decadal-scale processes that determine shoreline position and evolution, to weekly and daily processes such as storms and tides. This course will provide an in-depth look at the forces--wind, waves, storms, and people--that shape the coastal zone, as well as the geologic formations--sandy beaches, rocky cliffs, barrier islands, deltas, and coral reefs--that are acted upon and resist these forces. Coastal dynamics are strongly affected by human interventions, such as seawalls, dredged channels, and sand dune removal, as well as by sea level rise and changes in storm frequency and magnitude associated with climate change. Finally, the course will provide students with a perspective on how the U.S. seeks to manage its coastal zone, focusing on sea level rise and coastal development. This class will include a quantitative lab that will use MATLAB software to model and evaluate various coastal processes. Students will gain a basic understanding of MATLAB functionality, and will be asked to independently apply what they have learned to various data sets provided by the instructor.

Class Format: lecture two times a week with a lab one time per week

Requirements/Evaluation: lab reports, quizzes, and an independent research project

Prerequisites: Either GEOS 104 or GEOS 210; or permission of instructor. No prior knowledge is necessary, but this course does build on principles used to explore complex scientific challenges.

Enrollment Limit: 15

Enrollment Preferences: Geosciences majors

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Unit Notes: This course counts toward the GEOS Group B Electives - Sediments + Life.

Distributions: (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 327(D3) GEOS 327(D3) CAOS 327(D3)

Quantitative/Formal Reasoning Notes: This course will involve the use of MATLAB software to quantitatively analyze coastal process and geomorphological data.

Attributes: ENVI Natural World Electives GEOS Group B Electives - Sediments + Life

Fall 2024

LEC Section: 01 MWF 8:30 am - 9:45 am Alex A. Apotsos

CAOS 351 (F)(S) Marine Policy (DPE) (WS)

Cross-listings: PSCI 319 / ENVI 351

Primary Cross-listing

Coastal communities are home to nearly 40% of the U.S. population, but occupy only a small percentage of our country's total land area. Intense population density, critical transportation infrastructure, significant economic productivity, and rich cultural and historic value mark our coastal regions as nationally significant. But, coastal and ocean-based climate-induced impacts such as sea level rise, ocean warming and acidification pose extraordinary challenges to our coastal communities, and are not borne equally by all communities. This seminar considers our relationship with our ocean and coastal environments and the foundational role our oceans and coasts play in our Nation's environmental and economic sustainability as well as ocean and coastal climate resiliency. Through the lens of coastal and ocean governance and policy-making, we critically examine conflict of use issues relative to climate change, climate justice, coastal zone management, fisheries, ocean and coastal pollution and marine biodiversity.

Class Format: This class is taught only at Williams-Mystic in Mystic, Connecticut and includes coastal and near-shore interdisciplinary field seminars, and 10 days offshore.

Requirements/Evaluation: Weekly Readings; Class Participation; Small and large group strategy exercises (written and oral); Written Research Project: issues paper and draft research paper; Final Research Project: multiple formats available

Prerequisites: none

Enrollment Limit: 23

Enrollment Preferences: must be enrolled at Williams-Mystic in Mystic, Connecticut

Expected Class Size: 22

Grading: no pass/fail option, no fifth course option

Unit Notes: must be enrolled at Williams-Mystic in Mystic, Connecticut

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

PSCI 319(D2) ENVI 351(D2) CAOS 351(D2)

Writing Skills Notes: Each student will write one 3-5 page research issues paper and one 8-10 page draft research paper as well as a final project with written components equaling 5-8 pages. Each submission receives written feedback from the professor, including research guidance, input on grammar, structure, language, analysis. Students also receive verbal feedback in individual conferences to discuss research paper organization, analysis, structure and grammar as well as final project input.

Difference, Power, and Equity Notes: Coastal and ocean policy issues relating to climate change, coastal zone management, fisheries, ocean pollution and marine biodiversity impact environmental and climate justice. Students examine coastal governance while considering the disproportionate burdens on underrepresented populations in U.S. coastal communities caused by climate change and coastal policies. Students analyze multi-disciplinary evidence and work to strengthen their integrative, analytical, writing, and advocacy skills.

Attributes: ENVI Environmental Policy EXPE Experiential Education Courses POEC Depth

Fall 2024

SEM Section: 01 F 9:00 am - 12:00 pm

Spring 2025

SEM Section: 01 F 9:00 am - 12:00 pm

CAOS 352 (F)(S) American Maritime History (DPE) (WS)

Cross-listings: HIST 352

Primary Cross-listing

This course explores themes in American maritime history from the colonial era to the 21st century. We will consider the dynamic relationship between the sea and American life, and the broad influence that each has had on the other. This relationship led to interactions with the water as a highway for the transportation of not just people and goods, but powerful new forces and ideas. The water creates a unique space for the formation of new communities and identities, while also acting as an important, and often exploited, resource. We will sample from different fields of inquiry including labor, environmental, cultural, and political history to gain a deeper understanding of diverse people's complex interactions with the oceans and seas.

Class Format: Seminars, discussions, and field seminars

Requirements/Evaluation: Participation in class discussions, activities, and presentations, regular papers, and a final independent research project

Prerequisites: None

Enrollment Limit: 27

Enrollment Preferences: If course over-enrolls, preference will be given to sophomores and juniors

Expected Class Size: 22

Grading: no pass/fail option, no fifth course option

Unit Notes: Offered only at Mystic Seaport

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 352(D2) CAOS 352(D2)

Writing Skills Notes: Students must complete regular writing assignments including a final 10- to 15-page paper. Additionally, students will participate in several in-class writing workshops and peer critiques. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: Maritime activity has long provided opportunities for some while creating tremendous hardships for others. From the slave trade and the encounters between native and European mariners to the power wielded by multi-national shipping conglomerates, this course investigates contests over power, empire, and capitalism as they played out on the maritime stage.

Attributes: AMST Space and Place Electives ENVI Humanities, Arts + Social Science Electives EXPE Experiential Education Courses HIST Group F Electives - U.S. + Canada HIST Group P Electives - Premodern

Fall 2024

SEM Section: 01 MW 9:00 am - 10:15 am Sofia E. Zepeda

Spring 2025

SEM Section: 01 MW 9:00 am - 10:15 am Sofia E. Zepeda

CAOS 361 (F) The Atlantic World: Connections, Crossings, and Confluences (DPE)

Cross-listings: AMST 360 / HIST 361

Secondary Cross-listing

This course considers the Atlantic World as both a real place and a concept: an ocean surrounded and shaped by diverse people and communities, and an imagined space of shared and competing affiliations. Moving from "time out of mind" to the early nineteenth century, it examines ecological, cultural, political, economic, intellectual, and spiritual transits as well as exchanges among Indigenous/Native American, African and African American, Asian and Asian American, and Euro-colonial people. It introduces conceptual dimensions of this Atlantic paradigm and case studies that illuminate its human subtleties, with the goal of examining "early American" histories through transnational and transoceanic lenses. The course takes an interdisciplinary approach to these intertwined histories, and reckons with how the very construction of "history" has, at different turns, affected what is shared, known, valued, and commemorated--or overwritten, denied, or seemingly silenced. Attentive to the structures of power that inflect every part of Atlantic histories, it offers specific ethical frameworks for approaching these topics. Blending methods grounded in oral traditions and histories, place-based knowledge systems, documentary/written archives, songs, archaeology, material culture, and other forms of expression and representation, it invites class members to revisit the nature and meanings of these connected spaces. The course consistently connects historical experiences with the twenty-first century, and how communities today are grappling with the afterlives and ongoing effects of these Atlantic pasts through calls to action for reparations, repatriation and rematriation, Land Back, climate justice, and other forms of accountability. The course also provides an opportunity to engage with original materials pertaining to Atlantic World histories in the Williams College Archives/Special Collections and Art Museum.

Requirements/Evaluation: active participation in class discussion, several short essays based on readings and discussion topics, museum/archives assignment, final essay/project

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: If the course over-enrolls, preference is for sophomore, junior, and senior History and American Studies majors

Expected Class Size: 25

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 360(D2) HIST 361(D2) CAOS 361(D2)

Difference, Power, and Equity Notes: This course examines the formation and articulation of racial, ethnic, cultural, and other forms of difference across the Atlantic World, and ways that people from Indigenous, African/American, and Asian/American communities have engaged with and challenged European colonization. It devotes substantial time to critical methodologies that re-center voices oftentimes treated as "silenced" or "absent" in colonial literatures, and helps students build fluencies in approaching and interpreting them.

Attributes: GBST Borders, Exiles + Diaspora Studies HIST Group F Electives - U.S. + Canada HIST Group G Electives - Global History HIST Group P Electives - Premodern

Fall 2024

SEM Section: 01 TR 9:55 am - 11:10 am Christine DeLucia

CAOS 387 (S) Economics of Climate Change (QFR)

Cross-listings: ECON 387 / ECON 522

Secondary Cross-listing

This course introduces the economic view of climate change, including both theory and empirical evidence. Given the substantial changes implied by the current stock of greenhouse gases (GHGs) in the atmosphere, we will begin by looking at impacts on agriculture, health, income, and migration. We will consider the distribution of climate damages across poor and wealthy people, both within and across countries. Next we will study adaptation, including capital investments and behavioral changes. We will examine the sources of climate change, especially electricity generation and transportation, and think about optimal policies. Throughout the course we will discuss the limits of the economic approach, pointing out normative questions on which economic theory provides little guidance.

Requirements/Evaluation: problem sets, midterm, group presentation, final exam

Prerequisites: ECON 251, familiarity with statistics

Enrollment Limit: 25

Enrollment Preferences: Junior/Senior Economics majors and CDE fellows

Expected Class Size: 25

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

CAOS 387(D2) ECON 387(D2) ECON 522(D2)

Quantitative/Formal Reasoning Notes: The course involves simple calculus-based theory and applied statistics.

Attributes: ENVI Environmental Policy POEC Depth

Not offered current academic year

CAOS 397 (F) Independent Study: Coastal and Ocean Studies

Coastal and Ocean Studies independent study.

Grading: yes pass/fail option, yes fifth course option

Distributions: No divisional credit

Fall 2024

IND Section: 01 TBA Rónadh Cox

CAOS 398 (S) Independent Study: Coastal and Ocean Studies

Coastal and Ocean Studies independent study.

Grading: yes pass/fail option, yes fifth course option

Distributions: No divisional credit

Spring 2025

IND Section: 01 TBA Rónadh Cox

CAOS 414 Life at Extremes: Molecular Mechanisms

All organisms face variability in their environments, and the molecular and cellular responses to stresses induced by environmental change often illuminate otherwise hidden facets of normal physiology. Moreover, many organisms have evolved unique molecular mechanisms, such as novel cellular compounds or macromolecular structural modifications, which contribute to their ability to survive continuous exposure to extreme conditions, such as high temperatures or low pH. This course will examine how chaperonins, proteases, and heat- and cold-shock proteins are regulated in response to changes in the external environment. We will then consider how these and other molecular mechanisms function to stabilize DNA and proteins- and, ultimately, cells and organisms. Other extreme environments, such as hydrothermal vents on the ocean floor, snow fields, hypersaline lakes, the intertidal zone, and acid springs provide further examples of cellular and molecular responses to extreme conditions. Biotechnological applications of these molecular mechanisms in areas such as protein engineering will also be considered. Class discussions will focus upon readings from the primary literature.

Class Format: discussion three hours per week

Requirements/Evaluation: several short papers, participation in class discussions and course notebook

Prerequisites: open to juniors and seniors who are Biology majors; all other students interested in this course should contact the professor; BIOL 202 recommended

Enrollment Limit: 12

Enrollment Preferences: senior Biology majors who have not taken a 400-level course; then junior Biology majors

Expected Class Size: 12

Grading:

Distributions: (D3)

Attributes: BIMO Interdepartmental Electives

Not offered current academic year

CAOS 438 (F) Species Interactions Under Global Change

Cross-listings: BIOL 438

Secondary Cross-listing

Anthropogenic changes to the world's ecosystems often have clear effects on the abundance and distribution of species. These effects, however, do not occur in a vacuum: changes in any given species' presence, abundance, or behavior can cascade into large and surprisingly context-dependent effects on the interactions of other organisms. In this course we will examine competitive, mutualistic, and antagonistic interactions in the Anthropocene from the species pair to community scale. We will explore the ecological and evolutionary mechanisms underlying the outcomes of these interactions, examining patterns including phenological mismatch, species invasions, and anthropogenic land use change. Classes will focus on critical evaluation of evidence from the primary literature, drawing on examples from community ecology, disease dynamics, and global change biology.

Requirements/Evaluation: class participation and three to five papers of length 3-5 pages each

Prerequisites: BIOL 203 or BIOL 204 or BIOL 329 or permission from instructor

Enrollment Limit: 12

Enrollment Preferences: senior Biology majors who have not taken a 400-level course, open to juniors and seniors

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

Fall 2024

SEM Section: 01 Cancelled

CAOS 465 Solutions to the Biodiversity Crisis

The biodiversity crisis is one of the greatest challenges of our century. Faced with climate change, persistent pollution, and habitat fragmentation, species are declining locally and globally. In this upper-level seminar we will integrate knowledge from the natural sciences, social sciences, policy, arts, and the humanities to design and implement biodiversity interventions. Through readings, discussions with experts, and applied projects, we will learn how biodiversity conservation and restoration can be socially just; how spaces can be designed to promote the flourishing of life; and how much local environmental management can alter global trends. We will also envision what the biotic world might look like in 10, 100, and 1000 years and consider who gets to decide which species live and which die, and who *should* decide.

Requirements/Evaluation: One 5-7-page paper; final collaborative project

Prerequisites: Environmental Studies 101 and 102

Enrollment Limit: 19

Enrollment Preferences: Environmental/Maritime Studies majors and concentrators; seniors

Expected Class Size: 12

Grading:

Distributions: (D2)

Attributes: CAOS Senior Seminars ENVI Senior Seminar EVST Senior Seminar

Not offered current academic year

CAOS 477 (F) Economics of Environmental Behavior (QFR)

Cross-listings: ENVI 376 / ECON 477

Secondary Cross-listing

A community maintains a fishery; a firm decides whether to get a green certification; you choose to fly home or stay here for spring break: behaviors of people and firms determine our impact on the environment. We'll use economics to model environmental behavior and to assess how policies can help or hurt the environment. Topics may study include: common pool resources, voluntary conservation, social norms and nudges, discrimination and justice, rationality, firm responses to mandatory and voluntary rules, voting and public opinion, and boycotts and divestment. We'll also build familiarity with the main methodologies of modern economic research: theoretical modeling, empirical analysis of observational data, and experiments.

Class Format: Class sessions will largely consist of presentations and discussions of academic research papers, as well as lab sessions to work on empirical exercises; we may break the class into groups for some discussions

Requirements/Evaluation: regular reading markup, empirical exercises, class participation, 2 oral presentations, and a final original research paper using an experiment, existing data, or theory

Prerequisites: ECON 251 and (ECON 255 or STAT 346)

Enrollment Limit: 19

Enrollment Preferences: senior Economics majors

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

CAOS 477(D2) ENVI 376(D2) ECON 477(D2)

Quantitative/Formal Reasoning Notes: The research students will consume and produce in the class will be based on math-based theory and/or econometric-based empirical analysis.

Attributes: CAOS Senior Seminars ENVI Humanities, Arts + Social Science Electives POEC Depth POEC Skills

Fall 2024

SEM Section: 01 TR 8:30 am - 9:45 am Sarah A. Jacobson

CAOS 493 (F) Senior Thesis: Coastal and Ocean Studies

Coastal and Ocean Studies senior thesis.

Grading: no pass/fail option, no fifth course option

Distributions: No divisional credit

Fall 2024

HON Section: 01 TBA Rónadh Cox

CAOS 494 (S) Senior Thesis: Coastal and Ocean Studies

Coastal and Ocean Studies senior thesis.

Grading: no pass/fail option, no fifth course option

Distributions: No divisional credit

Spring 2025

HON Section: 01 TBA Rónadh Cox

ENVIRONMENTAL STUDIES PROGRAM

ENVIRONMENTAL STUDIES MAJOR

Chair: José Antonio Constantine

Associate Director: Sarah Gardner

Professor: N. Howe. Associate Professors: J. Constantine, L. Martin. Assistant Professors: G. Forte, B. Meché. Lecturers: S. Gardner, J. Pedroni, J. Racela. Distinguished Visiting Professor: L. von Mutius.

FACULTY AND STAFF AFFILIATES (2023-24)

- Alex Apotsos, Lecturer in Geosciences
- Lois M. Banta, Professor of Biology
- Julie C. Blackwood, Associate Professor of Mathematics
- Alice C. Bradley, Assistant Professor of Geosciences
- Nicole G. Brown, Associate Professor of Classics
- Cory E. Campbell, Instructional Technology Specialist
- Anthony Carrasquillo, Assistant Professor of Chemistry
- Gregory Casey, Assistant Professor of Economics
- Phoebe A. Cohen, Chair and Associate Professor of Geosciences
- Mea S. Cook, Associate Professor of Geosciences
- Joan Edwards, Samuel Fessenden Professor of Biology
- Laura Ephraim, Associate Professor of Political Science
- Jessica M. Fisher, Associate Professor of English
- Antonia Foias, Professor of Anthropology and Sociology
- Jennifer L. French, Rosenberg Professor of Spanish and Environmental Studies
- Matthew Gibson, Associate Professor of Economics
- Allison Gill, Assistant Professor of Biology
- Kim Gutschow, Senior Lecturer of Religion and Anthropology and Sociology
- Sarah Jacobson, Professor of Economics
- Paul Karabinos, Professor of Geosciences
- Joel Lee, Associate Professor of Anthropology
- Scott Lewis, Assistant Professor of Physical Education and Associate Director of Outing Club
- James Manigault-Bryant, Chair and Professor of Africana Studies
- Luana Maroja, Professor of Biology
- Karen R. Merrill, Professor of History
- Manuel Morales, Professor of Biology and Director of Research Hopkins Forest
- James Nolan, Chair of Anthropology and Sociology and Washington Gladden 1859 Professor of Sociology
- Kenneth Savitsky, Professor of Psychology
- Greta F. Snyder, Lecturer in Women's, Gender, and Sexuality Studies
- Claire Ting, Professor of Biology

ENVIRONMENTAL STUDIES

The Environmental Studies Program at Williams College offers a major in Environmental Studies and a concentration in Environmental Studies. The concentration is designed to complement a major in a different discipline. The critical environmental issues of our time call upon citizens to grasp complex scientific concepts, address conflicting human values, and make difficult economic, political and ethical choices. The curricular options in Environmental Studies—the major and concentration—are interdisciplinary programs designed to prepare students to understand these issues by integrating perspectives and methodologies from the natural sciences, the social sciences, and the arts and humanities, which together form a solid liberal arts foundation.

The Environmental Studies Program is housed within the Center for Environmental Studies (CES). CES manages the 2600-acre Hopkins Memorial Forest and the Environmental Analysis Laboratory in the Morley Science Laboratory, both of which afford many opportunities for hands-on environmental field work and lab experience. CES also sponsors a wide range of programs including the Friday Log Lunch Speaker Series, The Class of 1960 Scholars Program, the Hopkins Forest Caretaker Program, and the CES Summer Grants Program, which provides generous support for summer research and internships. The Center for Environmental Studies is housed in the Class of 1966 Environmental Center, a renovated historic structure certified as a Living Building Challenge by the International Living Future Institute.

LEARNING GOALS

Environmental Studies students are encouraged to examine environmental issues in the vicinity of Berkshire County, other regions of the US, and the world. Many of the courses include an experiential component so that students encounter the complexities of environmental issues firsthand and learn to address all aspects of environmental challenges.

Incoming students with an interest in Environmental Studies should consider taking ENVI 101: Nature and Society during their first year at Williams. This gateway course is required for the major and the concentration and provides an intellectual framework for critical, interdisciplinary environmental inquiry in the social sciences and humanities while surveying the most pressing environmental problems of our time. In the spring, many first-year students also take ENVI 102: Introduction to Environmental Science, which provides an overview of the discipline in the context of the interconnected global earth system: the geosphere, atmosphere, hydrosphere, and biosphere. In this class, students are introduced to scientific methods from physics, chemistry, geology, and biology that are used to examine real-world case studies at global and local scales.

While ENVI 101 is a recommended starting point for both the major and the concentration, many students come to Environmental Studies through an interest in applying a specific discipline to environmental problems. Students with strong interests in more traditional disciplines such as biology, chemistry, geosciences, or economics are advised to begin the introductory course sequence for those subjects in their first semester as well. These students have two main options: a major in a traditional discipline with a concentration in Environmental Studies—a popular choice for students who wish to attend graduate school in the so-called “hard sciences”—or a double major.

The Environmental Studies Program also serves as the on-campus base for the Williams-Mystic Program, an extraordinary maritime studies program housed at Williams Mystic Campus on the Atlantic coast in Connecticut. Students who wish to pursue a concentration in Coastal and Ocean Studies combine a one-semester course of study at the Williams-Mystic campus with core courses and elective courses as described in the college catalog. Students may spend a semester at the Mystic campus in either the sophomore, junior, or senior year; choosing which semester to spend at Mystic should be done in consultation with a member of the Coastal and Ocean Studies advisory committee.

Students interested in the Environmental Studies major or concentration are encouraged to consult with members of the Environmental Studies Program and to contact the Environmental Studies Chair (jac9@williams.edu) or Associate Director (sgardner@williams.edu).

STUDY AWAY

Many study away options are available to students in Environmental Studies, including the Williams-Mystic Maritime Studies Program. Students considering either a semester or year away who intend to major in Environmental Studies should consult the Chair or Associate Director of Environmental Studies and the Dean in charge of study abroad as early as possible to discuss their options. Students may take up to two courses outside of Williams toward their major, but must have approval in writing from the Chair of Environmental Studies.

THE MAJOR IN ENVIRONMENTAL STUDIES

The Environmental Studies major is a ten-course major. All majors are required to take ENVI 101 and ENVI 102; three “foundational” courses in the sciences, social sciences, and humanities (one in each category chosen from a list of options); and one 400-level seminar (chosen from a list of options). In addition to these six core courses, students select four electives, three of which must be from one of the main curricular areas (sciences, social sciences, and humanities).

ENVI 101 – Nature and Society: An Introduction to Environmental Studies, establishes an intellectual framework for interdisciplinary environmental thinking in the humanities, policy studies, and social sciences. ENVI 102 – Introduction to Environmental Science, introduces students to the interdisciplinary study of the Earth’s systems through the synthesis of physical, chemical, geological, and biological perspectives. Students with a score of 5 on the AP Environmental Science exam may take a 200-level environmental science lab course (cross-listed with Environmental Studies) in lieu of ENVI 102.

In addition to 101 and 102, all majors must take three more advanced “foundational” courses in the three main branches of the environmental curriculum: humanities, social science and policy, and environmental science—one from each of three lists of courses (see below).

Building on this five-course foundation, Environmental Studies majors gain depth in their chosen area of study by taking three electives from one of the three main curricular branches, plus a fourth elective from another branch to provide cross-disciplinary breadth. These electives should be chosen in close consultation with a faculty adviser to ensure intellectual coherence and academic rigor.

In their junior or senior year, students choose a 400-level senior seminar (or “research practicum”) that focuses on advanced, interdisciplinary research and/or problem-solving, typically with an applied, experiential, and/or service-learning focus.

ADVISING

Majors (or first-years and sophomores interested in the major offered by CES) are encouraged to talk at any time with the Chair, Associate Director of Environmental Studies, or any other Environmental Studies faculty. All incoming majors will be assigned a faculty advisor in the spring of their sophomore year.

Planning for Prerequisites on your Path through the Major

While ENVI 101 or ENVI 102 are recommended starting points for the major, and are prerequisites for many other ENVI course offerings, please note that some of the course options for the major may have other courses as prerequisites that may not count toward the programs. For example, ENVI/ECON 213 (*Intro to Environmental and Natural Resource Economics*) has a prerequisite of ECON 110 (*Principles of Microeconomics*). We strongly suggest that you do advance planning to avoid being blocked from taking a relevant course.

Credit for AP, IB, A-levels and other pre-Williams Courses

Students are not allowed to place out of ENVI 101. Students with a score of 5 on the AP Environmental Science exam may take a 200-level environmental science lab course (cross-listed with Environmental Studies) in lieu of ENVI 102.

Introductory Required Courses (2 courses)

ENVI 101 Nature and Society: An Introduction to Environmental Studies

ENVI 102 Introduction to Environmental Science

Foundational Required Courses for all Environmental Studies Majors (3 courses, 1 from each category)

Culture/Humanities Foundational (1 course)

[ENVI 229 / HIST 264 SEM Environmental History](#)

Taught by: [Laura Martin](#)

[Catalog details](#)

[ENVI 244 / PHIL 244\(S\) TUT Environmental Ethics](#)

Taught by: [Julie Pedroni](#)

[Catalog details](#)

[ENVI 260 / ARTS 261 SEM Design and Environmental Justice](#)

Taught by: [Giuseppina Forte](#)

[Catalog details](#)

[ENVI 298\(F\) SEM Cultural Geography](#)

Taught by: [Nicolas Howe](#)

[Catalog details](#)

Environmental Science Foundational (with lab, 1 course)

[BIOL 203 / ENVI 203\(F\) LEC Ecology](#)

Taught by: [Manuel Morales](#)

[Catalog details](#)

[CHEM 363 / ENVI 363\(F\) LEC Environmental Fate of Organic Chemicals](#)

Taught by: [Anthony Carrasquillo](#)

[Catalog details](#)

[GEOS 215 / CAOS 215 LEC Climate Changes](#)

Taught by: [Mea Cook](#)

[Catalog details](#)

[GEOS 301 / ENVI 331\(S\) LEC Geomorphology](#)

Taught by: [Chris Halsted](#)

[Catalog details](#)

[GEOS 309 / CAOS 309 LEC Modern Climate](#)

Taught by: [Alice Bradley](#)

[Catalog details](#)

Social Science/Policy Foundational (1 course)

[ECON 213 / CAOS 213 / ENVI 213\(S\) LEC Introduction to Environmental and Natural Resource Economics](#)

Taught by: [Sarah Jacobson](#)

[Catalog details](#)

[ENVI 269 / CAOS 269\(F\) LEC Environmental Law and Policy](#)

Taught by: [Lindi von Mutius](#)

[Catalog details](#)

[ENVI 275 / STS 275 SEM Environmental Science, Policy, and Justice](#)

Taught by: [Laura Martin](#)

[Catalog details](#)

[ENVI 288 / GBST 288\(F\) SEM Environmental Security: Policy Dilemmas and Solutions](#)

Taught by: [Brittany Meché](#)

[Catalog details](#)

[ENVI 297 / GBST 287 SEM Global Sustainable Development](#)

Taught by: [Brittany Meché](#)

[Catalog details](#)

[ENVI 319\(S\) LEC The Law and Policy of Climate Change](#)

Taught by: [Lindi von Mutius](#)

[Catalog details](#)

Electives (4 courses)

Four electives from three lists of approved courses in Environmental Studies or cross-listed courses in other units. These three lists correspond with the three categories of foundational courses (e.g. environmental science, social science and policy, culture and humanities). Students must choose at least three of these four electives from one list, ensuring depth in their general area of interest. See the Environmental Studies Program website for up-to-date lists of electives in each category.

Senior Seminar Required Course (1 course)

In the junior or senior year, students take one 400-level seminar in Environmental Studies. One of these seminars, Environmental Planning, is offered every fall. The others are offered regularly on rotation. These seminars focus on advanced, interdisciplinary research and/or problem-solving, typically with an applied, experiential, and/or service-learning focus.

INDEPENDENT STUDY AND WINTER STUDY

In addition to courses fulfilling the Environmental Studies major requirements, the following courses are offered:

- ENVI 397, 398 Independent Study of Environmental Problems
- ENVI 493-W31-494 Honors Thesis and Senior Research

Winter Study courses play an important role in the program, offering opportunities to learn about aspects of environmental studies with which students would like to become more familiar. We encourage students to bear in mind their interests in the environment and maritime studies when reviewing each year's Winter Study offerings.

HONORS IN ENVIRONMENTAL STUDIES MAJOR

A student pursuing either the major or concentration in Environmental Studies can pursue an honors thesis, which is a year-long project conducted over the fall semester, Winter Study, and spring semester of the senior year. Given the breadth of environmental studies, a thesis may follow a variety of formats. In general, it is a good idea for the student to use the thesis to build upon prior coursework and/or prior research, internship, or activism experience, and many students conduct thesis research during the summer before senior year. Students completing an Environmental Studies thesis may elect to opt out of the ENVI Senior Seminar.

Prospective thesis students should submit their proposals by the first week of April in their Junior year. However, students who plan to request a CES-ENVI summer student research/internship grant should have their proposals completed by the end of spring break to ensure that applications for summer funding can be made in a timely fashion. The ENVI Advisory Committee will review all thesis proposals and will notify students of decisions by the end of April.

Prospective thesis students should identify and work with an advisor to prepare the thesis proposal. Potential advisors may be any faculty member or affiliate of the Environmental Studies Program. If the advisor is a faculty affiliate, the student should also identify an ENVI faculty member to serve as second reader. The second reader provides additional guidance throughout the thesis process and evaluates the final product along with the thesis advisor. In cases when a prospective thesis student is unable to identify a thesis advisor, they should reach out to the chair for guidance.

The Environmental Studies Program will endeavor to facilitate networking among students who are working on theses in the same semester so that a thesis cohort can support each other through the research and writing process. The final thesis will be evaluated by the thesis advisor and in some cases a second reader, who will then decide to award no Honors, Honors or, in recognition of exceptional work, Highest Honors. When submitting your thesis to Williams' library archive, please be sure to follow the Special Collections guidelines.

COURSES IN ENVIRONMENTAL STUDIES

ENVI 100 Introduction to Weather and Climate (QFR)

How is it that we have such a hard time predicting if it's going to rain next week, but we can be confident in projections of future climate change decades from now? This course will explore how fundamental laws of physics determine why air moves and changes, creating the wind, clouds, precipitation, and extreme events that form our weather. Building off of our understanding of the atmosphere, we'll look at longer time scales to develop an understanding of earth's climate system, global heat and moisture transport, climate change, and the ways that humans can change our planet. We will use weather and climate models to learn how scientists and meteorologists predict future conditions. Labs include benchtop experiments, data analysis projects, and self-scheduled meteorological observations. This course is in the Oceans and Climate group for the Geosciences major.

Requirements/Evaluation: weekly problem sets, lab assignments, midterm exam, and final exam

Prerequisites: none

Enrollment Limit: 60

Enrollment Preferences: first year and second year students, Geosciences majors

Expected Class Size: 60

Grading:

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: This course will have regular problem sets which require substantial quantitative reasoning. Labs will require analysis, presentation, and explanation of quantitative data, and exams will require some quantitative problem solving.

Attributes: ENVI Natural World Electives EXPE Experiential Education Courses

Not offered current academic year

ENVI 101 (F)(S) Nature and Society: An Introduction to Environmental Studies

Environment and society interact on scales from the local to the global. This course explores these interactions and introduces students to the interdisciplinary methods of environmental studies. We will investigate the social, political, and historical aspects of environmental problems -- including environmental racism, species extinction, climate change, massive urbanization -- as well as their possible solutions. Throughout the course, we will ask how unequal distributions of power affect people and environments. Case studies, readings, discussions, and field exercises will help students develop their understanding of how built and unbuilt environments influence and are influenced by human activities.

Requirements/Evaluation: participation, in-class exercises, several short writing assignments (varying from 2-5 pages), mid-term exam, final exam

Prerequisites: none

Enrollment Limit: 30/section

Enrollment Preferences: Environmental Studies majors and concentrators

Expected Class Size: 30/section

Grading: yes pass/fail option, yes fifth course option

Unit Notes: required course for the Environmental Studies major and concentration

Distributions: (D2)

Attributes: AMST Space and Place Electives ENVI Core Courses EVST Core Courses GBST Urbanizing World

Fall 2024

LEC Section: 01 TF 2:35 pm - 3:50 pm

Spring 2025

LEC Section: 01 TR 8:30 am - 9:45 am Giuseppina Forte

ENVI 102 (S) Introduction to Environmental Science

Environmental Science is an interdisciplinary field that develops scientific and technical means for assessing and mitigating human impacts on the environment. This course provides an overview of the discipline in the context of the interconnected global earth system: the geosphere, atmosphere, hydrosphere, and biosphere. Students are introduced to scientific methods from physics, chemistry, geology, and biology that are used to examine

real-world case studies at global and local scales. Topics may include: climate change, air and water pollution, resource extraction and management, land use change, and their effects on environmental quality, biodiversity, and human health. During weekly fieldwork and laboratory sessions, students gain hands-on experience in collecting, analyzing, and interpreting data that can be used to make recommendations for addressing local environmental issues.

Class Format: Two 75-minute lecture/discussion sessions and one 3-hour field/laboratory session each week.

Requirements/Evaluation: Weekly quizzes, final project, lab assignments, participation

Prerequisites: none

Enrollment Limit: 48

Enrollment Preferences: first- and second-year students, Environmental Studies majors and concentrators

Expected Class Size: 48

Grading: yes pass/fail option, yes fifth course option

Unit Notes: Required course for Environmental Studies major and concentration

Distributions: (D3)

Attributes: ENVI Core Courses EVST Core Courses EXPE Experiential Education Courses

Spring 2025

LEC Section: 01 TR 9:55 am - 11:10 am Anthony J. Carrasquillo

LAB Section: 02 T 1:00 pm - 4:00 pm Anthony J. Carrasquillo

LAB Section: 03 W 1:00 pm - 4:00 pm Jay Racela

LAB Section: 04 R 1:00 pm - 4:00 pm Jay Racela

ENVI 103 (F) Global Warming and Environmental Change

Cross-listings: GEOS 103

Secondary Cross-listing

Earth is the warmest it has been for at least five centuries, and the surface of our planet is responding. From extreme floods and drought to landslides and wildfires, the natural processes that shape Earth's surface are tied to temperature and precipitation. People are beginning to feel the impacts, but in different ways depending on where they call home. In this course, we will investigate how climate change is altering landscapes and the natural processes that support them, highlighting all the ways that people are being affected today. Ultimately, we will develop an understanding of the consequences of climate change that connects physical processes with geography. Specific topics include foundations of the Earth system, plate tectonics and the construction of landscapes, Earth materials, rivers and flooding, hillslope processes, coastal processes, and climate impacts on natural resources such as fresh water and soil. Labs will use local field sites and analytical exercises to evaluate recent cases that reflect an interaction of the landscape and climate. We will also visit and engage with Black communities and community leaders across New England who are grappling with the unjust distribution of resources to mitigate climate impacts and who have been disproportionate bearers of environmental risk.

Requirements/Evaluation: written reports from laboratories and readings, class participation, a midterm and final exam

Prerequisites: none

Enrollment Limit: 48

Enrollment Preferences: first year and second year students, Geosciences majors and Environmental Studies majors and concentrators

Expected Class Size: 48

Grading: yes pass/fail option, no fifth course option

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

GEOS 103(D3) ENVI 103(D3)

Attributes: ENVI Natural World Electives EXPE Experiential Education Courses

Not offered current academic year

ENVI 104 (F) Oceanography

Cross-listings: CAOS 104 / GEOS 104

Secondary Cross-listing

The oceans cover three quarters of Earth's surface, yet oceanography as a modern science is relatively young: the first systematic explorations of the geology, biology, physics and chemistry of the oceans began in the late 19th century. This introduction to ocean science includes the creation and destruction of ocean basins with plate tectonics; the source and transport of seafloor sediments and the archive of Earth history they contain; currents, tides, and waves; photosynthesis and the transfer of energy and matter in ocean food webs; the composition and origin of seawater, and how its chemistry traces biological, physical and geological processes; oceans and climate change; and human impacts.

Class Format: two 75-minute lecture/discussion meetings each week; 2-hour lab every second week; one all-day field trip to the Atlantic coast of New England.

Requirements/Evaluation: lab activities, homework, reading-comprehension quizzes, three tests

Prerequisites: none

Enrollment Limit: 48

Enrollment Preferences: first year and second year students, Geosciences majors, Maritime Studies concentrators

Expected Class Size: 48

Grading: yes pass/fail option, yes fifth course option

Unit Notes: This course and GEOS 110 Oceans and Society cannot both be taken for credit.

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 104(D3) CAOS 104(D3) GEOS 104(D3)

Attributes: ENVI Natural World Electives EXPE Experiential Education Courses

Fall 2024

LEC Section: 01 TR 9:55 am - 11:10 am Chris Halsted

LAB Section: 02 T 1:00 pm - 3:00 pm Chris Halsted

LAB Section: 03 W 1:00 pm - 3:00 pm Chris Halsted

ENVI 105 (S) The Co-Evolution of Earth and Life

Cross-listings: GEOS 101

Secondary Cross-listing

Our planet is about 4.6 billion years old and has supported life for at least the last 3.5 billion of those years. This course will examine the relationship between Earth and the life that inhabits it, starting with the first living organisms and progressing to the interaction of our own species with the Earth today. Students will investigate the dynamic nature of the Earth-life system and learn about the dramatic changes that have occurred throughout the history of our planet. We will ask questions such as: How did the Earth facilitate biologic evolution, and what effects did those biologic events have on the physical Earth? When did photosynthesis evolve and how did this biological event lead to profound changes in the world's oceans and atmospheres? How and why did animals evolve and what role did environmental change play in the radiation of animal life? How did the rise and spread of land plants affect world climate? How do plate tectonics, glaciation, and volcanism influence biodiversity and evolutionary innovation? What caused mass extinctions in the past and what can that teach us about our current extinction crisis? Labs will involve hands-on analysis of rocks, fossils, and real-world data as well as conceptual and analytical exercises; field trips will contextualize major events in Earth history and will help students learn to read the rock record. Through these investigations, the class will provide a comprehensive overview of Earth's dynamic history.

Class Format: one laboratory per week plus one all-day field trip

Requirements/Evaluation: lab assignments, weekly quizzes, and a final independent project

Prerequisites: none

Enrollment Limit: 30

Enrollment Preferences: first year and second year students, Geosciences majors

Expected Class Size: 30

Grading: yes pass/fail option, no fifth course option

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 105(D3) GEOS 101(D3)

Attributes: ENVI Natural World Electives EXPE Experiential Education Courses

Spring 2025

LEC Section: 01 TR 9:55 am - 11:10 am Phoebe A. Cohen

LAB Section: 02 T 1:00 pm - 3:00 pm Phoebe A. Cohen

ENVI 108 (S) Energy Science and Technology (QFR)

Cross-listings: PHYS 108

Secondary Cross-listing

Energy use has skyrocketed in the United States and elsewhere in the world, causing significant economic and political shifts, as well as concerns for the environment. This course will address the physics and technology of energy generation, consumption, and conservation. It will cover a wide range of energy sources, including fossil fuels, hydropower, solar energy, wind energy, and nuclear energy. We will discuss energy use in transportation, manufacturing, building heating and lighting, and energy storage. Students will learn to compare the efficiencies and environmental impacts of various energy sources and uses.

Class Format: Two meetings per week. Some weeks that means two lectures. Other weeks, that means one lecture plus one lab, with the class divided between two lab sections.

Requirements/Evaluation: weekly assignments, two hour tests, and a final project culminating in an oral presentation to the class and a 10-page paper; all of these will be substantially quantitative

Prerequisites: high school physics, high school chemistry, and mathematics at the level of MATH 130

Enrollment Limit: 10 per lab

Enrollment Preferences: non-physics majors

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 108(D3) PHYS 108(D3)

Quantitative/Formal Reasoning Notes: problems sets, exams, and projects will all have a quantitative aspects.

Attributes: ENVI Natural World Electives

Spring 2025

LEC Section: 01 MR 1:10 pm - 2:25 pm Protik K. Majumder

LAB Section: 02 R 1:10 pm - 2:25 pm Protik K. Majumder

LAB Section: 03 R 2:25 pm - 3:50 pm Protik K. Majumder

ENVI 109 (F) Oceans and Society

Cross-listings: GEOS 110 / CAOS 110

Secondary Cross-listing

Oceans impact society in many ways: they provide much of our protein, they hide untapped mineral wealth, their circulation regulates global climate, they transport and accumulate our plastic garbage, marine storms batter coastal infrastructure, and sea-level rise threatens communities. However, despite the oceans' importance throughout history--for trade, as a source of food, and because of their unpredictable dangers--we know shockingly little about them. More than 6000 people have reached the summit of Everest, Earth's highest elevation; but only 22 have visited Challenger Deep, the deepest point below the ocean surface. We have mapped the surfaces of Mars and Venus in far more detail than the topography of Earth's ocean basins. New marine organisms are discovered regularly. And we still don't fully understand the complex details of how ocean and atmosphere work

together as the planet's climate engine. In this course, you will examine ocean science themes with direct societal relevance that are also at the forefront of scientific investigation. Topics will be selected based on current events, but are likely to include deep sea mining, meridional overturning, sea level rise, atmospheric rivers, and aquaculture. By taking focused dives into a range of subjects you will learn about the evolution and operation of the ocean as a physical and geological system as well as investigating the intersections between ocean functions, climate change, and human societies. Exercises and discussions will foreground active learning. A field trip to the Atlantic coast will integrate experiential investigation of the intersection between coastal change, extreme weather, and communities. The aim is to have energised interdisciplinary discussions about topics of pressing societal relevance, to understand some of the fundamentals of ocean science, to develop expertise in gathering and distilling information by researching new topics, and thereby to improve critical and analytical thinking.

Class Format: Two 75-minute lecture/discussion meetings each week; 2-hour lab every second week; one all-day field trip to the Atlantic coast.

Requirements/Evaluation: Evaluation is based on engagement with in-class activities, six graded lab exercises, four short writing/research assignments, and a five-page term paper

Prerequisites: none

Enrollment Limit: 60

Enrollment Preferences: First year and second year students

Expected Class Size: 60

Grading: yes pass/fail option, yes fifth course option

Unit Notes: This course and GEOS 104 Oceanography cannot both be taken for credit.

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

GEOS 110(D3) CAOS 110(D3) ENVI 109(D3)

Attributes: ENVI Natural World Electives EXPE Experiential Education Courses MAST Interdepartmental Electives

Not offered current academic year

ENVI 134 The Tropics: Biology and Social Issues (DPE)

Biology and Social Issues of the Tropics explores the biological dimensions of social and environmental issues in tropical societies, focusing specifically on the tropics of Africa, Asia, Latin America, Oceania, and the Caribbean. Social issues are inextricably bound to human ecologies and their environmental settings. Each section of the course provides the science behind the issues and ends with options for possible solutions, which are debated by the class. The course highlights differences between the tropics and areas at higher latitudes while also emphasizing global interconnectedness. It begins with a survey of the tropical environment, including a global climate model, variation in tropical climates and the amazing biodiversity of tropical biomes. The next section focuses on human population biology, and emphasizes demography and the role of disease particularly malaria, AIDS and Covid-19 (SARS-CoV-2). The final part of the course covers the place of human societies in local and global ecosystems including the challenges of tropical food production, the interaction of humans with their supporting ecological environment, and global climate change. This course fulfills the DPE requirement. Through lectures, debates and readings, students confront social and environmental issues and policies from the perspective of biologists. This builds a framework for lifelong exploration of human diversity in terms of difference, power and equity.

Class Format: Debate

Requirements/Evaluation: two hour exams, a short paper, debate presentation, and a final exam

Prerequisites: none

Enrollment Limit: 62

Enrollment Preferences: Preference will be given to Environmental Studies majors/concentrators, students in need of a Division III or DPE requirement, and then Seniors, Juniors, Sophomores, and First Year students.

Expected Class Size: 62

Grading:

Unit Notes: Does not count for credit in the Biology major.

Distributions: (D3) (DPE)

Difference, Power, and Equity Notes: This course highlights differences between the tropics and higher latitudes. For each section we focus on difference--different natural habitats and biodiversity, different patterns of population growth, different human disease profiles, different types of agriculture and different contributions to and impacts of climate change. For each section we highlight differences in power and the inequities of

resource distribution. We then debate potential solutions to ameliorate these inequities.

Attributes: ENVI Natural World Electives GBST African Studies PHLH Biomedical Determinants of Health

Not offered current academic year

ENVI 201 (S) The Geoscience of Epidemiology and Public Health (DPE)

Cross-listings: GEOS 207

Secondary Cross-listing

The Coronavirus pandemic has highlighted the many ways that diseases can be transmitted in the environment. As a society we are becoming aware of the many ways that geological processes and materials influence human health, in ways both beneficial and dangerous. This course unites geoscience, biomedicine and public health approaches to address a wide range of environmental health problems. These include water-related illnesses (e.g. diarrhea, malaria); minerals and metals, both toxic (e.g. asbestos, arsenic) and essential (e.g. iodine); radioactive poisoning (e.g. radon gas); and the transport of pathogens by water and wind. In many cases, the environmental health problems disproportionately affect marginalised populations, contributing to greater disease and death among poor communities and populations of colour. We will examine the broad array of dynamic connections between human health and the natural world. We will discuss the social justice implications of a range of environmental health problems. And we will examine current research into how coronaviruses, such as the one causing COVID-19, are transported in the environment. This course is in the Sediments and Life group for the Geosciences Major.

Requirements/Evaluation: Evaluation will be based on short weekly writing assignments as well as an individual project and poster presentation.

Prerequisites: No prerequisites

Enrollment Limit: 34

Enrollment Preferences: Preference to first-years, sophomores, and prospective Geosciences majors

Expected Class Size: 30

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 201(D3) GEOS 207(D3)

Difference, Power, and Equity Notes: Through a series of case studies, we will examine ways in which marginalised groups (whether due to poverty, race, or ethnicity) are disproportionately affected by environmental health issues. Themes of power and equity in terms of decision making, access to knowledge, and funding availability, will be woven into all aspects of the class and will underpin our analysis of the science.

Attributes: ENVI Natural World Electives GEOS Group B Electives - Sediments + Life PHLH Nutrition, Food Security+Environmental Health

Not offered current academic year

ENVI 202 (F) Critical Practice of Architecture: Theories, Methods, and Techniques (DPE)

Cross-listings: ARTS 222

Secondary Cross-listing

In this course, students will transform an architectural or urban space through design interventions that contribute to reorienting public perception, imagination, and politics. Skills taught include methods and techniques for critical architecture practice, including architecture drawing, 2D graphic design, and 3D modeling (digital and physical). Students will also build on design strategies (e.g., spatial hijacking and détournement), community architecture, and visual techniques to rethink normative understandings of space and time. Through selected readings and discussions, we will examine key ideas that have inspired design thinking and activism. The class culminates in a presentation to external reviewers and a final exhibition.

Requirements/Evaluation: This is an intensive studio tutorial requiring working in the architecture studio and/or PC lab outside of scheduled class hours. The class will meet in large and small groups throughout the semester for critique and discussion. Assignments include weekly discussions and design projects requiring drawings and model design. Final project: design project to reorient public perception, imagination, and politics. Evaluation will be based on the design quality at theoretical/conceptual levels.

Prerequisites: Drawing I or permission of instructor.

Enrollment Limit: 12

Enrollment Preferences: Studio Art majors, Art History and Studio Art majors, Envi majors and concentrators

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Materials/Lab Fee: \$350-\$450 lab fee charged to term bill. Lab and materials fees for all studio art classes are covered by the Book Grant for all Williams financial aid recipients.

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTS 222(D1) ENVI 202(D1)

Difference, Power, and Equity Notes: This design studio invites students to think critically about how power, equity, and difference are manifested through the built environment. It will equip them with the tools to become active agents of change through design activism. We will use design as a cultural practice and creative technique to envision more just and equitable futures through interventions in architectural or urban spaces.

Attributes: ENVI Humanities, Arts + Social Science Electives

Fall 2024

STU Section: 01 TR 9:55 am - 11:10 am Giuseppina Forte

ENVI 203 (F) Ecology (QFR)

Cross-listings: BIOL 203

Secondary Cross-listing

This course combines lectures & discussion with field and indoor laboratory activities to explore factors that determine the distribution and abundance of plants and animals in natural systems. The course begins with an overview of global environmental patterns and then builds from the population to ecosystem level. Throughout the course, we will emphasize the connection between basic ecological principles and current environmental issues. Selected topics include population dynamics (competition, predation, mutualism); community interactions (succession, food chains and diversity) and ecosystem function (biogeochemical cycles, energy flow). Laboratory activities are designed to engage students in the natural history of the region and build skills in data analysis and scientific writing.

Requirements/Evaluation: pre-class quizzes, lab reports, two mid-term exams, and a final exam

Prerequisites: BIOL 102, or ENVI 102, or permission of instructor

Enrollment Limit: 30

Enrollment Preferences: students planning to pursue Biology and/or ENVI

Expected Class Size: 30

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

BIOL 203(D3) ENVI 203(D3)

Quantitative/Formal Reasoning Notes: Much of the material in this course centers on the interpretation and application of mathematical models used to describe ecological systems. The laboratory section of this course also contains a large data analysis component (based in R). Students are introduced to linear models, multidimensional data analysis and contingency tables.

Attributes: ENVI Natural World Electives EVST Environmental Science

Fall 2024

LEC Section: 01 TR 8:30 am - 9:45 am Manuel A. Morales

LAB Section: 02 T 1:00 pm - 3:50 pm Manuel A. Morales

LAB Section: 03 W 1:00 pm - 3:50 pm Manuel A. Morales

ENVI 208 (S) Saharan Imaginations (DPE) (WS)

Cross-listings: ARAB 209 / COMP 234

Secondary Cross-listing

Deconstructing reductive Saharanism, which the course conceptualizes as a universalizing discourse about deserts, this course seeks to critically examine the myriad assumptions that are projected upon deserts across times and cultures. In addition to their depiction as dead and empty, deserts have become a canvas for the demonstration of religiosity, resilience, heroism and athleticism. Cultural production, particularly literature and film, do, however, furnish a critical space in which important questions can be raised about deserts' fundamental importance to different cultures and societies. Drawing on novels, films, and secondary scholarship, the course will help students understand how myth, memory, history, coloniality/postcoloniality, and a strong sense of ethics are deeply intertwined in the desert sub-genre of African, Euro-American, and Middle Eastern literatures. Whether grappling with transcontinental issues of climate change, cannibalization of biodiversity or overexploitation of natural resources, desert-focused cultural production invites us to interrogate the politics of space and place as well as mobility and spatial control as they relate to this supposedly dead nature.

Requirements/Evaluation: active participation, short presentation, short weekly responses on GLOW, midterm exam, and final paper

Prerequisites: none

Enrollment Limit: 14

Enrollment Preferences: If the course is over-enrolled, students will be required to provide a 200-word paragraph in which they explain how the course fits within their plan of study at Williams.

Expected Class Size: 14

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ARAB 209(D1) COMP 234(D1) ENVI 208(D1)

Writing Skills Notes: Students will receive constant and extensive feedback on their written work. Students will write regular weekly responses on Glow, a reflection statement, two 5pp. papers for midterms, and one 10pp. final paper.

Difference, Power, and Equity Notes: Students will gain critical awareness of the imbrication of power, hegemony, economic injustice, and colonial policies in the disruption of indigenous conceptions of the Saharan space. Students will also be able to question representations of the Sahara as a dead or empty space by engaging with locally produced alternative conceptualizations of place. Finally, students will produce written assignments that address issues of power and environmental discrimination.

Attributes: ENVI Humanities, Arts + Social Science Electives

Spring 2025

SEM Section: 01 MR 2:35 pm - 3:50 pm Brahim El Guabli

ENVI 209 Modern Climate (QFR)

What will happen to the Earth's climate in the next century? What is contributing to sea level rise? Is Arctic sea ice doomed? In this course we will study the components of the climate system (atmosphere, ocean, cryosphere, biosphere and land surface) and the processes through which they interact. Greenhouse gas emission scenarios will form the basis for investigating how these systems might respond to human activity. This course will explore how heat and mass are moved around the atmosphere and ocean to demonstrate how the geographic patterns of climate change arise. We will also focus on climate feedback effects--like the albedo feedback associated with sea ice and glacier loss--and how these processes can accelerate climate change. In labs we will learn MATLAB to use process and full-scale climate models to investigate the behavior of these systems in response to increasing greenhouse gasses in the atmosphere. This course is in the Oceans and Climate group for the Geosciences major.

Requirements/Evaluation: 4 multi-week lab projects and several short quizzes

Prerequisites: Any of GEOS 100, GEOS 103, ENVI 102, GEOS 215, or permission of instructor

Enrollment Limit: 20

Enrollment Preferences: GEOS and ENVI majors

Expected Class Size: 20

Grading:

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: Lab projects consist of a series of numerical climate modeling projects, which require significant quantitative and logical reasoning.

Attributes: ENVI Natural World Electives EVST Environmental Science GEOS Group A Electives - Climate + Oceans

Not offered current academic year

ENVI 211 (S) Race, Environment, and the Body

Cross-listings: SOC 211 / AMST 211 / AFR 211

Secondary Cross-listing

This course is organized around three distinct, but overlapping, concerns. The first concern is how polluting facilities like landfills, industrial sites, and sewage treatment plants are disproportionately located in communities of color. The second concern is the underlying, racist rationales for how corporations, in collaboration with state agencies, plot manufacturers of pollution. The final concern is how the environmental crises outlined in the first two sections of the course are experienced in the body. In reviewing a range of Black cultural productions--like literature, scholarship, music, and film--we will not only consider how environmental disparities physically affect human bodies, but also how embodiments of eco-crises lend to imaginaries of the relationship between the self and the natural world.

Class Format: discussion

Requirements/Evaluation: class participation, 2-3 short papers (5-7 pages), and a self-scheduled final

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: preference given to AFR concentrators, ENVI concentrators and majors, and ANSO majors.

Expected Class Size: 20

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 211(D2) SOC 211(D2) AMST 211(D2) AFR 211(D2)

Attributes: AFR Core Electives AMST Comp Studies in Race, Ethnicity, Diaspora AMST Space and Place Electives ENVI Humanities, Arts + Social Science Electives PHLH Nutrition, Food Security+Environmental Health PHLH Social Determinants of Health

Not offered current academic year

ENVI 212 (F) The Economics and Ethics of CO2 Offsets (WS)

Cross-listings: ECON 214

Secondary Cross-listing

Some electric utilities and other CO2 emission polluters are allowed to purchase carbon offsets to achieve a portion of their mandated emissions cuts, in effect, to pay others to reduce carbon emissions in their stead. Some individuals, college and universities, and for-profit and non-profit institutions have chosen voluntarily to purchase carbon offsets as a way of reducing their carbon footprint. But do offsets actually succeed in reducing carbon emissions? What separates a legitimate offset from one that is not? How should we measure the true impact of an offset? How do carbon offsets compare to other policies for reducing carbon emissions in terms of efficiency, equity, and justice? Is there something inherently wrong about "commodifying" the atmosphere? Is there something inherently wrong about selling or buying the right to pollute? Should colleges and universities be using the purchase of offsets to achieve "carbon neutrality?"

Class Format: Each student will be the tutorial partner of one other student, and each pair of tutorial partners will meet with the instructor for 75 minutes each week.

Requirements/Evaluation: a 5- to 7-page paper every other week; a 3-page written critique every other week; one re-write paper

Prerequisites: ECON 110 or the equivalent, permission of instructor

Enrollment Limit: 10

Enrollment Preferences: first-year students and sophomores intending to major in Economics and/or to major or concentrate in Environmental Studies

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ECON 214(D2) ENVI 212(D2)

Writing Skills Notes: Each student will write five 5-7 page papers on which I will provide written feedback regarding grammar, style, and argument. Each student will write five 3-page critiques of their partner's papers. As the final assignment, each student will revise one of their five papers.

Attributes: ENVI Environmental Policy POEC Comparative POEC/Public Policy Courses

Not offered current academic year

ENVI 213 (S) Introduction to Environmental and Natural Resource Economics (QFR)

Cross-listings: ECON 213 / CAOS 213

Secondary Cross-listing

We'll use economics to provide one perspective on reasons humans harm the environment and overuse natural resources, and what we can do about it. We'll study climate change, pollution in general, cost benefit analysis, environmental justice, natural resources (like fisheries, forests, and fossil fuels), and energy. We'll talk about how economists put a dollar value on nature and ecosystem services (as well as human health and life!), and the concerns people may have about doing so. We will take an economic approach to global sustainability, and study the relationship between the environment and economic growth. Consideration of justice and equity will be woven throughout the whole semester.

Requirements/Evaluation: problem sets, short essays, final paper; intermediate assignments may include a poster, one or more short presentation(s), other brief writing assignment(s)

Prerequisites: ECON 110 or equivalent

Enrollment Limit: 30

Enrollment Preferences: first-year and sophomore students

Expected Class Size: 30

Grading: yes pass/fail option, yes fifth course option

Unit Notes: this course will count toward both the Environmental Studies major and concentration

Distributions: (D2) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

ECON 213(D2) ENVI 213(D2) CAOS 213(D2)

Quantitative/Formal Reasoning Notes: We will use formal theory expressed in math and graphs, perform calculations, and consume statistical data.

Attributes: ENVI Environmental Policy EVST Social Science/Policy POEC Depth

Spring 2025

LEC Section: 01 MWF 8:30 am - 9:45 am Sarah A. Jacobson

ENVI 214 (S) Mastering GIS

Cross-listings: GEOS 214

Secondary Cross-listing

The development of Geographic Information Systems (GIS) has allowed us to investigate incredibly large and spatially complex data sets like never before. From assessing the effects of climate change on alpine glaciers, to identifying ideal habitat ranges for critically endangered species, to determining the vulnerability of coastal communities to storms, GIS has opened the door for important, large-scale environmental analyses. And as these technologies improve, our ability to understand the world grows ever greater. This course will teach you how to use GIS to investigate environmental problems. We will review fundamental principles in geography, the construction and visualization of geospatial datasets, and tools for analyzing geospatial data. Special attention will also be given to analysis of remotely sensed (satellite) imagery and to collection of field data. By the end of the course, you will be able to conduct independent GIS-based research and produce maps and other geospatial imagery of professional quality.

Class Format: lecture, three hours per week and laboratory, three hours per week

Requirements/Evaluation: weekly lab exercises, weekly quizzes, and a research project

Prerequisites: at least one course in Geosciences or Environmental Studies

Enrollment Limit: 18

Enrollment Preferences: Geosciences majors and Environmental Studies majors and concentrators.

Expected Class Size: 18

Grading: yes pass/fail option, no fifth course option

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 214(D3) GEOS 214(D3)

Attributes: ENVI Natural World Electives EXPE Experiential Education Courses

Spring 2025

LEC Section: 01 TR 8:30 am - 9:45 am Alex A. Apotsos

LAB Section: 02 TR 1:00 pm - 4:00 pm Alex A. Apotsos

ENVI 215 Climate Changes (QFR)

Paleoclimatology is the reconstruction of past climate variability and the forces that drove the climate changes. The Earth's climate system is experiencing unprecedented and catastrophic change because of anthropogenic emission of greenhouse gases and land use change.

Paleoclimatology allows humans to put modern climate changes into the context of the history of this planet, and shows how and why it is unprecedented and catastrophic. Each climate event we study from Earth's past teaches us lessons on why the climate system responds to anthropogenic perturbations, what climate changes we're committed to in the future, how long-lasting they will be, and what climate consequences we can avoid if we take action and reduce greenhouse gas emissions sooner. In this course, we will discuss the major mechanisms that cause natural climate variability, how climate of the past is reconstructed, and how climate models are used to test mechanisms that drive climate variation. With these tools, you will analyze and interpret data and model simulations from climate events from Earth's history, and apply these findings to anthropogenic climate changes happening now and that are projected to happen in the future. Laboratories and homework will emphasize developing problem solving skills as well as sampling and interpreting geological archives of climate change. This course is in the Oceans and Climate group for the Geosciences major.

Class Format: This class has three scheduled lectures per week, and one lab meeting per week which will consist of field excursions, lab exercises, problem solving and discussion

Requirements/Evaluation: lab exercises and homework (25%), three quizzes (50%), and a final project (25%)

Prerequisites: 100-level course in GEOS, CHEM, or PHYS or ENVI 102 or permission of instructor

Enrollment Limit: 24

Enrollment Preferences: Geosciences majors and Environmental Studies majors and concentrators and Maritime Studies concentrators

Expected Class Size: 16

Grading:

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: Labs and homework include quantitative problem solving, visualization and analysis of quantitative data, and scientific computing with Matlab. No previous programming experience is assumed.

Attributes: ENVI Natural World Electives EVST Environmental Science EXPE Experiential Education Courses GEOS Group A Electives - Climate + Oceans

Not offered current academic year

ENVI 220 (S) Field Botany and Plant Natural History

Cross-listings: BIOL 220

Secondary Cross-listing

This field-lecture course covers the evolutionary and ecological relationships among plant groups represented in our local and regional flora. Lectures focus on the evolution of the land plants, the most recent and revolutionary developments in plant systematics and phylogeny, the cultural and economic uses of plants and how plants shape our world. The course covers the role of plants in ameliorating global climate change, their importance in contributing to sustainable food production and providing solutions to pressing environmental problems. Throughout we emphasize the critical role

of biodiversity and its conservation. The labs cover field identification, natural history and the ecology of local species.

Class Format: both field and indoor laboratories

Requirements/Evaluation: Based on two hour exams, field quizzes, a final project, and a final exam

Prerequisites: none

Enrollment Limit: 30

Enrollment Preferences: Biology majors, and Environmental Studies majors & concentrators

Expected Class Size: 24

Grading: no pass/fail option, yes fifth course option

Unit Notes: satisfies the distribution requirement for the Biology major

Materials/Lab Fee: There is a charge for the lab manual (\$25); the sketchbook (\$7) and hand lens (\$23) can be self-provided or purchased from the department.

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 220(D3) BIOL 220(D3)

Attributes: ENVI Natural World Electives EXPE Experiential Education Courses PHLH Nutrition,Food Security+Environmental Health

Spring 2025

LEC Section: 01 MWF 10:00 am - 10:50 am Joan Edwards

LAB Section: 02 T 1:00 pm - 3:50 pm Joan Edwards

LAB Section: 03 W 1:00 pm - 3:50 pm Joan Edwards

ENVI 224 (F) The Rise and Fall of Civilizations

Cross-listings: ANTH 214

Secondary Cross-listing

Over the centuries, philosophers and historians have asked how societies evolved from simple hunter-gatherer bands to complex urban civilizations. Human prehistory and history have shown the repeated cycles of the rise, expansion and collapse of early civilizations in both the Old and New World. What do the similarities and differences in the development of these first civilizations tell us about the nature of societal change, civilization and the state, and human society itself? The course will examine these issues through an introductory survey of the earliest civilizations in Mesopotamia, Egypt, India, Mesoamerica and South America. Classical and modern theories on the nature, origin, and development of the state will be reviewed in light of the archaeological evidence.

Class Format: Class discussion and debates will complement lectures based on powerpoint presentation.

Requirements/Evaluation: midterm, final exam, 15pp analytical paper, two quizzes

Prerequisites: none

Enrollment Limit: 30

Enrollment Preferences: First and second years.

Expected Class Size: 19

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 224(D2) ANTH 214(D2)

Attributes: ENVI Humanities, Arts + Social Science Electives

Not offered current academic year

ENVI 229 (F) Environmental History

Cross-listings: HIST 264

Primary Cross-listing

This course is an introduction to Environmental History: the study of how people have shaped environments, how environments have shaped human histories, and how cultural change and material change are intertwined. As such, it challenges traditional divides between the humanities and the sciences. Taking U.S. environmental history as our focus, we will strive to understand the historical roots of contemporary environmental problems, such as species extinction, pollution, and climate change. We will take field trips to learn to read landscapes for their histories and to examine how past environments are represented in museum exhibits, digital projects, and physical landscapes. And we will develop original arguments and essays based on archival research. It is imperative that we understand this history if we are to make informed and ethical environmental decisions at the local, national, and global scale.

Class Format: with field trips

Requirements/Evaluation: several short essays; final research project

Prerequisites: none

Enrollment Limit: 18

Enrollment Preferences: juniors, seniors

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 229(D2) HIST 264(D2)

Attributes: ENVI Humanities, Arts + Social Science Electives EVST Culture/Humanities EXPE Experiential Education Courses HIST Group F Electives - U.S. + Canada

Not offered current academic year

ENVI 231 (S) Africa and the Anthropocene (DPE)

Cross-listings: STS 231 / AFR 231

Primary Cross-listing

Despite its low contributions to global carbon emissions, the continent of Africa is predicted to experience some of the worst effects of climate change. This interdisciplinary course investigates the causes and consequences of this troubling contradiction. It positions the African continent as an important site for understanding how legacies of empire, racial and gendered inequality, resource extraction, and capital accumulation impact contemporary global environmental politics. Students will engage theoretical texts, reports from international organizations, films, novels, and web-based content. Topics include: humanism/post-humanism; migration and displacement; representations of conflict; and sustainable development.

Requirements/Evaluation: Assignments include: 2 short written commentaries (2-3 pages each), mid-term current event analysis (5-7 pages), final analytical essay (10-12 pages) and class presentation

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Environmental Studies majors and concentrators

Expected Class Size: 19

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

STS 231(D2) ENVI 231(D2) AFR 231(D2)

Difference, Power, and Equity Notes: Africa and the Anthropocene considers inequity in environmental politics from the vantage of the African continent. Through selected readings and classroom discussions students will tackle questions of power, racial and gendered difference, empire, and economic stratification. The course contributes to the DPE requirement by helping students to develop skills to better analyze abiding challenges in global society.

Attributes: AFR Black Landscapes ENVI Humanities, Arts + Social Science Electives GBST African Studies GBST Economic Development Studies

Not offered current academic year

ENVI 234 (S) Global Poverty and Economic Development (DPE)

Cross-listings: ECON 204 / ECON 507

Secondary Cross-listing

Why are some nations rich while other nations are poor, and what can be done to end global poverty and promote shared prosperity? This course explores the historical determinants of global poverty and inequality, and analyzes the range of policy options available to promote economic development and equalize opportunities. Drawing on research in development economics, development studies, political science, and anthropology, we seek to understand the factors that shaped the global economy and contributed to the cross-country income disparities observed today. In addition, we'll use the tools of modern empirical microeconomics to assess the possibilities for eliminating global poverty and underdevelopment in the future. Undergraduate students will receive 200-level credit and should not register at the 500-level.

Class Format: discussion

Requirements/Evaluation: class discussion, short written assignments and/or empirical exercises, in-class quizzes and exams

Prerequisites: one economics course or permission of instructor

Enrollment Limit: 25

Enrollment Preferences: first-year and sophomore students

Expected Class Size: 25

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ECON 204(D2) ECON 507(D2) ENVI 234(D2)

Difference, Power, and Equity Notes: This course provides a setting for students to learn about the causes and consequences of poverty in developing countries. It requires students to engage with questions of political and economic power, stressing attentiveness to how market relationships may not generate welfare-maximizing opportunities for poor and marginalized populations. The course builds analytical and empirical skills for diagnosing and addressing constraints on economic development.

Attributes: ENVI Environmental Policy GBST African Studies GBST Economic Development Studies POEC Comparative POEC/Public Policy Courses

Not offered current academic year

ENVI 243 (S) Reimagining Rivers (DPE) (WS)

Cross-listings: ANTH 243

Primary Cross-listing

In the era of climate change and widening inequality, how we live with rivers will help define who we are. Rivers are the circulatory systems of civilization, yet for much of modern history they have been treated as little more than sewers, roads, and sources of power. Today they are in crisis. Rivers and the people who rely on them face a multitude of problems, including increased flooding, drought, pollution, and ill-conceived dams. These problems will threaten human rights, public health, political stability, and ecological resilience far into the future unless we learn to manage rivers more justly and sustainably. Can we reimagine rivers before it is too late? This course will pursue this question by examining the social, cultural, and political dimensions of conflict over rivers in the twentieth and twenty-first centuries. Drawing on scholarship from a wide range of social science and humanities disciplines and focusing on case studies in Asia, Africa, Europe, and the Americas, it will explore a diverse array of sources: film, fiction, ethnography, history, journalism, and more.

Requirements/Evaluation: Each week, each student will either write a 5-page essay on assigned readings or write a 2-page critique of a partner's paper.

Prerequisites: None

Enrollment Limit: 10

Enrollment Preferences: Environmental Studies majors and concentrators

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 243(D2) ANTH 243(D2)

Writing Skills Notes: Students take turns writing 5-page essays and 2-page responses to those essays, with each writing 6 in total. For each five-page paper, I meet with the student to discuss technical aspects of the paper and specific ways in which it could be improved. At the end of the semester, students have the option of handing in one revised paper as part of a portfolio of papers from throughout the semester. This enables me to have an ongoing, in-depth discussion with each student about their writing skills.

Difference, Power, and Equity Notes: This course focuses on the role of rivers in struggles over cultural difference, social power, and environmental equity. Throughout the course, students read and write extensively about environmental justice, and they engage with diverse theoretical approaches to studying the intersection of water, power, and social identity. Our focus from beginning to end is on the profound impact of river management on the lives of marginalized indigenous, agrarian, and urban communities.

Attributes: ENVI Humanities, Arts + Social Science Electives

Spring 2025

TUT Section: T1 TBA Nicolas C. Howe

ENVI 244 (S) Environmental Ethics (WS)

Cross-listings: PHIL 244

Primary Cross-listing

What ethical standards should guide our individual and societal choices when those choices affect current and future environmental conditions? This course will introduce students to fundamental concepts, methods, and issues in environmental ethics. Initial tutorial meetings will focus on theoretical materials that will background later discussions and will include classic readings from the environmental ethics literature, among others. Most sessions will pair readings about key concepts with specific cases that raise complex ethical issues, including the concept of moral standing and, e.g., people who do not yet exist, non-human individuals, species, and complex living systems; the concept of moral responsibility and complicity in environmentally damaging practices; the legitimacy of cost-benefit analysis as an environmental policy tool; and the valuation of human lives.

Requirements/Evaluation: five essays (5-7 pages each) and five prepared oral responses to partners' essays; evaluation will be based on essays, oral responses, and quality of discussion

Prerequisites: ENVI 101 or one course in PHIL

Enrollment Limit: 10

Enrollment Preferences: declared and prospective Environmental Studies majors and concentrators

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Unit Notes: meets Value Theory requirement only if registration is under PHIL

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 244(D2) PHIL 244(D2)

Writing Skills Notes: Students will write five tutorial papers of 5-7 pages in length, one of which they will revise and submit at the end of the term. In each of the tutorial papers students will describe and evaluate arguments that appear in the assigned readings, and will develop arguments in support of their own ethical positions. Students will receive written and oral feedback, concentrated particularly in the first half of the semester, to improve their ability to present clear and effective written arguments.

Attributes: ENVI Humanities, Arts + Social Science Electives EVST Culture/Humanities PHIL Contemporary Value Theory Courses

Spring 2025

TUT Section: T1 TBA Julie A. Pedroni

ENVI 254 (S) Food, Forests, & Fungi: Environmental Health in the Anthropocene (DPE) (WS)

Cross-listings: STS 254 / ANTH 254

Secondary Cross-listing

This tutorial will examine the impacts of the climate crisis on human, environmental, and planetary health via the lens of food systems & plant medicines in the Anthropocene. We use anthropological, environmental, evolutionary, & ecological approaches to explore the ecosystems connecting humans, plants, animals, and fungi that have been massively disrupted by systems of industrial agriculture, industrial forestry, corporate food systems, and corporate biomedicine. We will dwell on the growing signs of our climate catastrophe including the sharp rise of global temperatures, floods, hurricanes, alongside declining freshwater reserves, melting cryosphere, and falling crop yields, that are helping produce a growing wave of hunger and climate refugees in every world region. Along the way, we will hear from and read about youthful climate activists from Extinction Rebellion, Ende Gelände, Fridays for the Future, 350.org, and the Sunrise Movement who are designing and implementing innovative, local, and sustainable solutions to inaction, apathy, and inertia even as situations of internal migration or displacement, food scarcity, food sovereignty, water shortages, and other climate-related disruptions are increasing in both developing and developed parts of our globe. We learn how activist narratives intersect with wider movements to promote more local and circular economies of regenerative agriculture and forestry, ethically produced and sourced organic food, wild & cultivated botanicals, and complementary medicines that are healing both humans and the planet.

Requirements/Evaluation: Weekly attendance, reading 200-300 pages/week, weekly lead essays or oral responses to texts, showing up in mind & body each week.

Prerequisites: none, but a class in ENVI or ANTH preferred

Enrollment Limit: 10

Enrollment Preferences: ANTH, ENVI, STS majors and concentrators

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

STS 254(D2) ANTH 254(D2) ENVI 254(D2)

Writing Skills Notes: Students will write essays: either a lead essay of 1400 words, or written & oral feedback on the lead essay plus an oral response to text. Students receive intensive weekly feedback on their essays and a mid semester writing chat with instructor to negotiate and understand strengths and weaknesses of their writing.

Difference, Power, and Equity Notes: We will examine the ways that food systems reproduce social and structural inequalities within public health, environmental health, climate health. We also examined the interconnected nature of the health of our planet, food systems, forests, and fungal networks and how climate activism and action can fight unequal access to food, forests, nature, and health.

Attributes: ENVI Humanities, Arts + Social Science Electives PHLH Nutrition, Food Security+Environmental Health

Not offered current academic year

ENVI 255 (F) Environmental Observation

Cross-listings: GEOS 255

Secondary Cross-listing

To study the environment, we need to observe and measure it. We collect data--numbers that represent system states--and analyze them to create understanding of the world we live in. Advances in technology create more opportunities to discover how the planet works. Through a survey of observational approaches (including weather stations, direct sampling, remote sensing, community-based monitoring, and other techniques), this course will investigate the process of turning a physical property in the environment into a number on a computer and then into meaningful information. We will explore both direct field measurements and remote sensing techniques, diving into how to choose the appropriate sensor for a scientific question, how sensors work, analysis approaches and statistical methods, and how to interpret the resulting data. We will also learn how to mitigate measurement bias through a combination of lab experiments and field work and how to make interpretations of measurements that accurately reflect what is being measured. The course will focus on the near-surface environment, including the atmosphere, water, and biosphere. Students will carry out a research project using observation techniques covered in class to explore a scientific question of interest. This course is in the Oceans and Climate group for the Geosciences major.

Requirements/Evaluation: Weekly labs, four quizzes, and a final project

Prerequisites: at least one prior course in GEOS or ENVI

Enrollment Limit: 20

Enrollment Preferences: sophomores, then GEOS majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

GEOS 255(D3) ENVI 255(D3)

Attributes: ENVI Natural World Electives EXPE Experiential Education Courses GEOS Group A Electives - Climate + Oceans

Fall 2024

LEC Section: 01 MWF 10:00 am - 10:50 am Alice C. Bradley

LAB Section: 02 W 1:00 pm - 4:00 pm Alice C. Bradley

LAB Section: 03 R 1:00 pm - 4:00 pm Alice C. Bradley

ENVI 256 (F) Race, Environment, and the Body

Cross-listings: SOC 255 / AFR 255 / AMST 257

Secondary Cross-listing

This course examines the relationship between structural racism and racial/ethnic health disparities. Through class discussions of readings and media images, we will explore three topics: 1) how racism intersects with classism, sexism, and xenophobia to govern the implementation of local, state and federal health care policies; 2) how the uneven enforcement of health care policies ultimately produces differences in mortality, morbidity, and quality of life among various populations; and 3) anti-racist public health scholarship that offers strategies for creating racial health equity.

Class Format: Discussion

Requirements/Evaluation: Class participation, 2-3 short papers (5-7 pages), and a final presentation

Prerequisites: None

Enrollment Limit: 20

Enrollment Preferences: Preference given to AFR majors, ENVI concentrators and majors, and ANSO majors.

Expected Class Size: 20

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

SOC 255(D2) AFR 255(D2) AMST 257(D2) ENVI 256(D2)

Attributes: AFR Core Electives AMST Comp Studies in Race, Ethnicity, Diaspora AMST Space and Place Electives ENVI Humanities, Arts + Social Science Electives PHLH Nutrition, Food Security+Environmental Health PHLH Social Determinants of Health

Fall 2024

LEC Section: 01 TF 1:10 pm - 2:25 pm Christopher O. Ndubuizu

ENVI 257 (S) Cities, Suburbs, and Rural Places (DPE)

Cross-listings: AMST 247 / LATS 230

Secondary Cross-listing

Long associated with cities in the scholarly and popular imagination, transnational migrants have increasingly settled in U.S. suburbs and rural localities and have made these places home. Through the lens of new destinations for immigrants, this course introduces spatial methods, perspectives, and concepts to understand cities, suburbs, and rural places. We ask how geographically specific forces and actors shape migrants' living conditions, as well as consider the spatially uneven outcomes of complex processes like globalization. We analyze how different actors discursively and materially demarcate who belongs and who does not, and how these boundaries shape migrants' everyday practices. This interdisciplinary course highlights the legal, economic, political, environmental, social, and cultural dimensions of how transnational migrants become part of and create homes in new destinations. Through a range of textual materials (academic, literary, popular, visual), we explore the construction of landscapes, how people shape space at local and regional scales, and where people do life's work and come together to build cultural space. Rooted

in critical race geographies, case studies are comparative across different racial and ethnic groups in the U.S. West, South, Midwest, and Northeast. This course will be mostly discussion-based, grading based on participation, short writing exercises, four assignments, and a final project.

Class Format: This is also a discussion course. While I will spend some time at the beginning of the class lecturing, most of the time will be spent in class discussions.

Requirements/Evaluation: Grading based on participation, short writing exercises, four assignments, and a final project. All writing materials and exams are based on coursework.

Prerequisites: None

Enrollment Limit: 25

Enrollment Preferences: LATS concentrators or those intending to become LATS concentrators

Expected Class Size: 25

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 257(D2) AMST 247(D2) LATS 230(D2)

Difference, Power, and Equity Notes: Students examine how race, gender, sexuality, class, and documentation status also impact how immigrants 'transition' to new migration destinations. We consider how the exercise of unequal power affects migration, settlement, and place-making. Students analyze representations and demographic data to determine how people are portrayed and what their material conditions are.

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora AMST Space and Place Electives ENVI Humanities, Arts + Social Science Electives LATS Core Electives

Spring 2025

LEC Section: 01 TR 9:55 am - 11:10 am Edgar Sandoval

ENVI 260 (S) Design and Environmental Justice (DPE)

Cross-listings: ARTS 261

Primary Cross-listing

This seminar/digital art studio offers key literature to examine the relationship between design and environmental justice. It will help build a vocabulary to study the environment as disputed terrain between technological fixes and issues of race, ethnicity, gender, sexuality, class, and colonial status. Students will develop textual/graphic projects about a chosen case study aiming to reorient public perception and imagination around environmental justice. Case studies include contemporary issues like "natural" disasters, eco-cities, and urbanization in the Global South and North. Skills taught include design-thinking and collaborative design, digital art (Photoshop), and participation in collective reviews and public presentations. The class culminates in a presentation to external reviewers and a final exhibition.

Class Format: Because this seminar is cross-listed with ARTS, there is a studio component (short assignments and final project).

Requirements/Evaluation: Active presence in class discussions and presentations, quality of work, depth and quality of the investigative process, willingness to experiment, and contributions to a collaborative learning environment. This intensive seminar/digital art studio requires working in the architecture studio and/or PC lab outside of scheduled class hours.

Prerequisites: Drawing I, ENVI 101, or permission from the instructor.

Enrollment Limit: 15

Enrollment Preferences: Envi majors and concentrators, Studio Art majors, Art History and Studio Art majors

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Materials/Lab Fee: \$300-\$450 lab fee charged to term bill. Lab and materials fees for all studio art classes are covered by the Book Grant for all Williams financial aid recipients.

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTS 261(D1) ENVI 260(D2)

Difference, Power, and Equity Notes: This seminar/digital art studio examines the interrelationship between design and environmental justice from an intersectional perspective. It encourages students to develop a critical understanding of the role that technical rationality, devoid of ethics and respect for difference, plays in producing racist, heteropatriarchal, and ecocidal forms of oppression. In parallel, we will explore place-based practices that counter neoliberal and extractivist approaches to the (built) environment.

Attributes: ENVI Humanities, Arts + Social Science Electives EVST Culture/Humanities

Not offered current academic year

ENVI 261 (S) Science and Militarism in the Modern World (WS)

Cross-listings: STS 261

Primary Cross-listing

In 1961, United States President Dwight D. Eisenhower warned about the global dangers of what he called the "military-industrial complex." In this course, we will interrogate the military-scientific complex, or the imbrication of militarism and scientific knowledge. Surveying conflicts from World War II through to the present-day War on Terror, this course will consider how empire, networks of expert knowledge, resource extraction, environmental contamination, and land degradation have shaped the modern world. Students will engage a range of textual materials including books, films, photographs, and news reports. Course requirements include weekly writing assignments and participation in small group discussions.

Class Format: This course adopts a tutorial model. Students will be divided into 5 groups of 2. Each week the groups will meet with me. Each pair will include one "presenter," who shares a 5-7 page paper responding to the week's theme, and one "respondent," who will offer a 2-3 page response to the presenter's paper. The roles of presenter and respondent will alternate each week. Each student will produce 5 papers as "presenter" and 5 papers as "respondent."

Requirements/Evaluation: Each student will produce five (5-7 page) papers as "presenter" and five (2-3 page) papers as "respondent." Grades will be issued based on the portfolio of papers and active participation in discussions.

Prerequisites: None

Enrollment Limit: 10

Enrollment Preferences: ENVI and STS majors and concentrators

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 261(D2) STS 261(D2)

Writing Skills Notes: This is a writing intensive tutorial. Students will complete weekly written assignments and receive in-depth feedback to improve their writing. Over the course of the semester, students will write 10 papers ranging from 2-7 pages.

Attributes: ENVI Humanities, Arts + Social Science Electives

Not offered current academic year

ENVI 264 (S) Architecture as Politics: Space, Design, Technology (DPE)

Cross-listings: ARTS 254

Secondary Cross-listing

This course delves into the intersection of architecture as a form of political expression, technology, and their collective impact on societal change. Emphasizing architecture as a discipline deeply intertwined with politics and shaped by technological advancement, this course will examine how a spectrum of art tools--from traditional to digital and computational--helps shape buildings and public spaces, shifts power structures, and hinders or promotes social justice. The curriculum blends theoretical exploration with practical application. Students will engage in critical analysis, technology-driven design workshops, and peer evaluations, culminating in a final project that melds techno-political theory with cutting-edge architectural practices. This course is ideal for students keen on leveraging technological architectural techniques to craft spaces with profound political and social impact.

Requirements/Evaluation: This is an intensive studio tutorial requiring working outside of scheduled class hours. In this course, students can work with the following media assuming that they can master them for a 200-level course: architecture models (physical and digital), photo reportages, 2D collages (e.g., Photoshop), digital humanities (cartographies, counter mapping, oral histories, digital archives), and curatorial platforms. Students will participate in tutorials plus a final project of significant scope. Evaluation will be based primarily on the quality of the final project but also on

participation.

Prerequisites: Drawing I or permission of instructor.

Enrollment Limit: 10

Enrollment Preferences: Studio Art majors, Art History and Studio Art majors, ENVI majors and concentrators.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Materials/Lab Fee: \$350-\$450 lab fee charged to term bill. Lab and materials fees for all studio art classes are covered by the Book Grant for all Williams financial aid recipients.

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTS 254(D1) ENVI 264(D1)

Difference, Power, and Equity Notes: This tutorial will employ theories and approaches from design activism and critical environmental studies to analyze the relationship between space and difference, including, but not limited to, race, class, ethnicity, gender, sexuality, religion, and species. Students will apply these theories and approaches to creating place-based projects.

Spring 2025

TUT Section: T1 TR 11:20 am - 12:35 pm Giuseppina Forte

ENVI 269 (F) Environmental Law and Policy

Cross-listings: CAOS 269

Primary Cross-listing

America's environmental statutes, regulations, legal precedents, and policies have grown in complexity over the last 75 years. These bi-partisan, broadly supported laws also shaped environmental laws and policies in the European Union, China, the Middle East, and countries in the Global South. Yet in 2024, America is no longer a global leader in climate mitigation or environmental protection. As legal and policy solutions to environmental problems continue to evolve based on values, science, market dynamics, and increasing climate change impacts, it is important to study this complex legal landscape to understand where opportunities lie for more ambitious and just solutions to complex environmental problems. This class surveys major environmental laws and policies by looking at cases of current, complex environmental problems. This course will focus not only on the hallmark American environmental laws, regulations, and policies but also on the interplay of state and tribal law, food, water, mineral, energy, tax, and animal rights law issues, and international treaties and climate agreements. By the completion of the semester, students will understand both the successes and failures of modern environmental law. In addition to learning about the substantive legal issues covered in the course, students will develop legal research skills associated with researching statutes and regulations and interpreting judicial decisions. This course will help students interested in future work in law or policy understand how to analyze cases, regulations, and policy, and see opportunities for future solutions.

Requirements/Evaluation: 1) Class Participation (leading discussion and presenting materials) 20%; 2) Weekly 300-word Case Briefs 30%; 3) Comparative Law/Policy Analysis (5-7 page research paper) 30%; 4) Final Exam 20%

Prerequisites: ENVI 101 or permission of instructor

Enrollment Limit: 25

Enrollment Preferences: Preference to Environmental Studies majors and concentrators and sophomores and above.

Expected Class Size: 25

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 269(D2) CAOS 269(D2)

Attributes: AMST Space and Place Electives ENVI Environmental Policy EVST Social Science/Policy JLST Interdepartmental Electives POEC Depth

Fall 2024

ENVI 275 (S) Environmental Science, Policy, and Justice (DPE)

Cross-listings: STS 275

Primary Cross-listing

Environmental science is much more than collecting data. Scientific experts are often called upon--and often position themselves--to guide environmental governance, which means that science has (some) power over public life. What is, and what should be, the relationship between science, on the one hand, and the creation and implementation of environmental policy, on the other? In this seminar we will study how science shapes governance and how science itself is governed. We will explore how legislatures, agencies, and courts respond to scientific information and uncertainty. And we will learn about how communities facing environmental racism and injustice collect data and use it in their advocacy. Along the way, we will challenge the idea of a unified "scientific method," and we will think about how Western scientific knowledge relates to other ways of knowing, including non-Western sciences, embodied knowledge, and traditional knowledge. Topics include: international climate negotiation, chemical exposure, the regulation of biotechnology, agricultural policy, pandemic responses, and plastics and electronics waste.

Requirements/Evaluation: several short essays, final essay

Prerequisites: none

Enrollment Limit: 18

Enrollment Preferences: juniors, seniors

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

STS 275(D2) ENVI 275(D2)

Difference, Power, and Equity Notes: This course will explore how unequal power leads to environmental injustice. Specifically, we will analyze how local and global environmental problems are distributed unevenly according to race, gender, and class. Using case studies we will analyze how communities facing environmental racism interact with scientists and sciences.

Attributes: ENVI Environmental Policy EVST Social Science/Policy

Not offered current academic year

ENVI 288 (F) Environmental Security: Policy Dilemmas and Solutions

Cross-listings: GBST 288

Primary Cross-listing

Water wars. Climate refugees. Scarcity-induced conflict. These and other challenges shape collective discourses about the climate change present and future. This course explores the relationship between environmental and security issues. It surveys the emergence of environmental security as a field of study and a policy arena. Students will engage a range of materials, including policy documents from the United Nations, international non-governmental organizations, global think tanks, the United States Department of Defense, and other security agencies. Students will also explore critical scholarship on the possibilities and limitations of environmental security as a leading policy paradigm.

Requirements/Evaluation: Class discussions; Two short response papers (2-5 pages each); Semester-long group policy project, including a mid-term policy report (4-6 pages) and a final group presentation as part of a mini conference put on by the class.

Prerequisites: None

Enrollment Limit: 19

Enrollment Preferences: environmental studies majors and concentrators; global studies concentrators

Expected Class Size: 19

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 288(D2) GBST 288(D2)

Attributes: ENVI Humanities, Arts + Social Science Electives ENVI Environmental Policy EVST Social Science/Policy

Fall 2024

SEM Section: 01 MW 7:00 pm - 8:15 pm Brittany Meché

ENVI 291 (F) Religion and Ecology in America (WS)

Cross-listings: REL 291 / SOC 291

Primary Cross-listing

This course examines the relationship between religious and environmental thought in American cultural history. Exploring a broad range of practices, stories, and beliefs, we will examine the spiritual roots and branches of modern environmentalism. Rather than survey the formal teachings of organized religious groups, we will explore the creation and contestation of environmental meaning in the public sphere through literature, art, philosophy, and popular culture. How have religious writers, thinkers, and artists shaped the way we think about nature? How have they shaped the way we think about politics, science, and social justice? In pursuit of these questions, we will consider a diverse array of topics and cases, including struggles to protect Native American sacred places, the role of Black churches in fighting environmental racism, Protestant outdoorsmanship, Catholic climate activism, Jewish eco-mysticism, atheist biological theory, Buddhist eco-spirituality, and more.

Requirements/Evaluation: Each week each student will either write a 5- to 7-page essay on assigned readings or offer a 2-page critique of their partner's paper.

Prerequisites: None

Enrollment Limit: 10

Enrollment Preferences: Environmental Studies majors and concentrators

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 291(D2) REL 291(D2) SOC 291(D2)

Writing Skills Notes: Each student will write five five-page papers and five two-page papers in this class. They will be given extensive weekly feedback on their writing in the form of one-on-one meetings and written comments, and they will be given multiple opportunities for revision. Emphasis will be placed on the mechanics of argumentation, logic and rhetoric, and the development of a distinctive voice.

Attributes: ENVI Humanities, Arts + Social Science Electives

Fall 2024

TUT Section: T1 TBA Nicolas C. Howe

ENVI 297 (F) Global Sustainable Development (DPE)

Cross-listings: GBST 287

Primary Cross-listing

In 2015, the United Nations launched the Sustainable Development Goals, an ambitious multi-pronged effort to eliminate poverty, improve health outcomes, advance clean energy, address the effects of climate change, and support more equitable forms of life on earth. This course explores the historical antecedents and contemporary manifestations of global sustainable development, a constellation of ideas and a set of policy imperatives. This course will ask: what is sustainability and how did it emerge as a key paradigm in the present? Relatedly, how have different organizations and actors worked to address entrenched global challenges? Students will engage a range of materials, including policy documents from the United Nations, World Bank, and international non-governmental organizations. Students will also explore critical scholarship on the possibilities and limitations of global development. Together we will grapple with ways to build more sustainable futures.

Requirements/Evaluation: Class discussions; 2 Policy Analysis Papers (4-6 pages each); Class presentations; Final Take-Home exam (8-10 pages)

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Envi majors and concentrators

Expected Class Size: 19

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 297(D2) GBST 287(D2)

Difference, Power, and Equity Notes: This class considers topics of global inequality, including the impacts of colonialism, uneven development, extractive capitalism, gender-based discrimination/violence, and racial/ethnic environmental disparities. Students are invited to reconsider stereotypes about the "developing world" through a deep engagement with history and policy-making.

Attributes: ENVI Environmental Policy EVST Social Science/Policy

Not offered current academic year

ENVI 298 (F) Cultural Geography

Why do things happen where they do? What is the relationship between place and identity? How do history and politics shape the way people conceptualize space? What can landscapes tell us about the values, beliefs, and ideas of the people who inhabit them? Questions like these drive the vibrant field of cultural geography. Cultural geographers study how humans shape, experience, and imagine the material world. They explore the relationship between humans and their environment at scales ranging from the global to the local, and they ask how we may better understand ourselves and others by examining the places and landscapes we create. Drawing on case studies from around the world and exploring our local area, this class will survey the major theoretical, methodological, and empirical themes that have preoccupied modern geographers. Along the way, students will acquire some useful tools for making a world that is more beautiful, sustainable, and just.

Requirements/Evaluation: Three 5-7-page essays and several shorter writing assignments.

Prerequisites: Environmental Studies 101

Enrollment Limit: 19

Enrollment Preferences: Environmental Studies majors and concentrators.

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

Attributes: ENVI Humanities, Arts + Social Science Electives EVST Culture/Humanities

Fall 2024

SEM Section: 01 MR 1:10 pm - 2:25 pm Nicolas C. Howe

ENVI 300 (S) "'Rebel Ecologies': Black and Indigenous Struggles for Land and Life"

Cross-listings: WGSS 362 / AFR 300 / AMST 362

Secondary Cross-listing

This course will ask, what other socioecological models exist? We will weave together a study of differing, yet often converging or synergistic traditions of Black/Womanist eco-feminism that often confronts the social constructions of race, gender, class and sexuality, dominant religion as a means of social control, imperialism, capitalism, and colonialism; Ecosocialism which often frames ecology in terms of a mode of production beyond or outside of capitalism; and Indigenous perspectives on resistance to capitalist extraction, imperialism, and colonialism. Given ongoing struggles against the extraction of land and labor, the urgent calls raised in the present-day "climate strike," the COVID-19 Pandemic, Black-led pandemic rebellions, along with long(er) histories of land-based peoples around the planet opposing racial capitalism, settler colonialism, and imperialism, this class will explore not only what those in opposition to both extractivism and expropriation resist, but also what we want. We will critique binaries, settler notions of time and explore theories of change. Additionally, this class will look to an array of literature, film, sound, and other forms of cultural production in order to not just "locate," but describe and reveal rebel ecological visions emerging "from below." Ultimately this class will consider how the above ecological praxis can work simultaneously and within a sense of plurality, examining what we can learn from the work of activists, intellectuals, and defenders on the frontline. This course is an extension of Dr. Guess' concept of a "rebel ecology."

Requirements/Evaluation: The following requirements serve as the basis for course evaluation: Attendance and Participation 30%; Serve as

Discussion Leader at least twice 20%; Weekly 500-word Literature Review 20%; One Final Project, which can take any number of forms, including the conventional research paper (8-12 double-spaced pages plus bibliography). More projects might include, an annotated bibliography of 7 texts, film analysis, syllabus, book review, a written play, an op-ed, etc. We will discuss further possibilities in class.

Prerequisites: None

Enrollment Limit: 10

Enrollment Preferences: If the course is overenrolled, preference will be given to Africana studies concentrators.

Expected Class Size: 7

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 362(D2) AFR 300(D2) ENVI 300(D2) AMST 362(D2)

Not offered current academic year

ENVI 303 (S) Cultures of Climate Change

Cross-listings: SOC 303

Primary Cross-listing

This course asks why people think and talk about climate change in such very different ways. Climate change is a physical phenomenon that can be observed, quantified, and measured. But it is also an idea, and as such it is subject to the vagaries of cultural interpretation. Despite scientific agreement about its existence and its causes, many people do not see climate change as a serious problem, or as a problem at all. Many others see it as the most serious problem our species has ever faced. What are the sources of this disparity? Why can't we agree about what climate change means? How does something as complex as climate change become a "problem" in the first place? And what can its many proposed "solutions" tell us about the role of culture in environmental policy, politics, and decision-making. This course will explore a broad array of factors, from religion to race, class to colonialism. Emphasizing ethnographic and historical accounts of climate change as lived experience, it will apply a range of theories from the social sciences and humanities to case studies from around the world.

Requirements/Evaluation: a 15- to 18-page research paper and several shorter writing assignments

Prerequisites: ENVI 101 or permission of instructor

Enrollment Limit: 19

Enrollment Preferences: Environmental Studies majors and concentrators first; Anthropology and Sociology majors second

Expected Class Size: 19

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

SOC 303(D2) ENVI 303(D2)

Attributes: ENVI Humanities, Arts + Social Science Electives

Not offered current academic year

ENVI 304 (S) Sacred Custodians: Environmental Conservation in Africa (DPE)

Cross-listings: HIST 304 / GBST 304 / AFR 335

Secondary Cross-listing

In this seminar we will explore environmental conservation in Africa. In particular we will look at African ideas, ethics, and approaches to environmental conservation. Are there African ideas, ethics, and activities that are uniquely conservationist in nature? We will explore well-known African leaders to understand what spurred them to become conservationists, how they interpreted and communicated environmental crises. For example, Wangari Maathai is a world-renowned female scientist who established the Green Belt Movement in Kenya. This movement focuses on addressing the problem of de-forestation. Ken Saro-Wiwa was an activist in Nigeria who fought for and alongside local communities against multinational oil corporations. We will examine these and other African conservation practices alongside popular images of environmental crisis that place blame for environmental degradation on Africans. Students will be invited to critically study histories of environmental management on the continent and the emergence, development, and impact of the idea of conservation. We will unpack the rich histories of conservation efforts in Africa, such as resource extraction,

game parks, desertification, wildlife and hunting, traditional practices, and climate change.

Requirements/Evaluation: Requirements/Evaluation: active participation in discussion, map quiz, reading reflections, critical reflections on films, a case study (5-7 pages), and one exam.

Prerequisites: None

Enrollment Limit: 25

Enrollment Preferences: If course is over-enrolled, preference to History Majors and students with a demonstrated interest in African studies.

Expected Class Size: 15-20

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 304(D2) GBST 304(D2) ENVI 304(D2) AFR 335(D2)

Difference, Power, and Equity Notes: This course will intensively explore the question of how various global and local actors have defined environmental degradation and promoted approaches to conservation in Africa. It guides students through an examination of the different power dynamics that have shaped environmental conservation thought and practices on the continent. This course, therefore, provides a critical lens through which to examine the inequalities rooted in race, gender, and other forms of difference

Attributes: ENVI Humanities, Arts + Social Science Electives HIST Group A Electives - Africa

Spring 2025

SEM Section: 01 TF 1:10 pm - 2:25 pm Benjamin Twagira

ENVI 311 (S) Environmental Literature and Film in Latin America (DPE) (WS)

Cross-listings: RLSP 304 / COMP 311

Secondary Cross-listing

What use are aesthetics when the world is (literally) on fire? We will take up this question and others in a critical engagement with Latin American cultural production of the twentieth and twentieth centuries, especially works of literature and film that directly or indirectly engage with environmental crisis. Students can expect to explore a variety of media, forms and genres, including works that range from (more or less) mainstream to cutting edge. Our examinations of literature and film will be supported by theoretical writings produced in the Americas and other places. Writers and directors whose work may be considered include, but are not limited to: Lucrecia Martel, Ciro Guerra, Rafael Barrett, Samanta Schweblin, Ernesto Cardenal, Juan Rulfo, María Luisa Bombal, Eduardo Gudynas, Silvia Rivera Cusicanqui, Eduardo Viveiros de Castro, Isabelle Stengers.

Requirements/Evaluation: This course will be conducted seminar-style. Students will be expected to prepare thoroughly and be active, engaged participants in class discussions. In addition to day to day preparation and participation, other graded assignments will include discussion-leading, one short (5-7 page) essay and a longer (15-20 page) paper combining research and original analysis.

Prerequisites: One college literature or film course at the 200-level or above.

Enrollment Limit: 19

Enrollment Preferences: Envi majors and concentrators, Comp Lit majors, Spanish majors and those working towards the Spanish certificate.

Expected Class Size: 12

Grading: no pass/fail option, yes fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 311(D1) RLSP 304(D1) COMP 311(D1)

Writing Skills Notes: All students in the course will write (and rewrite) no less than 20 pages. Major writing assignments will be scaffolded, with explicit discussion of the writing process (pre-writing, drafting, revision) and consultation.

Difference, Power, and Equity Notes: The works of literature and film that we will be examining challenge North American conceptions of climate change (and environmental crisis more broadly) by making visible (often uncomfortably so) the colonial and neocolonial history of extractivism.

Attributes: ENVI Humanities, Arts + Social Science Electives

Not offered current academic year

ENVI 316 (F) Governing Cities by Design: the Built Environment as a Technology of Space (DPE)

Cross-listings: ARTS 316

Primary Cross-listing

Like in the classic era, cities of the 19th century were metaphors for government: good government could not exist without good governance of the city. This creative seminar charts the transformation of the built environment (architecture and urbanism) as a technology of space to govern cities and citizens from the mid-19th century until the present. Through debates and case studies across geographies and historical timeframes, we will analyze how regimes of government shape and are shaped by the built environment. The seminar has a studio component that consists of an urban project where students will apply theories and approaches to a real case study using digital art (2D and 3D modeling).

Class Format: Because this seminar is cross-listed with ARTS, there is a studio component (short assignments and final project)

Requirements/Evaluation: Active presence in class discussions and presentations, willingness to experiment, contributions to a collaborative seminar/studio environment, quality of work, depth and quality of the investigative process.

Prerequisites: ENVI 101 or instructor permission

Enrollment Limit: 15

Enrollment Preferences: ENVI majors and concentrators, Studio Art majors

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Materials/Lab Fee: \$250-\$350 lab fee charged to term bill. Lab and materials fees for all studio art classes are covered by the Book Grant for all Williams financial aid recipients.

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTS 316(D1) ENVI 316(D2)

Difference, Power, and Equity Notes: Using theoretical perspectives from urban studies, this seminar/workshop explores how the built environment, as a technology of space, contributes to the production of difference, the establishment of certain regimes of power, and the erasure of specific urban histories--mainly those of underrepresented groups. Students will engage in multimedia place-based projects to imagine and create more equitable built environments.

Attributes: ENVI Humanities, Arts + Social Science Electives

Fall 2024

SEM Section: 01 TR 8:30 am - 9:45 am Giuseppina Forte

ENVI 319 (S) The Law and Policy of Climate Change

This course explores the legal frameworks that guide climate change mitigation efforts and adaptation strategies. This course builds on knowledge gained in the fall semester Environmental Law and Policy course, but will also refresh the basic tenets of environmental law. After a brief introduction to climate change and its projected impacts, we review the legal framework of international climate change law, including the evolution of climate change-related laws in the United States and related litigation. This analysis focuses on the federal level but also considers the separate authority of states and municipalities to take action. Massachusetts and Boston are the primary case studies for the course, but other state examples will inform our classes on non-federal policy-making. In addition to learning about the substantive legal issues covered in the course, students develop or practice legal research skills associated with researching statutes and regulations and interpreting judicial decisions. Students gain experience with activities relevant to designing and implementing climate change policy by writing comments on regulations, drafting statutory or regulatory language, and writing corporate climate change statements.

Requirements/Evaluation: Class Participation (leading discussion and presenting materials) 20%; Weekly 300-500-word Responses 30%; Policy Proposal (5-7 page research paper) 25%; Final Exam 25%

Prerequisites: ENVI 269 or permission of instructor.

Enrollment Limit: 25

Enrollment Preferences: Environmental studies concentrators and majors and sophomores and above.

Expected Class Size: 25

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

Attributes: ENVI Environmental Policy EVST Social Science/Policy JLST Interdepartmental Electives

Spring 2025

LEC Section: 01 TF 2:35 pm - 3:50 pm Lindi von Mutius

ENVI 320 (S) Ecosystem ecology in the Anthropocene

Cross-listings: BIOL 320 / GEOS 320

Secondary Cross-listing

Ecosystem ecology provides a framework for understanding the multidirectional interactions between biological organisms and their physical environments, and provides critical insight into our approaches for managing resource use in an era of anthropogenic change. In this class, we will explore the biological and biogeochemical underpinnings of ecosystem carbon and nutrient cycling. Topics will include interactions between species composition and ecosystem function, nutrient use efficiency, resource transformations, ecosystem management and restoration, and feedbacks to global change. Lecture content will be supported by regular discussions of the primary literature. Labs will introduce students to field and laboratory techniques to study resource and energy flow in local ecosystems, as well as approaches to project design, hypothesis development, data collection, and analysis. The laboratory program will culminate with a multi-week independent project.

Class Format: lectures, discussions, and a weekly lab

Requirements/Evaluation: Evaluation will be based on lab assignments, discussion participation, three exams, and an independent project

Prerequisites: BIOL/ENVI 203 or GEOS 208 or BIOL 211 or GEOS 212

Enrollment Limit: 20

Enrollment Preferences: Biology majors, then Environmental studies majors/concentrators or Geosciences majors

Expected Class Size: 20

Grading: no pass/fail option, no fifth course option

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

BIOL 320(D3) ENVI 320(D3) GEOS 320(D3)

Attributes: ENVI Natural World Electives

Spring 2025

LEC Section: 01 MWF 11:00 am - 11:50 am Allison L. Gill

LAB Section: 02 T 1:00 pm - 3:50 pm Allison L. Gill

LAB Section: 03 W 1:00 pm - 3:50 pm Allison L. Gill

ENVI 322 (F) Waste and Value

Cross-listings: GBST 322 / ANTH 322

Secondary Cross-listing

What is trash and what is treasure? In what ways does value depend upon and necessitate waste, and how is the dialectic between the two inflected by culture? When we 'throw away' things at Williams College, where exactly do they go, and who handles them 'down the line'? What are the local and global economies of waste in which we are all embedded and how are they structured by class, race, caste, gender and nation? In this seminar we critically examine the production of waste - both as material and as category - and its role in the production of value, meaning, hierarchy and the environment. Readings include ethnographic accounts of sanitation labor and social hierarchy; studies of the political and environmental consequences of systems of waste management in the colonial period and the present; and theoretical inquiries into the relation between filth and culture, including work by Mary Douglas, Dipesh Chakrabarty and Karl Marx. Geographically the foci are South Asia and North America. There is also a fieldwork component to the course. In fieldtrips we follow the waste streams flowing out of Williams - to an incinerator, a sewage treatment plant, recycling and composting facilities and other sites - and students explore in individual, participant-observation-based research projects the everyday social life of waste in our communities.

Requirements/Evaluation: regular posting of critical response papers, field notes on waste streams, research-based final paper

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: All students are welcome to the course. If overenrolled, preference will be given to majors in Anthropology and Sociology and concentrators in Environmental Studies and Asian Studies.

Expected Class Size: 12

Grading: yes pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

GBST 322(D2) ENVI 322(D2) ANTH 322(D2)

Attributes: ENVI Humanities, Arts + Social Science Electives

Fall 2024

SEM Section: 01 W 1:10 pm - 3:50 pm Joel Lee

ENVI 327 (F) Coastal Processes and Geomorphology (QFR)

Cross-listings: GEOS 327 / CAOS 327

Secondary Cross-listing

Can people live safely along the coast? Recent events like SuperStorm Sandy and the Tohoku Tsunami have shown us how the ocean can rise up suddenly and wreak havoc on our lives and coastal infrastructure. Only educated geoscientists can evaluate the risks and define informed strategies to prevent future coastal catastrophes. Currently almost half the global population lives within 100 km of the coast, with a large percent of those living in densely populated cities (e.g., New York, New Orleans, Los Angeles, Shanghai, Hong Kong, Cape Town, Sydney, Mumbai). Despite the growing risks and challenges associated with climate change and rising sea levels, the coastal population continues to grow rapidly. To help ensure these growing populations can live safely along the coast requires a detailed understanding of the processes that shape the coastal zone. These processes act across a variety of scales, from deep-time geologic processes that dictate coastal shape and structure, to decadal-scale processes that determine shoreline position and evolution, to weekly and daily processes such as storms and tides. This course will provide an in-depth look at the forces--wind, waves, storms, and people--that shape the coastal zone, as well as the geologic formations--sandy beaches, rocky cliffs, barrier islands, deltas, and coral reefs--that are acted upon and resist these forces. Coastal dynamics are strongly affected by human interventions, such as seawalls, dredged channels, and sand dune removal, as well as by sea level rise and changes in storm frequency and magnitude associated with climate change. Finally, the course will provide students with a perspective on how the U.S. seeks to manage its coastal zone, focusing on sea level rise and coastal development. This class will include a quantitative lab that will use MATLAB software to model and evaluate various coastal processes. Students will gain a basic understanding of MATLAB functionality, and will be asked to independently apply what they have learned to various data sets provided by the instructor.

Class Format: lecture two times a week with a lab one time per week

Requirements/Evaluation: lab reports, quizzes, and an independent research project

Prerequisites: Either GEOS 104 or GEOS 210; or permission of instructor. No prior knowledge is necessary, but this course does build on principles used to explore complex scientific challenges.

Enrollment Limit: 15

Enrollment Preferences: Geosciences majors

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Unit Notes: This course counts toward the GEOS Group B Electives - Sediments + Life.

Distributions: (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 327(D3) GEOS 327(D3) CAOS 327(D3)

Quantitative/Formal Reasoning Notes: This course will involve the use of MATLAB software to quantitatively analyze coastal process and

geomorphological data.

Attributes: ENVI Natural World Electives GEOS Group B Electives - Sediments + Life

Fall 2024

LEC Section: 01 MWF 8:30 am - 9:45 am Alex A. Apotsos

ENVI 331 (S) Geomorphology

Cross-listings: GEOS 301

Secondary Cross-listing

Geomorphology is the study of landforms, the processes that shape them, and the rates at which these processes change the landscape in which we live. The course is designed for Geosciences majors and for environmental studies students interested in the evolution of Earth's surface and the ways our activities are changing the planet. We will examine the ways in which climatic, tectonic, and volcanic forces drive landscape evolution over relatively short periods of geologic time, generally thousands to a few millions of years. More recently, the impacts of human activity in reshaping landscapes, determining the movement of water, and changing climate could not be clearer. We will also examine how these impacts are affecting communities, including causes and possible solutions to environmental injustice. We will explore local case studies of geomorphology, such as the impact of ice-age glaciation on landscapes in the northeastern United States and the legacy of deforestation and river damming during the colonial era. We will learn a range of practical skills for describing physical environments and for predicting how they change, including field surveys, GIS analysis, and numerical modelling. This course is in the Sediments and Life group for the Geosciences major.

Class Format: lecture, three hours per week and laboratory, three hours per week

Requirements/Evaluation: weekly lab exercises, a research project, and a midterm and final exam

Prerequisites: At least one 100-level and one 200-level GEOS or ENVI course or permission of instructor

Enrollment Limit: 18

Enrollment Preferences: GEOS and ENVI majors

Expected Class Size: 18

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

GEOS 301(D3) ENVI 331(D3)

Attributes: AMST Space and Place Electives ENVI Natural World Electives EVST Environmental Science EXPE Experiential Education Courses
GEOS Group B Electives - Sediments + Life

Spring 2025

LEC Section: 01 MW 11:00 am - 12:15 pm Chris Halsted

LAB Section: 02 M 1:00 pm - 4:00 pm Chris Halsted

LAB Section: 03 W 1:00 pm - 4:00 pm Chris Halsted

ENVI 335 (F) The Nile (DPE)

Cross-listings: ARAB 308 / GBST 320 / AFR 350 / HIST 308

Secondary Cross-listing

For millennia, the Nile River has sustained civilizations in eastern and northern Africa. It was on the banks of this river that the great Egyptian empires were founded that led to the building of some of humanity's most astounding structures and artworks. While the Nile seems eternal and almost beyond time and place, now in the 21st century, the Nile River is at a historical turning point. The water level and quality is dwindling while at the same time the number of people who rely on the river is ever increasing. This alarming nexus of demography, climate change, and economic development has led to increasingly urgent questions of the Nile's future. Is the Nile dying? How has the river, and people's relationship with it, changed over the last century? This course will consider the history of the Nile and its built and natural environment. After a brief overview of the role of the river in ancient Egypt, we will explore the modern political and cultural history of the Nile. By following an imaginary droplet flowing from tributaries until it makes its way into the Mediterranean Sea, we will learn about the diverse peoples and cultures along the way. We will evaluate the numerous

attempts to manage and control the Nile, including the building of big dams, and the continuous efforts to utilize the river for economic development such as agriculture and the tourism industry. At the end of the semester we will consider the relationship of the major urban centers with the Nile and whether the tensions among Nile riparian states will lead to "water wars" in East Africa and the Middle East.

Requirements/Evaluation: short papers and final project/paper

Prerequisites: none, though background in Middle East history is preferable

Enrollment Limit: 19

Enrollment Preferences: History and Arabic Studies majors

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ARAB 308(D2) GBST 320(D2) AFR 350(D2) ENVI 335(D2) HIST 308(D2)

Difference, Power, and Equity Notes: The course fulfills the DPE requirement because it evaluates the differing experiences of the Nile among different cultural groups. It will evaluate how the central government is constantly trying to change how people use their water and therefore over-determine how people interact with their natural environment.

Attributes: HIST Group E Electives - Middle East HIST Group P Electives - Premodern

Not offered current academic year

ENVI 339 (F) Conservation Biology

Cross-listings: BIOL 329

Secondary Cross-listing

Conservation Biology focuses on protection of the Earth's biodiversity. This course starts with an overview of biodiversity including patterns of species richness, causes of species loss (extinction), and the critical contributions of biodiversity to ecosystem function and human welfare. Then we analyze ways to conserve biodiversity at the genetic, population, species and community/ecosystem levels. Labs are field oriented, and focus on local New England communities and ecosystems. Labs emphasize knowing the dominant species in each system; they also stress how to collect and analyze the field data on ecological community structure and function that are critical to test hypotheses that relate to different conservation goals.

Class Format: lectures, discussions, and a weekly lab.

Requirements/Evaluation: Evaluation will be based on lab assignments and reports, discussion participation, two exams and an independent project.

Prerequisites: BIOL 203/ENVI 203 or BIOL 220 or BIOL 305 or permission of instructor.

Enrollment Limit: 24

Enrollment Preferences: Biology majors, Environmental Studies majors, seniors, and juniors

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

BIOL 329(D3) ENVI 339(D3)

Attributes: ENVI Natural World Electives

Not offered current academic year

ENVI 346 (F) Environmental Psychology

Cross-listings: PSYC 346

Secondary Cross-listing

This is a course on contemporary social psychology as it pertains to the natural environment. Our two primary questions in this course are: (1) how can research and theory in social psychology help us understand the ways in which people engage with threats to the natural environment?, and (2) how can social psychology help us encourage environmentally responsible behavior and sustainable practices? Because human choice and behavior

play such an important role in environmental problems, a consideration of human psychology may therefore be an important part of environmental solutions.

Requirements/Evaluation: a series of papers, two essay exams, written and oral reports of research

Prerequisites: PSYC 242 recommended, PSYC 201, or a comparable course in statistics and research methodology, is also recommended.

Enrollment Limit: 19

Enrollment Preferences: Psychology majors, Environmental Studies majors, and Environmental Studies concentrators

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 346(D3) PSYC 346(D3)

Attributes: AMST Space and Place Electives ENVI Humanities, Arts + Social Science Electives PSYC Area 4 - Social Psychology

Not offered current academic year

ENVI 351 (F)(S) Marine Policy (DPE) (WS)

Cross-listings: PSCI 319 / CAOS 351

Secondary Cross-listing

Coastal communities are home to nearly 40% of the U.S. population, but occupy only a small percentage of our country's total land area. Intense population density, critical transportation infrastructure, significant economic productivity, and rich cultural and historic value mark our coastal regions as nationally significant. But, coastal and ocean-based climate-induced impacts such as sea level rise, ocean warming and acidification pose extraordinary challenges to our coastal communities, and are not borne equally by all communities. This seminar considers our relationship with our ocean and coastal environments and the foundational role our oceans and coasts play in our Nation's environmental and economic sustainability as well as ocean and coastal climate resiliency. Through the lens of coastal and ocean governance and policy-making, we critically examine conflict of use issues relative to climate change, climate justice, coastal zone management, fisheries, ocean and coastal pollution and marine biodiversity.

Class Format: This class is taught only at Williams-Mystic in Mystic, Connecticut and includes coastal and near-shore interdisciplinary field seminars, and 10 days offshore.

Requirements/Evaluation: Weekly Readings; Class Participation; Small and large group strategy exercises (written and oral); Written Research Project: issues paper and draft research paper; Final Research Project: multiple formats available

Prerequisites: none

Enrollment Limit: 23

Enrollment Preferences: must be enrolled at Williams-Mystic in Mystic, Connecticut

Expected Class Size: 22

Grading: no pass/fail option, no fifth course option

Unit Notes: must be enrolled at Williams-Mystic in Mystic, Connecticut

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

PSCI 319(D2) ENVI 351(D2) CAOS 351(D2)

Writing Skills Notes: Each student will write one 3-5 page research issues paper and one 8-10 page draft research paper as well as a final project with written components equaling 5-8 pages. Each submission receives written feedback from the professor, including research guidance, input on grammar, structure, language, analysis. Students also receive verbal feedback in individual conferences to discuss research paper organization, analysis, structure and grammar as well as final project input.

Difference, Power, and Equity Notes: Coastal and ocean policy issues relating to climate change, coastal zone management, fisheries, ocean pollution and marine biodiversity impact environmental and climate justice. Students examine coastal governance while considering the disproportionate burdens on underrepresented populations in U.S. coastal communities caused by climate change and coastal policies. Students analyze multi-disciplinary evidence and work to strengthen their integrative, analytical, writing, and advocacy skills.

Attributes: ENVI Environmental Policy EXPE Experiential Education Courses POEC Depth

Fall 2024

SEM Section: 01 F 9:00 am - 12:00 pm

Spring 2025

SEM Section: 01 F 9:00 am - 12:00 pm

ENVI 363 (F) Environmental Fate of Organic Chemicals

Cross-listings: CHEM 363

Secondary Cross-listing

This course introduces students to the methods used to assess the risks posed by organic chemicals to human, animal, and ecosystem health. Our goal is to develop a quantitative understanding for how specific features of organic molecular structure directly dictate a given molecule's environmental fate. We will begin by using thermodynamic principles to estimate the salient physicochemical properties of molecules (e.g., vapor pressure, solubility, charging behavior, etc.) that impact the distribution, or partitioning, of organic chemicals between air, water, soils, and biota. Then, using quantitative structure activity relationships, we will predict the degradation kinetics resulting from natural nucleophilic, photochemical, and biological processes that determine chemical lifetime in the environment.

Class Format: lecture, three hours per week and laboratory, four hours per week

Requirements/Evaluation: weekly problem sets, laboratory exercises, two midterm exams, a final exam, participation in lecture and lab

Prerequisites: CHEM 155 or CHEM 256 and CHEM 156; or CHEM 200 and CHEM 201

Enrollment Limit: 12

Enrollment Preferences: junior and senior Chemistry and Environmental Studies majors with a demonstrated interest in environmental chemistry

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 363(D3) CHEM 363(D3)

Attributes: ENVI Natural World Electives EVST Environmental Science

Fall 2024

LEC Section: 01 TR 9:55 am - 11:10 am Anthony J. Carrasquillo

LAB Section: 02 T 1:00 pm - 5:00 pm Anthony J. Carrasquillo

LAB Section: 03 R 1:00 pm - 5:00 pm Anthony J. Carrasquillo

ENVI 364 (S) Instrumental Methods of Analysis

Cross-listings:

Secondary Cross-listing

Instrumental methods of analysis provide scientists with different lenses to observe and elucidate fundamental chemical phenomena and to measure parameters and properties at the atomic, molecular, and bulk scales. This course introduces a framework for learning about a variety of instrumental techniques that typically include chromatography, mass spectrometry, thermal methods, atomic and molecular absorption and emission spectroscopy, X-ray diffraction, and optical and electron microscopies. Students complete laboratory projects and gain hands-on experience and project planning skills to study molecules and materials of interest. This practical experience is complemented by lectures that cover the theory and broader applications of these techniques. Students also explore the primary literature and highlight recent advances in instrumental methods that address today's analytical questions. The skills learned are useful in a wide variety of scientific areas and will prepare you well for research endeavors.

Class Format: lecture, two times per week and laboratory, four hours per week

Requirements/Evaluation: Weekly data analysis, laboratory assignments and reports, readings for class, problem sets, one oral presentation of an application of instrumental methods, a final independent literature project and presentation; demonstrated progress in research skills, and project engagement.

Prerequisites: CHEM 251 and CHEM 256 (or permission of instructor); or CHEM 200 and CHEM 201 (can be taken concurrently with CHEM 201)

Enrollment Limit: 16/lab

Enrollment Preferences: Chemistry and Environmental Studies majors

Expected Class Size: 16

Grading: no pass/fail option, no fifth course option

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 364(D3)

Attributes: BIMO Interdepartmental Electives ENVI Natural World Electives EVST Methods Courses MTSC Courses

Not offered current academic year

ENVI 376 (F) Economics of Environmental Behavior (QFR)

Cross-listings: CAOS 477 / ECON 477

Secondary Cross-listing

A community maintains a fishery; a firm decides whether to get a green certification; you choose to fly home or stay here for spring break: behaviors of people and firms determine our impact on the environment. We'll use economics to model environmental behavior and to assess how policies can help or hurt the environment. Topics may study include: common pool resources, voluntary conservation, social norms and nudges, discrimination and justice, rationality, firm responses to mandatory and voluntary rules, voting and public opinion, and boycotts and divestment. We'll also build familiarity with the main methodologies of modern economic research: theoretical modeling, empirical analysis of observational data, and experiments.

Class Format: Class sessions will largely consist of presentations and discussions of academic research papers, as well as lab sessions to work on empirical exercises; we may break the class into groups for some discussions

Requirements/Evaluation: regular reading markup, empirical exercises, class participation, 2 oral presentations, and a final original research paper using an experiment, existing data, or theory

Prerequisites: ECON 251 and (ECON 255 or STAT 346)

Enrollment Limit: 19

Enrollment Preferences: senior Economics majors

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

CAOS 477(D2) ENVI 376(D2) ECON 477(D2)

Quantitative/Formal Reasoning Notes: The research students will consume and produce in the class will be based on math-based theory and/or econometric-based empirical analysis.

Attributes: CAOS Senior Seminars ENVI Humanities, Arts + Social Science Electives POEC Depth POEC Skills

Fall 2024

SEM Section: 01 TR 8:30 am - 9:45 am Sarah A. Jacobson

ENVI 380 (F) Animals and Society

Cross-listings: STS 379

Primary Cross-listing

How do humans and animals shape each other's lives? People encounter animals in farms, laboratories, zoos, wildernesses, and backyards, on purpose and by chance. They treat animals as family members, entertainment, food, vectors of disease, and objects of scientific wonder. Drawing on the works of biologists, philosophers, and feminist science and technology studies scholars, this seminar will examine our relationships with animals and help clarify our responsibilities to them. We will ask: What are the social and environmental consequences of consuming animals? Should humans swim with dolphins, feed manatees, use gene-editing to create species that can survive climate change? Should moral standing depend upon the ability to communicate or the ability to experience emotions like grief and joy? What can animal models tell us about human health and society, and

when is animal otherness too large a gap to bridge? What might human violence toward animals tell us about sexism, racism, or capitalism, and what will human-animal relationships look like in the future?

Requirements/Evaluation: short essays, final portfolio

Prerequisites: none

Enrollment Limit: 18

Enrollment Preferences: juniors and seniors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 380(D2) STS 379(D2)

Attributes: ENVI Humanities, Arts + Social Science Electives

Not offered current academic year

ENVI 387 Economics of Climate Change (QFR)

This course introduces the economic view of climate change, including both theory and empirical evidence. Given the substantial changes implied by the current stock of greenhouse gases (GHGs) in the atmosphere, we will begin by looking at impacts on agriculture, health, income, and migration. We will consider the distribution of climate damages across poor and wealthy people, both within and across countries. Next we will study adaptation, including capital investments and behavioral changes. We will examine the sources of climate change, especially electricity generation and transportation, and think about optimal policies. Throughout the course we will discuss the limits of the economic approach, pointing out normative questions on which economic theory provides little guidance.

Requirements/Evaluation: problem sets, midterm, group presentation, final exam

Prerequisites: ECON 251, familiarity with statistics

Enrollment Limit: 25

Enrollment Preferences: Junior/Senior Economics majors and CDE fellows

Expected Class Size: 25

Grading:

Distributions: (D2) (QFR)

Quantitative/Formal Reasoning Notes: The course involves simple calculus-based theory and applied statistics.

Attributes: ENVI Environmental Policy POEC Depth

Not offered current academic year

ENVI 390 (F) The Nature of Nature

Cross-listings: ENGL 394

Secondary Cross-listing

"Nature" is one of the commonest words in English. And yet what does it mean? Is it primarily descriptive (all living things), or normative ("natural" foods, "human nature")? This course will consider the richly incoherent ways we think about the living world, paying particular attention to the difficulty of narrating processes that are too big, too small, too quick, or too slow for direct human apprehension. We'll explore the way popular nature writing mingles scientific reporting with implicit and explicit judgments about human identity, and take up the insoluble problem of our proper relation to animals. Considerable attention will be paid to the ethical dimensions of contemporary environmental consciousness and unconsciousness. Writers studied will include Elizabeth Kolbert, Descartes, William Cronon, and Charles Darwin.

Requirements/Evaluation: Several short exercises, two six-page comparative essays, and a final self-designed project, subject to my approval.

Active participation in class. The final project should explore something serious -- about nature, about yourself -- in ways that are not merely verbal or academic, but instead involve a sense of risk.

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 25

Enrollment Preferences: English majors; Environmental Studies majors and concentrators; Philosophy majors.

Expected Class Size: 25

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 394(D1) ENVI 390(D1)

Attributes: ENGL Criticism Courses ENVI Humanities, Arts + Social Science Electives

Fall 2024

SEM Section: 01 TF 2:35 pm - 3:50 pm Shawn J. Rosenheim

ENVI 397 (F) Independent Study of Environmental Problems

Individuals or groups of students may undertake a study of a particular environmental problem. The project may involve either pure or applied research, policy analysis, laboratory or field studies, or may be a creative writing or photography project dealing with the environment. A variety of nearby sites are available for the study of natural systems. Ongoing projects in the College-owned Hopkins Forest include ecological studies, animal behavior, and acid rain effects on soils, plants, and animals. Students may also choose to work on local, national, or international policy or planning issues, and opportunities to work with town and regional planning officials are available. Projects are unrestricted as to disciplinary focus. Students should consult with faculty well before the start of the semester in which they plan to carry out their project.

Prerequisites: approval by the Chair of Environmental Studies

Grading: yes pass/fail option, yes fifth course option

Distributions: No divisional credit

Fall 2024

IND Section: 01 TBA José A. Constantine

ENVI 398 (S) Independent Study of Environmental Problems

Individuals or groups of students may undertake a study of a particular environmental problem. The project may involve either pure or applied research, policy analysis, laboratory or field studies, or may be a creative writing or photography project dealing with the environment. A variety of nearby sites are available for the study of natural systems. Ongoing projects in the College-owned Hopkins Forest include ecological studies, animal behavior, and acid rain effects on soils, plants, and animals. Students may also choose to work on local, national, or international policy or planning issues, and opportunities to work with town and regional planning officials are available. Projects are unrestricted as to disciplinary focus. Students should consult with faculty well before the start of the semester in which they plan to carry out their project.

Prerequisites: approval by the Chair of Environmental Studies

Grading: yes pass/fail option, yes fifth course option

Distributions: No divisional credit

Spring 2025

IND Section: 01 TBA José A. Constantine

ENVI 402 (F) Environmental Planning Workshop: Community Project Experience

Cross-listings: AMST 406

Primary Cross-listing

In this class you apply your education to effect social and environmental change in the Berkshires. Students work in small collaborative groups to address pressing issues facing the region. Class teams partner with community organizations and local & county governments to conduct applied research and to develop solutions. Students will learn experientially and contribute to the community. The field of environmental planning encompasses the *built environment* (eg: housing, zoning, transportation, renewable energy, waste, neighborhood design), the *natural environment*

(eg: farmland, ecosystems, habitat, natural resources, air and water pollution and climate change), and the *social environment* (eg: spatial geography, racial zoning, recreation, placemaking, ecojustice, food security, and public health). Skills taught include land use planning, community-based research, basic GIS mapping, developing/conducting surveys, interview technique, project management, public presentations and professional report-writing. The class culminates in presentations to the client organizations. Class hours include time for team project work, client meetings and team meetings with the professor. Recent project topics: <https://ces.williams.edu/environmental-planning-papers/>

Class Format: The weekly conference session (1 hour) is dedicated to site visit field trips, team project work, client meetings and team meetings with professor.

Requirements/Evaluation: Response papers (three 1-page papers), in-class exercises, class discussion, small group work, public meeting attendance, project work, final report (due in segments during semester) and final presentation.

Prerequisites: ENVI 101 recommended; open to juniors and seniors.

Enrollment Limit: 16

Enrollment Preferences: Environmental Studies majors and concentrators, American Studies majors, Maritime Studies concentrators.

Expected Class Size: 16

Grading: no pass/fail option, no fifth course option

Unit Notes: Course fulfills senior seminar requirement for Environmental Studies Majors & Environmental Studies Concentrators. American Studies Space & Place elective. Course is an Environmental Studies Concentration elective (ENVI Policy and ENVI Humanities, Arts + Social Science) and Environmental Studies Major elective.

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 402(D2) AMST 406(D2)

Attributes: AMST Space and Place Electives ENVI Core Courses ENVI Humanities, Arts + Social Science Electives ENVI Environmental Policy ENVI Senior Seminar EVST Core Courses EVST Senior Seminar EXPE Experiential Education Courses

Fall 2024

SEM Section: 01 W 1:10 pm - 3:50 pm Sarah Gardner

CON Section: 02 T 1:10 pm - 2:10 pm Sarah Gardner

CON Section: 03 R 1:10 pm - 2:10 pm Sarah Gardner

ENVI 410 (S) The Cryosphere

Cross-listings: GEOS 410

Secondary Cross-listing

The Earth's climate system is often described in terms of its spheres, including the atmosphere, biosphere, lithosphere, oceans, and the cryosphere. The cryosphere is the naturally occurring ice on Earth in all its many forms: snow, glaciers, ice sheets, sea ice, frozen lakes and rivers, and permafrost (frozen soil). These parts of the climate system may seem remote, but have implications for climate and weather around the world. Melting glaciers and ice sheets have already contributed to sea level rise, and are projected to do so even more in the future. This course will explore the cryosphere, including snow, sea ice, permafrost, and glaciers through lectures, hands-on and data analysis labs, reading journal articles, and a final project. A spring break field trip to Alaska offers the opportunity to get boots-on-the-snow experience with glaciers, sea ice, and permafrost. As a 400-level seminar, this capstone course is intended to build on and extend knowledge and skills students have developed during previous courses in the major.

Class Format: Class periods and lab periods will be used interchangeably based on the weather. The spring break trip to Alaska is optional.

Requirements/Evaluation: Evaluation will be based on short papers, labs responses, and a research project

Prerequisites: GEOS 215 or GEOS 255 or GEOS 309 or MAST 311 or permission of instructor

Enrollment Limit: 10

Enrollment Preferences: Senior GEOS majors, then other GEOS majors and senior ENVI majors

Expected Class Size: 10

Grading: yes pass/fail option, yes fifth course option

Unit Notes: As a 400-level seminar, this capstone course is intended to build on and extend knowledge and skills students have developed during

previous courses in the major

Materials/Lab Fee: Labs will be outside during the winter: students should be prepared to dress appropriately for the weather.

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 410(D3) GEOS 410(D3)

Attributes: ENVI Natural World Electives GEOS Group A Electives - Climate + Oceans

Spring 2025

SEM Section: 01 WF 8:30 am - 9:45 am Alice C. Bradley

LAB Section: 02 M 8:30 am - 9:45 am Alice C. Bradley

ENVI 413 (F) The Big Ideas: Intended and Unintended Consequence of Human Ambition (DPE) (WS)

Cross-listings: HIST 413 / GBST 413 / ARAB 413

Secondary Cross-listing

What have been the most consequential ideas of the last 100 years? This course will explore some of the more audacious and ambitious plans to alter natural and urban environments in the late 19th century to the early part of the 21st, specifically those that sought to improve the human condition through science, engineering, and technology. By building big bold things, politicians around the globe sought to bring prosperity to their nation and embark on a path of modernity and independence. Through an intellectual, political and environmental history of major construction projects such as the building of the Suez Canal and the Aswan Dam, extensive river valley developments in Iran, Turkey and Iraq, and utopian and futuristic city planning in western Asia, students will consider how, with the benefit of hindsight, to best evaluate the feasibility of such bold schemes. Who has benefitted and who has not, what have been some of the unanticipated consequences, what was sacrificed or neglected, and what do these projects tell us about the larger processes of global capitalism, decolonization, and climate change?

Requirements/Evaluation: A presentation, shorter writing assignments and a longer research paper (20-25 pages) in the end. Students will submit shorter drafts of final paper in order to receive constructive feedback prior to final submission.

Prerequisites: None

Enrollment Limit: 15

Enrollment Preferences: Seniors, especially History, Arabic and Environmental Studies majors.

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 413(D2) GBST 413(D2) ARAB 413(D2) ENVI 413(D2)

Writing Skills Notes: A 20-25 page research paper will be required at the end of the semester. Prior to getting to that point, students will submit an annotated bibliography, a two page proposal, a five and eventually a 10 page draft. Each draft will receive extensive comments and suggestions from peers and instructor. In this way, the student will think about the process of writing and the best way to set themselves up for success.

Difference, Power, and Equity Notes: This course examines how a number of different nations in Africa and Asia sought to improve the living conditions of the masses through major construction project. Though ostensibly these schemes were supposed to improve the livelihood of all, often they primarily benefitted the few - the urban elite - and not the general population. This course will therefore explore how certain class, gender and racial lines were solidified and maintained through economic development plans.

Attributes: HIST Group E Electives - Middle East

Not offered current academic year

ENVI 450 (F) Senior Seminar: Environmental Ethnography (WS)

A key question orients this course: What can the embodied, place-based, and detailed approach of ethnographic study bring to our understandings of the environment? This upper-level seminar will explore this question through classroom discussions and a semester-length research project. Students will engage different styles of environmental ethnography while undertaking their own ethnographic projects involving the Williams College community and surrounding areas. Students will learn to work across different kinds of evidence as they draft fieldnotes, code fieldwork data, extrapolate key

ideas from their fieldwork materials, and discover new ways of building environmental knowledge. Students will use these materials to collectively assemble an edited volume of ethnographic snapshots to be presented to the wider Environmental Studies community at Williams.

Requirements/Evaluation: Participation in seminar discussions; Weekly fieldnotes (2-3 pages per week); Mid-term coded fieldwork notes and summary statements (9-20 pages); Final ethnographic paper (10-12 pages) and short film

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Environmental Studies majors and concentrators; Juniors and Seniors

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

Writing Skills Notes: This is a writing intensive capstone seminar. Students will produce and receive peer and professor feedback on weekly written assignments. The course includes a 9-20 page midterm and a 10-12 page final ethnographic paper.

Attributes: ENVI Environmental Policy EVST Senior Seminar

Fall 2024

SEM Section: 01 W 1:10 pm - 3:50 pm Brittany Meché

ENVI 460 (S) Communicating Climate Change

Long-term, probabilistic thinking about scary scenarios is hard. When the relevant time frames extend to centuries and millennia, it is really hard. And when the degree of scariness is determined by sciences that few people understand, it is really, really hard. Such is the challenge of climate change communication. No matter what your interests or career paths might be, you will need to be able to communicate effectively about environmental problems, often with people who see them very differently from you. It is difficult to communicate about any problem across social, political, and cultural divides. But environmental problems present special challenges. For one thing, they typically involve complicated, contested science. For another, their effects are often difficult to perceive yet potentially devastating in their consequences, especially for future generations and marginalized people. For yet another, their solutions often seem hopelessly difficult to implement. And for yet another, they are thoroughly entangled with almost every other problem we face, from pandemics to racism to wealth inequality. How do we communicate clearly, persuasively, and responsibly about something so complex? What does climate change really *mean*? This seminar brings together students with interests in the humanities, arts, social sciences and sciences to seek answers to this fundamental question. Drawing on insights from the qualitative social sciences and environmental humanities, we will develop a theoretical and methodological tool kit that can be applied to concrete, practical problems. Over the course of the semester, each student will pursue a major independent project that allows them to put these tools to use while exploring a topic of personal significance.

Requirements/Evaluation: Several sequenced short writing assignments leading to a 15-20 page final paper.

Prerequisites: Environmental Studies 101 and 102.

Enrollment Limit: 19

Enrollment Preferences: Environmental/Maritime Studies majors and concentrators.

Expected Class Size: 15

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

Attributes: CAOS Senior Seminars ENVI Core Courses EVST Core Courses

Spring 2025

SEM Section: 01 W 1:10 pm - 3:50 pm Nicolas C. Howe

ENVI 465 (S) Solutions to the Biodiversity Crisis

The biodiversity crisis is one of the greatest challenges of our century. Faced with climate change, persistent pollution, and habitat fragmentation, species are declining locally and globally. In this upper-level seminar we will integrate knowledge from the natural sciences, social sciences, policy, arts, and the humanities to design and implement biodiversity interventions. Through readings, discussions with experts, and applied projects, we will

learn how biodiversity conservation and restoration can be socially just; how spaces can be designed to promote the flourishing of life; and how much local environmental management can alter global trends. We will also envision what the biotic world might look like in 10, 100, and 1000 years and consider who gets to decide which species live and which die, and who *should* decide.

Requirements/Evaluation: One 5-7-page paper; final collaborative project

Prerequisites: Environmental Studies 101 and 102

Enrollment Limit: 19

Enrollment Preferences: Environmental/Maritime Studies majors and concentrators; seniors

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

Attributes: ENVI Senior Seminar EVST Senior Seminar MAST Senior Seminar

Not offered current academic year

ENVI 478 (S) Cold War Landscapes

Cross-listings: AMST 478 / HIST 478

Secondary Cross-listing

The Cold War between the United States and the Soviet Union set in motion dramatic changes to the natural and built environments of many nations between 1945 and 1991. Nuclear test and missile launch sites, naval installations, military production operations, and border securitizations are just a few of the most obvious ways in which the stand-off between the two countries altered rural and urban landscapes around the world. But one can also see the Cold War as setting in motion less immediately direct but nonetheless profound changes to the way that many people saw and planned for the environments around them, as evidenced, for instance, by the rise of the American suburb, the reconstruction of postwar Europe, and agricultural and industrial initiatives in nations across the globe. We will begin this seminar by exploring several distinct "Cold War landscapes" in the United States and North America. We will then move on to examining others in Europe and the Soviet Union. Our approach to our topics will be interdisciplinary throughout the semester, with the additional goal of helping students frame their final projects. Students are encouraged to write their research papers on any geographical area of the world that interests them.

Requirements/Evaluation: Class participation and semi-weekly critical writing on the reading; students will also be expected to keep up through the stages of the research paper process, which will involve submitting a short research plan, annotated bibliography, outline, and a rough draft, as well as the final 20- to 25-page paper.

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: History, ENVI, and AMST majors if over-enrolled

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 478(D2) ENVI 478(D2) HIST 478(D2)

Attributes: AMST Space and Place Electives ENVI Humanities, Arts + Social Science Electives HIST Group C Electives - Europe and Russia HIST Group F Electives - U.S. + Canada

Spring 2025

SEM Section: 01 TF 2:35 pm - 3:50 pm Karen R. Merrill

ENVI 491 (S) The Suburbs (WS)

Cross-listings: AMST 490 / HIST 491

Secondary Cross-listing

The suburbs transformed the United States. At the broadest level, they profoundly altered spatial residential geography (especially in terms of race),

consumer expectations and behavior, governmental policies, cultural norms and assumptions, societal connections, and Americans' relationship to nature. More specifically, the different waves of post-World War II suburban development have both reflected large-scale shifts in how power and money have operated in the American political economy; and set in motion deep-seated changes in electoral politics, in Americans' understandings of how their income should be used, and in how the built landscape should be re-imagined. This tutorial will explore the rich historical literature that has emerged over the last twenty years to provide students with a history of the suburbs, to see the suburbs as more than simply collections of houses that drew individual homeowners who wanted to leave urban areas. We will focus most of our attention on the period from 1945 through the 1980s. Some of the questions we will consider will include: how did the first wave of suburban development bring together postwar racial and Cold War ideologies? Is it possible, as one historian has argued, that suburbs actually created the environmental movement of the 1960s? And how have historians understood the role that suburbs played in America's conservative political turn, leading to the election of Ronald Reagan?

Class Format: Students will meet with the professor either in assigned pairs or "trios" at a regularly scheduled time each week. Students in pairs will meet for one hour; students in trios will meet for 75 minutes.

Requirements/Evaluation: This class follows a typical tutorial format; every other week, students will write and present orally a 5- to 7-page essay on the assigned readings; on alternate weeks, students will write a 2-page critique. During two of the weeks of the semester (around the middle of the semester and at the end), all students will write papers that explore a common question or theme.

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: History majors and students with course work related to the topic.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 491(D2) AMST 490(D2) HIST 491(D2)

Writing Skills Notes: Students will reflect on what their writing goals are for the semester, and they will receive feedback on their writing from the professor and from their tutorial partner. The final writing assignment will afford students the chance also to reflect back on their previous papers and the semester's course content.

Attributes: AMST Space and Place Electives ENVI Humanities, Arts + Social Science Electives HIST Group F Electives - U.S. + Canada

Spring 2025

TUT Section: T1 TBA Karen R. Merrill

ENVI 493 (F) Senior Research and Thesis: Environmental Studies

Environmental Studies senior research and thesis; this is part of a full-year thesis (493-494).

Prerequisites: approval by the Chair of Environmental Studies

Grading: yes pass/fail option, yes fifth course option

Distributions: No divisional credit

Fall 2024

HON Section: 01 TBA José A. Constantine

ENVI 494 (S) Senior Research and Thesis: Environmental Studies

Environmental Studies senior research and thesis; this is part of a full-year thesis (493-494).

Prerequisites: approval by the Chair of Environmental Studies

Grading: yes pass/fail option, yes fifth course option

Distributions: No divisional credit

Spring 2025

Winter Study -----

ENVI 31 (W) Senior Research and Thesis: Environmental Studies

To be taken by students registered for Environmental Studies 493-494.

Class Format: thesis

Grading: pass/fail only

Not offered current academic year

ENVI 99 (W) Independent Study: Environmental Studies

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study

Grading: pass/fail only

Not offered current academic year

ENVIRONMENTAL STUDIES PROGRAM

ENVIRONMENTAL STUDIES CONCENTRATION

Chair: José Antonio Constantine

Associate Director: Sarah Gardner

Professor: N. Howe. Associate Professors: J. Constantine, L. Martin. Assistant Professors: G. Forte, B. Meché. Lecturers: S. Gardner, J. Pedroni, J. Racela. Distinguished Visiting Professor: L. von Mutius.

FACULTY AND STAFF AFFILIATES (2023-24)

- Alex Apotsos, Lecturer in Geosciences
- Lois M. Banta, Professor of Biology
- Julie C. Blackwood, Associate Professor of Mathematics
- Alice C. Bradley, Assistant Professor of Geosciences
- Nicole G. Brown, Associate Professor of Classics
- Cory E. Campbell, Instructional Technology Specialist
- Anthony Carrasquillo, Assistant Professor of Chemistry
- Gregory Casey, Assistant Professor of Economics
- Phoebe A. Cohen, Chair and Associate Professor of Geosciences
- Mea S. Cook, Associate Professor of Geosciences
- Joan Edwards, Samuel Fessenden Professor of Biology
- Laura Ephraim, Associate Professor of Political Science
- Jessica M. Fisher, Associate Professor of English
- Antonia Foias, Professor of Anthropology and Sociology
- Jennifer L. French, Rosenberg Professor of Spanish and Environmental Studies
- Matthew Gibson, Associate Professor of Economics
- Allison Gill, Assistant Professor of Biology
- Kim Gutschow, Senior Lecturer of Religion and Anthropology and Sociology
- Sarah Jacobson, Professor of Economics
- Paul Karabinos, Professor of Geosciences
- Joel Lee, Associate Professor of Anthropology
- Scott Lewis, Assistant Professor of Physical Education and Associate Director of Outing Club
- James Manigault-Bryant, Chair and Professor of Africana Studies
- Luana Maroja, Professor of Biology
- Karen R. Merrill, Professor of History
- Manuel Morales, Professor of Biology and Director of Research Hopkins Forest
- James Nolan, Chair of Anthropology and Sociology and Washington Gladden 1859 Professor of Sociology
- Kenneth Savitsky, Professor of Psychology
- Greta F. Snyder, Lecturer in Women's, Gender, and Sexuality Studies
- Claire Ting, Professor of Biology

ENVIRONMENTAL STUDIES

The Environmental Studies Program at Williams College offers a major in Environmental Studies and a concentration in Environmental Studies. The concentration is designed to complement a major in a different discipline. The critical environmental issues of our time call upon citizens to grasp complex scientific concepts, address conflicting human values, and make difficult economic, political and ethical choices. The curricular options in Environmental Studies—the major and concentration—are interdisciplinary programs designed to prepare students to understand these issues by integrating perspectives and methodologies from the natural sciences, the social sciences, and the arts and humanities, which together form a solid liberal arts foundation.

The Environmental Studies Program is housed within the Center for Environmental Studies (CES). CES manages the 2600-acre Hopkins Memorial Forest and the Environmental Analysis Laboratory in the Morley Science Laboratory, both of which afford many opportunities for hands-on environmental field work and lab experience. CES also sponsors a wide range of programs including the Friday Log Lunch Speaker Series, The Class of 1960 Scholars Program, the Hopkins Forest Caretaker Program, and the CES Summer Grants Program, which provides generous support for summer research and internships. The Center for Environmental Studies is housed in the Class of 1966 Environmental Center, a renovated historic structure certified as a Living Building Challenge by the International Living Future Institute.

LEARNING GOALS

Environmental Studies students are encouraged to examine environmental issues in the vicinity of Berkshire County, other regions of the US, and the world. Many of the courses include an experiential component so that students encounter the complexities of environmental issues firsthand and learn to address all aspects of environmental challenges.

Incoming students with an interest in Environmental Studies should consider taking ENVI 101: Nature and Society during their first year at Williams. This gateway course is required for the major and the concentration and provides an intellectual framework for critical, interdisciplinary environmental inquiry in the social sciences and humanities while surveying the most pressing environmental problems of our time. In the spring, many first-year students also take ENVI 102: Introduction to Environmental Science, which provides an overview of the discipline in the context of the interconnected global earth system: the geosphere, atmosphere, hydrosphere, and biosphere. In this class, students are introduced to scientific methods from physics, chemistry, geology, and biology that are used to examine real-world case studies at global and local scales.

While ENVI 101 is a recommended starting point for both the major and the concentration, many students come to Environmental Studies through an interest in applying a specific discipline to environmental problems. Students with strong interests in more traditional disciplines such as biology, chemistry, geosciences, or economics are advised to begin the introductory course sequence for those subjects in their first semester as well. These students have two main options: a major in a traditional discipline with a concentration in Environmental Studies—a popular choice for students who wish to attend graduate school in the so-called “hard sciences”—or a double major.

The Environmental Studies Program also serves as the on-campus base for the Williams-Mystic Program, an extraordinary maritime studies program housed at Williams Mystic Campus on the Atlantic coast in Connecticut. Students who wish to pursue a concentration in Coastal and Ocean Studies combine a one-semester course of study at the Williams-Mystic campus with core courses and elective courses as described in the college catalog. Students may spend a semester at the Mystic campus in either the sophomore, junior, or senior year; choosing which semester to spend at Mystic should be done in consultation with a member of the Coastal and Ocean Studies advisory committee.

Students interested in the Environmental Studies major or concentration are encouraged to consult with members of the Environmental Studies Program and to contact the Environmental Studies Chair (jac9@williams.edu) or Associate Director (sgardner@williams.edu).

STUDY AWAY

Many study away options are available to students in Environmental Studies, including the Williams-Mystic Maritime Studies Program. Students considering either a semester or year away who intend to concentrate in Environmental Studies should consult the Chair or Associate Director of Environmental Studies and the Dean in charge of study abroad as early as possible to discuss their options. Students may take up to two courses outside of Williams toward their concentration, but must have approval in writing from the Chair of Environmental Studies.

THE CONCENTRATION IN ENVIRONMENTAL STUDIES

The Environmental Studies concentration provides students with an opportunity to explore how humans interact with the environment, including physical, biological, philosophical, and social elements. The concentration is designed so that students will understand the complexity of issues and perspectives that inhere in environmental problems and will appreciate that most environmental issues lack distinct disciplinary boundaries. The goal of the concentration is to educate students to be well-informed, environmentally literate citizens who have the capacity to become active participants in the local and global community. To this end, the concentration is designed to develop the capability to think in interdisciplinary ways and to use synthetic approaches to solve problems while incorporating the knowledge and experiences gained from majoring in other departments at the College.

The Environmental Studies concentration is a six-course concentration in which students gain broad exposure to environmental studies while pursuing another major. In addition to the core introductory courses of ENVI 101 and ENVI 102, students pursuing the concentration will take one elective from each group that represents a broad category of inquiry: Environmental Policy; Humanities, Arts and Social Sciences; and the Natural

World. In their junior or senior year, they will take a hands-on 400-level seminar.

Planning for Prerequisites on your Path through the Concentration

While ENVI 101 or ENVI 102 are recommended starting points for the concentration, and are prerequisites for many other ENVI course offerings, please note that some of the course options for the major may have other courses as prerequisites that may not count toward the programs. For example, ENVI/ECON 213 (*Intro to Environmental and Natural Resource Economics*) has a prerequisite of ECON 110 (*Principles of Microeconomics*). We strongly suggest that you do advance planning to avoid being blocked from taking a relevant course. Students interested in the program are encouraged to consult with members of the Environmental Studies Program and to contact the Chair or Associate Director.

Credit for AP, IB, A-levels and other pre-Williams Courses

Students are not allowed to place out of ENVI 101. Students with a score of 5 on the AP Environmental Science exam may take a 200-level environmental science lab course (cross-listed with Environmental Studies) in lieu of ENVI 102.

Introductory Required Courses (2 courses)

ENVI 101 Nature and Society: An Introduction to Environmental Studies

ENVI 102 Introduction to Environmental Science

Electives (3 courses)

In addition to ENVI 101, 102 and one 400-level senior seminar, each student must take three electives from a list of approved courses in Environmental Science, Social Science/Policy, and Culture/Humanities. Courses taken abroad may be included with the approval of the Chair or Associate Director.

Senior Seminar Required Course (1 course)

In the junior or senior year, students will take one 400-level seminar in Environmental Studies. These seminars will focus on advanced, interdisciplinary research and/or problem-solving, typically with an applied, experiential, and/or service-learning focus.

INDEPENDENT STUDY AND WINTER STUDY

In addition to courses fulfilling the Environmental Studies concentration requirements, the following courses are offered:

ENVI 397, 398 Independent Study of Environmental Problems

ENVI 493-W31-494 Honors Thesis and Senior Research

Winter Study courses play an important role in the program, offering opportunities to learn about aspects of environmental studies with which students would like to become more familiar. We encourage students to bear in mind their interests in the environment and maritime studies when reviewing each year's Winter Study offerings.

HONORS IN THE ENVIRONMENTAL STUDIES CONCENTRATION

A student pursuing either the major or concentration in Environmental Studies can pursue an honors thesis, which is a year-long project conducted over the fall semester, Winter Study, and spring semester of the senior year. Given the breadth of environmental studies, a thesis may follow a variety of formats. In general, it is a good idea for the student to use the thesis to build upon prior coursework and/or prior research, internship, or activism experience, and many students conduct thesis research during the summer before senior year. Students completing an Environmental Studies thesis may elect to opt out of the ENVI Senior Seminar.

Prospective thesis students should submit their proposals by the first week of April in their Junior year. However, students who plan to request a CES-ENVI summer student research/internship grant should have their proposals completed by the end of spring break to ensure that applications for summer funding can be made in a timely fashion. The ENVI Advisory Committee will review all thesis proposals and will notify students of decisions by the end of April.

Prospective thesis students should identify and work with an advisor to prepare the thesis proposal. Potential advisors may be any faculty member or affiliate of the Environmental Studies Program. If the advisor is a faculty affiliate, the student should also identify an ENVI faculty member to serve as second reader. The second reader provides additional guidance throughout the thesis process and evaluates the final product along with the thesis advisor. In cases when a prospective thesis student is unable to identify a thesis advisor, they should reach out to the chair for guidance.

The Environmental Studies Program will endeavor to facilitate networking among students who are working on theses in the same semester so that a thesis cohort can support each other through the research and writing process. The final thesis will be evaluated by the thesis advisor and in some cases a second reader, who will then decide to award no Honors, Honors or, in recognition of exceptional work, Highest Honors. When submitting your thesis to Williams' library archive, please be sure to follow the Special Collections guidelines.

COURSES IN ENVIRONMENTAL STUDIES

ENVI 100 Introduction to Weather and Climate (QFR)

How is it that we have such a hard time predicting if it's going to rain next week, but we can be confident in projections of future climate change decades from now? This course will explore how fundamental laws of physics determine why air moves and changes, creating the wind, clouds, precipitation, and extreme events that form our weather. Building off of our understanding of the atmosphere, we'll look at longer time scales to develop an understanding of earth's climate system, global heat and moisture transport, climate change, and the ways that humans can change our planet. We will use weather and climate models to learn how scientists and meteorologists predict future conditions. Labs include benchtop experiments, data analysis projects, and self-scheduled meteorological observations. This course is in the Oceans and Climate group for the Geosciences major.

Requirements/Evaluation: weekly problem sets, lab assignments, midterm exam, and final exam

Prerequisites: none

Enrollment Limit: 60

Enrollment Preferences: first year and second year students, Geosciences majors

Expected Class Size: 60

Grading:

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: This course will have regular problem sets which require substantial quantitative reasoning. Labs will require analysis, presentation, and explanation of quantitative data, and exams will require some quantitative problem solving.

Attributes: ENVI Natural World Electives EXPE Experiential Education Courses

Not offered current academic year

ENVI 101 (F)(S) Nature and Society: An Introduction to Environmental Studies

Environment and society interact on scales from the local to the global. This course explores these interactions and introduces students to the interdisciplinary methods of environmental studies. We will investigate the social, political, and historical aspects of environmental problems -- including environmental racism, species extinction, climate change, massive urbanization -- as well as their possible solutions. Throughout the course, we will ask how unequal distributions of power affect people and environments. Case studies, readings, discussions, and field exercises will help students develop their understanding of how built and unbuilt environments influence and are influenced by human activities.

Requirements/Evaluation: participation, in-class exercises, several short writing assignments (varying from 2-5 pages), mid-term exam, final exam

Prerequisites: none

Enrollment Limit: 30/section

Enrollment Preferences: Environmental Studies majors and concentrators

Expected Class Size: 30/section

Grading: yes pass/fail option, yes fifth course option

Unit Notes: required course for the Environmental Studies major and concentration

Distributions: (D2)

Attributes: AMST Space and Place Electives ENVI Core Courses EVST Core Courses GBST Urbanizing World

Fall 2024

LEC Section: 01 TF 2:35 pm - 3:50 pm

Spring 2025

LEC Section: 01 TR 8:30 am - 9:45 am Giuseppina Forte

ENVI 102 (S) Introduction to Environmental Science

Environmental Science is an interdisciplinary field that develops scientific and technical means for assessing and mitigating human impacts on the environment. This course provides an overview of the discipline in the context of the interconnected global earth system: the geosphere, atmosphere, hydrosphere, and biosphere. Students are introduced to scientific methods from physics, chemistry, geology, and biology that are used to examine real-world case studies at global and local scales. Topics may include: climate change, air and water pollution, resource extraction and management, land use change, and their effects on environmental quality, biodiversity, and human health. During weekly fieldwork and laboratory sessions, students gain hands-on experience in collecting, analyzing, and interpreting data that can be used to make recommendations for addressing local environmental issues.

Class Format: Two 75-minute lecture/discussion sessions and one 3-hour field/laboratory session each week.

Requirements/Evaluation: Weekly quizzes, final project, lab assignments, participation

Prerequisites: none

Enrollment Limit: 48

Enrollment Preferences: first- and second-year students, Environmental Studies majors and concentrators

Expected Class Size: 48

Grading: yes pass/fail option, yes fifth course option

Unit Notes: Required course for Environmental Studies major and concentration

Distributions: (D3)

Attributes: ENVI Core Courses EVST Core Courses EXPE Experiential Education Courses

Spring 2025

LEC Section: 01 TR 9:55 am - 11:10 am Anthony J. Carrasquillo

LAB Section: 02 T 1:00 pm - 4:00 pm Anthony J. Carrasquillo

LAB Section: 03 W 1:00 pm - 4:00 pm Jay Racela

LAB Section: 04 R 1:00 pm - 4:00 pm Jay Racela

ENVI 103 (F) Global Warming and Environmental Change

Cross-listings: GEOS 103

Secondary Cross-listing

Earth is the warmest it has been for at least five centuries, and the surface of our planet is responding. From extreme floods and drought to landslides and wildfires, the natural processes that shape Earth's surface are tied to temperature and precipitation. People are beginning to feel the impacts, but in different ways depending on where they call home. In this course, we will investigate how climate change is altering landscapes and the natural processes that support them, highlighting all the ways that people are being affected today. Ultimately, we will develop an understanding of the consequences of climate change that connects physical processes with geography. Specific topics include foundations of the Earth system, plate tectonics and the construction of landscapes, Earth materials, rivers and flooding, hillslope processes, coastal processes, and climate impacts on natural resources such as fresh water and soil. Labs will use local field sites and analytical exercises to evaluate recent cases that reflect an interaction of the landscape and climate. We will also visit and engage with Black communities and community leaders across New England who are grappling with the unjust distribution of resources to mitigate climate impacts and who have been disproportionate bearers of environmental risk.

Requirements/Evaluation: written reports from laboratories and readings, class participation, a midterm and final exam

Prerequisites: none

Enrollment Limit: 48

Enrollment Preferences: first year and second year students, Geosciences majors and Environmental Studies majors and concentrators

Expected Class Size: 48

Grading: yes pass/fail option, no fifth course option

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

GEOS 103(D3) ENVI 103(D3)

Attributes: ENVI Natural World Electives EXPE Experiential Education Courses

Not offered current academic year

ENVI 104 (F) Oceanography

Cross-listings: CAOS 104 / GEOS 104

Secondary Cross-listing

The oceans cover three quarters of Earth's surface, yet oceanography as a modern science is relatively young: the first systematic explorations of the geology, biology, physics and chemistry of the oceans began in the late 19th century. This introduction to ocean science includes the creation and destruction of ocean basins with plate tectonics; the source and transport of seafloor sediments and the archive of Earth history they contain; currents, tides, and waves; photosynthesis and the transfer of energy and matter in ocean food webs; the composition and origin of seawater, and how its chemistry traces biological, physical and geological processes; oceans and climate change; and human impacts.

Class Format: two 75-minute lecture/discussion meetings each week; 2-hour lab every second week; one all-day field trip to the Atlantic coast of New England.

Requirements/Evaluation: lab activities, homework, reading-comprehension quizzes, three tests

Prerequisites: none

Enrollment Limit: 48

Enrollment Preferences: first year and second year students, Geosciences majors, Maritime Studies concentrators

Expected Class Size: 48

Grading: yes pass/fail option, yes fifth course option

Unit Notes: This course and GEOS 110 Oceans and Society cannot both be taken for credit.

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 104(D3) CAOS 104(D3) GEOS 104(D3)

Attributes: ENVI Natural World Electives EXPE Experiential Education Courses

Fall 2024

LEC Section: 01 TR 9:55 am - 11:10 am Chris Halsted

LAB Section: 02 T 1:00 pm - 3:00 pm Chris Halsted

LAB Section: 03 W 1:00 pm - 3:00 pm Chris Halsted

ENVI 105 (S) The Co-Evolution of Earth and Life

Cross-listings: GEOS 101

Secondary Cross-listing

Our planet is about 4.6 billion years old and has supported life for at least the last 3.5 billion of those years. This course will examine the relationship between Earth and the life that inhabits it, starting with the first living organisms and progressing to the interaction of our own species with the Earth today. Students will investigate the dynamic nature of the Earth-life system and learn about the dramatic changes that have occurred throughout the history of our planet. We will ask questions such as: How did the Earth facilitate biologic evolution, and what effects did those biologic events have on the physical Earth? When did photosynthesis evolve and how did this biological event lead to profound changes in the world's oceans and atmospheres? How and why did animals evolve and what role did environmental change play in the radiation of animal life? How did the rise and spread of land plants affect world climate? How do plate tectonics, glaciation, and volcanism influence biodiversity and evolutionary innovation? What caused mass extinctions in the past and what can that teach us about our current extinction crisis? Labs will involve hands-on analysis of rocks, fossils, and real-world data as well as conceptual and analytical exercises; field trips will contextualize major events in Earth history and will help students learn to read the rock record. Through these investigations, the class will provide a comprehensive overview of Earth's dynamic history.

Class Format: one laboratory per week plus one all-day field trip

Requirements/Evaluation: lab assignments, weekly quizzes, and a final independent project

Prerequisites: none

Enrollment Limit: 30

Enrollment Preferences: first year and second year students, Geosciences majors

Expected Class Size: 30

Grading: yes pass/fail option, no fifth course option

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 105(D3) GEOS 101(D3)

Attributes: ENVI Natural World Electives EXPE Experiential Education Courses

Spring 2025

LEC Section: 01 TR 9:55 am - 11:10 am Phoebe A. Cohen

LAB Section: 02 T 1:00 pm - 3:00 pm Phoebe A. Cohen

ENVI 108 (S) Energy Science and Technology (QFR)

Cross-listings: PHYS 108

Secondary Cross-listing

Energy use has skyrocketed in the United States and elsewhere in the world, causing significant economic and political shifts, as well as concerns for the environment. This course will address the physics and technology of energy generation, consumption, and conservation. It will cover a wide range of energy sources, including fossil fuels, hydropower, solar energy, wind energy, and nuclear energy. We will discuss energy use in transportation, manufacturing, building heating and lighting, and energy storage. Students will learn to compare the efficiencies and environmental impacts of various energy sources and uses.

Class Format: Two meetings per week. Some weeks that means two lectures. Other weeks, that means one lecture plus one lab, with the class divided between two lab sections.

Requirements/Evaluation: weekly assignments, two hour tests, and a final project culminating in an oral presentation to the class and a 10-page paper; all of these will be substantially quantitative

Prerequisites: high school physics, high school chemistry, and mathematics at the level of MATH 130

Enrollment Limit: 10 per lab

Enrollment Preferences: non-physics majors

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 108(D3) PHYS 108(D3)

Quantitative/Formal Reasoning Notes: problems sets, exams, and projects will all have a quantitative aspects.

Attributes: ENVI Natural World Electives

Spring 2025

LEC Section: 01 MR 1:10 pm - 2:25 pm Protik K. Majumder

LAB Section: 02 R 1:10 pm - 2:25 pm Protik K. Majumder

LAB Section: 03 R 2:25 pm - 3:50 pm Protik K. Majumder

ENVI 109 (F) Oceans and Society

Cross-listings: GEOS 110 / CAOS 110

Secondary Cross-listing

Oceans impact society in many ways: they provide much of our protein, they hide untapped mineral wealth, their circulation regulates global climate,

they transport and accumulate our plastic garbage, marine storms batter coastal infrastructure, and sea-level rise threatens communities. However, despite the oceans' importance throughout history--for trade, as a source of food, and because of their unpredictable dangers--we know shockingly little about them. More than 6000 people have reached the summit of Everest, Earth's highest elevation; but only 22 have visited Challenger Deep, the deepest point below the ocean surface. We have mapped the surfaces of Mars and Venus in far more detail than the topography of Earth's ocean basins. New marine organisms are discovered regularly. And we still don't fully understand the complex details of how ocean and atmosphere work together as the planet's climate engine. In this course, you will examine ocean science themes with direct societal relevance that are also at the forefront of scientific investigation. Topics will be selected based on current events, but are likely to include deep sea mining, meridional overturning, sea level rise, atmospheric rivers, and aquaculture. By taking focused dives into a range of subjects you will learn about the evolution and operation of the ocean as a physical and geological system as well as investigating the intersections between ocean functions, climate change, and human societies. Exercises and discussions will foreground active learning. A field trip to the Atlantic coast will integrate experiential investigation of the intersection between coastal change, extreme weather, and communities. The aim is to have energised interdisciplinary discussions about topics of pressing societal relevance, to understand some of the fundamentals of ocean science, to develop expertise in gathering and distilling information by researching new topics, and thereby to improve critical and analytical thinking.

Class Format: Two 75-minute lecture/discussion meetings each week; 2-hour lab every second week; one all-day field trip to the Atlantic coast.

Requirements/Evaluation: Evaluation is based on engagement with in-class activities, six graded lab exercises, four short writing/research assignments, and a five-page term paper

Prerequisites: none

Enrollment Limit: 60

Enrollment Preferences: First year and second year students

Expected Class Size: 60

Grading: yes pass/fail option, yes fifth course option

Unit Notes: This course and GEOS 104 Oceanography cannot both be taken for credit.

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

GEOS 110(D3) CAOS 110(D3) ENVI 109(D3)

Attributes: ENVI Natural World Electives EXPE Experiential Education Courses MAST Interdepartmental Electives

Not offered current academic year

ENVI 134 The Tropics: Biology and Social Issues (DPE)

Biology and Social Issues of the Tropics explores the biological dimensions of social and environmental issues in tropical societies, focusing specifically on the tropics of Africa, Asia, Latin America, Oceania, and the Caribbean. Social issues are inextricably bound to human ecologies and their environmental settings. Each section of the course provides the science behind the issues and ends with options for possible solutions, which are debated by the class. The course highlights differences between the tropics and areas at higher latitudes while also emphasizing global interconnectedness. It begins with a survey of the tropical environment, including a global climate model, variation in tropical climates and the amazing biodiversity of tropical biomes. The next section focuses on human population biology, and emphasizes demography and the role of disease particularly malaria, AIDS and Covid-19 (SARS-CoV-2). The final part of the course covers the place of human societies in local and global ecosystems including the challenges of tropical food production, the interaction of humans with their supporting ecological environment, and global climate change. This course fulfills the DPE requirement. Through lectures, debates and readings, students confront social and environmental issues and policies from the perspective of biologists. This builds a framework for lifelong exploration of human diversity in terms of difference, power and equity.

Class Format: Debate

Requirements/Evaluation: two hour exams, a short paper, debate presentation, and a final exam

Prerequisites: none

Enrollment Limit: 62

Enrollment Preferences: Preference will be given to Environmental Studies majors/concentrators, students in need of a Division III or DPE requirement, and then Seniors, Juniors, Sophomores, and First Year students.

Expected Class Size: 62

Grading:

Unit Notes: Does not count for credit in the Biology major.

Distributions: (D3) (DPE)

Difference, Power, and Equity Notes: This course highlights differences between the tropics and higher latitudes. For each section we focus on difference--different natural habitats and biodiversity, different patterns of population growth, different human disease profiles, different types of agriculture and different contributions to and impacts of climate change. For each section we highlight differences in power and the inequities of resource distribution. We then debate potential solutions to ameliorate these inequities.

Attributes: ENVI Natural World Electives GBST African Studies PHLH Biomedical Determinants of Health

Not offered current academic year

ENVI 201 (S) The Geoscience of Epidemiology and Public Health (DPE)

Cross-listings: GEOS 207

Secondary Cross-listing

The Coronavirus pandemic has highlighted the many ways that diseases can be transmitted in the environment. As a society we are becoming aware of the many ways that geological processes and materials influence human health, in ways both beneficial and dangerous. This course unites geoscience, biomedicine and public health approaches to address a wide range of environmental health problems. These include water-related illnesses (e.g. diarrhea, malaria); minerals and metals, both toxic (e.g. asbestos, arsenic) and essential (e.g. iodine); radioactive poisoning (e.g. radon gas); and the transport of pathogens by water and wind. In many cases, the environmental health problems disproportionately affect marginalised populations, contributing to greater disease and death among poor communities and populations of colour. We will examine the broad array of dynamic connections between human health and the natural world. We will discuss the social justice implications of a range of environmental health problems. And we will examine current research into how coronaviruses, such as the one causing COVID-19, are transported in the environment. This course is in the Sediments and Life group for the Geosciences Major.

Requirements/Evaluation: Evaluation will be based on short weekly writing assignments as well as an individual project and poster presentation.

Prerequisites: No prerequisites

Enrollment Limit: 34

Enrollment Preferences: Preference to first-years, sophomores, and prospective Geosciences majors

Expected Class Size: 30

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 201(D3) GEOS 207(D3)

Difference, Power, and Equity Notes: Through a series of case studies, we will examine ways in which marginalised groups (whether due to poverty, race, or ethnicity) are disproportionately affected by environmental health issues. Themes of power and equity in terms of decision making, access to knowledge, and funding availability, will be woven into all aspects of the class and will underpin our analysis of the science.

Attributes: ENVI Natural World Electives GEOS Group B Electives - Sediments + Life PHLH Nutrition, Food Security + Environmental Health

Not offered current academic year

ENVI 202 (F) Critical Practice of Architecture: Theories, Methods, and Techniques (DPE)

Cross-listings: ARTS 222

Secondary Cross-listing

In this course, students will transform an architectural or urban space through design interventions that contribute to reorienting public perception, imagination, and politics. Skills taught include methods and techniques for critical architecture practice, including architecture drawing, 2D graphic design, and 3D modeling (digital and physical). Students will also build on design strategies (e.g., spatial hijacking and détournement), community architecture, and visual techniques to rethink normative understandings of space and time. Through selected readings and discussions, we will examine key ideas that have inspired design thinking and activism. The class culminates in a presentation to external reviewers and a final exhibition.

Requirements/Evaluation: This is an intensive studio tutorial requiring working in the architecture studio and/or PC lab outside of scheduled class hours. The class will meet in large and small groups throughout the semester for critique and discussion. Assignments include weekly discussions and

design projects requiring drawings and model design. Final project: design project to reorient public perception, imagination, and politics. Evaluation will be based on the design quality at theoretical/conceptual levels.

Prerequisites: Drawing I or permission of instructor.

Enrollment Limit: 12

Enrollment Preferences: Studio Art majors, Art History and Studio Art majors, Envi majors and concentrators

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Materials/Lab Fee: \$350-\$450 lab fee charged to term bill. Lab and materials fees for all studio art classes are covered by the Book Grant for all Williams financial aid recipients.

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTS 222(D1) ENVI 202(D1)

Difference, Power, and Equity Notes: This design studio invites students to think critically about how power, equity, and difference are manifested through the built environment. It will equip them with the tools to become active agents of change through design activism. We will use design as a cultural practice and creative technique to envision more just and equitable futures through interventions in architectural or urban spaces.

Attributes: ENVI Humanities, Arts + Social Science Electives

Fall 2024

STU Section: 01 TR 9:55 am - 11:10 am Giuseppina Forte

ENVI 203 (F) Ecology (QFR)

Cross-listings: BIOL 203

Secondary Cross-listing

This course combines lectures & discussion with field and indoor laboratory activities to explore factors that determine the distribution and abundance of plants and animals in natural systems. The course begins with an overview of global environmental patterns and then builds from the population to ecosystem level. Throughout the course, we will emphasize the connection between basic ecological principles and current environmental issues. Selected topics include population dynamics (competition, predation, mutualism); community interactions (succession, food chains and diversity) and ecosystem function (biogeochemical cycles, energy flow). Laboratory activities are designed to engage students in the natural history of the region and build skills in data analysis and scientific writing.

Requirements/Evaluation: pre-class quizzes, lab reports, two mid-term exams, and a final exam

Prerequisites: BIOL 102, or ENVI 102, or permission of instructor

Enrollment Limit: 30

Enrollment Preferences: students planning to pursue Biology and/or ENVI

Expected Class Size: 30

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

BIOL 203(D3) ENVI 203(D3)

Quantitative/Formal Reasoning Notes: Much of the material in this course centers on the interpretation and application of mathematical models used to describe ecological systems. The laboratory section of this course also contains a large data analysis component (based in R). Students are introduced to linear models, multidimensional data analysis and contingency tables.

Attributes: ENVI Natural World Electives EVST Environmental Science

Fall 2024

LEC Section: 01 TR 8:30 am - 9:45 am Manuel A. Morales

LAB Section: 02 T 1:00 pm - 3:50 pm Manuel A. Morales

ENVI 208 (S) Saharan Imaginations (DPE) (WS)

Cross-listings: ARAB 209 / COMP 234

Secondary Cross-listing

Deconstructing reductive Saharanism, which the course conceptualizes as a universalizing discourse about deserts, this course seeks to critically examine the myriad assumptions that are projected upon deserts across times and cultures. In addition to their depiction as dead and empty, deserts have become a canvas for the demonstration of religiosity, resilience, heroism and athleticism. Cultural production, particularly literature and film, do, however, furnish a critical space in which important questions can be raised about deserts' fundamental importance to different cultures and societies. Drawing on novels, films, and secondary scholarship, the course will help students understand how myth, memory, history, coloniality/postcoloniality, and a strong sense of ethics are deeply intertwined in the desert sub-genre of African, Euro-American, and Middle Eastern literatures. Whether grappling with transcontinental issues of climate change, cannibalization of biodiversity or overexploitation of natural resources, desert-focused cultural production invites us to interrogate the politics of space and place as well as mobility and spatial control as they relate to this supposedly dead nature.

Requirements/Evaluation: active participation, short presentation, short weekly responses on GLOW, midterm exam, and final paper

Prerequisites: none

Enrollment Limit: 14

Enrollment Preferences: If the course is over-enrolled, students will be required to provide a 200-word paragraph in which they explain how the course fits within their plan of study at Williams.

Expected Class Size: 14

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ARAB 209(D1) COMP 234(D1) ENVI 208(D1)

Writing Skills Notes: Students will receive constant and extensive feedback on their written work. Students will write regular weekly responses on Glow, a reflection statement, two 5pp. papers for midterms, and one 10pp. final paper.

Difference, Power, and Equity Notes: Students will gain critical awareness of the imbrication of power, hegemony, economic injustice, and colonial policies in the disruption of indigenous conceptions of the Saharan space. Students will also be able to question representations of the Sahara as a dead or empty space by engaging with locally produced alternative conceptualizations of place. Finally, students will produce written assignments that address issues of power and environmental discrimination.

Attributes: ENVI Humanities, Arts + Social Science Electives

Spring 2025

SEM Section: 01 MR 2:35 pm - 3:50 pm Brahim El Guabli

ENVI 209 Modern Climate (QFR)

What will happen to the Earth's climate in the next century? What is contributing to sea level rise? Is Arctic sea ice doomed? In this course we will study the components of the climate system (atmosphere, ocean, cryosphere, biosphere and land surface) and the processes through which they interact. Greenhouse gas emission scenarios will form the basis for investigating how these systems might respond to human activity. This course will explore how heat and mass are moved around the atmosphere and ocean to demonstrate how the geographic patterns of climate change arise. We will also focus on climate feedback effects--like the albedo feedback associated with sea ice and glacier loss--and how these processes can accelerate climate change. In labs we will learn MATLAB to use process and full-scale climate models to investigate the behavior of these systems in response to increasing greenhouse gasses in the atmosphere. This course is in the Oceans and Climate group for the Geosciences major.

Requirements/Evaluation: 4 multi-week lab projects and several short quizzes

Prerequisites: Any of GEOS 100, GEOS 103, ENVI 102, GEOS 215, or permission of instructor

Enrollment Limit: 20

Enrollment Preferences: GEOS and ENVI majors

Expected Class Size: 20

Grading:

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: Lab projects consist of a series of numerical climate modeling projects, which require significant quantitative and logical reasoning.

Attributes: ENVI Natural World Electives EVST Environmental Science GEOS Group A Electives - Climate + Oceans

Not offered current academic year

ENVI 211 (S) Race, Environment, and the Body

Cross-listings: SOC 211 / AMST 211 / AFR 211

Secondary Cross-listing

This course is organized around three distinct, but overlapping, concerns. The first concern is how polluting facilities like landfills, industrial sites, and sewage treatment plants are disproportionately located in communities of color. The second concern is the underlying, racist rationales for how corporations, in collaboration with state agencies, plot manufacturers of pollution. The final concern is how the environmental crises outlined in the first two sections of the course are experienced in the body. In reviewing a range of Black cultural productions--like literature, scholarship, music, and film--we will not only consider how environmental disparities physically affect human bodies, but also how embodiments of eco-crises lend to imaginaries of the relationship between the self and the natural world.

Class Format: discussion

Requirements/Evaluation: class participation, 2-3 short papers (5-7 pages), and a self-scheduled final

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: preference given to AFR concentrators, ENVI concentrators and majors, and ANSO majors.

Expected Class Size: 20

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 211(D2) SOC 211(D2) AMST 211(D2) AFR 211(D2)

Attributes: AFR Core Electives AMST Comp Studies in Race, Ethnicity, Diaspora AMST Space and Place Electives ENVI Humanities, Arts + Social Science Electives PHLH Nutrition, Food Security+Environmental Health PHLH Social Determinants of Health

Not offered current academic year

ENVI 212 (F) The Economics and Ethics of CO2 Offsets (WS)

Cross-listings: ECON 214

Secondary Cross-listing

Some electric utilities and other CO2 emission polluters are allowed to purchase carbon offsets to achieve a portion of their mandated emissions cuts, in effect, to pay others to reduce carbon emissions in their stead. Some individuals, college and universities, and for-profit and non-profit institutions have chosen voluntarily to purchase carbon offsets as a way of reducing their carbon footprint. But do offsets actually succeed in reducing carbon emissions? What separates a legitimate offset from one that is not? How should we measure the true impact of an offset? How do carbon offsets compare to other policies for reducing carbon emissions in terms of efficiency, equity, and justice? Is there something inherently wrong about "commodifying" the atmosphere? Is there something inherently wrong about selling or buying the right to pollute? Should colleges and universities be using the purchase of offsets to achieve "carbon neutrality?"

Class Format: Each student will be the tutorial partner of one other student, and each pair of tutorial partners will meet with the instructor for 75 minutes each week.

Requirements/Evaluation: a 5- to 7-page paper every other week; a 3-page written critique every other week; one re-write paper

Prerequisites: ECON 110 or the equivalent, permission of instructor

Enrollment Limit: 10

Enrollment Preferences: first-year students and sophomores intending to major in Economics and/or to major or concentrate in Environmental Studies

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ECON 214(D2) ENVI 212(D2)

Writing Skills Notes: Each student will write five 5-7 page papers on which I will provide written feedback regarding grammar, style, and argument. Each student will write five 3-page critiques of their partner's papers. As the final assignment, each student will revise one of their five papers.

Attributes: ENVI Environmental Policy POEC Comparative POEC/Public Policy Courses

Not offered current academic year

ENVI 213 (S) Introduction to Environmental and Natural Resource Economics (QFR)

Cross-listings: ECON 213 / CAOS 213

Secondary Cross-listing

We'll use economics to provide one perspective on reasons humans harm the environment and overuse natural resources, and what we can do about it. We'll study climate change, pollution in general, cost benefit analysis, environmental justice, natural resources (like fisheries, forests, and fossil fuels), and energy. We'll talk about how economists put a dollar value on nature and ecosystem services (as well as human health and life!), and the concerns people may have about doing so. We will take an economic approach to global sustainability, and study the relationship between the environment and economic growth. Consideration of justice and equity will be woven throughout the whole semester.

Requirements/Evaluation: problem sets, short essays, final paper; intermediate assignments may include a poster, one or more short presentation(s), other brief writing assignment(s)

Prerequisites: ECON 110 or equivalent

Enrollment Limit: 30

Enrollment Preferences: first-year and sophomore students

Expected Class Size: 30

Grading: yes pass/fail option, yes fifth course option

Unit Notes: this course will count toward both the Environmental Studies major and concentration

Distributions: (D2) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

ECON 213(D2) ENVI 213(D2) CAOS 213(D2)

Quantitative/Formal Reasoning Notes: We will use formal theory expressed in math and graphs, perform calculations, and consume statistical data.

Attributes: ENVI Environmental Policy EVST Social Science/Policy POEC Depth

Spring 2025

LEC Section: 01 MWF 8:30 am - 9:45 am Sarah A. Jacobson

ENVI 214 (S) Mastering GIS

Cross-listings: GEOS 214

Secondary Cross-listing

The development of Geographic Information Systems (GIS) has allowed us to investigate incredibly large and spatially complex data sets like never before. From assessing the effects of climate change on alpine glaciers, to identifying ideal habitat ranges for critically endangered species, to determining the vulnerability of coastal communities to storms, GIS has opened the door for important, large-scale environmental analyses. And as these technologies improve, our ability to understand the world grows ever greater. This course will teach you how to use GIS to investigate environmental problems. We will review fundamental principles in geography, the construction and visualization of geospatial datasets, and tools for analyzing geospatial data. Special attention will also be given to analysis of remotely sensed (satellite) imagery and to collection of field data. By the

end of the course, you will be able to conduct independent GIS-based research and produce maps and other geospatial imagery of professional quality.

Class Format: lecture, three hours per week and laboratory, three hours per week

Requirements/Evaluation: weekly lab exercises, weekly quizzes, and a research project

Prerequisites: at least one course in Geosciences or Environmental Studies

Enrollment Limit: 18

Enrollment Preferences: Geosciences majors and Environmental Studies majors and concentrators.

Expected Class Size: 18

Grading: yes pass/fail option, no fifth course option

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 214(D3) GEOS 214(D3)

Attributes: ENVI Natural World Electives EXPE Experiential Education Courses

Spring 2025

LEC Section: 01 TR 8:30 am - 9:45 am Alex A. Apotsos

LAB Section: 02 TR 1:00 pm - 4:00 pm Alex A. Apotsos

ENVI 215 Climate Changes (QFR)

Paleoclimatology is the reconstruction of past climate variability and the forces that drove the climate changes. The Earth's climate system is experiencing unprecedented and catastrophic change because of anthropogenic emission of greenhouse gases and land use change. Paleoclimatology allows humans to put modern climate changes into the context of the history of this planet, and shows how and why it is unprecedented and catastrophic. Each climate event we study from Earth's past teaches us lessons on why the climate system responds to anthropogenic perturbations, what climate changes we're committed to in the future, how long-lasting they will be, and what climate consequences we can avoid if we take action and reduce greenhouse gas emissions sooner. In this course, we will discuss the major mechanisms that cause natural climate variability, how climate of the past is reconstructed, and how climate models are used to test mechanisms that drive climate variation. With these tools, you will analyze and interpret data and model simulations from climate events from Earth's history, and apply these findings to anthropogenic climate changes happening now and that are projected to happen in the future. Laboratories and homework will emphasize developing problem solving skills as well as sampling and interpreting geological archives of climate change. This course is in the Oceans and Climate group for the Geosciences major.

Class Format: This class has three scheduled lectures per week, and one lab meeting per week which will consist of field excursions, lab exercises, problem solving and discussion

Requirements/Evaluation: lab exercises and homework (25%), three quizzes (50%), and a final project (25%)

Prerequisites: 100-level course in GEOS, CHEM, or PHYS or ENVI 102 or permission of instructor

Enrollment Limit: 24

Enrollment Preferences: Geosciences majors and Environmental Studies majors and concentrators and Maritime Studies concentrators

Expected Class Size: 16

Grading:

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: Labs and homework include quantitative problem solving, visualization and analysis of quantitative data, and scientific computing with Matlab. No previous programming experience is assumed.

Attributes: ENVI Natural World Electives EVST Environmental Science EXPE Experiential Education Courses GEOS Group A Electives - Climate + Oceans

Not offered current academic year

ENVI 220 (S) Field Botany and Plant Natural History

Cross-listings: BIOL 220

Secondary Cross-listing

This field-lecture course covers the evolutionary and ecological relationships among plant groups represented in our local and regional flora. Lectures focus on the evolution of the land plants, the most recent and revolutionary developments in plant systematics and phylogeny, the cultural and economic uses of plants and how plants shape our world. The course covers the role of plants in ameliorating global climate change, their importance in contributing to sustainable food production and providing solutions to pressing environmental problems. Throughout we emphasize the critical role of biodiversity and its conservation. The labs cover field identification, natural history and the ecology of local species.

Class Format: both field and indoor laboratories

Requirements/Evaluation: Based on two hour exams, field quizzes, a final project, and a final exam

Prerequisites: none

Enrollment Limit: 30

Enrollment Preferences: Biology majors, and Environmental Studies majors & concentrators

Expected Class Size: 24

Grading: no pass/fail option, yes fifth course option

Unit Notes: satisfies the distribution requirement for the Biology major

Materials/Lab Fee: There is a charge for the lab manual (\$25); the sketchbook (\$7) and hand lens (\$23) can be self-provided or purchased from the department.

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 220(D3) BIOL 220(D3)

Attributes: ENVI Natural World Electives EXPE Experiential Education Courses PHLH Nutrition,Food Security+Environmental Health

Spring 2025

LEC Section: 01 MWF 10:00 am - 10:50 am Joan Edwards

LAB Section: 02 T 1:00 pm - 3:50 pm Joan Edwards

LAB Section: 03 W 1:00 pm - 3:50 pm Joan Edwards

ENVI 224 (F) The Rise and Fall of Civilizations

Cross-listings: ANTH 214

Secondary Cross-listing

Over the centuries, philosophers and historians have asked how societies evolved from simple hunter-gatherer bands to complex urban civilizations. Human prehistory and history have shown the repeated cycles of the rise, expansion and collapse of early civilizations in both the Old and New World. What do the similarities and differences in the development of these first civilizations tell us about the nature of societal change, civilization and the state, and human society itself? The course will examine these issues through an introductory survey of the earliest civilizations in Mesopotamia, Egypt, India, Mesoamerica and South America. Classical and modern theories on the nature, origin, and development of the state will be reviewed in light of the archaeological evidence.

Class Format: Class discussion and debates will complement lectures based on powerpoint presentation.

Requirements/Evaluation: midterm, final exam, 15pp analytical paper, two quizzes

Prerequisites: none

Enrollment Limit: 30

Enrollment Preferences: First and second years.

Expected Class Size: 19

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 224(D2) ANTH 214(D2)

Attributes: ENVI Humanities, Arts + Social Science Electives

Not offered current academic year

ENVI 229 (F) Environmental History

Cross-listings: HIST 264

Primary Cross-listing

This course is an introduction to Environmental History: the study of how people have shaped environments, how environments have shaped human histories, and how cultural change and material change are intertwined. As such, it challenges traditional divides between the humanities and the sciences. Taking U.S. environmental history as our focus, we will strive to understand the historical roots of contemporary environmental problems, such as species extinction, pollution, and climate change. We will take field trips to learn to read landscapes for their histories and to examine how past environments are represented in museum exhibits, digital projects, and physical landscapes. And we will develop original arguments and essays based on archival research. It is imperative that we understand this history if we are to make informed and ethical environmental decisions at the local, national, and global scale.

Class Format: with field trips

Requirements/Evaluation: several short essays; final research project

Prerequisites: none

Enrollment Limit: 18

Enrollment Preferences: juniors, seniors

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 229(D2) HIST 264(D2)

Attributes: ENVI Humanities, Arts + Social Science Electives EVST Culture/Humanities EXPE Experiential Education Courses HIST Group F Electives - U.S. + Canada

Not offered current academic year

ENVI 231 (S) Africa and the Anthropocene (DPE)

Cross-listings: STS 231 / AFR 231

Primary Cross-listing

Despite its low contributions to global carbon emissions, the continent of Africa is predicted to experience some of the worst effects of climate change. This interdisciplinary course investigates the causes and consequences of this troubling contradiction. It positions the African continent as an important site for understanding how legacies of empire, racial and gendered inequality, resource extraction, and capital accumulation impact contemporary global environmental politics. Students will engage theoretical texts, reports from international organizations, films, novels, and web-based content. Topics include: humanism/post-humanism; migration and displacement; representations of conflict; and sustainable development.

Requirements/Evaluation: Assignments include: 2 short written commentaries (2-3 pages each), mid-term current event analysis (5-7 pages), final analytical essay (10-12 pages) and class presentation

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Environmental Studies majors and concentrators

Expected Class Size: 19

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

STS 231(D2) ENVI 231(D2) AFR 231(D2)

Difference, Power, and Equity Notes: Africa and the Anthropocene considers inequity in environmental politics from the vantage of the African continent. Through selected readings and classroom discussions students will tackle questions of power, racial and gendered difference, empire, and economic stratification. The course contributes to the DPE requirement by helping students to develop skills to better analyze abiding challenges in global society.

Attributes: AFR Black Landscapes ENVI Humanities, Arts + Social Science Electives GBST African Studies GBST Economic Development Studies

Not offered current academic year

ENVI 234 (S) Global Poverty and Economic Development (DPE)

Cross-listings: ECON 204 / ECON 507

Secondary Cross-listing

Why are some nations rich while other nations are poor, and what can be done to end global poverty and promote shared prosperity? This course explores the historical determinants of global poverty and inequality, and analyzes the range of policy options available to promote economic development and equalize opportunities. Drawing on research in development economics, development studies, political science, and anthropology, we seek to understand the factors that shaped the global economy and contributed to the cross-country income disparities observed today. In addition, we'll use the tools of modern empirical microeconomics to assess the possibilities for eliminating global poverty and underdevelopment in the future. Undergraduate students will receive 200-level credit and should not register at the 500-level.

Class Format: discussion

Requirements/Evaluation: class discussion, short written assignments and/or empirical exercises, in-class quizzes and exams

Prerequisites: one economics course or permission of instructor

Enrollment Limit: 25

Enrollment Preferences: first-year and sophomore students

Expected Class Size: 25

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ECON 204(D2) ECON 507(D2) ENVI 234(D2)

Difference, Power, and Equity Notes: This course provides a setting for students to learn about the causes and consequences of poverty in developing countries. It requires students to engage with questions of political and economic power, stressing attentiveness to how market relationships may not generate welfare-maximizing opportunities for poor and marginalized populations. The course builds analytical and empirical skills for diagnosing and addressing constraints on economic development.

Attributes: ENVI Environmental Policy GBST African Studies GBST Economic Development Studies POEC Comparative POEC/Public Policy Courses

Not offered current academic year

ENVI 243 (S) Reimagining Rivers (DPE) (WS)

Cross-listings: ANTH 243

Primary Cross-listing

In the era of climate change and widening inequality, how we live with rivers will help define who we are. Rivers are the circulatory systems of civilization, yet for much of modern history they have been treated as little more than sewers, roads, and sources of power. Today they are in crisis. Rivers and the people who rely on them face a multitude of problems, including increased flooding, drought, pollution, and ill-conceived dams. These problems will threaten human rights, public health, political stability, and ecological resilience far into the future unless we learn to manage rivers more justly and sustainably. Can we reimagine rivers before it is too late? This course will pursue this question by examining the social, cultural, and political dimensions of conflict over rivers in the twentieth and twenty-first centuries. Drawing on scholarship from a wide range of social science and humanities disciplines and focusing on case studies in Asia, Africa, Europe, and the Americas, it will explore a diverse array of sources: film, fiction, ethnography, history, journalism, and more.

Requirements/Evaluation: Each week, each student will either write a 5-page essay on assigned readings or write a 2-page critique of a partner's paper.

Prerequisites: None

Enrollment Limit: 10

Enrollment Preferences: Environmental Studies majors and concentrators

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 243(D2) ANTH 243(D2)

Writing Skills Notes: Students take turns writing 5-page essays and 2-page responses to those essays, with each writing 6 in total. For each five-page paper, I meet with the student to discuss technical aspects of the paper and specific ways in which it could be improved. At the end of the semester, students have the option of handing in one revised paper as part of a portfolio of papers from throughout the semester. This enables me to have an ongoing, in-depth discussion with each student about their writing skills.

Difference, Power, and Equity Notes: This course focuses on the role of rivers in struggles over cultural difference, social power, and environmental equity. Throughout the course, students read and write extensively about environmental justice, and they engage with diverse theoretical approaches to studying the intersection of water, power, and social identity. Our focus from beginning to end is on the profound impact of river management on the lives of marginalized indigenous, agrarian, and urban communities.

Attributes: ENVI Humanities, Arts + Social Science Electives

Spring 2025

TUT Section: T1 TBA Nicolas C. Howe

ENVI 244 (S) Environmental Ethics (WS)

Cross-listings: PHIL 244

Primary Cross-listing

What ethical standards should guide our individual and societal choices when those choices affect current and future environmental conditions? This course will introduce students to fundamental concepts, methods, and issues in environmental ethics. Initial tutorial meetings will focus on theoretical materials that will background later discussions and will include classic readings from the environmental ethics literature, among others. Most sessions will pair readings about key concepts with specific cases that raise complex ethical issues, including the concept of moral standing and, e.g., people who do not yet exist, non-human individuals, species, and complex living systems; the concept of moral responsibility and complicity in environmentally damaging practices; the legitimacy of cost-benefit analysis as an environmental policy tool; and the valuation of human lives.

Requirements/Evaluation: five essays (5-7 pages each) and five prepared oral responses to partners' essays; evaluation will be based on essays, oral responses, and quality of discussion

Prerequisites: ENVI 101 or one course in PHIL

Enrollment Limit: 10

Enrollment Preferences: declared and prospective Environmental Studies majors and concentrators

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Unit Notes: meets Value Theory requirement only if registration is under PHIL

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 244(D2) PHIL 244(D2)

Writing Skills Notes: Students will write five tutorial papers of 5-7 pages in length, one of which they will revise and submit at the end of the term. In each of the tutorial papers students will describe and evaluate arguments that appear in the assigned readings, and will develop arguments in support of their own ethical positions. Students will receive written and oral feedback, concentrated particularly in the first half of the semester, to improve their ability to present clear and effective written arguments.

Attributes: ENVI Humanities, Arts + Social Science Electives EVST Culture/Humanities PHIL Contemporary Value Theory Courses

Spring 2025

TUT Section: T1 TBA Julie A. Pedroni

ENVI 254 (S) Food, Forests, & Fungi: Environmental Health in the Anthropocene (DPE) (WS)

Cross-listings: STS 254 / ANTH 254

Secondary Cross-listing

This tutorial will examine the impacts of the climate crisis on human, environmental, and planetary health via the lens of food systems & plant medicines in the Anthropocene. We use anthropological, environmental, evolutionary, & ecological approaches to explore the ecosystems connecting humans, plants, animals, and fungi that have been massively disrupted by systems of industrial agriculture, industrial forestry, corporate food systems, and corporate biomedicine. We will dwell on the growing signs of our climate catastrophe including the sharp rise of global temperatures, floods, hurricanes, alongside declining freshwater reserves, melting cryosphere, and falling crop yields, that are helping produce a growing wave of hunger and climate refugees in every world region. Along the way, we will hear from and read about youthful climate activists from Extinction Rebellion, Ende Gelände, Fridays for the Future, 350.org, and the Sunrise Movement who are designing and implementing innovative, local, and sustainable solutions to inaction, apathy, and inertia even as situations of internal migration or displacement, food scarcity, food sovereignty, water shortages, and other climate-related disruptions are increasing in both developing and developed parts of our globe. We learn how activist narratives intersect with wider movements to promote more local and circular economies of regenerative agriculture and forestry, ethically produced and sourced organic food, wild & cultivated botanicals, and complementary medicines that are healing both humans and the planet.

Requirements/Evaluation: Weekly attendance, reading 200-300 pages/week, weekly lead essays or oral responses to texts, showing up in mind & body each week.

Prerequisites: none, but a class in ENVI or ANTH preferred

Enrollment Limit: 10

Enrollment Preferences: ANTH, ENVI, STS majors and concentrators

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

STS 254(D2) ANTH 254(D2) ENVI 254(D2)

Writing Skills Notes: Students will write essays: either a lead essay of 1400 words, or written & oral feedback on the lead essay plus an oral response to text. Students receive intensive weekly feedback on their essays and a mid semester writing chat with instructor to negotiate and understand strengths and weaknesses of their writing.

Difference, Power, and Equity Notes: We will examine the ways that food systems reproduce social and structural inequalities within public health, environmental health, climate health. We also examined the interconnected nature of the health of our planet, food systems, forests, and fungal networks and how climate activism and action can fight unequal access to food, forests, nature, and health.

Attributes: ENVI Humanities, Arts + Social Science Electives PHLH Nutrition, Food Security+Environmental Health

Not offered current academic year

ENVI 255 (F) Environmental Observation

Cross-listings: GEOS 255

Secondary Cross-listing

To study the environment, we need to observe and measure it. We collect data--numbers that represent system states--and analyze them to create understanding of the world we live in. Advances in technology create more opportunities to discover how the planet works. Through a survey of observational approaches (including weather stations, direct sampling, remote sensing, community-based monitoring, and other techniques), this course will investigate the process of turning a physical property in the environment into a number on a computer and then into meaningful information. We will explore both direct field measurements and remote sensing techniques, diving into how to choose the appropriate sensor for a scientific question, how sensors work, analysis approaches and statistical methods, and how to interpret the resulting data. We will also learn how to mitigate measurement bias through a combination of lab experiments and field work and how to make interpretations of measurements that accurately reflect what is being measured. The course will focus on the near-surface environment, including the atmosphere, water, and biosphere. Students will carry out a research project using observation techniques covered in class to explore a scientific question of interest. This course is in the Oceans and

Climate group for the Geosciences major.

Requirements/Evaluation: Weekly labs, four quizzes, and a final project

Prerequisites: at least one prior course in GEOS or ENVI

Enrollment Limit: 20

Enrollment Preferences: sophomores, then GEOS majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

GEOS 255(D3) ENVI 255(D3)

Attributes: ENVI Natural World Electives EXPE Experiential Education Courses GEOS Group A Electives - Climate + Oceans

Fall 2024

LEC Section: 01 MWF 10:00 am - 10:50 am Alice C. Bradley

LAB Section: 02 W 1:00 pm - 4:00 pm Alice C. Bradley

LAB Section: 03 R 1:00 pm - 4:00 pm Alice C. Bradley

ENVI 256 (F) Race, Environment, and the Body

Cross-listings: SOC 255 / AFR 255 / AMST 257

Secondary Cross-listing

This course examines the relationship between structural racism and racial/ethnic health disparities. Through class discussions of readings and media images, we will explore three topics: 1) how racism intersects with classism, sexism, and xenophobia to govern the implementation of local, state and federal health care policies; 2) how the uneven enforcement of health care policies ultimately produces differences in mortality, morbidity, and quality of life among various populations; and 3) anti-racist public health scholarship that offers strategies for creating racial health equity.

Class Format: Discussion

Requirements/Evaluation: Class participation, 2-3 short papers (5-7 pages), and a final presentation

Prerequisites: None

Enrollment Limit: 20

Enrollment Preferences: Preference given to AFR majors, ENVI concentrators and majors, and ANSO majors.

Expected Class Size: 20

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

SOC 255(D2) AFR 255(D2) AMST 257(D2) ENVI 256(D2)

Attributes: AFR Core Electives AMST Comp Studies in Race, Ethnicity, Diaspora AMST Space and Place Electives ENVI Humanities, Arts + Social Science Electives PHLH Nutrition, Food Security+Environmental Health PHLH Social Determinants of Health

Fall 2024

LEC Section: 01 TF 1:10 pm - 2:25 pm Christopher O. Ndubuizu

ENVI 257 (S) Cities, Suburbs, and Rural Places (DPE)

Cross-listings: AMST 247 / LATS 230

Secondary Cross-listing

Long associated with cities in the scholarly and popular imagination, transnational migrants have increasingly settled in U.S. suburbs and rural localities and have made these places home. Through the lens of new destinations for im/migrants, this course introduces spatial methods,

perspectives, and concepts to understand cities, suburbs, and rural places. We ask how geographically specific forces and actors shape migrants' living conditions, as well as consider the spatially uneven outcomes of complex processes like globalization. We analyze how different actors discursively and materially demarcate who belongs and who does not, and how these boundaries shape migrants' everyday practices. This interdisciplinary course highlights the legal, economic, political, environmental, social, and cultural dimensions of how transnational migrants become part of and create homes in new destinations. Through a range of textual materials (academic, literary, popular, visual), we explore the construction of landscapes, how people shape space at local and regional scales, and where people do life's work and come together to build cultural space. Rooted in critical race geographies, case studies are comparative across different racial and ethnic groups in the U.S. West, South, Midwest, and Northeast. This course will be mostly discussion-based, grading based on participation, short writing exercises, four assignments, and a final project.

Class Format: This is also a discussion course. While I will spend some time at the beginning of the class lecturing, most of the time will be spent in class discussions.

Requirements/Evaluation: Grading based on participation, short writing exercises, four assignments, and a final project. All writing materials and exams are based on coursework.

Prerequisites: None

Enrollment Limit: 25

Enrollment Preferences: LATS concentrators or those intending to become LATS concentrators

Expected Class Size: 25

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 257(D2) AMST 247(D2) LATS 230(D2)

Difference, Power, and Equity Notes: Students examine how race, gender, sexuality, class, and documentation status also impact how immigrants 'transition' to new migration destinations. We consider how the exercise of unequal power affects migration, settlement, and place-making. Students analyze representations and demographic data to determine how people are portrayed and what their material conditions are.

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora AMST Space and Place Electives ENVI Humanities, Arts + Social Science Electives LATS Core Electives

Spring 2025

LEC Section: 01 TR 9:55 am - 11:10 am Edgar Sandoval

ENVI 260 (S) Design and Environmental Justice (DPE)

Cross-listings: ARTS 261

Primary Cross-listing

This seminar/digital art studio offers key literature to examine the relationship between design and environmental justice. It will help build a vocabulary to study the environment as disputed terrain between technological fixes and issues of race, ethnicity, gender, sexuality, class, and colonial status. Students will develop textual/graphic projects about a chosen case study aiming to reorient public perception and imagination around environmental justice. Case studies include contemporary issues like "natural" disasters, eco-cities, and urbanization in the Global South and North. Skills taught include design-thinking and collaborative design, digital art (Photoshop), and participation in collective reviews and public presentations. The class culminates in a presentation to external reviewers and a final exhibition.

Class Format: Because this seminar is cross-listed with ARTS, there is a studio component (short assignments and final project).

Requirements/Evaluation: Active presence in class discussions and presentations, quality of work, depth and quality of the investigative process, willingness to experiment, and contributions to a collaborative learning environment. This intensive seminar/digital art studio requires working in the architecture studio and/or PC lab outside of scheduled class hours.

Prerequisites: Drawing I, ENVI 101, or permission from the instructor.

Enrollment Limit: 15

Enrollment Preferences: Envi majors and concentrators, Studio Art majors, Art History and Studio Art majors

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Materials/Lab Fee: \$300-\$450 lab fee charged to term bill. Lab and materials fees for all studio art classes are covered by the Book Grant for all Williams financial aid recipients.

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTS 261(D1) ENVI 260(D2)

Difference, Power, and Equity Notes: This seminar/digital art studio examines the interrelationship between design and environmental justice from an intersectional perspective. It encourages students to develop a critical understanding of the role that technical rationality, devoid of ethics and respect for difference, plays in producing racist, heteropatriarchal, and ecocidal forms of oppression. In parallel, we will explore place-based practices that counter neoliberal and extractivist approaches to the (built) environment.

Attributes: ENVI Humanities, Arts + Social Science Electives EVST Culture/Humanities

Not offered current academic year

ENVI 261 (S) Science and Militarism in the Modern World (WS)

Cross-listings: STS 261

Primary Cross-listing

In 1961, United States President Dwight D. Eisenhower warned about the global dangers of what he called the "military-industrial complex." In this course, we will interrogate the military-scientific complex, or the imbrication of militarism and scientific knowledge. Surveying conflicts from World War II through to the present-day War on Terror, this course will consider how empire, networks of expert knowledge, resource extraction, environmental contamination, and land degradation have shaped the modern world. Students will engage a range of textual materials including books, films, photographs, and news reports. Course requirements include weekly writing assignments and participation in small group discussions.

Class Format: This course adopts a tutorial model. Students will be divided into 5 groups of 2. Each week the groups will meet with me. Each pair will include one "presenter," who shares a 5-7 page paper responding to the week's theme, and one "respondent," who will offer a 2-3 page response to the presenter's paper. The roles of presenter and respondent will alternate each week. Each student will produce 5 papers as "presenter" and 5 papers as "respondent."

Requirements/Evaluation: Each student will produce five (5-7 page) papers as "presenter" and five (2-3 page) papers as "respondent." Grades will be issued based on the portfolio of papers and active participation in discussions.

Prerequisites: None

Enrollment Limit: 10

Enrollment Preferences: ENVI and STS majors and concentrators

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 261(D2) STS 261(D2)

Writing Skills Notes: This is a writing intensive tutorial. Students will complete weekly written assignments and receive in-depth feedback to improve their writing. Over the course of the semester, students will write 10 papers ranging from 2-7 pages.

Attributes: ENVI Humanities, Arts + Social Science Electives

Not offered current academic year

ENVI 264 (S) Architecture as Politics: Space, Design, Technology (DPE)

Cross-listings: ARTS 254

Secondary Cross-listing

This course delves into the intersection of architecture as a form of political expression, technology, and their collective impact on societal change. Emphasizing architecture as a discipline deeply intertwined with politics and shaped by technological advancement, this course will examine how a spectrum of art tools--from traditional to digital and computational--helps shape buildings and public spaces, shifts power structures, and hinders or promotes social justice. The curriculum blends theoretical exploration with practical application. Students will engage in critical analysis, technology-driven design workshops, and peer evaluations, culminating in a final project that melds techno-political theory with cutting-edge

architectural practices. This course is ideal for students keen on leveraging technological architectural techniques to craft spaces with profound political and social impact.

Requirements/Evaluation: This is an intensive studio tutorial requiring working outside of scheduled class hours. In this course, students can work with the following media assuming that they can master them for a 200-level course: architecture models (physical and digital), photo reportages, 2D collages (e.g., Photoshop), digital humanities (cartographies, counter mapping, oral histories, digital archives), and curatorial platforms. Students will participate in tutorials plus a final project of significant scope. Evaluation will be based primarily on the quality of the final project but also on participation.

Prerequisites: Drawing I or permission of instructor.

Enrollment Limit: 10

Enrollment Preferences: Studio Art majors, Art History and Studio Art majors, ENVI majors and concentrators.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Materials/Lab Fee: \$350-\$450 lab fee charged to term bill. Lab and materials fees for all studio art classes are covered by the Book Grant for all Williams financial aid recipients.

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTS 254(D1) ENVI 264(D1)

Difference, Power, and Equity Notes: This tutorial will employ theories and approaches from design activism and critical environmental studies to analyze the relationship between space and difference, including, but not limited to, race, class, ethnicity, gender, sexuality, religion, and species. Students will apply these theories and approaches to creating place-based projects.

Spring 2025

TUT Section: T1 TR 11:20 am - 12:35 pm Giuseppina Forte

ENVI 269 (F) Environmental Law and Policy

Cross-listings: CAOS 269

Primary Cross-listing

America's environmental statutes, regulations, legal precedents, and policies have grown in complexity over the last 75 years. These bi-partisan, broadly supported laws also shaped environmental laws and policies in the European Union, China, the Middle East, and countries in the Global South. Yet in 2024, America is no longer a global leader in climate mitigation or environmental protection. As legal and policy solutions to environmental problems continue to evolve based on values, science, market dynamics, and increasing climate change impacts, it is important to study this complex legal landscape to understand where opportunities lie for more ambitious and just solutions to complex environmental problems. This class surveys major environmental laws and policies by looking at cases of current, complex environmental problems. This course will focus not only on the hallmark American environmental laws, regulations, and policies but also on the interplay of state and tribal law, food, water, mineral, energy, tax, and animal rights law issues, and international treaties and climate agreements. By the completion of the semester, students will understand both the successes and failures of modern environmental law. In addition to learning about the substantive legal issues covered in the course, students will develop legal research skills associated with researching statutes and regulations and interpreting judicial decisions. This course will help students interested in future work in law or policy understand how to analyze cases, regulations, and policy, and see opportunities for future solutions.

Requirements/Evaluation: 1) Class Participation (leading discussion and presenting materials) 20%; 2) Weekly 300-word Case Briefs 30%; 3) Comparative Law/Policy Analysis (5-7 page research paper) 30%; 4) Final Exam 20%

Prerequisites: ENVI 101 or permission of instructor

Enrollment Limit: 25

Enrollment Preferences: Preference to Environmental Studies majors and concentrators and sophomores and above.

Expected Class Size: 25

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 269(D2) CAOS 269(D2)

Attributes: AMST Space and Place Electives ENVI Environmental Policy EVST Social Science/Policy JLST Interdepartmental Electives POEC Depth

Fall 2024

LEC Section: 01 TF 2:35 pm - 3:50 pm Lindi von Mutius

ENVI 275 (S) Environmental Science, Policy, and Justice (DPE)

Cross-listings: STS 275

Primary Cross-listing

Environmental science is much more than collecting data. Scientific experts are often called upon--and often position themselves--to guide environmental governance, which means that science has (some) power over public life. What is, and what should be, the relationship between science, on the one hand, and the creation and implementation of environmental policy, on the other? In this seminar we will study how science shapes governance and how science itself is governed. We will explore how legislatures, agencies, and courts respond to scientific information and uncertainty. And we will learn about how communities facing environmental racism and injustice collect data and use it in their advocacy. Along the way, we will challenge the idea of a unified "scientific method," and we will think about how Western scientific knowledge relates to other ways of knowing, including non-Western sciences, embodied knowledge, and traditional knowledge. Topics include: international climate negotiation, chemical exposure, the regulation of biotechnology, agricultural policy, pandemic responses, and plastics and electronics waste.

Requirements/Evaluation: several short essays, final essay

Prerequisites: none

Enrollment Limit: 18

Enrollment Preferences: juniors, seniors

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

STS 275(D2) ENVI 275(D2)

Difference, Power, and Equity Notes: This course will explore how unequal power leads to environmental injustice. Specifically, we will analyze how local and global environmental problems are distributed unevenly according to race, gender, and class. Using case studies we will analyze how communities facing environmental racism interact with scientists and sciences.

Attributes: ENVI Environmental Policy EVST Social Science/Policy

Not offered current academic year

ENVI 288 (F) Environmental Security: Policy Dilemmas and Solutions

Cross-listings: GBST 288

Primary Cross-listing

Water wars. Climate refugees. Scarcity-induced conflict. These and other challenges shape collective discourses about the climate change present and future. This course explores the relationship between environmental and security issues. It surveys the emergence of environmental security as a field of study and a policy arena. Students will engage a range of materials, including policy documents from the United Nations, international non-governmental organizations, global think tanks, the United States Department of Defense, and other security agencies. Students will also explore critical scholarship on the possibilities and limitations of environmental security as a leading policy paradigm.

Requirements/Evaluation: Class discussions; Two short response papers (2-5 pages each); Semester-long group policy project, including a mid-term policy report (4-6 pages) and a final group presentation as part of a mini conference put on by the class.

Prerequisites: None

Enrollment Limit: 19

Enrollment Preferences: environmental studies majors and concentrators; global studies concentrators

Expected Class Size: 19

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 288(D2) GBST 288(D2)

Attributes: ENVI Humanities, Arts + Social Science Electives ENVI Environmental Policy EVST Social Science/Policy

Fall 2024

SEM Section: 01 MW 7:00 pm - 8:15 pm Brittany Meché

ENVI 291 (F) Religion and Ecology in America (WS)

Cross-listings: REL 291 / SOC 291

Primary Cross-listing

This course examines the relationship between religious and environmental thought in American cultural history. Exploring a broad range of practices, stories, and beliefs, we will examine the spiritual roots and branches of modern environmentalism. Rather than survey the formal teachings of organized religious groups, we will explore the creation and contestation of environmental meaning in the public sphere through literature, art, philosophy, and popular culture. How have religious writers, thinkers, and artists shaped the way we think about nature? How have they shaped the way we think about politics, science, and social justice? In pursuit of these questions, we will consider a diverse array of topics and cases, including struggles to protect Native American sacred places, the role of Black churches in fighting environmental racism, Protestant outdoorsmanship, Catholic climate activism, Jewish eco-mysticism, atheist biological theory, Buddhist eco-spirituality, and more.

Requirements/Evaluation: Each week each student will either write a 5- to 7-page essay on assigned readings or offer a 2-page critique of their partner's paper.

Prerequisites: None

Enrollment Limit: 10

Enrollment Preferences: Environmental Studies majors and concentrators

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 291(D2) REL 291(D2) SOC 291(D2)

Writing Skills Notes: Each student will write five five-page papers and five two-page papers in this class. They will be given extensive weekly feedback on their writing in the form of one-on-one meetings and written comments, and they will be given multiple opportunities for revision. Emphasis will be placed on the mechanics of argumentation, logic and rhetoric, and the development of a distinctive voice.

Attributes: ENVI Humanities, Arts + Social Science Electives

Fall 2024

TUT Section: T1 TBA Nicolas C. Howe

ENVI 297 (F) Global Sustainable Development (DPE)

Cross-listings: GBST 287

Primary Cross-listing

In 2015, the United Nations launched the Sustainable Development Goals, an ambitious multi-pronged effort to eliminate poverty, improve health outcomes, advance clean energy, address the effects of climate change, and support more equitable forms of life on earth. This course explores the historical antecedents and contemporary manifestations of global sustainable development, a constellation of ideas and a set of policy imperatives. This course will ask: what is sustainability and how did it emerge as a key paradigm in the present? Relatedly, how have different organizations and actors worked to address entrenched global challenges? Students will engage a range of materials, including policy documents from the United

Nations, World Bank, and international non-governmental organizations. Students will also explore critical scholarship on the possibilities and limitations of global development. Together we will grapple with ways to build more sustainable futures.

Requirements/Evaluation: Class discussions; 2 Policy Analysis Papers (4-6 pages each); Class presentations; Final Take-Home exam (8-10 pages)

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Envi majors and concentrators

Expected Class Size: 19

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 297(D2) GBST 287(D2)

Difference, Power, and Equity Notes: This class considers topics of global inequality, including the impacts of colonialism, uneven development, extractive capitalism, gender-based discrimination/violence, and racial/ethnic environmental disparities. Students are invited to reconsider stereotypes about the "developing world" through a deep engagement with history and policy-making.

Attributes: ENVI Environmental Policy EVST Social Science/Policy

Not offered current academic year

ENVI 298 (F) Cultural Geography

Why do things happen where they do? What is the relationship between place and identity? How do history and politics shape the way people conceptualize space? What can landscapes tell us about the values, beliefs, and ideas of the people who inhabit them? Questions like these drive the vibrant field of cultural geography. Cultural geographers study how humans shape, experience, and imagine the material world. They explore the relationship between humans and their environment at scales ranging from the global to the local, and they ask how we may better understand ourselves and others by examining the places and landscapes we create. Drawing on case studies from around the world and exploring our local area, this class will survey the major theoretical, methodological, and empirical themes that have preoccupied modern geographers. Along the way, students will acquire some useful tools for making a world that is more beautiful, sustainable, and just.

Requirements/Evaluation: Three 5-7-pages essays and several shorter writing assignments.

Prerequisites: Environmental Studies 101

Enrollment Limit: 19

Enrollment Preferences: Environmental Studies majors and concentrators.

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

Attributes: ENVI Humanities, Arts + Social Science Electives EVST Culture/Humanities

Fall 2024

SEM Section: 01 MR 1:10 pm - 2:25 pm Nicolas C. Howe

ENVI 300 (S) "Rebel Ecologies": Black and Indigenous Struggles for Land and Life"

Cross-listings: WGSS 362 / AFR 300 / AMST 362

Secondary Cross-listing

This course will ask, what other socioecological models exist? We will weave together a study of differing, yet often converging or synergistic traditions of Black/Womanist eco-feminism that often confronts the social constructions of race, gender, class and sexuality, dominant religion as a means of social control, imperialism, capitalism, and colonialism; Ecosocialism which often frames ecology in terms of a mode of production beyond or outside of capitalism; and Indigenous perspectives on resistance to capitalist extraction, imperialism, and colonialism. Given ongoing struggles against the extraction of land and labor, the urgent calls raised in the present-day "climate strike," the COVID-19 Pandemic, Black-led pandemic rebellions, along with long(er) histories of land-based peoples around the planet opposing racial capitalism, settler colonialism, and imperialism, this class will explore not only what those in opposition to both extractivism and expropriation resist, but also what we want. We will critique binaries, settler notions of time

and explore theories of change. Additionally, this class will look to an array of literature, film, sound, and other forms of cultural production in order to not just "locate," but describe and reveal rebel ecological visions emerging "from below." Ultimately this class will consider how the above ecological praxis can work simultaneously and within a sense of plurality, examining what we can learn from the work of activists, intellectuals, and defenders on the frontline. This course is an extension of Dr. Guess' concept of a "rebel ecology."

Requirements/Evaluation: The following requirements serve as the basis for course evaluation: Attendance and Participation 30%; Serve as Discussion Leader at least twice 20%; Weekly 500-word Literature Review 20%; One Final Project, which can take any number of forms, including the conventional research paper (8-12 double-spaced pages plus bibliography). More projects might include, an annotated bibliography of 7 texts, film analysis, syllabus, book review, a written play, an op-ed, etc. We will discuss further possibilities in class.

Prerequisites: None

Enrollment Limit: 10

Enrollment Preferences: If the course is overenrolled, preference will be given to Africana studies concentrators.

Expected Class Size: 7

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 362(D2) AFR 300(D2) ENVI 300(D2) AMST 362(D2)

Not offered current academic year

ENVI 303 (S) Cultures of Climate Change

Cross-listings: SOC 303

Primary Cross-listing

This course asks why people think and talk about climate change in such very different ways. Climate change is a physical phenomenon that can be observed, quantified, and measured. But it is also an idea, and as such it is subject to the vagaries of cultural interpretation. Despite scientific agreement about its existence and its causes, many people do not see climate change as a serious problem, or as a problem at all. Many others see it as the most serious problem our species has ever faced. What are the sources of this disparity? Why can't we agree about what climate change means? How does something as complex as climate change become a "problem" in the first place? And what can its many proposed "solutions" tell us about the role of culture in environmental policy, politics, and decision-making. This course will explore a broad array of factors, from religion to race, class to colonialism. Emphasizing ethnographic and historical accounts of climate change as lived experience, it will apply a range of theories from the social sciences and humanities to case studies from around the world.

Requirements/Evaluation: a 15- to 18-page research paper and several shorter writing assignments

Prerequisites: ENVI 101 or permission of instructor

Enrollment Limit: 19

Enrollment Preferences: Environmental Studies majors and concentrators first; Anthropology and Sociology majors second

Expected Class Size: 19

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

SOC 303(D2) ENVI 303(D2)

Attributes: ENVI Humanities, Arts + Social Science Electives

Not offered current academic year

ENVI 304 (S) Sacred Custodians: Environmental Conservation in Africa (DPE)

Cross-listings: HIST 304 / GBST 304 / AFR 335

Secondary Cross-listing

In this seminar we will explore environmental conservation in Africa. In particular we will look at African ideas, ethics, and approaches to environmental conservation. Are there African ideas, ethics, and activities that are uniquely conservationist in nature? We will explore well-known African leaders to understand what spurred them to become conservationists, how they interpreted and communicated environmental crises. For example, Wangari

Maathai is a world-renowned female scientist who established the Green Belt Movement in Kenya. This movement focuses on addressing the problem of de-forestation. Ken Saro-Wiwa was an activist in Nigeria who fought for and alongside local communities against multinational oil corporations. We will examine these and other African conservation practices alongside popular images of environmental crisis that place blame for environmental degradation on Africans. Students will be invited to critically study histories of environmental management on the continent and the emergence, development, and impact of the idea of conservation. We will unpack the rich histories of conservation efforts in Africa, such as resource extraction, game parks, desertification, wildlife and hunting, traditional practices, and climate change.

Requirements/Evaluation: Requirements/Evaluation: active participation in discussion, map quiz, reading reflections, critical reflections on films, a case study (5-7 pages), and one exam.

Prerequisites: None

Enrollment Limit: 25

Enrollment Preferences: If course is over-enrolled, preference to History Majors and students with a demonstrated interest in African studies.

Expected Class Size: 15-20

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 304(D2) GBST 304(D2) ENVI 304(D2) AFR 335(D2)

Difference, Power, and Equity Notes: This course will intensively explore the question of how various global and local actors have defined environmental degradation and promoted approaches to conservation in Africa. It guides students through an examination of the different power dynamics that have shaped environmental conservation thought and practices on the continent. This course, therefore, provides a critical lens through which to examine the inequalities rooted in race, gender, and other forms of difference

Attributes: ENVI Humanities, Arts + Social Science Electives HIST Group A Electives - Africa

Spring 2025

SEM Section: 01 TF 1:10 pm - 2:25 pm Benjamin Twagira

ENVI 311 (S) Environmental Literature and Film in Latin America (DPE) (WS)

Cross-listings: RLSP 304 / COMP 311

Secondary Cross-listing

What use are aesthetics when the world is (literally) on fire? We will take up this question and others in a critical engagement with Latin American cultural production of the twentieth and twentieth centuries, especially works of literature and film that directly or indirectly engage with environmental crisis. Students can expect to explore a variety of media, forms and genres, including works that range from (more or less) mainstream to cutting edge. Our examinations of literature and film will be supported by theoretical writings produced in the Americas and other places. Writers and directors whose work may be considered include, but are not limited to: Lucrecia Martel, Ciro Guerra, Rafael Barrett, Samanta Schweblin, Ernesto Cardenal, Juan Rulfo, María Luisa Bombal, Eduardo Gudynas, Silvia Rivera Cusicanqui, Eduardo Viveiros de Castro, Isabelle Stengers.

Requirements/Evaluation: This course will be conducted seminar-style. Students will be expected to prepare thoroughly and be active, engaged participants in class discussions. In addition to day to day preparation and participation, other graded assignments will include discussion-leading, one short (5-7 page) essay and a longer (15-20 page) paper combining research and original analysis.

Prerequisites: One college literature or film course at the 200-level or above.

Enrollment Limit: 19

Enrollment Preferences: Envi majors and concentrators, Comp Lit majors, Spanish majors and those working towards the Spanish certificate.

Expected Class Size: 12

Grading: no pass/fail option, yes fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 311(D1) RLSP 304(D1) COMP 311(D1)

Writing Skills Notes: All students in the course will write (and rewrite) no less than 20 pages. Major writing assignments will be scaffolded, with explicit discussion of the writing process (pre-writing, drafting, revision) and consultation.

Difference, Power, and Equity Notes: The works of literature and film that we will be examining challenge North American conceptions of climate change (and environmental crisis more broadly) by making visible (often uncomfortably so) the colonial and neocolonial history of extractivism.

Attributes: ENVI Humanities, Arts + Social Science Electives

Not offered current academic year

ENVI 316 (F) Governing Cities by Design: the Built Environment as a Technology of Space (DPE)

Cross-listings: ARTS 316

Primary Cross-listing

Like in the classic era, cities of the 19th century were metaphors for government: good government could not exist without good governance of the city. This creative seminar charts the transformation of the built environment (architecture and urbanism) as a technology of space to govern cities and citizens from the mid-19th century until the present. Through debates and case studies across geographies and historical timeframes, we will analyze how regimes of government shape and are shaped by the built environment. The seminar has a studio component that consists of an urban project where students will apply theories and approaches to a real case study using digital art (2D and 3D modeling).

Class Format: Because this seminar is cross-listed with ARTS, there is a studio component (short assignments and final project)

Requirements/Evaluation: Active presence in class discussions and presentations, willingness to experiment, contributions to a collaborative seminar/studio environment, quality of work, depth and quality of the investigative process.

Prerequisites: ENVI 101 or instructor permission

Enrollment Limit: 15

Enrollment Preferences: ENVI majors and concentrators, Studio Art majors

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Materials/Lab Fee: \$250-\$350 lab fee charged to term bill. Lab and materials fees for all studio art classes are covered by the Book Grant for all Williams financial aid recipients.

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTS 316(D1) ENVI 316(D2)

Difference, Power, and Equity Notes: Using theoretical perspectives from urban studies, this seminar/workshop explores how the built environment, as a technology of space, contributes to the production of difference, the establishment of certain regimes of power, and the erasure of specific urban histories--mainly those of underrepresented groups. Students will engage in multimedia place-based projects to imagine and create more equitable built environments.

Attributes: ENVI Humanities, Arts + Social Science Electives

Fall 2024

SEM Section: 01 TR 8:30 am - 9:45 am Giuseppina Forte

ENVI 319 (S) The Law and Policy of Climate Change

This course explores the legal frameworks that guide climate change mitigation efforts and adaptation strategies. This course builds on knowledge gained in the fall semester Environmental Law and Policy course, but will also refresh the basic tenets of environmental law. After a brief introduction to climate change and its projected impacts, we review the legal framework of international climate change law, including the evolution of climate change-related laws in the United States and related litigation. This analysis focuses on the federal level but also considers the separate authority of states and municipalities to take action. Massachusetts and Boston are the primary case studies for the course, but other state examples will inform our classes on non-federal policy-making. In addition to learning about the substantive legal issues covered in the course, students develop or practice legal research skills associated with researching statutes and regulations and interpreting judicial decisions. Students gain experience with activities relevant to designing and implementing climate change policy by writing comments on regulations, drafting statutory or regulatory language, and writing corporate climate change statements.

Requirements/Evaluation: Class Participation (leading discussion and presenting materials) 20%; Weekly 300-500-word Responses 30%; Policy Proposal (5-7 page research paper) 25%; Final Exam 25%

Prerequisites: ENVI 269 or permission of instructor.

Enrollment Limit: 25

Enrollment Preferences: Environmental studies concentrators and majors and sophomores and above.

Expected Class Size: 25

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

Attributes: ENVI Environmental Policy EVST Social Science/Policy JLST Interdepartmental Electives

Spring 2025

LEC Section: 01 TF 2:35 pm - 3:50 pm Lindi von Mutius

ENVI 320 (S) Ecosystem ecology in the Anthropocene

Cross-listings: BIOL 320 / GEOS 320

Secondary Cross-listing

Ecosystem ecology provides a framework for understanding the multidirectional interactions between biological organisms and their physical environments, and provides critical insight into our approaches for managing resource use in an era of anthropogenic change. In this class, we will explore the biological and biogeochemical underpinnings of ecosystem carbon and nutrient cycling. Topics will include interactions between species composition and ecosystem function, nutrient use efficiency, resource transformations, ecosystem management and restoration, and feedbacks to global change. Lecture content will be supported by regular discussions of the primary literature. Labs will introduce students to field and laboratory techniques to study resource and energy flow in local ecosystems, as well as approaches to project design, hypothesis development, data collection, and analysis. The laboratory program will culminate with a multi-week independent project.

Class Format: lectures, discussions, and a weekly lab

Requirements/Evaluation: Evaluation will be based on lab assignments, discussion participation, three exams, and an independent project

Prerequisites: BIOL/ENVI 203 or GEOS 208 or BIOL 211 or GEOS 212

Enrollment Limit: 20

Enrollment Preferences: Biology majors, then Environmental studies majors/concentrators or Geosciences majors

Expected Class Size: 20

Grading: no pass/fail option, no fifth course option

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

BIOL 320(D3) ENVI 320(D3) GEOS 320(D3)

Attributes: ENVI Natural World Electives

Spring 2025

LEC Section: 01 MWF 11:00 am - 11:50 am Allison L. Gill

LAB Section: 02 T 1:00 pm - 3:50 pm Allison L. Gill

LAB Section: 03 W 1:00 pm - 3:50 pm Allison L. Gill

ENVI 322 (F) Waste and Value

Cross-listings: GBST 322 / ANTH 322

Secondary Cross-listing

What is trash and what is treasure? In what ways does value depend upon and necessitate waste, and how is the dialectic between the two inflected by culture? When we 'throw away' things at Williams College, where exactly do they go, and who handles them 'down the line'? What are the local and global economies of waste in which we are all embedded and how are they structured by class, race, caste, gender and nation? In this seminar we critically examine the production of waste - both as material and as category - and its role in the production of value, meaning, hierarchy and the environment. Readings include ethnographic accounts of sanitation labor and social hierarchy; studies of the political and environmental

consequences of systems of waste management in the colonial period and the present; and theoretical inquiries into the relation between filth and culture, including work by Mary Douglas, Dipesh Chakrabarty and Karl Marx. Geographically the foci are South Asia and North America. There is also a fieldwork component to the course. In fieldtrips we follow the waste streams flowing out of Williams - to an incinerator, a sewage treatment plant, recycling and composting facilities and other sites - and students explore in individual, participant-observation-based research projects the everyday social life of waste in our communities.

Requirements/Evaluation: regular posting of critical response papers, field notes on waste streams, research-based final paper

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: All students are welcome to the course. If overenrolled, preference will be given to majors in Anthropology and Sociology and concentrators in Environmental Studies and Asian Studies.

Expected Class Size: 12

Grading: yes pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

GBST 322(D2) ENVI 322(D2) ANTH 322(D2)

Attributes: ENVI Humanities, Arts + Social Science Electives

Fall 2024

SEM Section: 01 W 1:10 pm - 3:50 pm Joel Lee

ENVI 327 (F) Coastal Processes and Geomorphology (QFR)

Cross-listings: GEOS 327 / CAOS 327

Secondary Cross-listing

Can people live safely along the coast? Recent events like SuperStorm Sandy and the Tohoku Tsunami have shown us how the ocean can rise up suddenly and wreak havoc on our lives and coastal infrastructure. Only educated geoscientists can evaluate the risks and define informed strategies to prevent future coastal catastrophes. Currently almost half the global population lives within 100 km of the coast, with a large percent of those living in densely populated cities (e.g., New York, New Orleans, Los Angeles, Shanghai, Hong Kong, Cape Town, Sydney, Mumbai). Despite the growing risks and challenges associated with climate change and rising sea levels, the coastal population continues to grow rapidly. To help ensure these growing populations can live safely along the coast requires a detailed understanding of the processes that shape the coastal zone. These processes act across a variety of scales, from deep-time geologic processes that dictate coastal shape and structure, to decadal-scale processes that determine shoreline position and evolution, to weekly and daily processes such as storms and tides. This course will provide an in-depth look at the forces--wind, waves, storms, and people--that shape the coastal zone, as well as the geologic formations--sandy beaches, rocky cliffs, barrier islands, deltas, and coral reefs--that are acted upon and resist these forces. Coastal dynamics are strongly affected by human interventions, such as seawalls, dredged channels, and sand dune removal, as well as by sea level rise and changes in storm frequency and magnitude associated with climate change. Finally, the course will provide students with a perspective on how the U.S. seeks to manage its coastal zone, focusing on sea level rise and coastal development. This class will include a quantitative lab that will use MATLAB software to model and evaluate various coastal processes. Students will gain a basic understanding of MATLAB functionality, and will be asked to independently apply what they have learned to various data sets provided by the instructor.

Class Format: lecture two times a week with a lab one time per week

Requirements/Evaluation: lab reports, quizzes, and an independent research project

Prerequisites: Either GEOS 104 or GEOS 210; or permission of instructor. No prior knowledge is necessary, but this course does build on principles used to explore complex scientific challenges.

Enrollment Limit: 15

Enrollment Preferences: Geosciences majors

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Unit Notes: This course counts toward the GEOS Group B Electives - Sediments + Life.

Distributions: (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 327(D3) GEOS 327(D3) CAOS 327(D3)

Quantitative/Formal Reasoning Notes: This course will involve the use of MATLAB software to quantitatively analyze coastal process and geomorphological data.

Attributes: ENVI Natural World Electives GEOS Group B Electives - Sediments + Life

Fall 2024

LEC Section: 01 MWF 8:30 am - 9:45 am Alex A. Apotsos

ENVI 331 (S) Geomorphology

Cross-listings: GEOS 301

Secondary Cross-listing

Geomorphology is the study of landforms, the processes that shape them, and the rates at which these processes change the landscape in which we live. The course is designed for Geosciences majors and for environmental studies students interested in the evolution of Earth's surface and the ways our activities are changing the planet. We will examine the ways in which climatic, tectonic, and volcanic forces drive landscape evolution over relatively short periods of geologic time, generally thousands to a few millions of years. More recently, the impacts of human activity in reshaping landscapes, determining the movement of water, and changing climate could not be clearer. We will also examine how these impacts are affecting communities, including causes and possible solutions to environmental injustice. We will explore local case studies of geomorphology, such as the impact of ice-age glaciation on landscapes in the northeastern United States and the legacy of deforestation and river damming during the colonial era. We will learn a range of practical skills for describing physical environments and for predicting how they change, including field surveys, GIS analysis, and numerical modelling. This course is in the Sediments and Life group for the Geosciences major.

Class Format: lecture, three hours per week and laboratory, three hours per week

Requirements/Evaluation: weekly lab exercises, a research project, and a midterm and final exam

Prerequisites: At least one 100-level and one 200-level GEOS or ENVI course or permission of instructor

Enrollment Limit: 18

Enrollment Preferences: GEOS and ENVI majors

Expected Class Size: 18

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

GEOS 301(D3) ENVI 331(D3)

Attributes: AMST Space and Place Electives ENVI Natural World Electives EVST Environmental Science EXPE Experiential Education Courses
GEOS Group B Electives - Sediments + Life

Spring 2025

LEC Section: 01 MW 11:00 am - 12:15 pm Chris Halsted

LAB Section: 02 M 1:00 pm - 4:00 pm Chris Halsted

LAB Section: 03 W 1:00 pm - 4:00 pm Chris Halsted

ENVI 335 (F) The Nile (DPE)

Cross-listings: ARAB 308 / GBST 320 / AFR 350 / HIST 308

Secondary Cross-listing

For millennia, the Nile River has sustained civilizations in eastern and northern Africa. It was on the banks of this river that the great Egyptian empires were founded that led to the building of some of humanity's most astounding structures and artworks. While the Nile seems eternal and almost beyond time and place, now in the 21st century, the Nile River is at a historical turning point. The water level and quality is dwindling while at the same time

the number of people who rely on the river is ever increasing. This alarming nexus of demography, climate change, and economic development has led to increasingly urgent questions of the Nile's future. Is the Nile dying? How has the river, and people's relationship with it, changed over the last century? This course will consider the history of the Nile and its built and natural environment. After a brief overview of the role of the river in ancient Egypt, we will explore the modern political and cultural history of the Nile. By following an imaginary droplet flowing from tributaries until it makes its way into the Mediterranean Sea, we will learn about the diverse peoples and cultures along the way. We will evaluate the numerous attempts to manage and control the Nile, including the building of big dams, and the continuous efforts to utilize the river for economic development such as agriculture and the tourism industry. At the end of the semester we will consider the relationship of the major urban centers with the Nile and whether the tensions among Nile riparian states will lead to "water wars" in East Africa and the Middle East.

Requirements/Evaluation: short papers and final project/paper

Prerequisites: none, though background in Middle East history is preferable

Enrollment Limit: 19

Enrollment Preferences: History and Arabic Studies majors

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ARAB 308(D2) GBST 320(D2) AFR 350(D2) ENVI 335(D2) HIST 308(D2)

Difference, Power, and Equity Notes: The course fulfills the DPE requirement because it evaluates the differing experiences of the Nile among different cultural groups. It will evaluate how the central government is constantly trying to change how people use their water and therefore over-determine how people interact with their natural environment.

Attributes: HIST Group E Electives - Middle East HIST Group P Electives - Premodern

Not offered current academic year

ENVI 339 (F) Conservation Biology

Cross-listings: BIOL 329

Secondary Cross-listing

Conservation Biology focuses on protection of the Earth's biodiversity. This course starts with an overview of biodiversity including patterns of species richness, causes of species loss (extinction), and the critical contributions of biodiversity to ecosystem function and human welfare. Then we analyze ways to conserve biodiversity at the genetic, population, species and community/ecosystem levels. Labs are field oriented, and focus on local New England communities and ecosystems. Labs emphasize knowing the dominant species in each system; they also stress how to collect and analyze the field data on ecological community structure and function that are critical to test hypotheses that relate to different conservation goals.

Class Format: lectures, discussions, and a weekly lab.

Requirements/Evaluation: Evaluation will be based on lab assignments and reports, discussion participation, two exams and an independent project.

Prerequisites: BIOL 203/ENVI 203 or BIOL 220 or BIOL 305 or permission of instructor.

Enrollment Limit: 24

Enrollment Preferences: Biology majors, Environmental Studies majors, seniors, and juniors

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

BIOL 329(D3) ENVI 339(D3)

Attributes: ENVI Natural World Electives

Not offered current academic year

ENVI 346 (F) Environmental Psychology

Cross-listings: PSYC 346

Secondary Cross-listing

This is a course on contemporary social psychology as it pertains to the natural environment. Our two primary questions in this course are: (1) how can research and theory in social psychology help us understand the ways in which people engage with threats to the natural environment?, and (2) how can social psychology help us encourage environmentally responsible behavior and sustainable practices? Because human choice and behavior play such an important role in environmental problems, a consideration of human psychology may therefore be an important part of environmental solutions.

Requirements/Evaluation: a series of papers, two essay exams, written and oral reports of research

Prerequisites: PSYC 242 recommended, PSYC 201, or a comparable course in statistics and research methodology, is also recommended.

Enrollment Limit: 19

Enrollment Preferences: Psychology majors, Environmental Studies majors, and Environmental Studies concentrators

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 346(D3) PSYC 346(D3)

Attributes: AMST Space and Place Electives ENVI Humanities, Arts + Social Science Electives PSYC Area 4 - Social Psychology

Not offered current academic year

ENVI 351 (F)(S) Marine Policy (DPE) (WS)

Cross-listings: PSCI 319 / CAOS 351

Secondary Cross-listing

Coastal communities are home to nearly 40% of the U.S. population, but occupy only a small percentage of our country's total land area. Intense population density, critical transportation infrastructure, significant economic productivity, and rich cultural and historic value mark our coastal regions as nationally significant. But, coastal and ocean-based climate-induced impacts such as sea level rise, ocean warming and acidification pose extraordinary challenges to our coastal communities, and are not borne equally by all communities. This seminar considers our relationship with our ocean and coastal environments and the foundational role our oceans and coasts play in our Nation's environmental and economic sustainability as well as ocean and coastal climate resiliency. Through the lens of coastal and ocean governance and policy-making, we critically examine conflict of use issues relative to climate change, climate justice, coastal zone management, fisheries, ocean and coastal pollution and marine biodiversity.

Class Format: This class is taught only at Williams-Mystic in Mystic, Connecticut and includes coastal and near-shore interdisciplinary field seminars, and 10 days offshore.

Requirements/Evaluation: Weekly Readings; Class Participation; Small and large group strategy exercises (written and oral); Written Research Project: issues paper and draft research paper; Final Research Project: multiple formats available

Prerequisites: none

Enrollment Limit: 23

Enrollment Preferences: must be enrolled at Williams-Mystic in Mystic, Connecticut

Expected Class Size: 22

Grading: no pass/fail option, no fifth course option

Unit Notes: must be enrolled at Williams-Mystic in Mystic, Connecticut

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

PSCI 319(D2) ENVI 351(D2) CAOS 351(D2)

Writing Skills Notes: Each student will write one 3-5 page research issues paper and one 8-10 page draft research paper as well as a final project with written components equaling 5-8 pages. Each submission receives written feedback from the professor, including research guidance, input on grammar, structure, language, analysis. Students also receive verbal feedback in individual conferences to discuss research paper organization, analysis, structure and grammar as well as final project input.

Difference, Power, and Equity Notes: Coastal and ocean policy issues relating to climate change, coastal zone management, fisheries, ocean

pollution and marine biodiversity impact environmental and climate justice. Students examine coastal governance while considering the disproportionate burdens on underrepresented populations in U.S. coastal communities caused by climate change and coastal policies. Students analyze multi-disciplinary evidence and work to strengthen their integrative, analytical, writing, and advocacy skills.

Attributes: ENVI Environmental Policy EXPE Experiential Education Courses POEC Depth

Fall 2024

SEM Section: 01 F 9:00 am - 12:00 pm

Spring 2025

SEM Section: 01 F 9:00 am - 12:00 pm

ENVI 363 (F) Environmental Fate of Organic Chemicals

Cross-listings: CHEM 363

Secondary Cross-listing

This course introduces students to the methods used to assess the risks posed by organic chemicals to human, animal, and ecosystem health. Our goal is to develop a quantitative understanding for how specific features of organic molecular structure directly dictate a given molecule's environmental fate. We will begin by using thermodynamic principles to estimate the salient physiochemical properties of molecules (e.g., vapor pressure, solubility, charging behavior, etc.) that impact the distribution, or partitioning, of organic chemicals between air, water, soils, and biota. Then, using quantitative structure activity relationships, we will predict the degradation kinetics resulting from natural nucleophilic, photochemical, and biological processes that determine chemical lifetime in the environment.

Class Format: lecture, three hours per week and laboratory, four hours per week

Requirements/Evaluation: weekly problem sets, laboratory exercises, two midterm exams, a final exam, participation in lecture and lab

Prerequisites: CHEM 155 or CHEM 256 and CHEM 156; or CHEM 200 and CHEM 201

Enrollment Limit: 12

Enrollment Preferences: junior and senior Chemistry and Environmental Studies majors with a demonstrated interest in environmental chemistry

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 363(D3) CHEM 363(D3)

Attributes: ENVI Natural World Electives EVST Environmental Science

Fall 2024

LEC Section: 01 TR 9:55 am - 11:10 am Anthony J. Carrasquillo

LAB Section: 02 T 1:00 pm - 5:00 pm Anthony J. Carrasquillo

LAB Section: 03 R 1:00 pm - 5:00 pm Anthony J. Carrasquillo

ENVI 364 (S) Instrumental Methods of Analysis

Cross-listings:

Secondary Cross-listing

Instrumental methods of analysis provide scientists with different lenses to observe and elucidate fundamental chemical phenomena and to measure parameters and properties at the atomic, molecular, and bulk scales. This course introduces a framework for learning about a variety of instrumental techniques that typically include chromatography, mass spectrometry, thermal methods, atomic and molecular absorption and emission spectroscopy, X-ray diffraction, and optical and electron microscopies. Students complete laboratory projects and gain hands-on experience and project planning skills to study molecules and materials of interest. This practical experience is complemented by lectures that cover the theory and broader applications of these techniques. Students also explore the primary literature and highlight recent advances in instrumental methods that address today's analytical questions. The skills learned are useful in a wide variety of scientific areas and will prepare you well for research endeavors.

Class Format: lecture, two times per week and laboratory, four hours per week

Requirements/Evaluation: Weekly data analysis, laboratory assignments and reports, readings for class, problem sets, one oral presentation of an application of instrumental methods, a final independent literature project and presentation; demonstrated progress in research skills, and project engagement.

Prerequisites: CHEM 251 and CHEM 256 (or permission of instructor); or CHEM 200 and CHEM 201 (can be taken concurrently with CHEM 201)

Enrollment Limit: 16/lab

Enrollment Preferences: Chemistry and Environmental Studies majors

Expected Class Size: 16

Grading: no pass/fail option, no fifth course option

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 364(D3)

Attributes: BIMO Interdepartmental Electives ENVI Natural World Electives EVST Methods Courses MTSC Courses

Not offered current academic year

ENVI 376 (F) Economics of Environmental Behavior (QFR)

Cross-listings: CAOS 477 / ECON 477

Secondary Cross-listing

A community maintains a fishery; a firm decides whether to get a green certification; you choose to fly home or stay here for spring break: behaviors of people and firms determine our impact on the environment. We'll use economics to model environmental behavior and to assess how policies can help or hurt the environment. Topics may study include: common pool resources, voluntary conservation, social norms and nudges, discrimination and justice, rationality, firm responses to mandatory and voluntary rules, voting and public opinion, and boycotts and divestment. We'll also build familiarity with the main methodologies of modern economic research: theoretical modeling, empirical analysis of observational data, and experiments.

Class Format: Class sessions will largely consist of presentations and discussions of academic research papers, as well as lab sessions to work on empirical exercises; we may break the class into groups for some discussions

Requirements/Evaluation: regular reading markup, empirical exercises, class participation, 2 oral presentations, and a final original research paper using an experiment, existing data, or theory

Prerequisites: ECON 251 and (ECON 255 or STAT 346)

Enrollment Limit: 19

Enrollment Preferences: senior Economics majors

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

CAOS 477(D2) ENVI 376(D2) ECON 477(D2)

Quantitative/Formal Reasoning Notes: The research students will consume and produce in the class will be based on math-based theory and/or econometric-based empirical analysis.

Attributes: CAOS Senior Seminars ENVI Humanities, Arts + Social Science Electives POEC Depth POEC Skills

Fall 2024

SEM Section: 01 TR 8:30 am - 9:45 am Sarah A. Jacobson

ENVI 380 (F) Animals and Society

Cross-listings: STS 379

Primary Cross-listing

How do humans and animals shape each other's lives? People encounter animals in farms, laboratories, zoos, wildernesses, and backyards, on

purpose and by chance. They treat animals as family members, entertainment, food, vectors of disease, and objects of scientific wonder. Drawing on the works of biologists, philosophers, and feminist science and technology studies scholars, this seminar will examine our relationships with animals and help clarify our responsibilities to them. We will ask: What are the social and environmental consequences of consuming animals? Should humans swim with dolphins, feed manatees, use gene-editing to create species that can survive climate change? Should moral standing depend upon the ability to communicate or the ability to experience emotions like grief and joy? What can animal models tell us about human health and society, and when is animal otherness too large a gap to bridge? What might human violence toward animals tell us about sexism, racism, or capitalism, and what will human-animal relationships look like in the future?

Requirements/Evaluation: short essays, final portfolio

Prerequisites: none

Enrollment Limit: 18

Enrollment Preferences: juniors and seniors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 380(D2) STS 379(D2)

Attributes: ENVI Humanities, Arts + Social Science Electives

Not offered current academic year

ENVI 387 Economics of Climate Change (QFR)

This course introduces the economic view of climate change, including both theory and empirical evidence. Given the substantial changes implied by the current stock of greenhouse gases (GHGs) in the atmosphere, we will begin by looking at impacts on agriculture, health, income, and migration. We will consider the distribution of climate damages across poor and wealthy people, both within and across countries. Next we will study adaptation, including capital investments and behavioral changes. We will examine the sources of climate change, especially electricity generation and transportation, and think about optimal policies. Throughout the course we will discuss the limits of the economic approach, pointing out normative questions on which economic theory provides little guidance.

Requirements/Evaluation: problem sets, midterm, group presentation, final exam

Prerequisites: ECON 251, familiarity with statistics

Enrollment Limit: 25

Enrollment Preferences: Junior/Senior Economics majors and CDE fellows

Expected Class Size: 25

Grading:

Distributions: (D2) (QFR)

Quantitative/Formal Reasoning Notes: The course involves simple calculus-based theory and applied statistics.

Attributes: ENVI Environmental Policy POEC Depth

Not offered current academic year

ENVI 390 (F) The Nature of Nature

Cross-listings: ENGL 394

Secondary Cross-listing

"Nature" is one of the commonest words in English. And yet what does it mean? Is it primarily descriptive (all living things), or normative ("natural" foods, "human nature")? This course will consider the richly incoherent ways we think about the living world, paying particular attention to the difficulty of narrating processes that are too big, too small, too quick, or too slow for direct human apprehension. We'll explore the way popular nature writing mingles scientific reporting with implicit and explicit judgments about human identity, and take up the insoluble problem of our proper relation to animals. Considerable attention will be paid to the ethical dimensions of contemporary environmental consciousness and unconsciousness. Writers studied will include Elizabeth Kolbert, Descartes, William Cronon, and Charles Darwin.

Requirements/Evaluation: Several short exercises, two six-page comparative essays, and a final self-designed project, subject to my approval.

Active participation in class. The final project should explore something serious -- about nature, about yourself -- in ways that are not merely verbal or academic, but instead involve a sense of risk.

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 25

Enrollment Preferences: English majors; Environmental Studies majors and concentrators; Philosophy majors.

Expected Class Size: 25

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 394(D1) ENVI 390(D1)

Attributes: ENGL Criticism Courses ENVI Humanities, Arts + Social Science Electives

Fall 2024

SEM Section: 01 TF 2:35 pm - 3:50 pm Shawn J. Rosenheim

ENVI 397 (F) Independent Study of Environmental Problems

Individuals or groups of students may undertake a study of a particular environmental problem. The project may involve either pure or applied research, policy analysis, laboratory or field studies, or may be a creative writing or photography project dealing with the environment. A variety of nearby sites are available for the study of natural systems. Ongoing projects in the College-owned Hopkins Forest include ecological studies, animal behavior, and acid rain effects on soils, plants, and animals. Students may also choose to work on local, national, or international policy or planning issues, and opportunities to work with town and regional planning officials are available. Projects are unrestricted as to disciplinary focus. Students should consult with faculty well before the start of the semester in which they plan to carry out their project.

Prerequisites: approval by the Chair of Environmental Studies

Grading: yes pass/fail option, yes fifth course option

Distributions: No divisional credit

Fall 2024

IND Section: 01 TBA José A. Constantine

ENVI 398 (S) Independent Study of Environmental Problems

Individuals or groups of students may undertake a study of a particular environmental problem. The project may involve either pure or applied research, policy analysis, laboratory or field studies, or may be a creative writing or photography project dealing with the environment. A variety of nearby sites are available for the study of natural systems. Ongoing projects in the College-owned Hopkins Forest include ecological studies, animal behavior, and acid rain effects on soils, plants, and animals. Students may also choose to work on local, national, or international policy or planning issues, and opportunities to work with town and regional planning officials are available. Projects are unrestricted as to disciplinary focus. Students should consult with faculty well before the start of the semester in which they plan to carry out their project.

Prerequisites: approval by the Chair of Environmental Studies

Grading: yes pass/fail option, yes fifth course option

Distributions: No divisional credit

Spring 2025

IND Section: 01 TBA José A. Constantine

ENVI 402 (F) Environmental Planning Workshop: Community Project Experience

Cross-listings: AMST 406

Primary Cross-listing

In this class you apply your education to effect social and environmental change in the Berkshires. Students work in small collaborative groups to address pressing issues facing the region. Class teams partner with community organizations and local & county governments to conduct applied research and to develop solutions. Students will learn experientially and contribute to the community. The field of environmental planning encompasses the *built environment* (eg: housing, zoning, transportation, renewable energy, waste, neighborhood design), the *natural environment* (eg: farmland, ecosystems, habitat, natural resources, air and water pollution and climate change), and the *social environment* (eg: spatial geography, racial zoning, recreation, placemaking, ecojustice, food security, and public health). Skills taught include land use planning, community-based research, basic GIS mapping, developing/conducting surveys, interview technique, project management, public presentations and professional report-writing. The class culminates in presentations to the client organizations. Class hours include time for team project work, client meetings and team meetings with the professor. Recent project topics: <https://ces.williams.edu/environmental-planning-papers/>

Class Format: The weekly conference session (1 hour) is dedicated to site visit field trips, team project work, client meetings and team meetings with professor.

Requirements/Evaluation: Response papers (three 1-page papers), in-class exercises, class discussion, small group work, public meeting attendance, project work, final report (due in segments during semester) and final presentation.

Prerequisites: ENVI 101 recommended; open to juniors and seniors.

Enrollment Limit: 16

Enrollment Preferences: Environmental Studies majors and concentrators, American Studies majors, Maritime Studies concentrators.

Expected Class Size: 16

Grading: no pass/fail option, no fifth course option

Unit Notes: Course fulfills senior seminar requirement for Environmental Studies Majors & Environmental Studies Concentrators. American Studies Space & Place elective. Course is an Environmental Studies Concentration elective (ENVI Policy and ENVI Humanities, Arts + Social Science) and Environmental Studies Major elective.

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 402(D2) AMST 406(D2)

Attributes: AMST Space and Place Electives ENVI Core Courses ENVI Humanities, Arts + Social Science Electives ENVI Environmental Policy ENVI Senior Seminar EVST Core Courses EVST Senior Seminar EXPE Experiential Education Courses

Fall 2024

SEM Section: 01 W 1:10 pm - 3:50 pm Sarah Gardner

CON Section: 02 T 1:10 pm - 2:10 pm Sarah Gardner

CON Section: 03 R 1:10 pm - 2:10 pm Sarah Gardner

ENVI 410 (S) The Cryosphere

Cross-listings: GEOS 410

Secondary Cross-listing

The Earth's climate system is often described in terms of its spheres, including the atmosphere, biosphere, lithosphere, oceans, and the cryosphere. The cryosphere is the naturally occurring ice on Earth in all its many forms: snow, glaciers, ice sheets, sea ice, frozen lakes and rivers, and permafrost (frozen soil). These parts of the climate system may seem remote, but have implications for climate and weather around the world. Melting glaciers and ice sheets have already contributed to sea level rise, and are projected to do so even more in the future. This course will explore the cryosphere, including snow, sea ice, permafrost, and glaciers through lectures, hands-on and data analysis labs, reading journal articles, and a final project. A spring break field trip to Alaska offers the opportunity to get boots-on-the-snow experience with glaciers, sea ice, and permafrost. As a 400-level seminar, this capstone course is intended to build on and extend knowledge and skills students have developed during previous courses in the major.

Class Format: Class periods and lab periods will be used interchangeably based on the weather. The spring break trip to Alaska is optional.

Requirements/Evaluation: Evaluation will be based on short papers, labs responses, and a research project

Prerequisites: GEOS 215 or GEOS 255 or GEOS 309 or MAST 311 or permission of instructor

Enrollment Limit: 10

Enrollment Preferences: Senior GEOS majors, then other GEOS majors and senior ENVI majors

Expected Class Size: 10

Grading: yes pass/fail option, yes fifth course option

Unit Notes: As a 400-level seminar, this capstone course is intended to build on and extend knowledge and skills students have developed during previous courses in the major

Materials/Lab Fee: Labs will be outside during the winter: students should be prepared to dress appropriately for the weather.

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 410(D3) GEOS 410(D3)

Attributes: ENVI Natural World Electives GEOS Group A Electives - Climate + Oceans

Spring 2025

SEM Section: 01 WF 8:30 am - 9:45 am Alice C. Bradley

LAB Section: 02 M 8:30 am - 9:45 am Alice C. Bradley

ENVI 413 (F) The Big Ideas: Intended and Unintended Consequence of Human Ambition (DPE) (WS)

Cross-listings: HIST 413 / GBST 413 / ARAB 413

Secondary Cross-listing

What have been the most consequential ideas of the last 100 years? This course will explore some of the more audacious and ambitious plans to alter natural and urban environments in the late 19th century to the early part of the 21st, specifically those that sought to improve the human condition through science, engineering, and technology. By building big bold things, politicians around the globe sought to bring prosperity to their nation and embark on a path of modernity and independence. Through an intellectual, political and environmental history of major construction projects such as the building of the Suez Canal and the Aswan Dam, extensive river valley developments in Iran, Turkey and Iraq, and utopian and futuristic city planning in western Asia, students will consider how, with the benefit of hindsight, to best evaluate the feasibility of such bold schemes. Who has benefitted and who has not, what have been some of the unanticipated consequences, what was sacrificed or neglected, and what do these projects tell us about the larger processes of global capitalism, decolonization, and climate change?

Requirements/Evaluation: A presentation, shorter writing assignments and a longer research paper (20-25 pages) in the end. Students will submit shorter drafts of final paper in order to receive constructive feedback prior to final submission.

Prerequisites: None

Enrollment Limit: 15

Enrollment Preferences: Seniors, especially History, Arabic and Environmental Studies majors.

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 413(D2) GBST 413(D2) ARAB 413(D2) ENVI 413(D2)

Writing Skills Notes: A 20-25 page research paper will be required at the end of the semester. Prior to getting to that point, students will submit an annotated bibliography, a two page proposal, a five and eventually a 10 page draft. Each draft will receive extensive comments and suggestions from peers and instructor. In this way, the student will think about the process of writing and the best way to set themselves up for success.

Difference, Power, and Equity Notes: This course examines how a number of different nations in Africa and Asia sought to improve the living conditions of the masses through major construction project. Though ostensibly these schemes were supposed to improve the livelihood of all, often they primarily benefitted the few - the urban elite - and not the general population. This course will therefore explore how certain class, gender and racial lines were solidified and maintained through economic development plans.

Attributes: HIST Group E Electives - Middle East

Not offered current academic year

ENVI 450 (F) Senior Seminar: Environmental Ethnography (WS)

A key question orients this course: What can the embodied, place-based, and detailed approach of ethnographic study bring to our understandings of the environment? This upper-level seminar will explore this question through classroom discussions and a semester-length research project. Students will engage different styles of environmental ethnography while undertaking their own ethnographic projects involving the Williams College community and surrounding areas. Students will learn to work across different kinds of evidence as they draft fieldnotes, code fieldwork data, extrapolate key ideas from their fieldwork materials, and discover new ways of building environmental knowledge. Students will use these materials to collectively assemble an edited volume of ethnographic snapshots to be presented to the wider Environmental Studies community at Williams.

Requirements/Evaluation: Participation in seminar discussions; Weekly fieldnotes (2-3 pages per week); Mid-term coded fieldwork notes and summary statements (9-20 pages); Final ethnographic paper (10-12 pages) and short film

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Environmental Studies majors and concentrators; Juniors and Seniors

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

Writing Skills Notes: This is a writing intensive capstone seminar. Students will produce and receive peer and professor feedback on weekly written assignments. The course includes a 9-20 page midterm and a 10-12 page final ethnographic paper.

Attributes: ENVI Environmental Policy EVST Senior Seminar

Fall 2024

SEM Section: 01 W 1:10 pm - 3:50 pm Brittany Meché

ENVI 460 (S) Communicating Climate Change

Long-term, probabilistic thinking about scary scenarios is hard. When the relevant time frames extend to centuries and millennia, it is really hard. And when the degree of scariness is determined by sciences that few people understand, it is really, really hard. Such is the challenge of climate change communication. No matter what your interests or career paths might be, you will need to be able to communicate effectively about environmental problems, often with people who see them very differently from you. It is difficult to communicate about any problem across social, political, and cultural divides. But environmental problems present special challenges. For one thing, they typically involve complicated, contested science. For another, their effects are often difficult to perceive yet potentially devastating in their consequences, especially for future generations and marginalized people. For yet another, their solutions often seem hopelessly difficult to implement. And for yet another, they are thoroughly entangled with almost every other problem we face, from pandemics to racism to wealth inequality. How do we communicate clearly, persuasively, and responsibly about something so complex? What does climate change really *mean*? This seminar brings together students with interests in the humanities, arts, social sciences and sciences to seek answers to this fundamental question. Drawing on insights from the qualitative social sciences and environmental humanities, we will develop a theoretical and methodological tool kit that can be applied to concrete, practical problems. Over the course of the semester, each student will pursue a major independent project that allows them to put these tools to use while exploring a topic of personal significance.

Requirements/Evaluation: Several sequenced short writing assignments leading to a 15-20 page final paper.

Prerequisites: Environmental Studies 101 and 102.

Enrollment Limit: 19

Enrollment Preferences: Environmental/Maritime Studies majors and concentrators.

Expected Class Size: 15

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

Attributes: CAOS Senior Seminars ENVI Core Courses EVST Core Courses

Spring 2025

SEM Section: 01 W 1:10 pm - 3:50 pm Nicolas C. Howe

ENVI 465 (S) Solutions to the Biodiversity Crisis

The biodiversity crisis is one of the greatest challenges of our century. Faced with climate change, persistent pollution, and habitat fragmentation, species are declining locally and globally. In this upper-level seminar we will integrate knowledge from the natural sciences, social sciences, policy, arts, and the humanities to design and implement biodiversity interventions. Through readings, discussions with experts, and applied projects, we will learn how biodiversity conservation and restoration can be socially just; how spaces can be designed to promote the flourishing of life; and how much local environmental management can alter global trends. We will also envision what the biotic world might look like in 10, 100, and 1000 years and consider who gets to decide which species live and which die, and who *should* decide.

Requirements/Evaluation: One 5-7-page paper; final collaborative project

Prerequisites: Environmental Studies 101 and 102

Enrollment Limit: 19

Enrollment Preferences: Environmental/Maritime Studies majors and concentrators; seniors

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

Attributes: ENVI Senior Seminar EVST Senior Seminar MAST Senior Seminar

Not offered current academic year

ENVI 478 (S) Cold War Landscapes

Cross-listings: AMST 478 / HIST 478

Secondary Cross-listing

The Cold War between the United States and the Soviet Union set in motion dramatic changes to the natural and built environments of many nations between 1945 and 1991. Nuclear test and missile launch sites, naval installations, military production operations, and border securitizations are just a few of the most obvious ways in which the stand-off between the two countries altered rural and urban landscapes around the world. But one can also see the Cold War as setting in motion less immediately direct but nonetheless profound changes to the way that many people saw and planned for the environments around them, as evidenced, for instance, by the rise of the American suburb, the reconstruction of postwar Europe, and agricultural and industrial initiatives in nations across the globe. We will begin this seminar by exploring several distinct "Cold War landscapes" in the United States and North America. We will then move on to examining others in Europe and the Soviet Union. Our approach to our topics will be interdisciplinary throughout the semester, with the additional goal of helping students frame their final projects. Students are encouraged to write their research papers on any geographical area of the world that interests them.

Requirements/Evaluation: Class participation and semi-weekly critical writing on the reading; students will also be expected to keep up through the stages of the research paper process, which will involve submitting a short research plan, annotated bibliography, outline, and a rough draft, as well as the final 20- to 25-page paper.

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: History, ENVI, and AMST majors if over-enrolled

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 478(D2) ENVI 478(D2) HIST 478(D2)

Attributes: AMST Space and Place Electives ENVI Humanities, Arts + Social Science Electives HIST Group C Electives - Europe and Russia HIST Group F Electives - U.S. + Canada

Spring 2025

SEM Section: 01 TF 2:35 pm - 3:50 pm Karen R. Merrill

ENVI 491 (S) The Suburbs (WS)**Cross-listings:** AMST 490 / HIST 491**Secondary Cross-listing**

The suburbs transformed the United States. At the broadest level, they profoundly altered spatial residential geography (especially in terms of race), consumer expectations and behavior, governmental policies, cultural norms and assumptions, societal connections, and Americans' relationship to nature. More specifically, the different waves of post-World War II suburban development have both reflected large-scale shifts in how power and money have operated in the American political economy; and set in motion deep-seated changes in electoral politics, in Americans' understandings of how their income should be used, and in how the built landscape should be re-imagined. This tutorial will explore the rich historical literature that has emerged over the last twenty years to provide students with a history of the suburbs, to see the suburbs as more than simply collections of houses that drew individual homeowners who wanted to leave urban areas. We will focus most of our attention on the period from 1945 through the 1980s. Some of the questions we will consider will include: how did the first wave of suburban development bring together postwar racial and Cold War ideologies? Is it possible, as one historian has argued, that suburbs actually created the environmental movement of the 1960s? And how have historians understood the role that suburbs played in America's conservative political turn, leading to the election of Ronald Reagan?

Class Format: Students will meet with the professor either in assigned pairs or "trios" at a regularly scheduled time each week. Students in pairs will meet for one hour; students in trios will meet for 75 minutes.

Requirements/Evaluation: This class follows a typical tutorial format; every other week, students will write and present orally a 5- to 7-page essay on the assigned readings; on alternate weeks, students will write a 2-page critique. During two of the weeks of the semester (around the middle of the semester and at the end), all students will write papers that explore a common question or theme.

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: History majors and students with course work related to the topic.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 491(D2) AMST 490(D2) HIST 491(D2)

Writing Skills Notes: Students will reflect on what their writing goals are for the semester, and they will receive feedback on their writing from the professor and from their tutorial partner. The final writing assignment will afford students the chance also to reflect back on their previous papers and the semester's course content.

Attributes: AMST Space and Place Electives ENVI Humanities, Arts + Social Science Electives HIST Group F Electives - U.S. + Canada

Spring 2025

TUT Section: T1 TBA Karen R. Merrill

ENVI 493 (F) Senior Research and Thesis: Environmental Studies

Environmental Studies senior research and thesis; this is part of a full-year thesis (493-494).

Prerequisites: approval by the Chair of Environmental Studies

Grading: yes pass/fail option, yes fifth course option

Distributions: No divisional credit

Fall 2024

HON Section: 01 TBA José A. Constantine

ENVI 494 (S) Senior Research and Thesis: Environmental Studies

Environmental Studies senior research and thesis; this is part of a full-year thesis (493-494).

Prerequisites: approval by the Chair of Environmental Studies

Grading: yes pass/fail option, yes fifth course option

Distributions: No divisional credit

Spring 2025

HON Section: 01 TBA José A. Constantine

Winter Study -----

ENVI 31 (W) Senior Research and Thesis: Environmental Studies

To be taken by students registered for Environmental Studies 493-494.

Class Format: thesis

Grading: pass/fail only

Not offered current academic year

ENVI 99 (W) Independent Study: Environmental Studies

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study

Grading: pass/fail only

Not offered current academic year

EXPERIENTIAL EDUCATION

Coordinator: Paula Consolini

Experiential education, involving “learning by doing” outside the classroom, is a robust part of the Williams curriculum. In addition to the use of traditional laboratory work in the natural sciences and studio work in art, faculty have been challenging students to become engaged more personally in the Williams curriculum through field work, whether in the form of research, sustained work on special projects, or through placement with community organizations. Courses which include experiential learning provide students with opportunities to encounter firsthand the issues that they read and study about, requiring them to apply academic learning to nonacademic settings and challenging them to use their experiences in those settings to think more critically and deeply about what they are studying. Experiential courses, as defined above, range from fully integrated off-campus programs such as the Williams-Mystic: Coastal and Ocean Studies Program to courses involving a small field research exercise or project. The amount and nature of the experiential component(s) varies according to the instructor’s judgment. [More information can be found on the Center for Learning in Action website.](#)

FILM AND MEDIA STUDIES

Advisor: Professor Stephen Tiff

Film and Media Studies is a vibrant interdisciplinary field. It studies traditional visual and audio-only forms, such as film, television and radio, as well as new media such as podcasts, video installations, interactive video projects, video games, augmented reality, animation, streaming video and other forms that will undoubtedly emerge in the future. Given the explosive growth in the variety of moving-image media, and their penetration into entertainment, art, science and public discourse, the study of film and related media must encompass a variety of theoretical approaches and must cultivate a number of specific skills in production and analysis. Production and analysis feed into each other, together providing the necessary tools for understanding why and how the moving image generates meaning in the world. The field of film and media studies thus unites numerous aspects of production, theoretical lenses of analysis and interpretation, and critical understanding of the complex relations between media and larger social and cultural forces.

Students interested in Film and Media Studies will naturally take different paths through the numerous relevant courses offered at Williams. It is however strongly recommended that they seek a balance between production courses (most of which are offered by Art Studio, Computer Science, and Theatre) and theoretical courses (offered by numerous departments in Divisions I and II). This will help students to think critically both **about** and **with** moving images, in the same way that they think with and about words.

Currently, students interested in film and media can major in the field only through the Contract Major. Guidance on course selection (with or without the aim of completing the contract major in film and media studies) can be sought from the faculty with whom students take the first couple of film and media courses. In addition, Professor Stephen Tiff has volunteered to serve as an advisor to students interested in this field.

ROMANCE LANGUAGES (Div I)

FRENCH

Chair: Professor Leyla Rouhi

Professors: B. Martin, K. Pieprzak; Assistant Professors: P. Leelah, S. Saint-Just

Teaching Associates:

MAJOR—French Language and Literature

The French major seeks to provide training in literary and cultural analysis and linguistic expression through the study of selected texts from the French-speaking world. Emphasis is placed on the changes in form and subject matter from the early modern period to the contemporary era.

The major consists of nine courses. One of these courses must be the 400-level senior seminar during the student's final year at the College.

Students entering the major program at the 200-level may, with the permission of the Department, choose as part of their major program, one course in Art History, History, Philosophy, Comparative Literature or other subjects that relate to and broaden their study of French. Students entering the major program at a very advanced level may, in some cases and with the permission of the Department, include two such courses in their major program.

Working with the major advisor, the student will formulate a curricular plan that will ensure balance and coherence in courses taken. Such balance and coherence will be based on the above areas of literary and cultural investigation. Prospective majors should discuss their program with the major advisor by the end of their sophomore year. This is especially imperative for students who are planning to spend a part or all of their junior year in France.

Inasmuch as all courses in French assume the active participation of each student in discussions conducted in the foreign language, regular attendance at class meetings is expected.

MAJOR—French Studies

The major in French Studies is an interdisciplinary program that provides students with the opportunity to acquire skills and knowledge embracing the cultural, historical, social, and political heritage of France and the Francophone world. The program allows for an individualized course of study involving work in several departments and the opportunity to study abroad.

Students electing the French Studies major should register with the French Studies faculty advisor during their sophomore year. At that time, they should submit a feasibility plan that articulates their projected program.

The French Studies major consists of ten courses satisfying the following requirements:

at least five RLFR courses in French language, literature, film, or culture;

the RLFR senior seminar during the student's final year at the College;

Electives: The remaining courses needed to complete the major must be drawn from at least three different departments and relate primarily to an aspect of the cultures, histories, societies, and politics of France and the Francophone world. These courses will be selected in consultation with members of the Department of Romance Languages. Appropriate electives might include:

AFR 360 Political Thought Frantz Fanon

ARTH 254 Manet to Matisse

HIST 390 Haitian and French Revolutions

RLFR 101-450 All courses in French and Francophone language, literature, film, and culture

THE DEGREE WITH HONORS IN FRENCH

Students majoring in French may apply to be admitted to the Honors Program in French upon demonstrating the following: (1) fluency of spoken and written language; (2) potential for successful independent research, as demonstrated by strong performance in advanced-level coursework; (3) interest and motivation; and (4) overall quality and feasibility of the proposal.

By May 15th of their junior year, candidates will have found a thesis advisor, and given the Department a three- to five-page proposal and a preliminary bibliography. (In some cases, and upon consultation with the Department, candidates will have the option to choose a second reader in addition to their primary advisor; for example, when the thesis is interdisciplinary enough in nature that it requires the expertise of an additional reader). This proposal will be discussed by the Department; by June 1st, the candidate will be informed whether they can proceed with the thesis, and

if so, what changes need to be made to the focus and scope of the project. The summer before the senior year will be spent reading, researching (in relevant archives or with field work), and compiling a more detailed bibliography.

Upon their return to Williams, candidates will devote to their theses two semesters of independent study (beyond the nine courses required for the major) and the winter study period of their senior year (493-W31-494). The thesis will be written in French and will usually not be shorter than fifty pages. By the end of the Fall semester, students will normally have a clear outline of the project, have done substantial research, and produced the draft of at least the first half of the project. During January this draft will be suitably rewritten and edited with a view to a final version, while the candidates will also begin work on remaining chapters.

Candidates will submit what they have written to the department on the last day of Winter Study.

On the Tuesday of the first week of the spring semester candidates will make a presentation of the project at a departmental colloquium in French. The thesis will be promptly discussed and evaluated to determine whether or not the student should continue in the honors program. The second semester of independent thesis work will be spent writing more chapters, as well as revising, rewriting, and polishing the project where necessary. The completed thesis in its final form will be due on April 25th. At the end of the Spring term, the student will present and defend the final project before members of the Department and others by invitation. The grade will be awarded once members of the Department have consulted after the defense.

THE CERTIFICATE IN FRENCH

The Certificate in French Language and Cultures consists of a sequence of seven courses for which the student must earn a cumulative grade average of B or higher.

For students with no prior study of French, the course sequence will consist of RLFR 101-102, RLFR 103, RLFR 104, and three additional courses, with at least one of these at the 200-level or higher taken at Williams. For students starting the sequence at RLFR 103 or higher, six additional courses must be taken, including at least three French courses at the 200-level or higher. For these students starting at French 103 or higher, two electives may be taken in other departments: one elective should be in French or Francophone culture (art, literature, theatre, music) and the other in French or Francophone civilization (history, political science, philosophy).

PLACEMENT

A placement test in French is administered at Williams at the opening of the fall semester. Incoming first-year students who register for any French course above the 101 level must take this test, regardless of their previous preparation.

STUDY ABROAD

We encourage all students of French to complement their courses at Williams with the life-changing experience of studying abroad in a Francophone country. In particular, French majors and certificate students are strongly advised to complete part of the requirements for the major or certificate by studying abroad, for either a semester or a year. Most study abroad programs require applicants to have completed a fifth-semester French course in college (French 105) or higher before they go abroad. Credit for up to a total of 4 courses towards the major or certificate can be granted for either a semester or a full year abroad, at the discretion of the Romance Languages Department. Students who are planning to get credit for their study abroad courses should meet with a French faculty member in advance, to review the courses they intend to take abroad. Normally, only courses that focus on French language or Francophone literature, history, politics, art, and culture may be counted towards the major or certificate. The final assignment of course credit will be authorized in consultation with the student's French advisor, once the student has returned to Williams. Such credits can only be determined by review of course format, course materials, and evidence of satisfactory academic performance; students should thus provide not only their study abroad transcript, but retain course materials (including syllabi, papers, exams, and other projects) for potential review back at Williams. While students can gain credit for 100-, 200-, and 300-level courses during their time abroad, the 400-level senior seminar must be taken during the senior year at Williams. Early planning is essential: Students interested in studying abroad are strongly urged to attend the yearly Francophone Study Away Information Session (held each October) during their first year or sophomore year. Students will receive credit for only those study abroad programs recommended and approved by the Dean of Study Away and the Romance Languages Department. Williams has long-term affiliations with the following programs: Hamilton College (Paris), Sweet Briar College (Paris), CUPA (Paris), Middlebury College (Paris), Wellesley College (Aix-en-Provence), Boston University (Grenoble), and both SIT and CIEE (in Morocco, Senegal, and Madagascar). For more on all approved study-abroad programs, see the webpages for the French program (french.williams.edu) and Study Away (study-away.williams.edu/programs). Finally, the Department does not administer proficiency exams (for study abroad, fellowships, or job applications) to students who have not completed a French course at Williams; and most study abroad programs will not accept students who have not taken any college courses in French (at Williams) prior to their application. Students should thus plan well ahead (as early as their first year and sophomore year) to take appropriate courses at Williams, before applying for and taking part in study abroad programs in the Francophone world.

This year-long course offers a complete introduction to the French language and is designed to help you become fully conversant in French by focusing on four fundamental language skills: listening, speaking, reading, and writing. Through daily practice, class activities, interactive discussion, listening exercises, written work, reading assignments, and active engagement with music, video, and film, you will quickly gain confidence and increasing facility with your abilities to speak and understand both spoken and written French. In addition, our study of grammar, vocabulary, and communication skills will be organized around an engaging and dynamic introduction to a variety of French-speaking cultures around the world, from France and Belgium, to Québec and Martinique, to Sénégal and Morocco. *Conducted in French.*

Requirements/Evaluation: Active class participation, workbook exercises and compositions, chapter tests, midterm, and final exam.

Prerequisites: None. For students who've never formally studied French. Students who've previously studied French (in any formal course, at any level) MUST take the French Placement Test in the summer or during First Days. For more info: <https://french.williams.edu>

Enrollment Limit: 18

Enrollment Preferences: All are welcome, but if over-enrolled, preference will be given to first-year and second-year students and those with compelling justification for admission.

Expected Class Size: 18

Grading: yes pass/fail option, no fifth course option

Unit Notes: RLFR 101-102 is a year-long course. Credit is granted only if both semesters (RLFR 101 and 102) are taken. RLFR 101-102 students must also take the French Winter Study Course. This commitment to a year-long immersion in French is designed to help students become fully conversant in French by the end of the academic year.

Distributions: (D1) (DPE)

Difference, Power, and Equity Notes: Through its focus on French and Francophone cultures around the world, this course enables students to gain both linguistic and cultural proficiency, and to engage with the great diversity of colonial and post-colonial cultures, histories, and identities in France and Belgium, Québec and Martinique, Sénégal and Morocco.

Fall 2024

SEM Section: 01 M-F 10:00 am - 10:50 am Brian Martin

RLFR 102 (S) Introduction to French Language and Francophone Cultures

This year-long course offers a complete introduction to the French language and is designed to help you become fully conversant in French by focusing on four fundamental language skills: listening, speaking, reading, and writing. Through daily practice, class activities, interactive discussion, listening exercises, written work, reading assignments, video-observations, and film-viewing, you will quickly gain confidence and increasing facility with your abilities to speak and understand both spoken and written French. In addition, our study of grammar, vocabulary, and communication skills will be organized around an engaging and dynamic introduction to a variety of French-speaking cultures around the world, from France and Belgium, to Québec and Martinique, to Sénégal and Morocco. *Conducted in French.*

Class Format: This class meets 5 times a week from M-F. Students are required to attend class from Monday to Friday.

Requirements/Evaluation: participation, daily homework including weekly short writing assignments, oral and written mid-semester and final exams

Prerequisites: RLFR 101, or by Placement Test, or permission of instructor

Enrollment Limit: 20

Enrollment Preferences: Preference will go to first- and second-year students and those with compelling justification for admission. Statement of interest solicited if overenrolled.

Expected Class Size: 18

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Spring 2025

LEC Section: 01 M-F 10:00 am - 10:50 am Sophie F. Saint-Just

RLFR 103 (F) Intermediate Studies in French Language and Francophone Cultures

As a continuation of French 101-102, this dynamic first-semester intermediate course is designed to help you improve your French, while at the same

time learning more about French and Francophone cultures, politics, literature, and film. Through the active study and daily practice of listening, speaking, reading, and writing in French, you will: continue developing your communication skills and learn to express your opinions and ideas; improve your command of spoken and written French through a revision of important grammatical structures; strengthen your reading and writing skills in order to prepare you for further study of literary texts; and develop an increased vocabulary and cultural appreciation of French-speaking cultures around the world.

Class Format: This class is scheduled to meet 5 times a week. Students will meet with the instructor 3 times a week, with the French TA once a week, and will do guided group work once a week.

Requirements/Evaluation: Class participation, Homework, Regular tests, Short Writing Assignments and Final Exam.

Prerequisites: RLFR 101-102, or by Placement Test, or Permission of Instructor

Enrollment Limit: 18

Enrollment Preferences: All are welcome, but if over-enrolled, preference will be given to first-year and second-year students and those with compelling justification for admission.

Expected Class Size: 15

Grading: yes pass/fail option, no fifth course option

Distributions: (D1)

Fall 2024

SEM Section: 01 M-F 9:00 am - 9:50 am Preea Leelah

SEM Section: 02 M-F 10:00 am - 10:50 am Preea Leelah

RLFR 104 (S) Intermediate French II: Advanced Intermediate Studies in French

As a continuation of French 103, this course will help students gain greater fluency in French, through an exploration of French and Francophone literature, film, media, politics, and culture. With a focus on listening, speaking, reading, and writing, students will review advanced grammar expand their vocabulary, gain greater confidence, and both discuss and debate central questions in the social, political, and cultural landscape of French-speaking communities in Europe, Africa, and the Caribbean.

Requirements/Evaluation: Participation, Homework, Writing Assignments, Quizzes, Final Project.

Prerequisites: RLFR 103, or by Placement Test, or Permission of Instructor.

Enrollment Limit: 18

Enrollment Preferences: Enrollment preference for students who completed RLFR 103 in Fall 2024, or those who have placed into RLFR 104 on the French Placement Test.

Expected Class Size: 15

Grading: yes pass/fail option, no fifth course option

Distributions: (D1)

Spring 2025

SEM Section: 01 MWF 9:00 am - 9:50 am Katarzyna M. Pieprzak

SEM Section: 02 MWF 10:00 am - 10:50 am Katarzyna M. Pieprzak

RLFR 105 (F) Advanced French: Advanced Studies in French Language and Francophone Culture (DPE) (WS)

In this French course, we will read and examine literary texts from the twelfth to the 19th centuries, and films from the twentieth and twenty-first centuries. In order to analyze them, we will briefly situate them in their social and historical contexts. These works will help us better understand contemporary France and explore France's colonial past. We will also learn how to write two short research paper in French in the form of an explication de texte. While the themes, authors, time periods will vary, our approach will remain the same. Three themes, love, fear, and France's colonial past, will serve as the course's organizing principles. A small section of the course will be devoted to grammar revisions in order to continue to improve our reading and language skills. Throughout the semester we will develop our writing skills in French. Conducted in French

Requirements/Evaluation: class participation, online grammar exercises, 2 four-page papers, 1 class introduction, 2 low-stakes one-page response papers

Prerequisites: RLFR 104, placement exam, or by permission of instructor

Enrollment Limit: 15

Enrollment Preferences: All are welcome, but if overenrolled, preference will be given to first- and second-year students and French major and certificate students. If necessary, a statement of interest will be solicited.

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (DPE) (WS)

Writing Skills Notes: In this course students will practice writing two short structured papers in French where there will present their interpretation of literary or visual text. Students will write two response papers.

Difference, Power, and Equity Notes: In this course student will examine visual and literary texts that reframe difference, power and equity in relation to race, class, gender, ethnicity, sexuality, and religion.

Fall 2024

LEC Section: 01 MR 1:10 pm - 2:25 pm Sophie F. Saint-Just

LEC Section: 02 MR 2:35 pm - 3:50 pm Sophie F. Saint-Just

RLFR 106 (S) Advanced French: Danger and Desire in French Film and Fiction (DPE)

Cross-listings: COMP 107

Primary Cross-listing

This is an advanced course in French language designed to help you improve your speaking, comprehension, reading, and writing, through the dynamic study of short literary texts and films focusing on danger and desire in nineteenth-, twentieth-, and twenty-first-century France and the Francophone World. Through active discussion and debate, textual and cinematic analysis, grammatical review, and careful writing and revision, you will improve your command of spoken and written French, strengthen your ability to express complex ideas, expand your vocabulary, and deepen your understanding of French and Francophone fiction, film, and cultures. This is an ideal course to prepare for study abroad or for more advanced coursework in French and Francophone literature and cinema. As a focus for improving your French, we will examine a broad range of texts and films on danger and desire in France, Québec, and Algeria from 1820 to 2025, with an emphasis on passion and ambition, infatuation and seduction, betrayal and vengeance, courage and cruelty, warfare and resistance. Works to include nineteenth-century texts by Chateaubriand, Duras, Balzac, Mérimée, Flaubert, Maupassant, Zola; twentieth-century texts by Colette, Camus, Sartre, Beauvoir, Duras, Ernaux, Guibert, Quint, Lindon, Vilrouge; and twenty-first-century films by Caron, Ozon, Ducastel, Martineau, Dercourt, and Becker. Conducted in French.

Requirements/Evaluation: Active class participation, grammar exercises, midterm exam, and two papers.

Prerequisites: Exceptional performance in RLFR 104; successful performance in RLFR 105; or by placement test; or permission of the instructor.

Enrollment Limit: 16

Enrollment Preferences: All are welcome, but if over-enrolled, preference will be given to French Majors and French Certificate students.

Expected Class Size: 16

Grading: yes pass/fail option, no fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 107(D1) RLFR 106(D1)

Difference, Power, and Equity Notes: This course centers on a critical examination of difference, power, and equity in French film and fiction. The content examines the effects of class, ethnicity, gender, and sexuality on social inequalities among rich and poor, soldiers and civilians, nations and colonies, men and women. The course employs critical tools to teach students how to articulate and interrogate social injustice, through reading, viewing, discussion, writing, and revision.

Spring 2025

SEM Section: 01 TR 9:55 am - 11:10 am Brian Martin

RLFR 107 (S) Advanced French: Formation and Transformation (DPE)

This advanced course is designed to help you refine your French speaking, comprehension, and writing skills in preparation for studying abroad or for more advanced French coursework. We will explore the themes of *formation* (the French term that means at once education and training) and personal transformation, through fictional and autobiographical texts and films. How do individuals find their place in societies and both define and redefine their own identities? Is it possible to reflect critically on one's own *formation*, or is it easier to do so through works of fiction? We will also reflect on our own educational experiences as we read works by authors such as Marguerite Duras, Maryse Condé, Annie Ernaux, and Pierre Bourdieu, and watch both recent and classic films from 1950s France to 2020s Québec.

Requirements/Evaluation: One close-reading presentation and essay, one discussion-leading presentation, two analytical essays, final project

Prerequisites: Successful performance in RLFR 105 or 106, or by placement test, or permission of the instructor.

Enrollment Limit: 20

Enrollment Preferences: Students from all majors welcome, but if over-enrolled, preference will be given to French majors and certificate students.

Expected Class Size: 20

Grading: yes pass/fail option, no fifth course option

Distributions: (D1) (DPE)

Difference, Power, and Equity Notes: This course explores questions of difference, power, and equity through a critical analysis of educational systems in France and the Francophone World. Although education is assumed to create equity (in both France and in North America), the content of this course will help students nuance this view and articulate how different social identities are often excluded from the power and opportunity that education seems to promise.

Not offered current academic year

RLFR 206 (S) The Outsider in French & Francophone Film Adaptations of Literary Texts (DPE)

Cross-listings: COMP 209

Primary Cross-listing

In this course students will examine the figure of the outsider (queer, black, woman, intruder, loner) in several French and Francophone literary texts and their film adaptations and will explore questions such as: how are such outsiders translated onto the screen? To what extent does outsider status help maintain, challenge, or reveal hegemonic discourse? In what ways do non-Western and Western filmmakers (re)cast power and privilege through the figure of the outsider in their film adaptations (of Western canonical texts)? Students will read original French and Francophone literary texts and apply theories of film adaptation to their analyses.

Requirements/Evaluation: Three response papers, one short essay on film adaption, one video essay with a student partner

Prerequisites: Students should have taken RLFR 105 or above, or placement test, or by permission of instructor

Enrollment Limit: 16

Enrollment Preferences: Comparative Literature majors, Africana Studies concentrators, French majors and certificates

Expected Class Size: 12

Grading: yes pass/fail option, no fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

RLFR 206(D1) COMP 209(D1)

Difference, Power, and Equity Notes: This course fulfills the DPE requirement because it focuses via the figure of the outsider on power dynamics (based on sexual identity race, class, gender) between cultural producers in literary texts and their film adaptations.

Attributes: FMST Core Courses

Spring 2025

SEM Section: 01 TR 11:20 am - 12:35 pm Sophie F. Saint-Just

RLFR 213 (F) Francophone North America in the 21st Century: Revendications, réparations et retrouvailles

This course investigates post-2000 productions from Acadie, Haiti, Louisiana, and Quebec to examine the socio-literary changes and the current phenomenon of "*L'Archipel linguistique*." Looking at the concept of "*Retrouvailles*," or the gathering of Francophone regions through literary expression

in a largely Anglophone continent, we will examine how literature depicts current affairs, as well as what it can do to produce change. In addition to novels and films, we will rely on radio shows, news pieces, and tv shows to get a broader picture of the present stakes. All course discussions will be in French. Topics will include socio-political and cultural issues, (neo)colonialism, activism, linguistic insecurity, and race relations as they are addressed in visual art, music, and literature. Some of the texts covered in this course are *Kukum* (2019) by Michel Jean, *L'Énigme du retour* (2009) by Dany Laferrière, *Ô Malheureuse* (2019) by Ashlee Michot, *Suite des sens* (2023) by Jean Arceneaux, *Alma* (2006) by Georgette LeBlanc. Conducted in French.

Requirements/Evaluation: Evaluation is based on active in-class engagement, two short written compositions, two short presentations, and a final project.

Prerequisites: French 105 or 106, or results of the Williams College French Placement Test, or permission of instructor.

Enrollment Limit: 20

Enrollment Preferences: Preference given to French majors or French certificate students and Comp Lit majors.

Expected Class Size: 15

Grading: yes pass/fail option, no fifth course option

Distributions: (D1)

Not offered current academic year

RLFR 216 (S) Women Behaving Badly: Deviant Women in Early Modern French Literature (DPE)

Cross-listings: WGSS 216

Primary Cross-listing

Female deviance often implies resisting a dominant and oppressive patriarchal status quo embedded within cultural and historical backgrounds. This course explores female characters in early modern French literature who refuse to conform to established gender roles. Defying social constructs of femininity, through either judicious negotiations or more aggressive and violent behavior, is an important trope in the writings of both male and female authors of the seventeenth and eighteenth centuries. What constitutes deviant behavior, however, depends on social definitions of gender roles, which evolve over time. In this course, we will first examine women's place within the historical and socio-cultural context of the *Ancien Régime*, which will lead to an examination of female behavior censured during the seventeenth and eighteenth centuries. We will then reflect on how we, as modern readers, perceive such deviancy at it relates to the past. Finally, we will discuss the relevance of studying deviant women in light of current events, such as the #MeToo movement, which has led to a new level of consciousness and empathy for the plight of marginalized groups. Potential readings to include Corneille's *Médée*, Madame de la Fayette's *Princesse de Clèves*, Laclos's *Liaisons dangereuses*, and Isabelle de Charrière's *Lettre à Mistriss Henley*.

Requirements/Evaluation: active class participation, one presentation (8-10 minutes), three to four papers (3-5 pages), and a longer final paper

Prerequisites: strong performance in RLFR 105; successful performance in RLFR 106; or by French placement exam; or by permission of instructor

Enrollment Limit: 20

Enrollment Preferences: French majors and certificate students; Comparative Literature majors; Women's, Gender and Sexuality Studies majors; and those with compelling justification for admission

Expected Class Size: 15

Grading: yes pass/fail option, no fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 216(D2) RLFR 216(D1)

Difference, Power, and Equity Notes: This course focuses on a critical examination of difference, power, and equity in early modern France. Through the study of deviant women, the course thus challenges students to examine the effects of class, race, ethnicity, gender, and sexuality in narratives on women, misogyny, and criminality.

Spring 2025

SEM Section: 01 TR 9:55 am - 11:10 am Preea Leelah

RLFR 217 (F) Fierté, Sororité, Vitalité: Trans and Non-Binary Narratives of Francophone Expression

Ten years have passed since Time magazine announced to the world with its June 2014 cover story that the "Transgender Tipping Point" was upon us. The cover spoke to a nation confronting transgender equality as "America's Next Civil Rights Frontier." While this "tipping point" is perhaps salient in the United States, trans(gender), non-binary, and genderqueer identities have world histories with their own vocabularies, knowledge systems, and critiques of normativities. As an important branch of feminist, gender, and sexuality studies, transgender studies continue to revolutionize intersectional inquiry and activist initiatives. In this course, students will explore the genealogical roots of Francophone trans literatures, art, and media as they overlap with fields like critical race studies, Indigenous studies, medicine and technology, carcerality, care, sex work, and entertainment. This course provides an introduction trans studies and trans of color critique and focuses particularly on the contemporary period to gives students insight into the ongoing debates that structure the field and its near future. The course will also have a strong focus on genre and medium as students engage with visual art collections (Kehinde Wiley's *Tahiti* and Namsa Leuba's *Illusions*), documentary film (Véronique Kanor's *Les femmes viennent aussi de Mars*), serial web comics (Sophie Labelle's *Assignée garçon*), podcasts (Lauren Bastide's *La Poudre* with Paul Preciado), poetry and performance art (Kama La Mackerel's *Zom-Fam*), short stories (Chantal Spitz's "Joséphine" and Magali Nirina Marson's "Je me déserte..."), and novels (Ananda Devi's *Le rire des déesses*, Emmanuelle Bayamack-Tam's *Arcadie*, and Abdellah Taïa's *Un pays pour mourir*). Conducted in French.

Requirements/Evaluation: Evaluation will be based on active participation and preparation, one presentation, one short essay, one multimedia midterm project, and a final paper.

Prerequisites: French 105 or 106, or results of the College Placement Exam, or permission of instructor.

Enrollment Limit: 20

Enrollment Preferences: French majors and certificate students.

Expected Class Size: 15

Grading: no pass/fail option, yes fifth course option

Distributions: (D1)

Not offered current academic year

RLFR 225 (F) Remembering the Great War: The First World War in Literature and Film (DPE)

Cross-listings: COMP 224

Secondary Cross-listing

From 1914 to 1918, the First World War ravaged Europe and slaughtered millions of soldiers and civilians from across the globe. Known as the "war to end (all) war(s)," World War I set the stage for an entire century of military conflict and carnage. New technologies led to unprecedented violence in the trenches, killing and wounding as many as 41 million soldiers and civilians. Beyond the slaughter at the front, the Great War also led to the global influenza pandemic that claimed up to 50 million lives, and the Armenian genocide that presaged the later atrocities of the Holocaust. The war also led to massive political transformation, from the Irish Rebellion and Russian Revolution, to the collapse of the German, Russian, Austro-Hungarian, and Ottoman Empires, and the redrawing of national borders across Europe and the Middle East. Even the end of the war with the Treaty of Versailles lay the groundwork for new animosities that would lead to the Second World War just two decades later. However, the First World War also inspired great social change, from the emergence of the United States as a global leader and the founding of the League of Nations, to growing discontent with colonial rule in Asia and Africa, and greater power for women whose wartime labor influenced the post-war passage of their right to vote in countries across Europe and North America. In our study of the Great War, we will examine texts and films that bear witness to the suffering and courage of soldiers and civilians, and consider the legacy of the war in the twentieth- and twenty-first centuries. Readings to include memoirs and novels by Barbusse, Barker, Brittain, Cocteau, Graves, Hemingway, Jünger, Remarque, Wharton, Woolf; poetry by Apollinaire, Brooke, Mackintosh, McCrae, Owen, Sassoon; films by Attenborough, Boyd, Carion, Chaplin, Jeunet, Ozon, Renoir, Trumbo, Walsh, Weir; and archival materials on the roles of Williams students and faculty during the First World War. *Readings and Discussions in English.*

Requirements/Evaluation: Active class participation, two shorter papers (4-5 pages), a midterm, and a longer final paper (5-7 pages).

Prerequisites: None.

Enrollment Limit: 16

Enrollment Preferences: All are welcome, but if the course is overenrolled, preference will be given to Comparative Literature majors and French majors and certificate students; if the course is over-enrolled, students will submit a form online.

Expected Class Size: 16

Grading: yes pass/fail option, no fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 224(D1) RLFR 225(D1)

Difference, Power, and Equity Notes: As the course description explains, this course centers on a critical examination of difference, power, and equity during WWI. The content examines the effects of class, race, ethnicity, gender, and sexuality on social inequalities among soldiers & civilians, nations & colonies, men & women. The course also employs critical tools to teach students how to articulate and interrogate the social injustices of the Great War, from reading & discussion, to analytical essays & archival investigation.

Not offered current academic year

RLFR 229 Black Outside the U.S.

This course explores multiple ways Black identity evolves, adapts and is experienced differently depending on location. Students analyze Black experience in the U.S., France and Senegal through a range of texts from books and social media to music and film. One key aspect of the course is a study abroad trip to Senegal, which increases cultural awareness through experiential learning. This combination of textual learning with experiential knowledge exemplifies how language, religion, gender, geography, and performance shape one's racial identity. In the first section of the course, students investigate Black experience in the U.S., focusing on such topics as the one-drop rule, racial profiling and where mixed people fit within Black/White tensions. The second section highlights the politics of language in France. Students explore how words like "Black," "noir" and "race" have strong political connotations in France and spur both resistance to and alliance with Black American civil rights history. In the third part of the course, students visit Dakar, Senegal, and analyze Blackness through their own observations and encounters. Their trip insights jumpstart the final focus of the course on Senegal. Students investigate the influence of French colonialism on Black identity in Senegal, which makes the two geographical experiences of Blackness very different but still forever linked.

Class Format: seminar, the course includes a required spring break trip to Dakar, Senegal, which is no additional cost to students

Requirements/Evaluation: evaluation will be based on class participation, short weekly reading responses, two 4-5 page papers, a presentation based on the spring break trip, and a final presentation including a short 2-page report

Prerequisites: none

Enrollment Limit: 8

Enrollment Preferences: students who have taken other AFR courses, Francophone speakers and students

Expected Class Size: 8

Grading:

Distributions: (D2)

Attributes: AFR Core Electives GBST Borders, Exiles + Diaspora Studies

Not offered current academic year

RLFR 232 (S) Liberté, Egalité, Fraternité ? Race, Gender, and Political Power in Eighteenth-Century France (DPE)

Cross-listings: COMP 219

Primary Cross-listing

The French Revolution of 1789 was, to a large extent, inspired by Enlightenment thinkers such as Voltaire, Rousseau, and Diderot who promoted ideas on individual liberty, scientific progress, religious freedom, and secularism. The Revolution brought with it promises of a society freed from the abuses of an absolute monarchy. Yet as feminist thinker Olympe de Gouges would note, when France redefined its notion of citizenship after 1789, it did not include women and people of color. This course examines Enlightenment ideas that led to the French Revolution, while analyzing how those ideas failed to bring true equality. Voltaire, Buffon, and Montesquieu all advocated for the abolition of slavery, but they also held racist and sexist views, justified by pseudoscientific discourse. By further juxtaposing these thinkers with feminist and abolitionist authors such as Olympe de Gouges and Claire de Duras, we will examine how eighteenth-century female authors advocated for the rights of women. Finally, we will analyze artworks such as Marie-Guillemine Benoist's *Portrait d'une négresse* (1800) and discuss how France is using such works today to reckon with its history of discrimination.

Requirements/Evaluation: active class participation, one presentation (8-10 minutes), three to four papers (3-5 pages), and a longer final paper

Prerequisites: excellent performance in RLFR 105; successful performance in RLFR 106; other RLFR 200-level courses; or by French placement exam; or by permission of instructor

Enrollment Limit: 20

Enrollment Preferences: French majors and certificate students; Comparative Literature majors; and those with compelling justification for admission

Expected Class Size: 20

Grading: yes pass/fail option, no fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

RLFR 232(D1) COMP 219(D1)

Difference, Power, and Equity Notes: In its focus on Race, Gender, and Political Power, this course centers on a critical examination of difference, power, and equity in eighteenth-century France. Through the study of enlightenment and feminist thinkers and leaders, the course asks students to analyze the social, political, and discursive effects of class, race, ethnicity, gender, and sexuality in narratives on revolution, and to re-examine both past and present definitions of "liberty, equality, fraternity."

Not offered current academic year

RLFR 234 (S) Francophone Oceania: The Other Side of the Postcard

Manava i Te Ao Ma'ohi! Tongan-Fijian author Epeli Hau'ofa writes: "Centuries before Europeans entered the Pacific, in the days when boundaries were not imaginary lines in the ocean but points of entry that were constantly negotiated and even contested, the sea was open to anyone who could navigate a way through." Of critical importance to Oceanian communities and scholarship today is the project of remembering and re-membering the stories, knowledges, travel routes, and more-than-human ecologies that have crisscrossed the vast aqueous landscapes of this "other" side of the globe. This course is a comprehensive survey of the literature, modern history, and aesthetics that inform the field of contemporary Francophone Oceanian Studies. Major concepts in Indigenous Oceanian philosophy and genealogies of thought (from Ma'ohi, Kanak, and Ni-Vanuatu communities in particular), European imperialism and racial politics, gender and sexuality, maritime knowledges, the French nuclear agenda and climate fiction will be studied. Students will use multimedia formats and storytelling techniques to cross-examine narrative development, philosophy, and Oceanian history from a comparative perspective. Texts may include: Déwé Gorodé's *Sous les cendres des conqués* (1985), Chantal T. Spitz's *L'île des rêves écrasés* (1991), Claudine Jacques' *L'Âge du perroquet-banane, Parabole païenne* (2002), Ari'irau's *Matamimi ou la vie nous attend* (2006), Nicholas Kurtovitch's *Dans le ciel splendide* (2015), Titaua Peu's *Pina* (2016), and Titaua Porcher's *Hina, Maui et compagnie* (2018) among others. Conducted in French.

Requirements/Evaluation: Evaluation will be based on active participation and preparation, two short presentations, a guided journal, and a final project.

Prerequisites: RLFR 105 or 106; or results of the College Placement exam; or permission of Instructor.

Enrollment Limit: 20

Enrollment Preferences: French majors and certificate holders

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Not offered current academic year

RLFR 260 (F) Francophone Graphic Novels (DPE)

Cross-listings: COMP 260

Primary Cross-listing

In this class we will read contemporary graphic novels and *bandes dessinées* from Côte d'Ivoire, Morocco, Guadeloupe, Lebanon, France, and Québec to analyze how they approach subjects such as colonial history, migration and discrimination, gender and sexuality, and representations of disability and the racialized body. We will pay particular attention to the visual form and the critical theory of the graphic novel to further understand why this hybrid genre has become so popular and widespread, and how it is shaping conversations about difference and power in the Francophone world. Conducted in French.

Requirements/Evaluation: weekly 1-page response papers, midterm 4-5-page paper, presentation and final 7-8-page research paper

Prerequisites: RLFR 105, 106, by placement or by permission of instructor

Enrollment Limit: 20

Enrollment Preferences: French majors and certificate students, Comparative Literature majors

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 260(D1) RLFR 260(D1)

Difference, Power, and Equity Notes: The readings in this course focus on French colonial and Francophone postcolonial history, contemporary migration, and structures of discrimination built on race, religion, gender, and ableism in the French-speaking world. We will explore how graphic novels in their hybrid visual/verbal forms propose different ways of shaping the dynamics and the discourse of difference and power.

Fall 2024

SEM Section: 01 TR 9:55 am - 11:10 am Katarzyna M. Pieprzak

RLFR 262 (S) Lâche pas la patate: Francophone Culture in Louisiana

The expression "*Lâche pas la patate*," or "don't drop the potato" is a way of saying "don't ever stop speaking French in Louisiana." This begs the question: why preserve a language? In Louisiana, Francophone activists have been fighting to preserve their unique dialect of French--or what Professor Barry Jean Ancelet calls "the problem language"--for decades. By promoting the education and use of French in the state, what else are they preserving? From historical, thematic, and literary perspectives, this course is designed to provide an answer to such questions through the examination of Francophone Louisiana from its foundation as a French colony to today. In this course, we rely on contemporary publications and media in French to get a broader picture of the current stakes in Francophone Louisiana. Topics will include sociolinguistics, race relations, creolization, activism, and Americanization. Primary sources include rituals, cartoons, films, memes, music, literature, and cuisine. Texts and media (such as films and podcasts) included are *Les Aventures de Boudini et ses amis*, *Tout bec doux*, *Ô Malheureuse*, *Film Quest*, *L'Habitation Saint-Ybars*, *Bayou zen*, *Finding Cajun*, *Mille misères La Veillée*, *Charrer-Veiller*, *Feux Follets*, *Istrouma : Manifeste Houma*. Conducted in French.

Requirements/Evaluation: Evaluation is based on active in-class engagement, a mid-term exam, two short presentations, and a final research project.

Prerequisites: French 105 or 106; or results of the College Placement Test, or permission of instructor.

Enrollment Limit: 20

Enrollment Preferences: French majors/certificate students, comp lit majors.

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Not offered current academic year

RLFR 307 (F) Building Francophone Cities: Literature, Art and History (DPE)

Cross-listings: COMP 308

Primary Cross-listing

Through literature, visual art, and urban history, this class will engage with the remarkable histories, presents and imagined futures of five Francophone cities: Casablanca (Morocco), Algiers (Algeria), Kinshasa (Democratic Republic of the Congo), Fort-de-France (Martinique) and Port-au-Prince (Haiti). We will learn about their colonial foundations and postcolonial transformations while paying attention to how these urban spaces and their people and histories are represented and imagined by poetry, novels, and visual art. (Conducted in French)

Requirements/Evaluation: Active participation, weekly 1-page response papers, midterm 5-page paper, final project (oral presentation and 8-page paper).

Prerequisites: RLFR 105 or above, or by permission of instructor

Enrollment Limit: 18

Enrollment Preferences: French majors or certificate students, Comp. Lit. majors

Expected Class Size: 15

Grading: yes pass/fail option, no fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

RLFR 307(D1) COMP 308(D1)

Difference, Power, and Equity Notes: This course examines the French colonial history and postcolonial futures of five major Francophone cities and pays particular attention to questions of representation of class, race and gender in the historical, literary and visual record.

Not offered current academic year

RLFR 316 (F) Paris on Fire: Incendiary Voices from the City of Light (DPE)

Cross-listings: WGSS 315 / COMP 314

Primary Cross-listing

During the 1830s, Honoré de Balzac described Paris as a "surprising assemblage of movements, machines, and ideas, a city of one hundred thousand novels, the head of the world," but also characterized the French capital as a "land of contrasts," a "monstrous wonder," a "moral sewer." Similarly, writers from Victor Hugo to Émile Zola have simultaneously celebrated Parisian elegance and condemned the appalling misery of Paris's urban poor. Since 1889, Paris has been fêted as the "City of Light" for its Enlightenment legacy, Eiffel Tower modernity, and luminous energy, captured in countless paintings, photographs, and film. However, Paris is also the site of revolution, resistance, and riots. From revolutionary revolt (1830, 1848, 1871), to wartime resistance (1870, 1914-18, 1940-44), to reformist and race riots (1968 and 2005), Paris has repeatedly sparked with incendiary passion and political protest. As fires raged during the 2005 riots, many heard the echo of Hitler's 1944 question, "Is Paris burning?" and asked: why was Paris burning again at the dawn of the twenty-first century? Following the 2015 terrorist attacks, many wondered yet again what the future would hold for the City of Light. To answer these questions, we will examine the social, political, and literary landscape of Paris during the nineteenth, twentieth, and twenty-first centuries, from urbanization and modernization, to occupation and liberation, to immigration and globalization. Readings to include poetry, short stories, and novels by Hugo, Balzac, Baudelaire, Maupassant, Verne, Zola, Apollinaire, Colette, Duras, Perec, Rochefort, and Charef. Films to include works by Clair, Truffaut, Godard, Minnelli, Clément, Lelouch, Luhrmann, Kassovitz, Besson, and Jeunet. Conducted in French.

Requirements/Evaluation: Active class participation, midterm exam, and two papers.

Prerequisites: Strong performance in RLFR 106, or another RLFR 200-level or 300-level course, or permission of the instructor.

Enrollment Limit: 16

Enrollment Preferences: French Majors and French Certificate students, Comparative Literature Majors.

Expected Class Size: 16

Grading: yes pass/fail option, no fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

RLFR 316(D1) WGSS 315(D2) COMP 314(D1)

Difference, Power, and Equity Notes: This course examines the operations of difference, power, and equity in French film and fiction, history and politics, art and culture, from 1830 to 2025. In readings, lectures, and discussions, we will look at how class, ethnicity, gender, and sexuality structure the lives and struggles of the working class and urban poor, women and men, migrants and immigrants. Students will learn critical tools to better understand and interrogate social inequity and injustice.

Attributes: GBST Urbanizing World

Fall 2024

SEM Section: 01 MW 11:00 am - 12:15 pm Brian Martin

RLFR 318 (F) Twentieth-Century French Novel: From Adversity to Modernity (DPE)

Cross-listings: COMP 318

Primary Cross-listing

In his futurist novel *Paris in the Twentieth Century* (1863), Jules Verne envisions an era of technological superiority, complete with hydrogen cars and high-speed trains, televisions and skyscrapers, computers and the internet. But in Verne's vision of modernity, technological sophistication gives way to intellectual stagnation and social indifference, in a world where poetry and literature have been abandoned in favor of bureaucratic efficiency, mechanized surveillance, and the merciless pursuit of profit. To contest or confirm this dystopic vision, we will examine a broad range of twentieth-century novels and their focus on adversity and modernity. In a century dominated by the devastation of two World Wars, the atrocities of colonial empire, and massive social and political transformation, the novel both documented and interrogated France's engagement with race and

ethnicity, gender and sexuality, colonialism and immigration. Within this historical context, we will discuss the role of the novel in confronting war and disease, challenging poverty and greed, and exposing urban isolation and cultural alienation in twentieth-century France. Readings to include novels by Colette, Genet, Camus, Duras, Ernaux, Guibert, Begag. Lectures to include discussions of Gide, Proust, Sartre, Beauvoir, Cixous, Foucault, Jelloun, Djébar. Films to include works by Fassbinder, Annaud, Lioret, Ducastel, Martineau, Téchiné, Charef. *Conducted in French*.

Requirements/Evaluation: Active class participation, two shorter papers, a midterm, and a longer final paper.

Prerequisites: A 200-level course (at Williams or abroad), or by placement test, or permission of the instructor.

Enrollment Limit: 16

Enrollment Preferences: French majors and certificate students, Comparative Literature majors, and those with compelling justification for admission. Seniors returning from Study Abroad (in France or other Francophone countries) are particularly welcome.

Expected Class Size: 16

Grading: yes pass/fail option, no fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 318(D1) RLFR 318(D1)

Difference, Power, and Equity Notes: As the course description explains, this course focuses on a critical examination of difference, power, and equity in twentieth-century France. The course also employs critical tools to teach students how to examine the roles of race and ethnicity, gender and sexuality, colonialism and immigration, in the French novel's critical representation of war and disease, poverty and greed, urban isolation and cultural alienation during the twentieth-century.

Not offered current academic year

RLFR 320 (F) Transcending Boundaries: The Creation and Evolution of Creole Cultures (DPE)

Cross-listings: COMP 310 / GBST 306 / AFR 306

Primary Cross-listing

Born out of a history of resistance, Creole cultures transcend racial boundaries. This course provides a comprehensive framework for understanding the creation of Creole nations in various parts of the world. Beginning with an examination of the dark history of slavery and French colonialism, we will reflect upon the cultural transformation that took place when people speaking mutually unintelligible languages were brought together. We will then delve into the study of how deterritorialized peoples created their languages and cultures, distinct from the ones imposed by colonizing forces. As we journey from the past to the present, we will also explore how international events such as a worldwide pandemic, social justice, racism, and police brutality are currently affecting these islands. Potential readings will include prominent authors from different Creole-speaking islands, including Frantz Fanon and Aimé Césaire from Martinique, Maryse Condé from Guadeloupe, Ananda Devi from Mauritius and Jacques Roumain from Haiti. Conducted in French with introductions to different creoles.

Requirements/Evaluation: Active class participation, three papers (of 3-4 pages each), presentation, final research paper (7-8 pages)

Prerequisites: Any RLFR 200-level course or above, or by permission of instructor.

Enrollment Limit: 18

Enrollment Preferences: All are welcome. If overenrolled, preference will be given to French majors and certificate students; Comparative Literature majors; Africana Studies students; Global Studies students; and those with compelling justification for admission

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

RLFR 320(D1) COMP 310(D1) GBST 306(D2) AFR 306(D2)

Difference, Power, and Equity Notes: This course qualifies for a Difference, Power, and Equity requirement because it examines the history of slavery as related to French colonialism in different parts of the world. It also considers International issues of social justice, racism and police brutality.

Not offered current academic year

RLFR 330 (S) Unveiling Herstory: Heroines of the Francophone Enlightenment (DPE)

On May 10, 2022, Paris unveiled the first statue of a black woman, Solitude, an emblematic figure of courage and resilience in the eighteenth-century

fight against slavery in Guadeloupe. Against the backdrop of the contemporary French movement wherein statues of Enlightenment thinkers like Diderot, Rousseau, and Voltaire have been vandalized and sparked intense debates on memory and politics, Solitude's recognition adds a profound dimension. Once revered as iconoclastic and progressive these male figures have in recent years been scrutinized for perpetuating ideals associated with white male hegemony, challenging conventional notions of freedom and equality. This tutorial invites students to reevaluate the Enlightenment movement, navigating beyond traditional narratives centered around male figures like Voltaire and Rousseau. It explores the transformative era post-French Revolution, shining a spotlight on the exceptional contributions made by women who defied societal norms within the eighteenth-century francophone world. Adopting a global perspective, the course not only examines events in France but also delves into its former colonies, particularly Haiti and Guadeloupe. By scrutinizing literary and ethnographic texts, as well as visual imagery, the course unravels the stories of remarkable women like Charlotte Corday, a key influencer during the Reign of Terror, and Sanité Belair, an active participant in the Haitian Revolution. The overarching goal is to underscore the significant roles and contributions of these women, often marginalized in historical narratives. Moreover, the course addresses the impact of archival gaps, shedding light on how the destruction of judicial archives by the French in their former colonies has shaped the remembrance of figures like Solitude and Belair.

Requirements/Evaluation: Weekly meeting with instructor for one hour. Weekly 2-3 page response papers. Final paper.

Prerequisites: Any RLFR 200-level course or above, or by permission of instructor.

Enrollment Limit: 10

Enrollment Preferences: All are welcome. If overenrolled, preference will be given to French majors and certificate students; and those with compelling justification for admission

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE)

Difference, Power, and Equity Notes: This course examines the history of slavery and French colonialism. It also explores issues of female empowerment, racism, social justice and equity.

Spring 2025

TUT Section: T1 TBA Preea Leelah

RLFR 360 (F) Repairing a Broken World: Intro to North African Contemporary Art (DPE)

Cross-listings: ARTH 460 / ARTH 560 / ARAB 360 / COMP 361

Primary Cross-listing

How do artists respond to a world in crisis? How does visual art engage violent histories, injured bodies, social injustice and ecological disaster? In this course we will explore the political and ethical concept of repair as it emerges in the work of contemporary North African visual artists. Repair is both a material and symbolic transformational practice of putting together something that is torn or broken. It is never complete, nor does it redeem a history of harm or violence. Rather repair is an invitation: a bringing of people, histories, objects, buildings, feelings and geographies into relation with one another in order to link worlds that have been splintered and separated. It is also a call to imagine other futures. North African contemporary artists have deeply engaged in this type of repair work, attending to colonial history, economies of extraction and environmental damage, race and slavery, housing inequity, gender identity and broken transmission of memory. We will dive into the work of individual artists as well as collectives while reading theoretical texts about broken-world thinking, reparative epistemology, alternative archives, and material reparations.

Class Format: Conducted in French.

Requirements/Evaluation: For undergrads: Active participation, 8 1-page response papers, 5-page mid-term paper, 10-12 page final paper and presentation. For grad students: Active participation, 8 response papers, 5-page mid-term paper, and 20-page final paper and presentation.

Prerequisites: Any RLFR 200-level course or above, or by permission of instructor.

Enrollment Limit: 18

Enrollment Preferences: If over-enrolled, preference will be given to RLFR, ARAB, ARTH and COMP majors, and only 2 spots will be offered to Grad Art students.

Expected Class Size: 15

Grading: yes pass/fail option, no fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

RLFR 360(D1) ARTH 460(D1) ARTH 560(D1) ARAB 360(D1) COMP 361(D1)

Difference, Power, and Equity Notes: This course critically examines art work that engages colonial history, economies of extraction and environmental damage, race and slavery, housing inequity, gender identity.

Fall 2024

SEM Section: 01 TF 2:35 pm - 3:50 pm Katarzyna M. Pieprzak

RLFR 378 (S) Proust's "In Search of Lost Time"

Cross-listings: ENGL 378 / COMP 378

Secondary Cross-listing

In this seminar we will study Marcel Proust's novel-sequence *In Search of Lost Time*, widely regarded as one of the most transformative works of 20th-century fiction. The first-person narrative chronicling the life of a fictional figure bearing a close relationship to Proust himself spans several decades from the late 19th to the early 20th century, centering on French high society as it enters the modern world, shaped by historical events such as the Dreyfus Affair and the First World War. Proust's exploration of the consciousness of the protagonist, an aspiring writer, has led readers to see him as a philosopher of aesthetics, of the psyche, of time and memory, and of the nature of desire. His narrative ranges from meditations on such subjects to social satire to absorbing and sometimes soap opera-like plots exploring upward and downward social mobility and a wide array of sexual entanglements, straight and queer. Through his fluent prose, Proust renders the vicissitudes of desire, loss, and joy, of betrayal and emotional intransigence, and tests the power of memory and the imagination to recapture the past. Because of the length of *In Search of Lost Time*, the emphasis of the course will be more on reading (about 7 to 7½ hours per week) and less on writing (four or five 1½-page journal entries and a final paper of 8-10 pages) than the average 300-level course; and approximately one-third of the sequence will be bracketed as optional reading.

Requirements/Evaluation: Regular class participation, several 2-page journal entries, and a final paper of 8-10 pages

Prerequisites: a 100-level ENGL course, a score of 5 on the AP English Lit exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 22

Enrollment Preferences: English, French, and Comparative Literature majors

Expected Class Size: 16-18

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 378(D1) COMP 378(D1) RLFR 378(D1)

Attributes: ENGL Literary Histories C

Not offered current academic year

RLFR 412 (S) Senior Seminar: Nineteenth-Century French Novel: Desperate Housewives and Extreme Makeovers (DPE)

Cross-listings: WGSS 408 / COMP 412

Primary Cross-listing

In 1834, Honoré de Balzac wrote that "Paris is a veritable ocean. Sound it: you will never know its depth." The same can be said of the French nineteenth-century novel and its boundless ability to echo the past and illuminate the present. From the Romanticism of Stendhal and Hugo, and the Realism of Balzac and Flaubert, to the Naturalism of Zola and Maupassant, the novel became a forum for examining illicit sexuality, institutional misogyny, social injustice, criminal passions, revolutionary struggles, and Parisian pleasures in nineteenth-century France. Characters such as the miserable housewife Emma Bovary, the reluctant revolutionary Jean Valjean, the social climber Julien Sorel, the ambitious undergraduate Eugène de Rastignac, and the domestically abused Gervaise Macquart became synonymous with France's turbulent social and political landscape from the 1830s to the 1880s. As recent film adaptations make clear, these desperate housewives and extreme makeovers continue to haunt our twenty-first century present. Reinterpreted by such actors as Gérard Depardieu, Isabelle Huppert, Uma Thurman, Claire Danes, and Jennifer Aniston, the nineteenth-century novel continues to sound out the scandalous and sensational depths of our own century. Readings to include novels by Balzac, Stendhal, Hugo, Flaubert, Maupassant, Zola. Films to include adaptations by Clément, Berri, August, Arteta, Lelouch, Chabrol. Conducted in French.

Requirements/Evaluation: Active class participation, midterm exam, and two papers.

Prerequisites: A 200-level or 300-level RLFR course at Williams, or Advanced coursework during Study Abroad in France or the Francophone World,

or permission of the instructor.

Enrollment Limit: 16

Enrollment Preferences: French Majors and French Certificate students, Comparative Literature Majors, Women's, Gender, & Sexuality Studies Majors.

Expected Class Size: 16

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 408(D2) RLFR 412(D1) COMP 412(D1)

Difference, Power, and Equity Notes: This course analyzes difference, power, and equity through its examination of gender diversity, institutional misogyny, urban criminality, human sexuality, social injustice, and revolutionary struggle in nineteenth-century France. In class discussions and critical essays on 1830s-1880s France, students will examine and articulate the inequities and injustices between women and men, the privileged and oppressed, the wealthy and working class, and both the rural and urban poor.

Spring 2025

SEM Section: 01 TR 11:20 am - 12:35 pm Brian Martin

RLFR 414 (S) Senior Seminar: Coming of Age: French and Francophone Childhood and Adolescent Film (DPE)

Cross-listings: COMP 414

Primary Cross-listing

Like the bildungsroman in literature, the coming of age story is a genre in itself in cinema. In this senior seminar, we will watch, discuss, and analyze French and Francophone childhood and adolescent narrative films whose protagonists bring into focus larger issues such as racial discrimination, class, gender, sexual identity, social mobility, repression from the state, regime change, delinquency, justice, bereavement, and human trafficking. We will watch seminal films by Euzhan Palcy, the Dardennes brothers, Céline Sciamma, Férid Boughédir, François Truffaut, Faiza Ambah, and Raoul Peck.

Requirements/Evaluation: three three-page response papers; thesis statement, methodology, and works cited list on one page; 2 low-stakes presentations and one script of a video essay or academic journal "special issue" essay

Prerequisites: 200-level RLFR courses

Enrollment Limit: 19

Enrollment Preferences: French and Comparative Literature majors and certificate students

Expected Class Size: 10

Grading: yes pass/fail option, no fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

RLFR 414(D1) COMP 414(D1)

Difference, Power, and Equity Notes: This course qualifies for a Difference, Power, and Equity requirement because the films we focus on racial inequality, class, gender, sexual identity, post slavery society in the Caribbean, lack of social mobility, repression from the state, regime change, delinquency, justice, bereavement, and human trafficking.

Not offered current academic year

RLFR 415 (S) Breaking the Silence: Women Voices, Empowerment and Equality in the Francophone World (DPE)

Cross-listings: WGSS 415 / COMP 415

Primary Cross-listing

How have Francophone women challenged the historical and current effects of colonialism and gendered racism in France and the Francophone world? How have Francophone women writers challenged the status quo of patriarchy and advocated for change? Beginning with political activist Olympe de Gouges, who published *Le droit de la femme et de la citoyenne* (1791) challenging gender inequality in France, we will then examine Claire

de Duras' portrayal of the intersection between race and gender, Simone de Beauvoir's challenge to traditional femininity and gender roles, and Ananda Devi's intimate portrayal of violence against women in post-colonial societies. Throughout the course, we will use a feminist and intersectional lens to analyze how Francophone women writers have broken the silence then and now.

Requirements/Evaluation: Three 3-4-page response papers, a final 10-page research paper, presentation and active participation.

Prerequisites: Any 200-level RLFR course, or by permission of instructor

Enrollment Limit: 18

Enrollment Preferences: Senior French majors and students completing the certificate in French, but open to advanced students of French; Comparative Literature majors; Women's, Gender and Sexuality Studies majors; and those with compelling justification for admission.

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 415(D2) COMP 415(D1) RLFR 415(D1)

Difference, Power, and Equity Notes: In its focus on Race, Gender, and Political Power, this course centers on a critical examination of difference, power, and equity. This course uses a feminist and intersectional lens to analyze how French and Francophone women writers have challenged the historical and current effects of colonialism and gendered racism.

Not offered current academic year

RLFR 493 (F) Senior Thesis: French

French senior thesis; this is part of a full-year thesis (493-494).

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Fall 2024

HON Section: 01 TBA Leyla Rouhi

RLFR 494 (S) Senior Thesis: French

French senior thesis; this is part of a full-year thesis (493-494).

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Spring 2025

HON Section: 01 TBA Leyla Rouhi

RLFR 497 (F) Independent Study: French

French independent study.

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Fall 2024

IND Section: 01 TBA Leyla Rouhi

RLFR 498 (S) Independent Study: French

French independent study.

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Spring 2025

IND Section: 01 TBA Leyla Rouhi

Winter Study -----

RLFR 30 (W) Honors Essay: French

To be taken by candidates for honors other than by thesis route.

Class Format: honors essay

Grading: pass/fail only

Not offered current academic year

RLFR 31 (W) Senior Thesis: French

To be taken by students registered for French 493-494.

Class Format: thesis

Grading: pass/fail only

Not offered current academic year

RLFR 88 (W) French Sustaining Program

Students registered for RLFR 101-102 are required to attend and pass the French Sustaining Program. However, students are also required to register for a regular Winter Study course. Once the regular Winter Study registration process is complete, the Registrar's Office will automatically enroll you in the Sustaining Program. Check your class schedule to confirm enrollment.

Grading: pass/fail option only

Not offered current academic year

RLFR 99 (W) Independent Study: French

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study

Grading: pass/fail only

Not offered current academic year

GEOSCIENCES (Div III)

Chair: Associate Professor Phoebe A. Cohen

- Alex A. Apotsos, Lecturer in Geosciences
- Alice C. Bradley, Assistant Professor of Geosciences
- Phoebe A. Cohen, Chair and Associate Professor of Geosciences
- José A. Constantine, Director of CES and the Environmental Studies Program, Associate Professor of Geosciences, Faculty Fellow of the Davis Center and the Office of Institutional Diversity, Equity and Inclusion; affiliated with: Geosciences, Davis Center, Institutional Diversity, Equity, and Inclusion, Center for Environmental Studies
- Mea S. Cook, Professor of Geosciences; on leave 2023-2024
- Rónadh Cox, Edward Brust Professor of Geology and Mineralogy & Chair of Coastal and Ocean Studies
- Chris Halsted, Visiting Assistant Professor of Geosciences
- Mike R. Hudak, Assistant Professor of Geosciences
- Paul M. Karabinos, Edna McConnell Clark Professor of Geology; on leave 2023-2024

MAJOR

The Geosciences major offers an understanding of the evolution of our planet and its interacting global systems. In this era of global change, geoscience provides the tools that can help us learn to live sustainably with our environment, and appreciate our place within the vastness of Earth history. Forces within the Earth create mountain ranges and ocean basins and drive the movements of continents. Wind, water and ice shape the surface of the Earth, making and changing the landscapes around us. Sedimentary rocks and the fossils within them teach us how life and climate have evolved over the vastness of time.

Geosciences graduates have a wide range of career options, both with and without graduate training. The many choices include environmental consulting, hazard assessment, hydrology, energy industries, outdoor education, working for geoscience and environment related government agencies and nonprofits, and research and teaching in universities, colleges, and secondary schools. Many students choose to double-major in fields as diverse as Art, Economics, History, Physics, Mathematics, English, and Philosophy, and often find jobs where they can apply the synergies of their Geosciences double major. No matter what field they enter, all our Geosciences graduates pursue their lives and careers with a deeper appreciation for the natural world around them.

The major is designed to provide a solid grounding in the geosciences while being adaptable enough to accommodate diverse paths driven by student interests. There are no required courses, but students work through the menu below, which allows a lot of scheduling flexibility.

If you have questions about the major, or how the different requirements apply to you, please contact the [Geosciences Chair](#).

Geosciences major requirements:

The Geosciences major requires a minimum of nine courses, distributed by course level and topic group; each course can fulfill both a course level and topic group requirement. To complete the minimum nine courses, students can add electives at any level, as long as GEOS is the primary course prefix, and the total number of 100 level courses does not exceed two. In addition, students may count either GEOS 104 or GEOS 110 towards the major, but not both.

Course Level Requirements:

At least one and at most two 100-level courses:

GEOS 100 Introduction to Weather and Climate

GEOS 101 Co-Evolution of Earth and Life

GEOS 102 An Unfinished Planet

GEOS 103 Global Warming and Environmental Change

GEOS 104 Oceanography

GEOS 107 Astrobiology

GEOS 109 Geologic Hazards

GEOS 110 Oceans and Society

At least two 200-level courses selected from this group:

GEOS 201 Field Methods and Structural Geology

GEOS 207 The Geoscience of Epidemiology and Public Health

GEOS 208 The Modern Carbon Cycle: the Story from Stable Isotopes

GEOS 210 Oceanographic Processes (Williams Mystic course)

GEOS 212 Paleobiology

GEOS 214 Mastering GIS

GEOS 215 Climate Change

GEOS 217 Planets and Moons

GEOS 255 Environmental Observations

GEOS 275 Ocean and Climate Changes

At least two 300-level courses selected from this group:

GEOS 301 Geomorphology

GEOS 302 Sedimentology

GEOS 304 Mineralogy and Petrology

GEOS 309 Modern Climate

GEOS 327 Coastal Processes and Geomorphology

At least one of the following 400-level courses:

GEOS 401 Global Tectonics and the Rise of Mountains

GEOS 405 Geochemistry: Understanding Earth's Environment

GEOS 409 Volcanology

GEOS 410 The Cryosphere

GEOS 411 Geobiology

GEOS 414 Reading Deep Time

Elective courses at all levels

Geosciences majors can select from any of the previous courses in addition to the following elective courses to bring the total to number of Geosciences courses to nine:

GEOS 111T Radical Science- How Geology Changed the Way We See the World

GEOS 211T Rates and Dates: Calibrating the Rock Record

GEOS 220T Evolution of and on Volcanic Islands

GEOS 221T Examining Inconvenient Truths: Climate Science Meets U.S. Senate Politics

GEOS 227T Climate Data Analysis

GEOS 250T Climate, Tectonics, and Erosion

GEOS 280T Carbon Dioxide Uptake and Our Climate Future

GEOS 312T Mass Extinctions: Patterns and Processes

Disciplinary Groupings

Students must take one and *preferably two* courses from each of the following three groups:

Climate and Oceans:

GEOS 208 The Modern Carbon Cycle: The Story from Stable Isotopes

GEOS 210 Oceanographic Processes (only offered at Williams-Mystic)

GEOS 215 Climate Changes

GEOS 221T Examining Inconvenient Truths: Climate Science meets U.S. Senate Politics

GEOS 255 Environmental Observation

GEOS 227T Climate Data Analysis

GEOS 275 Ocean and Climate Changes

GEOS 280T Carbon Dioxide Uptake and Our Climate Future

GEOS 309 Modern Climate

GEOS 405 Geochemistry: Understanding Earth's Environment

GEOS 410 The Cryosphere

Sediments and Life:

GEOS 207 The Geoscience of Epidemiology and Public Health

GEOS 212 Paleobiology

GEOS 301 Geomorphology

GEOS 302 Sedimentology

GEOS 308 Life on Mars?

GEOS 312T Mass Extinctions: Patterns and Processes

GEOS 404/GEOS 327 Coastal Processes and Geomorphology

GEOS 411 Geobiology

GEOS 414 Reading Deep Time

Solid Earth:

GEOS 201 Field Methods and Structural Geology

GEOS 211T Rates and Dates: Calibrating the Rock Record

GEOS 205 Economic Geology and Earth Resources

GEOS 217 Planets and Moons

GEOS 220T Evolution of and on Volcanic Islands

GEOS 250T Climate, Tectonics, and Erosion

GEOS 304 Mineralogy and Petrology

GEOS 317 Current Topics in Planetary Geology

GEOS 401 Global Tectonics and the Rise of Mountains

GEOS 409 Volcanology

PREPARATION FOR GRADUATE SCHOOL

Students planning to go to graduate school should be aware that most graduate programs will expect applicants to have a background in math/stats as well as a year or so of study in related sciences, in addition to the requirements of the Geosciences major. The selection of outside courses will depend on the field in which a student wants to specialize. Graduate programs in solid-earth geosciences commonly expect entering students to have taken courses in chemistry. For those going into environmental geosciences, courses in chemistry, computer science and/or statistics are recommended. For those considering geobiology programs, biology courses are important. For students entering planetary geology, physics is recommended. Students considering graduate work in geosciences should therefore consult with faculty to ensure that they plan wisely.

THE DEGREE WITH HONORS IN GEOSCIENCES

The degree with honors in Geosciences provides students with an opportunity to undertake a year-long independent research project under the supervision of a faculty member, culminating in a thesis that demonstrates outstanding achievement of an original and innovative nature. In addition to the major requirements listed above, those who are candidates for the degree with honors take the following sequence in the Fall, Winter Study, and Spring of their senior year:

GEOS 493-031-494 Senior Research and Thesis

The principal considerations in admitting a student to the honors thesis program are interest and motivation, mastery of fundamental material and skills, and ability to pursue independent study diligently. Interested students should talk to Geosciences faculty about project options at any time, but generally no later than January of the Junior year.

STUDY AWAY

Students planning to study off-campus should meet as early as possible with the Department Chair to plan and to discuss how potential courses

might be used in the major; note that the Chair cannot pre-approve abroad credit. Although many study-away programs do not offer geoscience courses, there are some that dovetail well with Geosciences. Examples include the Williams-Mystic program, the Frontiers Abroad program at Canterbury University in New Zealand, and the program at the University of Otago in New Zealand. Courses offered at Norwegian Technical Universities and at several universities in the United Kingdom have also been accepted. Up to two geoscience courses taken away from Williams can be counted toward the nine-course major. Be sure to meet with a Geosciences faculty advisor or Department Chair to discuss your plans and ideas for off-campus work.

FAQ

Students **MUST** contact departments/programs **BEFORE** assuming study away credit will be granted toward the major or concentration.

Can your department or program typically pre-approve courses for major/concentration credit?

Generally not until after a student returns and can provide course material for review (e.g. Syllabus and/or completed work such as exams, portfolios, lab reports and the like).

What criteria will typically be used/required to determine whether a student may receive major/concentration credit for a course taken while on study away?

Complete syllabus and course description, including readings, assignments, evaluation criteria.

Does your department/program place restrictions on the number of major/concentration credits that a student might earn through study away?

Yes. A maximum of two courses can be credited toward major requirements.

Does your department/program place restrictions on the types of courses that can be awarded credit towards your major?

No.

Are there specific major requirements that cannot be fulfilled while on study away?

No.

Are there specific major requirements in your department/program that students should be particularly aware of when weighing study away options? (Some examples might include a required course that is always taught in one semester, laboratory requirements.)

Students should consult with the chair or other department faculty members to plan ahead and make sure that requirements can be met. In general, only courses with a lab and/or field component may count towards core GEOS requirements, other courses may be counted as GEOS electives.

Give examples in which students thought or assumed that courses taken away would count toward the major or concentration and then learned they wouldn't.

None to date.

GEOS 100 (S) Introduction to Weather and Climate (QFR)

Cross-listings: CAOS 100

Primary Cross-listing

How is it that we have such a hard time predicting if it's going to rain next week, but we can be confident in projections of future climate change decades from now? This course will explore how fundamental laws of physics determine why air moves and changes, creating the wind, clouds, precipitation, and extreme events that form our weather. Building off of our understanding of the atmosphere, we'll look at longer time scales to develop an understanding of earth's climate system, global heat and moisture transport, climate change, and the ways that humans can change our planet. We will use weather and climate models to learn how scientists and meteorologists predict future conditions. Labs include benchtop experiments, data analysis projects, and self-scheduled meteorological observations. This course is in the Oceans and Climate group for the Geosciences major.

Requirements/Evaluation: weekly problem sets, lab assignments, midterm exam, and final exam

Prerequisites: none

Enrollment Limit: 60

Enrollment Preferences: first year and second year students, Geosciences majors

Expected Class Size: 60

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

GEOS 100(D3) CAOS 100(D3)

Quantitative/Formal Reasoning Notes: This course will have regular problem sets which require substantial quantitative reasoning. Labs will require analysis, presentation, and explanation of quantitative data, and exams will require some quantitative problem solving.

Attributes: ENVI Natural World Electives EXPE Experiential Education Courses

Not offered current academic year

GEOS 101 (S) The Co-Evolution of Earth and Life

Cross-listings: ENVI 105

Primary Cross-listing

Our planet is about 4.6 billion years old and has supported life for at least the last 3.5 billion of those years. This course will examine the relationship between Earth and the life that inhabits it, starting with the first living organisms and progressing to the interaction of our own species with the Earth today. Students will investigate the dynamic nature of the Earth-life system and learn about the dramatic changes that have occurred throughout the history of our planet. We will ask questions such as: How did the Earth facilitate biologic evolution, and what effects did those biologic events have on the physical Earth? When did photosynthesis evolve and how did this biological event lead to profound changes in the world's oceans and atmospheres? How and why did animals evolve and what role did environmental change play in the radiation of animal life? How did the rise and spread of land plants affect world climate? How do plate tectonics, glaciation, and volcanism influence biodiversity and evolutionary innovation? What caused mass extinctions in the past and what can that teach us about our current extinction crisis? Labs will involve hands-on analysis of rocks, fossils, and real-world data as well as conceptual and analytical exercises; field trips will contextualize major events in Earth history and will help students learn to read the rock record. Through these investigations, the class will provide a comprehensive overview of Earth's dynamic history.

Class Format: one laboratory per week plus one all-day field trip

Requirements/Evaluation: lab assignments, weekly quizzes, and a final independent project

Prerequisites: none

Enrollment Limit: 30

Enrollment Preferences: first year and second year students, Geosciences majors

Expected Class Size: 30

Grading: yes pass/fail option, no fifth course option

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 105(D3) GEOS 101(D3)

Attributes: ENVI Natural World Electives EXPE Experiential Education Courses

Spring 2025

LEC Section: 01 TR 9:55 am - 11:10 am Phoebe A. Cohen

LAB Section: 02 T 1:00 pm - 3:00 pm Phoebe A. Cohen

GEOS 102 (S) An Unfinished Planet

Earth is an evolving planet. The pace of plate tectonics may be imperceptibly slow but earthquakes and volcanic eruptions caused by shifting plates disrupt civilizations. In a geological time frame, nothing on Earth is permanent: ocean basins open and close, mountains rise and fall, continental masses collide and pull apart. There is a message here for all of us who live, for an infinitesimally brief time, on the moving surface of the globe. This course uses the plate tectonics model--one of the fundamental scientific accomplishments of the 20th century--to interpret the processes and products of a changing Earth. The emphasis will be on mountain systems (on land and beneath the oceans) as expressions of plate interactions. Specific topics include the rocks and structures of modern and ancient mountain belts, the patterns of global seismicity and volcanism, the nature of the Earth's interior, the changing configurations of continents and ocean basins through time, and, in some detail, the formation of the Appalachian Mountain system and the geological assembly of New England. Readings will be from a physical geology textbook and primary sources. This course is in the Solid Earth group for the Geosciences major.

Class Format: lecture three hours per week and lab (two involving field work) two hours per week; one required all-day field trip on the last Monday of the semester to the Connecticut Valley and the highlands of western Massachusetts

Requirements/Evaluation: three hour-tests and weekly lab work

Prerequisites: none

Enrollment Limit: 40

Enrollment Preferences: first year and second year students, Geosciences majors

Expected Class Size: 40

Grading: yes pass/fail option, no fifth course option

Distributions: (D3)

Attributes: ENVI Natural World Electives EXPE Experiential Education Courses

Spring 2025

LEC Section: 01 MWF 10:00 am - 10:50 am Paul M. Karabinos

LAB Section: 02 M 1:00 pm - 3:00 pm Paul M. Karabinos

LAB Section: 03 W 1:00 pm - 3:00 pm Paul M. Karabinos

GEOS 103 (F) Global Warming and Environmental Change

Cross-listings: ENVI 103

Primary Cross-listing

Earth is the warmest it has been for at least five centuries, and the surface of our planet is responding. From extreme floods and drought to landslides and wildfires, the natural processes that shape Earth's surface are tied to temperature and precipitation. People are beginning to feel the impacts, but in different ways depending on where they call home. In this course, we will investigate how climate change is altering landscapes and the natural processes that support them, highlighting all the ways that people are being affected today. Ultimately, we will develop an understanding of the consequences of climate change that connects physical processes with geography. Specific topics include foundations of the Earth system, plate tectonics and the construction of landscapes, Earth materials, rivers and flooding, hillslope processes, coastal processes, and climate impacts on natural resources such as fresh water and soil. Labs will use local field sites and analytical exercises to evaluate recent cases that reflect an interaction of the landscape and climate. We will also visit and engage with Black communities and community leaders across New England who are grappling with the unjust distribution of resources to mitigate climate impacts and who have been disproportionate bearers of environmental risk.

Requirements/Evaluation: written reports from laboratories and readings, class participation, a midterm and final exam

Prerequisites: none

Enrollment Limit: 48

Enrollment Preferences: first year and second year students, Geosciences majors and Environmental Studies majors and concentrators

Expected Class Size: 48

Grading: yes pass/fail option, no fifth course option

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

GEOS 103(D3) ENVI 103(D3)

Attributes: ENVI Natural World Electives EXPE Experiential Education Courses

Not offered current academic year

GEOS 104 (F) Oceanography

Cross-listings: ENVI 104 / CAOS 104

Primary Cross-listing

The oceans cover three quarters of Earth's surface, yet oceanography as a modern science is relatively young: the first systematic explorations of the geology, biology, physics and chemistry of the oceans began in the late 19th century. This introduction to ocean science includes the creation and destruction of ocean basins with plate tectonics; the source and transport of seafloor sediments and the archive of Earth history they contain; currents,

tides, and waves; photosynthesis and the transfer of energy and matter in ocean food webs; the composition and origin of seawater, and how its chemistry traces biological, physical and geological processes; oceans and climate change; and human impacts.

Class Format: two 75-minute lecture/discussion meetings each week; 2-hour lab every second week; one all-day field trip to the Atlantic coast of New England.

Requirements/Evaluation: lab activities, homework, reading-comprehension quizzes, three tests

Prerequisites: none

Enrollment Limit: 48

Enrollment Preferences: first year and second year students, Geosciences majors, Maritime Studies concentrators

Expected Class Size: 48

Grading: yes pass/fail option, yes fifth course option

Unit Notes: This course and GEOS 110 Oceans and Society cannot both be taken for credit.

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 104(D3) CAOS 104(D3) GEOS 104(D3)

Attributes: ENVI Natural World Electives EXPE Experiential Education Courses

Fall 2024

LEC Section: 01 TR 9:55 am - 11:10 am Chris Halsted

LAB Section: 02 T 1:00 pm - 3:00 pm Chris Halsted

LAB Section: 03 W 1:00 pm - 3:00 pm Chris Halsted

GEOS 109 (S) Geologic Hazards

Dramatic geologic events like earthquakes, volcanic eruptions, and tsunamis can inflict devastating tolls on human life, infrastructure, and economies, as the recent earthquakes in Turkey, Syria, and Afghanistan have sadly demonstrated. These events loom large in our imagination because of this same destructive power. Pop culture is full of references to natural disasters. (Think Hollywood movies like Don't Look Up, San Andreas, or The Day After Tomorrow. Even South Park has a volcano.) Most of these portrayals are based on some tiny seed of established scientific idea or fact, but much of the (mis)information they present is inaccurate. This course seeks to set the record straight. We will develop a framework based on fundamental geologic principles to understand why the most potent natural hazards are concentrated at tectonic plate boundaries. Case studies from recent and historical events will be used to investigate both how volcanoes and earthquakes work and how cascading systems failures exacerbate the human impacts of these phenomena. Exploration of these topics will include lectures, hands-on activities, and weekly laboratory exercises. Occasional comparison to disaster movies will be used to separate fact from fiction. The course will culminate in a final creative or written project.

Requirements/Evaluation: weekly lab assignments, 2 midterms, final project

Prerequisites: none

Enrollment Limit: 48

Enrollment Preferences: first and second year students

Expected Class Size: 48

Grading: yes pass/fail option, no fifth course option

Distributions: (D3)

Not offered current academic year

GEOS 110 (F) Oceans and Society

Cross-listings: CAOS 110 / ENVI 109

Primary Cross-listing

Oceans impact society in many ways: they provide much of our protein, they hide untapped mineral wealth, their circulation regulates global climate, they transport and accumulate our plastic garbage, marine storms batter coastal infrastructure, and sea-level rise threatens communities. However, despite the oceans' importance throughout history--for trade, as a source of food, and because of their unpredictable dangers--we know shockingly

little about them. More than 6000 people have reached the summit of Everest, Earth's highest elevation; but only 22 have visited Challenger Deep, the deepest point below the ocean surface. We have mapped the surfaces of Mars and Venus in far more detail than the topography of Earth's ocean basins. New marine organisms are discovered regularly. And we still don't fully understand the complex details of how ocean and atmosphere work together as the planet's climate engine. In this course, you will examine ocean science themes with direct societal relevance that are also at the forefront of scientific investigation. Topics will be selected based on current events, but are likely to include deep sea mining, meridional overturning, sea level rise, atmospheric rivers, and aquaculture. By taking focused dives into a range of subjects you will learn about the evolution and operation of the ocean as a physical and geological system as well as investigating the intersections between ocean functions, climate change, and human societies. Exercises and discussions will foreground active learning. A field trip to the Atlantic coast will integrate experiential investigation of the intersection between coastal change, extreme weather, and communities. The aim is to have energized interdisciplinary discussions about topics of pressing societal relevance, to understand some of the fundamentals of ocean science, to develop expertise in gathering and distilling information by researching new topics, and thereby to improve critical and analytical thinking.

Class Format: Two 75-minute lecture/discussion meetings each week; 2-hour lab every second week; one all-day field trip to the Atlantic coast.

Requirements/Evaluation: Evaluation is based on engagement with in-class activities, six graded lab exercises, four short writing/research assignments, and a five-page term paper

Prerequisites: none

Enrollment Limit: 60

Enrollment Preferences: First year and second year students

Expected Class Size: 60

Grading: yes pass/fail option, yes fifth course option

Unit Notes: This course and GEOS 104 Oceanography cannot both be taken for credit.

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

GEOS 110(D3) CAOS 110(D3) ENVI 109(D3)

Attributes: ENVI Natural World Electives EXPE Experiential Education Courses MAST Interdepartmental Electives

Not offered current academic year

GEOS 111 (F) Radical Science- How Geology Changed the Way We See the World (WS)

Copernicus shocked Europe when he suggested that the Earth is not the center of the universe. Hutton and other geologists made an equally radical proposal more than two centuries later when they introduced the concept of deep time and argued that the Earth was much older than 6,000 years, as determined by biblical scholars. Several decades later, Darwin and Wallace shook the foundation of western philosophy once more when they proposed that organisms evolved. When geologists reinterpreted landscape features once attributed to the great flood as evidence for past continental glaciation, the concept of extreme climate change through time sprang to life. During the 20th century, the permanence of Earth's geography was challenged by the continental drift hypothesis, which was initially rejected for decades until it reemerged as plate tectonic theory. This tutorial explores how geologic breakthroughs challenged western views of humans as the center of creation living in a world with limited change. There will be weekly tutorial meetings with pairs of students, and students will alternate writing papers on assigned topics. This course is in the Solid Earth group for the Geosciences major.

Requirements/Evaluation: five 5-page papers and five oral critiques of partner's papers

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: First year students then second year students

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (WS)

Writing Skills Notes: Students will write five 5-page papers and will receive peer and instructor feedback on how to improve their writing skills and formulate sound arguments.

Attributes: GEOS Group C Electives - Solid Earth

Not offered current academic year

GEOS 201 (F) Field Methods and Structural Geology (WS)

Geologic history is preserved in rocks and it can be deciphered using fundamental principles such as superposition and cross-cutting relationships. Field observations are essential to understanding the rock record, and data and interpretations are encoded in geologic maps. This course introduces students to topographic and geologic maps, best practices for geologic field work, the field identification of common minerals and rocks, geologic contacts, and structures such as folds, and faults. Students will develop skills for presenting field data in papers, figures, and oral presentations. This course is in the Solid Earth group for the Geosciences major.

Class Format: lecture and discussion, three hours per week and laboratory, three hours per week

Requirements/Evaluation: short weekly writing assignments will form the basis for two 10-page papers based on field trips and a final independent project

Prerequisites: Any 100 level geosciences course or permission of instructor.

Enrollment Limit: 16

Enrollment Preferences: Geosciences majors or students with a strong interest in geosciences

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Materials/Lab Fee: \$15 for field supplies

Distributions: (D3) (WS)

Writing Skills Notes: There will be two 10-page papers, each based on four field trips. Students will submit short field descriptions and figures with captions after each field trip. The shorter assignments will be incorporated in two papers. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Attributes: GEOS Group C Electives - Solid Earth

Fall 2024

LEC Section: 01 MWF 11:00 am - 12:15 pm Paul M. Karabinos

LAB Section: 02 M 1:00 pm - 4:00 pm Paul M. Karabinos

GEOS 207 (S) The Geoscience of Epidemiology and Public Health (DPE)

Cross-listings: ENVI 201

Primary Cross-listing

The Coronavirus pandemic has highlighted the many ways that diseases can be transmitted in the environment. As a society we are becoming aware of the many ways that geological processes and materials and influence human health, in ways both beneficial and dangerous. This course unites geoscience, biomedicine and public health approaches to address a wide range of environmental health problems. These include water-related illnesses (e.g. diarrhea, malaria); minerals and metals, both toxic (e.g. asbestos, arsenic) and essential (e.g. iodine); radioactive poisoning (e.g. radon gas); and the transport of pathogens by water and wind. In many cases, the environmental health problems disproportionately affect marginalised populations, contributing to greater disease and death among poor communities and populations of colour. We will examine the broad array of dynamic connections between human health and the natural world. We will discuss the social justice implications of a range of environmental health problems. And we will examine current research into how coronaviruses, such as the one causing COVID-19, are transported in the environment. This course is in the Sediments and Life group for the Geosciences Major.

Requirements/Evaluation: Evaluation will be based on short weekly writing assignments as well as an individual project and poster presentation.

Prerequisites: No prerequisites

Enrollment Limit: 34

Enrollment Preferences: Preference to first-years, sophomores, and prospective Geosciences majors

Expected Class Size: 30

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 201(D3) GEOS 207(D3)

Difference, Power, and Equity Notes: Through a series of case studies, we will examine ways in which marginalised groups (whether due to poverty,

race, or ethnicity) are disproportionately affected by environmental health issues. Themes of power and equity in terms of decision making, access to knowledge, and funding availability, will be woven into all aspects of the class and will underpin our analysis of the science.

Attributes: ENVI Natural World Electives GEOS Group B Electives - Sediments + Life PHLH Nutrition, Food Security + Environmental Health

Not offered current academic year

GEOS 210 (F)(S) Oceanographic Processes

Cross-listings: CAOS 210

Secondary Cross-listing

Part of the Williams-Mystic Coastal and Ocean Studies Program, this course provides an introduction to physical, geological, chemical, and biological oceanography. Using local field sites as well as places visited on field seminars, we will investigate why the Earth has oceans, why they are salty, how they move and flow, reasons for sea level change on both long and short timescales, and how our oceans interact with the atmosphere to control global climate. We will emphasize societal interactions with the ocean, and will consider coastal processes including land loss. We will apply an environmental justice and anti-racist lens to our discussions. Field work will take place on shores in southern New England, as well as during field seminars on the Atlantic ocean, the West Coast and the Mississippi River Delta. This course is in the Oceans and Climate group for the Geosciences major.

Class Format: Flipped classroom will focus on active learning using data-based exercises. Mini-symposia will involve student research and discussion.

Requirements/Evaluation: graded lab exercises, mini-symposium participation, and a research project

Prerequisites: none

Enrollment Limit: 24

Enrollment Preferences: none

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Unit Notes: This course is taught at our Mystic Seaport campus. Students must be enrolled in the Williams-Mystic Coastal and Ocean Studies Program.

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

CAOS 210(D3) GEOS 210(D3)

Attributes: ENVI Natural World Electives EXPE Experiential Education Courses GEOS Group A Electives - Climate + Oceans

Fall 2024

LEC Section: 01 TR 9:00 am - 10:15 am Lloyd B. Anderson

LAB Section: 02 TR 1:00 pm - 4:30 pm Lloyd B. Anderson

Spring 2025

LEC Section: 01 TR 9:00 am - 10:15 am Lloyd B. Anderson

LAB Section: 02 TR 1:00 pm - 4:30 pm Lloyd B. Anderson

GEOS 211 (F) Rates and Dates: Calibrating the Rock Record (WS)

Late in the eighteenth century, the Scottish naturalist, James Hutton, argued that Earth had "no vestige of a beginning, no prospect of an end" challenging the widely held biblical view that Earth was a mere 6,000 years old. Yet it was not until the discovery of radioactive decay that geologists were able to accurately date rocks and assign absolute ages to the geologic time scale, which had been developed using fossils and relative dating of rocks. Before radiometric dating, there were numerous attempts to estimate the age of Earth using the rates of natural phenomena, but these early approaches were plagued by faulty assumptions about geologic processes. We still endeavor to estimate the rate of a wide variety of geologic processes, and many are critical to society, such as climate change, sea-level rise, plate motions, and mass extinctions. In this tutorial, we explore the methods of radiometric dating that allow us to determine the age of igneous rocks that cooled from a magma, estimate when deeply buried metamorphic rocks cooled below certain temperatures, and determine the age of organic materials from their radiocarbon signatures. We then examine methods used to estimate the rates of geologic processes with particular emphasis on diffusion -- the movement of matter or energy in

response to a gradient in concentration, temperature, or potential energy -- and the explicit and implicit assumptions that are critical to rate calculations. Topics include the basic isotope systematics of geochronology (U-Pb, K-Ar, and ¹⁴C ages) and thermochronology (U-Th/He or ⁴⁰Ar/³⁹Ar), as well as the rates of processes such as plate motion, sea-level rise or fall, glacial advance or retreat, magma storage and ascent, and/or mineral growth rates. There will be weekly tutorial meetings with pairs of students, and students will alternate writing papers on assigned topics. This course is in the Solid Earth group for the Geosciences major.

Requirements/Evaluation: Four 5-page papers and four oral critiques of partner's papers, plus 2 problem sets

Prerequisites: Any 100-level Geosciences course

Enrollment Limit: 10

Enrollment Preferences: Geosciences majors or students with a strong interest in Geosciences.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (WS)

Writing Skills Notes: Students will write four 5-page papers and will receive peer and instructor feedback on how to improve their writing skills and formulate sound arguments. In addition, there will be two quantitative problem sets.

Attributes: GEOS Group C Electives - Solid Earth

Fall 2024

TUT Section: T1 TBA Mike R. Hudak, Paul M. Karabinos

GEOS 212 (S) Paleobiology

Cross-listings: BIOL 211

Primary Cross-listing

The fossil record is a direct window into the history of life on Earth and contains a wealth of information on evolution, biodiversity, and climate change. This course investigates the record of ancient life forms, from single-celled algae to snails to dinosaurs. We will explore how, why, when, and where fossils form and learn about the major groups of fossilized organisms and how they have changed through time. In addition, we will cover a range of topics central to modern paleobiology. These include: how the fossil record informs our understanding of evolutionary processes including speciation; the causes and consequences of mass extinctions; how fossils help us tell time and reconstruct the Earth's climatic and tectonic history; statistical analysis of the fossil record to reconstruct biodiversity through time; analysis of fossil morphology to recreate the biomechanics of extinct organisms; and using fossil communities to reconstruct past ecosystems. Laboratory exercises will take advantage of Williams' fossil collections as well as published datasets to provide a broad understanding of fossils and the methods we use to study the history of life on Earth, including using the programming language R (no previous experience is required). We will also view a diversity of fossils in their geologic and paleo-environmental context on our field trip to Eastern New York. This course is in the Sediments and Life group for the Geosciences major.

Class Format: One day field trip to the the Paleozoic of New York State

Requirements/Evaluation: Weekly lab assignments, frequent short quizzes and writing assignments, and a final research projected presented in poster form.

Prerequisites: any 100-level GEOS course or BIOL 102, 203 or 205

Enrollment Limit: 24

Enrollment Preferences: sophomores, and junior GEOS majors

Expected Class Size: 20

Grading: no pass/fail option, no fifth course option

Unit Notes: does not satisfy the distribution requirement for the Biology major

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

GEOS 212(D3) BIOL 211(D3)

Attributes: EXPE Experiential Education Courses GEOS Group B Electives - Sediments + Life MAST Interdepartmental Electives

Not offered current academic year

GEOS 214 (S) Mastering GIS

Cross-listings: ENVI 214

Primary Cross-listing

The development of Geographic Information Systems (GIS) has allowed us to investigate incredibly large and spatially complex data sets like never before. From assessing the effects of climate change on alpine glaciers, to identifying ideal habitat ranges for critically endangered species, to determining the vulnerability of coastal communities to storms, GIS has opened the door for important, large-scale environmental analyses. And as these technologies improve, our ability to understand the world grows ever greater. This course will teach you how to use GIS to investigate environmental problems. We will review fundamental principles in geography, the construction and visualization of geospatial datasets, and tools for analyzing geospatial data. Special attention will also be given to analysis of remotely sensed (satellite) imagery and to collection of field data. By the end of the course, you will be able to conduct independent GIS-based research and produce maps and other geospatial imagery of professional quality.

Class Format: lecture, three hours per week and laboratory, three hours per week

Requirements/Evaluation: weekly lab exercises, weekly quizzes, and a research project

Prerequisites: at least one course in Geosciences or Environmental Studies

Enrollment Limit: 18

Enrollment Preferences: Geosciences majors and Environmental Studies majors and concentrators.

Expected Class Size: 18

Grading: yes pass/fail option, no fifth course option

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 214(D3) GEOS 214(D3)

Attributes: ENVI Natural World Electives EXPE Experiential Education Courses

Spring 2025

LEC Section: 01 TR 8:30 am - 9:45 am Alex A. Apotsos

LAB Section: 02 TR 1:00 pm - 4:00 pm Alex A. Apotsos

GEOS 215 (S) Climate Changes (QFR)

Cross-listings: CAOS 215

Primary Cross-listing

Paleoclimatology is the reconstruction of past climate variability and the forces that drove the climate changes. The Earth's climate system is experiencing unprecedented and catastrophic change because of anthropogenic emission of greenhouse gases and land use change. Paleoclimatology allows humans to put modern climate changes into the context of the history of this planet, and shows how and why it is unprecedented and catastrophic. Each climate event we study from Earth's past teaches us lessons on why the climate system responds to anthropogenic perturbations, what climate changes we're committed to in the future, how long-lasting they will be, and what climate consequences we can avoid if we take action and reduce greenhouse gas emissions sooner. In this course, we will discuss the major mechanisms that cause natural climate variability, how climate of the past is reconstructed, and how climate models are used to test mechanisms that drive climate variation. With these tools, you will analyze and interpret data and model simulations from climate events from Earth's history, and apply these findings to anthropogenic climate changes happening now and that are projected to happen in the future. Laboratories and homework will emphasize developing problem solving skills as well as sampling and interpreting geological archives of climate change. This course is in the Oceans and Climate group for the Geosciences major.

Class Format: This class has three scheduled lectures per week, and one lab meeting per week which will consist of field excursions, lab exercises, problem solving and discussion

Requirements/Evaluation: lab exercises and homework (25%), three quizzes (50%), and a final project (25%)

Prerequisites: 100-level course in GEOS, CHEM, or PHYS or ENVI 102 or permission of instructor

Enrollment Limit: 24

Enrollment Preferences: Geosciences majors and Environmental Studies majors and concentrators and Maritime Studies concentrators

Expected Class Size: 16

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

GEOS 215(D3) CAOS 215(D3)

Quantitative/Formal Reasoning Notes: Labs and homework include quantitative problem solving, visualization and analysis of quantitative data, and scientific computing with Matlab. No previous programming experience is assumed.

Attributes: ENVI Natural World Electives EVST Environmental Science EXPE Experiential Education Courses GEOS Group A Electives - Climate + Oceans MAST Interdepartmental Electives

Not offered current academic year

GEOS 234 (S) Introduction to Materials Science (QFR)

Cross-listings: PHYS 234

Secondary Cross-listing

Materials Science is the study of how the microscopic structure of materials--whether steel, carbon fiber, glass, wood, plastic, or mayonnaise--determines their macroscopic mechanical, thermal, electric, and other properties. Topics of this course include classifying materials; material structure; thermodynamics and phase transformations; material properties and testing; how solids bend, flow, and ultimately break; and how to choose the right material for design applications. Materials Science is a highly interdisciplinary field and as a result the course prerequisites are broad but also flexible. Interested students who are unsure about their preparation are strongly encouraged to contact the instructor.

Class Format: lecture (3 hours per week) plus three to four small-group laboratory sessions throughout the semester (to be scheduled with instructor)

Requirements/Evaluation: weekly problem sets, class participation, and midterm and final exams, all of which have a substantial quantitative component

Prerequisites: high school physics and chemistry, preferably at the AP level, and MATH 140 or AP Calculus (BC), and one 200-level PHYS, CHEM, or GEOS course; or permission of instructor

Enrollment Limit: 20

Enrollment Preferences: based on students' scientific background and seniority

Expected Class Size: 10

Grading: yes pass/fail option, yes fifth course option

Unit Notes: This course does not count toward the Geosciences major.

Distributions: (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

PHYS 234(D3) GEOS 234(D3)

Quantitative/Formal Reasoning Notes: Weekly problem sets and exams all have a substantial quantitative component.

Attributes: MTSC Courses

Spring 2025

LEC Section: 01 MR 2:35 pm - 3:50 pm Katharine E. Jensen

GEOS 250 (F) Climate, Tectonics, and Erosion (WS)

Traditionally tectonics investigated processes operating deep in the crust and mantle, whereas geomorphology focused on surficial processes that shape the landscape. This course explores the complex interactions between tectonic and surficial processes. It has long been recognized that crustal uplift during mountain building creates new landscapes, but we now suspect that variations in erosion rate can fundamentally influence the development of mountains. Climate plays a central role in this feedback loop; the rise of mountains can change climate, and such changes can alter regional erosion rates. This course will examine how geologists use characteristic markers to estimate the amount of surface uplift, methods for determining uplift rate, surface response to faulting and folding, measuring displacement of the crust with GPS and interferometry methods, how mountain building affects erosion and exhumation rates, the limits to relief in mountains, and the interaction between mountains and climate. This course is in the Solid Earth group for the Geosciences major.

Class Format: After an initial group meeting, students will meet in pairs for one hour each week with the instructor; each student will orally present a written paper every other week for criticism during the tutorial session

Requirements/Evaluation: five 4- to 5-page papers based on journal articles

Prerequisites: at least one of the following courses: GEOS 101, 102, 103, 201, 215, 301, 302, 304, or permission of instructor

Enrollment Limit: 10

Enrollment Preferences: Geosciences majors and students with a strong interest in Geosciences

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (WS)

Writing Skills Notes: Five 4- to 5-page papers distributed throughout the semester. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Attributes: GEOS Group C Electives - Solid Earth

Not offered current academic year

GEOS 255 (F) Environmental Observation

Cross-listings: ENVI 255

Primary Cross-listing

To study the environment, we need to observe and measure it. We collect data--numbers that represent system states--and analyze them to create understanding of the world we live in. Advances in technology create more opportunities to discover how the planet works. Through a survey of observational approaches (including weather stations, direct sampling, remote sensing, community-based monitoring, and other techniques), this course will investigate the process of turning a physical property in the environment into a number on a computer and then into meaningful information. We will explore both direct field measurements and remote sensing techniques, diving into how to choose the appropriate sensor for a scientific question, how sensors work, analysis approaches and statistical methods, and how to interpret the resulting data. We will also learn how to mitigate measurement bias through a combination of lab experiments and field work and how to make interpretations of measurements that accurately reflect what is being measured. The course will focus on the near-surface environment, including the atmosphere, water, and biosphere. Students will carry out a research project using observation techniques covered in class to explore a scientific question of interest. This course is in the Oceans and Climate group for the Geosciences major.

Requirements/Evaluation: Weekly labs, four quizzes, and a final project

Prerequisites: at least one prior course in GEOS or ENVI

Enrollment Limit: 20

Enrollment Preferences: sophomores, then GEOS majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

GEOS 255(D3) ENVI 255(D3)

Attributes: ENVI Natural World Electives EXPE Experiential Education Courses GEOS Group A Electives - Climate + Oceans

Fall 2024

LEC Section: 01 MWF 10:00 am - 10:50 am Alice C. Bradley

LAB Section: 02 W 1:00 pm - 4:00 pm Alice C. Bradley

LAB Section: 03 R 1:00 pm - 4:00 pm Alice C. Bradley

GEOS 275 (S) Ocean and Climate Changes

Earth's oceans are a central part of the global climate system, and changes to the oceans throughout Earth's history were often accompanied by

dramatic climate shifts. In this class we will discuss the interconnected nature of oceans and climate, evidence for ocean and climate changes in the geologic past, what is happening to the oceans today, and what may happen in the future due to human-induced climate change. We will use computer models to explore ocean circulation in three dimensions, examine societal case studies to appreciate how people rely on the oceans, and analyze articles from the scientific literature to learn about the origins of foundational oceanographic knowledge and modern advances. Using marine sediment records, we will synthesize paleoclimate data and reconstruct past changes in the ocean and climate system. Through these explorations you will learn about the influence of the oceans on the global carbon system over both short and long timescales, and how changes in ocean circulation have altered Earth's energy balance. Using modern satellite data, we will investigate changes happening in the world's oceans today and assess the mechanisms thought to be responsible. We will visit a dedicated ocean research facility to learn about the tools and techniques employed by oceanographers to answer questions about our changing oceans. And, with the aid of emissions scenarios and probabilistic models, we will explore future scenarios of climate change and evaluate how the oceans will be affected by, and will in turn influence, the changing climate system.

Requirements/Evaluation: 2 lectures per week, one 3 hour lab per week. Students should expect to spend about 7 additional hours per week out of class working on course-related reading/homework/studying/project preparation. Readings, podcasts, and/or videos before most lecture and some lab meetings. Short, check-in quizzes.

Prerequisites: one 100-level GEOS course

Enrollment Limit: 24

Enrollment Preferences: sophomores, and junior Geos majors

Expected Class Size: 24

Grading: no pass/fail option, no fifth course option

Distributions: (D3)

Attributes: GEOS Group A Electives - Climate + Oceans

Not offered current academic year

GEOS 280 Carbon dioxide uptake and our climate future (WS)

Because of the failure to substantially reduce global greenhouse gas emissions, it is now clear that removal of carbon dioxide already emitted to the atmosphere is necessary to meet the 1.5 degree Celsius maximum warming target to avoid severe and irreversible consequences from continued greenhouse gas emissions. Natural carbon sinks have already taken up two thirds of the excess carbon dioxide from the atmosphere, and these terrestrial and marine systems are being investigated to determine if this uptake can be enhanced by geoengineering: human intervention to offset the impacts of climate change. In addition, technologies are being developed to capture carbon dioxide directly from the atmosphere, though none are yet operating at a large enough scale and low enough cost. In this tutorial, students will study the terrestrial, near-coastal, and deep-ocean carbon cycles, and analyze both the capacity for future natural uptake, the potential augmented uptake that could be achieved by deliberate manipulation of these systems, and the impacts of these carbon cycle perturbations on ecosystems and humans. Students will evaluate the scientific basis behind real startup ventures and carbon credit schemes that capitalize on the exploding interest and investment in carbon uptake technologies. And they will write a research proposal for investigating and/or testing a scientifically compelling carbon uptake strategy. This course is in the Oceans and Climate group for the Geosciences major.

Requirements/Evaluation: evaluation will be based on the critical analysis of readings through discussion, writing and revision

Prerequisites: one GEOS course or ENVI 102

Enrollment Limit: 10

Enrollment Preferences: students with a strong interest in Geosciences, Geosciences majors, Environmental Studies majors and concentrators

Expected Class Size: 10

Grading:

Distributions: (D3) (WS)

Writing Skills Notes: Each student will write five 5-page papers and five 1-page response papers; students will give and receive feedback through peer review and tutorial meeting discussion and will develop their writing and critical analysis skills through revision.

Attributes: GEOS Group A Electives - Climate + Oceans

Not offered current academic year

GEOS 301 (S) Geomorphology

Cross-listings: ENVI 331

Primary Cross-listing

Geomorphology is the study of landforms, the processes that shape them, and the rates at which these processes change the landscape in which we live. The course is designed for Geosciences majors and for environmental studies students interested in the evolution of Earth's surface and the ways our activities are changing the planet. We will examine the ways in which climatic, tectonic, and volcanic forces drive landscape evolution over relatively short periods of geologic time, generally thousands to a few millions of years. More recently, the impacts of human activity in reshaping landscapes, determining the movement of water, and changing climate could not be clearer. We will also examine how these impacts are affecting communities, including causes and possible solutions to environmental injustice. We will explore local case studies of geomorphology, such as the impact of ice-age glaciation on landscapes in the northeastern United States and the legacy of deforestation and river damming during the colonial era. We will learn a range of practical skills for describing physical environments and for predicting how they change, including field surveys, GIS analysis, and numerical modelling. This course is in the Sediments and Life group for the Geosciences major.

Class Format: lecture, three hours per week and laboratory, three hours per week

Requirements/Evaluation: weekly lab exercises, a research project, and a midterm and final exam

Prerequisites: At least one 100-level and one 200-level GEOS or ENVI course or permission of instructor

Enrollment Limit: 18

Enrollment Preferences: GEOS and ENVI majors

Expected Class Size: 18

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

GEOS 301(D3) ENVI 331(D3)

Attributes: AMST Space and Place Electives ENVI Natural World Electives EVST Environmental Science EXPE Experiential Education Courses
GEOS Group B Electives - Sediments + Life

Spring 2025

LEC Section: 01 MW 11:00 am - 12:15 pm Chris Halsted

LAB Section: 02 M 1:00 pm - 4:00 pm Chris Halsted

LAB Section: 03 W 1:00 pm - 4:00 pm Chris Halsted

GEOS 302 (S) Sedimentology (WS)

Sediments and sedimentary rocks are the book in which Earth's history is recorded, where we read the stories of ancient oceans and continents, and how life evolved. Sand and dirt preserve information about the rocks that were eroded to form them, the fluids and forces that transported them, the ways in which they were deposited, and the ecosystems that they supported. Understanding sediments is also fundamental to society, for many kinds of civil engineering as well as pollution and environmental remediation. We will investigate sediment composition, fluid mechanics, bedforms, and depositional environments, building to an integrated understanding of erosion, deposition, and changes over time. We will also acknowledge and examine the roles that racism and colonialism have played in sedimentologic research. This course is in the Sediments and Life group for the Geosciences major.

Class Format: lecture/discussion three hours per week and laboratory three hours per week; field trips: two half-day and one all-day

Requirements/Evaluation: lab and field exercises, writing assignments, participation in discussions

Prerequisites: At least one course in GEOS Group B (Solid Earth) AND one course in GEOS Group C (Sediments and Life); or permission of instructor

Enrollment Limit: 15

Enrollment Preferences: Geosciences majors

Expected Class Size: 12

Grading: yes pass/fail option, no fifth course option

Distributions: (D3) (WS)

Writing Skills Notes: Weekly 2-3 page writing assignments will be thoroughly edited for style, grammar, and syntax; each student will compile their

papers as a growing body of work, and each new assignment will be read and edited in the context of previous submissions.

Attributes: EXPE Experiential Education Courses GEOS Group B Electives - Sediments + Life MAST Interdepartmental Electives

Not offered current academic year

GEOS 304 (S) Mineralogy and Petrology

Minerals are Earth's basic building blocks. They form, deform, and transform in response to environment conditions, and in doing so, they record a wide range of processes in the Earth system. In this course, we will use minerals to understand the geologic record at multiple timescales, from the slow process of continental assembly and break-up to rapid processes such as volcanic eruptions and biogeochemical cycles. Central to this analysis is rock and mineral characterization. Therefore, laboratory and field studies will hone fundamental observational skills of minerals at multiple scales, from atomic scale crystalline structures to macroscopic physical properties in hand sample. Discussion of experimental and natural data (phase relationships, thermodynamics, and major and trace element geochemistry) in conjunction with these petrographic approaches, will create a framework for interpreting the dynamic processes and geologic settings where igneous and metamorphic rocks form. The semester will culminate in a final project that applies both the observation and interpretive skills developed, giving students the chance to collect data and "read the geologic record" left behind in rocks from around the world.

Class Format: three lectures per week with two lab sections.

Requirements/Evaluation: This class may include field trips, problem sets, 2-3 exams and an final project

Prerequisites: 1 100-level GEOS course

Enrollment Limit: 24

Enrollment Preferences: GEOS majors who have taken at least one 100-level GEOS course.

Expected Class Size: 24

Grading: yes pass/fail option, no fifth course option

Distributions: (D3)

Attributes: GEOS Group C Electives - Solid Earth

Spring 2025

LEC Section: 01 TR 11:20 am - 12:35 pm Mike R. Hudak

LAB Section: 02 R 1:00 pm - 4:00 pm Mike R. Hudak

GEOS 309 (F) Modern Climate (QFR)

Cross-listings: CAOS 309

Primary Cross-listing

What will happen to the Earth's climate in the next century? What is contributing to sea level rise? Is Arctic sea ice doomed? In this course we will study the components of the climate system (atmosphere, ocean, cryosphere, biosphere and land surface) and the processes through which they interact. Greenhouse gas emission scenarios will form the basis for investigating how these systems might respond to human activity. This course will explore how heat and mass are moved around the atmosphere and ocean to demonstrate how the geographic patterns of climate change arise. We will also focus on climate feedback effects--like the albedo feedback associated with sea ice and glacier loss--and how these processes can accelerate climate change. In labs we will learn MATLAB to use process and full-scale climate models to investigate the behavior of these systems in response to increasing greenhouse gasses in the atmosphere. This course is in the Oceans and Climate group for the Geosciences major.

Requirements/Evaluation: 4 multi-week lab projects and several short quizzes

Prerequisites: Any of GEOS 100, GEOS 103, ENVI 102, GEOS 215, or permission of instructor

Enrollment Limit: 20

Enrollment Preferences: GEOS and ENVI majors

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

GEOS 309(D3) CAOS 309(D3)

Quantitative/Formal Reasoning Notes: Lab projects consist of a series of numerical climate modeling projects, which require significant quantitative and logical reasoning.

Attributes: ENVI Natural World Electives EVST Environmental Science GEOS Group A Electives - Climate + Oceans

Not offered current academic year

GEOS 312 (F) Mass Extinctions: Patterns and Processes (WS)

Over the last 541 million years of Earth history, five major mass extinctions have occurred, each dramatically changing the makeup and course of life on our planet. During some of these events, over 75% of all marine animal species went extinct; during others, groups like the dinosaurs vanished from the planet after tens of millions of years of ecological dominance. This tutorial course will explore the idea of extinction from the evolution of the concept in human thought to current research on the mechanisms and patterns of extinctions through time. We will examine what makes an extinction "mass", delve into the causes and consequences of the major mass extinction events of the Phanerozoic, and discuss the potential human-induced "6th extinction" event occurring in the present day. This course is in the Sediments and Life group for the Geosciences major.

Class Format: Weekly 1-hour tutorial meetings with pairs of students; one required all-day field trip.

Requirements/Evaluation: four 4-5-page papers, one revision, tutorial presentations, the student's effectiveness as a critic, and 1 problem set

Prerequisites: GEOS 107 or GEOS 212; or permission of instructor + any 200 level GEOS course

Enrollment Limit: 10

Enrollment Preferences: Geosciences majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (WS)

Writing Skills Notes: This is a tutorial that involves students writing 4 original response papers and one substantial revision to their writing.

Attributes: GEOS Group B Electives - Sediments + Life

Not offered current academic year

GEOS 320 (S) Ecosystem ecology in the Anthropocene

Cross-listings: BIOL 320 / ENVI 320

Secondary Cross-listing

Ecosystem ecology provides a framework for understanding the multidirectional interactions between biological organisms and their physical environments, and provides critical insight into our approaches for managing resource use in an era of anthropogenic change. In this class, we will explore the biological and biogeochemical underpinnings of ecosystem carbon and nutrient cycling. Topics will include interactions between species composition and ecosystem function, nutrient use efficiency, resource transformations, ecosystem management and restoration, and feedbacks to global change. Lecture content will be supported by regular discussions of the primary literature. Labs will introduce students to field and laboratory techniques to study resource and energy flow in local ecosystems, as well as approaches to project design, hypothesis development, data collection, and analysis. The laboratory program will culminate with a multi-week independent project.

Class Format: lectures, discussions, and a weekly lab

Requirements/Evaluation: Evaluation will be based on lab assignments, discussion participation, three exams, and an independent project

Prerequisites: BIOL/ENVI 203 or GEOS 208 or BIOL 211 or GEOS 212

Enrollment Limit: 20

Enrollment Preferences: Biology majors, then Environmental studies majors/concentrators or Geosciences majors

Expected Class Size: 20

Grading: no pass/fail option, no fifth course option

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

BIOL 320(D3) ENVI 320(D3) GEOS 320(D3)

Attributes: ENVI Natural World Electives

Spring 2025

LEC Section: 01 MWF 11:00 am - 11:50 am Allison L. Gill

LAB Section: 02 T 1:00 pm - 3:50 pm Allison L. Gill

LAB Section: 03 W 1:00 pm - 3:50 pm Allison L. Gill

GEOS 327 (F) Coastal Processes and Geomorphology (QFR)

Cross-listings: ENVI 327 / CAOS 327

Primary Cross-listing

Can people live safely along the coast? Recent events like SuperStorm Sandy and the Tohoku Tsunami have shown us how the ocean can rise up suddenly and wreak havoc on our lives and coastal infrastructure. Only educated geoscientists can evaluate the risks and define informed strategies to prevent future coastal catastrophes. Currently almost half the global population lives within 100 km of the coast, with a large percent of those living in densely populated cities (e.g., New York, New Orleans, Los Angeles, Shanghai, Hong Kong, Cape Town, Sydney, Mumbai). Despite the growing risks and challenges associated with climate change and rising sea levels, the coastal population continues to grow rapidly. To help ensure these growing populations can live safely along the coast requires a detailed understanding of the processes that shape the coastal zone. These processes act across a variety of scales, from deep-time geologic processes that dictate coastal shape and structure, to decadal-scale processes that determine shoreline position and evolution, to weekly and daily processes such as storms and tides. This course will provide an in-depth look at the forces--wind, waves, storms, and people--that shape the coastal zone, as well as the geologic formations--sandy beaches, rocky cliffs, barrier islands, deltas, and coral reefs--that are acted upon and resist these forces. Coastal dynamics are strongly affected by human interventions, such as seawalls, dredged channels, and sand dune removal, as well as by sea level rise and changes in storm frequency and magnitude associated with climate change. Finally, the course will provide students with a perspective on how the U.S. seeks to manage its coastal zone, focusing on sea level rise and coastal development. This class will include a quantitative lab that will use MATLAB software to model and evaluate various coastal processes. Students will gain a basic understanding of MATLAB functionality, and will be asked to independently apply what they have learned to various data sets provided by the instructor.

Class Format: lecture two times a week with a lab one time per week

Requirements/Evaluation: lab reports, quizzes, and an independent research project

Prerequisites: Either GEOS 104 or GEOS 210; or permission of instructor. No prior knowledge is necessary, but this course does build on principles used to explore complex scientific challenges.

Enrollment Limit: 15

Enrollment Preferences: Geosciences majors

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Unit Notes: This course counts toward the GEOS Group B Electives - Sediments + Life.

Distributions: (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 327(D3) GEOS 327(D3) CAOS 327(D3)

Quantitative/Formal Reasoning Notes: This course will involve the use of MATLAB software to quantitatively analyze coastal process and geomorphological data.

Attributes: ENVI Natural World Electives GEOS Group B Electives - Sediments + Life

Fall 2024

LEC Section: 01 MWF 8:30 am - 9:45 am Alex A. Apotsos

GEOS 409 (F) Volcanology

Volcanism can be defined as the set of processes by which magma and its associated gasses are transported through the crust and extruded to Earth's surface and atmosphere. This course will explore the underlying chemistry and physics that govern these processes and give rise to volcanic systems as diverse in appearance and eruptive style as Kilauea, Mount St. Helens, and Yellowstone. Understanding a volcanic system and its associated hazards requires interdisciplinary approaches including field mapping, physical characterization of erupted products, geochemical analysis,

and geophysical monitoring. Leveraging insights from these disciplines, we will develop a holistic view of volcanism *sensu stricto*: how magma is formed, transported, stored, and erupted on Earth. This course will also take a broader perspective recognizing that while individual eruptions may last for just seconds, the sum of volcanism over geologic time is immense. Through a combination of lectures, laboratory experiments, journal articles readings, reflections, and a final project, we will also interrogate the role of volcanoes in plate tectonics, global geochemical cycles, Earth's habitability, and mass extinctions. This course is in the Solid Earth group for the Geosciences major.

Requirements/Evaluation: weekly lab assignments, journal article presentations and discussions, final project

Prerequisites: One of the following: GEOS 102, GEOS 304, PHYS 131, or CHEM 151, or permission from the instructor

Enrollment Limit: 12

Enrollment Preferences: senior GEOS majors, then junior GEOS majors, then juniors and seniors with a prerequisite

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D3)

Attributes: GEOS Group C Electives - Solid Earth

Fall 2024

LEC Section: 01 TR 9:55 am - 11:10 am Mike R. Hudak

LAB Section: 02 T 1:00 pm - 4:00 pm Mike R. Hudak

GEOS 410 (S) The Cryosphere

Cross-listings: ENVI 410

Primary Cross-listing

The Earth's climate system is often described in terms of its spheres, including the atmosphere, biosphere, lithosphere, oceans, and the cryosphere. The cryosphere is the naturally occurring ice on Earth in all its many forms: snow, glaciers, ice sheets, sea ice, frozen lakes and rivers, and permafrost (frozen soil). These parts of the climate system may seem remote, but have implications for climate and weather around the world. Melting glaciers and ice sheets have already contributed to sea level rise, and are projected to do so even more in the future. This course will explore the cryosphere, including snow, sea ice, permafrost, and glaciers through lectures, hands-on and data analysis labs, reading journal articles, and a final project. A spring break field trip to Alaska offers the opportunity to get boots-on-the-snow experience with glaciers, sea ice, and permafrost. As a 400-level seminar, this capstone course is intended to build on and extend knowledge and skills students have developed during previous courses in the major.

Class Format: Class periods and lab periods will be used interchangeably based on the weather. The spring break trip to Alaska is optional.

Requirements/Evaluation: Evaluation will be based on short papers, labs responses, and a research project

Prerequisites: GEOS 215 or GEOS 255 or GEOS 309 or MAST 311 or permission of instructor

Enrollment Limit: 10

Enrollment Preferences: Senior GEOS majors, then other GEOS majors and senior ENVI majors

Expected Class Size: 10

Grading: yes pass/fail option, yes fifth course option

Unit Notes: As a 400-level seminar, this capstone course is intended to build on and extend knowledge and skills students have developed during previous courses in the major

Materials/Lab Fee: Labs will be outside during the winter: students should be prepared to dress appropriately for the weather.

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 410(D3) GEOS 410(D3)

Attributes: ENVI Natural World Electives GEOS Group A Electives - Climate + Oceans

Spring 2025

SEM Section: 01 WF 8:30 am - 9:45 am Alice C. Bradley

GEOS 414 (S) Reading Deep Time (QFR)

Ancient sedimentary rocks and the fossils they contain are time machines - direct windows into the deep history of life on Earth and the environments that life inhabited. In this course you will learn to "read" these deep time records by collecting, interpreting, and analyzing paleontological, stratigraphic, and sedimentological data. The course will be organized around a week-long spring break trip to explore the rocks of the House Range of Utah. The Cambrian and Ordovician strata of the House Range offers an outstanding record of one of the most important periods in Earth history, tracking the rise of animal ecosystems and major increases in fossil diversity. The first 6 weeks of class will be spent learning the fundamentals of quantitative methods in paleontology and stratigraphy (often referred to as historical geology). Labs will focus on skill building including learning basic coding in R (*no experience needed or expected*), and learning how to interpret paleontological, sedimentological, and stratigraphic data. We will also read widely on the field locality and on the Cambrian and Ordovician Periods. During the field trip, we will explore the House Range. Students will learn skills including interpreting geological maps, measuring stratigraphic sections, finding and identifying fossils, and correlating rock units across basins. We will collect samples and data on the field trip and bring them back to Williams. The second 6 weeks of the course will be spent processing and analyzing the samples and data collected during the field trip, culminating in final projects to be done in small groups. Students will help determine what data we will collect in the field and what projects emerge. Examples might be interpreting carbon isotopic analyses to reconstruct ancient oceanographic conditions, biostratigraphic correlation using fossils to reconstruct basin dynamics, determining paleoenvironment based on analyses of thin sections, or digging into trilobite fossil preservation and evolutionary trends. Students will draw on previous experiences and course content in the Geosciences and bring small group research projects to completion by the end of the semester, which will be presented in poster form. This course fulfills the Geosciences Group B Elective: Sediments and Life.

Class Format: weekly lectures, paper discussions, and hands-on labs. Required week-long spring break field course.

Requirements/Evaluation: Short papers and lab assignments, spring break field course participation (REQUIRED), and a final group project presented in poster form.

Prerequisites: GEOS majors who have taken at least one of the following courses: GEOS 212, GEOS 203, GEOS 201, GEOS 301, GEOS 302, GEOS 312T, or permission of instructor.

Enrollment Limit: 12

Enrollment Preferences: Senior, and then Junior, Geosciences majors

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Unit Notes: As a 400-level seminar, this capstone course is intended to build on and extend knowledge and skills students have developed during previous courses in the major

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: This course will rely on the programming language R. Students will learn how to code in R, and will use R to analyze large data sets of geological data. The majority of labs, as well as the final project, will rely on R, statistical analyses, and wrangling data.

Attributes: GEOS Group B Electives - Sediments + Life

Not offered current academic year

GEOS 470 (S) Science for Environmental Justice (DPE)

Cross-listings:

Primary Cross-listing

Economically challenged communities and communities of color are disproportionately affected by environmental contamination and disturbance. Although environmental racism caused by industrial pollution has been made clear in scholarship for some time, the integrated stresses of climate change and industrial contamination are now triggering new challenges to life in underprivileged communities. Resolving environmental injustice will require meaningful engagement from scientists across a range of disciplines, from chemistry and the geosciences to ecology and public health. In this senior seminar, you will learn about the history of the environmental justice movement while examining how science has been used to address cases of environmental contamination and mismanagement. You can expect experiences in field data collection, laboratory analyses, and numerical modeling, skills that are required to assist communities suffering from environmental injustice. And we will work in partnership with residents of Tallevast, Florida, who have long suffered from the impacts of groundwater contamination and governmental neglect. This partnership will involve a residential field trip to Tallevast during spring break, where you will undertake an environmental study in support of the community.

Class Format: Weekly lectures, paper discussions, and hands-on labs. Required week-long spring break field trip.

Requirements/Evaluation: weekly lab exercises and seminar presentations; a research project; a final presentation; and a spring break field trip

Prerequisites: At least one 200-level Division III course and at least one 300-level Geosciences or Environmental Studies course or permission of instructor.

Enrollment Limit: 12

Enrollment Preferences: Fourth year, and then third year, Geosciences majors and Environmental Studies majors or concentrators

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Unit Notes: As a 400-level seminar, this capstone course is intended to build and extend knowledge and skills that students have developed during previous courses in either the Geosciences or Environmental Studies majors.

Materials/Lab Fee: The spring break field trip is being funded by the Freeman Foote Field Trip Fund for the Sciences.

Distributions: (D3) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

GEOS 470(D3)

Difference, Power, and Equity Notes: The course will examine the history of the environmental justice movement, unraveling the roles of governmental neglect and complicity in fostering the harm of vulnerable communities. We will review strategies of collective action in fighting climate and environmental injustice and the complicated role that scientists have played in this pursuit. We will then leverage scientific skills and perspectives to imagine ways that scientists can become responsible agents of change.

Attributes: GEOS Group B Electives - Sediments + Life

Not offered current academic year

GEOS 493 (F) Senior Thesis: Geosciences

Geosciences senior thesis; this is part of a full-year thesis (493-494).

Grading: no pass/fail option, no fifth course option

Distributions: (D3)

Fall 2024

HON Section: 01 TBA Paul M. Karabinos

GEOS 494 (S) Senior Thesis: Geosciences

Geosciences senior thesis; this is part of a full-year thesis (493-494).

Grading: no pass/fail option, no fifth course option

Distributions: (D3)

Spring 2025

HON Section: 01 TBA Paul M. Karabinos

GEOS 497 (F) Independent Study: Geosciences

Geosciences independent study.

Grading: no pass/fail option, no fifth course option

Distributions: (D3)

Fall 2024

IND Section: 01 TBA Paul M. Karabinos

GEOS 498 (S) Independent Study: Geosciences

Geosciences independent study.

Grading: no pass/fail option, no fifth course option

Distributions: (D3)

Spring 2025

IND Section: 01 TBA Paul M. Karabinos

Winter Study -----

GEOS 22 (W) Geosciences Research

Students will spend part of Winter Study doing fieldwork collecting data. Back at Williams, they will analyze the data. Each student will have responsibility for a subset of the data, and the individual sub-projects will contribute to the overall research.

Class Format: to be arranged with instructor

Requirements/Evaluation: final project

Prerequisites: two Geosciences courses; permission of the instructor required before registering for the course

Enrollment Limit: 3

Expected Class Size: 3

Grading: pass/fail only

Not offered current academic year

GEOS 31 (W) Senior Thesis: Geosciences

To be taken by students registered for Geosciences 493-494.

Class Format: thesis

Grading: pass/fail only

Distributions: (D3)

Not offered current academic year

GEOS 99 (W) Independent Study: Geosciences

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study

Grading: pass/fail only

Not offered current academic year

GERMAN (Div I)

Chair: Professor Gail M Newman

Professors: G. Newman, Associate Professor, C. Koné, Assistant Professor, P. Ogunniran

Teaching Associates: Sarah Kurz and Hila Razi.

STUDY OF GERMAN LANGUAGE AND GERMAN-LANGUAGE CULTURE

The department seeks to enable students to acquire all five linguistic skills: listening, speaking, reading, writing, and cultural understanding through a stepped sequence of courses:

- GERM 101-W-102 (first-semester and second-semester German) stresses communicative competence and exposes students to all of the basic features of German grammar, helps them build everyday vocabulary and introduces them to some aspects of German-speaking culture. At the end of the year, students should be “basic users,” having reached the level A2, as defined by the Common European Framework of Reference for Languages (CEFR). GERM 120 is an intensive communicative German course that strives to cover two semesters of language instruction at the basic level in one. At the end of the semester students should also become “basic users” and near the A2 level
- GERM 103 (third-semester German) combines a review of the grammar covered in GERM 101 & 102 with extensive practice in reading, writing, speaking and conversation with native speakers. By the end of the semester, students should become “independent users” and reach level B1.
- GERM 104 (fourth-semester German) aims to further develop facility in speaking, writing, and reading, while further exploring aspects of German-speaking literature and culture. At the end of the semester, students should be “independent users” and reach level B2
- Courses numbered GERM 201-205 (fifth-semester German) emphasize accuracy and idiomatic expression in speaking and writing while introducing students to an important topic in the cultures of the German-speaking world. At this stage, students are usually close to the C1 level (“proficient users”).
- Courses numbered GERM 206-210 (sixth-semester German) combine advanced language study with more detailed examination of topics in German-speaking literatures and cultures. Students at this level are “proficient users” and at the C1 level.
- 300-level courses treat various topics from the German-language intellectual, cultural, and social world in which reading, discussion, and writing are in German
- GERM 497 and 498 designate independent study courses. Students who are interested in a particular topic may propose an independent study on the condition that a sufficiently qualified faculty member is available to facilitate the course.

Students with previous experience with the language who wish to begin studying German at Williams should take the placement test before the start of the semester and have a conversation with a faculty member from the German department to determine which course is best fitted for their level and needs.

THE MAJOR IN GERMAN

The German major offers students an interdisciplinary approach to the intellectual and cultural history of the German-speaking world by combining courses in German language and literature with seminars in history, art history, comparative literature, philosophy, music, political science, theater, and other relevant fields.

For students who start German at Williams, the major requires a minimum of **ten courses**:

- GERM 101
- GERM 102
- (GERM 120 can be taken instead of 101-102, and will count as one course toward the major)
- GERM 103
- GERM 104
- GERM 201-205
- GERM 206-210
- Two 300-level German courses
- Two electives from either German courses at the 300-level or appropriate offerings in other departments, which might include History,

Philosophy, Art History, Music, Comparative Literature, Political Science, Theater, etc.

For students who place into courses above GERM 102/120 (second-semester German/A2 level) the minimum requirement is nine courses.

Students may receive major credit for as many as four courses at the 200 or 300 level taken during a study abroad program in a German-speaking country after consultation with a faculty member from the German department.

THE CERTIFICATE IN GERMAN

To enhance a student's educational and professional profiles, the department offers the Certificate in German. It requires **seven courses** and is especially appropriate for students who begin study of the language at Williams:

- GERM 101
- GERM 102
- (GERM 120 may be taken instead of GERM 101-102, and will be counted as one course toward the certificate)
- GERM 103
- GERM 104
- One course numbered GERM 201-205
- Two electives, at least one course on German cultural history (literature, art, drama, music) and at least one course (in German or English) on German intellectual, political, or social history. These may be taken in the German Department or drawn from other relevant departments, e.g., History, Philosophy, Art History, Music, Political Science, Sociology, Theater, etc.

For students who place into courses above GERM 102/120 (second-semester German/A2 level), the minimum requirement is six courses.

STUDY ABROAD

The department strongly encourages students who wish to attain fluency in German—especially those who wish to pursue a major or certificate in German—to spend a semester or year studying in Germany, Austria, or Switzerland, either independently or in one of several approved international study programs. GERM 104 or the equivalent is generally the minimum requirement for junior-year abroad programs. Students who wish to enroll directly in a German-speaking university in Germany or Austria should have completed at least 201-205 or the equivalent. In any case, all students considering study-abroad should discuss their program with a member from the Global Education and Study Away office and their language preparation with a member of the department.

Study Abroad FAQ

Students **MUST** contact departments/programs **BEFORE** assuming study away credit will be granted toward the major or certificate.

- Can your department or program typically pre-approve courses for major/concentration credit?

Yes, the department can tentatively pre-approve courses for major or certificate credit, based on information from the study away program or the course catalog, if direct enrollment, but final credit is only granted after review by faculty of the courses and the grades once taken.

- What criteria will typically be used/required to determine whether a student may receive major/certificate credit for a course taken while on study away?

Course title and description, plus conversations with the student if necessary.

- Does your department/program place restrictions on the number of major/certificate credits that a student might earn through study away?

Yes. The maximum number of credits toward the major or certificate is four.

- Does your department/program place restrictions on the types of courses that can be awarded credit towards your major?

Yes. Students may not count language courses in other languages (e.g., Italian) for major credit, nor natural science or math courses.

- Are there specific major requirements that cannot be fulfilled while on study away?

No.

- Are there specific major requirements in your department/program that students should be particularly aware of when weighing study away options? (Some examples might include a required course that is always taught in one semester, laboratory requirements.)

No.

- Give examples in which students thought or assumed that courses taken away would count toward the major or concentration and then

learned they wouldn't:

One of our majors who is pre-med thought he could take Chemistry of Biology in Germany and have it count toward the German major, but that is not the case. It is not sufficient for the language of instruction in a given course to be German; the content must also have to do with the culture, history, politics, economics, etc. of Germany, Austria, or Switzerland.

THE DEGREE WITH HONORS IN GERMAN

Students earn honors by completing a senior thesis (German 493-W31-494) of honors quality.

Students interested in honors should consult with the department chair no later than **April 15** of their junior year. The usual qualifications for pursuing honors are: (1) a strong interest in a specific topic for which an appropriate faculty advisor will be available in the senior year and (2) a departmental GPA of 3.67 or better,.

GERMAN PRIZE

Each year, the Department awards the Benedict Prize to one or two outstanding Senior majors or certificate holders at Commencement as recognition for their accomplishments in German Studies.

GERM 101 (F) Elementary German

German 101-102 is for students with no previous study of German. The course employs a communicative approach involving all five language skills: listening comprehension, speaking, reading, writing, and culture. We focus initially on practice in understanding the spoken language and then move rapidly to basic forms of dialogue and self-expression. It is strongly recommended that students continue with GERM 102 in the Spring semester immediately following.

Class Format: Various types of instruction and learning; meets five days a week

Requirements/Evaluation: Active class participation, written homework, written and oral assessments

Prerequisites: none

Enrollment Limit: 16

Enrollment Preferences: First- and second-year students

Expected Class Size: 10

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Fall 2024

SEM Section: 01 M-F 10:00 am - 10:50 am Gail M. Newman

GERM 102 (S) Elementary German II

German 102 is the continuation of German 101, and will provide you with a further introduction to the language and cultures of German-speaking countries. You will have the opportunity to practice listening, reading, writing, and speaking in German both through in-class activities and homework assignments. During the semester, you will learn about various cultural perspectives, products, and practices of German-speaking countries. Some of the topics that will be addressed this semester include the following: housing; housework; geography and landscape; transportation; travel plans and experiences; food and drink; cooking and ordering food at restaurants; childhood and youth; fairy tales; health and personal hygiene; family, marriage, and partnership; community issues in a multicultural society; literature, music, and film. The use of easy readers in the target language will also help to enhance reading comprehension. Active and dedicated participation including homework is expected. *This course is taught exclusively in German.*

Requirements/Evaluation: Active class participation, homework, quizzes, tests, exams

Prerequisites: GERM 101 or placement test

Enrollment Limit: 15

Enrollment Preferences: If course over-enrolls (beyond cap), preference will be given to students who have completed GERM 101

Expected Class Size: 10

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Spring 2025

SEM Section: 01 M-F 10:00 am - 10:50 am Peter Ogunniran

GERM 103 (F) Intermediate German I

In this course students will further develop their German language skills by engaging with a variety of cultural topics and everyday experiences in the German-speaking world. Through extensive work on expanding vocabulary, reviewing major grammatical structures, and conversation and composition exercises students will strengthen their language skills and develop cultural competency. The course focuses on real communication in meaningful contexts and aims to develop and consolidate students' speaking, listening, reading and writing abilities at the intermediate level. In addition to a textbook, the course will deploy a variety of media, such as texts, video and audio to aid in the practice of and improvement of spoken and written German skills through in-class activities and homework assignments. Easy readers in the target language will help to enhance reading comprehension, and mandatory weekly conversation sessions with the German-speaking teaching associates will greatly contribute to enhancing the learners' speaking and listening comprehension. *The course is taught exclusively in German.*

Requirements/Evaluation: Active class participation, grammar homework, tests, short writing assignments, final project

Prerequisites: GERM 102, GERM 120, or permission of instructor

Enrollment Limit: 15

Enrollment Preferences: Prospective German majors

Expected Class Size: 8

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Fall 2024

SEM Section: 01 MWF 12:00 pm - 12:50 pm Gail M. Newman

GERM 104 (S) Intermediate German II

German 104 is the continuation of German 103 and a prerequisite to all advanced courses in German. In this course students will further develop their German language skills by engaging with a variety of cultural topics and everyday experiences in the German-speaking world. Through extensive work on expanding vocabulary, reviewing major grammatical structures, conversation and composition exercises, students will strengthen their language skills and develop cultural competency. The course focuses on real communication in meaningful contexts and aims to develop and consolidate students' speaking, listening, reading, and writing abilities at the intermediate high level. In addition to a textbook, the course will deploy a variety of media, such as texts, video and audio to aid in the practice and improvement of spoken and written German skills through in-class activities and homework assignments. Easy readers in the target language will help to enhance reading comprehension, and mandatory weekly conversation sessions with the German-speaking teaching associates will greatly contribute to enhancing the learners' speaking and listening comprehension. *The course is taught exclusively in German.*

Requirements/Evaluation: active class participation, quizzes, essays, homework.

Prerequisites: GERM 103 or permission of the instructor.

Enrollment Limit: 19

Enrollment Preferences: If course over-enrolls (beyond cap), preference will be given to students in GERM.

Expected Class Size: 10

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Spring 2025

SEM Section: 01 MWF 10:00 am - 10:50 am Christophe A. Koné

GERM 120 (S) Turbodeutsch: Intensive Elementary German

An accelerated version of Elementary German, covering nearly all the material of GERM 101-102 in one semester. The course employs a communicative approach involving all four language skills: listening comprehension, speaking, reading, and writing. Turbodeutsch requires significant initiative on the part of students in their own learning process. Best suited to very committed students who are highly motivated to learn German. The course will meet every day, including three 50-minute periods on MWF and 2 75-minute periods on TR, plus a required TA session at a time to be arranged.

Requirements/Evaluation: active participation, tests, quizzes, final project

Prerequisites: students with demonstrated need to take the language in only one semester; students also need to show a great deal of commitment to learning German

Enrollment Limit: 12

Enrollment Preferences: students who need German for their academic goals

Expected Class Size: 10

Grading: yes pass/fail option, no fifth course option

Distributions: (D1)

Spring 2025

SEM Section: 01 MWF 10:00 am - 10:50 am TR 9:55 am - 11:10 am Gail M. Newman

GERM 201 (F) "Oida!" Living Language in Vienna

Language is a living being, varied, like identity itself, across cultures and across time. This course has as its thematic focus *Wienerisch*, the very special variety of German that has developed in the multi-linguistic metropolis of Vienna; listening and reading work will center on Viennese German. But the thrust of the course is honing the students' own German. It will provide extensive study of German grammar and style, and intensive practice in speaking and writing idiomatically. *Readings and discussion in German.*

Requirements/Evaluation: Intensive class participation, regular written and oral exercises, midterm and final projects

Prerequisites: GERM 104 or contact instructor

Enrollment Limit: 15

Enrollment Preferences: Prospective German majors and German certificate students

Expected Class Size: 8

Grading: yes pass/fail option, no fifth course option

Distributions: (D1)

Attributes: GBST Borders, Exiles + Diaspora Studies

Not offered current academic year

GERM 202 (S) German Comics

The goal of this advanced course is to study language and culture through the exploration of German-language comics. Despite the boom in the production of comics since the reunification and the appearance of numerous talented artists in the German speaking world, German comics remain largely unknown and unrecognized abroad. This course seeks to introduce students to this rich, active genre and to deepen their understanding of it by allowing them to engage with its broad spectrum of subjects and styles. The course will address a variety of recent comics ranging from graphic novels by Nora Krug, Olivia Vieweg to literary comics by Flix, Isabel Kreitz, as well as historical comics by Simon Schwartz and Reinhardt Kleist. What are the recurrent themes in German comics? What kind of current political issues do these comics raise and what type of contemporary anxieties do they express? These are some of the questions the course seeks to answer. *This course is conducted entirely in German.*

Requirements/Evaluation: short oral presentations, three 1-2-page papers, two 3- to 5-page papers, and one final project

Prerequisites: GERM 104 and GERM 201

Enrollment Limit: 19

Enrollment Preferences: German Majors and German Certificate

Expected Class Size: 12

Grading: yes pass/fail option, no fifth course option

Distributions: (D1)

Not offered current academic year

GERM 205 (F) (In)justice and Morals in German Literature

In this course students will develop their German reading, speaking and writing as they examine the intricate relationship between morals, (in)justice, and human behavior through creative works in the German tradition. We explore some works from different periods and literary movements, analyzing various moral dilemmas, ethics, and inquiries on values presented by selected German authors. Through close reading, interpretation and analysis of various parables, short stories and dramas, class discussions will focus on key themes such as individual conscience, societal norms, the questions of right and wrong, good and evil, and the consequences of moral choices. This course places particular emphasis on gaining a deeper understanding of the language by helping students improve language skills in German through engagement with original texts, exercises in vocabulary and style, and discussion in and about German. Conducted in German.

Requirements/Evaluation: Active class participation, short oral presentations, papers, and one final project

Prerequisites: GERM 104, GERM 201 or equivalent, permission of instructor.

Enrollment Limit: 15

Enrollment Preferences: German majors and German certificate prospectives

Expected Class Size: 10

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Fall 2024

SEM Section: 01 TR 9:55 am - 11:10 am Peter Ogunniran

GERM 206 (F) Seh'n Se, det is Berlin

In the history of Germany, Berlin has always been a very important cultural and political center: it was successively the capital of the Kingdom of Prussia, the German Empire, the Weimar Republic, the Third Reich, and the German Democratic Republic, before becoming the capital of a reunited Federal Republic of Germany in 1990. In order to understand the fascination held by this metropolis before and after WWII and its increasing popularity today, it is crucial to gain an insight into the cultural and historical aspects of the capital of Germany throughout the 20th century. In order to do so, we will read texts by Erich Kästner, Kurt Tucholsky, Thomas Brussig, and Wladimir Kaminer, look at paintings by Ernst Ludwig Kirschner, Otto Dix and photographs by August Sander, watch movies by Fritz Lang, Wolfgang Staudte, Hannes Stöhr, Detlev Buck, and Burhan Qurbani, listen to cabaret songs by Marlene Dietrich and Hildegard Knef, hip hop songs by Seed, Sido, and Bushido, and electronic music by Ellen Alien. We will also explore the multicultural facets of the German capital, such as Queer Berlin, Black Berlin, Turkish Berlin as well as the techno club scene. Active and dedicated class participation is expected. *Conducted in German.*

Class Format: seminar

Requirements/Evaluation: Midterm, final exam, several short papers

Prerequisites: GERM 201 or equivalent

Enrollment Limit: 12

Enrollment Preferences: German major or certificate

Expected Class Size: 10

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Not offered current academic year

GERM 208 (S) Translation in Practice

When we're learning a new language, we're constantly told not to translate--"Don't write in English and then translate into German!" "Don't translate in your head, think in your own German!" The goal is to immerse yourself as deeply as possible in the target language so that you can engage with it idiomatically. Translation is a different kind of operation than language learning, but it presents its own challenges and joys in working with the

language. In this course we will read literary and theoretical texts that engage with translation as a phenomenon, we will compare English translations of German and Austrian literature, and we will talk with some professional literary translators about their process. In addition, students will prepare their own translations of German into English and/or their native languages. Readings and discussion in German.

Requirements/Evaluation: In addition to consistent and active class participation, students will write two 3-5-page analytic papers and prepare an 8-10-page translation as a final project. Students will be expected to correct the language errors in their analytic papers, and the translation projects will be workshopped in tutorial format. Evaluation will be holistic, taking into account initiative and effort as well as the results of the work.

Prerequisites: GERM 201-206 or permission of the instructor

Enrollment Limit: 12

Enrollment Preferences: German students

Expected Class Size: 6

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Not offered current academic year

GERM 209 The Other Germans : Exploring Diversity in Contemporary German Literature & Culture

This seminar examines the nuanced landscape of German society, going beyond mainstream narratives to uncover the multiple identities and complex histories that contribute to its cultural mosaic. This course offers an immersive exploration of the experiences of diverse communities -- such as Afro-Germans, Turks, Vietnamese, LGBTQ among others -- within Germany, including immigrant groups, marginalized communities, and diasporic populations. Through a multidisciplinary approach encompassing historical analysis, cultural studies by immigrants, and personal narratives & literary texts by Theodor Michael, Marshall-Hügel, Ijoma Mangold, Olivia Wenzel, Hans -Jürgen Massaquoi, and films, students will gain a deep understanding of the complexities of identity and belonging in the German context. We will also examine the challenges, triumphs, and contributions of "Other Germans", shedding light on their often-overlooked roles in shaping the nation's collective identity. By critically engaging with topics such as immigration, integration, intersectionality, and representation, participants will develop a nuanced perspective on Germanness that transcends stereotypes and embraces the diverse voices that have enriched German society. Through thoughtful discourse and exploration, participants will cultivate empathy, appreciation, and respect for the multitude of experiences that "Other Germans" represent in Germany. Class discussions and exercises, students will improve their language skills and vocabulary as we discuss contemporary issues.

Requirements/Evaluation: Active participation, papers and presentations.

Prerequisites: GERM 201-205 or permission of instructor

Enrollment Limit: 15

Enrollment Preferences: German Majors and German Certificate

Expected Class Size: 12

Grading:

Distributions: (D1)

Not offered current academic year

GERM 210 (S) The Other Germans : Exploring Diversity in Contemporary German Literature & Culture

This seminar examines the nuanced landscape of German society, going beyond mainstream narratives to uncover the multiple identities and complex histories that contribute to its cultural mosaic. This course offers an immersive exploration of the experiences of diverse communities -- such as Afro-Germans, Turks, Vietnamese, LGBTQ among others -- within Germany, including immigrant groups, marginalized communities, and diasporic populations. In the process of engaging with these crucial topics in contemporary Germany, students will develop their listening, reading, speaking, and writing skills in German through targeted discussion and practice. Through a multidisciplinary approach encompassing historical analysis, cultural studies by immigrants, and personal narratives & literary texts by Theodor Michael, Marshall-Hügel, Ijoma Mangold, Olivia Wenzel, Hans -Jürgen Massaquoi, and films, students will gain a deep understanding of the complexities of identity and belonging in the German context. We will also examine the challenges, triumphs, and contributions of "Other Germans." shedding light on their often-overlooked roles in shaping the nation's collective identity. By critically engaging with topics such as immigration, integration, intersectionality, and representation, participants will develop a nuanced perspective on Germanness that transcends stereotypes and embraces the diverse voices that have enriched German society. Through thoughtful discourse and exploration, participants will cultivate empathy, appreciation, and respect for the multitude of experiences that "Other Germans" represent in Germany.

Requirements/Evaluation: Active participation, papers and presentations

Prerequisites: GERM 104 and GERM 201, permission of the instructor

Enrollment Limit: 15

Enrollment Preferences: German majors and German certificate

Expected Class Size: 10

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Spring 2025

SEM Section: 01 MR 1:10 pm - 2:25 pm Peter Ogunniran

GERM 234 (F) Europe and the Black Diaspora (DPE) (WS)

Cross-listings: AFR 236 / COMP 238

Primary Cross-listing

This course provides an overview of the relationships and interactions between the Black diaspora and the European continent in the nineteenth and twentieth centuries. Drawing from biographies, autobiographies, reports, literature, creative arts and academic articles, we will consider the different relationships that have evolved between Black people and Europe over the course of time. Focusing on Central Europe, we will discuss the relationships established between Europe and the Black diaspora, such as Africans, African-Americans, Afro-Latinx and Afro-Caribbeans. Some of the themes we will address include the influence of cultural contact on intellectuals, writers, artists, soldiers, politicians and asylum seekers and their works, factors that established and influenced their relationship with Europe, as well the ways in which these selected people did or did not exert influence on European cultures. We will conclude by looking at some of the current discussions that still revolve around the relationship between the Black diaspora and Europe. Reading and Discussion in English.

Requirements/Evaluation: Active class participation, written homework, short papers and final research paper.

Prerequisites: None.

Enrollment Limit: 19

Enrollment Preferences: If course overenrolls (beyond cap), preference given to first-years, sophomores, and juniors.

Expected Class Size: 15

Grading: yes pass/fail option, no fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 236(D2) GERM 234(D1) COMP 238(D1)

Writing Skills Notes: Students will write two 3-5-page essays each written in two drafts with instructor comments. They will also write an 8-12-page research paper with required submission of a proposed topic, an annotated bibliography, an outline, and a draft before the final paper itself. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: We will discuss how minorities and minoritized individuals and the identities they hold can be affected by the dominant cultures around them. While we will focus on Europe, we will approach discussions with a comparative view, so as to encourage the students to reflect on how difference, power and equity interact and impact minorities in the context of the United States or wherever they come from.

Not offered current academic year

GERM 301 (F) From Red Riding Hood to Autobahn: German Forests in Literature, Culture, and Economy

Over the centuries, German and other Western literary traditions projected widely diverse notions onto the forest. It served as a placeholder for romantic concepts of origination as well as threatening notions of wilderness. It is "the shadow of civilization" (R.P. Harrison), a liminal space, an imagined refuge for the marginalized -- and home to countless fairy-tale characters. Consistently, both positive and negative idealizations stand in stark contrast to the woods' predominantly economic and embattled role in German society: Wood fueled the early industrial revolution and today environmentalists occupy trees to protect them from lignite mining and highway construction. In this course, we will trace these histories and notions as well as their tensions and contradictions in German literary texts from the 19th to the 21st century. We will pay special attention to the central symbolic role the forest has played in German culture and nation-building, and reflect on its multiple poetic, political, and economic functions. The

earliest texts we will read include Grimms' fairy tales and Droste-Hülshoff's *Judenbuche*. We will read well-known authors of the 20th century, such as Brecht and Grass, and discuss more recent poetry and novels, such as excerpts from Strubel's *In den Wäldern des menschlichen Herzens*. The literary texts will be complemented by a limited number of key essays in Ecocriticism and the Environmental Humanities. We will also take advantage of our location in the Berkshires to explore de- and reforestation in the region during a field trip. *Discussion and primary readings in German*.

Class Format: One field trip planned to learn about the history of de- and reforestation in the region from an ecologist based in the area

Requirements/Evaluation: Careful reading and preparation of texts, written assignments, short oral presentations

Prerequisites: GERM 202 or equivalent

Enrollment Limit: 15

Enrollment Preferences: If course over-enrolls (beyond the cap), preference will be given to students in GERM

Expected Class Size: 10 - 12

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Not offered current academic year

GERM 302 (F) Heimat: Identity, Belonging, and Home in German Literature

This course delves into the concept of "Heimat" in German literature, examining its multifaceted nature and its significance in shaping individual and collective identities. We will explore diverse representations of "Heimat" - encompassing notions of home, homeland, and belonging - across different media and historical periods. Through a curated selection of works and novels by Nora Krug, Stefanie Zweig, Fatma Aydemir, films by Caroline Link and Israel Kaunatjike, and stories by German settlers and migrants around the world, we will analyze how the concept of "Heimat" is portrayed and interrogated in German cultural production. We will examine themes such as tradition, nostalgia, displacement, and the impact of historical and societal changes on notions of identity and belonging. Through close analysis, discussions, and critical essays, we will gain insights into the cultural, historical, and philosophical dimensions of "Heimat" in German society. We will also reflect on how representations of "Heimat" intersect with questions of identity, memory, and the search for meaning in contemporary contexts, including the relevance of the notion in the contemporary political discourse. By the end of the course, participants will have developed a nuanced understanding of "Heimat" and its significance in German cultural production, as well as honed their skills in critical analysis and interpretation. Intermediate- advanced knowledge of German, an openness to engaging with challenging ideas and cultural perspectives are required. Conducted in German.

Requirements/Evaluation: Active class participation, written homework, written and oral assessments.

Prerequisites: GERM 202 or equivalent, permission of the instructor.

Enrollment Limit: 15

Enrollment Preferences: Preference for German majors and German certificate

Expected Class Size: 10

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Fall 2024

SEM Section: 01 MR 1:10 pm - 2:25 pm Peter Ogunniran

GERM 313 (S) The Mediation of Nationalism in Germany (1871-1918)

The German unification of 1871 was a fusion of different kingdoms, grand duchies, duchies, principalities and free cities that created a shared cultural identity. This course examines how nationalism was mediated to create, achieve, and sustain a German identity in the German Empire from 1871 until 1918 when it ended. This course surveys the role of the mass media, public art, and other forms of cultural expression in maintaining a sense of German community and resolving the tensions between different geographical, cultural and religious identities while also simultaneously mediating and juxtaposing a collective German identity against non-Germans. Our materials include literature, magazine publications, paintings, monuments and popular culture in the Empire. Some specific themes we will address include the aims of the agents and "architects" of nationalism and the roles of religion and geography in nationalism and of national heroes and legends, and the definition of national identity in opposition to a perceived Other (France and Africans). The course will proceed thematically, focusing on the relationship between nationalism and public figures, nationalism and the Other, as well as nationalism and visual culture. We also touch on the intersection between nationalism and children's literature and some opposition to nationalism in the German Empire. We will conclude by considering how the nationalism of the German Empire still informs politics today. Reading

and Discussion in German.

Requirements/Evaluation: Active class participation, written homework, written and oral assessments.

Prerequisites: GERM 202 or permission of the instructor.

Enrollment Limit: 19

Enrollment Preferences: If course overenrolls (beyond cap), preference given to German Students.

Expected Class Size: 15

Grading: yes pass/fail option, no fifth course option

Distributions: (D1)

Not offered current academic year

GERM 335 (S) Afro-Germans: History, Culture, and Literature

Even though Afro-Germans have been a part of Germany for centuries and have undergone efforts at establishing themselves as an organized cultural group, their culture and literature have been often dismissed, relegated at the margins of dominant white German culture. In the aftermath of the Black Lives Matter movement in Germany, the country's belated debate about German colonialism, and its recent reckoning with race and racism, Afro-Germans have lately gained an unprecedented visibility in the German public sphere. Through their work, Afro-German journalists, writers, activists, and artists are all contributing to questioning and redefining German identity, culture, and history. Focusing primarily on Afro-German history, culture, and literature of the twentieth and twenty-first centuries, this upper-level seminar starts by examining acts of racist violence in German history (the Herero and Namaqua genocide in Namibia in 1904, the "schwarze Schmach" campaign in 1920's, the killing of Black French soldiers by the Wehrmacht in 1940). We will address issues of race, bi-racialism, and racism in a post-war context in West as well as East Germany through the poems by May Ayim, the essays by Aubre Lorde and Alice Hasters, the memoirs by Hans-Jürgen Massaquoi, Theodor Michael, Lucia Engombe, Stefanie Lahya-Aukongo, and Ika-Hügel Marshall, the novels by Harald Gerunde, Noah Sow, Sharon Dodua, Olivia Wenzel, Ijoma Mangold, the documentary films by Nadja Ofuatey-Alazard, and the artworks by Marc Brandenburg.

Requirements/Evaluation: Short oral presentations, active participation in the discussion, two 2-3-page papers and three 3-5-page papers

Prerequisites: GERM 202 and GERM 300

Enrollment Limit: 12

Enrollment Preferences: German Majors and German Certificate

Expected Class Size: 10

Grading: yes pass/fail option, no fifth course option

Distributions: (D1)

Not offered current academic year

GERM 366 (S) Reason and "Unreason" in the German Tradition (WS)

"I am proud of my heart alone, it is the sole source of everything, all our strength, happiness and misery. All the knowledge I possess everyone else can acquire, but my heart is all my own." So spoke Johann Wolfgang Goethe's young Werther in his groundbreaking novel from 1774, *The Sorrows of Young Werther*, which exposed the fault lines of the Enlightenment, with its emphasis on rationality, on universal human values, and on optimism about the future. Throughout the nineteenth and twentieth centuries in Germany and Austria, challenges arose to what was touted as the triumph of objective, scientific thought, often leading to alienation and despair for the writers and thinkers who explored the deepest recesses of the mind. These challenges led to some of the most creative cultural production in Western history, but the concatenation of reason and "unreason" also contributed to one of its biggest catastrophes. This course will explore and complicate the relationship between reason and those forces that throw it into question. Specifically, we will focus first on the moments around 1800 and 1900 when the tectonic plates of reason and supposed unreason converge and collide most forcefully, reading authors like Kant, Goethe, Novalis, Kleist, Büchner, Hoffmann, and Freud, then turn to the mid-twentieth century, when both forces combine to create the disaster of the "Third Reich" and the difficulties of its aftermath (Hitler, Harlan, Bachmann, Haneke). Finally, we will look at the complex ways in which rationality triumphs and is challenged in our current time by engaging with the debates around science that roil German and Austrian society. Readings and discussion in German (with some theoretical readings in English).

Requirements/Evaluation: Active participation, several short papers and reading responses, longer final project. All writing will include rewrites with corrected grammar and the final paper will be written in stages, including a draft that is workshopped in tutorial format.

Prerequisites: GERM 200-level course or permission of instructor

Enrollment Limit: 19

Enrollment Preferences: German majors, German students

Expected Class Size: 8

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (WS)

Writing Skills Notes: Students will write and rewrite several short papers in German. A longer final paper will be written in stages that will include a draft that is workshopped in tutorial format.

Spring 2025

SEM Section: 01 MR 2:35 pm - 3:50 pm Gail M. Newman

GERM 377 (F) Austria and its Borders

For centuries, Austria was characterized not just by the sheer expanse of its territory, extending from the Adriatic Sea to the South to Ukraine in the North, from Switzerland in the west to nearly Turkey in the east. Its identity was also closely associated with the many porous internal borders among its various ethnic groups: German, Polish, Romanian, Slavic, Italian, etc.. The first World War put an end to this multiethnic, multilingual identity, leaving a primarily ethnic-German "Rest-Österreich" whose fatal passivity in the face of German expansionism led to the erasure of the nation altogether. After World War II, Austria expended far too much energy cordoning off its own past as a perpetrator, creating through willful ignorance a psychic and political boundary that only began to open with the election of a former Nazi to the symbolic office of president in the mid-eighties. Austria's entrance into the European Union in 1995 coincided with an influx of refugees from the Balkan Wars; it would seem that Austria was on its way back to expansive borders. But the 2000s have seen a two-track development: on the one hand rapidly increasing ethnic, linguistic, and cultural diversity and on the other a ferocious defense of ostensibly "Austrian" identity. This course will trace the Austrian relationship to its internal and external borders by examining literature, history, and popular culture surrounding key touchpoints: 1918, 1945, 1987, and 2015.

Class Format: This will be a "tritorial," with groups of three students meeting in tutorial format with the instructor.

Requirements/Evaluation: Three-four 5-page papers, three-four 1-2 page responses, one final project, discussion leading. Evaluation: Tutorial papers will receive extensive comments, but no grade; the instructor will meet with individual students at least twice during the semester to discuss how things are going for them. Responses will not be evaluated by the instructor, but instead will function well or less well in the context of the discussion. The final project will receive a grade, and the final grade will be determined by the overall trajectory of the student's learning.

Prerequisites: German 202 or permission of instructor

Enrollment Limit: 12

Enrollment Preferences: German students

Expected Class Size: 6

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Not offered current academic year

GERM 493 (F) Senior Thesis: German

German senior thesis; this is part of a full-year thesis (493-494).

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Fall 2024

HON Section: 01 TBA Gail M. Newman

GERM 494 (S) Senior Thesis: German

German senior thesis; this is part of a full-year thesis (493-494).

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Spring 2025

HON Section: 01 TBA Gail M. Newman

GERM 497 (F) Independent Study: German

German independent study.

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Fall 2024

IND Section: 01 TBA Gail M. Newman

GERM 498 (S) Independent Study: German

German independent study.

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Spring 2025

IND Section: 01 TBA Gail M. Newman

Winter Study -----

GERM 30 (W) Honors Project: German

To be taken by honors candidates following other than the normal thesis route.

Class Format: honors

Grading: pass/fail only

Distributions: (D1)

Not offered current academic year

GERM 31 (W) Senior Thesis: German

To be taken by students registered for German 493-494.

Class Format: thesis

Grading: pass/fail only

Distributions: (D1)

Not offered current academic year

GERM 88 (W) German Sustaining Program

Students registered for GERM 101-102 are required to attend and pass the German Sustaining Program. However, students are also required to register for a regular Winter Study course. Once the regular Winter Study registration process is complete, the Registrar's Office will automatically enroll you in the Sustaining Program; check your class schedule to confirm enrollment.

Requirements/Evaluation: requirements active participation, regular attendance, and earn a "Pass" grade

Grading: pass/fail option only

Materials/Lab Fee: cost to student approximately \$5 for photocopied materials

Not offered current academic year

GERM 99 (W) Independent Study: German

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study

Grading: pass/fail only

Distributions: (D1)

Not offered current academic year

GLOBAL STUDIES (Div II)

Chair: Professor Magnús T. Bernhardtsson

Advisory Committee

- Magnús T. Bernhardtsson, Brown Professor of History and Faculty Affiliate in Arabic Studies, Leadership Studies and Religion, Chair of Global Studies; affiliated with: History, Global Studies, Religion, Leadership Studies
- Farid Hafez, Class of 1955 Visiting Professor of International Studies
- Jie-Hyun Lim, Class of 1955 Visiting Professor of International Studies

An informed engagement with the world is an indispensable part of the liberal education that is the goal of the Williams experience. The Global Studies Program enables students to achieve this goal through a cross-disciplinary and comparative curriculum. The program offers multiple tracks, on a region of the world or theme, around which students construct their global studies concentration.

Requirements

To complete the concentration, students must: take one introduction course from the Global Studies 101-110 series; take a comparative course; fulfill the requirements of a track; and complete a senior exercise in their track.

Global Studies 101-110 Series

All students wishing to pursue the concentration should take one introduction course from the Global Studies 101-110 series early in their careers. The topics and regions covered will vary and be selective, but all will be designed to place cultural, political, economic and technological issues in conversation with one another to illustrate the necessity of cross-disciplinary and comparative perspectives. On occasion, students may petition to substitute a course equivalent in scope to Global Studies 101 to meet this requirement.

TRACKS

After taking an introductory course from the Global Studies 101-110 series, students are asked to select a track that will structure their global studies curriculum. There are two types of track. The first focuses on a particular region of the world or a contact zone where multiple communities encounter one another. The second type is organized thematically and permits students to explore a cultural, political, economic or technological issue globally and comparatively. Each track is administered by faculty teaching in that track in consultation with the advisory committee. At present the program consists of the following tracks:

Area Tracks

African Studies

[AFR 200\(F, S\) LEC Introduction to Africana Studies](#)

Taught by: [Armond Towns](#)

[Catalog details](#)

[DANC 201 / AFR 201 / MUS 220\(F\) STU African Dance and Percussion](#)

Taught by: [Sandra Burton](#), [Tendai Muparutsa](#)

[Catalog details](#)

[DANC 202 / AFR 206 / MUS 221\(S\) STU African Dance and Percussion](#)

Taught by: [Sandra Burton](#), [Tendai Muparutsa](#)

[Catalog details](#)

[ECON 204 / ENVI 234 / ECON 507 LEC Global Poverty and Economic Development](#)

Taught by: [Pamela Jakiela](#)

[Catalog details](#)

[ENVI 134 / CAOS 134 The Tropics: Biology and Social Issues](#)

Taught by: [Joan Edwards](#)

[Catalog details](#)

[ENVI 231 / AFR 231 / STS 231 SEM Africa and the Anthropocene](#)

Taught by: TBA

[Catalog details](#)

[HIST 104 / AFR 104 / GBST 104 SEM Race and a Global War: Africa during World War II](#)

Taught by: [Benjamin Twagira](#)

[Catalog details](#)

[HIST 311 Women Warriors, Colonial Soldiers, and Slave Armies: Soldiering and Warfare in African History](#)

Taught by: TBA

[Catalog details](#)

[HIST 486\(S\) TUT Race and A Global War: Africa During World War II](#)

Taught by: [Benjamin Twagira](#)

[Catalog details](#)

[MUS 120 / AFR 113 LEC Musics of Africa](#)

Taught by: [Corinna Campbell](#)

[Catalog details](#)

[PSCI 245 SEM South African Politics](#)

Taught by: TBA

[Catalog details](#)

East Asian Studies

[CHIN 275 / COMP 271 / THEA 271 / AAS 275 / ASIA 275\(S\) SEM Acting Out: Performativity, Production, and Politics in East Asian Theatres](#)

Taught by: [Man He](#)

[Catalog details](#)

[COMP 255 / ASIA 253\(F\) SEM Love and Death in Modern Japanese Literature and Visual Culture](#)

Taught by: [Christopher Bolton](#)

[Catalog details](#)

[COMP 266 / ASIA 266 SEM Confession and Deception in Japanese Literature](#)

Taught by: [Christopher Bolton](#)

[Catalog details](#)

[HIST 213 / ASIA 213\(S\) LEC Modern China, 1600-Present](#)

Taught by: [Anne Reinhardt](#)

[Catalog details](#)

[HIST 294\(S\) SEM Victimhood Nationalism in Global History & Memory](#)

Taught by: [Jie-Hyun Lim](#)

[Catalog details](#)

[HIST 313 / ASIA 313 SEM The People's Republic: China since 1949](#)

Taught by: [Anne Reinhardt](#)

[Catalog details](#)

[HIST 319 / ASIA 319 / WGSS 319 SEM Gender and the Family in Chinese History](#)

Taught by: [Anne Reinhardt](#)

[Catalog details](#)

[HIST 377\(F\) SEM A Global History of Mass Dictatorship](#)

Taught by: [Jie-Hyun Lim](#)

[Catalog details](#)

[MUS 112 / ASIA 112\(S\) LEC Musics of Asia](#)

Taught by: [W. Anthony Sheppard](#)

[Catalog details](#)

[PSCI 247 / ASIA 249 LEC Political Power in Contemporary China](#)

Taught by: [George Crane](#)

[Catalog details](#)

[PSCI 345 / ASIA 345 SEM The Meaning of Life and Politics in Ancient Chinese Thought](#)

Taught by: [George Crane](#)

[Catalog details](#)

[PSCI 354 / HIST 318 / ASIA 354 LEC Nationalism in East Asia](#)

Taught by: [George Crane](#)

[Catalog details](#)

Latin American Studies

[HIST 347 SEM Democracy and Dictatorship in Latin America](#)

Taught by: [Roger Kittleson](#)

[Catalog details](#)

[HIST 377\(F\) SEM A Global History of Mass Dictatorship](#)

Taught by: [Jie-Hyun Lim](#)

[Catalog details](#)

[MUS 125 / DANC 125\(F\) SEM Music and Social Dance in Latin America](#)

Taught by: [Corinna Campbell](#)

[Catalog details](#)

[PSCI 253 LEC The Tragedy of Venezuela](#)

Taught by: [James Mahon](#)

[Catalog details](#)

[PSCI 349 TUT Cuba and the United States](#)

Taught by: [James Mahon](#)

[Catalog details](#)

[RLSP 203\(F\) LEC From Modernismo to El Boom de la Novela](#)

Taught by: [Gene Bell-Villada](#)

[Catalog details](#)

[RLSP 205 / COMP 205\(S\) LEC Magical Realists, Fantasists, Experimentalists: The Latin-American Novel in Translation](#)

Taught by: [Gene Bell-Villada](#)

[Catalog details](#)

[RLSP 206 LEC Latin-American Civilizations](#)

Taught by: [Gene Bell-Villada](#)

[Catalog details](#)

[RLSP 231 SEM Indigenous Writers of Colonial Mexico and Peru](#)

Taught by: [Carlos Macías Prieto](#)

[Catalog details](#)

[RLSP 259 Violent States, Violent Subjects: Nation-Building and War in 19th Century Latin America](#)

Taught by: TBA

[Catalog details](#)

[RLSP 319 SEM Dictatorship and the Latin-American Novel](#)

Taught by: [Gene Bell-Villada](#)

[Catalog details](#)

[RLSP 342 SEM Reading Sor Juana: "única poetisa americana, musa décima."](#)

Taught by: [Carlos Macías Prieto](#)

[Catalog details](#)

Middle Eastern Studies

[ARAB 331 / COMP 332 SEM Popular Culture in the Arab World: Youth, Populism, and Politics](#)

Taught by: TBA

[Catalog details](#)

[HIST 207 / GBST 102 / ARAB 207 / LEAD 207 / JWST 217 / REL 239 LEC The Modern Middle East](#)

Taught by: [Magnús Bernhardsson](#)

[Catalog details](#)

[HIST 294\(S\) SEM Victimhood Nationalism in Global History & Memory](#)

Taught by: [Jie-Hyun Lim](#)

[Catalog details](#)

[HIST 377\(F\) SEM A Global History of Mass Dictatorship](#)

Taught by: [Jie-Hyun Lim](#)

[Catalog details](#)

[PSCI 227 / LEAD 227\(F\) LEC International Relations of the Middle East](#)

Taught by: [Galen E Jackson](#)

[Catalog details](#)

[PSCI 268\(S\) SEM The Israeli-Palestinian Conflict](#)

Taught by: [Michael MacDonald](#)

[Catalog details](#)

European Studies

Russian and Eurasian Studies Central Asian Studies

[HIST 294\(S\) SEM Victimhood Nationalism in Global History & Memory](#)

Taught by: [Jie-Hyun Lim](#)

[Catalog details](#)

[HIST 377\(F\) SEM A Global History of Mass Dictatorship](#)

Taught by: [Jie-Hyun Lim](#)

[Catalog details](#)

[RUSS 203 / COMP 203 SEM Nineteenth-Century Russian Literature in Translation](#)

Taught by: [Peter Orte](#)

[Catalog details](#)

[RUSS 204 / COMP 204 / GBST 204\(S\) SEM To See the Past: Russian and Soviet Cinema on History](#)

Taught by: [Olga Kim](#)
[Catalog details](#)

[RUSS 306 / COMP 306 SEM Tolstoy and the Meaning of Life](#)

Taught by: [Julie Cassidy](#)
[Catalog details](#)

[SOC 348 / GBST 348 / RUSS 348\(F\) TUT Altering States: Post-Soviet Paradoxes of Identity and Difference](#)

Taught by: [Olga Shevchenko](#)
[Catalog details](#)

South and Southeast Asian Studies Caribbean and Central American Studies

[ANTH 249 / REL 149 / ASIA 242 LEC The Sacred in South Asia](#)

Taught by: [Joel Lee](#)
[Catalog details](#)

[ARTH 105 / ASIA 105 LEC Arts of South Asia](#)

Taught by: [Murad Mumtaz](#)
[Catalog details](#)

[COMP 243 Performance Practices of India](#)

Taught by: TBA
[Catalog details](#)

[ECON 240 / ASIA 241 TUT Colonialism and Underdevelopment in South Asia](#)

Taught by: [Anand Swamy](#)
[Catalog details](#)

[HIST 117 / ASIA 117 / GBST 117 SEM Bombay/Mumbai: Making of a Modern Metropolis](#)

Taught by: [Aparna Kapadia](#)
[Catalog details](#)

[HIST 221 / ASIA 221 / GBST 221 LEC South Asia: Colonialism to Independence, 1750-1947 CE](#)

Taught by: [Aparna Kapadia](#)
[Catalog details](#)

[HIST 377\(F\) SEM A Global History of Mass Dictatorship](#)

Taught by: [Jie-Hyun Lim](#)
[Catalog details](#)

[HIST 388\(S\) SEM Decolonization and the Cold War](#)

Taught by: [Jessica Chapman](#)
[Catalog details](#)

[PSCI 255 LEC Comparative Politics of South Asia](#)

Taught by: [Natasha Murtaza](#)
[Catalog details](#)

[PSCI 356 / ASIA 356 / GBST 357 SEM Democratization in India and Pakistan](#)

Taught by: [Natasha Murtaza](#)
[Catalog details](#)

[REL 244 / ASIA 244 / PHIL 245\(S\) LEC Mind and Persons in Indian Thought](#)

Taught by: [Georges Dreyfus](#)
[Catalog details](#)

[REL 255 / ANTH 255 / ASIA 255\(F\) LEC Buddhism: Ideas and Practices](#)

Taught by: [Georges Dreyfus](#)
[Catalog details](#)

[REL 269 / ANTH 269 / ASIA 269 / STS 269 TUT Mindfulness Examined: Meditation, Emotion, and Affective Neuroscience](#)

Taught by: [Kim Gutschow](#)
[Catalog details](#)

Oceania

Thematic Tracks

Borders, Exile and Diaspora Studies

[AFR 317 / AMST 317 / DANC 317 / ENGL 317 / THEA 317 / COMP 319 SEM Black Migrations: African American Performance at Home and Abroad](#)

Taught by: [Rashida Braggs](#)
[Catalog details](#)

[AFR 323 / ARTH 223 / COMP 322 / AMST 323 / ENGL 356\(S\) SEM Comic Lives: Graphic Novels & Dangerous Histories of the African Diaspora](#)

Taught by: [Rashida Braggs](#)
[Catalog details](#)
[COMP 242 / AMST 242 / GBST 242 / ENGL 250\(S\) SEM Americans Abroad](#)

Taught by: [Soledad Fox](#)
[Catalog details](#)
[COMP 369 / HIST 306 / ARAB 369 / GBST 369\(F\) SEM Indigenous Narratives: From the Fourth World to the Global South](#)

Taught by: [Amal Egeig](#)
[Catalog details](#)
[GBST 105 / REL 107 LEC Islamophobia: A Global Perspective](#)

Taught by: [Farid Hafez](#)
[Catalog details](#)
[GBST 243 / REL 247 SEM Anti-Muslim Racism: A Global Perspective](#)

Taught by: [Farid Hafez](#)
[Catalog details](#)
[GERM 201 SEM "Oida!" Living Language in Vienna](#)

Taught by: [Gail Newman](#)
[Catalog details](#)
[HIST 294\(S\) SEM Victimhood Nationalism in Global History & Memory](#)

Taught by: [Jie-Hyun Lim](#)
[Catalog details](#)
[HIST 361 / AMST 360 / CAOS 361\(F\) SEM The Atlantic World: Connections, Crossings, and Confluences](#)

Taught by: [Christine DeLucia](#)
[Catalog details](#)
[HIST 434 / REL 335 / JWST 434\(S\) SEM Humanitarianism and Jewish History](#)

Taught by: [Alexandra Garbarini](#)
[Catalog details](#)
[PSCI 225 / LEAD 225 LEC International Security](#)

Taught by: [Galen E Jackson](#)
[Catalog details](#)
[PSCI 334\(S\) SEM Theorizing Global Justice](#)

Taught by: [Nimu Njoya](#)
[Catalog details](#)
[RLFR 229 Black Outside the U.S.](#)

Taught by: TBA
[Catalog details](#)

Economic Development Studies

[ECON 204 / ENVI 234 / ECON 507 LEC Global Poverty and Economic Development](#)

Taught by: [Pamela Jakiela](#)
[Catalog details](#)
[ECON 215 / CAOS 216 / GBST 315\(F\) LEC Globalization](#)

Taught by: [Will Olney](#)
[Catalog details](#)
[ECON 216 TUT Global Crises and Socio-Economic Policies](#)

Taught by: [Michael Samson](#)
[Catalog details](#)
[ECON 219\(S\) TUT Global Economic History](#)

Taught by: [Steven Nafziger](#)
[Catalog details](#)
[ECON 348 / ECON 548 LEC Human Capital and Development](#)

Taught by: [Owen Ozier](#)
[Catalog details](#)
[ECON 360 LEC Monetary Economics](#)

Taught by: [Kenneth Kuttner](#)
[Catalog details](#)
[ECON 378 LEC Long-Run Comparative Development](#)

Taught by: [Quamrul Ashraf](#)
[Catalog details](#)
[ECON 501\(F\) SEM Economic Growth and Development](#)

Taught by: [Quamrul Ashraf](#)
[Catalog details](#)
[ECON 504\(F\) SEM Public Economics in Developing Countries](#)

Taught by: [Jon Bakija](#)
[Catalog details](#)

[ECON 505\(F\) LEC Developing Country Macroeconomics I: Theory](#)

Taught by: [Peter Montiel](#)

[Catalog details](#)

[ECON 510 / ECON 352\(S\) LEC Financial Development and Regulation](#)

Taught by: [Burak Uras](#)

[Catalog details](#)

[ECON 515 / ECON 359\(S\) SEM Developing Country Macroeconomics II: Institutions and Policy Regimes](#)

Taught by: [Bumsoo Kim](#)

[Catalog details](#)

[ECON 516 / ECON 366\(S\) SEM International Trade and Development](#)

Taught by: [Will Olney](#)

[Catalog details](#)

[ENVI 231 / AFR 231 / STS 231 SEM Africa and the Anthropocene](#)

Taught by: TBA

[Catalog details](#)

[GBST 218 / CAOS 218 Capital and Coercion](#)

Taught by: [Ashok Rai](#)

[Catalog details](#)

[PSCI 229 LEC Global Political Economy](#)

Taught by: [Darel Paul](#)

[Catalog details](#)

[WGSS 211 / ECON 105\(F\) SEM Gender in the Global Economy](#)

Taught by: [Kiaran Honderich](#)

[Catalog details](#)

Urbanizing World

[ANTH 216 / GBST 216\(F\) TUT Cities and Urbanism of the Ancient World](#)

Taught by: [Antonia Foias](#)

[Catalog details](#)

[ENVI 101\(F, S\) LEC Nature and Society: An Introduction to Environmental Studies](#)

Taught by: [Giuseppina Forte](#)

[Catalog details](#)

[HIST 117 / ASIA 117 / GBST 117 SEM Bombay/Mumbai: Making of a Modern Metropolis](#)

Taught by: [Aparna Kapadia](#)

[Catalog details](#)

[PSCI 215 / LEAD 215\(S\) SEM Race and Inequality in the American City](#)

Taught by: [Mason Williams](#)

[Catalog details](#)

[RLFR 316 / COMP 314 / WGSS 315\(F\) SEM Paris on Fire: Incendiary Voices from the City of Light](#)

Taught by: [Brian Martin](#)

[Catalog details](#)

[SOC 216 SEM The City](#)

Taught by: [Marketa Rulikova](#)

[Catalog details](#)

Global Indigenous Studies

Food and Agriculture

Poverty and Insecurity

Human Rights

War, Security and Violence

Languages, Art and Culture

South-South Connections

North-South Connections

Transport, Logistics and Supply Chains

Climate Change

Global Health and Epidemics

De-Colonization

Contract Track

To fulfill the requirements of a track, students must complete three approved courses from at least two disciplines and address their track in their senior exercise. Faculty in each track may set an additional requirement of a level of language competency for its concentrators. Students may petition to use courses completed on approved study away programs to fulfill elective requirements. Students may not count a course toward more than one requirement in the track.

Senior Exercise

All concentrators must complete a senior exercise. The senior exercise will be a substantial piece of writing (20-25 pages) that draws together concentrators' disciplinary skills and their expertise in their track. It might be work done in the context of a senior capstone course in a relevant department or in the context of a shared seminar sponsored by the Global Studies program. Concentrators present their final senior exercise in class or in a Global Studies colloquium, or in both.

Concentrators must also take a comparative course—that is, a course that might not cover material directly dealing with the track, but would enrich a student's engagement through comparative inquiry.

Honors

A candidate for honors in Global Studies must maintain at least a B+ average in the concentration and be admitted to candidacy by the program faculty. An honors candidate must complete their project in a semester (and Winter Study). An honors candidate will prepare a forty-page thesis or its equivalent while enrolled in the senior thesis course, 491 or 492 (and Winter Study). This course will be in addition to the courses required to fulfill the concentration.

A student wishing to become a candidate for honors in Global Studies should secure a faculty sponsor and inform the program chair in writing before spring registration of her/his junior year.

Study Away, Research, and Internships

Although not a requirement, study away, research, and/or relevant internships are an essential component of Global Studies. Where relevant to the curriculum plan of concentrators, the program Chair, in coordination with the Study Away Advisor and the Career Center, will advise students on

opportunities in these areas.

FAQ

Students MUST contact department/program BEFORE assuming study away credit will be granted toward the major or concentration.

Can your department or program typically pre-approve courses for major/concentration credit?

Yes, in many cases, though students should be sure to contact the department.

What criteria will typically be used/required to determine whether a student may receive major/concentration credit for a course taken while on study away?

Course title and description, and complete syllabus, including readings/assignments.

Does your department/program place restrictions on the number of major/concentration credits that a student might earn through study away?

No, but students should not expect to get more than 3 study abroad courses counted towards the concentration.

Does your department/program place restrictions on the types of courses that can be awarded credit towards your major?

No.

Are there specific major requirements that cannot be fulfilled while on study away?

Yes. Typically the Introduction to Global Studies and the senior exercise cannot be fulfilled abroad.

Are there specific major requirements in your department/program that students should be particularly aware of when weighing study away options? (Some examples might include a required course that is always taught in one semester, laboratory requirements.)

No.

Give examples in which students thought or assumed that courses taken away would count toward the major or concentration and then learned they wouldn't:

None to date.

Note: as course offerings change every year, students should feel free to check with the Program Chair to see if courses not listed below might count as electives.

AREA TRACKS

African Studies

[AFR 200\(F, S\) LEC Introduction to Africana Studies](#)

Taught by: [Armond Towns](#)

[Catalog details](#)

[DANC 201 / AFR 201 / MUS 220\(F\) STU African Dance and Percussion](#)

Taught by: [Sandra Burton](#), [Tendai Muparutsa](#)

[Catalog details](#)

[DANC 202 / AFR 206 / MUS 221\(S\) STU African Dance and Percussion](#)

Taught by: [Sandra Burton](#), [Tendai Muparutsa](#)

[Catalog details](#)

[ECON 204 / ENVI 234 / ECON 507 LEC Global Poverty and Economic Development](#)

Taught by: [Pamela Jakiela](#)

[Catalog details](#)

[ENVI 134 / CAOS 134 The Tropics: Biology and Social Issues](#)

Taught by: [Joan Edwards](#)

[Catalog details](#)

[ENVI 231 / AFR 231 / STS 231 SEM Africa and the Anthropocene](#)

Taught by: TBA

[Catalog details](#)

[HIST 104 / AFR 104 / GBST 104 SEM Race and a Global War: Africa during World War II](#)

Taught by: [Benjamin Twagira](#)

[Catalog details](#)

[HIST 311 Women Warriors, Colonial Soldiers, and Slave Armies: Soldiering and Warfare in African History](#)

Taught by: TBA

[Catalog details](#)

[HIST 486\(S\) TUT Race and A Global War: Africa During World War II](#)

Taught by: [Benjamin Twagira](#)

[Catalog details](#)

[MUS 120 / AFR 113 LEC Musics of Africa](#)

Taught by: [Corinna Campbell](#)

[Catalog details](#)

[PSCI 245 SEM South African Politics](#)

Taught by: TBA

[Catalog details](#)

East Asian Studies

[CHIN 275 / COMP 271 / THEA 271 / AAS 275 / ASIA 275\(S\) SEM Acting Out: Performativity, Production, and Politics in East Asian Theatres](#)

Taught by: [Man He](#)

[Catalog details](#)

[COMP 255 / ASIA 253\(F\) SEM Love and Death in Modern Japanese Literature and Visual Culture](#)

Taught by: [Christopher Bolton](#)

[Catalog details](#)

[COMP 266 / ASIA 266 SEM Confession and Deception in Japanese Literature](#)

Taught by: [Christopher Bolton](#)

[Catalog details](#)

[HIST 213 / ASIA 213\(S\) LEC Modern China, 1600-Present](#)

Taught by: [Anne Reinhardt](#)

[Catalog details](#)

[HIST 294\(S\) SEM Victimhood Nationalism in Global History & Memory](#)

Taught by: [Jie-Hyun Lim](#)

[Catalog details](#)

[HIST 313 / ASIA 313 SEM The People's Republic: China since 1949](#)

Taught by: [Anne Reinhardt](#)

[Catalog details](#)

[HIST 319 / ASIA 319 / WGSS 319 SEM Gender and the Family in Chinese History](#)

Taught by: [Anne Reinhardt](#)

[Catalog details](#)

[HIST 377\(F\) SEM A Global History of Mass Dictatorship](#)

Taught by: [Jie-Hyun Lim](#)

[Catalog details](#)

[MUS 112 / ASIA 112\(S\) LEC Musics of Asia](#)

Taught by: [W. Anthony Sheppard](#)

[Catalog details](#)

[PSCI 247 / ASIA 249 LEC Political Power in Contemporary China](#)

Taught by: [George Crane](#)

[Catalog details](#)

[PSCI 345 / ASIA 345 SEM The Meaning of Life and Politics in Ancient Chinese Thought](#)

Taught by: [George Crane](#)

[Catalog details](#)

[PSCI 354 / HIST 318 / ASIA 354 LEC Nationalism in East Asia](#)

Taught by: [George Crane](#)

[Catalog details](#)

Latin American Studies

[HIST 347 SEM Democracy and Dictatorship in Latin America](#)

Taught by: [Roger Kittleston](#)

[Catalog details](#)

[HIST 377\(F\) SEM A Global History of Mass Dictatorship](#)

Taught by: [Jie-Hyun Lim](#)

[Catalog details](#)

[MUS 125 / DANC 125\(F\) SEM Music and Social Dance in Latin America](#)

Taught by: [Corinna Campbell](#)

[Catalog details](#)

[PSCI 253 LEC The Tragedy of Venezuela](#)

Taught by: [James Mahon](#)

[Catalog details](#)

[PSCI 349 TUT Cuba and the United States](#)

Taught by: [James Mahon](#)

[Catalog details](#)

[RLSP 203\(F\) LEC From Modernismo to El Boom de la Novela](#)

Taught by: [Gene Bell-Villada](#)

[Catalog details](#)

[RLSP 205 / COMP 205\(S\) LEC Magical Realists, Fantasists, Experimentalists: The Latin-American Novel in Translation](#)

Taught by: [Gene Bell-Villada](#)

[Catalog details](#)

[RLSP 206 LEC Latin-American Civilizations](#)

Taught by: [Gene Bell-Villada](#)

[Catalog details](#)

[RLSP 231 SEM Indigenous Writers of Colonial Mexico and Peru](#)

Taught by: [Carlos Macías Prieto](#)

[Catalog details](#)

[RLSP 259 Violent States, Violent Subjects: Nation-Building and War in 19th Century Latin America](#)

Taught by: TBA

[Catalog details](#)

[RLSP 319 SEM Dictatorship and the Latin-American Novel](#)

Taught by: [Gene Bell-Villada](#)

[Catalog details](#)

[RLSP 342 SEM Reading Sor Juana: "única poetisa americana, musa décima,"](#)

Taught by: [Carlos Macías Prieto](#)

[Catalog details](#)

Middle Eastern Studies

[ARAB 331 / COMP 332 SEM Popular Culture in the Arab World: Youth, Populism, and Politics](#)

Taught by: TBA

[Catalog details](#)

[HIST 207 / GBST 102 / ARAB 207 / LEAD 207 / JWST 217 / REL 239 LEC The Modern Middle East](#)

Taught by: [Magnús Bernhardtsson](#)

[Catalog details](#)

[HIST 294\(S\) SEM Victimhood Nationalism in Global History & Memory](#)

Taught by: [Jie-Hyun Lim](#)

[Catalog details](#)

[HIST 377\(F\) SEM A Global History of Mass Dictatorship](#)

Taught by: [Jie-Hyun Lim](#)

[Catalog details](#)

[PSCI 227 / LEAD 227\(F\) LEC International Relations of the Middle East](#)

Taught by: [Galen E Jackson](#)

[Catalog details](#)

[PSCI 268\(S\) SEM The Israeli-Palestinian Conflict](#)

Taught by: [Michael MacDonald](#)

[Catalog details](#)

Russian and Eurasian Studies

[HIST 294\(S\) SEM Victimhood Nationalism in Global History & Memory](#)

Taught by: [Jie-Hyun Lim](#)

[Catalog details](#)

[HIST 377\(F\) SEM A Global History of Mass Dictatorship](#)

Taught by: [Jie-Hyun Lim](#)

[Catalog details](#)

[RUSS 203 / COMP 203 SEM Nineteenth-Century Russian Literature in Translation](#)

Taught by: [Peter Orte](#)

[Catalog details](#)

[RUSS 204 / COMP 204 / GBST 204\(S\) SEM To See the Past: Russian and Soviet Cinema on History](#)

Taught by: [Olga Kim](#)

[Catalog details](#)

[RUSS 306 / COMP 306 SEM Tolstoy and the Meaning of Life](#)

Taught by: [Julie Cassidy](#)

[Catalog details](#)

[SOC 348 / GBST 348 / RUSS 348\(F\) TUT Altering States: Post-Soviet Paradoxes of Identity and Difference](#)

Taught by: [Olga Shevchenko](#)

[Catalog details](#)

South and Southeast Asia Studies

[ANTH 249 / REL 149 / ASIA 242 LEC The Sacred in South Asia](#)

Taught by: [Joel Lee](#)

[Catalog details](#)

[ARTH 105 / ASIA 105 LEC Arts of South Asia](#)

Taught by: [Murad Mumtaz](#)

[Catalog details](#)

[COMP 243 Performance Practices of India](#)

Taught by: TBA

[Catalog details](#)

[ECON 240 / ASIA 241 TUT Colonialism and Underdevelopment in South Asia](#)

Taught by: [Anand Swamy](#)

[Catalog details](#)

[HIST 117 / ASIA 117 / GBST 117 SEM Bombay/Mumbai: Making of a Modern Metropolis](#)

Taught by: [Aparna Kapadia](#)

[Catalog details](#)

[HIST 221 / ASIA 221 / GBST 221 LEC South Asia: Colonialism to Independence, 1750-1947 CE](#)

Taught by: [Aparna Kapadia](#)

[Catalog details](#)

[HIST 377\(F\) SEM A Global History of Mass Dictatorship](#)

Taught by: [Jie-Hyun Lim](#)

[Catalog details](#)

[HIST 388\(S\) SEM Decolonization and the Cold War](#)

Taught by: [Jessica Chapman](#)

[Catalog details](#)

[PSCI 255 LEC Comparative Politics of South Asia](#)

Taught by: [Natasha Murtaza](#)

[Catalog details](#)

[PSCI 356 / ASIA 356 / GBST 357 SEM Democratization in India and Pakistan](#)

Taught by: [Natasha Murtaza](#)

[Catalog details](#)

[REL 244 / ASIA 244 / PHIL 245\(S\) LEC Mind and Persons in Indian Thought](#)

Taught by: [Georges Dreyfus](#)

[Catalog details](#)

[REL 255 / ANTH 255 / ASIA 255\(F\) LEC Buddhism: Ideas and Practices](#)

Taught by: [Georges Dreyfus](#)

[Catalog details](#)

[REL 269 / ANTH 269 / ASIA 269 / STS 269 TUT Mindfulness Examined: Meditation, Emotion, and Affective Neuroscience](#)

Taught by: [Kim Gutschow](#)

[Catalog details](#)

THEMATIC TRACKS

Borders, Exile and Diaspora Studies

[AFR 317 / AMST 317 / DANC 317 / ENGL 317 / THEA 317 / COMP 319 SEM Black Migrations: African American Performance at Home and Abroad](#)

Taught by: [Rashida Braggs](#)

[Catalog details](#)

[AFR 323 / ARTH 223 / COMP 322 / AMST 323 / ENGL 356\(S\) SEM Comic Lives: Graphic Novels & Dangerous Histories of the African Diaspora](#)

Taught by: [Rashida Braggs](#)

[Catalog details](#)

[COMP 242 / AMST 242 / GBST 242 / ENGL 250\(S\) SEM Americans Abroad](#)

Taught by: [Soledad Fox](#)

[Catalog details](#)

[COMP 369 / HIST 306 / ARAB 369 / GBST 369\(F\) SEM Indigenous Narratives: From the Fourth World to the Global South](#)

Taught by: [Amal Egeiq](#)

[Catalog details](#)

[GBST 105 / REL 107 LEC Islamophobia: A Global Perspective](#)

Taught by: [Farid Hafez](#)

[Catalog details](#)

[GBST 243 / REL 247 SEM Anti-Muslim Racism: A Global Perspective](#)

Taught by: [Farid Hafez](#)

[Catalog details](#)

[GERM 201 SEM "Oida!" Living Language in Vienna](#)

Taught by: [Gail Newman](#)

[Catalog details](#)

[HIST 294\(S\) SEM Victimhood Nationalism in Global History & Memory](#)

Taught by: [Jie-Hyun Lim](#)

[Catalog details](#)

[HIST 361 / AMST 360 / CAOS 361\(F\) SEM The Atlantic World: Connections, Crossings, and Confluences](#)

Taught by: [Christine DeLucia](#)

[Catalog details](#)

[HIST 434 / REL 335 / JWST 434\(S\) SEM Humanitarianism and Jewish History](#)

Taught by: [Alexandra Garbarini](#)

[Catalog details](#)

[PSCI 225 / LEAD 225 LEC International Security](#)

Taught by: [Galen E. Jackson](#)

[Catalog details](#)

[PSCI 334\(S\) SEM Theorizing Global Justice](#)

Taught by: [Nimu Njoya](#)

[Catalog details](#)

[RLFR 229 Black Outside the U.S.](#)

Taught by: TBA

[Catalog details](#)

Economic Development Studies

[ECON 204 / ENVI 234 / ECON 507 LEC Global Poverty and Economic Development](#)

Taught by: [Pamela Jakiela](#)

[Catalog details](#)

[ECON 215 / CAOS 216 / GBST 315\(F\) LEC Globalization](#)

Taught by: [Will Olney](#)

[Catalog details](#)

[ECON 216 TUT Global Crises and Socio-Economic Policies](#)

Taught by: [Michael Samson](#)

[Catalog details](#)

[ECON 219\(S\) TUT Global Economic History](#)

Taught by: [Steven Nafziger](#)

[Catalog details](#)

[ECON 348 / ECON 548 LEC Human Capital and Development](#)

Taught by: [Owen Ozier](#)

[Catalog details](#)

[ECON 360 LEC Monetary Economics](#)

Taught by: [Kenneth Kuttner](#)

[Catalog details](#)

[ECON 378 LEC Long-Run Comparative Development](#)

Taught by: [Quamrul Ashraf](#)

[Catalog details](#)

[ECON 501\(F\) SEM Economic Growth and Development](#)

Taught by: [Quamrul Ashraf](#)

[Catalog details](#)

[ECON 504\(F\) SEM Public Economics in Developing Countries](#)

Taught by: [Jon Bakija](#)

[Catalog details](#)

[ECON 505\(F\) LEC Developing Country Macroeconomics I: Theory](#)

Taught by: [Peter Montiel](#)

[Catalog details](#)

[ECON 510 / ECON 352\(S\) LEC Financial Development and Regulation](#)

Taught by: [Burak Uras](#)

[Catalog details](#)

[ECON 515 / ECON 359\(S\) SEM Developing Country Macroeconomics II: Institutions and Policy Regimes](#)

Taught by: [Bumsoo Kim](#)

[Catalog details](#)

[ECON 516 / ECON 366\(S\) SEM International Trade and Development](#)

Taught by: [Will Olney](#)

[Catalog details](#)

[ENVI 231 / AFR 231 / STS 231 SEM Africa and the Anthropocene](#)

Taught by: TBA

[Catalog details](#)

[GBST 218 / CAOS 218 Capital and Coercion](#)

Taught by: [Ashok Rai](#)

[Catalog details](#)

[PSCI 229 LEC Global Political Economy](#)

Taught by: [Darel Paul](#)

[Catalog details](#)

[WGSS 211 / ECON 105\(F\) SEM Gender in the Global Economy](#)

Taught by: [Kiaran Honderich](#)

[Catalog details](#)

Urbanizing World

[ANTH 216 / GBST 216\(F\) TUT Cities and Urbanism of the Ancient World](#)

Taught by: [Antonia Foias](#)

[Catalog details](#)

[ENVI 101\(F, S\) LEC Nature and Society: An Introduction to Environmental Studies](#)

Taught by: [Giuseppina Forte](#)

[Catalog details](#)

[HIST 117 / ASIA 117 / GBST 117 SEM Bombay/Mumbai: Making of a Modern Metropolis](#)

Taught by: [Aparna Kapadia](#)

[Catalog details](#)

[PSCI 215 / LEAD 215\(S\) SEM Race and Inequality in the American City](#)

Taught by: [Mason Williams](#)

[Catalog details](#)

[RLFR 316 / COMP 314 / WGSS 315\(F\) SEM Paris on Fire: Incendiary Voices from the City of Light](#)

Taught by: [Brian Martin](#)

[Catalog details](#)

[SOC 216 SEM The City](#)

Taught by: [Marketa Rulikova](#)

[Catalog details](#)

GBST 101 (F) Religion, Politics, and Society: A Global Perspective (DPE)

Cross-listings: REL 126

Primary Cross-listing

In spite of predictions that religion would wither away in the face of modernization, even casual observation indicates that it remains a powerful force in contemporary political life. Our goal is to obtain an enhanced understanding and appreciation of the salience of religion in public life. The course will be divided into three parts. The first part focuses on different theoretical approaches to making sense of the relation between religion, politics, and society, discussing especially the concept of the 'secular' in Western thought and decolonial critique thereof. The second part will take a global perspective on the relation between religion and politics. We will discuss cases of Buddhism, Christianity (Catholicism and Protestantism), Confucianism, Hinduism, Islam (Sunni and Shi'a), and Judaism. The third part focuses on religion in the USA. Here, we will discuss the role of religion in American political culture, the relation of religion to the state, the relevance of religious interests and their political mobilization, religious minorities in the United States, and many other aspects of religion in the US society. Although the study of religion and politics raises a host of deep philosophical questions, the principal aim of the course is to understand how religion affects politics (and vice versa), rather than to explore the normative dimensions of questions raised by the interaction of these two forces.

Requirements/Evaluation: Class participation and three papers, in these proportions: 10% attendance; 20% participation; 20% first paper (7 pages); 30% second paper (8-10 pages); and 20% third paper (7 pages). No final exam.

Prerequisites: none

Enrollment Limit: 35

Enrollment Preferences: Global Studies concentrators and intended concentrators; Religion majors and intended majors

Expected Class Size: 25

Grading: no pass/fail option, yes fifth course option

Unit Notes: Core course for GBST

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

GBST 101(D2) REL 126(D2)

Difference, Power, and Equity Notes: An engagement with religious difference in the world, with a spotlight on how religion and politics--that is, power--interact globally and in the USA.

Not offered current academic year

GBST 102 (F) The Modern Middle East (DPE)

Cross-listings: REL 239 / ARAB 207 / HIST 207 / JWST 217 / LEAD 207

Secondary Cross-listing

This survey course addresses the main economic, religious, political and cultural trends in the modern Middle East. Topics to be covered include the cultural diversity of the Middle East, relations with Great Powers, the impact of imperialism, the challenge of modernity, the creation of nation states and nationalist ideologies, the discovery of oil, radical religious groups, and war and peace. Throughout the course these significant changes will be evaluated in light of their impact on the lives of a variety of individuals in the region and especially how they have grappled differently with increasing Western political and economic domination.

Requirements/Evaluation: participation, online responses, quizzes, midterm, and final exam

Prerequisites: none

Enrollment Limit: 40

Enrollment Preferences: History & Arabic majors, and Jewish studies concentrators; completion of course admission survey if overenrolled

Expected Class Size: 30-40

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

REL 239(D2) ARAB 207(D2) HIST 207(D2) JWST 217(D2) LEAD 207(D2) GBST 102(D2)

Difference, Power, and Equity Notes: This course introduces students to the incredible diversity of the Middle East. It will explore how people of different backgrounds and in different situations have responded in diverse ways to the problems of the day. Students will acquire the critical tools to assess a number of interpretations of the past and how to understand and appreciate the many narratives in the Middle East today that have profound political and cultural implications.

Attributes: GBST Middle Eastern Studies HIST Group E Electives - Middle East JWST Elective Courses LEAD Facets or Domains of Leadership

Not offered current academic year

GBST 104 (S) Race and a Global War: Africa during World War II (DPE) (WS)

Cross-listings: HIST 104 / AFR 104

Secondary Cross-listing

This course highlights African experiences of World War II. Although most histories have excluded Africa's role in the war, the continent and its people were at the center of major developments during in this global conflict. In fact, many Africans remember the Italian invasion of Ethiopia in 1935 as the start of the war. African servicemen fought alongside the Allied and Axis forces on major warfronts in Europe, Africa and Asia. African communities and individuals also established war charity campaigns to collect funds, which they sent to war ravaged societies in Europe. Indeed, African economies, despite their colonial statuses, kept European imperial nations afloat in their most hour of need. At the same time, African colonial subjects faced severe food shortages, the loss of working-age men to labor and military recruiters, and dramatically increased taxes. We will examine the impact of these and other wartime pressures on different African communities. How did African societies meet such challenges and how did they view the war? In this course we will examine the roles that women played during the war, and the various other ways that African communities met wartime demands. Other topics we will explore include the role of African women; colonial propaganda; political protest against the war; race and racial thought in the wartime era; war crimes; African American support for the liberation of Ethiopia; and the war's impact on decolonization across the continent. We will further study how Africans and outsiders have differently conceptualized the continent's role in the war by analyzing a variety of sources, including scholarly writings, archival materials, films, former soldiers' biographies, and propaganda posters.

Requirements/Evaluation: active participation in discussion, map quiz, 2 reading responses, and 3 essays (of about 5 pages)

Prerequisites: first-year or sophomore standing; juniors or seniors with permission of instructor

Enrollment Limit: 19

Enrollment Preferences: first-year students and then sophomores who have not previously taken a 100-level seminar

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 104(D2) GBST 104(D2) AFR 104(D2)

Writing Skills Notes: Students will write two 3-5-page essays each written in two drafts with instructor comments. They will also write an 8-12-page research paper with required submission of a proposed topic, an annotated bibliography, an outline, and a draft before the final paper itself. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: This course explores the colonial relationship during a major global crisis. Students will examine existing narratives of African contributions to the war and to come up with their own interpretations, and will be called to critically engage the question of why and how colonies made significant contributions to the Allied cause by producing needed materials and resources or by joining the fight. Africans made these contributions spite of various and complex inequities.

Attributes: AFR Core Electives GBST African Studies HIST Group A Electives - Africa

Not offered current academic year

GBST 105 (F) Islamophobia: A Global Perspective (DPE)

Cross-listings: REL 107

Primary Cross-listing

This course's goal is to show how the racialization of Islam and Muslims has been constitutive to the latter's imagination. It looks at how difference works and has worked, how identities and power relationships have been grounded in lived experience, and how one might both critically and productively approach questions of difference, power, and equity. The course goes back to the founding moments of an imagined white-Christian Europe and how the racialization of Muslim bodies was central to this project and how anti-Muslim racism continues to be relevant in our world today. The course will give a global perspective on Islamophobia and how it is structuring and used by political actors in various territories. The course will show how Muslims were constructed as subjects in history, politics, and society from the very beginning of the making of Europe and the Americas to the end of the Cold War to the post-9/11 era. The course is based on the literature of multidisciplinary studies by leading scholars in the field, drawing from anthropology, gender studies, history, political science, religious studies, postcolonial studies, decolonial studies, and sociology. This course's goal is to show how the racialization of Islam and Muslims has been constitutive to the latter's imagination. It looks at how difference works and has worked, how identities and power relationships have been grounded in lived experience, and how one might both critically and productively approach questions of difference, power, and equity. The course goes back to the founding moments of an imagined white-Christian Europe and how the racialization of Muslim bodies was central to this project and how anti-Muslim racism continues to be relevant in our world today. The course will give a global perspective on Islamophobia and how it is structuring and used by political actors in various territories. The course will show how Muslims were constructed as subjects in history, politics, and society from the very beginning of the making of Europe and the Americas to the end of the Cold War to the post-9/11 era. The course is based on the literature of multidisciplinary studies by leading scholars in the field, drawing from anthropology, gender studies, history, political science, religious studies, postcolonial studies, decolonial studies, and sociology.

Requirements/Evaluation: Class participation and two papers, in these proportions: 10% attendance; 20% participation; 35% first paper (7 pages); 35% second paper (7 pages). No final exam.

Prerequisites: no

Enrollment Limit: 35

Enrollment Preferences: freshmen and concentrations

Expected Class Size: 30

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

GBST 105(D2) REL 107(D2)

Difference, Power, and Equity Notes: The course critically examines difference, power, and equity. Thematically, it looks at the racialization of Islam and the intersection of race, religion, class, and gender in the construction of the 'Muslim problem' from a historical as well as a global contemporary perspective. On one side, the course content explores forms of difference and power. On the other side, the course attempts to help students to engage in alternative forms of action to address these inequalities.

Attributes: GBST Borders, Exiles + Diaspora Studies

Not offered current academic year

GBST 116 (F) The Art of Playing: An Introduction to Theatre and Performance

Cross-listings: THEA 101 / COMP 151

Secondary Cross-listing

This is an introduction to the global art and practice of making theatre. Students will learn about the history, aesthetics, and approaches to the performer's labor associated with select performance forms from around the world. Emphasis will be on the analysis of embodied practices and the relationship between the stage and everyday life. Through readings, audiovisual materials, performance exercises, and discussions we will engage with theatre as a constantly evolving art form, sharpening our analytical skills through theoretical approaches from performance studies. Central to our exploration will be excavating the Eurocentric assumptions that conventionally shape the practice and study of theater in the United States. We will seek ways to decolonize our perspectives and ask critical questions about performance's potential to enact strategies of anti-racism and anti-imperialism. This course, open to all students, is a gateway to the major in Theatre, and is a prerequisite for THEA 201, THEA 204, THEA 301, and THEA 401.

Requirements/Evaluation: two 5-page critical essays, journal reflections, studio exercises, and active participation in all activities

Prerequisites: none

Enrollment Limit: 14

Enrollment Preferences: prospective Theatre majors or Theatre majors or Comparative Literature majors

Expected Class Size: 14

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

THEA 101(D1) COMP 151(D1) GBST 116(D2)

Fall 2024

SEM Section: 01 MW 11:00 am - 12:15 pm Shanti Pillai

SEM Section: 02 M 7:00 pm - 9:40 pm Shanti Pillai

GBST 117 (F) Bombay/Mumbai: Making of a Modern Metropolis (WS)

Cross-listings: ASIA 117 / HIST 117

Secondary Cross-listing

Bombay or Mumbai is India's foremost urban center and is well known today as a truly global city. It is the heart of India's commercial life comparable in vibrancy and multiculturalism with the world's emerging cities like Shanghai, Hong Kong and Sao Paulo. What are the historical elements that contributed to the making of India's most modern and global metropolis? What are the antecedents of the modernity, the vibrant culture, dark underbelly and economic diversity that characterize Bombay today? What does the history of Bombay tell us about modernity in India and the emerging countries of the third world in general? This seminar will help students to answer these questions through historical materials on Bombay as well a wide range of multimedia sources including cinema, photography and literature. With a focus on the 19th and 20th centuries, we will explore themes like the commercial culture of a colonial port city, the modern public sphere, theatre and film, labor migration, public health and prostitution to understand what went into the making of this modern metropolis. The primary objective of this course is to introduce students to a wide range of historical sources and ways of interpreting them. The other objective is facilitating their understanding of the history of colonial and modern India through the history of its most important city.

Requirements/Evaluation: assessment will be based on class participation and weekly written responses to readings (2 pages), 2-3 short papers (4-5 pages), leading to an oral presentation and final paper (10-12 pages). All writing assignments are structured to build up the final paper.

Prerequisites: First years and sophomores only

Enrollment Limit: 19

Enrollment Preferences: first-years, and then sophomores who have not previously taken a 100-level seminar.

Expected Class Size: 12-15

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ASIA 117(D2) GBST 117(D2) HIST 117(D2)

Writing Skills Notes: Weekly reading response (2 pages), several short papers leading to a final research paper. Peer reviews and instructor

feedback of all written work to improve writing skills and opportunities to write several drafts.

Attributes: GBST South + Southeast Asia Studies GBST Urbanizing World HIST Group B Electives - Asia

Not offered current academic year

GBST 132 (S) Musics of the Spanish Colonial Empire, ca. 1500-1800 (DPE)

Cross-listings: MUS 133

Secondary Cross-listing

With territories around the globe from the Americas to the Philippines to portions of Western Europe, the Spanish colonial empire was, at its height, one of the largest and most expansive in history. This course explores the myriad ways in which Spanish colonial powers influenced, interacted with, and reacted to the musical cultures of the colonized and how indigenous and/or colonized peoples persisted in asserting their musical voices over the course of several centuries--from the time of the Spanish arrival in the Americas (as well as southern Italy and the East Indies) during the fifteenth and sixteenth centuries to the empire's eventual decline in the nineteenth century. We will begin by defining the concepts of "colonialism" and "imperialism" in order to understand how such political and socio-economic power structures developed and attempted to exert control and influence over subjugated populations--and consequently over their music. From there, we will investigate some of the musical developments and repertoires that resulted from these efforts through a series of modules on various territories colonized by Spain, including the Spanish territories of Naples/southern Italy, New Spain, and the Philippines. Coursework will include discussion-based and written responses to weekly readings and listening assignments and small group presentations on a Spanish colonized space not covered in one of the central course modules. The ability to read musical notation is not required.

Class Format: Lecture-discussion

Requirements/Evaluation: Attendance/participation; weekly discussion-leading and informal written forum responses to assigned materials; two close reading/listening papers; and a final collaborative presentation project to be conducted in small groups

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: Preference given to first years and sophomores

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

GBST 132(D2) MUS 133(D1)

Difference, Power, and Equity Notes: The course explores how political and socio-economic power structures exerted control and influence over subjugated populations in the Spanish colonial empire--and consequently over their music, and examines the myriad ways in which Spanish colonial powers influenced, interacted with, and reacted to the musical cultures of the colonized and how indigenous and/or colonized peoples persisted in asserting their musical voices over the course of several centuries

Attributes: MUS Music History: Pre-1750

Spring 2025

SEM Section: 01 TR 9:55 am - 11:10 am Elizabeth G. Elmi

GBST 151 (F) Global Questions, Global Frameworks (DPE)

In this foundational course in the Global Scholars Program, students will be introduced to an interdisciplinary approach to exploring critical global issues. The course is organized according to three key themes -- sustainability, democracy, and indigeneity -- which will structure our academic explorations in the fall semester and provide important context for on-site work in Santiago, Chile, during Winter Study. Students will engage these frameworks and concepts to consider global processes and examine the complexities of life on an increasingly overheated and fragmented planet. The first part of the course will explore critical topics in Global Studies and grapple with influential theories on climate change, sustainability, and human rights. The second part will be focused on a particular country and city -- Chile and its capital of Santiago -- and how overarching geopolitical tendencies impact the reality of life in that area as well as creative strategies emerging in local communities. One purpose of this module is to prepare students for their Winter Study trip to that region, where they will engage in research related to their academic interests. Only students admitted to the Global Scholars Program will be able to register for this course.

Class Format: Discussion-based class

Requirements/Evaluation: Participation in class discussions, reading course materials, engaging with our speakers, two 5-7 pp. papers and a final project.

Prerequisites: None

Enrollment Limit: 12

Enrollment Preferences: Global Scholars Program Fellows

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: Taking an interdisciplinary approach to exploring critical global issues, students will grapple with difference, power and equity in a global context through leading theories of climate change, sustainability, and human rights as well as how these issues impact particular communities around the world. One purpose of this course is to enable students to become better equipped to conduct research on pressing issues around the world and be more responsible global citizens.

Fall 2024

SEM Section: 01 TF 1:10 pm - 2:25 pm Jennifer L. French

GBST 162 (S) Languages of East Asia

Cross-listings: ANTH 162 / ASIA 162 / CHIN 162

Secondary Cross-listing

A survey of the Chinese, Japanese, and Korean languages in their linguistic and cultural context. Working with various types of multimedia including audio, video, animation, and texts, we'll take up the phonetics, phonology, morphology, syntax, and lexicon of these three major East Asian languages, including also their history and writing systems as well as how they function in the societies where they are spoken. Though the emphasis of the course is on linguistic description and analysis, there will also be an applied component, as part of which we'll learn several dozen common expressions in each language. Some of the questions to be discussed are: What are the similarities and differences among these three languages? How are and how aren't they related? How did the modern standard form of each develop and what is its relationship to any non-standard languages or dialects? How do these three languages reflect sociolinguistic phenomena such as gender, class, and politeness? How do the writing systems of these languages function and what is the role of Chinese characters in them? What has been the influence of Classical Chinese on Modern Chinese, Japanese, and Korean? How have these languages changed due to influence from English and other languages? How are they used in Asian American speech communities? And what are the prospects for their future development, including the influence of computers and digital communications? While this course is not intended as a comprehensive introduction to linguistics, it does introduce many basic terms and concepts from that discipline.

Class Format: combination of lecture, discussion, and language practice

Requirements/Evaluation: three quizzes, two 2- to 3-page papers, an oral presentation, and an 8- to 10-page term paper

Prerequisites: none (lectures, class discussions, and readings in English; no prior background in linguistics or any Asian language required)

Enrollment Limit: 20

Enrollment Preferences: open to all with preference to first-year students and sophomores as well as majors/concentrators in CHIN, JAPN, EALC, ANTH, ASIA and GBST

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ANTH 162(D2) ASIA 162(D1) CHIN 162(D1) GBST 162(D2)

Attributes: Linguistics

Not offered current academic year

GBST 203 (F) Colonial Rule and Its Aftermaths in Africa (DPE)

Cross-listings: AFR 227 / HIST 204

Secondary Cross-listing

This course focuses on the history of Africa during the colonial and post-colonial periods, especially focusing on the period between 1885 and 2000. The first part of the course will explore the imposition of colonial rule and its attendant impacts on African societies. During this section, we will especially examine how Africans responded to colonialism, including the various resistance movements that arose at different moments to contest colonial rule. We will also explore the various transformations wrought by colonialism. The second part of the course will explore the African struggle to decolonize their societies and to fashion viable political systems. In addition to historical texts, the course will make use of cultural materials such as novels and films.

Class Format: Mixed format of lecture and discussion seminar

Requirements/Evaluation: active participation in discussion, map quiz, response papers, midterm and final exams, and case study paper (7-10 pages)

Prerequisites: None

Enrollment Limit: 30

Enrollment Preferences: if course is over-enrolled, preference to history majors and students with a demonstrated interest in African studies

Expected Class Size: 30

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 227(D2) HIST 204(D2) GBST 203(D2)

Difference, Power, and Equity Notes: This course will introduce students to how Africans contended with the forces of colonialism and its aftermaths. It will examine how different African societies as well as social groups on the continent were affected by and responded to colonial rule. All of the readings, discussions, and assignments will ask students to contend with the issues of how to write African lives into the history of colonialism.

Attributes: HIST Group A Electives - Africa

Not offered current academic year

GBST 204 (S) To See the Past: Russian and Soviet Cinema on History

Cross-listings: RUSS 204 / COMP 204

Secondary Cross-listing

This course surveys Soviet and Russian cultural history of the 20th- and 21st-centuries through the history of the cinematic medium. We will watch and analyze key films of this period--films by Eisenstein, Vertov, Tarkovsky, Muratova, Balabanov, Zviagintsev, and Fedorchenko among others--from a double perspective. On the one hand, we will study the cultural and historical contexts of the Soviet Union and Russia; on the other hand, we will learn the formal and stylistic aspects of the cinematic medium as it developed historically (from silent, to sound, to color, to digital etc.). From this double perspective, we will try to answer a larger question that underlies this course: What kind of historical thinking can we learn through cinema as a medium? In other words, we will take cinema neither simply as a direct reflection of state ideology nor as pure aesthetic form or entertainment for the masses. Rather, we will approach the films of this period as audio-visual texts that are rich in historical content and require our informed and attentive interpretation.

Requirements/Evaluation: For each class you'll watch 1 or 2 film(s) and read typically 1 article under 20 pages. You will submit short viewing response before each class. Additionally, there will be short viewing or creative assignments to familiarize students with formal aspects of film. Evaluation will be based on participation, one presentation, short sequence analysis, and final paper or video essay

Prerequisites: none, open to all students

Enrollment Limit: 15

Enrollment Preferences: declared or prospective Russian or Comparative Literature majors, Russian Certificate seekers, Global Studies concentrators

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

RUSS 204(D1) COMP 204(D1) GBST 204(D2)

Attributes: GBST Russian + Eurasian Studies

Spring 2025

SEM Section: 01 MR 1:10 pm - 2:25 pm Olga Kim

GBST 208 (F) The U.S. and Afghanistan: A Post-Mortem (DPE)

Cross-listings: ASIA 208 / ANTH 208

Secondary Cross-listing

The United States attacked and defeated the Afghan Taliban regime over in the course of a few short weeks in 2001. Within a few years, the finality of that victory was brought into question as the Taliban regrouped and eventually reasserted itself as a formidable guerilla army that the U.S. military could not easily defeat. At the same time that it was facing a more difficult military challenge than anticipated, the United States got bogged down in the process of nation-building, as well as efforts at social reform. This course examines the history of American involvement in Afghanistan, beginning with the Cold War when the U.S. used Afghanistan as a test case for new models of political modernization and economic development. We will go on to discuss the U.S. support for Islamist political parties during the Soviet occupation of Afghanistan in the 1980s and the consequent rise of the Taliban, and the role of Afghanistan in the September 11th attacks and the "War on Terror" that followed. The course will conclude with a consideration of the impact and legacy of the two decades of nation-building and social reform carried out by the United States since 9/11.

Requirements/Evaluation: grading will be determined by class participation, two short (500 word) essays, and a 15-page research paper

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: Anthropology and Sociology majors, Global Studies concentrators, Political Science and Asian Studies majors will get preference

Expected Class Size: 15-20

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ASIA 208(D2) GBST 208(D2) ANTH 208(D2)

Difference, Power, and Equity Notes: Among the topics relevant to power and difference to be considered in this course are the American support and later disavowal of Islamist political parties to advance US geopolitical goals, public relations efforts "to save Afghan women" after 9/11, and the uses and misuses of American military, economic, and political power to build a western-style democratic government and bring western-oriented social reforms to a society radically different from U.S. society.

Not offered current academic year

GBST 209 (S) The Art and Archeology of Maya Civilization

Cross-listings: ANTH 219 / ARTH 209

Secondary Cross-listing

The ancient Maya civilization was one of the most sophisticated and complex cultures of prehispanic Central America. Its complex calendrics, astronomy, mathematics, art and hieroglyphic writing system are celebrated worldwide. The course will examine the trajectory and nature of ancient Maya civilization from the combined perspectives of archaeology and art history. The origins and evolution of the Maya states during the Preclassic period (1000 B.C.-A.D. 250) will be explored through the rich archaeological remains and Preclassic art styles. The Classic Maya civilization (A.D. 250-1000) will then be presented through a detailed survey of the archaeology, art and hieroglyphic texts of this period. Finally, the collapse of Classic Maya civilization and its transformation and endurance during the Postclassic period and under early Spanish rule (A.D. 1000-1600) will be critically evaluated through a review of the archaeological, iconographic, and ethnohistorical evidence.

Class Format: lecture/discussion

Requirements/Evaluation: midterm and final exams, hieroglyphic project, 15pp research paper

Prerequisites: none, but an introductory ARTH or ANTH course recommended

Enrollment Limit: none

Enrollment Preferences: Anthropology/Sociology and Art History majors

Expected Class Size: 16

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ANTH 219(D2) ARTH 209(D1) GBST 209(D2)

Spring 2025

LEC Section: 01 TF 1:10 pm - 2:25 pm Antonia E. Foias

GBST 214 (F) Asian/American Identities in Motion (DPE)

Cross-listings: AAS 216 / AMST 213 / DANC 216 / ASIA 216 / THEA 216

Secondary Cross-listing

The course aims to explore dance and movement-based performances as mediums through which identities in Asian and Asian American (including South Asian) communities are cultivated, expressed, and contested. Students will engage with how social and historical contexts influence the processes through which dance practices are invested with particular sets of meanings, and how artists use performance to reinforce or resist stereotypical representations. Core readings will be drawn from Dance, Performance, Asian, and Asian American Studies to engage with issues such as nation formation, racial and ethnic identity politics, appropriation, tradition and innovation among other topics. This is primarily a discussion-based seminar course, and might also include screenings, movement workshops, and discussion with guest artists and scholars. No previous dance experience is required.

Requirements/Evaluation: reading responses, in-class writing assignments, participation in discussions and presentations, two 5-6 page essays, and a final cumulative essay assignment.

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: first years and sophomores

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AAS 216(D2) AMST 213(D2) DANC 216(D1) GBST 214(D2) ASIA 216(D1) THEA 216(D1)

Difference, Power, and Equity Notes: This course introduces students to the role of performance in nation formation in Asia and the history of Asian Americans in the US through analysis of dance practices. Student will explore how race was central to the formation of Asian and the American nations, and how social and legal discriminatory practices against minorities influence identity and popular cultural practices. The assigned material provide examples of how artists address these inequalities and differences in social power.

Attributes: AAS Core Electives AAS Gateway Courses

Fall 2024

SEM Section: 01 WF 11:00 am - 12:15 pm Munjulika R. Tarah

GBST 216 (F) Cities and Urbanism of the Ancient World (WS)

Cross-listings: ANTH 216

Secondary Cross-listing

This is a course on cities in the ancient world, which will examine four major ancient urban centers (Nineveh and Nimrud, Iraq; Teotihuacan, Mexico; and Angkor, Cambodia) and end with a sustained, in-depth exploration of urbanism in prehispanic Maya civilization. As more and more people move into cities across the world, human societies are becoming forever transformed. This transformation into an urban globalized world has ancient roots at

the beginning of the first civilizations in Euroasia and the Americas. We will delve into the nature of the urban transformation by first exploring sociological and anthropological definitions of urbanism, and recent studies of modern urbanism. We will look at Nineveh, Nimrud, Teotihuacan, and Angkor to consider how ancient urbanism was distinct from modern cities, while at the same time, ancient urbanites had to deal with similar issues as residents of modern cities. We will then examine in more depth the cities of prehispanic Maya civilization, answering such questions as: how different were Maya cities from other premodern ones? Is there one type of Maya city or many? How different was life in Maya cities from life in Maya villages? What were the power structures of Maya cities? How common were immigrants and slaves in these ancient cities?

Requirements/Evaluation: 5-page papers every other week, oral responses on alternate weeks; tutorial attendance is required.

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: first years, sophomores, or majors in Anthropology or Sociology

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

GBST 216(D2) ANTH 216(D2)

Writing Skills Notes: Throughout the semester, writing skills (developing an argument, construction of paragraphs, use of case studies) will be emphasized. An opportunity to rewrite at least one tutorial paper will allow students to actively apply what they are learning.

Attributes: GBST Urbanizing World

Fall 2024

TUT Section: T1 TBA Antonia E. Foias

GBST 218 Capital and Coercion (DPE)

Capital, tradable ownership shares in long-lived corporations, invented in the 17th century, has connected people of different races, religions, and geographies. There are huge profits from such economic interactions, but also risks: of being cheated, deceived, or coerced. This course uses insights from the economics of incentives (principal-agent models, contracts, mechanism design) to investigate the interplay between capital, coercion, and resistance. The role of prejudice will be central, as will the rise of middlemen as enforcers of coercion. Case studies span the 17th century to the 20th and include: the spice trade and conflict in the Indian Ocean, capital markets and fraud in Amsterdam and London, the Atlantic trade in enslaved people, the Dutch "cultivation system" in Java, the slow end of slavery in Brazil, and colonial control and independence in Kenya. Required readings for this class will include primary historical sources, and even excerpts from autobiographical novels!

Requirements/Evaluation: Students will be evaluated based on weekly reading responses, class participation, a midterm and a final.

Prerequisites: Econ 110

Enrollment Limit: 15

Enrollment Preferences: If overenrolled, students will be asked to submit a short statement of interest.

Expected Class Size: 15

Grading:

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: This course analyzes the evolution of economic inequity. It analyzes how global market opportunities have been shaped by race, religion, wealth, and power.

Attributes: GBST Economic Development Studies POEC Depth

Not offered current academic year

GBST 219 (S) Indigeneity Today: Comparative Indigenous Identities in the US and Russia (DPE) (WS)

Cross-listings:

Secondary Cross-listing

Indigenous movements for land, rights, and cultural preservation have spread to and originated in all corners of the world. However, the global nature

of these movements at times obscures ways of being Indigenous in differing contexts. This course analyzes Indigeneity in both the United States and Russia today. Through reading and analyzing ethnography, theory, and literature, it focuses on Indigenous peoples in a comparative context. Rather than prioritizing concern with Indigenous peoples emerging from the US, it attempts to demonstrate what Indigeneity has been in both the United States and Russia and what it is and means today. It asks the following questions: what is Indigeneity and who is Indigenous; how is Indigenous identity constructed and by whom; and what convergences and divergences exist in Indigeneity between the US and Russia or for that matter in other contexts? To help answer these questions, in this course we will grapple with Indigeneity as a social category and other social formations, especially ethnicity, nationality, and race. Topics include: Indigeneity and the State, Revitalization and Resurgence, Indigenous People and Nature Protection, and Hemispheric and Global Indigeneities.

Requirements/Evaluation: 10 posts to the course Glow discussion page, 3 times leading class discussion on the assigned readings, 1 short presentation, 1 extended portfolio project with regular shorter and longer writing submissions, and 1 final paper and final presentation (as the final part of the portfolio).

Prerequisites: None

Enrollment Limit: 16

Enrollment Preferences: Majors and certificate-seekers in Russian, then majors in Anthropology and Sociology, and then Global Studies concentrators

Expected Class Size: 12-15

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

GBST 219(D2)

Writing Skills Notes: This course has the following assignments: Weekly post to the Glow discussion page, 1 extended project with regular writing submissions, 1 final paper and final presentation. For the extended project, we will have instructor feedback for all project assignments. In instructor feedback, comprehension of the material and the content of the writing, improvement in writing style and clarity, and development of voice will be discussed. There will also be peer feedback/review.

Difference, Power, and Equity Notes: In the course, students will learn about Indigeneity as a context-specific social formation. It understands Indigeneity as a category of difference with past and present importance. We will read about, discuss, and write about Indigeneity as a social category, along with other social categories it arose alongside (such as race, ethnicity, and nationality), and how it has been mobilized by both those who identify as Indigenous and by those who designate others as Indigenous.

Not offered current academic year

GBST 221 (S) South Asia: Colonialism to Independence, 1750-1947 CE

Cross-listings: ASIA 221 / HIST 221

Secondary Cross-listing

What did colonialism look like in India, Britain's most valuable and populous possession for over two hundred years? How did the British establish their rule over the vast subcontinent? And how did the people who lived there experience and finally overthrow colonial rule? This course focuses on the history of South Asia with the aim of providing an overview of the political and social landscape of the region from c. 1750 to 1947. This period spans the decline of the Mughal Empire through British colonial rule, South Asians' struggle for independence, and the Partition of India. We will explore a range of themes including the rise of colonialism, nationalism, religion, caste, gender relations, and the emergence of modern social and political institutions on the subcontinent. In addition to reading key texts and historical primary sources on the specific themes, we will also work with a variety of multimedia sources including films, short stories and podcasts. One objective of this course is to introduce students to the different political and social processes that led to the creation of India and Pakistan; another is to teach students to think critically about the significance of history and history writing in the making of the subcontinent.

Class Format: This class is combination of lectures and discussions. Student participation will be an essential component of the class and the overall evaluation

Requirements/Evaluation: class participation, responses papers (2-3 pages), mid-term and final exam

Prerequisites: none; open to all

Enrollment Limit: 40

Enrollment Preferences: history majors if the the class is overenrolled.

Expected Class Size: 25

Grading: yes pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ASIA 221(D2) HIST 221(D2) GBST 221(D2)

Attributes: GBST South + Southeast Asia Studies HIST Group B Electives - Asia

Not offered current academic year

GBST 226 (F) The Working Globe: North and South Workers in Globalized Production (DPE)

Cross-listings: SOC 226

Secondary Cross-listing

The course introduces students to the concept of globalization of production by focusing on how workers from distant cities and villages across the Global North and South are joined together in the same transnational labor processes. We will reflect on case studies that trace the real-world production of everyday goods and services like automobiles, garments, retail, and electronics. We will map global supply chains and investigate how they exploit and reproduce global inequalities. Focusing specifically on the labor process and on the condition of workers, students will acquire a grounded perspective on the global economy, as well as on the dynamics underlying precarity, deindustrialization, and uneven development. The key guiding concern for the course will be to understand the relationship between workers of the North and South: Does global production place these workers in a relation of fundamental conflict, or can a community of interest emerge between them?

Class Format: Assignments will require group work and presentations

Requirements/Evaluation: Class participation; 1-2 group presentations; 1 final paper

Prerequisites: None, open to all students

Enrollment Limit: 20

Enrollment Preferences: Preference given to ANTH/SOC majors and GBST concentrators

Expected Class Size: 20

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

GBST 226(D2) SOC 226(D2)

Difference, Power, and Equity Notes: Primarily the course investigates how historical inequalities between countries are reproduced by centering production relations and the site of work. Students will delve deeply into the inequality between workers of the global North and South, and they will also encounter situations where these differences intersect with racial and gendered dynamics.

Not offered current academic year

GBST 229 Performance Practices of India (DPE)

This course explores ancient and contemporary performance practices in India. Our objects of study will include the text and performance of Sanskrit plays, contemporary and experimental theater productions, as well as forms of dance and ritual. We will discuss dramaturgical structure, staging, acting conventions, gender representation, performer training, the experience and role of the audience, as well as mythological and political themes. Thinking historically and ethnographically, we will seek to understand the aesthetics and social purposes of these practices, in addition to the relationship that performance has with everyday life, contested concepts of the nation, and caste. Throughout the semester we will interrogate the ways in which Western categories such as "classical," "folk," "religious," "traditional," and even the distinction between "dance/theater/music/visual arts" are not indigenous or accurate concepts for organizing thinking about performance in this part of the world.

Requirements/Evaluation: Evaluation will be based on participation in discussion, reading responses, an oral presentation, and one 10-page paper.

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: preference for seniors and juniors

Expected Class Size: 12

Grading:**Distributions:** (D1) (DPE)

Difference, Power, and Equity Notes: We will examine British colonial edicts that prohibited performance practices as a form of social control as well as in the name of Christian morality. From here we will explore how upper-caste Independence era artists and leaders sought to reinvent the arts as vessels of "Indian" identity, at the cost of further marginalizing hereditary performance communities. We will also interrogate how the Indian state has promoted narrow visions of "femininity" and how artists contest religious nationalism

Attributes: GBST South + Southeast Asia Studies

Not offered current academic year

GBST 231 (S) Music in the Global Middle Ages, ca. 500-1500 (WS)**Cross-listings:** MUS 235**Secondary Cross-listing**

Spanning 1000 years, the period encompassing the Middle Ages (ca. 500-1500) was a time of experimentation, exploration, and growing interconnection around the world. From economic expansions to developing trade routes and from violent religious crusades to flourishing universities, cities, and courts, opportunities for cultural investment and exchange among regions in Western Europe, North Africa, and Central and East Asia were plentiful, if not always peaceful. In this seminar, we will consider how a global historical perspective shifts our understanding of music in the Middle Ages from one based on hegemonic European progress in isolation to one that reveals a multitude of influences, interactions, and interconnections among people of various cultures, races, and religions both within and outside of the European continent. In this tutorial, we will investigate a series of case studies in order to address how and where these global interconnections took place and what musical practices flourished as a result. We will give special consideration to the following topics: orality and literacy, race and difference, the politics of religion, economic power, and manuscript culture. In grappling with these topics, students will engage in weekly readings on musical and broader historical topics, listening and score analysis of key repertory in modern transcription, and study of original notation through manuscript facsimiles.

Requirements/Evaluation: Students will write and present a 5- to 6-page paper every other week and a 1-2 page response to their partner's paper in the alternate weeks. Evaluation will be based on five papers/presentations, and five responses.

Prerequisites: Ability to read music, or permission of instructor**Enrollment Limit:** 10**Enrollment Preferences:** Any student who expresses a strong interest in the course**Expected Class Size:** 6**Grading:** no pass/fail option, no fifth course option**Distributions:** (D2) (WS)**This course is cross-listed and the prefixes carry the following divisional credit:**

MUS 235(D1) GBST 231(D2)

Writing Skills Notes: In this tutorial course, students will write and present a 5- to 6-page paper every other week (five papers total) and a 1- to 2-page response to their partner's paper in the alternate weeks (five responses total). Through discussion in the tutorial sessions and comments on the papers, the course will place strong emphasis on developing students' critical thinking and writing skills.

Not offered current academic year

GBST 232 (S) Islam in Africa (DPE)**Cross-listings:** AFR 232 / ARAB 232 / REL 232 / HIST 202**Secondary Cross-listing**

Islam in Africa is often relegated to the peripheries in the study of Islam, a religion most associated with Arabs and the Middle East. On the flip side, Islam is also portrayed as foreign to African belief systems and institutions. The relationship between Islam and Africa, however, begins with the very advent of Islam when early Arab Muslim communities took refuge in the Abyssinian empire in East Africa. This course explores the history of Islam and Muslim societies on the African continent by focusing on the localized practices of Islam while also connecting it to Islam as a global phenomenon. The course will begin with a historical focus on the spread of Islam in Africa from East Africa and North Africa in the seventh century all the way to the spread of Islam through Sufi brotherhoods in the eighteenth and nineteenth centuries. The course will also take an anthropological approach, exploring the diverse practices of Islam in African Muslim communities and the social and cultural impact of Islam on African societies. Among the topics the course will cover include African Muslim intellectual traditions, local healing practices, religious festivals, early modern African Muslim abolitionist

movements, and the historical interactions between African and Asian Muslim communities in the Indian ocean world.

Requirements/Evaluation: Two essays during the semester and final project.

Prerequisites: None

Enrollment Limit: 25

Enrollment Preferences: REL, HIST, ARAB, AFR, GBST majors

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

GBST 232(D2) AFR 232(D2) ARAB 232(D2) REL 232(D2) HIST 202(D2)

Difference, Power, and Equity Notes: The course will urge students to consider how scholars construct centers and peripheries through a study of Islam in Africa that is often rendered to the peripheries in the study of Islam. The course will also explore the diversity of African Muslim communities, getting students to think about the diversity of human experiences and interpretations of shared sacred texts.

Attributes: HIST Group A Electives - Africa

Not offered current academic year

GBST 238 (F) Black Voices in Anthropology

Cross-listings: ANTH 238 / AFR 238

Secondary Cross-listing

What names and faces come to your mind when you think about Anthropology? The course introduces students to the lives and work of pioneering Black anthropologists whose contributions are still unknown or overlooked. Through different styles, methods, and theoretical approaches, each of these intellectuals has developed antiracist perspectives on foundational topics in the Social Sciences and the Humanities, contributing to advancing the study of the African continent and the Black Diaspora. Throughout the classes, students will learn about each author's journeys, which can spark significant changes in how we think about our roles as social scientists within and outside academic boundaries.

Class Format: Students will be required to develop and give a class presentation focused on contemporary Black anthropologists from Africa and the Diaspora.

Requirements/Evaluation: Class participation and attendance (asking questions and leading discussions); weekly e-reading response papers (300-500 words); formal class presentation (individually or in groups); and a final essay or research paper (5-10 pages).

Prerequisites: None

Enrollment Limit: 20

Enrollment Preferences: Should the course be overenrolled, preference will be given to majors and concentrators in Africana Studies, Sociology, and Anthropology.

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ANTH 238(D2) GBST 238(D2) AFR 238(D2)

Attributes: AFR Black Landscapes

Not offered current academic year

GBST 241 (F) History of Sexuality

Cross-listings: HIST 292 / REL 241 / WGSS 239

Secondary Cross-listing

Is sexuality an immutable aspect of who we are or is it socially constructed? How have people understood sex and sexuality throughout history? Why does religion have any say in the sexual lives of individuals and society? What are sexual transgressions and why are they punished? Is sex a commodity that can be exchanged for money? Is sex political? This course will explore these questions through a historical approach, focusing in

particular on the shifting understanding of sex and sexuality across historical time and different geographical regions. In investigating the category of sexuality, this course will push us to consider three key questions: 1) Is sexuality a useful category for historical analysis, 2) how have our assumptions regarding sexuality and sexual ethics taken shape and changed over time and 3) how do social, cultural, political, and economic conditions affect changing meanings of sexuality. Historical studies will be read in conjunction with different theoretical frameworks about sexuality. Reading historical accounts of sexuality alongside theoretical pieces will allow us to consider how historians construct an argument and the influence of theoretical frameworks in shaping scholarship. Some of the theorists we will read in the course include: Michel Foucault, David Halperin, Afsaneh Najmabadi, Valerie Traub, and Carla Freccero.

Requirements/Evaluation: reading responses, two essays, and final research paper

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: Religion, History, and Women's, Gender and Sexuality Studies majors

Expected Class Size: 15

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 292(D2) GBST 241(D2) REL 241(D2) WGSS 239(D2)

Attributes: HIST Group G Electives - Global History

Not offered current academic year

GBST 242 (S) Americans Abroad (DPE)

Cross-listings: AMST 242 / COMP 242 / ENGL 250

Secondary Cross-listing

This course will explore some of the many incarnations of American experiences abroad from the end of the 19th century to the present day. Materials will be drawn from novels, short stories, films, and nonfiction about Americans in Europe in times of war, peace, and pandemic. We will compare and contrast the experiences of novelists, soldiers, students, war correspondents, jazz musicians, and adventurers. What has drawn so many Americans to Europe? What is the difference between a tourist, an expat, and an émigré? What are the profound, and often comic, gaps between the traveler's expectations and the reality of living in, say, Paris or a rural village in Spain? What are the misadventures and unexpected rewards of living, working, writing, or even falling in love in translation? How did recent lockdowns and border closings impact and/or interrupt these complex experiences? Authors may include: Edith Wharton, Henry James, Langston Hughes, Martha Gellhorn, Ernest Hemingway, Elaine Dundy, Richard Wright, and Ben Lerner. Additional reading will be drawn from historical and critical works. All readings will be in English. This comparative course is designed to highlight the challenges and benefits of cultural immersion abroad. It will focus on the linguistic, emotional, intellectual, and social adaptation skills that are required to understand others, and oneself, in new contexts. Many of the authors and artists we will study chose, or were forced to, leave oppressive situations in the United States where their futures were limited due to factors related to politics, gender, race or class (and combinations thereof). We will study their dislocation, and freedom, and struggles to reshape their (and our) concept of "home" into something that reflects individual identity, and not one imposed by any national culture--American or foreign.

Requirements/Evaluation: Each student will give an in-class presentation and complete 3 writing assignments totaling 20 pages; one of these writing assignments will be a personal travel narrative based on the student's own experiences.

Prerequisites: Any literature course at Williams or permission of instructor.

Enrollment Limit: 18

Enrollment Preferences: Comparative Literature, English or American Studies majors, and/or students who have studied away or plan on doing so, and/or students who are from international and/or bilingual (or multilingual) backgrounds.

Expected Class Size: 18

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

GBST 242(D2) AMST 242(D2) COMP 242(D1) ENGL 250(D1)

Difference, Power, and Equity Notes: We will read and analyze primary materials and literature that reflect on Americans who chose, or were forced to, reinvent themselves abroad to escape oppressive situations in the United States related to gender, class, race, or political views. The

socio-historical context of each writer will be crucial to understanding their situations. Students will write critical papers, and their own narrative in which they reflect on a situation of personal dislocation, either while traveling, or at home.

Attributes: AMST Arts in Context Electives GBST Borders, Exiles + Diaspora Studies

Spring 2025

SEM Section: 01 TR 9:55 am - 11:10 am Soledad Fox

GBST 243 (S) Anti-Muslim Racism: A Global Perspective (DPE)

Cross-listings: REL 247

Primary Cross-listing

The racialization of Islam and Muslims has been constitutive to how they have been imagined in Europe and elsewhere. This course looks at how difference works and has worked, how identities and power relationships have been grounded in lived experience, and how one might both critically and productively approach questions of difference, power, and equity. It goes back to the founding moments of an imagined white (at the beginning Christian) Europe and how the racialization of Muslim and Jewish bodies was central to this project, and how anti-Muslim racism continues to be relevant in our world today. The course will not only show how Muslims were constructed as subjects in history, politics and society from the very beginning of the making of Europe and the Americas to the end of the Cold War to the post-9/11 era. Rather, it also looks at how Muslims live through Islamophobia. It looks at processes of racialization of Muslims within the Muslim community and between Muslim communities, while also considering which agencies Muslims take to determine their own future. The course draws from anthropology, gender studies, history, political science, religious studies, postcolonial studies, decolonial studies, and sociology.

Requirements/Evaluation: Active class participation, two response papers, and a comprehensive, open-book and open-note final exam.

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: Global Studies concentrators and Religion majors

Expected Class Size: 20

Grading: no pass/fail option, yes fifth course option

Unit Notes: Also qualifies for the GBST Urbanizing World track

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

REL 247(D2) GBST 243(D2)

Difference, Power, and Equity Notes: The course critically examines difference, power, and equity. Thematically, it looks at the racialization of Islam and the intersection of race, religion, class and gender in the construction of the 'Muslim problem' from a historical as well as a global contemporary perspective. It aims to promote a self-conscious and critical engagement with the practice and experience of difference, especially as it relates to the dynamics of power in structuring that experience.

Attributes: GBST Borders, Exiles + Diaspora Studies

Not offered current academic year

GBST 249 (S) Penning the Path: Writing and Publishing Black Studies

Cross-listings: AFR 249 / AMST 250

Secondary Cross-listing

Since the mid-20th century, Black intellectuals from Africa and the Diaspora have founded seminal journals within and beyond academic boundaries. Despite being separated by global distances and different contexts, these initiatives have decisively contributed to the emergence and consolidation of Black and Pan-African studies. *Presence Africaine*, founded in Paris in 1947 by Senegalese intellectual Alioune Diop; *Quilombo*, first published in 1948 by the Afro-Brazilian intellectual Abdias do Nascimento; and *The Black Scholar*, founded in California in 1969 by Robert Chrisman, Nathan Hare, and Allan Ross are just a few groundbreaking examples. From this global perspective, students will explore these and other cornerstone journals which paved the way for the emergence of Black and Pan-African Studies in the US and abroad. Additionally, the course aims to encourage students to be part of a collective effort to relaunch Kaleido[scopes]: Diaspora Re-imagined, a student led-journal created in 2014 in the Africana Studies Department by Sevonna Brown ('15), Ahmad Greene-Hayes ('16), and Nneka Dennie ('13). Students will receive guidance and mentoring to conceive and write

articles, essays, audiovisual creations, and interviews with students and intellectuals from the African continent and the Diaspora in the Americas and the Caribbean.

Class Format: Students will be required to develop and give a class presentation focused on pioneering Black Studies journals.

Requirements/Evaluation: Class participation and attendance (asking questions and leading discussions); weekly e-reading response papers (300-500 words); formal class presentation (individually or in groups); final projects (such as essays, papers, interviews, and audiovisual creations) aimed to be published in the new edition of Kaleido[scopes]: Diaspora Re-imagined (Spring 2024).

Prerequisites: None

Enrollment Limit: 15

Enrollment Preferences: Students interested in expanding their knowledge and skills in writing and publishing, focusing on Black Studies/Africana journals. Should the course be overenrolled, preference will be given to Africana Studies students.

Expected Class Size: 10-15

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

GBST 249(D2) AFR 249(D2) AMST 250(D2)

Attributes: AFR Culture, Performance, and Popular Technologies

Not offered current academic year

GBST 252 (S) Patterns of African Diasporas to the U.S.

Cross-listings: AFR 252 / AMST 255

Secondary Cross-listing

Migration remains an integral aspect of Black experiences. This comprehensive course, formerly titled "Black Migrations: Histories of African Diaspora in the US," centers the histories of Black migration to and within the United States. Migration includes the involuntary, forceful movement of populations, but it also comprises voluntary movement of populations that seek new economic opportunities. Therefore, this course covers three historical periods of migration: 17th- 19th century (Transatlantic slave trade), early 20th century (Great Migration and the arrival of Caribbean migrants to major urban centers in the United States), and the late 20th and early 21st century (Migration continental Africans to the US). This course will ask the following questions as it relates to Black migration: What were the social, political, and economic factors that contributed to the migration of Black populations to and within the US especially in the 20th and 21st century? How do current-day Black migration patterns differ from earlier periods? In what ways can migration be utilized as a form of resistance to oppression both domestically and internationally?

Class Format: discussion

Requirements/Evaluation: Class participation, weekly response papers (2 pages), and a final paper.

Prerequisites: None

Enrollment Limit: 20

Enrollment Preferences: Preference given to AFR majors

Expected Class Size: 20

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 252(D2) GBST 252(D2) AMST 255(D2)

Attributes: AFR Core Electives AMST Comp Studies in Race, Ethnicity, Diaspora AMST Critical and Cultural Theory Electives AMST pre-1900 Requirement

Spring 2025

LEC Section: 01 TF 1:10 pm - 2:25 pm Christopher O. Ndubuizu

GBST 255 Comparative Politics of South Asia

South Asia is home to around 2 billion people (over 24% of the world), making it the most populous and densely populated region in the world. The region is also one of the poorest in the world and lags in human development. Ethnic, linguistic, and religious diversity is offset by common cultural traditions and practices that serve to unite the people of the Indian Subcontinent. The course introduces students to the comparative politics of South Asia, highlighting the complexities and potential of the region. Every week we explore a different component of South Asian politics. The course covers the creation of the states of modern South Asia, partition and independence, democratization, electoral politics and political parties, economic and social development, ethnic identity and conflict, and the contemporary regional challenges of democratic backsliding and climate change.

Requirements/Evaluation: three 5-7 page papers or one research paper; presentation; class participation

Prerequisites: no pre-requisites

Enrollment Limit: 25

Enrollment Preferences: preference given to political science majors

Expected Class Size: 20

Grading:

Distributions: (D2)

Attributes: GBST South + Southeast Asia Studies PSCI Comparative Politics Courses

Not offered current academic year

GBST 256 Electoral Politics in the Developing World

Electoral politics in the developing world often differs from democratic politics in Western Europe and the U.S. Electoral volatility, decrepit state institutions, weak parties, clientelism, and electoral violence in developing democracies complicate foundational theories on representation and accountability. The course surveys the electoral politics of low and middle-income democracies in the developing world, investigating its similarities and differences with the historical and contemporary politics of developed democracies. It examines work on electoral systems, formal and informal institutions, bureaucratic politics, political parties, party systems, clientelism, ethnic politics, and political violence. We will draw on case studies from Latin America, Africa, South Asia, Southeast Asia, and the Middle East to analyze the effectiveness of these theories. Assignments focus on crafting solutions to contemporary political challenges in the developing world.

Requirements/Evaluation: one to two papers, midterm, group policy brief, presentation

Prerequisites: no prerequisites

Enrollment Limit: 25

Enrollment Preferences: preference given to political science majors

Expected Class Size: 25

Grading:

Distributions: (D2)

Attributes: PSCI Comparative Politics Courses

Not offered current academic year

GBST 262 (F) Paper Trails (DPE)

Cross-listings: SOC 262 / STS 262

Secondary Cross-listing

Long before the invention of the passport, states or state-like entities sought to document and manage populations and discipline bodies. This course invites students to critically reflect on documentation practices and systemic violence, particularly against racial, ethnic, sexual, and political minorities. Students will explore identity-making through documentary practices such as the three-generation life history, a biographical form that Soviet-allied countries used to reward loyalty and punish disloyalty. Labels, such as a criminal record or pre-existing health conditions, also trail or precede individuals their whole lives. Students will grapple with what happens when the paper trail goes cold--when identification documents are invalidated, birth certificates withheld, household registries purged, and archives destroyed. Students will explore the rise of surveillance and biometric data alongside the actors, technologies, and industries that try to circumvent them in places such as the Xinjiang Uyghur Autonomous Region and along the US-Mexico border. In this project-based course, students will exhume paper trails and imagine alternative ways to create, alter, and subvert them.

Requirements/Evaluation: thoughtful and consistent class participation, facilitation of guest speakers, Special Collections visit, project memos, and final project and presentations

Prerequisites: None

Enrollment Limit: 15

Enrollment Preferences: Anthropology and sociology majors, Global Studies concentrators; Science and Technology Studies concentrators. If the course overenrolls, the instructor will send out a Google Form to make enrollment decisions.

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

SOC 262(D2) STS 262(D2) GBST 262(D2)

Difference, Power, and Equity Notes: In this course, students will interrogate some of the key documents that structure our lives and serve as tools for waging systemic violence against ethnic, racial, sexual, and political minorities. Students will synthesize and apply these lessons about bureaucratic documentation toward the benefit of a community partner.

Fall 2024

SEM Section: 01 MWF 8:30 am - 9:45 am Phi H. Su

GBST 273 (S) The Humanities: A Literary and Cultural History (DPE)

Cross-listings: COMP 273

Secondary Cross-listing

This course will start with a history of the curriculum of Williams College, and will include a research project students will complete through the course catalogues and other materials in the college archives. From that point of departure we will read several novels and articles, see films, listen to music, and study cultural moments in the United States and abroad when the Humanities have peaked (for example, the GI Bill) and others when their value has been questioned, censored or come under threat (from the McCarthy era to AI).

Requirements/Evaluation: A semester-long research project in the Williams College Archives, engaged daily class participation, midterm exam, final paper, two in-class presentations (one in pairs, one individual), discussion leading.

Prerequisites: None

Enrollment Limit: 18

Enrollment Preferences: Open to all students. If overenrolled, instructor will send out a survey to determine enrollment in the course.

Expected Class Size: 18

Grading: no pass/fail option, no fifth course option

Materials/Lab Fee: None

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 273(D1) GBST 273(D2)

Difference, Power, and Equity Notes: One of the goals of this course is to consider the democratizing role the humanities play within a Liberal Arts education, and the role of this type of education in the larger context of the world we live in. Is the pursuit of the study of literature, languages, and the arts in sync with career readiness goals that students are, very reasonably, concerned with? We will explore this and related questions. This course proposes the humanities as a space for all, not a luxury for the privileged few.

Spring 2025

SEM Section: 01 TR 11:20 am - 12:35 pm Soledad Fox

GBST 279 Islam on the Indian Ocean

While colonial and Eurocentric geographies speak in terms of continental separation, historically the continents of Africa and Asia have been connected to one another through a dual link: Islam and the Indian Ocean. Indian Ocean trade and travel have historically connected East Africa, the Arabian Peninsula, South Asia, and South East Asia, shaping the lives of people and communities who lived not only along the coasts but also inland.

This course focuses on these transregional connections, looking at the Indian ocean as a connective space that binds people and regions together rather than separating them. The course will also examine the role of Islam as a religious, economic, social and political force that brought together Muslim communities throughout the regions along the Indian ocean. In exploring these connections, the course will cover a broad historical period, from the 7th century with the rise of Islam to European colonialism and the emergence of a global economy in the nineteenth century.

Requirements/Evaluation: weekly responses, midterm essay, final paper

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: majors

Expected Class Size: 15

Grading:

Distributions: (D2)

Not offered current academic year

GBST 287 (F) Global Sustainable Development (DPE)

Cross-listings: ENVI 297

Secondary Cross-listing

In 2015, the United Nations launched the Sustainable Development Goals, an ambitious multi-pronged effort to eliminate poverty, improve health outcomes, advance clean energy, address the effects of climate change, and support more equitable forms of life on earth. This course explores the historical antecedents and contemporary manifestations of global sustainable development, a constellation of ideas and a set of policy imperatives. This course will ask: what is sustainability and how did it emerge as a key paradigm in the present? Relatedly, how have different organizations and actors worked to address entrenched global challenges? Students will engage a range of materials, including policy documents from the United Nations, World Bank, and international non-governmental organizations. Students will also explore critical scholarship on the possibilities and limitations of global development. Together we will grapple with ways to build more sustainable futures.

Requirements/Evaluation: Class discussions; 2 Policy Analysis Papers (4-6 pages each); Class presentations; Final Take-Home exam (8-10 pages)

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Envi majors and concentrators

Expected Class Size: 19

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 297(D2) GBST 287(D2)

Difference, Power, and Equity Notes: This class considers topics of global inequality, including the impacts of colonialism, uneven development, extractive capitalism, gender-based discrimination/violence, and racial/ethnic environmental disparities. Students are invited to reconsider stereotypes about the "developing world" through a deep engagement with history and policy-making.

Attributes: ENVI Environmental Policy EVST Social Science/Policy

Not offered current academic year

GBST 288 (F) Environmental Security: Policy Dilemmas and Solutions

Cross-listings: ENVI 288

Secondary Cross-listing

Water wars. Climate refugees. Scarcity-induced conflict. These and other challenges shape collective discourses about the climate change present and future. This course explores the relationship between environmental and security issues. It surveys the emergence of environmental security as a field of study and a policy arena. Students will engage a range of materials, including policy documents from the United Nations, international non-governmental organizations, global think tanks, the United States Department of Defense, and other security agencies. Students will also explore critical scholarship on the possibilities and limitations of environmental security as a leading policy paradigm.

Requirements/Evaluation: Class discussions; Two short response papers (2-5 pages each); Semester-long group policy project, including a

mid-term policy report (4-6 pages) and a final group presentation as part of a mini conference put on by the class.

Prerequisites: None

Enrollment Limit: 19

Enrollment Preferences: environmental studies majors and concentrators; global studies concentrators

Expected Class Size: 19

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 288(D2) GBST 288(D2)

Attributes: ENVI Humanities, Arts + Social Science Electives ENVI Environmental Policy EVST Social Science/Policy

Fall 2024

SEM Section: 01 MW 7:00 pm - 8:15 pm Brittany Meché

GBST 294 (S) Victimhood Nationalism in Global History & Memory (DPE) (WS)

As globalism of the 21st century has shifted its focus from imagination to memory, the global memory culture focusing on victims has dawned on us as an undeniable reality with the entangled memories of: Apartheid, American slavery, and white settler genocides of the indigenous peoples; German empire's colonial genocide of the Nama and Herero in Namibia and the Nazi Holocaust; the Armenian genocide and the Holocaust; Vietnam War and Algerian war; Rwandan genocide and ethnic cleansing in the Balkans; Japanese military "comfort women" and gendered violence during the Yugoslav Wars; forced sexual labor in the Nazi concentration camps and sexual slavery of the Islamic State; political genocide of Stalinism and the Latin American military dictatorships; civilian massacres of developmental dictatorships in the global Cold War era. Global memory formation intensified the victimhood competition among national memories. Victimhood nationalism epitomizes nationalism's metamorphosis under the globalization of memory in the 21st century. This course will trace the mnemo-history of victimhood nationalism, focusing on the entangled memories of Poland, Germany, Israel, Japan, and Korea in the global memory formation. Other case studies, including former Yugoslavia, post-9/11 America, will also be discussed.

Requirements/Evaluation: Class participation, pop quizzes and a final research paper (approximately 5000 words)

Prerequisites: None

Enrollment Limit: 15

Enrollment Preferences: GBST concentrators and History majors

Expected Class Size: 10

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (DPE) (WS)

Writing Skills Notes: This seminar includes a final research paper on victimhood nationalism. Prior to submission, the paper will go through several drafts and edits.

Difference, Power, and Equity Notes: A comparative, global approach to the study of memory and nationalism exploring the particular role of victimhood and genocide. How is violence remembered? How has past violence been justified? Who is remembered as a victim and who is not?

Attributes: GBST Borders, Exiles + Diaspora Studies GBST East Asian Studies GBST Middle Eastern Studies GBST Russian + Eurasian Studies HIST Group G Electives - Global History

Spring 2025

SEM Section: 01 TF 1:10 pm - 2:25 pm Jie-Hyun Lim

GBST 300 (S) Far-Right Populism Across the Atlantic

Cross-listings:

Primary Cross-listing

The course will discuss the relationship between nationalism and far-right populism, also often referred to as alt-right politics in the United States. We will explore the causes of the rise of nationalism and far-right populism in the US and Europe, discuss their relations with liberal democracy,

conservatism, and authoritarian politics to study varieties of far-right populism and nationalism not only within the nominal far-right but all political parties in Western democracies. We will address basic questions such as 'What is populism?' and discuss the causes of the rise of far-right populism, the origins of far-right ideology, and the phenomenon of successful populist voter mobilization. Central notions such as democracy, identity, and their relation to far-right populism will be discussed alongside questions of contemporary mobilization strategies.

Requirements/Evaluation: Active class participation; 14 response papers (1-2 pages); final research paper (10 pages); no final exam

Prerequisites: statement of interest

Enrollment Limit: 20

Enrollment Preferences: sophomores, juniors, majors, or concentrators

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

GBST 300(D2)

Attributes: PSCI Political Theory Courses

Not offered current academic year

GBST 304 (S) Sacred Custodians: Environmental Conservation in Africa (DPE)

Cross-listings: HIST 304 / ENVI 304 / AFR 335

Secondary Cross-listing

In this seminar we will explore environmental conservation in Africa. In particular we will look at African ideas, ethics, and approaches to environmental conservation. Are there African ideas, ethics, and activities that are uniquely conservationist in nature? We will explore well-known African leaders to understand what spurred them to become conservationists, how they interpreted and communicated environmental crises. For example, Wangari Maathai is a world-renowned female scientist who established the Green Belt Movement in Kenya. This movement focuses on addressing the problem of de-forestation. Ken Saro-Wiwa was an activist in Nigeria who fought for and alongside local communities against multinational oil corporations. We will examine these and other African conservation practices alongside popular images of environmental crisis that place blame for environmental degradation on Africans. Students will be invited to critically study histories of environmental management on the continent and the emergence, development, and impact of the idea of conservation. We will unpack the rich histories of conservation efforts in Africa, such as resource extraction, game parks, desertification, wildlife and hunting, traditional practices, and climate change.

Requirements/Evaluation: Requirements/Evaluation: active participation in discussion, map quiz, reading reflections, critical reflections on films, a case study (5-7 pages), and one exam.

Prerequisites: None

Enrollment Limit: 25

Enrollment Preferences: If course is over-enrolled, preference to History Majors and students with a demonstrated interest in African studies.

Expected Class Size: 15-20

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 304(D2) GBST 304(D2) ENVI 304(D2) AFR 335(D2)

Difference, Power, and Equity Notes: This course will intensively explore the question of how various global and local actors have defined environmental degradation and promoted approaches to conservation in Africa. It guides students through an examination of the different power dynamics that have shaped environmental conservation thought and practices on the continent. This course, therefore, provides a critical lens through which to examine the inequalities rooted in race, gender, and other forms of difference

Attributes: ENVI Humanities, Arts + Social Science Electives HIST Group A Electives - Africa

Spring 2025

SEM Section: 01 TF 1:10 pm - 2:25 pm Benjamin Twagira

GBST 306 (F) Transcending Boundaries: The Creation and Evolution of Creole Cultures (DPE)**Cross-listings:** RLFR 320 / COMP 310 / AFR 306**Secondary Cross-listing**

Born out of a history of resistance, Creole cultures transcend racial boundaries. This course provides a comprehensive framework for understanding the creation of Creole nations in various parts of the world. Beginning with an examination of the dark history of slavery and French colonialism, we will reflect upon the cultural transformation that took place when people speaking mutually unintelligible languages were brought together. We will then delve into the study of how deterritorialized peoples created their languages and cultures, distinct from the ones imposed by colonizing forces. As we journey from the past to the present, we will also explore how international events such as a worldwide pandemic, social justice, racism, and police brutality are currently affecting these islands. Potential readings will include prominent authors from different Creole-speaking islands, including Frantz Fanon and Aimé Césaire from Martinique, Maryse Condé from Guadeloupe, Ananda Devi from Mauritius and Jacques Roumain from Haiti. Conducted in French with introductions to different creoles.

Requirements/Evaluation: Active class participation, three papers (of 3-4 pages each), presentation, final research paper (7-8 pages)**Prerequisites:** Any RLFR 200-level course or above, or by permission of instructor.**Enrollment Limit:** 18**Enrollment Preferences:** All are welcome. If overenrolled, preference will be given to French majors and certificate students; Comparative Literature majors; Africana Studies students; Global Studies students; and those with compelling justification for admission**Expected Class Size:** 15**Grading:** yes pass/fail option, yes fifth course option**Distributions:** (D2) (DPE)**This course is cross-listed and the prefixes carry the following divisional credit:**

RLFR 320(D1) COMP 310(D1) GBST 306(D2) AFR 306(D2)

Difference, Power, and Equity Notes: This course qualifies for a Difference, Power, and Equity requirement because it examines the history of slavery as related to French colonialism in different parts of the world. It also considers International issues of social justice, racism and police brutality.**Not offered current academic year****GBST 312 (S) The Mughal Empire: Power, Art, and Religion in India****Cross-listings:** REL 312 / ASIA 312 / HIST 312**Secondary Cross-listing**

Established in the early 1500s, the Mughal Empire was one of the grandest and the longest to rule the Indian subcontinent for over three hundred years. Commanding unprecedented resources and administering a population of 100 to 150 million at its zenith--much larger than any European empire in the early modern world--the Mughals established a centralized administration, with a vast complex of personnel, money, and information networks. Mughal emperors were also political and cultural innovators of global repute. Moreover, while the Mughal dynasty was brought to an end with British colonial rule over India in 1857, the Mughal administrative structures and cultural influences continued to have a lasting impact on the British and later Indian states that followed. Centered around the intersection of the themes of power, patronage of art and architecture and religion, this course will ask: What factors contributed to the durability of the Mughal Empire for three centuries? How did global trade and innovations in taxation contribute to its wealth and stability? How did this dynasty of Muslim monarchs rule over diverse, and largely non-Muslim populations? How did they combine Persian cultural elements with regional ones to establish an empire that was truly Indian in nature? How were the Mughals viewed in their contemporary world of gunpowder empires like the Safavids of Persia and the Ottomans of Turkey? Readings will include the best of the recent scholarship on this vastly influential empire and a rich collection of primary sources, including emperor's memoirs, accounts of European travelers, and racy biographies, which will allow students make their own analysis. They will also have the opportunity to interpret paintings (some of which are held in the WCMA collections) and architecture. They will also discuss how the Mughals are remembered in South Asian film and music.

Requirements/Evaluation: participation, several short essays, one final paper**Prerequisites:** none, open to first-year students with instructor permission**Enrollment Limit:** 20**Enrollment Preferences:** History majors and potential History majors**Expected Class Size:** 15**Grading:** no pass/fail option, no fifth course option**Distributions:** (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

REL 312(D2) ASIA 312(D2) GBST 312(D2) HIST 312(D2)

Attributes: HIST Group B Electives - Asia HIST Group G Electives - Global History HIST Group P Electives - Premodern

Not offered current academic year

GBST 315 (F) Globalization

Cross-listings: ECON 215 / CAOS 216

Secondary Cross-listing

This course will examine the causes and consequences of globalization. This includes studying topics such as trade, immigration, foreign direct investment, and offshoring. The impact of these forms of globalization on welfare, wages, employment, and inequality will be a focal point. Throughout we will rely on economic principles, models, and empirical tools to explain and examine these contentious issues.

Class Format: discussion

Requirements/Evaluation: problem sets, two midterms, and a final paper and presentation

Prerequisites: ECON 110

Enrollment Limit: 25

Expected Class Size: 25

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

GBST 315(D2) ECON 215(D2) CAOS 216(D2)

Attributes: GBST Economic Development Studies POEC Depth

Fall 2024

LEC Section: 01 TR 8:30 am - 9:45 am Will Olney

LEC Section: 02 TR 9:55 am - 11:10 am Will Olney

GBST 320 (F) The Nile (DPE)

Cross-listings: ARAB 308 / AFR 350 / ENVI 335 / HIST 308

Secondary Cross-listing

For millennia, the Nile River has sustained civilizations in eastern and northern Africa. It was on the banks of this river that the great Egyptian empires were founded that led to the building of some of humanity's most astounding structures and artworks. While the Nile seems eternal and almost beyond time and place, now in the 21st century, the Nile River is at a historical turning point. The water level and quality is dwindling while at the same time the number of people who rely on the river is ever increasing. This alarming nexus of demography, climate change, and economic development has led to increasingly urgent questions of the Nile's future. Is the Nile dying? How has the river, and people's relationship with it, changed over the last century? This course will consider the history of the Nile and its built and natural environment. After a brief overview of the role of the river in ancient Egypt, we will explore the modern political and cultural history of the Nile. By following an imaginary droplet flowing from tributaries until it makes its way into the Mediterranean Sea, we will learn about the diverse peoples and cultures along the way. We will evaluate the numerous attempts to manage and control the Nile, including the building of big dams, and the continuous efforts to utilize the river for economic development such as agriculture and the tourism industry. At the end of the semester we will consider the relationship of the major urban centers with the Nile and whether the tensions among Nile riparian states will lead to "water wars" in East Africa and the Middle East.

Requirements/Evaluation: short papers and final project/paper

Prerequisites: none, though background in Middle East history is preferable

Enrollment Limit: 19

Enrollment Preferences: History and Arabic Studies majors

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ARAB 308(D2) GBST 320(D2) AFR 350(D2) ENVI 335(D2) HIST 308(D2)

Difference, Power, and Equity Notes: The course fulfills the DPE requirement because it evaluates the differing experiences of the Nile among different cultural groups. It will evaluate how the central government is constantly trying to change how people use their water and therefore over-determine how people interact with their natural environment.

Attributes: HIST Group E Electives - Middle East HIST Group P Electives - Premodern

Not offered current academic year

GBST 322 (F) Waste and Value

Cross-listings: ENVI 322 / ANTH 322

Secondary Cross-listing

What is trash and what is treasure? In what ways does value depend upon and necessitate waste, and how is the dialectic between the two inflected by culture? When we 'throw away' things at Williams College, where exactly do they go, and who handles them 'down the line'? What are the local and global economies of waste in which we are all embedded and how are they structured by class, race, caste, gender and nation? In this seminar we critically examine the production of waste - both as material and as category - and its role in the production of value, meaning, hierarchy and the environment. Readings include ethnographic accounts of sanitation labor and social hierarchy; studies of the political and environmental consequences of systems of waste management in the colonial period and the present; and theoretical inquiries into the relation between filth and culture, including work by Mary Douglas, Dipesh Chakrabarty and Karl Marx. Geographically the foci are South Asia and North America. There is also a fieldwork component to the course. In fieldtrips we follow the waste streams flowing out of Williams - to an incinerator, a sewage treatment plant, recycling and composting facilities and other sites - and students explore in individual, participant-observation-based research projects the everyday social life of waste in our communities.

Requirements/Evaluation: regular posting of critical response papers, field notes on waste streams, research-based final paper

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: All students are welcome to the course. If overenrolled, preference will be given to majors in Anthropology and Sociology and concentrators in Environmental Studies and Asian Studies.

Expected Class Size: 12

Grading: yes pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

GBST 322(D2) ENVI 322(D2) ANTH 322(D2)

Attributes: ENVI Humanities, Arts + Social Science Electives

Fall 2024

SEM Section: 01 W 1:10 pm - 3:50 pm Joel Lee

GBST 324 (S) Empires of Antiquity

Cross-listings: ANTH 324

Secondary Cross-listing

Cycles of rise and collapse of civilizations are common in our human past. Among the most fascinating cases are those of empires, conquest-based states that encompass a number of different ethnicities, polities and peoples. However, their rise and often rapid collapse begs an important question: how stable have empires been in human prehistory? Are they intrinsically unstable political forms? The course will address these questions by examining the major empires of the Old and New World in pre-modern history: Persian; Assyrian; Mongol; Roman; Qin Chinese; Ottoman; Aztec; and Inca empires. Using readings by political scientists, historians, epigraphers, archaeologists and political anthropologists, we will consider the causes of the expansion and collapse of these empires. We will also explore their sociopolitical and economic structures as mechanisms for their maintenance in

order to provide a cross-cultural comparison of the differential success and final decline of all these empires.

Class Format: seminar

Requirements/Evaluation: research paper, class presentation and active participation

Prerequisites: none; open to first-year students

Enrollment Limit: 25

Enrollment Preferences: ANSO majors

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ANTH 324(D2) GBST 324(D2)

Spring 2025

SEM Section: 01 TF 2:35 pm - 3:50 pm Antonia E. Foias

GBST 335 (F) Nowheres (DPE)

Cross-listings: SOC 335

Secondary Cross-listing

We live in a world of nation-states. The world map, according to journalist Joshua Keating, is "itself as an institution, an exclusive club of countries" that rarely accepts new members. Throughout the course, we question how countries conquered the world and became the taken-for-granted political unit. We do so, paradoxically, by looking at contemporary nations that do not appear on the world map. These include nations without statehood, such as Somaliland; those that span countries, including indigenous nations across the US and Canada; and nations that have lost their countries, such as Palestine and South Vietnam. By interrogating "nowheres," we tease out what it means to be a country, and pinpoint when and why the definitions do not apply uniformly. Students will reflect on why the world map has been so remarkably static since the end of the Cold War. We will further probe the social, political, and human costs of the exceptions to this general rule. Students will raise questions and attempt answers to what our interconnected world means for "nowheres" looming on the horizon--nation-states that, as a result of climate change, will soon vanish.

Requirements/Evaluation: Thoughtful and consistent class participation, visits to Sawyer Library and WCMA, three short response papers, and a final assessment on a "nowhere" of students' choosing

Prerequisites: None

Enrollment Limit: 15

Enrollment Preferences: Anthropology and Sociology majors, Global Studies concentrators

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

SOC 335(D2) GBST 335(D2)

Difference, Power, and Equity Notes: This course asks students to grapple with the asymmetries of modern statehood--why some places meet the criteria for statehood but are denied it, while others fall short of formal definitions but are still considered states. Students will assess the stakes of statehood for places that cannot achieve it or do not aspire to. They will creatively marshal these lessons to become the class expert on a "nowhere" that provides us with a lens for interrogating the world map as it currently exists.

Not offered current academic year

GBST 344 (F) Capitalism and Racism in the American Context and Beyond: A Global Approach (DPE)

Cross-listings: AFR 353 / AMST 345

Secondary Cross-listing

American Studies emerged with the idea that transdisciplinarity is crucial for comprehending the concept of America. Building on this framework, this

course foregrounds transepistemology as an equally important method for understanding the dynamics of America, both locally and globally, at the level of the world-system. In addition to tracing the consubstantial genealogy of racism and capitalism, we will examine their local manifestations, mainly in Asia, Europe, Africa and America, as well as their current geopolitical, social and economic outcomes, especially the reproduction of systemic inequalities and domination. Through an interdisciplinary approach and engagement with a variety of resources from economics, anthropology, sociology, critical race theory, comparative ethnic studies and decolonial thinking, this course will address the following: i) review the different forms of economic organization of human societies throughout history (with special focus on the work of Karl Polanyi); ii) trace the epistemological origins of capitalism and investigate what makes capitalism and its crises unique; iii) trace the genealogy of the concepts of race, racism and discrimination; iv) interrogate the intersection of racism and capitalism in different traditions of thought and epistemologies in Asia, Europe, Africa, and the Americas. For example, we will read key texts from "French theory", (Deleuze, Foucault, etc.), US Black tradition, (W. E. B. Du Bois and Cedric Robison, etc.), Chinese social sciences (Li Shenming, Cheng Enfu, etc.) and African economy and anthropology (Mahdi Elmandjra, Cheikh Anta Diop, etc.) and Latin American decolonial philosophy (Quijano, Dussel, Mignolo, etc.) By doing this, we will situate the rupture that capitalism and racism introduced at the level of global history, which is the first step to conceptualizing racism and capitalism. After showing that the development of capitalism and racism are historically linked, we will proceed to examine the manifestations of their interaction at local and global levels. Locally, we will focus on the effects of racism on the labor market: discrimination in hiring, wage discrimination, segregation, duality and stratification of the labor market, etc. We will also analyze how sexism and racism play out in the labor market in racialized communities. We will also reflect on the links between racism and politics and their effects on economic policies. From a more global perspective, we will analyze the roots of the global economic crisis and the resulting geopolitical issues at the international level and the racist dynamics they generate. Overall, as we will move through readings, we will situate the United States in a cross-regional perspective that would enable us to develop critical insights concerning links and convergences between capitalism and racism.

Requirements/Evaluation: Requirements: An active participation is required of students in terms of engaging in the in-class debates and weekly response paper as a feedback on the lectures as well as a final paper. Evaluation: Participation 25%; Weekly Response (350-500 words) 30%; Final Research Paper (12-15 pages) 45%

Prerequisites: None

Enrollment Limit: 20

Enrollment Preferences: American Studies majors and seniors

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 353(D2) AMST 345(D2) GBST 344(D2)

Difference, Power, and Equity Notes: This course addresses questions of difference, power, and equity through its examination of domination, racialization, the economics of discrimination, geopolitical and epistemological inequalities at the world-system level. Students will learn how racism and capitalism produce social categories, such as race, ethnicity, and class; how they interact with issues of gender; and how they perpetuate difference, power dynamics, and inequalities across these categories.

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora AMST Critical and Cultural Theory Electives AMST pre-1900 Requirement

Not offered current academic year

GBST 345 (F) Wonderland(s): *Alice* in Translation

Cross-listings: ENGL 365 / COMP 345

Secondary Cross-listing

"What do you mean by that?" said the Caterpillar, sternly. "Explain yourself!" "I can't explain myself, I'm afraid, Sir," said Alice, "because I'm not myself, you see?" The confusion around personal identity, which Alice is seen to experience as she makes her way through Wonderland, can be examined productively as an allegory of translation. Beyond its representation of the developmental and socio-cultural transitions of a child, what happens to *Alice*, a seminal text in children's literature, when it travels down the rabbit hole to a new linguistic wonderland? For starters, the seven-year-old girl becomes Marie in Danish, Arihi in Maori, Ai-chan in Japanese, and Paapachchi in Kannada. Then there are the highly idiosyncratic humor, word play, embedded English nursery rhymes, and iconic illustrations by Tenniel. How do they fare in new linguistic, cultural, and even genre contexts? Lewis Carroll told his publisher in 1866: "Friends here seem to think the book is untranslatable." And yet. Over 200 translations later, including Kazakh, Shona, Papiamento, Braille, and Emoji, *Alice* continues to delight and confound readers all over the world and to pose myriad challenges as well as opportunities for translators. This course will serve as an introduction to the theory and practice of translation using Carroll's *Alice* as an anchoring

primary text. We will examine key disciplinary issues and concepts, such as equivalence, domestication, foreignization, and autonomy, and challenge the old canard that translation leads ineluctably, and exclusively, to loss.

Requirements/Evaluation: active, regular, and substantive class participation; discussion leading; weekly translation exercises; 2-3 short writing assignments; final project

Prerequisites: students must have at least three years of college-level second-language instruction already in place, or the equivalent (advanced proficiency), or permission of the instructor

Enrollment Limit: 16

Enrollment Preferences: COMP majors; language majors; language students

Expected Class Size: 10

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

GBST 345(D2) ENGL 365(D1) COMP 345(D1)

Fall 2024

SEM Section: 01 MWF 8:30 am - 9:45 am Janneke van de Stadt

GBST 348 (F) Altering States: Post-Soviet Paradoxes of Identity and Difference (DPE) (WS)

Cross-listings: RUSS 348 / SOC 348

Secondary Cross-listing

Critics and apologists of Soviet-style socialism alike agree that the Soviet ideology was deeply egalitarian. Putting aside for a moment the very reasonable doubts about how justified this perception actually was, it is still worth asking, how did people who lived in the world in which differences in rank, class, gender or ethnicity were not supposed to matter, make sense of their post-socialist condition, one in which new forms of difference emerged, and old ones assumed greater prominence? And how do these encounters with difference impact current events, such as Russia's invasion of Ukraine, or the lingering tensions between East and West Germans? This tutorial will examine new dilemmas through ethnographic studies and documentary films that aim to capture in real time the process of articulating and grappling with newly discovered divides. We will focus especially closely on Ukraine and Russia, but will also read comparative studies, as well as works on East Germany and Georgia. This course fulfills the DPE requirement by exploring comparatively the ways in which people in different countries made sense of the social, cultural and political heterogeneity of the post-socialist condition.

Requirements/Evaluation: 5-page paper every other week, written comments on the partner's paper in alternate weeks

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: Anthropology, Sociology, and Russian majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

GBST 348(D2) RUSS 348(D1) SOC 348(D2)

Writing Skills Notes: This is a tutorial course, with plenty of opportunities to work on writing and argumentation. Tutorial papers receive written feedback from both the instructor and the tutorial partner, and are workshopped during the tutorial meetings.

Difference, Power, and Equity Notes: Students will learn to identify and interrogate processes of social differentiation and exclusion as they take place across Russia and Eastern Europe. We will also train ourselves to identify parallels, as well as differences, between responses to the social and economic uncertainty ushered by the fall of socialism, and the discontents triggered by similar conditions closer to home.

Attributes: GBST Russian + Eurasian Studies

Fall 2024

GBST 357 (S) Democratization in India and Pakistan

Cross-listings: PSCI 356 / ASIA 356

Secondary Cross-listing

Democratization has had both successes and failures in postcolonial South Asia. The region is home to the world's largest democracy in India, often cited as an unlikely and puzzling success story. At the same time, periods of democratic rule in Pakistan and Bangladesh are broken up by military interference, Sri Lanka's democracy is plagued by ethnic conflict, and Afghanistan has been unable to sustain democracy due to weak state institutions. What explains this diverse and uneven pattern of democracy in South Asia? The course delves into theories on political parties, ethnic politics, electoral institutions, civil-military relations, political violence, state-building, inter-state conflict, and civil wars to understand the variation in regime type in the region. It covers domestic and international factors that lead to democratization and democratic backsliding. We will focus on the role of political parties in democratization; the emergence of political dynasties; changes in the characteristics of the political elite; investigate claims of democratic deepening; and examine the effect of inter-state wars, land disputes, and insurgencies on democratic stability in the region.

Requirements/Evaluation: three 5 to 7-page papers or one research paper; presentation; class participation

Prerequisites: previous course in political science or permission of the instructor

Enrollment Limit: 16

Enrollment Preferences: preference given to political science majors

Expected Class Size: 14

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

GBST 357(D2) PSCI 356(D2) ASIA 356(D2)

Attributes: GBST South + Southeast Asia Studies PSCI Comparative Politics Courses

Not offered current academic year

GBST 358 (F) Religion and Law (DPE)

Cross-listings: REL 358

Secondary Cross-listing

This course explores the concept of "law" through an investigation of the complex relationship between law, ethics, and religion. In doing so, we will look at legal theoretical texts as well as legal anthropological studies to pose critical questions about the nature of law, the functioning logic of law, the relationship between law and lived experience, and the legal construction of categories and facts. In the course, we will consider two intersections of religion and law: the particularities of religious legal traditions and the relationship between religion and secular law. Topics will include the secular legal construction of religion, the relationship between law and ethics, the nature of legal hermeneutics, and the racial, gender, and sexual politics of legal interpretation.

Requirements/Evaluation: reading response, two essays, final research paper

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: Religion majors

Expected Class Size: 10

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

GBST 358(D2) REL 358(D2)

Difference, Power, and Equity Notes: Law is seen as both a repressive and liberatory force. In taking a critical approach to the nature of law and legal interpretation, this course prepares students to think about the language of "rule of law," "order," and "justice" as a complex relationship between law and power.

Not offered current academic year

GBST 365 (F) Race and Psychoanalysis: Slavery and the Psyche (DPE)

Cross-listings: ENGL 320 / AMST 365 / AFR 365

Secondary Cross-listing

This course explores slavery and the psyche through a constellation of Black diasporic literary, visual, and theoretical texts from the US, Caribbean, and Africa. Unwieldy and generative, the opacity of race within the field (and practice) of psychoanalysis shares a fraught intimacy with the co-constitutive terrains of violence and race that form the unconscious. Querying what escapes the hermeneutics of psychoanalysis and aesthetics in the fantasies race engenders, we will examine modernity's articulation of racialization through conceptualizations--both fantasmatic and real--of self, world, knowledge, and possibility. Course texts may include: Edwidge Danticat's *The Farming of Bones*, Adrienne Kennedy's *Funnyhouse of a Negro*, Bessie Head's *A Question of Power*, Arthur Jafa's *APEX and Love is the Message and the Message is Death*, Conceição Evaristo's *Ponciá Vicêncio*, Lars von Trier's *Manderlay*, Charles Burnett's *Killer of Sheep*, Derek Walcott's "Laventille"; and, selections from Sigmund Freud, Jacques Lacan, David Marriott, Kathleen Pogue White, Franz Fanon, Hortense Spillers, Nathan Gorelick, Jaqueline Rose, Jared Sexton, Melanie Klein, Jacques-Alain Miller, Melanie Suchet, and Jean Laplanche. Note: This course will reflect the Continental tradition in philosophy. Student should be familiar with the basic interventions of psychoanalysis.

Requirements/Evaluation: Weekly discussion posts and questions, 2 Papers, 10-12 pages, Research presentation

Prerequisites: One Writing Skills or writing intensive course; one intro course in one of following: American Studies, Africana Studies, Comparative Literature, English, Global Studies, Philosophy, Psychology, Women, Gender, and Sexuality Studies

Enrollment Limit: 15

Enrollment Preferences: Juniors or Seniors with majors or concentrations in any of the areas: American Studies, Africana Studies, Comparative Literature, English, Global Studies, Philosophy, Psychology, and Women's, Gender, and Sexuality Studies

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 320(D1) AMST 365(D2) GBST 365(D2) AFR 365(D2)

Difference, Power, and Equity Notes: This course examines racialization as it relates to the racial violence of slavery on the psyche. Racialization as a process will be connected to concepts of self, world, and knowledge. Black diasporic literary, visual, and theoretical texts from the US, Caribbean, and Africa will be at the forefront of the course.

Attributes: AMST Critical and Cultural Theory Electives

Not offered current academic year

GBST 369 (F) Indigenous Narratives: From the Fourth World to the Global South (DPE) (WS)

Cross-listings: COMP 369 / HIST 306 / ARAB 369

Secondary Cross-listing

In the late 20th century, world literature has witnessed a "boom" in indigenous literature. Many critics and historians describe this global re-emergence of the subaltern and the indigenous in terms of literary justice fostered by post-colonial studies and the adoption of the Declaration of the Rights of Persons Belonging to National or Ethnic, Religious and Linguistic Minorities, by the UN General Assembly on December 18, 1992. In this course, we will investigate this "indigenous boom" by reading novels and short stories from the Americas, the Middle East and North Africa from the 1970s to the present. Through these trans-regional and trans-historical peregrinations, our principal goal will be to examine and compare narratives about conquest, settler colonialism, colonial nationalism, indigeneity, sovereignty, indigenous epistemology and philosophy. At the same time, we will consider the following questions: How did pioneering indigenous women writers, such as the Laguna Pueblo Leslie Marmon Silko in the US and the Mayan playwrights of La Fomma in Chiapas, Mexico lead the feminist front of the indigenous literary renaissance? How did Palestinian folktales, Amazigh poetics in the Maghreb, and Mayan dream narratives in Mexico and Guatemala produce narratives of decolonial history? What does the aesthetics of magical realism in Arabic, Quechua and Spanish, respectively, as evident in the works of the Kurdish writer Salim Barakat (Syria) and the mestizo writer José María Arguedas (Peru) tell us about the intersection of race, ethnicity, and indigenous epistemology? What is the connection between the recent "boom" of English translations of Indigenous texts and neoliberalism, multiculturalism and neo-colonialism? Ultimately, our goal is to trace how these texts contributed to global indigenous literature and the trans-historical and trans-geographical connections between them.

Requirements/Evaluation: active class participation, several short response assignments (3-4 pages), two film reviews (1 page), a performance project, and a final paper (7- to 10-pages)

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Comparative Literature majors

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 369(D1) HIST 306(D2) ARAB 369(D1) GBST 369(D2)

Writing Skills Notes: This course will enable students to write weekly while engaging with various forms of writing skills: articulating arguments in short response papers (3-4 pages each), developing visual criticism through writing two film reviews, (1 page each), journaling through writing a personal reflections on a performance project, and honing research language in producing a final paper of 7-10 pages. Instructor's feedback and peer review sessions will include review of drafts and argumentative structures.

Difference, Power, and Equity Notes: At the heart of this course is the history of global Indigenous struggle for liberation and decolonization. The various novels, short stories, poems, films and other texts that students will engage with narrate histories of colonial dispossession, racial oppression, economic subjugation and dehumanization of minoritized Indigenous communities in the Americas, North Africa and the Middle East.

Attributes: GBST Borders, Exiles + Diaspora Studies

Fall 2024

SEM Section: 01 MR 1:10 pm - 2:25 pm Amal Egeiq

GBST 373 (F) A Global History of Mass Dictatorship (DPE)

What if the majority supports dictatorship? Is it dictatorship or democracy? How far is the contemporary American democracy from Alexis Tocqueville's observation of America as the 'tyranny through masses'? What's the dividing line between democracy and dictatorship? How could the communist regime use the metaphor of 'people's democracy' to justify the proletarian dictatorship? How distant is Mao Zedong's 'dictatorship by the masses' from the plebiscitary democracy? How different is the French Jacobin's 'Sovereign dictatorship' from the Fascist's 'new politics' based on popular sovereignty? How different is Jacobin's 'totalitarian democracy (Jacob Talmon)' from the Cold War paradigm of totalitarianism? 'Mass dictatorship' as a historical oxymoron is a hypothetical answer to those questions. This course is designed to encourage students to respond independently to those questions. Putting comparatively diverse dictatorships, including fascism, Nazism, Bolshevism, Maoism, developmental dictatorships, and (neo-)populisms in a global historical perspective, this seminar course would raise doubt about the conventional binary of democracy and dictatorship and problematize the Western democracy. This course is motivated by "how to democratize contemporary democracy." As a participatory observer of the American presidential election 2024, we will investigate a global history of mass dictatorship with a critical gaze.

Requirements/Evaluation: Class participation: 30%; Pop quizzes: 20%; There will be four quizzes. Each quiz, five points worth, contains questions about recent readings, lectures, discussions, and other class discussions. Final Essay: 50%; Instructions will be given in class several weeks in advance. The final essay needs to be written as an answer with two tiers of argument and supportive examples. The length is about 2,000 words.

Prerequisites: None

Enrollment Limit: 25

Enrollment Preferences: GBST concentrators and HIST majors

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: Taking a global, comparative approach, this course evaluates the experiences of people on different continents with dictatorships and how these authoritarian systems and regimes operate differently in each context.

Attributes: GBST East Asian Studies GBST Latin American Studies GBST Middle Eastern Studies GBST Russian + Eurasian Studies GBST South + Southeast Asia Studies HIST Group G Electives - Global History

Fall 2024

SEM Section: 01 W 7:00 pm - 9:40 pm Jie-Hyun Lim

GBST 386 (F) Chinese Societies through the lens of COVID-19

Cross-listings: CHIN 421 / ASIA 421

Secondary Cross-listing

The COVID-19 pandemic has profoundly changed the world. How did the Chinese-speaking regions in Asia, including Mainland China, Taiwan, and Singapore, respond to the pandemic during its earlier years? How did their responses reflect the political and economic systems as well as the cultural values of Asian societies? What were the effects of these responses on the regions and people's daily lives? In this course, students will gain a deeper understanding of Chinese-speaking societies through an analysis of the "public" and "private" literature pertaining to the lived experiences of the COVID-19 pandemic. Through readings and discussions of various materials such as government records, scientific publications, journalistic writings, personal diaries, and online narratives, students will explore a wide range of issues related to the politics, economy, public health, and sociocultural issues of Asian societies. Simultaneously, Chinese language learners will further enhance their language proficiency and intercultural competency by engaging in complex discourse in the target language. All readings and discussions are in Chinese.

Requirements/Evaluation: Evaluation will be based on CLASS performance, homework, two short papers (4-5 pages), and one longer paper (8-10 pages).

Prerequisites: CHIN 402 or permission of instructor

Enrollment Limit: 12

Enrollment Preferences: Current or prospective majors in the Department of Asian Languages, Literatures, and Cultures; Asian Studies, Global Studies and Public Health concentrators

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Unit Notes: Mandarin Chinese is the instructional language for this course

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

GBST 386(D2) CHIN 421(D1) ASIA 421(D1)

Attributes: PHLH Social Determinants of Health

Fall 2024

SEM Section: 01 TF 1:10 pm - 2:25 pm Xiaoming Hou

GBST 397 (F) Independent Study: International Studies

Global Studies independent study.

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Fall 2024

IND Section: 01 TBA Magnús T. Bernhardsson

GBST 398 (S) Independent Study: International Studies

International Studies independent study.

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Spring 2025

IND Section: 01 TBA Magnús T. Bernhardsson

GBST 400 (F) Cuba, US, Africa, and Resistance to Black Enslavement, 1791-1991 (DPE)

Cross-listings: AMST 400 / AFR 372 / INTR 400 / PSCI 379

Secondary Cross-listing

This seminar focuses on the entwined histories of liberation movements against racism, enslavement, and imperialism in the US, Cuba and Africa. Readings include: Hugh Thomas, *Cuba: A History*; *Che Guevara: The Motorcycle Diaries*; Walter Rodney, *How Europe Underdeveloped Africa*; Laird Bergad, *The Comparative Histories of Slavery in Brazil, Cuba, and the United States*; Thomas Sankara, *Women's Liberation and the African Freedom Struggle*; Nelson Mandela and Fidel Castro, *How Far We Slaves Have Come!* Students will read and analyze texts, screen documentaries, collectively compile a comprehensive bibliography, and present group analyses. The seminar is open to all students; however, priority is given to seniors majoring in American Studies.

Requirements/Evaluation: Reading and analysis of texts, collective compilation of a comprehensive bibliography, presentation of group analyses; two brief papers due at midterm and the end of the semester

Prerequisites: None

Enrollment Limit: 12

Enrollment Preferences: Seniors majoring in American Studies

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 400(D2) AFR 372(D2) GBST 400(D2) INTR 400(D2) PSCI 379(D2)

Difference, Power, and Equity Notes: This course addresses international, anti-colonial solidarity between Blacks in the US, Cuba, Africa. It tracks the evolution of "racial capitalism," noting intersections between enslavers in the US and Cuba, and accumulation of wealth through the Atlantic slave trade. Students will analyze the powers of the enslaved, tracing history, political economies, culture, violence, and dispossession, to emphasize resistance to human bondage and successful and compromised revolutions in Cuba and the US.

Attributes: AMST 400-level Senior Seminars

Not offered current academic year

GBST 413 (F) The Big Ideas: Intended and Unintended Consequence of Human Ambition (DPE) (WS)

Cross-listings: HIST 413 / ARAB 413 / ENVI 413

Secondary Cross-listing

What have been the most consequential ideas of the last 100 years? This course will explore some of the more audacious and ambitious plans to alter natural and urban environments in the late 19th century to the early part of the 21st, specifically those that sought to improve the human condition through science, engineering, and technology. By building big bold things, politicians around the globe sought to bring prosperity to their nation and embark on a path of modernity and independence. Through an intellectual, political and environmental history of major construction projects such as the building of the Suez Canal and the Aswan Dam, extensive river valley developments in Iran, Turkey and Iraq, and utopian and futuristic city planning in western Asia, students will consider how, with the benefit of hindsight, to best evaluate the feasibility of such bold schemes. Who has benefitted and who has not, what have been some of the unanticipated consequences, what was sacrificed or neglected, and what do these projects tell us about the larger processes of global capitalism, decolonization, and climate change?

Requirements/Evaluation: A presentation, shorter writing assignments and a longer research paper (20-25 pages) in the end. Students will submit shorter drafts of final paper in order to receive constructive feedback prior to final submission.

Prerequisites: None

Enrollment Limit: 15

Enrollment Preferences: Seniors, especially History, Arabic and Environmental Studies majors.

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 413(D2) GBST 413(D2) ARAB 413(D2) ENVI 413(D2)

Writing Skills Notes: A 20-25 page research paper will be required at the end of the semester. Prior to getting to that point, students will submit an annotated bibliography, a two page proposal, a five and eventually a 10 page draft. Each draft will receive extensive comments and suggestions from peers and instructor. In this way, the student will think about the process of writing and the best way to set themselves up for success.

Difference, Power, and Equity Notes: This course examines how a number of different nations in Africa and Asia sought to improve the living conditions of the masses through major construction project. Though ostensibly these schemes were supposed to improve the livelihood of all, often they primarily benefitted the few - the urban elite - and not the general population. This course will therefore explore how certain class, gender and racial lines were solidified and maintained through economic development plans.

Attributes: HIST Group E Electives - Middle East

Not offered current academic year

GBST 414 (F) Displacement: Global Histories of Refugees and Forced Migration (DPE) (WS)

Cross-listings: ARAB 414 / HIST 402

Secondary Cross-listing

The Middle Eastern refugee has become a central figure in debates on migration, asylum, and the right to belong in Europe, Asia, and North America. Often stereotyped as threatening, alien, and rootless, these migrants are generally depicted as lacking histories and by extension not worthy of consideration or empathy. This course invites students to understand some of the most tragic humanitarian crises of our time and the massive involuntary displacements provoked by war, violence, and/or climate change. Taking a global perspective, this seminar examines the history of displacement, refugees, migration, diaspora in a focusing on the nineteenth century through the present. With special attention to the historical experience of various peoples of the Middle East, the course will start with theoretical approaches to the study of migration and then delve into case studies. A range of different moments of displacement will be analyzed such as the experiences of Armenians, Jews, Palestinians, Syrian, Iraqis, and Kurds. By examining the human geography and politics of forced displacement and migration, this course will address a number of important academic and political questions: what makes a history written by, about, and for displaced people powerful? How can writing from the perspectives of refugees challenge core debates about identity, the nation and borders? How does the focus on displacement help in understanding the nature of war and conflict?

Requirements/Evaluation: Final 25 page research paper, several drafts of paper, class presentations and in class writing exercises.

Prerequisites: None

Enrollment Limit: 15

Enrollment Preferences: History and Arabic Studies majors and Global Studies concentrators.

Expected Class Size: 15

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ARAB 414(D2) GBST 414(D2) HIST 402(D2)

Writing Skills Notes: This research seminar will involve the writing of a final 25 page paper. Prior to that stage, each process of writing will involve moments of feedback and sharing. Students will submit a proposal early on in the semester and then write an outline. These will receive peer and instructor feedback. They will then submit a five page draft in October, a 10 page draft in November, before the final submission in December. In this way, they will have opportunities to rework and improve their writing.

Difference, Power, and Equity Notes: This course takes a comparative approach by exploring the predicament of some of the most vulnerable people in the world, i.e, displaced peoples and refugees. The course will consider their legal status and their experience of leaving their homes due to wars or natural disaster. The area of study is the Middle East and we will examine the historical experience of a number of different people in the region including Kurds, Palestinians, Sephardi Jews, and Syrians.

Attributes: HIST Group E Electives - Middle East

Fall 2024

SEM Section: 01 M 7:00 pm - 9:40 pm Magnús T. Bernhardsson

GBST 480 (F) Media and Society in Africa (DPE) (WS)

Cross-listings: HIST 480 / AFR 381

Secondary Cross-listing

The Media have long played important roles in African societies. As early as the second half of the 19th century, African intellectuals were using print technology to address the people. As radio technology was in its infancy during the first half of the twentieth century, Africans were gathering around re-diffusion stations and later around single receivers to listen to news and entertainment programming. In this tutorial, we will examine these histories of media and media technologies on the continent. Ultimately, we will explore the roles that media played in serving particular community needs and how communities also adapted new media technologies to fit local conditions. Media content has historically been determined based on standards beyond viewers', readers' and listeners' control. We will examine the influences that editors and political leaders on the continent have exerted on content as well as what forces they responded to. We will also further explore the media's role in major events on the continent, from governmental changes to the ending of apartheid in South Africa and the role that media have played in areas of conflict.

Requirements/Evaluation: Students will be evaluated based on a series of 5-7-page tutorial response papers and 2-page critiques, as well as preparedness for and performance in weekly tutorial discussions.

Prerequisites: This course open to all students

Enrollment Limit: 10

Enrollment Preferences: Preference will be given to history majors and students with prior experience with African history. If the course is over-enrolled, students may be asked to complete a questionnaire to determine enrollment

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

GBST 480(D2) HIST 480(D2) AFR 381(D2)

Writing Skills Notes: Students will alternate weekly between writing 5-7-page tutorial papers and 2-page critiques of their peers' writing. Formal writing assignments throughout the semester will total at least 40 pages. Students will receive regular feedback and critiques- both oral and written - from the professor, as well as oral critiques from tutorial partners.

Difference, Power, and Equity Notes: Modern media developed in Africa as means of control and cultivating dutiful colonial subjects. However, media then emerged as sites of contestation and even tools with which colonial subjects challenged colonial rule. They have continued to be revealing sites for issues of gender, race, class, and ethnicity. As such, this course immensely explores diversity, power and equity and how these all-important societal concerns are expressed through the media in Africa.

Not offered current academic year

GBST 491 (F) Senior Honors Project: International Studies

International Studies senior honors project.

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

Fall 2024

HON Section: 01 TBA Magnús T. Bernhardsson

GBST 492 (S) Senior Honors Project: International Studies

International Studies senior honors project.

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

Spring 2025

HON Section: 01 TBA Magnús T. Bernhardsson

Winter Study -----

GBST 30 (W) Sr Proj: Global Studies

To be taken by candidates for honors in Global Studies.

Class Format: honors project

Grading: pass/fail only

Not offered current academic year

GBST 31 (W) Senior Thesis: Global Studies

Global Studies senior thesis.

Class Format: independent study

Grading: pass/fail only

Not offered current academic year

GBST 44 (W) Global Challenges, Global Research

As part of the Global Scholars Program, this travel course is only to those students admitted to the Global Scholars Program. Each January, students who successfully completed GBST 151 in the Fall will travel with their instructor(s) to a major city around the world. After a short introduction to some of relevant international and political institutions, students will explore specific global questions working with local researchers and centers, based on their academic interests and goals. They will engage with this research to think new concepts and generate innovative questions as they enter and examine the complexities of the always evolving and interconnected world. They will be encouraged to tackle urgent issues and rethink conventional paradigms and thus develop multi-faceted awareness through the task of analyzing and appreciating diverse perspectives and experiences.

Class Format: Travel Course. Open only to Global Scholars Fellows.

Requirements/Evaluation: A weekly journal and a final 10 page report.

Prerequisites: Admittance to Global Scholars Program and completion of GBST 151.

Enrollment Limit: 12

Enrollment Preferences: Global Scholars Fellows

Expected Class Size: 12

Grading: pass/fail only

Attributes: GBST Urbanizing World

Not offered current academic year

GBST 98 (W) Indep. Study: Global Studies

Open to upperclass students. Students interested in doing an on-campus independent project during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study

Grading: pass/fail only

Not offered current academic year

GBST 99 (W) Indep. Study: Global Studies

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study

Grading: pass/fail only

Not offered current academic year

CLASSICS (Div I)

GREEK

Chair: Professor Amanda Wilcox

- Nicole G. Brown, Associate Professor of Classics; on leave Spring 2024
- Edan Dekel, Garfield Professor of Ancient Languages, Chair of Jewish Studies Program; affiliated with: Classics, Religion
- Marissa A. Henry, Visiting Assistant Professor of Classics
- Sarah E. Olsen, Associate Professor of Classics
- Felipe Soza, Assistant Professor of Classics
- Amanda R. Wilcox, Chair and Professor of Classics

The course offerings in Classics enable students to explore the ancient Greek, Roman, and Mediterranean worlds from various perspectives, including literature, history, art, archaeology, philosophy, and religion. Courses are of two types: language (Greek and Latin) and courses in which all the readings are in English translation (Classical Studies). The 100-level language courses are intensive introductions to Greek and Latin grammar and reading skills; the 200-level language courses combine grammar review with primary readings from Greek or Latin texts of key historical periods; Latin 302 and the 400-level language courses are seminars that explore in depth selected authors or topics and the methods of analysis appropriate to each of them. Classical Studies courses offer introductions to and more specialized study of the literature, visual and material culture, history, and other aspects of the Greek and Roman worlds.

MAJOR

Majors and prospective majors are encouraged to consult with the department's faculty to ensure a well-balanced and comprehensive selection of Classics courses appropriate to their individual interests. A course in ancient history is strongly recommended. Majors may also benefit from advice on courses offered in other departments that would complement their particular interests in Classics. A reading knowledge of French, German, and Italian is useful for advanced study in Classics and is required in at least two of these modern languages by graduate programs in classics, ancient history, classical art and archaeology, and medieval studies.

The department offers two routes to the major: Route A emphasizes more coursework in Greek and Latin, while Route B emphasizes more Classical Studies courses.

Route A: (1) Six courses in Greek and/or Latin, with at least two 400-level courses in one language. (2) Three additional courses from the offerings in Greek, Latin, or Classical Studies or from approved courses in other departments and programs.

Route B: (1) One course each from any two of the following categories: literature (CLAS 101 or CLAS 102); visual and material culture (CLAS 209 or CLAS 210); history (CLAS 222 or CLAS 223). (2) Four courses in Greek or Latin with at least one at the 400-level, or the four-course sequence CLLA 101, 102, 201, and 302. (3) Three additional courses from the offerings in Classical Studies or from approved courses in other departments and programs.

Classics Colloquium: All Classics majors in residence are expected to participate fully in the life of the department through attendance at lectures and other departmental events.

THE DEGREE WITH HONORS IN CLASSICS

Students who wish to be considered for the degree with honors will normally prepare a thesis or pursue appropriate independent study in one semester and winter study of their senior year. The thesis or independent study offers students the opportunity to work in depth on a topic of their choosing and to apply and develop the techniques and critical methods with which they have become acquainted during their regular course work. It may also include relevant work with members of other departments. In order to write a thesis, students normally must have a minimum GPA of 3.3 in their major courses and must submit a thesis proposal that earns departmental approval before the end of the spring semester of their junior year. To be awarded the degree with honors in Classics, the student is required to have taken a minimum of ten semester courses in the department (not including the thesis or independent study) and to have demonstrated original or superior ability in studies in the field both through course work and through the thesis or equivalent independent study.

COURSE NUMBERING SYSTEM

Language Courses: The numbering of courses through the 300 level reflects the prerequisites involved. The only prerequisite for any 400-level course is Greek 201 or Latin 302. The rotation of 400-level courses is arranged to permit exposure, in a three- to four-year period, to most of the important periods and genres of Greek and Latin literature. Students may enter the rotation at 100-level, 200-level, or 300-level, depending on

previous experience.

Classical Studies Courses: The numbering of these courses does not reflect a strict sequence, and most of them do not assume prior experience in Classics or a cross-listed field. The following pairs of courses offer excellent introductions to key areas of study within Classics: CLAS 101 and 102 (literature), CLAS 209, 210 (visual and material culture), CLAS 222, 223 (history).

STUDY AWAY

We strongly encourage Classics majors to study away in their junior year, at programs in Italy (especially the semester-length program at the Intercollegiate Center for Classical Studies in Rome), at programs in Greece (especially the College Year in Athens, which students need only attend for one semester), and in the Williams at Oxford Program. Our majors have also had excellent Classics experiences in other study-abroad programs in Italy and Greece and at various universities in Europe and the United Kingdom. In addition, we encourage students to take advantage of opportunities available in the summer: study abroad programs in Italy and Greece, archaeological digs, or even carefully planned individual travel to sites in Greece, Italy or other areas of the ancient Mediterranean world. When the college cannot do so, the department may be able to provide some financial support for summer study abroad. The department's faculty are always available to advise students, the chair has materials to share, and students can visit the department's website for information and links to helpful sites. Majors who are considering studying away should especially consult with faculty members about the implications for language study.

FAQ

Students **MUST** contact departments/programs **BEFORE** assuming study away credit will be granted toward the major or concentration.

Can your department or program typically pre-approve courses for major/concentration credit?

Yes, in some cases, if appropriate course information is available in advance (e.g., syllabi and/or course descriptions), though students should be sure to contact the department.

What criteria will typically be used/required to determine whether a student may receive major/concentration credit for a course taken while on study away?

Complete syllabus and course description, including readings/assignments.

Does your department/program place restrictions on the number of major/concentration credits that a student might earn through study away?

No.

Does your department/program place restrictions on the types of courses that can be awarded credit towards your major?

No.

Are there specific major requirements that cannot be fulfilled while on study away?

No.

Are there specific major requirements in your department/program that students should be particularly aware of when weighing study away options? (Some examples might include a required course that is always taught in one semester, laboratory requirements.)

No, but students should consult with the department about language sequences.

Give examples in which students thought or assumed that courses taken away would count toward the major or concentration and then learned they wouldn't:

None to date.

CLGR 101 (F) Introduction to Greek

This course is the first half of a full-year sequence designed to introduce students to the exciting and rewarding process of reading ancient Greek texts in their original language. We will focus on Attic Greek, the dialect of the Greek language that was spoken in Athens during the Classical period (5th and 4th centuries BCE) and in which some of the most famous works of Greek literature (e.g., the tragedies of Aeschylus, Sophocles, and Euripides and the dialogues of Plato) were composed. But this course will provide a solid foundation in Greek grammar and syntax for students interested in studying other dialects (e.g., the distinctive Greek of the Homeric epics, or the *koine* of the New Testament) as well. For the fall semester, we will work on developing a firm grasp of Greek nouns, verbs, and adjectives, as well as learning some of the most common ways of constructing complex sentences. From the very beginning, students will have opportunities to apply their knowledge by translating brief excerpts from original Greek sources.

Requirements/Evaluation: frequent quizzes, tests, and a final exam

Prerequisites: none; designed for students who are beginning Greek or have studied less than two years of Greek in secondary school; students with some previous experience in Greek may want to enroll in CLGR 102 only (consult the department)

Enrollment Limit: 15

Enrollment Preferences: Classics majors or intended Classics majors, first years and sophomores

Expected Class Size: 8-10

Grading: no pass/fail option, yes fifth course option

Unit Notes: credit granted only if both semesters (CLGR 101 and 102) are taken

Distributions: (D1)

Fall 2024

LEC Section: 01 MWF 11:00 am - 12:15 pm Sarah E. Olsen

CLGR 102 (S) Introduction to Greek

This course is the second half of a full-year sequence designed to introduce students to the exciting and rewarding process of reading ancient Greek texts in their original language. We will focus on Attic Greek, the dialect of the Greek language that was spoken in Athens during the Classical period (5th and 4th centuries BCE) and in which some of the most famous works of Greek literature (e.g., the tragedies of Aeschylus, Sophocles, and Euripides and the dialogues of Plato) were composed. But this course will provide a solid foundation in Greek grammar and syntax for students interested in studying other dialects (e.g., the distinctive Greek of the Homeric epics, or the *koine* of the New Testament) as well. In the spring semester, we will continue our study of the Greek language as we begin translating longer stretches of Greek poetry, historiography, oratory, and/or narrative fiction. By the end of the year, students are prepared to move on to intermediate-level Greek reading courses.

Requirements/Evaluation: frequent quizzes, tests, and a final exam

Prerequisites: CLGR 101 or permission of department

Enrollment Limit: 15

Enrollment Preferences: Classics majors or intended Classics majors, first years and sophomores

Expected Class Size: 8-10

Grading: no pass/fail option, yes fifth course option

Unit Notes: credit granted only if both semesters (CLGR 101 and 102) are taken

Distributions: (D1)

Spring 2025

LEC Section: 01 MWF 11:00 am - 12:15 pm Felipe Soza

CLGR 201 (F) Intermediate Greek

This course will be based on readings from Plato's *Crito* and Hesiod's *Theogony* in their original Greek. These texts will give you a taste of both Classical prose and Archaic poetry and enable you to improve your ability to read, comprehend, and translate ancient Greek literature. Plato and Hesiod also offer important and influential perspectives on the origins, connections, effects, and value of justice and religion. Students who successfully complete this course will be well-prepared for advanced study of Greek language and literature.

Requirements/Evaluation: Evaluation will be based on classroom participation, quizzes and exams, and take-home assignments (including, e.g., essays and brief prose composition tasks).

Prerequisites: CLGR 101-102 or two years of Greek in secondary school

Enrollment Limit: 12

Enrollment Preferences: Classics majors and intended Classics majors

Expected Class Size: 5-10

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Fall 2024

SEM Section: 01 MR 1:10 pm - 2:25 pm Felipe Soza

CLGR 401 (S) Homer

The Homeric epics (*Iliad* and *Odyssey*) are foundational works of ancient Greek literature. They offer valuable insight into early Greek society, religion, and culture, and constitute some of our earliest representations of the most famous Greek gods and heroes. The narratives about the Trojan War and its aftermath attributed to Homer also shape much of later Greek literature, both poetry and prose. In this course, we will read extensive selections from Homeric poetry in its original Greek, along with additional readings (primary and/or secondary) in English.

Requirements/Evaluation: class participation, short written exercises and/or oral reports, midterm and final exams, and a final paper

Prerequisites: CLGR 201 or permission of instructor

Enrollment Limit: 12

Enrollment Preferences: majors in Classics, Comparative Literature, English and other literatures

Expected Class Size: 5-6

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Spring 2025

SEM Section: 01 MR 2:35 pm - 3:50 pm Sarah E. Olsen

CLGR 403 (F) Poetry and Revolution in Archaic Greece

Taken together, the historian Herodotus and the Greek lyric poets (Alcaeus, Solon, Pindar, and others) offer a fascinating window into the tumultuous world of archaic Greece: a period of colonial expansion, political experimentation, and artistic innovation. In this course, we will read selections from both Herodotus' *Histories* and archaic Greek lyric, in order to understand how these two genres can work together to illuminate Greek cultural discourse during this pivotal era. Students will improve their ability to read Greek poetry and prose in multiple dialects, and deepen their understanding of Greek history and literary style.

Class Format: recitation/discussion

Requirements/Evaluation: midterm and final exam, class participation, final paper

Prerequisites: CLGR 201 or permission of instructor

Enrollment Limit: 12

Enrollment Preferences: Classics majors and intending majors

Expected Class Size: 5-6

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Fall 2024

LEC Section: 01 TF 1:10 pm - 2:25 pm Sarah E. Olsen

CLGR 404 (S) Tragedy

This course will focus on reading, in Greek, a complete tragedy by Sophocles or Euripides. It will thus improve your ability to read and analyze Greek poetry in a variety of styles and meters. While focusing on questions of particular importance for the play we are reading in Greek, we will also situate that play in a larger context by exploring, for instance: aspects of the social and political situations in and for which fifth-century tragedies were first produced; the several performance genres out of which tragedy was created; developments in the physical characteristics of the theater and in elements of staging and performance; problems of representation particularly relevant to theatrical production and performance.

Requirements/Evaluation: contributions to class, exams, and a final paper

Prerequisites: CLGR 201 or permission of instructor

Enrollment Limit: 15

Enrollment Preferences: Classics majors, students continuing the Greek sequence

Expected Class Size: 13

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Not offered current academic year

CLGR 406 (F) Aristophanes and Plato

This course explores Aristophanes' comedy *Clouds* and Plato's dramatic dialogue *Apology of Socrates* through close reading, commentary, translation, and analysis. Together, these texts provide a point of entry for grasping the political and social processes that culminated in the trial, conviction, and execution of Socrates in 399 BCE because "he corrupts the youth and does not recognize the gods the city recognizes (*Apology* 28b-c)." More broadly, these texts open up perspectives on how scientific inquiry, Socratic conversation, and rhetorical education were viewed in fifth-century Athens and prime us to reconsider core questions ranging from the proper methods, purpose, and stakes of scientific and rhetorical education to the proper role of tradition in familial and civic life and the costs of nonconformity.

Requirements/Evaluation: Evaluation will be based on class participation, several short written assignments, a midterm and final exam, and a longer final paper.

Prerequisites: CLGR 201 or instructor permission

Enrollment Limit: 12

Enrollment Preferences: intending or declared Classics majors

Expected Class Size: 5-6

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Not offered current academic year

CLGR 412 (F) Herodotus

This course will focus on the reading in Greek of Herodotus' *Histories*, his multivalent and deeply human account of how and why several hundred years of contact and conflict between the Greek city-states and non-Greek peoples to the east culminated in the Persian invasion of Greece. We will explore the ways in which his rich narrative style and intellectual landscape reflect the influence of Greek and near-eastern oral traditions, Ionian philosophical thought, Greek tragedy, and contemporary Athenian rhetoric and philosophy. We will also study his use of anthropological methods, ethnography, and geography in explaining human events. Among the many themes that permeate his work, we will pay special attention to the working of divine versus human justice, the mutability of human affairs, the nature of authority, the role of family, and the quest for wisdom.

Requirements/Evaluation: class participation, two short written assignments, a midterm exam, a final paper, and a final exam

Prerequisites: CLGR 201 or permission of instructor

Enrollment Limit: 12

Enrollment Preferences: Classics majors

Expected Class Size: 8

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Not offered current academic year

CLGR 422 (S) Crete in the Ancient Greek Imagination

The island of Crete appears across ancient Greek literature as a place of mythic origins, monstrosity, and technological marvels. It plays a paradoxical role as an origin point for quintessentially-Greek practices, such as the paeon (hymn to Apollo), as well as a site of difference and even perversion. The god Zeus and the half-human, half-bull Minotaur were both, after all, born on Crete. In this course, we will explore the representation of Crete and Cretans in Greek poetry, including hexameter epic (Homer, the *Homeric Hymns*), lyric (Bacchylides), and tragedy (Euripides' *Hippolytus*). The range of reading selections will improve students' understanding of ancient Greek grammar and syntax, and deepen their appreciation of different metrical patterns, dialects, and genres. They will also enable us to consider how the representation of Crete functioned as a way for poets to articulate various elements of Greek identity. In addition to advancing their understanding of Greek language and literature, students in this course will learn about the

history, geography, and culture of Crete in the Archaic and Classical periods as it relates to our literary sources, and complete research projects on significant Cretan sites in Greek art, literature, and culture. All students enrolled in this course will have the option of participating in a short-term travel course to Crete in May, conducted in collaboration with CLLA 422.

Requirements/Evaluation: class participation, translation exams, seminar paper and presentation

Prerequisites: CLGR 201

Enrollment Limit: 10

Enrollment Preferences: Classics majors and intending majors

Expected Class Size: 4

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Not offered current academic year

Winter Study -----

CLGR 99 (W) Independent Study: Greek

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study

Grading: pass/fail only

Not offered current academic year

HISTORY (Div II)

Chair: Professor Roger Kittleson

- Magnús T. Bernhardtsson, Brown Professor of History and Faculty Affiliate in Arabic Studies, Leadership Studies and Religion, Chair of Global Studies; affiliated with: History, Global Studies, Religion, Leadership Studies
- Alexander Bevilacqua, Associate Professor of History
- Jessica Chapman, Professor of History; on leave Spring 2024
- Rene R. Cordero, Gaius Charles Bolin Fellow in History
- Christine DeLucia, Associate Professor of History
- Sara Dubow, Professor of History; on leave 2023-2024
- Hongdeng Gao, Assistant Professor of History
- Alexandra Garbarini, Charles R. Keller Professor of History; on leave 2023-2024
- Andrew L. Grim, Visiting Assistant Professor of History
- Aparna Kapadia, Associate Professor of History and Chair of Asian Studies Program; affiliated with: History, Asian Studies Program
- Charlotte A. Kiechel, Visiting Assistant Professor of History
- Roger A. Kittleson, Chair and John J. Gibson Professor of History; affiliated with: History, Latina/o Studies
- Gretchen Long, Dean of the College, Frederick Rudolph '42 - Class of 1965 Professor of American Culture; affiliated with: Dean's Office, History
- Maud Mandel, President, Professor of History; affiliated with: President's Office, History
- Laura J. Martin, Associate Professor of Environmental Studies and Faculty Affiliate in History; affiliated with: Center for Environmental Studies, History
- Karen R. Merrill, Professor of History; on leave Spring 2024
- Joel S. Pattison, Assistant Professor of History
- Anne Reinhardt, Professor of History; affiliated with: History, Asian Studies Program; on leave Spring 2024
- Viktor Shmagin, Visiting Assistant Professor of History
- Eiko Maruko Siniawer, Provost, Class of 1955 Memorial Professor of History; affiliated with: Provost's Office, History, Asian Studies Program
- Tyran K. Steward, Assistant Professor of History; on leave 2023-2024
- Benjamin Twagira, Assistant Professor of History; on leave 2023-2024
- Chris Waters, Hans W. Gatzke '38 Professor of Modern European History
- Carmen T. Whalen, Chair of Latina/o Studies Program, Carl W. Vogt '58 Professor of History; affiliated with: Latina/o Studies, History
- Sofia E. Zepeda, Assistant Professor at Williams-Mystic; affiliated with: Williams-Mystic Program, History

GENERAL STATEMENT OF GOALS

The History department seeks to cultivate a critical understanding and awareness of the past and the development of our students' intellectual, analytical, and rhetorical abilities. In pursuit of the first objective, through its curricular offerings the department seeks both to expose students to the richness, diversity, and complexities of human history over long periods of time and in different geographic regions and to provide students with the opportunity to explore aspects of the past in depth. At the same time, the department endeavors to develop students' ability to think historically and to foster in them an appreciation of the contested nature and the value of historical knowledge by confronting them with the variety of ways in which historians have approached and interpreted the past, engaging them in issues that provoke historical debate, and familiarizing them with the nature and uses of historical evidence. By engaging students in the critical study of the past, finally, the department seeks to develop their ability to formulate historically informed analyses and their analytical and rhetorical skills.

COURSE NUMBERS

The course numbering system used by the History Department reflects the different types and objectives of courses offered at each level. The different course levels are distinguished less by degree of difficulty than by the purposes that the courses at each level are intended to serve and the background knowledge they presume.

First-Year Seminars and Tutorials (102-199): These writing-intensive courses give students an opportunity to explore an exciting historical topic in-depth, learn about the discipline of history, and improve their research and writing skills. Because these courses emphasize the acquisition of skills required for the advanced study of History, they are ideal for students contemplating a major in History.

Each 100-level seminar is normally limited to nineteen students and focuses both on training in research skills (such as using the library, navigating on-line resources, formulating a research question and developing a research agenda, and learning how to use different types of evidence) and on the acquisition of reading skills (such as how to interpret different kinds of historical writing and the arguments historians make). These seminars especially emphasize the importance of writing and include varied assignments that stress the mechanics of writing and revision and focus on issues of argumentation, documentation, and style. Enrollment preference in 100-level seminars is normally given to first-year students and then to sophomores.

Each 100-level tutorial stresses the importance of interpreting historical evidence and evaluating the arguments made by historians and likewise fulfills the writing-intensive requirement. Enrollment in these courses is limited to ten students, each of whom is expected to write five or six interpretive essays and present five or six oral critiques of another student's work. First-year students and sophomores will normally be given equal enrollment preference in 100-level tutorials.

First-year seminars and tutorials can be counted toward the History major and used to meet the department's group and concentration requirements.

Introductory Survey Courses (202-299): These courses are open to all students and are intended to provide a basic understanding of the history of peoples, countries, and geographic regions over relatively long time-spans. Most of all, they will provide students with the background necessary for more advanced study in history at the 300 and 400 level. They are offered in either small or large formats, depending on the individual course.

Major Seminars (301): Major seminars explore the nature and practice of history, are required for the degree in History, and are normally restricted to junior History majors. Although these seminars vary in topic and approach, each focuses on the discipline of history itself—on the debates over how to approach the past, on questions of the status of different kinds of evidence and how to use it, on the purpose of the study of history. Focusing on questions of methodology, epistemology, and historiography, these courses ask: What kind of knowledge do historians claim to produce? What does it mean to study the past? How do historians approach the project of studying the past? Each year several major seminars will be offered. Students who plan to study abroad during their junior year may take their major seminar in the spring semester of their sophomore year (space permitting), and those planning to be away for the whole of their junior year are encouraged to do so.

Advanced Electives (302-396): These advanced, topical courses are more specialized in focus than are the introductory survey courses (202-299) and are intended to follow such courses. Enrollment is often limited. Because these courses may presume some background knowledge, the instructor may recommend that students enroll in an appropriate introductory course before registering for an advanced elective.

Advanced Seminars (402-479): These are advanced courses normally limited in enrollment to fifteen students. Each seminar will investigate a topic in depth and will require students to engage in research that leads to a substantial piece of historical writing. All History majors are required to complete either an advanced seminar (402-479) or a tutorial (480-492). Instructors may recommend prior coursework in the area of the seminar. Preference is given to senior History majors, followed by junior History majors.

Advanced Tutorials (480-492, 495): These are advanced reading and writing courses that offer an in-depth analysis of a topic in tutorial format. Tutorials are limited in enrollment to ten students and preference is given to senior History majors. All History majors are required to complete either an advanced seminar (402-479) or a tutorial (480-492). Instructors may recommend prior coursework in the area of the tutorial. The writing of five or six essays and the oral presentation of five or six critiques of another student's essays are central to tutorials.

Within each of these levels, courses are further divided by geographical area:

Africa and the Middle East: 102-111, 202-211, 302-311, 402-411

Asia: 112-121, 212-221, 312-321, 412-421

Europe and Russia: 122-141, 222-241, 322-341, 422-441

Latin America and the Caribbean: 142-151, 242-251, 342-351, 442-451

United States: 152-191, 252-291, 352-387, 452-471

Transnational/Comparative: 192-199, 292-299, 388-396, 472-479

ADVISING

Both majors and non-majors are encouraged to talk at any time with the department chair, the department administrative assistant, or any other member of the department about the History major.

All incoming majors will choose a faculty advisor in the spring of their sophomore year. All majors must meet with their advisor in the beginning of the fall semester, to develop their Concentration (see below), and at the time of the spring semester registration period in order to have their courses and plans for the History major approved. Students who are interested in the senior thesis program or graduate school should contact the faculty director of the Thesis Program. Prospective study abroad students should contact the department's administrative assistant.

THE MAJOR

The major consists of at least nine semester courses as follows:

Required Courses in the Major

One Major Seminar (History 301)

At least one Advanced Seminar (History 402-479) or Tutorial (History 480-492)

Elective Courses

Seven (or more) additional semester courses in History, at least one to be chosen from among three of the following groups:

Group A: The History of Africa

Group B: The History of Asia

Group C: The History of Europe and Russia

Group D: The History of Latin America and the Caribbean

Group E: The History of the Middle East

Group F: The History of the United States and Canada

Group G: Global History

In addition, students must take at least one course dealing with the premodern period (designated Group P in the catalog); this may be one of the courses used to fulfill the group requirement (Groups A-G).

A single course can meet the requirement for no more than one of Groups A through G.

Concentration In The Major

Students are encouraged, in consultation with their advisors, to design a concentration within the History major. A concentration should consist of at least three courses that are linked by common themes, geography, or time period. Only one of those courses can be a 100-level seminar while at least one must be a 300- or 400-level course. Courses in the concentration may be used to fulfill the group requirements. Courses taken abroad may be included in the concentration with the approval of the department chair.

THE DEGREE WITH HONORS IN HISTORY

The History Department offers a thesis route to the degree with honors in History. This involves a ten-course major as well as an independent WSP. Students wishing to undertake independent research or considering graduate study are encouraged to participate in the thesis program and seminar.

Application to enter the thesis program is made by spring registration in the junior year and is based on a solid record of work of honors caliber, normally defined as maintaining at least a B+ average in courses taken for the major. Students who intend to write a thesis submit a proposal to the History Department at this time. Students who will be away during the spring semester of their junior year make arrangements to apply before leaving. Normally, it is the responsibility of the student to secure the agreement of a member of the department to act as their thesis advisor, normally a faculty member with whom the student has worked in the past. The student therefore consults with a member of the department about a thesis topic and secures the faculty member's agreement to serve as their thesis advisor prior to submitting a proposal to the department. The thesis proposal must be signed by a member of the History Department. Normally, the thesis topic is related to course work that the student has completed. Students should be aware that, while the department tries to accommodate all students who qualify to write a thesis, particular topics may be deemed unfeasible. Final admission to the thesis program depends on the department's assessment of the qualifications of the student and the feasibility of the project.

Once the student has been notified of admission to the thesis program, they register for History 493, Senior Thesis Seminar, in the fall semester, for History 031 during winter study, and for History 494, Senior Thesis Seminar, in the spring. In addition to researching and writing a thesis of approximately 75-100 pages, students attend special presentations under the History Department's Class of 1960 Scholars Program.

During the fall, students work regularly on their research and consult frequently with their advisors. Throughout the semester, thesis writers also

present progress reports for group discussion to the seminar (History 493). Performance in the seminar is taken into consideration in determining students' continued participation in the thesis program and is taken into account in determining their final thesis grades calculated at the end of the year. Students are required to submit one draft thesis chapter to their advisor and the director of the thesis seminar by the end of the fall semester. During the first week of winter study students present their draft chapter to the thesis seminar and members of the history department thesis committee. Students deemed to be making satisfactory progress on their research and writing at this point are allowed to continue with the thesis. They devote the entire winter study period to thesis work. They normally conclude their research during winter study and must complete a second draft chapter of their thesis for submission to their advisor and the director of the thesis seminar before the end of winter study. By the beginning of spring semester, the thesis committee formally consults with advisors and makes a recommendation to the department on which students are allowed to proceed with the thesis. Those students continuing with the thesis present a draft chapter of their thesis to the thesis seminar and members of the department's thesis committee during the early weeks of the second semester.

Completed theses are due in mid-April, after which each student prepares and makes a short oral presentation of their thesis at the departmental Thesis Colloquium. Another student who has read the thesis then offers a critique of the thesis, after which the two faculty readers of the thesis offer their own comments and questions, followed by a general discussion of the thesis by students and other members of the department.

LANGUAGE

Study of a foreign language is basic to the understanding of other cultures. Particularly those students who might wish to do graduate work in History are encouraged to enroll in language courses at Williams.

STUDY ABROAD

The History Department considers immersion in and familiarity with a foreign culture not only to be valuable in themselves, but also to provide an important way of understanding the past. Students who major in History therefore are encouraged to study a foreign language and to consider studying abroad during their junior year. History courses taken as part of a study abroad program that is recognized by the college normally can be used to satisfy departmental distribution and general requirements, up to a maximum of three courses (this limit does not apply to tutorials taken as part of the Williams-Exeter Program). Courses taken abroad, even at Oxford, cannot be used to satisfy the major seminar and advanced seminar/tutorial requirements, with only one exception: the tutorial on "Historiography: Tacitus to Weber" that is offered through the Williams-Exeter Program can count for major seminar credit. Students who plan to study abroad during their junior year may take their major seminar in the spring semester of their sophomore year, and those planning to be away the whole of their junior year are strongly encouraged to do so.

Students interested in studying abroad during their junior year should discuss their plans with a member of the department as well as with the department's administrative assistant. Approval of departmental credit for courses taken abroad normally must be obtained from the chair or from the administrative assistant prior to the commencement of the study abroad program.

FAQ

Students **MUST** contact departments/programs **BEFORE** assuming study away credit will be granted toward the major or concentration.

Can your department or program typically pre-approve courses for major/concentration credit?

Yes, in some cases, if appropriate course information is available in advance (e.g., syllabi and/or course descriptions), though students should be sure to contact the department. The student needs to provide as much information as possible to the department chair, and approval is provisional upon the student actually taking the course as detailed in the syllabus and/or course description.

What criteria will typically be used/required to determine whether a student may receive major/concentration credit for a course taken while on study away?

Course title and description, and complete syllabus including readings/assignments.

Does your department/program place restrictions on the number of major/concentration credits that a student might earn through study away?

Yes. The maximum number of credits is three.

Does your department/program place restrictions on the types of courses that can be awarded credit towards your major?

Yes. The courses need to be historical in approach and content for credit. This means that courses not listed under History in the study abroad program might be considered for history major credit.

Are there specific major requirements that cannot be fulfilled while on study away?

Yes. HIST 301 (with the exception of one particular tutorial offered through the Williams-Oxford Program) and a 400-level seminar or tutorial.

Are there specific major requirements in your department/program that students should be particularly aware of when weighing study away options? (Some examples might include a required course that is always taught in one semester, laboratory requirements.)

No. Students who will be studying abroad for the entire year are encouraged to take HIST 301 before their junior year.

Give examples in which students thought or assumed that courses taken away would count toward the major or concentration and then

learned they wouldn't:

None recently.

HIST 100 (W) The Fourteenth Amendment and the Meanings of Equality

For more than 150 years, the 14th Amendment of the U.S. Constitution has served as the principal touchstone for legal debates over the meaning of equality and freedom in the United States. This course explores the origins of the 14th Amendment in the years immediately following the Civil War, and examines the evolution of that amendment's meaning in the century that followed. Central themes in this course include the contested interpretations of "birthright citizenship," "due process," "privileges and immunities," "equal protection," and "life, liberty or property"; the rise, fall, and rebirth of substantive due process; battles over incorporating the Bill of Rights into the 14th Amendment; and the changing promise and experience of citizenship. We will pay particular attention to how arguments about the 14th Amendment have shaped and been shaped by the changing meanings of racial and gender equality.

Requirements/Evaluation: There will be three short (4-5 page) research-based writing assignments; a revision of one of those papers; and a short final reflection essay. As an intensive winter study, this class will require approximately 12-15 hours of in-person class time a week, as well as time outside of class on reading and writing assignments.

Prerequisites: no prerequisites

Enrollment Limit: 19

Enrollment Preferences: This course is for students who have incurred deficiencies in a previous semester

Expected Class Size: 15-19

Grading: no pass/fail option, no fifth course option

Unit Notes: This course is designed to count for both full semester and Winter Study credit. Once a dean approves enrollment, the Registrar's Office will register students in HIST 100 and HIST 40.

Distributions: (D2)

Attributes: HIST Group F Electives - U.S. + Canada JLST Interdepartmental Electives

Not offered current academic year

HIST 104 (S) Race and a Global War: Africa during World War II (DPE) (WS)

Cross-listings: GBST 104 / AFR 104

Primary Cross-listing

This course highlights African experiences of World War II. Although most histories have excluded Africa's role in the war, the continent and its people were at the center of major developments during in this global conflict. In fact, many Africans remember the Italian invasion of Ethiopia in 1935 as the start of the war. African servicemen fought alongside the Allied and Axis forces on major warfronts in Europe, Africa and Asia. African communities and individuals also established war charity campaigns to collect funds, which they sent to war ravaged societies in Europe. Indeed, African economies, despite their colonial statuses, kept European imperial nations afloat in their most hour of need. At the same time, African colonial subjects faced severe food shortages, the loss of working-age men to labor and military recruiters, and dramatically increased taxes. We will examine the impact of these and other wartime pressures on different African communities. How did African societies meet such challenges and how did they view the war? In this course we will examine the roles that women played during the war, and the various other ways that African communities met wartime demands. Other topics we will explore include the role of African women; colonial propaganda; political protest against the war; race and racial thought in the wartime era; war crimes; African American support for the liberation of Ethiopia; and the war's impact on decolonization across the continent. We will further study how Africans and outsiders have differently conceptualized the continent's role in the war by analyzing a variety of sources, including scholarly writings, archival materials, films, former soldiers' biographies, and propaganda posters.

Requirements/Evaluation: active participation in discussion, map quiz, 2 reading responses, and 3 essays (of about 5 pages)

Prerequisites: first-year or sophomore standing; juniors or seniors with permission of instructor

Enrollment Limit: 19

Enrollment Preferences: first-year students and then sophomores who have not previously taken a 100-level seminar

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 104(D2) GBST 104(D2) AFR 104(D2)

Writing Skills Notes: Students will write two 3-5-page essays each written in two drafts with instructor comments. They will also write an 8-12-page research paper with required submission of a proposed topic, an annotated bibliography, an outline, and a draft before the final paper itself. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: This course explores the colonial relationship during a major global crisis. Students will examine existing narratives of African contributions to the war and to come up with their own interpretations, and will be called to critically engage the question of why and how colonies made significant contributions to the Allied cause by producing needed materials and resources or by joining the fight. Africans made these contributions spite of various and complex inequities.

Attributes: AFR Core Electives GBST African Studies HIST Group A Electives - Africa

Not offered current academic year

HIST 109 (S) The Iranian Revolution (DPE) (WS)

Cross-listings: ARAB 109

Primary Cross-listing

The Iranian Revolution was a major turning point in world history that resulted in the establishment of the Islamic Republic of Iran. This tutorial will evaluate the causes and impact of the revolution and how this seminal event continues to have widespread repercussions around the globe. The first weeks will explore the history of pre-revolutionary Iran with special attention to religious and intellectual trends such as the ideas of Ayatollah Ruhollah Khomeini, Jalal al-e Ahmad, and Ali Shariati. We will then evaluate the revolution itself including the US hostage crisis, the downfall of the Shah Muhammad Reza Pahlavi Shah, and how Khomeini's vision of society became paramount. Finally, we will explore the aftermath of the revolution including Iran's geopolitics, the nature of the theocratic system in Iran as well as how the revolution impacted every day lives of Iranians in Iran and abroad particularly how they reflect on the revolution in memoirs, films, and literature.

Requirements/Evaluation: Weekly meetings. Weekly papers - either a 5 page primary paper or a 2-3 page response paper.

Prerequisites: No prerequisites.

Enrollment Limit: 10

Enrollment Preferences: First Years and Sophomores.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 109(D2) ARAB 109(D2)

Writing Skills Notes: As a tutorial, students are expected to regularly write analytical and critical papers on the readings. They will receive regular and consistent feedback from the instructor and their partner and will be given the opportunity to re-write some of their assignments.

Difference, Power, and Equity Notes: The Iranian Revolution, like other major social movements, offered a compelling critique of the status quo and promised a more just society that would be more equitable for all Iranians. The tutorial will consider the relationship between the rhetoric of the Revolution and the lived reality, especially how this seminal event impacted the lives ordinary Iranians. Was the Revolution simply a change in the composition of the political elite or did it yield new realities and more access for Iranians

Attributes: HIST Group E Electives - Middle East

Not offered current academic year

HIST 112 (S) The Asia-Pacific War (WS)

Cross-listings: ASIA 111

Primary Cross-listing

The "Asia-Pacific War," as it is known in Japan, raged from the full-scale Japanese invasion of China in 1937 until Japan's total defeat in 1945. This war, though certainly tied to the Allied war against Germany and Italy, was viewed by many participants at the time as truly a war apart due to the

immense distances involved, the gleeful, racism-fueled brutality on both sides of the conflict, and the resultant abuses of POWs, use of atomic weapons, and other atrocities. Students will explore the intersection of colonialism, racism and opportunism that fed the conflagration, and the remarkable rapprochement between American and Japanese former enemies immediately after the war. It will examine in depth the roles of China and the USSR in this conflict, which are often mentioned but functionally ignored in the West. It will cover the various warzones and home fronts, focusing as much as possible on conveying the experiences of participants through primary sources. It will likewise seek to bridge the *analysis* of the military and socio-political sides of this conflict, which are often treated as distinct, by drawing on key academic works in the field.

Requirements/Evaluation: Weekly meetings with professor and one peer partner; 5-page papers (6 total); 2-page critiques of partner's papers (6 total)

Prerequisites: None

Enrollment Limit: 10

Enrollment Preferences: History majors and Asian Studies concentration students, then everyone else.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 112(D2) ASIA 111(D2)

Writing Skills Notes: Students will alternate weekly between writing 5-page tutorial papers and 2-page critiques of their peers' writing. Formal writing assignments throughout the semester will total at least 40 pages. Students will receive regular written feedback on their writing from the professor, as well as oral critiques from the professor and tutorial partners.

Attributes: HIST Group B Electives - Asia

Spring 2025

TUT Section: T1 TBA Viktor Shmagin

HIST 116 (S) Understanding 9/11 and the War in Iraq (DPE) (WS)

Cross-listings: ARAB 211

Primary Cross-listing

What were some of the causes of 9/11/2001 and what were some of the consequences? Why and how did the United States invade Iraq in 2003 and what impact did the subsequent occupation of that country have on the rest of the Middle East and the world in general? In this course on recent political and cultural international history, that will also consider this history in film and popular culture, the monumental ramifications of the "War on Terror" will be considered and how this framework has shaped the 21st century. In the first part of the course, US-Middle Eastern relations will be explored and the eventual emergence of al-Qaeda in the late 1990s. Then the terrorist attacks on American soil on 9/11 will be studied. In this segment, students will engage with oral histories and memoirs related to the fateful events of that day. In the following module the political and cultural responses will be considered. Particular attention will be on the prelude to the Iraq War, especially how that war was justified and rationalized. Here students will analyze political rhetoric, public discourse, and activism through a range of sources including in the media, the academy, and in popular culture. Then the attention will be turned to the invasion of Iraq in March 2003, and the eventual occupation of Iraq. The myriad Iraqi responses will be studied along with American military experience. Finally, the course will evaluate the significance of the first decade of the 21st century and how these events, and the memory of this decade, continue to reverberate today.

Requirements/Evaluation: Several short papers and a final oral history.

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: First-years and sophomores.

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 116(D2) ARAB 211(D2)

Writing Skills Notes: In this writing-intensive first-year seminar, students will engage with primary sources such as oral histories, autobiographies and political tracts and write short interpretive essays that will go through several editing stages. The final writing project will be an oral history of an individual who has a direct personal connection with either 9/11 and/or the wars in Iraq. The students will learn how to synthesize a range of experiences into a 10-12 page paper.

Difference, Power, and Equity Notes: This course will consider power and difference in a number of ways. First, it will evaluate how the US government used its political power to convince the public to support a military operation under questionable premises. Second, it will critically assess the "War on Terror" and who has benefited from it. Third, it will examine how the American military occupied Iraq and the ways in which Iraqis tried to resist the American designs on their country.

Attributes: HIST Group E Electives - Middle East HIST Group G Electives - Global History

Not offered current academic year

HIST 117 (F) Bombay/Mumbai: Making of a Modern Metropolis (WS)

Cross-listings: ASIA 117 / GBST 117

Primary Cross-listing

Bombay or Mumbai is India's foremost urban center and is well known today as a truly global city. It is the heart of India's commercial life comparable in vibrancy and multiculturalism with the world's emerging cities like Shanghai, Hong Kong and Sao Paulo. What are the historical elements that contributed to the making of India's most modern and global metropolis? What are the antecedents of the modernity, the vibrant culture, dark underbelly and economic diversity that characterize Bombay today? What does the history of Bombay tell us about modernity in India and the emerging countries of the third world in general? This seminar will help students to answer these questions through historical materials on Bombay as well a wide range of multimedia sources including cinema, photography and literature. With a focus on the 19th and 20th centuries, we will explore themes like the commercial culture of a colonial port city, the modern public sphere, theatre and film, labor migration, public health and prostitution to understand what went into the making of this modern metropolis. The primary objective of this course is to introduce students to a wide range of historical sources and ways of interpreting them. The other objective is facilitating their understanding of the history of colonial and modern India through the history of its most important city.

Requirements/Evaluation: assessment will be based on class participation and weekly written responses to readings (2 pages), 2-3 short papers (4-5 pages), leading to an oral presentation and final paper (10-12 pages). All writing assignments are structured to build up the final paper.

Prerequisites: First years and sophomores only

Enrollment Limit: 19

Enrollment Preferences: first-years, and then sophomores who have not previously taken a 100-level seminar.

Expected Class Size: 12-15

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ASIA 117(D2) GBST 117(D2) HIST 117(D2)

Writing Skills Notes: Weekly reading response (2 pages), several short papers leading to a final research paper. Peer reviews and instructor feedback of all written work to improve writing skills and opportunities to write several drafts.

Attributes: GBST South + Southeast Asia Studies GBST Urbanizing World HIST Group B Electives - Asia

Not offered current academic year

HIST 122 (S) The Black Death (WS)

In what ways does a pandemic change society? Historians and scientists still debate the development and impact of the second plague pandemic, also known as the Black Death, which decimated the people of Asia, Africa, and Europe in the mid-fourteenth century. For many medieval people, the plague was experienced as a terrifying judgment of God upon the world. In this class, we will see how the plague exposed and exacerbated divisions within society, encouraging new political movements, economic changes, and new forms of expression in art and literature. We will read multiple first-hand accounts of the plague, with an eye to seeing how medieval people tried to understand the calamity through science and religion, and how modern scholars have interpreted the evidence of both written records and archaeology and related sciences. The Black Death is the first global pandemic that produced an extensive written record, and the sources offer us a detailed look at how multiple complex societies handled the crisis.

Requirements/Evaluation: Attendance and participation, three short (3- to 5-page) papers, a final 8-10-page research paper

Prerequisites: None

Enrollment Limit: 19

Enrollment Preferences: First- and second-year students. Others will need the permission of the instructor.

Expected Class Size: 10-15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (WS)

Writing Skills Notes: Students will write three short (3-5 page) papers and a longer (8-10 page) research paper. They will receive feedback on all of these. The research paper will be produced in several stages, with the instructor commenting on each step.

Attributes: HIST Group C Electives - Europe and Russia HIST Group P Electives - Premodern

Not offered current academic year

HIST 128 (F) Protest after Fascism: Youth, Revolution, and Protest in 1960s West Germany (DPE) (WS)

The 1960s was a decade of youth and protest. University students in Paris, Belgrade, and Dar es Salaam took to the streets to call for political, economic, and social transformation. This first-year seminar dives into this decade of heady revolutionary fervor, by focusing on the stakes of political protest in postwar West Germany. It evaluates how West Germans formulated their political protests while living in a post-totalitarian and post-genocidal society and considers the extent to which West German youths -- despite operating in the international milieu of the "Global Sixties" -- displayed a specifically national set of anxieties. Students can expect to gain an introduction to postwar German history, as well as experience working with primary sources.

Requirements/Evaluation: Active participation in discussion, weekly 500-word discussion posts, two 5-6-page reading responses, and a final 10-12-page research paper

Prerequisites: None

Enrollment Limit: 19

Enrollment Preferences: First-year students and then sophomores who have not previously taken a 100-level seminar

Expected Class Size: 19

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (DPE) (WS)

Writing Skills Notes: This is an intensive writing seminar for first- and second-year students. We focus on the structure of historical argument, the process of revision, and research skills. Students receive detailed feedback on their writing on each of the shorter writing assignments and on all steps of the crafting of the final paper.

Difference, Power, and Equity Notes: This course investigates how West German youths wrestled with questions of national belonging and racial difference in the years after the Holocaust. In addition to evaluating how racial difference operated within after the Federal Republic of Germany after the Nazis' racial genocide of European Jewry, this course explores West German activists' conceptions of two populations that were seen to be racially different: the peoples of the 'Third World' and West Germany's Turkish migrants.

Attributes: HIST Group C Electives - Europe and Russia

Not offered current academic year

HIST 134 (F) The Great War (WS)

In November 2018, world leaders gathered in France to commemorate the centennial of the end of the First World War. Yet the armistice that brought hostilities on the Western front to a close on the eleventh hour of the eleventh day of the eleventh month of 1918, did not have the same significance for Eastern Europe and the Middle East, where revolutions and civil wars continued to be fought well into 1923. Ultimately, the Great War toppled four empires (German, Habsburg, Russian, and Ottoman) and forcibly displaced and killed millions of civilians (including Armenians and Jews), creating new countries and colonies throughout Europe, the Middle East, and Africa. This tutorial will explore the global history of the First World War, a history that is indispensable for understanding the world of today. We will consider a broad range of topics and sources in our examination of the political, social, cultural, economic, and military histories of the Great War and its aftermath. For three-quarters of the semester, the tutorial follows a traditional format in which weekly tutorial meetings center on the writing of a paper and the partner's critique. The last segment of the course is structured around a research paper assignment, introducing students to archival research and longer-format writing.

Requirements/Evaluation: bi-weekly 5- to 7-page papers; bi-weekly written critiques; one revised paper; final 8- to 10-page research paper.

Prerequisites: permission of instructor

Enrollment Limit: 10

Enrollment Preferences: first- and second-year students

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

Writing Skills Notes: Bi-weekly 5-7 page papers; one formal paper revision; 8-10 page research paper. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Attributes: HIST Group C Electives - Europe and Russia HIST Group G Electives - Global History

Fall 2024

TUT Section: T1 TBA Alexandra Garbarini

HIST 135 (F) The Coffeehouse from Arabia to the Enlightenment (WS)

Invented in sixteenth-century Arabia, the coffeehouse soon made its way to Egypt and Istanbul and then to Western Europe. This institution offered a social space where men (and women) could congregate to discuss politics and ideas. Everywhere, it was an object of suspicion, yet its onward march proved unstoppable, and it even became one of the central spaces of the European Enlightenment, the eighteenth-century movement that laid the foundations of modern Western secular thought. In this course, we will reconstruct the progress of the coffeehouse in order to understand what made it so special. Through its prism we will explore a crucial period in the history of Europe and the Middle East, and investigate how intercultural interactions and intellectual exchange shaped the modern world at a time of religious and political polarization.

Requirements/Evaluation: Attendance and participation; two 5-7-pp. papers (and a revision of each); final research project proposal and bibliography; a final, 10-12 pp. research paper; a final research presentation.

Prerequisites: First-year standing.

Enrollment Limit: 19

Enrollment Preferences: First-year students.

Expected Class Size: 19

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (WS)

Writing Skills Notes: This class is designed as an intensive expository writing seminar for first-year students. We focus on the structure of expository argument, the importance of revision, on library and research skills, etc. Students receive detailed feedback on their writing throughout the semester and are expected to use the opportunity to hone their craft.

Attributes: HIST Group C Electives - Europe and Russia HIST Group G Electives - Global History HIST Group P Electives - Premodern

Fall 2024

SEM Section: 01 TR 11:20 am - 12:35 pm Alexander Bevilacqua

HIST 143 (S) Soccer and History in Latin America: Making the Beautiful Game (WS)

This course examines the rise of soccer (*fútbol/futebol*) in modern Latin America, from a fringe game to the most popular sport in the region. Focusing especially on Brazil, Argentina, Peru, and Mexico, we will analyze the central role that soccer played as these countries faced profound questions about racial, gender, regional, and national identities. Using autobiographies, videos, and scholarly works from several disciplines, we will consider topics including: the role of race and gender constructions in the initial adoption of soccer; the transformation of this foreign game into a key marker of national identity; the relationship between soccer and political and economic "modernization"; the production of strong, at times violent identities at club, national, and regional levels; and the changes that mass consumerism and globalization have effected on the game and its meanings for Latin Americans.

Requirements/Evaluation: Class participation, a series of 4-page papers, response papers, and a 10-15 page research paper

Prerequisites: First-year or sophomore standing; juniors or seniors with permission of instructor

Enrollment Limit: 19

Enrollment Preferences: First year students and then sophomores who have not previously taken a 100-level seminar. If oversubscribed an application process may be developed to determine admission to the course

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (WS)

Writing Skills Notes: Students will write three 3-papers on set topics and an 8-10 page research paper. Revision of the first short paper is mandatory, in response to instructor's comments. Students will receive timely feedback on all pieces of writing and will participate in in-class workshops on the identifying sources, formulating an argument, and presenting a compelling case.

Attributes: HIST Group D Electives - Latin America + Caribbean LATS Countries of Origin + Transnationalism Elect

Not offered current academic year

HIST 144 (S) Brazil's Myth of Racial Democracy (DPE) (WS)

The notion that race worked differently in Brazil took root in the early twentieth century and grew into a myth that the country was home to a unique "racial democracy." This course will examine the creation and surprisingly long life of this idea among not only Brazilians but also observers and visitors from the U.S., Europe, and Africa. We will look at how "racial democracy" became central to constructions of Brazilian national identity, how the country's governments tried to coopt Black cultural forms like samba and Carnaval into official culture, and how thinkers around the world used Brazil to define their understanding of race making in their own regions. The special focus, though, will be on how Afro Brazilians challenged the myth politically, intellectually, and artistically from the 1920s to the 1990s. Our texts will include the fiction, memoirs, manifestos, and scholarship of individuals like Abdias do Nascimento, Carolina Maria de Jesús, and Sueli Carneiro, as well as the activism of Black and feminist groups.

Requirements/Evaluation: Class participation, three 3-page papers, written responses, and a 10-12 page research paper.

Prerequisites: None

Enrollment Limit: 19

Enrollment Preferences: Preference to first- and second-year students

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE) (WS)

Writing Skills Notes: Students will write three 3-papers on set topics and a 10-12 page research paper. Revision of the first short paper, in response to instructor's comments is mandatory. Students will receive timely feedback on all pieces of writing and will participate in in-class workshops on identifying sources, formulating an argument, and presenting a compelling case.

Difference, Power, and Equity Notes: This course will examine how Brazilians created, lived, and contested categories of racial difference over the twentieth century. We will look at the intersections of gender, sexuality, regional, and national identities with race in Brazil and will make comparisons between processes of race-making in Brazil and around the Atlantic.

Attributes: HIST Group D Electives - Latin America + Caribbean

Spring 2025

SEM Section: 01 TR 8:30 am - 9:45 am Roger A. Kittleson

HIST 152 (F) The Fourteenth Amendment and the Meanings of Equality (DPE) (WS)

Cross-listings: WGSS 152

Primary Cross-listing

For more than 150 years, the 14th Amendment of the U.S. Constitution has served as the principal touchstone for legal debates over the meaning of equality and freedom in the United States. This course explores the origins of the 14th Amendment in the years immediately following the Civil War, and examines the evolution of that amendment's meaning in the century that followed. Central themes in this course include the contested interpretations of "birthright citizenship," "due process," "privileges and immunities," "equal protection," and "life, liberty or property"; the rise, fall, and rebirth of substantive due process; battles over incorporating the Bill of Rights into the 14th Amendment; and the changing promise and experience of citizenship. We will pay particular attention to how arguments about the 14th Amendment have shaped and been shaped by the changing meanings of racial and gender equality.

Requirements/Evaluation: a series of short (3-page) response papers; and a final 10-12 page research paper

Prerequisites: first-year or sophomore standing; juniors or seniors with permission of instructor

Enrollment Limit: 19

Enrollment Preferences: given first to sophomores who have been dropped from this class previously, then to first-years, then to sophomores who have not been dropped previously

Expected Class Size: 15-19

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 152(D2) HIST 152(D2)

Writing Skills Notes: Students will write three short (3-page) response papers to the readings in the first part of the semester, and will also write a substantial (10- to 12-page) research paper. In preparation for the research paper, students will write proposals, develop bibliographies, write outlines and drafts, and do peer critiques. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: This course satisfies the DPE requirement because it examines the legal, social, and political constructions and theorizations of difference, power, and equity. It examines the ways that individuals and groups have organized across various axes of difference to fight for legal equality, and explores how those individuals and groups have experienced legal equality and legal inequality in varied ways.

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora HIST Group F Electives - U.S. + Canada JLST Interdepartmental Electives

Fall 2024

SEM Section: 01 MWF 8:30 am - 9:45 am Sara Dubow

HIST 155 (S) School Wars (WS)

Throughout the 20th century, parents, students, teachers, and policymakers have fought bitterly about the purpose of and practices in public schools. Public schools have been the site of a series of intense conflicts over the meanings of democracy and equality; the relationship between the individual, the family, and the state; and about completing claims to recognize the rights of teachers, children, and parents. Organized both chronologically and thematically, this course examines a series of "school wars" in the 20th century, focusing especially on battles over religion, race, and sex. Topics will include evolution/creationism, segregation and desegregation, bilingual education, sex education, free speech, and school prayer. This course asks how, why, and with what consequences schools have been an arena of cultural conflict in the United States? How do these debates help us understand the contested relationship between the rights of children and students, the rights of parents and families, the rights of communities and states, and the obligations of the federal government? How can historical analysis shed light on our present-day "school wars"? Many of these conflicts wind up in court, and we will be looking at some key Supreme Court decisions, but we will also draw upon memoirs, social histories, oral histories, popular culture, and other archival and documentary sources that focus on the experience of teachers and students. Tutorials meet in pairs. Every week, each student will either write an essay (1000-1250 words) that responds to and analyzes the readings OR a short essay (no more than 500 words) that responds to their partner's paper and raises further questions for discussion.

Requirements/Evaluation: four to five tutorial papers (approximately 5 pages) and four to five short response papers (approximately 2 pages)

Prerequisites: first-years or sophomores

Enrollment Limit: 10

Enrollment Preferences: first-year students, and then sophomores who have not previously taken a 100-level seminar

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

Writing Skills Notes: Students will write bi-weekly 5-page papers about the readings, and bi-weekly 2-page responses to their tutorial partner's paper. For the final paper, each student will revise and expand one of the papers they wrote in the semester. Students will receive regular written and oral feedback on their work from the professor and their tutorial partner. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Attributes: HIST Group F Electives - U.S. + Canada

Spring 2025

TUT Section: T1 TBA Sara Dubow

HIST 156 (F) The Manifesto in U.S. Politics (WS)

Is there a style or tradition of writing political manifestos in the United States? Given the nation's origins in revolution, the answer would seem on the surface to be a definitive "yes." But some observers are skeptical; one writer has gone so far as to say the term "manifesto" connotes "a radicalism that American writers generally lack." This course will investigate that claim. How would we choose to define the very term, "manifesto?" Why have so many radical American writings been embraced as having the characteristics of a manifesto? We'll look at these questions through close readings and analyses of manifestos across three different historical junctures in the U.S. -- the Revolutionary era, the 1830s and 1840s, and the 1960s and early 1970s -- focusing in particular on struggles over racial equality and women's rights.

Requirements/Evaluation: participation; three graded essays (3-5 pages each), handed in as drafts, given comments, and with time for revision; 3-5 very short, ungraded assignments on course content and about library research; one manifesto (any length) and a final reflection paper (3-5 pages).

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: first-year students and then sophomores

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

Writing Skills Notes: Students will alternate between doing short graded and ungraded assignments in the first 8-10 weeks of the class: the 3 graded assignments (varying length, but no more than 7 pages maximum) each will involve a draft, and then a revision based on instructor comments; the ungraded assignments will be either informal, analytical responses to the reading; short, creative responses; or discussion questions. Students will also each write a manifesto and a short, final reflection paper.

Attributes: HIST Group F Electives - U.S. + Canada

Not offered current academic year

HIST 158 (S) North of Jim Crow, South of Freedom (DPE) (WS)

Cross-listings: AFR 158

Primary Cross-listing

This course analyzes the freedom struggle in the North during the twentieth century. Whereas black northerners drew from broader campaigns and traditions of black resistance, we will explore territorial distinctions in the region that otherwise have been flattened within the long history of civil rights discourse. To accomplish this aim, we will engage the following themes: black culture and radicalism; community formation and residential segregation; demographic and migratory transitions; deindustrialization and the war; gender and respectability politics; labor tensions and civil rights unionism; northern racial liberalism; and the influence of world affairs--all with an eye toward scrutinizing the freedom struggle in its northern variety.

Requirements/Evaluation: Students are expected to participate actively and will write three short essays (3-4 pages), all of which will be letter-graded and returned with comments. In addition, students will write a final research paper (8-10 pages) in consultation with the instructor and will be required to submit a topic proposal.

Prerequisites: first-year or sophomore standing; juniors or seniors with permission of instructor

Enrollment Limit: 19

Enrollment Preferences: first-year students and then sophomores who have not previously taken a 100-level seminar. If the course is overenrolled, students with junior and/or senior status will be removed automatically. Other students will complete a questionnaire.

Expected Class Size: 19

Grading: yes pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 158(D2) HIST 158(D2)

Writing Skills Notes: Students will write three short essays (3-4 pages), all of which will be letter-graded and returned with comments. In addition, students will write a final research paper (10-12 pages) in consultation with the instructor and will be required to submit a topic proposal and outline, an

annotated bibliography, and a peer-reviewed draft of the final paper. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: This course analyzes the long black freedom struggle in the North during the twentieth century. It examines black northerners' efforts to achieve citizenship and equality as well as their challenges and involvements with northern racial liberalism. It offers students the opportunity to think critically about how black resistance campaigns emerged and evolved as discriminatory racial practices persisted in spite of legal and legislative remedies.

Attributes: HIST Group F Electives - U.S. + Canada JLST Interdepartmental Electives

Not offered current academic year

HIST 159 (F) Crossing the Color Line: A History of Passing (DPE) (WS)

Cross-listings: AFR 159

Primary Cross-listing

In June 2015, Rachel Dolezal emerged as a media spectacle and the subject of national scrutiny after her *white* parents stated publicly that Dolezal is a white woman *passing as black*. Their insistence that Dolezal is white came in the wake of her reports to local news media and police that she had been the victim of several hate crimes. To critics, Dolezal is a fraud who has committed cultural appropriation. Yet, for her supporters, Dolezal's racial identification as a black woman is authentic and indisputable, since race is not based on biology but rather is a social construction. For both groups as well as impartial observers, many wondered curiously why a white woman had chosen to pass as black, especially given that historically it has been African Americans who opted to *become* white. Inspired by the controversy surrounding Dolezal, this tutorial will explore the history of passing in the United States. Whereas our attention will primarily be focused on black-to-white passing, we will expand our understandings of passing by emphasizing the variety of ways that identities have been shaped through the crossing of boundaries--class, ethnic, gender, intellectual, political, religious, and sexual. To accomplish our goals, we will read and cross-examine fictional and nonfictional as well as primary and secondary historical accounts of boundary-crossers. We will also screen several films that engage the theme of passing.

Requirements/Evaluation: Weekly formal response papers and written critiques.

Prerequisites: None.

Enrollment Limit: 10

Enrollment Preferences: First and second-year students will be prioritized, followed by history majors. Should the course be overenrolled, students will be asked to complete an enrollment questionnaire.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 159(D2) AFR 159(D2)

Writing Skills Notes: Students will be required to complete formal writing assignments each week, alternating between response papers (4 pages) and written critiques (2-pages) of their peers' work. Students will receive substantial feedback on their writing skills, with verbal and written suggestions for improvement. Students also will receive feedback from their tutorial partners.

Difference, Power, and Equity Notes: Narratives of racial passing provocatively raise questions about the construction, logics, reinforcement, and subversion of racial categories and identities. Tutorial students will have the opportunity to deconstruct the meanings of race and identity in addition to thinking culturally, historically, and ontologically about the implications and value of these constructs. In essence, we will theorize racial identity, reconsidering, if not challenging, its stable notions of identic intelligibility.

Attributes: HIST Group F Electives - U.S. + Canada

Fall 2024

TUT Section: T1 TBA Tyran K. Steward

HIST 160 (S) After the Civil Rights Movement (WS)

Cross-listings: AFR 160

Primary Cross-listing

This course examines African American politics, life, and culture from the period following the end of the civil rights movement in the late 1960s to today's Black Lives Matter movement. In examining this time period, we will pay particular attention to a number of key questions: What organizations, activists, and campaigns dominated Black politics in the post-civil rights movement era? How did organizers build on the issues and tactics of the movement in the years that followed? In what ways were structures of racial inequality reconfigured in the post-movement era? How did the popular culture of the era reflect the changing social, economic, and political lives of African Americans? How were the gains of the civil rights movement preserved or threatened in the post-movement era? In considering these questions, we will explore the ways that struggles for racial equality continued to shape American life in the 1970s, 80s, 90s, and 00s. Using scholarly works, film, music, oral history, and other primary and secondary sources, we will look at topics including: debates over the legacy of the civil rights movement; the impact of mass incarceration and the War on Drugs on Black communities; HIV/AIDS activism; Black conservatism in the age of Ronald Reagan; anti-police brutality activism in the years before the Black Lives Matter Movement; urban disinvestment and the rise of hip hop culture; electoral politics, Black political power, and the Obama presidency.

Requirements/Evaluation: Active participation in class discussion, weekly 500-word discussion posts, two 4-5 page essays, and a final 10-12 page research paper

Prerequisites: None

Enrollment Limit: 19

Enrollment Preferences: Preference to first- and second-year students

Expected Class Size: 12-19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 160(D2) AFR 160(D2)

Writing Skills Notes: Students will write two short (4-5 page) papers leading to a longer (10-12 page) research paper. Students will receive timely feedback on written work from peers and the instructor and will be required to submit revised drafts in response to feedback. Students will develop their final research paper in several stages, submitting a topic proposal, research question, outline, and annotated bibliography, with the instructor commenting on each step.

Attributes: HIST Group F Electives - U.S. + Canada

Not offered current academic year

HIST 161 (F) W.E.B. Du Bois: A Century of Study and Struggle (WS)

This course will apply a historical lens to the life and thought of historian, activist, social theorist, and writer W.E.B. Du Bois. We will engage with Du Bois' historical, sociological, and political writing, trace his intellectual transformation throughout the course of his nearly century-long life of study and struggle, and highlight his ongoing pertinence. Engaging with classic as well as lesser-known works by Du Bois, his contemporaries, and other scholars, a core aim of the course will be to comprehend the development of Du Bois's ideas, placing them in historical context. In examining his work and its lasting influence we will touch on a range of topics including, the Civil War, Reconstruction, and the afterlife of slavery; race, the color line, and American citizenship; civil rights, Black advancement, and political leadership; Black urban life; war, colonialism, and global capitalism, among other topics.

Requirements/Evaluation: Assessment will be based on class participation and weekly written responses to readings (2 pages), 2-3 short papers (4-5 pages), leading to a final paper (10-12 pages). All writing assignments are structured to build up the final paper.

Prerequisites: None

Enrollment Limit: 19

Enrollment Preferences: Preference to first- and second-year students

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (WS)

Writing Skills Notes: Students will write two short (4-5 page) papers leading to a longer (10-12 page) research paper. Students will receive timely feedback on written work from peers and the instructor and will be required to submit revised drafts in response to feedback. Students will develop their final research paper in several stages, submitting a topic proposal, research question, outline, and annotated bibliography, with the instructor commenting on each step.

Fall 2024

SEM Section: 01 MR 1:10 pm - 2:25 pm Andrew L. Grim

HIST 163 (F) Communications in Early America (DPE) (WS)

Cross-listings: AMST 164

Primary Cross-listing

How did the multiplicity of people who shaped "early" North America communicate with each other, across profound linguistic, cultural, social, political, and spiritual differences? What strategies did they use to forge meaning and connections in times of tremendous transformation, while maintaining vital continuities with what came before? This course examines histories of communication in North America and the technologies that communities have developed to record, remember, advocate, persuade, resist, and express expectations for the future. Using a continental and transoceanic lens of "Vast Early America," we will take up Indigenous oral traditions, Traditional Ecological Knowledge, wampum belts, and winter counts as expressions of ethics, identity, relationality, and diplomacy among sovereign Native/Indigenous nations. We will reflect on artistic and natural science paintings, engravings, and visual culture that circulated widely; and diaries and journals as forms of personal as well as collective memory. We will work with political orations, newspapers, pamphlets, and other forms of print culture that galvanized public opinion in the Age of Atlantic Revolutions; memorials and monuments that communities have created to honor ancestors and significant events; material culture such as baskets and weavings that signified through their imagery and physical forms; and social critique and visions of justice in the verse and prose of Phillis Wheatley Peters and William Apess. These materials take us into the complexities of individuals' and communities' interactions and relations of power. They also illuminate spaces of potential or realized solidarity, alliance, and co-building of new worlds. Throughout we will work together to understand different methodologies, theories, practices, and ethics involved in approaching the past. We will at every turn be attuned to the ongoing significances of these experiences among communities in the twenty-first century.

Requirements/Evaluation: active participation in class discussions, several short essays based on readings and discussion topics, museum/archives exercise, final essay/project

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: limited to first- and second-year students who have not yet taken a 100-level course in History or American Studies; juniors and seniors only with the permission of the instructor

Expected Class Size: 19

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 164(D2) HIST 163(D2)

Writing Skills Notes: Short essays (3-5 pages) spaced throughout the semester with instructor feedback on writing skills as well as historical content; written reflection and analysis related to museum/archives visit with original materials; final essay (8-10 pages) due at end of semester that synthesizes findings from across the whole semester and allows students to closely examine primary/secondary sources; regular opportunities to conference with instructor about writing ideas and drafts.

Difference, Power, and Equity Notes: This course centers experiences of diverse people in early America including substantial focus on Native American/Indigenous and African American communities. It introduces foundational methods for historical and interdisciplinary study, including decolonizing methodologies from Native American and Indigenous Studies (NAIS) and African American histories; critical vantages on Euro-American settler colonialism; and scholarship on complex entanglements in multiracial and multiethnic communities

Attributes: HIST Group F Electives - U.S. + Canada HIST Group P Electives - Premodern

Fall 2024

SEM Section: 01 MR 2:35 pm - 3:50 pm Christine DeLucia

HIST 166 (F) Cold War Films (WS)

This history tutorial utilizes popular film as a vehicle to explore American Cold War culture. The Cold War was an intense period of political, ideological, cultural, and military struggle between the United States and the Soviet Union that took place after the Second World War. For every nuclear test, arms sale, or military operation, there was a propaganda ploy, rhetorical barb, or diplomatic ultimatum to match. Amidst this hostile

competition between two incompatible ways of life--communism and capitalism; totalitarianism and democracy--an atmosphere marked by panic, secrecy, insecurity, paranoia, surveillance, and conformity pervaded American life. Given the vast cultural influence of movies, film during this era served as a vital ideological battleground. Moreover, cinema offers us a window into the cultural landscape of Cold War America, for film reflects, interprets, and shapes national identity in complex ways. The films examined in this course (for the most part, Hollywood productions from the mid-1940s to the mid-1960s) serve as unique historical documents and as cultural texts illuminating the ways filmmakers and audiences negotiated the challenges presented by the Cold War struggle. The films assigned for this course focus on a range of topics, including anticommunism, competing visions of Americanism, religion, the Hollywood Ten, J. Edgar Hoover and the FBI, the nuclear arms race, brainwashing, gender, race relations, and the eventual unravelling of the Cold War consensus. The historical analysis of film requires not only a close reading of the movies themselves, but also a clear understanding of the historical context in which they appeared. The readings paired with each film will help to clarify this context and offer interpretations of the films with which we will engage.

Requirements/Evaluation: Students will be required to complete formal writing assignments each week, alternating between 4-page reading response papers and 2-page critiques of their peers' work. These writing assignments will be evaluated alongside preparedness for and performance in tutorial discussions.

Prerequisites: None, open to all students.

Enrollment Limit: 10

Enrollment Preferences: First and second year students will be given priority. If the course is overenrolled, students will be asked to complete an enrollment questionnaire.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

Writing Skills Notes: Students will be required to complete formal writing assignments each week, alternating between 4-page reading response papers and 2-page critiques of their peers' work. They will receive feedback on each of these papers--in writing and in person--from both the professor and their tutorial partners. Throughout the semester these writing assignments will total 25-30 pages.

Attributes: HIST Group F Electives - U.S. + Canada

Not offered current academic year

HIST 168 (S) Black Film History (WS)

This course will examine the history of African American cinematic production since the silent era. By examining the work of Black filmmakers and cinematic representations of African Americans more broadly, we will explore a variety of key questions throughout the course of the semester, including: How did Black filmmakers address social and political questions in their work? How did filmmakers engage with and refute dominant cultural and Hollywood images of African Americans? What role did movie theaters play in the social lives of Black communities? How did film critics shape understandings of Black cinematic expression? What transformations occurred in the images of African Americans in film across the twentieth century? What role did filmmaking play in the Black Freedom Struggle? In addition to viewing a sampling of films, we will engage with a variety of scholarly and popular writing on the history of African American filmmaking, filmgoing, film criticism, and filmic performance.

Requirements/Evaluation: Active participation in class discussion, weekly 500-word discussion posts, two 4-5 page essays, and a final 10-12 page research paper

Prerequisites: None

Enrollment Limit: 19

Enrollment Preferences: Preference to first- and second-year students

Expected Class Size: 12-19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (WS)

Writing Skills Notes: Students will write two short (4-5 page) papers leading to a longer (10-12 page) research paper. Students will receive timely feedback on written work from peers and the instructor and will be required to submit revised drafts in response to feedback. Students will develop their final research paper in several stages, submitting a topic proposal, research question, outline, and annotated bibliography, with the instructor commenting on each step.

HIST 202 (S) Islam in Africa (DPE)

Cross-listings: GBST 232 / AFR 232 / ARAB 232 / REL 232

Secondary Cross-listing

Islam in Africa is often relegated to the peripheries in the study of Islam, a religion most associated with Arabs and the Middle East. On the flip side, Islam is also portrayed as foreign to African belief systems and institutions. The relationship between Islam and Africa, however, begins with the very advent of Islam when early Arab Muslim communities took refuge in the Abyssinian empire in East Africa. This course explores the history of Islam and Muslim societies on the African continent by focusing on the localized practices of Islam while also connecting it to Islam as a global phenomenon. The course will begin with a historical focus on the spread of Islam in Africa from East Africa and North Africa in the seventh century all the way to the spread of Islam through Sufi brotherhoods in the eighteenth and nineteenth centuries. The course will also take an anthropological approach, exploring the diverse practices of Islam in African Muslim communities and the social and cultural impact of Islam on African societies. Among the topics the course will cover include African Muslim intellectual traditions, local healing practices, religious festivals, early modern African Muslim abolitionist movements, and the historical interactions between African and Asian Muslim communities in the Indian ocean world.

Requirements/Evaluation: Two essays during the semester and final project.

Prerequisites: None

Enrollment Limit: 25

Enrollment Preferences: REL, HIST, ARAB, AFR, GBST majors

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

GBST 232(D2) AFR 232(D2) ARAB 232(D2) REL 232(D2) HIST 202(D2)

Difference, Power, and Equity Notes: The course will urge students to consider how scholars construct centers and peripheries through a study of Islam in Africa that is often rendered to the peripheries in the study of Islam. The course will also explore the diversity of African Muslim communities, getting students to think about the diversity of human experiences and interpretations of shared sacred texts.

Attributes: HIST Group A Electives - Africa

Not offered current academic year

HIST 203 (S) Modern Japan

Cross-listings: ASIA 203

Primary Cross-listing

This course is intended to familiarize you with the history of modern Japan, the world's third-largest economy and a dynamic influence on global culture. We will begin during the Edo Period (1600-1868), during which feudal (e.g., the status system) and more modern (e.g., a consumer society) features of Japanese life developed alongside each other. We will then examine the Meiji Restoration and explore how the Imperial Japanese state led Japan through modernization into total defeat by 1945. The course then looks at economic recovery and societal change during the postwar period, taking us up to the present day. Students will become familiar with several significant shifts in interpretation of key aspects of Japanese history. We will cover the rise and demise of the erroneous "national seclusion" narrative, the legislation of Japanese Emperor's divinity, and the debate over Japan's supposed ethnic and cultural distinctiveness. We will focus especially closely on the roles of class, gender, imperialism and foreign contacts in modern Japanese history. You are expected to critically analyze assigned primary and secondary sources and to communicate your ideas to your classmates effectively both orally and in writing. You are also expected to collaborate with your classmates to complete group activities. You will also conduct limited original archival research.

Class Format: This class features an immersive simulation, in which students will simulate the Meiji Restoration. The final project is a collaborative research project and presentation working with Japan-related sources from Williams's Special Collections.

Requirements/Evaluation: Class participation, two 5-6 page essays, immersive simulation midterm, collaborative final research presentation

Prerequisites: None

Enrollment Limit: 40

Enrollment Preferences: History majors, Asian Studies concentrators, then all others

Expected Class Size: 20-25

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 203(D2) ASIA 203(D2)

Attributes: HIST Group B Electives - Asia

Not offered current academic year

HIST 204 (F) Colonial Rule and Its Aftermaths in Africa (DPE)

Cross-listings: AFR 227 / GBST 203

Primary Cross-listing

This course focuses on the history of Africa during the colonial and post-colonial periods, especially focusing on the period between 1885 and 2000. The first part of the course will explore the imposition of colonial rule and its attendant impacts on African societies. During this section, we will especially examine how Africans responded to colonialism, including the various resistance movements that arose at different moments to contest colonial rule. We will also explore the various transformations wrought by colonialism. The second part of the course will explore the African struggle to decolonize their societies and to fashion viable political systems. In addition to historical texts, the course will make use of cultural materials such as novels and films.

Class Format: Mixed format of lecture and discussion seminar

Requirements/Evaluation: active participation in discussion, map quiz, response papers, midterm and final exams, and case study paper (7-10 pages)

Prerequisites: None

Enrollment Limit: 30

Enrollment Preferences: if course is over-enrolled, preference to history majors and students with a demonstrated interest in African studies

Expected Class Size: 30

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 227(D2) HIST 204(D2) GBST 203(D2)

Difference, Power, and Equity Notes: This course will introduce students to how Africans contended with the forces of colonialism and its aftermaths. It will examine how different African societies as well as social groups on the continent were affected by and responded to colonial rule. All of the readings, discussions, and assignments will ask students to contend with the issues of how to write African lives into the history of colonialism.

Attributes: HIST Group A Electives - Africa

Not offered current academic year

HIST 207 (F) The Modern Middle East (DPE)

Cross-listings: REL 239 / ARAB 207 / JWST 217 / LEAD 207 / GBST 102

Primary Cross-listing

This survey course addresses the main economic, religious, political and cultural trends in the modern Middle East. Topics to be covered include the cultural diversity of the Middle East, relations with Great Powers, the impact of imperialism, the challenge of modernity, the creation of nation states and nationalist ideologies, the discovery of oil, radical religious groups, and war and peace. Throughout the course these significant changes will be evaluated in light of their impact on the lives of a variety of individuals in the region and especially how they have grappled differently with increasing Western political and economic domination.

Requirements/Evaluation: participation, online responses, quizzes, midterm, and final exam

Prerequisites: none

Enrollment Limit: 40

Enrollment Preferences: History & Arabic majors, and Jewish studies concentrators; completion of course admission survey if overenrolled

Expected Class Size: 30-40

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

REL 239(D2) ARAB 207(D2) HIST 207(D2) JWST 217(D2) LEAD 207(D2) GBST 102(D2)

Difference, Power, and Equity Notes: This course introduces students to the incredible diversity of the Middle East. It will explore how people of different backgrounds and in different situations have responded in diverse ways to the problems of the day. Students will acquire the critical tools to assess a number of interpretations of the past and how to understand and appreciate the many narratives in the Middle East today that have profound political and cultural implications.

Attributes: GBST Middle Eastern Studies HIST Group E Electives - Middle East JWST Elective Courses LEAD Facets or Domains of Leadership

Not offered current academic year

HIST 212 (F) De-Centering Imperial China, 960-1800

Cross-listings: ASIA 202

Primary Cross-listing

The history of China from 960-1800 can be told as the story of a continuous, enduring culture and polity. This long period was nevertheless one in which the definition and contours of "China" were constantly contested. In this survey course, we will examine the political forms, institutions, and developments in culture, society, and economy that are characteristic of the Song (960-1279), Yuan (1279-1368), Ming (1368-1644), and early Qing (1644-1800) Dynasties alongside the Inner, Central, East, and Southeast Asian polities and cultures which interacted with, accommodated and repeatedly conquered centers of Chinese power over this time (Tanguts, Khitans, Mongols, and Jurchens/Manchus, among others). Gaining a historical perspective on power relationships within this diverse region will help us to understand the different ways in which Asia participated in changing world systems throughout this period. This course combines brief lectures with discussion of predominantly primary source readings.

Requirements/Evaluation: 3 short essays, midterm quiz, final exam or paper

Prerequisites: none

Enrollment Limit: 40

Enrollment Preferences: History majors and Asian Studies concentrators if overenrolled

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ASIA 202(D2) HIST 212(D2)

Attributes: HIST Group B Electives - Asia HIST Group P Electives - Premodern

Fall 2024

LEC Section: 01 TR 11:20 am - 12:35 pm Anne Reinhardt

HIST 213 (S) Modern China, 1600-Present

Cross-listings: ASIA 213

Primary Cross-listing

China's presence continues to grow in our world today, but contemporary China also evinces complex contradictions: a market economy promoted by a nominally Communist government, extremes of urban wealth and rural poverty, increasing participation in the international community and intensifying nationalist rhetoric. This course examines China's historical engagement with the modern world to offer perspective on its current conditions. We will begin with the Qing (1644-1911) conquest of China and consolidation of a multi-ethnic empire, and investigate China's encounters with Western and Japanese imperialism, the rise of Chinese nationalism, Republican and Communist revolutions, and the often turbulent history of the People's Republic. Throughout, we will examine themes of social, economic, intellectual, and cultural change through predominantly primary source reading and analysis.

Requirements/Evaluation: class participation, two short papers, two essays, a midterm and a self-scheduled final exam

Prerequisites: none; open to all

Enrollment Limit: 40

Enrollment Preferences: open to all; preference to History or Asian Studies majors only if overenrolled

Expected Class Size: 30-40

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ASIA 213(D2) HIST 213(D2)

Attributes: GBST East Asian Studies HIST Group B Electives - Asia

Spring 2025

LEC Section: 01 TR 8:30 am - 9:45 am Anne Reinhardt

HIST 217 (F) Premodern Japan

Cross-listings: ASIA 217

Primary Cross-listing

This course is intended to familiarize students with the premodern history of Japan, roughly defined as before the Meiji Restoration of 1868 and the modernizing reforms it unleashed. We will examine the archipelago's natural environment and the human impact thereon. We will explore the creation of "Japan" as a coherent political and cultural unit, key figures and works of Japanese culture and the shift in cultural production from elite patronage to the market. We will examine the Imperial institution and gendered aspects of Japanese private and public life, tracing the changing role Japanese women played in both spheres. We will also pay close attention to the rise of the samurai, both as warriors and political elites, and Japan's relationship with foreign lands and peoples. Students will become familiar with several significant shifts in interpretation of key aspects of Japanese history, such as the growing appreciation of the roles of non-elites in history, and the shift away from the "national seclusion" understanding of Japanese foreign relations.

Class Format: discussion

Requirements/Evaluation: Class participation; Semester-long immersive simulation, where groups of students produce bi-weekly, 2-page collective response papers (6 total); 5-6 page assigned reading-based and research papers (2 total); Final research presentation or self-scheduled final exam (1 total)

Prerequisites: None

Enrollment Limit: 40

Enrollment Preferences: History majors, Asian Studies concentration students, then everyone else

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ASIA 217(D2) HIST 217(D2)

Fall 2024

LEC Section: 01 MR 1:10 pm - 2:25 pm Viktor Shmagin

HIST 221 (S) South Asia: Colonialism to Independence, 1750-1947 CE

Cross-listings: ASIA 221 / GBST 221

Primary Cross-listing

What did colonialism look like in India, Britain's most valuable and populous possession for over two hundred years? How did the British establish their

rule over the vast subcontinent? And how did the people who lived there experience and finally overthrow colonial rule? This course focuses on the history of South Asia with the aim of providing an overview of the political and social landscape of the region from c. 1750 to 1947. This period spans the decline of the Mughal Empire through British colonial rule, South Asians' struggle for independence, and the Partition of India. We will explore a range of themes including the rise of colonialism, nationalism, religion, caste, gender relations, and the emergence of modern social and political institutions on the subcontinent. In addition to reading key texts and historical primary sources on the specific themes, we will also work with a variety of multimedia sources including films, short stories and podcasts. One objective of this course is to introduce students to the different political and social processes that led to the creation of India and Pakistan; another is to teach students to think critically about the significance of history and history writing in the making of the subcontinent.

Class Format: This class is combination of lectures and discussions. Student participation will be an essential component of the class and the overall evaluation

Requirements/Evaluation: class participation, responses papers (2-3 pages), mid-term and final exam

Prerequisites: none; open to all

Enrollment Limit: 40

Enrollment Preferences: history majors if the the class is overenrolled.

Expected Class Size: 25

Grading: yes pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ASIA 221(D2) HIST 221(D2) GBST 221(D2)

Attributes: GBST South + Southeast Asia Studies HIST Group B Electives - Asia

Not offered current academic year

HIST 222 (F) Greek History

Cross-listings: CLAS 222

Secondary Cross-listing

This course covers the history of ancient Greece from the Bronze Age Minoan and Mycenaean palace civilizations to the Roman conquest of the East Mediterranean (c. 1500-1 BC). We will study the development, expansion, and interactions of Greek society and its cultural expressions through a wide variety of textual sources and archaeological evidence across the Mediterranean basin and West Asia. How did the Greek world conceptualize and enact various modes of individual and collective status, construct political systems from one-man rule to popular democracy, and grapple with issues of memory and identity? How did the Greek world deal with victory and defeat, imperialism and subjugation, freedom and slavery, upheaval and decline? How should we approach the mythology about the origins of humanity, or the subsequent development of natural science and philosophy from Ionia to Athens and beyond? Why has this past continued to work as a mirror in subsequent periods, even up to our modern day? From the collapse of the Mycenaean palaces to the building of the Athenian acropolis, from autocratic warlords to the birth of democracy, from wandering merchants to Hellenistic kings, from Hesiod to Herodotus, Socrates, and Thucydides, this course will seek to reconstruct and understand the trajectory of ancient Greek society and culture from its early inception to its subjugation under Roman rule. All readings will be in translation.

Class Format: discussion

Requirements/Evaluation: contributions to class discussions, occasional short written assignments, quizzes, a midterm, a final exam.

Prerequisites: none; open to all

Enrollment Limit: 35

Enrollment Preferences: First-year students and sophomores; majors and intended majors in Classics, History, and Art History,

Expected Class Size: 25

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 222(D2) CLAS 222(D1)

Attributes: HIST Group C Electives - Europe and Russia HIST Group P Electives - Premodern

Not offered current academic year

HIST 223 (S) Roman History

Cross-listings: LEAD 223 / CLAS 223

Secondary Cross-listing

The history of ancient Rome can be seen as an account of formative events, practices, and thought in the history of western culture; it also is the history of the most far-reaching experience of diverse cultures, beliefs, and practices known in the Western tradition until modern times. By studying Roman history from Rome's emergence in central Italy in the 7th century BCE through the reign of the emperor Constantine in the early fourth century CE, we will see the complex and fascinating results of an ambitious, self-confident nation's evolution, transformation, and expansion throughout the Mediterranean world. We will consider questions such as, How did a republic with an aversion to autocratic rule and devotion to *libertas* understand its existence as an imperial power as well as its own elite's dominant rule over Romans and non-Romans alike? How and why did the Roman republic and its deeply entrenched republican ideology give way to the effective rule by one man, Augustus, and the increasingly monarchical rule of the emperors who followed? Did Roman political life in the later republic cause the violence that left it in crisis, or did the persistence of violence in Roman life account for the nature of Roman politics? Who were the non-elites of Rome, Italy, and the Roman empire that often get left in the shadows in our ancient sources? Who were the important writers, politicians, poets, philosophers, and innovators whose works constitute a rich cultural heritage worthy of both appreciation and critique? Throughout the course there will be an emphasis on the problems of historical and cultural interpretation, on how the Roman experience is relevant to our own, and, importantly, on the pleasures of historical investigation. Readings for this course will include a variety of original sources, a range of scholarly essays on specific topics, and a textbook that will provide our chronological framework.

Requirements/Evaluation: Class preparation and participation, quizzes, a midterm, a final exam, and occasional short written assignments.

Prerequisites: None; open to all

Enrollment Limit: 35

Enrollment Preferences: First-year students and sophomores; majors and intended majors in Classics, History, and Art History.

Expected Class Size: 35

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 223(D2) LEAD 223(D2) CLAS 223(D1)

Attributes: HIST Group C Electives - Europe and Russia HIST Group P Electives - Premodern

Spring 2025

LEC Section: 01 MR 1:10 pm - 2:25 pm Felipe Soza

HIST 224 (S) Introduction to Medieval Europe

This course traces the development of European societies from the collapse of the Western Roman imperial order in the fifth century CE to the rise and consolidation of powerful monarchies by the fifteenth century: a foundational period in European history. Along the way, we will confront many of the paradoxes that make medieval history so compelling. How did political fragmentation coexist with the spread of an increasingly uniform, Latin Christian culture? How was that same Christian culture mobilized to support both hierarchy and popular resistance to hierarchy, both early capitalism and voluntary poverty? As we encounter the medieval world through the men and women who lived in it, we will read the writings of saints and heretics, poets and lawyers, merchants and mystics. Though Western Europe will be our focus, we will also examine how Western European Christians defined themselves, in part, through their relationships with their neighbors in the Islamic and Byzantine worlds, and with internal religious minorities, such as the Jews. By the end of the course, students will appreciate how the socio-economic and intellectual legacy of the Middle Ages profoundly shaped the subsequent history not only of Europe, but the world.

Requirements/Evaluation: Attendance and participation, 4-5 reading responses, short paper, and final exam.

Prerequisites: None

Enrollment Limit: 40

Enrollment Preferences: Junior and Senior History majors

Expected Class Size: 25-30

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Attributes: HIST Group C Electives - Europe and Russia HIST Group P Electives - Premodern

Spring 2025

LEC Section: 01 MR 2:35 pm - 3:50 pm Joel S. Pattison

HIST 226 (S) Early Modern Europe

The three hundred years from the late Middle Ages to the French Revolution were Europe's formative centuries: they saw the Renaissance and the Reformation, the outbreak of the Wars of Religion, the colonization of the Americas and intensification of trade in Asia, the Scientific Revolution and the Enlightenment. Through these historical experiences, European culture developed an identity distinct from its Christian one, as well as peculiar political and economic forms that ended up shaping the modern world. This course will examine such topics as the revival of classical letters, the formation of the modern state, urban and courtly culture, and religion and unbelief. Although the "early modern" era is profoundly different from our own, it remains crucial to any interpretation of the world in which we live today. Readings will emphasize primary sources and include such authors as Petrarch, Machiavelli, Montaigne, Francis Bacon, Mary Montagu, and Voltaire.

Requirements/Evaluation: Attendance and active participation; map quiz; weekly written responses to the readings; midterm and final exam.

Prerequisites: No prerequisites.

Enrollment Limit: 40

Enrollment Preferences: History majors or prospective majors.

Expected Class Size: 25

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Attributes: HIST Group C Electives - Europe and Russia HIST Group P Electives - Premodern

Not offered current academic year

HIST 228 (S) Europe in the Twentieth Century

From the vantage point of 1989, democracy's victory over fascism and communism in Europe in the twentieth century appeared decisive, even inexorable. From the present vantage point, however, the contingencies attending Europeans' commitment to democracy in the twentieth century have reemerged strongly, pointing toward a still uncertain future and a different reading of the past. This course offers a survey of twentieth-century European history with a focus on the political ideas, movements, formations, thoughts and feelings that shaped Europeans' experiences from the bottom up and the top down. Organized topically and thematically, the course will consider European society in the fin-de-siècle period; imperialism, racism, and mass politics; the impact of the Great War on European thought, culture and society; the Russian Revolution and Stalinist Russia; economic and political stabilization in the 1920s; the Depression; the rise of Fascism and National Socialism; World War II and the Holocaust; the establishment of postwar social democratic welfare states; decolonization; the "economic miracle" of the 1950s; the uprisings of 1968; the development of the European Union; the 1989 revolutions in Eastern Europe; the break-up of Yugoslavia; and recent debates about the future of Europe. Through a combination of lecture and discussion, the course seeks to introduce students to the major ideologies and institutions that shaped the lives of Europeans in the twentieth century, and to reflect on the role of ordinary people who devised, adapted, embraced, and sometimes resisted the dominant ideas and practices of their time.

Class Format: the class will be taught primarily by discussion with short lectures operating to frame those discussions

Requirements/Evaluation: regular attendance and class participation, six or seven in-class quizzes, one 6-8 page interpretive essays, a midterm, and a scheduled final examination

Prerequisites: none; open to all

Enrollment Limit: 40

Enrollment Preferences: if overenrolled, preference given to History majors and students interested in becoming a major

Expected Class Size: 25-35

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

Attributes: HIST Group C Electives - Europe and Russia

Spring 2025

SEM Section: 01 MR 2:35 pm - 3:50 pm Alexandra Garbarini

HIST 230 (F) Modern European Jewish History, 1789-1948

Cross-listings: JWST 230

Primary Cross-listing

What does it mean to be Jewish? The question of Jewish identity emerged anew at the end of the eighteenth century in Europe and has dominated Jewish history throughout the modern period. Although Jewish emancipation and citizenship followed different paths in different parts of Europe, in general Jews were confronted by unprecedented opportunities for integration into non-Jewish society and unprecedented challenges to Jewish communal life. Focusing primarily on France and Germany, and to a lesser extent on the Polish lands, this course will introduce students to the major social, cultural, religious, and political transformations that shaped the lives of European Jews from the outbreak of the French Revolution to the aftermath of World War II. We will explore such topics as emancipation, Jewish diversity, the reform of Judaism, competing political ideologies, Jewish-gentile relations, the rise of modern antisemitism, gender roles in Jewish society, interwar Jewish culture, Jewish responses to Nazism and the Holocaust, and the situation of Jews in the immediate post-WWII period. In addition to broad historical treatments, course materials will include exposure to different kinds of primary sources, from philosophical and political treatises, to memoirs, diaries, and fiction.

Class Format: discussion

Requirements/Evaluation: class participation, weekly comments on readings, two 6- to 8-page papers, and a final exam

Prerequisites: none

Enrollment Limit: 40

Enrollment Preferences: Jewish studies concentrators, first-years, sophomores

Expected Class Size: 10-20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

JWST 230(D2) HIST 230(D2)

Attributes: HIST Group C Electives - Europe and Russia JWST Core Electives

Fall 2024

LEC Section: 01 MWF 8:30 am - 9:45 am Alexandra Garbarini

HIST 232 (S) Twentieth-Century Europe: Nationalism, War, and Empire

This course is a survey of twentieth-century Europe. While providing students with a historical basis for understanding the continent's social, political, and cultural changes, this course pays attention to two interrelated phenomena: first, the process by which Europe went from being a constellation of empires to one of nation-states; second, the heterogeneous ways in which Europe's residents participated in the making -- and then the remaking -- of modern Europe. 2023 marks the thirtieth anniversary of the European Union. This course provides students with a historical framework for understanding how and why Europe's residents rallied around this project of European integration and did so after having lived under imperial and national formations.

Requirements/Evaluation: Class participation, a midterm and final, and one 5-7-page paper

Prerequisites: None; open to all

Enrollment Limit: 40

Enrollment Preferences: Preference will be given to seniors and juniors if the class is overenrolled

Expected Class Size: 30

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Attributes: HIST Group C Electives - Europe and Russia

Not offered current academic year

HIST 237 (S) The Life of Ancient Cities: Building, Belonging, Trading and Dying in Greece and Rome

Cross-listings: CLAS 237

Secondary Cross-listing

In this course we explore ancient urbanism, investigating Greco-Roman cities from the early archaic period through late antiquity. By analyzing a variety of primary sources -- literature, visual art, inscriptions, papyri, building remains -- dating from 750 B.C. to 300 A.D. and ranging geographically from Spain to central Asia, we will think critically about problems such as communal belonging, spatial interaction, social exclusion, monuments, memories, and identities in urban contexts. Athens and Rome will beckon along the way, but numerous places around the Mediterranean basin and beyond will feature prominently, including Pompeii in southern Italy, Olynthus in Macedonia, Cyrene in North Africa, Ephesus and Priene in western Asia Minor, Alexandria and Berenike in Egypt, and Dura Europos and Ai Khanoum in Central Asia. Every week, we will tackle a core question associated with life in the ancient city: the challenges of urban design, the tensions associated with civic membership, the consolidation of political institutions, the conflicts brought about by trade and migration, the role of religion, the effects of war, the universal reality of social exclusion, cultural expressions of life and death, and the impact of sudden natural catastrophes, among others.

Requirements/Evaluation: Class participation in discussion, various written assignments leading toward the development and completion of a research paper on a topic of the student's choosing.

Prerequisites: None

Enrollment Limit: 20

Enrollment Preferences: Majors and intending majors in Classics and History

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

CLAS 237(D1) HIST 237(D2)

Attributes: HIST Group P Electives - Premodern

Not offered current academic year

HIST 254 (F) Sovereignty, Resistance, and Resilience: Native American Histories to 1865 (DPE)

Cross-listings: AMST 254 / LEAD 254

Primary Cross-listing

This course surveys Native American/Indigenous North American histories from beginnings through the mid-nineteenth century, tracing the complex ways that sovereign tribal nations and communities have shaped Turtle Island/North America. Equally important, it reckons with the ongoing effects of these pasts in the twenty-first century, and communities' own forms of interpretation, critique, action, and pursuits of justice. It also introduces foundational methodologies in Native American and Indigenous Studies (NAIS) and strategies for pursuing decolonizing scholarship and action. Emphasis is on primary and secondary works produced by Indigenous authors/creators. Starting with the diversity of Indigenous societies that have inhabited and cared for lands and waters since "time out of mind," it foregrounds the complexity of Native peoples, nations, and worldviews situated in particular homelands, as well as accounts of origins and migrations. It addresses how societies confronted devastating epidemics resulting from the "Columbian Exchange," and contended with Euro-colonial processes of colonization, extraction, and enslavement. Indigenous nations' multifaceted efforts to maintain sovereignty and homelands through pervasive violence, attempted genocide, and dispossession are addressed, as well as forms of relations and kinship with African-American and Afro-Indigenous people. It concludes with how different communities negotiated the tumultuous eras of the American Revolution, forced removal in the 1830s, and Civil War, and created pathways for endurance, self-determination, and security in its aftermath. The course centers on Indigenous actors--intellectuals, diplomats, legal strategists, knowledge keepers, spiritual leaders, artists, and many others--and consistently connects historical events with present-day matters of land, historical memory, education, caretaking, and activism. Additionally, it provides an opportunity to engage with original materials in the Williams College Archives/Special Collections and Art Museum. While the scope of the course is continental and transoceanic, it devotes significant attention to the Native Northeast and the Stockbridge-Munsee Mohican homelands in which Williams College is located.

Class Format: Lecture with small- and whole-group discussions

Requirements/Evaluation: Attendance at lectures, active participation in class discussion, midterm exam, short essays based on readings and discussion topics, museum/archives exercise, final essay/project.

Prerequisites: none

Enrollment Limit: 40

Enrollment Preferences: History and American Studies majors, followed by first- and second-year students

Expected Class Size: 30-40

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 254(D2) LEAD 254(D2) HIST 254(D2)

Difference, Power, and Equity Notes: This course intensively explores Native American/Indigenous North American histories, experiences, and forms of critical and creative expression, as well as responses to and engagements with Euro-American settler colonialism. It guides students into methodologies central to Native American and Indigenous Studies (NAIS), and gives opportunities for oral and written reflections on NAIS approaches to historical themes and sources, as well as decolonizing methodologies more broadly.

Attributes: HIST Group F Electives - U.S. + Canada HIST Group P Electives - Premodern

Not offered current academic year

HIST 255 (F) From Sand Creek to Standing Rock: Recent Native American Histories (DPE)

This course surveys Native American/Indigenous histories from the era of the U.S. Civil War to the present as well as future, centering community voices, scholarship, and interpretations. Beginning with Sand Creek and the violences experienced by Native communities in 1864, it traces how diverse Native nations navigated the tumultuous times that followed, up to recent protective actions at Standing Rock and Mauna Kea in the 21st century. Topics include treaty-making and diplomacy; creation and contestation of reservation systems; connections with African-American families and communities; residential school experiences of Native youth and families; Indigenous visual and performative artistic traditions and transformations, both in North America and abroad; urban relocation policy and experiences; Red Power activism and Indigenous internationalism; treaty rights activism and federal recognition debates; environmental interventions and food sovereignty movements; and critiques of settler colonialism. The course stresses the resilience of sovereign Indigenous nations into the present, and introduces students to a wide range of methodological approaches from Native American and Indigenous Studies and history. It blends big-picture vantages on these topics with microhistorical accounts of particular individuals, communities, and events, and offers a continental view of historical changes coupled with attention to the specific area of the Native Northeast--Stockbridge-Munsee Mohican homelands--in which Williams College is situated.

Requirements/Evaluation: class discussion, reading responses, short analytic essays, archival/object analysis, final essay/project

Prerequisites: Hist/AmSt 254: Native American Histories to 1865 is good preparation for this course, but is not required.

Enrollment Limit: 15

Enrollment Preferences: History and American Studies majors; then first- and second-year students from any major

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: This course focuses on Native American/Indigenous experiences in North American and transnationally, and offers immersion in critical perspectives on settler colonialism and U.S. law and practice, and well as introduction to methodologies in Native American and Indigenous Studies.

Attributes: HIST Group F Electives - U.S. + Canada

Not offered current academic year

HIST 258 (S) The Petroleum Age: A Global History

We live in a world transformed by petroleum. All around us today--in global carbon emissions, transportation, the clothes we wear, everyday objects we touch, microplastics in our water--oil is there, even if we can't always see it. At the same time, the industry fuels massive flows of global capital, and provokes critical political shifts, conflicts, and resistance movements around the world. How did oil's ubiquity happen in just over 150 years? This course will chart a global, modern history by keeping this energy source always in our sight, paying particular attention to its role in the political economy, its ecological impacts, the cultural changes it has set in motion, and its place in people's material lives. Throughout the semester, we will also foreground some of the foundational skills needed to create an historical account, which will culminate in students' completing a 5-minute video or podcast on a relevant topic of their choice.

Class Format: While this class will include brief lectures, it will largely revolve around discussion. Students do not need any experience in making videos or podcasts to enroll in the class.

Requirements/Evaluation: participation; two short graded essays (3-5 pages); two short ungraded essays (2-3 pages); short research assignments (1 page each, ungraded); final video or podcast project (graded); 24-hour take-home exam.

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: sophomores and first-years

Expected Class Size: 20

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

Attributes: HIST Group G Electives - Global History

Not offered current academic year

HIST 263 (F) The United States and the World, 1898-2001

This survey course examines the United States and the World from 1898-2001. Students will be introduced to key diplomatic developments from the Spanish-American War to the War on Terror with attention to ideological, political, cultural, military, and economic forces. Topics will include American imperialism and anti-imperialism, the emergence of U.S. cultural and economic hegemony in the interwar years, WWII and the origins of the Cold War, the Soviet-American rivalry in Europe and on the periphery, nuclear policy, the Vietnam War, late-Cold War diplomatic reconfigurations, the rise of political Islam, the collapse of the Soviet Union and its aftermath, and the events surrounding 9/11. By engaging with a range of primary and secondary source readings, students will examine how Americans historically have made sense of their nation's role in the world, and how historians explain important aspects of U.S. foreign policy.

Class Format: discussion

Requirements/Evaluation: class participation, pop quizzes, short papers, a midterm exam, and a final exam

Prerequisites: none

Enrollment Limit: 40

Enrollment Preferences: first- and second-year students, then History majors

Expected Class Size: 25-30

Grading: yes pass/fail option, no fifth course option

Distributions: (D2)

Attributes: HIST Group F Electives - U.S. + Canada

Not offered current academic year

HIST 264 (F) Environmental History

Cross-listings: ENVI 229

Secondary Cross-listing

This course is an introduction to Environmental History: the study of how people have shaped environments, how environments have shaped human histories, and how cultural change and material change are intertwined. As such, it challenges traditional divides between the humanities and the sciences. Taking U.S. environmental history as our focus, we will strive to understand the historical roots of contemporary environmental problems, such as species extinction, pollution, and climate change. We will take field trips to learn to read landscapes for their histories and to examine how past environments are represented in museum exhibits, digital projects, and physical landscapes. And we will develop original arguments and essays based on archival research. It is imperative that we understand this history if we are to make informed and ethical environmental decisions at the local, national, and global scale.

Class Format: with field trips

Requirements/Evaluation: several short essays; final research project

Prerequisites: none

Enrollment Limit: 18

Enrollment Preferences: juniors, seniors

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 229(D2) HIST 264(D2)

Attributes: ENVI Humanities, Arts + Social Science Electives EVST Culture/Humanities EXPE Experiential Education Courses HIST Group F Electives - U.S. + Canada

Not offered current academic year

HIST 266 (F) The Roaring Twenties and the Rough Thirties

Cross-listings: AMST 267

Primary Cross-listing

This course will probe the domestic history of the U.S. from 1919 to 1939 and the cultural, economic, political, and social changes accompanying America's evolution into a modern society. Themes include: developments in work, leisure, and consumption; impact of depression on the organization of the public and private sectors; persistence of traditional values such as individualism and the success ethos in shaping responses to change; and the evolving diversity of America and the American experience.

Requirements/Evaluation: Students will be graded on class participation and will have two take-home essay examinations (a midterm and a final, each 6-8 pages). In addition, students will write two short response papers and will complete an interpretative essay (5-7 pages) focused on art from the WPA Federal Art Project.

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: HIST and AMST majors as well as students with demonstrated interest in the material

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 266(D2) AMST 267(D2)

Attributes: HIST Group F Electives - U.S. + Canada

Fall 2024

SEM Section: 01 MWF 11:00 am - 12:15 pm Tyran K. Steward

HIST 273 (F) Going Nuclear: American Culture in the Atomic Age

Cross-listings: STS 224 / SOC 224

Secondary Cross-listing

This course will examine the historical development and use of the nuclear bomb. Among other features of the early atomic age, the course will look at the Manhattan Project, the delivery of the bombs for combat, the destructive effects of the bomb's initial use in Hiroshima and Nagasaki, and the ongoing testing of nuclear weapons in the Marshall Islands after WWII. The class will investigate the role of the nuclear arms race in the Cold War, the consequences of nuclear production on specific communities, and the implications of the atomic age on our critical understanding of technological innovation more generally. We will also consider the saliency of competing narratives interpreting America's decision (and continuing policies) to build, use, and stockpile nuclear weapons. Employing both sociological and historical perspectives, we will explore the interactions between science, politics, and culture in the nuclear age.

Requirements/Evaluation: a midterm, a final exam, and a 10- to 12-page research paper

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: Preference given to sociology and history majors.

Expected Class Size: 20

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 273(D2) STS 224(D2) SOC 224(D2)

Attributes: HIST Group F Electives - U.S. + Canada

Fall 2024

LEC Section: 01 TR 11:20 am - 12:35 pm James L. Nolan

HIST 276 (S) Stockbridge-Munsee Mohican Community Histories, Presents, and Futures (DPE)

The ancestral and continuing homelands of the Stockbridge-Munsee Mohican Community (SMC) are where Williams College is located, a fact that the institution formally recognized in Fall 2021 through a land acknowledgment. This was one step toward building more meaningful relations between the College and the sovereign tribal nation, which has been displaced through violent, painful processes directly shaped by the Williams family, while also maintaining enduring relations with these homelands. This course addresses needs to continue work of learning and repair by "educating beyond the land acknowledgment." It centers SMC experiences, knowledge, and goals, and provides space for students to work on projects directly meaningful for the community, including the Tribal Historic Preservation Office (THPO) that is based locally through an official partnership with the college. It will have strong collaborative and experiential components, plus ethical commitments to highlighting the tribal nation's active forms of stewardship, knowledge-keeping, and intellectual as well as political sovereignty. The exact shape of the syllabus and projects will be determined in close conversation and collaboration with the Stockbridge-Munsee Community. Depending on goals/interests, potential areas of focus might include SMC homelands; archaeological research and its importance for place-stewardship; political sovereignty, governance, and leadership; histories and impacts of European colonialism among SMC people; SMC traditions of diplomacy and peacemaking; strategic uses of archives and documents in protecting community wellbeing and resisting dispossession; the "Many Trails" of forced removal westward; establishment of the SMC in Menominee homelands; 20th and 21st-century experiences, knowledge-keeping, and continuing connections with eastern homelands; repatriation of ancestors and belongings; language revitalization, Land Back, education, and economic sovereignty; and other topics.

Class Format: The class will use Zoom/videoconferencing to connect with Stockbridge-Munsee Community members and engage in shared learning. Class trips to significant locations to learn in place may be coordinated. The class will meet each Wednesday evening 7-9:40 p.m. for seminar discussion. In addition, the Wednesday 1-2 pm time (required, called "lab" in the course catalog) will be for meetings with collaborators in libraries/archives/museums or other relevant sites and project work.

Requirements/Evaluation: The focus of this seminar is experiential, collaborative, and community-based learning and student service project work. Seminar meetings will include discussion of readings/multimedia (especially works produced by SMC members), and meetings and dialogues with community members (in person or virtually as schedules and COVID permits). Class members' active, engaged participation in trips to area places of significance will be essential components as well. In small groups class members will work on projects of significance for the SMC, and may share out their work at the end of the term in multiple forms.

Prerequisites: Open to all students. If the course over-enrolls, students may be asked to share a brief statement of interest.

Enrollment Limit: 15

Enrollment Preferences: If the course over-enrolls, first- and second-year students will have preference.

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: This course is a collaboration with the Stockbridge-Munsee Mohican Community that foregrounds community knowledge, projects, and goals. It offers students grounding in topics and methods specific to the SMC as well as in Native American and Indigenous Studies. It also presents critical perspectives on settler colonialism and its historical as well as ongoing impacts.

Attributes: HIST Group F Electives - U.S. + Canada

Not offered current academic year

HIST 279 (F) African American History Since 1865

Cross-listings: AFR 279

Primary Cross-listing

This course provides an introduction to the history of African Americans from the post-emancipation era to the present day. Focusing on the collective and individual life experiences of African Americans, it will highlight the actors, organizations, and ideas that have been central to the African American experience. We will examine struggles for equality, justice, citizenship, and self-determination and the various ways African Americans have sought to achieve these ends. By the end of the semester students will have a basic understanding of core topics in African American history such as Reconstruction and Redemption; the rise of Jim Crow segregation; urban migrations and the "New Negro"; the Civil Rights Movement, in its Northern and Southern manifestations; the movement for Black Power and its antecedents; the rise of mass incarceration in the post-Civil Rights Era. The course will conclude with a discussion of the Presidency of Barack Obama and the Black Lives Matter Movement.

Requirements/Evaluation: Students will be graded on class participation, a midterm and a final exam, and two to three formal papers (3-5 pages each)

Prerequisites: None

Enrollment Limit: 40

Enrollment Preferences: History or Africana Studies majors

Expected Class Size: 18-20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 279(D2) AFR 279(D2)

Attributes: HIST Group F Electives - U.S. + Canada

Fall 2024

LEC Section: 01 TF 1:10 pm - 2:25 pm Andrew L. Grim

HIST 280 (S) Emancipation to BlackLivesMatter

Cross-listings: LEAD 280 / AFR 280

Primary Cross-listing

This introductory course surveys the cultural, political, and social history of African Americans from Reconstruction to the present. It offers a balance between a "top-down" and "bottom-up" approach and focuses primarily on African Americans' quest for citizenship, equality, justice, and opportunity. In addition to examining major historical developments and popular figures within the modern black past, we will explore the lesser-known histories of everyday people who helped shaped the black freedom struggle. In so doing, we will interrogate conventional narratives of progressive movements since emancipation. Some of the main topics include: the transition from slavery to freedom; the rise of Jim Crow and the politics of racial uplift; the Great Migration and the emergence of the New Negro; the Great Depression and the New Deal; World War II and the struggle for economic and racial inclusion; the postwar period and the intersecting movements of Civil Rights and Black Power; and the impacts of deindustrialization and mass incarceration on the black community. We will end with a discussion of the Obama years and Black Lives Matter.

Class Format: Class will be a mix of lecture/seminar

Requirements/Evaluation: Students will be graded on class participation and will have two take-home essay examinations (a midterm and a final, each 6-8 pages). In addition, students will write two response papers (2-3 pages) and will complete a mapping project based on The Negro Motorist Green Handbook.

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: Students with demonstrated interest in material. If the course is overenrolled, students will be asked to complete a questionnaire.

Expected Class Size: 25

Grading: yes pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

LEAD 280(D2) AFR 280(D2) HIST 280(D2)

Attributes: HIST Group F Electives - U.S. + Canada

Not offered current academic year

HIST 284 (F)(S) Asian American History (DPE)

Cross-listings: AMST 284 / AAS 284

Primary Cross-listing

This course offers an overview of Asian American history from the late seventeenth century to the present. It will cover the earliest Asian migration and settlement in the U.S., the rise of anti-Asian movements, the experiences of Asian Americans during World War II and the Cold War, the emergence of the Asian American movement in the 1960s, the post-1965 Asian immigration, and the War on Terror. We will investigate broader themes including labor, citizenship, political resistance, gender and sexuality, community formation, empire, and transnationalism. We will also consider key contemporary issues, including race and ethnic relations, anti-Asian harassment and violence, and the legacy of U.S. colonialism in Asia-Pacific. Along the way, we will engage classic and recent scholarship in the field, and form our own interpretations of the past based on a wide range of sources--including films, novels, newspapers, government documents, political cartoons, and more. Throughout, the course advances the argument that citizenship and belonging in the U.S. cannot be fully understood without accounting for the experiences of Asian Americans.

Requirements/Evaluation: Attendance and participation in discussion, weekly reading responses (2 pages), midterm exam, and final in-class exam and take-home essay (7-10 pages)

Prerequisites: None

Enrollment Limit: 30

Enrollment Preferences: Preference given to History majors and Asian American Studies concentrators.

Expected Class Size: 25-30

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 284(D2) AAS 284(D2) HIST 284(D2)

Difference, Power, and Equity Notes: This course introduces students to the incredible diversity of Asian Americans. It guides students through an examination of the historical events, policies and dynamics that have marginalized Asian American communities based on race, ethnicity, class, gender, sexuality, citizenship, and other forms of difference. It also explores the diverse ways that Asian Americans have sought inclusion and belonging in the U.S.

Attributes: AAS Core Electives AAS Gateway Courses HIST Group F Electives - U.S. + Canada

Fall 2024

LEC Section: 01 TR 11:20 am - 12:35 pm Hongdeng Gao

Spring 2025

LEC Section: 01 TR 9:55 am - 11:10 am Hongdeng Gao

HIST 286 (F) Conquests and (Im)migrations: Latina/o History, 1848 to the Present (DPE)

Cross-listings: LATS 286

Secondary Cross-listing

The first Latinx communities were formed in 1848 when the United States conquered half of Mexico's territory. In 1898 the United States annexed Puerto Rico and has retained sovereignty to this day. These early conquests and continuing im/migrations created Mexican and Puerto Rican communities in the United States. U.S. imperialism continued to shape the im/migrations that created Cuban, Dominican, Salvadoran, Guatemalan and other Latinx communities in the United States. This course explores U.S. military, political, and economic interventions and their impact on im/migrations and the making of Latinx communities. We also explore the impact of U.S. employers' and the U.S. government's recruitment of low wage workers in shaping im/migrations, destinations, and the formation of Latinx working-class communities. Im/migration and refugee policies have long defined who is eligible to enter and how, as well as who is deemed eligible for citizenship and belonging. Within this context, Latinas and Latinos

have developed survival and family reunification strategies for themselves, their families, and their communities.

Class Format: This course is a discussion format.

Requirements/Evaluation: Class participation, short 1-2 page writing assignments, two 4-5 page essays, and a final 5-7 page essay. All writing assignments are based on course materials.

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: LATS concentrators, History majors, or those intending to become concentrators or majors, seniors

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

LATS 286(D2) HIST 286(D2)

Difference, Power, and Equity Notes: This Difference, Power, and Equity course explores racialized dimensions of U.S. imperialism and U.S. labor recruitment, encouraging critical analysis. The course considers the impact on the formation of Latinx communities in the U.S. and on Latinas' and Latinos' lived experiences in the United States, as well as on Latina/o/x strategies of community building and political activism.

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora HIST Group F Electives - U.S. + Canada LATS Core Electives

Not offered current academic year

HIST 292 (F) History of Sexuality

Cross-listings: GBST 241 / REL 241 / WGSS 239

Secondary Cross-listing

Is sexuality an immutable aspect of who we are or is it socially constructed? How have people understood sex and sexuality throughout history? Why does religion have any say in the sexual lives of individuals and society? What are sexual transgressions and why are they punished? Is sex a commodity that can be exchanged for money? Is sex political? This course will explore these questions through a historical approach, focusing in particular on the shifting understanding of sex and sexuality across historical time and different geographical regions. In investigating the category of sexuality, this course will push us to consider three key questions: 1) Is sexuality a useful category for historical analysis, 2) how have our assumptions regarding sexuality and sexual ethics taken shape and changed over time and 3) how do social, cultural, political, and economic conditions affect changing meanings of sexuality. Historical studies will be read in conjunction with different theoretical frameworks about sexuality. Reading historical accounts of sexuality alongside theoretical pieces will allow us to consider how historians construct an argument and the influence of theoretical frameworks in shaping scholarship. Some of the theorists we will read in the course include: Michel Foucault, David Halperin, Afsaneh Najmabadi, Valerie Traub, and Carla Freccero.

Requirements/Evaluation: reading responses, two essays, and final research paper

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: Religion, History, and Women's, Gender and Sexuality Studies majors

Expected Class Size: 15

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 292(D2) GBST 241(D2) REL 241(D2) WGSS 239(D2)

Attributes: HIST Group G Electives - Global History

Not offered current academic year

HIST 294 (S) Victimhood Nationalism in Global History & Memory (DPE) (WS)

As globalism of the 21st century has shifted its focus from imagination to memory, the global memory culture focusing on victims has dawned on us as an undeniable reality with the entangled memories of: Apartheid, American slavery, and white settler genocides of the indigenous peoples; German

empire's colonial genocide of the Nama and Herero in Namibia and the Nazi Holocaust; the Armenian genocide and the Holocaust; Vietnam War and Algerian war; Rwandan genocide and ethnic cleansing in the Balkans; Japanese military "comfort women" and gendered violence during the Yugoslav Wars; forced sexual labor in the Nazi concentration camps and sexual slavery of the Islamic State; political genocide of Stalinism and the Latin American military dictatorships; civilian massacres of developmental dictatorships in the global Cold War era. Global memory formation intensified the victimhood competition among national memories. Victimhood nationalism epitomizes nationalism's metamorphosis under the globalization of memory in the 21st century. This course will trace the mnemo-history of victimhood nationalism, focusing on the entangled memories of Poland, Germany, Israel, Japan, and Korea in the global memory formation. Other case studies, including former Yugoslavia, post-9/11 America, will also be discussed.

Requirements/Evaluation: Class participation, pop quizzes and a final research paper (approximately 5000 words)

Prerequisites: None

Enrollment Limit: 15

Enrollment Preferences: GBST concentrators and History majors

Expected Class Size: 10

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (DPE) (WS)

Writing Skills Notes: This seminar includes a final research paper on victimhood nationalism. Prior to submission, the paper will go through several drafts and edits.

Difference, Power, and Equity Notes: A comparative, global approach to the study of memory and nationalism exploring the particular role of victimhood and genocide. How is violence remembered? How has past violence been justified? Who is remembered as a victim and who is not?

Attributes: GBST Borders, Exiles + Diaspora Studies GBST East Asian Studies GBST Middle Eastern Studies GBST Russian + Eurasian Studies HIST Group G Electives - Global History

Spring 2025

SEM Section: 01 TF 1:10 pm - 2:25 pm Jie-Hyun Lim

HIST 296 (S) Human Rights and National Security: Seeking Balance in the United States

Cross-listings: LEAD 296

Primary Cross-listing

This course will ask if ensuring collective security and preserving individual rights are inherently contradictory or if they may, in fact, be mutually reinforcing. Focusing on developments and issues within the United States since its founding, the class will explore how Americans have sought to reconcile concerns about national security and a broad array of rights in the past, and the implications of this history for contemporary debates. The course will challenge students to consider how debates over national security and rights have reflected broader partisan divides and served diverse political objectives. Moreover, students will explore how these debates reflected competing visions of national identity and purpose, and question how and why the costs of security measures disproportionately burdened people based on race and religious identification. The course will initially survey these issues through a historical lens, demonstrating how questions of security and rights have been present since the nation's founding. It will draw on key moments in U.S. history to explore issues of foreign subversion, dissent, surveillance, habeas corpus, presidential power in times of war, and border security and immigration. Familiarity with historic precedents will ensure that students are prepared to grapple with a closer examination of contemporary studies of refugees and immigration; cybersecurity and surveillance; domestic terrorism and hate crimes; and counter-terrorist detention and interrogation. Students will be assessed on participation, short writing assignments, and a group podcast project.

Requirements/Evaluation: Students will be assessed on participation, short writing assignments, and a group podcast project.

Prerequisites: None

Enrollment Limit: 25

Enrollment Preferences: Priority to History and LEAD students

Expected Class Size: 25

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 296(D2) LEAD 296(D2)

Attributes: HIST Group F Electives - U.S. + Canada

Not offered current academic year

HIST 301 (S) Approaching the Past: Transnational, Colonial, and Postcolonial Histories

This course examines the practice of history from the nineteenth century to the present. We will examine the sources, methods, and theoretical assumptions that have shaped the historical craft in this period, as well as the deeper questions that all historians must confront, implicitly or explicitly: What is "history"? Who makes it and how? How do these questions figure into national, transnational, colonial and post-colonial histories? To address these issues, we will discuss the work of canonical and non-canonical historians from across the world, and from outside as well as inside the academy. The particular focus will be on the production of history from the rise of the nation-state through the spread of new imperialisms in the late nineteenth century and on to the emergence of the "Third World," decolonization, and the "new globalization" over the course of the twentieth century. In weekly meetings we will analyze texts and how their authors define historical subjects/actors and processes, as well as the meanings of history for different audiences and eras.

Requirements/Evaluation: class participation, 10 short (2-page) papers, final presentation

Prerequisites: restricted to History majors and sophomores planning to major in History

Enrollment Limit: 19

Enrollment Preferences: History majors

Expected Class Size: 15-19

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

Spring 2025

SEM Section: E1 TR 11:20 am - 12:35 pm Roger A. Kittleson

HIST 301 (F) Approaching the Past: The Historian's Task

What is the historian's task? In this seminar we will consider a variety of answers to this question by looking at how historians have practiced their craft from antiquity to the present. In the first half of the course, we will read historians from across the globe to see how the study of the past has differed across human societies from antiquity until the nineteenth century. What do their approaches have in common, and what distinguishes them? In the second half of the course we will investigate the modern historical tradition from the early twentieth century to the present, including the Annales school, economic and environmental history, microhistory, and subaltern studies. Throughout, we will discuss what lessons we can draw for our own practice as historians. Authors to be read include Herodotus, al-Mas'udi, Ranke, Bloch, Guha, Gordon-Reed among others.

Requirements/Evaluation: Attendance and active participation, two short (5-7 pp.) papers, in-class presentations, final research proposal and bibliography, and a longer (10-12 pp.) final research paper.

Prerequisites: Restricted to History majors and sophomores planning to major in History.

Enrollment Limit: 19

Enrollment Preferences: The course is designed for junior and senior History majors; sophomores may enroll with instructor consent.

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

Fall 2024

SEM Section: D1 TR 9:55 am - 11:10 am Alexander Bevilacqua

HIST 301 (S) Approaching the Past: The Use and Abuse of History

Is history, like beauty, in the eye of the beholder? What is history and who gets to decide? How and where is history consumed and by whom? This course examines the use and abuse of history from the early twentieth century to the present especially how history has been impacted by the digital sphere (tv, films, social media), the rise of nationalism and the processes of globalization. First, students will grapple with what constitute notions of truth, objectivity and facts and how terminology has changed over the last 100 years. Next, we will evaluate various influential methodological trends

that have impacted how history has been written and consider what was said and left unsaid, which perspectives were privileged and whose voices were marginalized. Finally, we will analyze the state of history today and how it appears in people's daily lives and especially how history is used and abused in public discourse on various media platforms. How is historical memory formed today?

Requirements/Evaluation: Class participation, oral presentations, several short (3-4 page) papers, and a final project.

Prerequisites: Restricted to History majors and sophomores planning to major in History

Enrollment Limit: 15

Enrollment Preferences: Senior then junior History majors

Expected Class Size: 15

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

Attributes: HIST Group G Electives - Global History

Not offered current academic year

HIST 301 (F) Approaching the Past: Contemplating American Power

Historians have long debated how best to approach the study of U.S. "diplomatic history," which is now often subsumed under the more capacious descriptor "The United States and the World." In the 1960s, prevailing orthodox interpretations of American power--often patriotic and elitist--gave way to challenges from New Left revisionist historians who focused largely on economic motives for American imperialism. By the 1970s, however, the once dominant historical field of diplomatic history was beset by a sense of crisis; its practitioners consumed with anxiety over their marginalization in a discipline that embraced social and cultural theories that seemed to render the narrow study of Western white men in power increasingly obsolete. For the past half-century, historians of American foreign relations have engaged in a sustained and ever-shifting debate, not only about the nature of American power, but over what can and should be included within the field's parameters. Today, annual meetings of the Society for American Foreign Relation--and its marquee journal, *Diplomatic History*--feature scholarship ranging from "traditional" approaches to those centered on gender, sexuality, race, cultural exchange, emotion, environmental studies, sports, music, and more. Yet, debates still rage about whether this broadening has enriched the study of American power, or diluted it to the point of meaninglessness while discouraging young scholars from pursuing critical research on high-level diplomacy. In this course, we will grapple with key historiographical schools and critical debates, and assess the current state-of-the-field of diplomatic history.

Requirements/Evaluation: Participation, short papers, presentations, and a longer final paper

Prerequisites: Restricted to History majors and sophomores planning to major in History

Enrollment Limit: 19

Enrollment Preferences: This course is designed for junior and senior History majors; sophomores may enroll with instructor consent

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

Attributes: HIST Group F Electives - U.S. + Canada

Fall 2024

SEM Section: B1 MW 11:00 am - 12:15 pm Jessica Chapman

HIST 301 (S) Approaching the Past: Economic and Labor Histories in the Making of the U.S.

This course examines the sources, methods, and theoretical assumptions that have shaped historical practice from the late nineteenth century to the present. We will grapple with foundational questions including: What is "history"? Who makes it, who writes it, and how? From whose perspective and to what end? Focusing on U.S. economic and labor histories, we will examine when and where these histories intersect, as well as where and why they might diverge. To what extent are historical narratives shaped by the time period in which they are written, revealing their embeddedness in the dominant discourses of the era? Or to what extent might historical approaches provide alternatives? We will also consider what the implications of U.S. economic and labor histories are in terms of relationships to the state via policymaking, politics, and activism. Anchoring our own historical analysis in the late nineteenth century and the 1930s, we will then focus on the era between World War II and the present. In our seminar meetings, we will analyze historical writings and debates, considering how their authors define historical themes, subjects/actors, and processes, as well as the meanings of history for different audiences and eras.

Class Format: This is a discussion based seminar.

Requirements/Evaluation: Class participation, short writing assignments of 1-2 pages, and mini-presentations; Mid-term essay, 3-5 pages; Paper proposal and annotated bibliography; Final paper and presentation

Prerequisites: Restricted to History majors and sophomores planning to major in History.

Enrollment Limit: 19

Enrollment Preferences: This course is designed for junior and senior History majors; sophomores may enroll with instructor consent.

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Unit Notes: Course, 301, required for History Major

Distributions: (D2)

Attributes: HIST Group F Electives - U.S. + Canada

Not offered current academic year

HIST 301 (S) Approaching the Past: Biographical Methods

This seminar grapples with the methodological, conceptual, theoretical, and ethical challenges of writing biography, and of using biography as an approach for understanding the past. We will ask how historians attempt to understand the past through the lives of individuals; and how historians attempt to understand the lives of individuals through a wide range of interpretive methods. As we explore the goals, challenges, and possibilities of the genre of biography as practiced by historians, we will consider questions about archival abundance and archival scarcity; about the contested meanings of "facts" and the function of imagination; and about the different scales and categories of analysis used by historians writing biographies. We will consider a variety of answers to these questions by reading theoretical work about history and biography, as well as by reading examples that represent a wide range of theoretical and methodological approaches.

Requirements/Evaluation: Attendance and active participation, two short (5-7 pages) papers, in-class presentations, a final research proposal and bibliography, and a longer (10-12 pp.) final research paper.

Prerequisites: The course is designed for junior and senior History majors; sophomores may enroll with instructor consent.

Enrollment Limit: 19

Enrollment Preferences: Restricted to History majors and sophomores planning to major in History

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

Attributes: HIST Group F Electives - U.S. + Canada

Spring 2025

SEM Section: F1 MWF 11:00 am - 12:15 pm Sara Dubow

HIST 302 (F) Islamic Law: Past and Present

Cross-listings: ARAB 243 / ASIA 243 / REL 243 / WGSS 243

Secondary Cross-listing

From fear of the Shari'a to its implementation in so called "Islamic countries," Islamic law is perhaps best associated with draconian punishments and the oppression of women. Islamic law is ever present in our public discourse today and yet little is known about it. This course is designed to give students a foundation in the substantive teachings of Islamic law. Islamic law stretches back over 1400 years and is grounded in the Quran, the life example of the Prophet Muhammad, and juridical discourse. Teetering between legal and ethical discourse, the Shari'a moves between what we normally consider law as well as ethics and etiquette. The course will explore four key aspects of the law: its historical development, its ethical and legal content, the law in practice, and the transformation of Islamic law through colonialism and into the contemporary. Specific areas we will cover include: ritual piety, family and personal status law, criminal law, and dietary rules.

Requirements/Evaluation: weekly responses, midterm essay, final essay

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: majors

Expected Class Size: 17

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 302(D2) ARAB 243(D2) ASIA 243(D2) REL 243(D2) WGSS 243(D2)

Attributes: HIST Group B Electives - Asia HIST Group E Electives - Middle East HIST Group P Electives - Premodern JLST Interdepartmental Electives

Fall 2024

SEM Section: 01 MR 1:10 pm - 2:25 pm Saadia Yacoob

HIST 304 (S) Sacred Custodians: Environmental Conservation in Africa (DPE)

Cross-listings: GBST 304 / ENVI 304 / AFR 335

Primary Cross-listing

In this seminar we will explore environmental conservation in Africa. In particular we will look at African ideas, ethics, and approaches to environmental conservation. Are there African ideas, ethics, and activities that are uniquely conservationist in nature? We will explore well-known African leaders to understand what spurred them to become conservationists, how they interpreted and communicated environmental crises. For example, Wangari Maathai is a world-renowned female scientist who established the Green Belt Movement in Kenya. This movement focuses on addressing the problem of de-forestation. Ken Saro-Wiwa was an activist in Nigeria who fought for and alongside local communities against multinational oil corporations. We will examine these and other African conservation practices alongside popular images of environmental crisis that place blame for environmental degradation on Africans. Students will be invited to critically study histories of environmental management on the continent and the emergence, development, and impact of the idea of conservation. We will unpack the rich histories of conservation efforts in Africa, such as resource extraction, game parks, desertification, wildlife and hunting, traditional practices, and climate change.

Requirements/Evaluation: Requirements/Evaluation: active participation in discussion, map quiz, reading reflections, critical reflections on films, a case study (5-7 pages), and one exam.

Prerequisites: None

Enrollment Limit: 25

Enrollment Preferences: If course is over-enrolled, preference to History Majors and students with a demonstrated interest in African studies.

Expected Class Size: 15-20

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 304(D2) GBST 304(D2) ENVI 304(D2) AFR 335(D2)

Difference, Power, and Equity Notes: This course will intensively explore the question of how various global and local actors have defined environmental degradation and promoted approaches to conservation in Africa. It guides students through an examination of the different power dynamics that have shaped environmental conservation thought and practices on the continent. This course, therefore, provides a critical lens through which to examine the inequalities rooted in race, gender, and other forms of difference

Attributes: ENVI Humanities, Arts + Social Science Electives HIST Group A Electives - Africa

Spring 2025

SEM Section: 01 TF 1:10 pm - 2:25 pm Benjamin Twagira

HIST 306 (F) Indigenous Narratives: From the Fourth World to the Global South (DPE) (WS)

Cross-listings: COMP 369 / ARAB 369 / GBST 369

Secondary Cross-listing

In the late 20th century, world literature has witnessed a "boom" in indigenous literature. Many critics and historians describe this global re-emergence of the subaltern and the indigenous in terms of literary justice fostered by post-colonial studies and the adoption of the Declaration of the Rights of Persons Belonging to National or Ethnic, Religious and Linguistic Minorities, by the UN General Assembly on December 18, 1992. In this course, we will investigate this "indigenous boom" by reading novels and short stories from the Americas, the Middle East and North Africa from the 1970s to the present. Through these trans-regional and trans-historical peregrinations, our principal goal will be to examine and compare narratives about conquest, settler colonialism, colonial nationalism, indigeneity, sovereignty, indigenous epistemology and philosophy. At the same time, we will consider the following questions: How did pioneering indigenous women writers, such as the Laguna Pueblo Leslie Marmon Silko in the US and the Mayan playwrights of La Fomma in Chiapas, Mexico lead the feminist front of the indigenous literary renaissance? How did Palestinian folktales, Amazigh poetics in the Maghreb, and Mayan dream narratives in Mexico and Guatemala produce narratives of decolonial history? What does the aesthetics of magical realism in Arabic, Quechua and Spanish, respectively, as evident in the works of the Kurdish writer Salim Barakat (Syria) and the mestizo writer José María Arguedas (Peru) tell us about the intersection of race, ethnicity, and indigenous epistemology? What is the connection between the recent "boom" of English translations of Indigenous texts and neoliberalism, multiculturalism and neo-colonialism? Ultimately, our goal is to trace how these texts contributed to global indigenous literature and the trans-historical and trans-geographical connections between them.

Requirements/Evaluation: active class participation, several short response assignments (3-4 pages), two film reviews (1 page), a performance project, and a final paper (7- to 10-pages)

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Comparative Literature majors

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 369(D1) HIST 306(D2) ARAB 369(D1) GBST 369(D2)

Writing Skills Notes: This course will enable students to write weekly while engaging with various forms of writing skills: articulating arguments in short response papers (3-4 pages each), developing visual criticism through writing two film reviews, (1 page each), journaling through writing a personal reflections on a performance project, and honing research language in producing a final paper of 7-10 pages. Instructor's feedback and peer review sessions will include review of drafts and argumentative structures.

Difference, Power, and Equity Notes: At the heart of this course is the history of global Indigenous struggle for liberation and decolonization. The various novels, short stories, poems, films and other texts that students will engage with narrate histories of colonial dispossession, racial oppression, economic subjugation and dehumanization of minoritized Indigenous communities in the Americas, North Africa and the Middle East.

Attributes: GBST Borders, Exiles + Diaspora Studies

Fall 2024

SEM Section: 01 MR 1:10 pm - 2:25 pm Amal Egeiq

HIST 307 (S) To Die For? Nationalism in the Middle East (DPE)

Cross-listings: ARAB 307

Primary Cross-listing

In 1932, or twelve years into his rule and twelve years after the establishment of Iraq, King Faysal I lamented that there were "no Iraqi people but only unimaginable masses of human beings, devoid of any patriotic idea, imbued with religious traditions and absurdities, connected by no common tie." This course will consider how true the King's statement still holds by evaluating the various attempts at state and nation building in the modern Middle East. Some of the more prominent questions that this course will examine include: What is a nation? What are the essential characteristics of a nation? Who are a people? Why are people ready to die for the nation? And who is included and excluded in the nationalist narrative? After assessing some of the more influential theories of nationalism, we will explore the historical experience of nationalism and national identity in Egypt, Israel, Turkey, Palestine, Iran, and Iraq. What has been at the basis of nationhood? How did European concepts of nation translate into the Middle Eastern context? What was the role of religion in these modern societies? How do traditional notions of gender effect concepts of citizenship? We will also explore some of the unresolved issues facing the various nations of the Middle East, such as unfulfilled nationalist aspirations, disputes over land and borders, and challenges to sovereignty.

Requirements/Evaluation: There will be several options to fulfill the requirements of this course including a weekly journal, oral exam or a final research paper (12-15 pages).

Prerequisites: None.

Enrollment Limit: 20

Enrollment Preferences: History and Arabic Studies majors, Global Studies concentrators, seniors, and students with a demonstrated interest in the Middle East.

Expected Class Size: 15

Grading: yes pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 307(D2) ARAB 307(D2)

Difference, Power, and Equity Notes: This course examines the power of the state to decide who is included and not included in the nationalist narrative. How does it seek to promote unity and how does it explain differences within and outside of society? Though nationalism can be a very powerful unifying factor, this course will also consider examples where nationalism has the opposite effect.

Attributes: HIST Group E Electives - Middle East

Spring 2025

SEM Section: 01 TF 1:10 pm - 2:25 pm Magnús T. Bernhardsson

HIST 308 (F) The Nile (DPE)

Cross-listings: ARAB 308 / GBST 320 / AFR 350 / ENVI 335

Primary Cross-listing

For millennia, the Nile River has sustained civilizations in eastern and northern Africa. It was on the banks of this river that the great Egyptian empires were founded that led to the building of some of humanity's most astounding structures and artworks. While the Nile seems eternal and almost beyond time and place, now in the 21st century, the Nile River is at a historical turning point. The water level and quality is dwindling while at the same time the number of people who rely on the river is ever increasing. This alarming nexus of demography, climate change, and economic development has led to increasingly urgent questions of the Nile's future. Is the Nile dying? How has the river, and people's relationship with it, changed over the last century? This course will consider the history of the Nile and its built and natural environment. After a brief overview of the role of the river in ancient Egypt, we will explore the modern political and cultural history of the Nile. By following an imaginary droplet flowing from tributaries until it makes its way into the Mediterranean Sea, we will learn about the diverse peoples and cultures along the way. We will evaluate the numerous attempts to manage and control the Nile, including the building of big dams, and the continuous efforts to utilize the river for economic development such as agriculture and the tourism industry. At the end of the semester we will consider the relationship of the major urban centers with the Nile and whether the tensions among Nile riparian states will lead to "water wars" in East Africa and the Middle East.

Requirements/Evaluation: short papers and final project/paper

Prerequisites: none, though background in Middle East history is preferable

Enrollment Limit: 19

Enrollment Preferences: History and Arabic Studies majors

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ARAB 308(D2) GBST 320(D2) AFR 350(D2) ENVI 335(D2) HIST 308(D2)

Difference, Power, and Equity Notes: The course fulfills the DPE requirement because it evaluates the differing experiences of the Nile among different cultural groups. It will evaluate how the central government is constantly trying to change how people use their water and therefore over-determine how people interact with their natural environment.

Attributes: HIST Group E Electives - Middle East HIST Group P Electives - Premodern

Not offered current academic year

HIST 309 (S) Fire and Ice: The History of Modern Iceland

How have a few wretched souls been able to survive on a frozen tundra in the middle of the north Atlantic for over 1100 years? This course will explore the curious history of Iceland, a small and unimportant country, that despite, or because of its geographic isolation and lack of any valuable natural resources, has been able to develop a distinct national and cultural identity. What lessons can be drawn from the historical experiences of Icelanders? The course will start with the paradigmatic sagas (Egil's and Njal's Saga) that have played an out-sized role in the development of Icelandic culture. Then we will assess the nation's independence, the impact of the world wars, the building of the modern welfare state, and how the country has fared through economic peaks and valleys. At the end of the semester, students will be able to understand the significance of the following phrases: "Fögur er hlíðin," "Deyr fé, deyr frændr," "Þetta reddast," "dugleg/ur," and "Áfram Ísland." This comprehension is, of course, very practical since 320,000 people understand the Icelandic language.

Requirements/Evaluation: short papers and final project

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: History majors

Expected Class Size: 15

Grading: yes pass/fail option, no fifth course option

Distributions: (D2)

Attributes: HIST Group C Electives - Europe and Russia

Not offered current academic year

HIST 311 Women Warriors, Colonial Soldiers, and Slave Armies: Soldiering and Warfare in African History (DPE)

Soldiering is one of the oldest professions in African history. Throughout the continent's long history, ordinary soldiers have risen to become kings, queens, presidents, and held other positions of significance. Soldiers in African history have hailed from diverse backgrounds, ranging from the enslaved to those from the nobility. Notable soldiers in African history have been both men and women. Certainly, in Africa as in other world regions there is a tendency to associate the military profession with men. Yet, there have been famous female military warriors in African history, some of the most famous ones being Queen Nzinga in the seventeenth century; the all-female military units in the kingdom of Dahomey, known for their rigor and being effective fighters; and, more recently, Alice Lakwena who commanded a rebellion that nearly brought down the Ugandan government in the late twentieth century. Some of the other themes which we will explore include how warfare was organized from the precolonial era to more recent times; the impact of changing technologies on warfare and the everyday life of armed soldiers; colonial conquest and the soldiers who fought for Europeans and those who resisted; recruitment criteria during the colonial period, and colonial military identities; service in the military as labor and rebellions and mutinies over pay and work conditions; the army and nationalism. Throughout the course we will challenge the enduring Western image and stereotype of Africa as a violent place by focusing on a) the changing conditions that have pushed individuals and communities to go to war, and b) by examining how Africans have initiated and resolved conflict. Students will analyze a variety of resources including soldiers' biographies, films, oral traditions, and archival sources that will help them to come up with their own arguments about the role of the soldiers and the military in Africa.

Requirements/Evaluation: active participation in discussion, map quiz, response papers, a short analytic paper (3-5 pages), presentation, and one research paper (8-12 pages).

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: if course is over-enrolled, preference to history majors and students with a demonstrated interest in African studies

Expected Class Size: 20

Grading:

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: This course examines the critical questions of how and why Africans have waged military campaigns, and how they have inspired others to join them. From the pre-colonial era to the present, all forms of military action in Africa were in many respects expressions of societal imbalances based on ethnicity, race, gender, generation, and class.

Attributes: GBST African Studies

Not offered current academic year

HIST 312 (S) The Mughal Empire: Power, Art, and Religion in India

Cross-listings: REL 312 / ASIA 312 / GBST 312

Primary Cross-listing

Established in the early 1500s, the Mughal Empire was one of the grandest and the longest to rule the Indian subcontinent for over three hundred years. Commanding unprecedented resources and administering a population of 100 to 150 million at its zenith--much larger than any European empire in the early modern world--the Mughals established a centralized administration, with a vast complex of personnel, money, and information networks. Mughal emperors were also political and cultural innovators of global repute. Moreover, while the Mughal dynasty was brought to an end with British colonial rule over India in 1857, the Mughal administrative structures and cultural influences continued to have a lasting impact on the British and later Indian states that followed. Centered around the intersection of the themes of power, patronage of art and architecture and religion, this course will ask: What factors contributed to the durability of the Mughal Empire for three centuries? How did global trade and innovations in taxation contribute to its wealth and stability? How did this dynasty of Muslim monarchs rule over diverse, and largely non-Muslim populations? How did they combine Persian cultural elements with regional ones to establish an empire that was truly Indian in nature? How were the Mughals viewed in their contemporary world of gunpowder empires like the Safavids of Persia and the Ottomans of Turkey? Readings will include the best of the recent scholarship on this vastly influential empire and a rich collection of primary sources, including emperor's memoirs, accounts of European travelers, and racy biographies, which will allow students make their own analysis. They will also have the opportunity to interpret paintings (some of which are held in the WCMA collections) and architecture. They will also discuss how the Mughals are remembered in South Asian film and music.

Requirements/Evaluation: participation, several short essays, one final paper

Prerequisites: none, open to first-year students with instructor permission

Enrollment Limit: 20

Enrollment Preferences: History majors and potential History majors

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

REL 312(D2) ASIA 312(D2) GBST 312(D2) HIST 312(D2)

Attributes: HIST Group B Electives - Asia HIST Group G Electives - Global History HIST Group P Electives - Premodern

Not offered current academic year

HIST 313 (F) The People's Republic: China since 1949

Cross-listings: ASIA 313

Primary Cross-listing

This course provides a close examination of the six decades of the history of the People's Republic of China, from the 1949 Revolution to the present day. Through readings and discussion, we will explore the multiple political, economic, social, and cultural factors that contributed to the idealism of the "golden age" of Communist Party leadership (1949-65), the political violence of the Cultural Revolution (1966-76), the profound transformation of the Reform Era (1978-present) as well as the motors of change in China today. Course materials will include films, novels, and ethnographies, as well as secondary analyses. Please note that this is a discussion seminar and not a survey course.

Requirements/Evaluation: active class participation, several short papers and a final research paper

Prerequisites: none (HIST 213 recommended)

Enrollment Limit: 25

Enrollment Preferences: junior and senior History and Asian Studies majors

Expected Class Size: 12-20

Grading: yes pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ASIA 313(D2) HIST 313(D2)

Attributes: GBST East Asian Studies HIST Group B Electives - Asia

Not offered current academic year

HIST 315 (F) Minorities and the State in Modern East Asia (DPE)

Cross-listings: ASIA 315

Primary Cross-listing

This course examines the relationships between minority peoples and the institution of the state in East Asia, focusing mostly but not exclusively on the early modern and modern periods (17th-20th centuries). We will explore the histories of the Ainu people of Japan, the "Small Peoples" of Russian Siberia, the Tibetan, Uighur and riverine communities of Mainland China, as well as the Hill Peoples of Southeast Asia. It also examines non-indigenous minority groups, such as conquest elites, mixed-race communities, and others. We will analyze how the transition to modernity, evolving understandings of race, gender, class, nation, the impact of imperialism and globalization all influenced the history of East Asian minority peoples. What, if anything, do all of these groups have in common? What do their histories reveal about the history of East Asia and of the countries in which they live? How are the lives of minority groups in East Asia changing today? What can their experiences reveal to us about the larger world? The class is structured as a reading-intensive seminar. Students will engage in and lead discussions, compose reading reaction papers and a final analytical essay. Students will be expected to use scholarly works in order to construct cogent, relevant arguments, which they will communicate both orally and in writing. Students will evaluate primary sources in order to engage with the people they study as directly as possible. Students will lead discussions on complex topics and develop as leaders and team members in professional settings. This course will present students with an opportunity to hone critical thinking and information literacy skills to a high level. All of you will have to analyze and process complex and often contradictory information, certainly in your personal lives and very likely in your professional lives.

Class Format: This discussion-intensive class requires students to lead several discussion sections during the semester.

Requirements/Evaluation: Map assignment, discussion participation, leading discussion (four times), three-page response essays (five times), final six-page research essay or presentation

Prerequisites: None

Enrollment Limit: 25

Enrollment Preferences: History majors, Asian Studies concentrators, then all others

Expected Class Size: 15-20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 315(D2) ASIA 315(D2)

Difference, Power, and Equity Notes: The study of East Asia's history is all too often conflated with the study of states, so that many less privileged histories are obscured. Chief among these are the histories of minority groups, who are often excluded from power. For this reason, this course puts the history of East Asia's many minority groups front and center in examining their multifaceted interactions with regional states, as well as the of ethnic, linguistic, religious, and regional identities

Attributes: HIST Group B Electives - Asia

Fall 2024

LEC Section: 01 TR 9:55 am - 11:10 am Viktor Shmagin

HIST 316 (S) A History of the Samurai

Cross-listings: ASIA 318

Primary Cross-listing

It is difficult to find a person unaware of the samurai. However, most people, both in Japan and abroad, engage with their idealized images rather than as an actual historical phenomenon. The aim of this course is to bring the samurai to life as a distinct status group that left an indelible mark on the history of Japan, and thereby to separate fact from fiction. We will also explore the creation of iconic images of the samurai, which continue to influence worldwide popular culture. We will use academic readings, primary sources, and other media to examine the samurai from their origins during the Heian period (8th to 12th centuries) to their official dissolution in the late 19th century. We will focus on their development as a special status group and explore how they managed to maintain their corporate identity for so long. We will trace the evolution of the samurai from rural

enforcers to territorial magnates to bureaucrats. This evolution affected and was affected by the development of samurai warfare, ethics, aesthetics, religious practices, ideas relating to gender roles and other aspects of samurai life, which we will explore. We will see how these ideas and practices mediated their relations with household, society, and government. Finally, we will examine why samurai status was abolished at the start of the Meiji period, and how former samurai transformed into modern citizens. Students will engage in discussion, write essays, and complete immersive historical simulation assignments.

Class Format: This class features a semester-long immersive historical simulation where students work in teams to create samurai clans and navigate historical, as well as historically plausible, scenarios.

Requirements/Evaluation: Class participation, map creation assignment, four 2-page essays, semester-long immersive simulation (Samurai clan creation), final: choice of 6-page essay or in-class exam

Prerequisites: None

Enrollment Limit: 25

Enrollment Preferences: History majors, Asian Studies concentrators, then all others

Expected Class Size: 15-20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 316(D2) ASIA 318(D2)

Attributes: HIST Group B Electives - Asia

Spring 2025

LEC Section: 01 MR 1:10 pm - 2:25 pm Viktor Shmagin

HIST 317 (S) Everyday Modernity in Japan

Cross-listings: ASIA 310

Primary Cross-listing

This course asks one overarching question: What is everyday life like in modern Japan? There, one often hears the words "modern" contrasted with "traditional." When talking about Japan itself, the former is usually coded as "western," and the latter as "Japanese." Many Japanese politicians and cultural authorities, with the help of Orientalist westerners, are happy to highlight this distinction to promote notions of Japanese uniqueness. However, though modernization in Japan did usher in tremendous, often traumatic changes, not every aspect of "modern" Japanese life came from the west, and not all western imports were/are unwelcome. Moreover, many cultural imports, such as concrete buildings and the consumption of red meat, are now interwoven into the fabric of daily life in Japan. This course examines the complex history of modernity in Japan within living memory, highlighting on its presence in the daily lives of ordinary residents of Japan. What do people eat? Where do they live? How do they think about themselves and their neighbors? We will start with the Pacific War (1937-45), but focus especially closely on postwar and contemporary Japan. We will first get a sense of the chronology and major themes in Japanese history from this time period, then explore five units, "sites of modernity" that zoom in on different but interrelated aspects of ordinary Japanese life: 1) Total War, 2) The City, 3) Work, 4) Food, 5) Race and Ethnicity. Sources and data will be drawn from scholarly works, videos, movies, websites, maps, brochures and ephemera, as well as other sources. Students will analyze these sources, discuss them and complete various assignments.

Requirements/Evaluation: Discussion participation, in-class exam, two 6-page analytic essays, job application assignment, syllabus unit design assignment

Prerequisites: None

Enrollment Limit: 25

Enrollment Preferences: History majors, Asian Studies concentrators, then all others

Expected Class Size: 15-20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 317(D2) ASIA 310(D2)

Attributes: HIST Group B Electives - Asia

Not offered current academic year

HIST 318 (F) Nationalism in East Asia

Cross-listings: PSCI 354 / ASIA 354

Secondary Cross-listing

Nationalism is a major political issue in contemporary East Asia. From anti-Japanese demonstrations in China, to tensions on the Korea peninsula, to competitive elections in Taiwan, to controversies in Japan about how history is portrayed in high school textbooks, national identity is hotly debated and politically mobilized all across the region. This course begins with an examination of the general phenomena of nationalism and national identity and their historical development in East Asia. It then considers how nationalism is manifest in the contemporary politics and foreign relations of China, Japan, South Korea, North Korea and Taiwan.

Requirements/Evaluation: 2-3 short papers; final exam

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: in the following order, seniors, juniors, sophomores, then first-years

Expected Class Size: 25

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

PSCI 354(D2) HIST 318(D2) ASIA 354(D2)

Attributes: GBST East Asian Studies HIST Group B Electives - Asia PSCI Comparative Politics Courses

Not offered current academic year

HIST 319 (F) Gender and the Family in Chinese History (DPE)

Cross-listings: ASIA 319 / WGSS 319

Primary Cross-listing

Although sometimes claimed as part of a set of immutable "Asian values," the Chinese family has not remained fixed or stable over time. In this course, we will use the framework of "family" to gain insight into gender, generation, and sexuality in different historical periods. Beginning in the late imperial period (16th-18th Centuries), we will examine the religious, marital, sexual, and child-rearing practices associated with traditional ideals of family. We will also examine the wide variety of "heterodox" practices that existed alongside these ideals, debates over and critiques of gender, family, and sexuality in the twentieth century and in China today.

Requirements/Evaluation: active participation in discussions and group work, short skills-based writing assignments (2-4 pgs) and short essays (5-7 pgs) leading toward a final paper (10-15 pages).

Prerequisites: none; open to first year-students with instructors permission

Enrollment Limit: 25

Enrollment Preferences: History and WGSS majors; Asian Studies concentrators.

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 319(D2) ASIA 319(D2) WGSS 319(D2)

Difference, Power, and Equity Notes: This course focuses on historical regimes of gender and sexuality in China and their transformations over time. Students will be asked to consider these regimes both on their own terms and in comparative perspective.

Attributes: GBST East Asian Studies HIST Group B Electives - Asia HIST Group P Electives - Premodern WGSS Racial Sexual + Cultural Diversity Courses

Not offered current academic year

HIST 321 (S) A Global History of Manga and Anime

Cross-listings: ASIA 321

Primary Cross-listing

Japanese comic books and cartoons are known throughout the world by their Japanese names: "manga" and "anime." This is no accident, but a reflection of their enormous global popularity. Why are they so popular? How can we use them as historical sources for Japanese history and society? What do they reveal about the place of Japan in today's global culture? How did these two phenomena emerge and develop, and how do they influence each other? This class will explore these and other related questions through readings, screenings, discussion, and original research. It will trace the evolution of manga and anime from traditional Japanese (*kibyoshi*, *ukyo-e* and *kawaraban*) and western (comic strips and Disney films) influences, and the explosion of their popularity after World War II. We will use manga and anime, especially "girls" (*shojo*) anime and manga as windows onto the intersection of Japanese and global society, economy and politics.

Requirements/Evaluation: class participation (assessed weekly), weekly prep/response assignments (12 total), 8-9 page research and class-reading based essays (2 total), original research presentation for final assignment (1 total).

Prerequisites: None

Enrollment Limit: 25

Enrollment Preferences: HIST majors, ASIA concentration students, then everyone else

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ASIA 321(D2) HIST 321(D2)

Not offered current academic year

HIST 325 (F) Faith and Profit in the Medieval Mediterranean

Cross-listings: REL 325

Primary Cross-listing

In many historical societies, there have been tensions between the demands of economic and religious life. What can I sell, what should I do with money, and how shall I interact with strangers? What is the relationship between religious ideals and the habits of everyday life? These questions can become especially acute when representatives of two or more competing belief systems interact with each other. The medieval Mediterranean provides numerous rich examples of societies and individuals facing these questions. In this class, we will look at how medieval Jews, Christians, and Muslims resolved these and other dilemmas in the market societies surrounding the Mediterranean basin, as they created their own forms of religious law and economic philosophy. In the process, we will gain a more profound understanding of the roots of modern debates about capitalism, property, and economic justice.

Requirements/Evaluation: Attendance and participation, two short papers, one final 12-15-page research paper

Prerequisites: None

Enrollment Limit: 25

Enrollment Preferences: Junior and senior History majors

Expected Class Size: 15-20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

REL 325(D2) HIST 325(D2)

Attributes: HIST Group C Electives - Europe and Russia HIST Group P Electives - Premodern

Not offered current academic year

HIST 326 (S) The Crusades: 1050-1550

The Crusades present a number of fascinating interpretive challenges for the historian. Were they a project of elites, or a genuine popular movement? Did they bring Latin Christians into closer dialogue with religious others, or did they foster greater intolerance and oppression? How did Muslims, Jews, and Eastern Christians respond to the Crusades? In this class, we will explore the Crusades as they were experienced by both the participants and their victims, in Europe, the Middle East, and North Africa. We will discuss the intellectual and political origins of the crusading movement, review the course of the expeditions to the Holy Land and elsewhere, and see how the idea of Crusade was used and abused by popes, kings and queens, poets, and intellectuals, for their own purposes for centuries. By the end of the class, students will have a sense of how the experience of crusading shaped not only internal European politics, but also relationships between Europe and the rest of the world.

Requirements/Evaluation: Attendance and participation in discussion, two short essays (5 pages), and one longer research paper (12-15 pages).

Prerequisites: None.

Enrollment Limit: 25

Enrollment Preferences: History Majors

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Attributes: HIST Group C Electives - Europe and Russia HIST Group P Electives - Premodern

Spring 2025

SEM Section: 01 MW 11:00 am - 12:15 pm Joel S. Pattison

HIST 327 (F) The Byzantine Empire, 330-1453 CE

To study the Byzantine empire is to expand and challenge our understanding of Europe's historical development from late Antiquity to the Early Modern period. The Byzantine state was much more than the surviving Roman empire, but rather fostered a new kind of civilization: Roman and Greek, Christian, yet deeply connected to pagan Antiquity, a multi-ethnic empire that also acted like a nation-state. Its capital was the largest city in Europe for nearly a millennium and it transmitted its unique form of Christianity to much of Eastern Europe and western Asia, yet it was often dismissed, in the minds of western European observers, as an embarrassing, decadent appendix to triumphalist Western history-- its archives plundered, its treasures looted, a historical orphan among the nationalist historiographies of the nineteenth and twentieth centuries, even its true name ("Rome/Romania") dismissed. In this class, we will examine the life and times of this medieval civilization, as we hear from its emperors, generals, monks, princesses and historians, who carried the ancient Roman empire into the fifteenth century, and whose legacy still inspires politicians, scholars, and artists today.

Requirements/Evaluation: Two short (5 page) papers, one research paper (12-15 pages), attendance and participation in discussions, short in-class presentation.

Prerequisites: No prerequisites, prior experience in medieval/ancient history helpful.

Enrollment Limit: 25

Enrollment Preferences: Preference given to junior and senior history majors.

Expected Class Size: 10-15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Attributes: HIST Group C Electives - Europe and Russia HIST Group P Electives - Premodern

Fall 2024

SEM Section: 01 TR 9:55 am - 11:10 am Joel S. Pattison

HIST 339 The German Democratic Republic: A Cultural History

This course is a history of the German Democratic Republic largely as experienced by its citizens. Using primarily cultural documents, novels, films, works of art, and documentaries, along with more traditional historical documents, the course will seek to reconstruct and analyze the experience of East Germans from 1945 until 1989 and beyond. Topics to be considered include the legacy of the Third Reich and the lost war, the founding of the socialist state, the impact of Marxist ideology on the lives of East Germans, the Ulbricht era, the impact of the building of the Wall in 1961, the

Honecker era and the emergence of the Stasi state, the end of the GDR in 1989, and the experiences of East Germans in unified Germany.

Requirements/Evaluation: Two interpretative essays and a longer final paper.

Prerequisites: None

Enrollment Limit: 25

Enrollment Preferences: History majors, seniors, juniors, sophomores, in that order

Expected Class Size: 25

Grading:

Distributions: (D2)

Attributes: HIST Group C Electives - Europe and Russia

Not offered current academic year

HIST 340 (F) Anticolonial Europe: A History of Transnational Solidarity (DPE)

This seminar examines the history and paradoxes of European anticolonialism from the turn of the twentieth century to the 1970s. By following the anticolonial networks that developed in four European cities -- Paris, London, Berlin, and Moscow, it interrogates how political activists -- from both the Global South and North -- collaborated to establish a more racially egalitarian world order. It evaluates how events such as the First World War and the formation of the UN transformed their collective political projects. Finally, it investigates the multiple intellectual and political traditions which activists drew upon to contest Europe's racialized hegemony. Students can expect to gain an introduction to the 20th century's European-based anticolonial movements, as well as methods of transnational and global history.

Requirements/Evaluation: Class participation, one 5-7-page historiographical essay, and one 10-12-page research paper

Prerequisites: None

Enrollment Limit: 25

Enrollment Preferences: History majors, seniors, and then juniors

Expected Class Size: 25

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: This course investigates the legacies of Europe's racialized hegemony. Students learn about how anticolonial activists in the twentieth century navigated questions of class, race, and national identity. Additionally, they learn how historians have used different historical methodologies to write the history of anticolonialism more inclusively.

Attributes: HIST Group C Electives - Europe and Russia

Not offered current academic year

HIST 341 (S) The European Enlightenment

What was the Enlightenment? More often invoked than understood, the European Enlightenment can seem like a riddle wrapped in a mystery inside an enigma. Although a product of pre-revolutionary Europe's old monarchical regime, it has become a symbol of modernity. Although secular, its exponents thought natural science compatible with the existence of God and with (certain forms of) religion. Even as the world became increasingly interconnected, Enlightenment thinkers posited that European culture was different than--and superior to--any other. And, in the bitterest irony of all, Enlightenment writers produced powerful new theories of natural rights during the high-water mark of the Atlantic slave trade. Despite or because of these complexities, the Enlightenment remains a crucial chapter in the intellectual history of Europe, and an unavoidable legacy for anyone interested in secular traditions of Western thought. Combining methods from intellectual history, the history of knowledge, and the history of the book, this seminar will take the Enlightenment's measure. Our fundamental commitment will be to reading primary sources, and whenever possible to studying original printed editions in Williams College's Chapin Library. We will consider both the material form that authors and printers gave both massive tomes and slender pamphlets, and the new publics that spaces such as coffeehouses, print shops, and salons generated. A special focus will be Chapin's newly acquired copy of the *Encyclopédie* of Denis Diderot and Jean le Rond d'Alembert, the first modern encyclopedia and a triumph of intellectual collaboration as well as of printing. Throughout, we will ask: what were the Enlightenment's achievements and its limits? And what is its legacy in the twenty-first century? Sources to be read include Leibniz, Bayle, Madame du Châtelet, Rousseau, Voltaire, and Wollstonecraft.

Requirements/Evaluation: Attendance and participation; one short essay; one longer final essay; final presentation. In addition to reading in preparation for class, students will be expected to make frequent visits to Special Collections to view original materials.

Prerequisites: No prerequisites, but prior coursework in premodern history, literature, or philosophy is encouraged.

Enrollment Limit: 25

Enrollment Preferences: History majors; students with relevant prior coursework in English, History, Philosophy, or Political Theory.

Expected Class Size: 12

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

Attributes: HIST Group E Electives - Middle East HIST Group P Electives - Premodern

Spring 2025

SEM Section: 01 W 1:10 pm - 3:50 pm Alexander Bevilacqua

HIST 342 (S) At the Crossroads of Race and Nation: Borders and Frontiers in Latin America and the Caribbean (DPE)

When we think about the politics of borders and migration, we usually imagine the contentious U.S.-Mexico border. Seldom do we care to think about the numerous borders across Latin America and the Caribbean that are currently at the heart of our present refugee and migrant crises. This course will examine the history of borders and frontiers in Latin America and the Caribbean and how they were pivotal to Latin American racial and state formations and nation-building processes. This course will consider how borders and frontiers, as both a geographical demarcation and an imaginative conceptualization of difference, created overlapping and competing visions of race, racism, identity, belonging, and social marginalization. Beginning with the tumultuous Latin American independence movements of the nineteenth century and ending with Latin America in the twenty-first century, we will analyze the different creation of borders and frontiers to make sense of today's migration and border control crises. This course will give particular attention to the themes of racial stratification, authoritarianism, nationalism, imperialism, and citizenship.

Requirements/Evaluation: Class participation, two short (3-4 page) papers, and a final (10-12 page) paper

Prerequisites: None

Enrollment Limit: 25

Enrollment Preferences: Preference to History majors and LATS concentrators

Expected Class Size: 15-20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: This course centers on how categories of racial, cultural, linguistic, and phenotypical differences commanded modern projects of state formation and nation-building. Through readings, class discussions, and writing assignments, we reflect on how Latin American subjects living through the constructions of borders and frontiers negotiated categories of difference. Special attention will be paid to how anti-slavery, working-class rights and anti-racism approached the question of difference.

Attributes: HIST Group D Electives - Latin America + Caribbean

Not offered current academic year

HIST 343 (S) Student Movements, Youth Politics, and the University in Modern Latin America and the Caribbean (DPE)

Students and universities in Latin America and the Caribbean possess a unique and unusual ability to politically mobilize and shape their society's political culture. Unlike the university system in the United States, students in universities across Latin America have voting power in their university's bureaucracies, hold positions of power in the governing structures of the university, and garner vast political support and moral legitimacy from their nation's citizens. In fact, most Latin American icons of political revolution like Fidel Castro, Salvador Allende, and Subcomandante Marcos, emerged from the radicalizing spaces of the Latin American university. This course examines the political, cultural, and social history of the university's evolution in Latin American and Caribbean history from the nineteenth to the twentieth century. This course will consider how student politics, the university as a geographic space of political socialization, and their relationship to the larger swath of their nation's population were central to the political and social history of modern Latin America and the Caribbean.

Requirements/Evaluation: Class Participation will count as 25% of the grade; each of two 3-4 page papers will count for 25%; and the final 10-12 page paper will also count for 25%

Prerequisites: Open to all students

Enrollment Limit: 19

Enrollment Preferences: Juniors and Seniors are preferred

Expected Class Size: 19

Grading: yes pass/fail option, no fifth course option

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: This course centers on how student politics and the university created dialogues about Latin American racial systems, authoritarian violence, and gender and class inequalities. Through readings, class discussions, and writing assignments, students reflect on how Latin American youth and student politics ignited novel discussions on categories of difference, even as they remained tied to their class prejudice.

Attributes: HIST Group D Electives - Latin America + Caribbean

Spring 2025

SEM Section: 01 TF 1:10 pm - 2:25 pm Rene R. Cordero

HIST 347 (S) Democracy and Dictatorship in Latin America (DPE)

The scarcity of stable and democratic governments in Latin America has frustrated observers across the region and beyond for almost 200 years. This course will examine the historical creation of both democratic and anti-democratic regimes in different national cases, seeking to identify the conditions that have fostered the apparent persistence of dictatorial tendencies as well as diverse forms of pro-democratic and social justice activism. Our main cases will be Brazil, Argentina, Mexico, Peru, and the countries of Central America, but we will address the region as a whole. In this regard we will look at the social and economic forces as well as the political actors and ideologies that have contributed to distinct, if often parallel, outcomes. At the same time, we will also question the criteria we use to label regimes "democratic" or "dictatorial"--and the implications of our choice of criteria.

Requirements/Evaluation: class participation, response papers, two short papers, and a longer (10-page) final essay

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: History majors

Expected Class Size: 22-25

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: This course examines the production of unequal power relations along racial/ethnic, gender, national, and regional lines. Furthermore, it analyzes the creation of diverse--and biased--categories by which Latin Americans and their political movements and systems have been evaluated since the nineteenth century.

Attributes: GBST Latin American Studies HIST Group D Electives - Latin America + Caribbean LATS Countries of Origin + Transnationalism Elect

Not offered current academic year

HIST 352 (F)(S) American Maritime History (DPE) (WS)

Cross-listings: CAOS 352

Secondary Cross-listing

This course explores themes in American maritime history from the colonial era to the 21st century. We will consider the dynamic relationship between the sea and American life, and the broad influence that each has had on the other. This relationship led to interactions with the water as a highway for the transportation of not just people and goods, but powerful new forces and ideas. The water creates a unique space for the formation of new communities and identities, while also acting as an important, and often exploited, resource. We will sample from different fields of inquiry including labor, environmental, cultural, and political history to gain a deeper understanding of diverse people's complex interactions with the oceans and seas.

Class Format: Seminars, discussions, and field seminars

Requirements/Evaluation: Participation in class discussions, activities, and presentations, regular papers, and a final independent research project

Prerequisites: None

Enrollment Limit: 27

Enrollment Preferences: If course over-enrolls, preference will be given to sophomores and juniors

Expected Class Size: 22

Grading: no pass/fail option, no fifth course option

Unit Notes: Offered only at Mystic Seaport

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 352(D2) CAOS 352(D2)

Writing Skills Notes: Students must complete regular writing assignments including a final 10- to 15-page paper. Additionally, students will participate in several in-class writing workshops and peer critiques. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: Maritime activity has long provided opportunities for some while creating tremendous hardships for others. From the slave trade and the encounters between native and European mariners to the power wielded by multi-national shipping conglomerates, this course investigates contests over power, empire, and capitalism as they played out on the maritime stage.

Attributes: AMST Space and Place Electives ENVI Humanities, Arts + Social Science Electives EXPE Experiential Education Courses HIST Group F Electives - U.S. + Canada HIST Group P Electives - Premodern

Fall 2024

SEM Section: 01 MW 9:00 am - 10:15 am Sofia E. Zepeda

Spring 2025

SEM Section: 01 MW 9:00 am - 10:15 am Sofia E. Zepeda

HIST 361 (F) The Atlantic World: Connections, Crossings, and Confluences (DPE)

Cross-listings: AMST 360 / CAOS 361

Primary Cross-listing

This course considers the Atlantic World as both a real place and a concept: an ocean surrounded and shaped by diverse people and communities, and an imagined space of shared and competing affiliations. Moving from "time out of mind" to the early nineteenth century, it examines ecological, cultural, political, economic, intellectual, and spiritual transits as well as exchanges among Indigenous/Native American, African and African American, Asian and Asian American, and Euro-colonial people. It introduces conceptual dimensions of this Atlantic paradigm and case studies that illuminate its human subtleties, with the goal of examining "early American" histories through transnational and transoceanic lenses. The course takes an interdisciplinary approach to these intertwined histories, and reckons with how the very construction of "history" has, at different turns, affected what is shared, known, valued, and commemorated--or overwritten, denied, or seemingly silenced. Attentive to the structures of power that inflect every part of Atlantic histories, it offers specific ethical frameworks for approaching these topics. Blending methods grounded in oral traditions and histories, place-based knowledge systems, documentary/written archives, songs, archaeology, material culture, and other forms of expression and representation, it invites class members to revisit the nature and meanings of these connected spaces. The course consistently connects historical experiences with the twenty-first century, and how communities today are grappling with the afterlives and ongoing effects of these Atlantic pasts through calls to action for reparations, repatriation and rematriation, Land Back, climate justice, and other forms of accountability. The course also provides an opportunity to engage with original materials pertaining to Atlantic World histories in the Williams College Archives/Special Collections and Art Museum.

Requirements/Evaluation: active participation in class discussion, several short essays based on readings and discussion topics, museum/archives assignment, final essay/project

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: If the course over-enrolls, preference is for sophomore, junior, and senior History and American Studies majors

Expected Class Size: 25

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 360(D2) HIST 361(D2) CAOS 361(D2)

Difference, Power, and Equity Notes: This course examines the formation and articulation of racial, ethnic, cultural, and other forms of difference across the Atlantic World, and ways that people from Indigenous, African/American, and Asian/American communities have engaged with and challenged European colonization. It devotes substantial time to critical methodologies that re-center voices oftentimes treated as "silenced" or "absent" in colonial literatures, and helps students build fluencies in approaching and interpreting them.

Attributes: GBST Borders, Exiles + Diaspora Studies HIST Group F Electives - U.S. + Canada HIST Group G Electives - Global History HIST Group P Electives - Premodern

Fall 2024

SEM Section: 01 TR 9:55 am - 11:10 am Christine DeLucia

HIST 364 (S) Asia and Asian Americans During the Cold War (DPE)

Cross-listings: AAS 364 / AMST 384

Primary Cross-listing

This course traces how American geopolitical interests and involvement in Asia during the Cold War affected Asian Americans. It examines the history of the Cold War as a period of U.S. imperial expansion as well as a time when various actors and organizations, especially those of Asian descent, harnessed the East-West rivalry to advance their own agendas. We will consider how diverse diplomatic strategies including militarization, educational exchange, and immigration reform shaped East, South, and Southeast Asian migrations to and settlement in the United States and the social and material lives of these diverse communities. Case studies include transnational adoptees from Korea, Hmong and Vietnamese refugees in the U.S. and across Guam and Israel-Palestine, Black, Latinx, and Asian American activists who traveled to Vietnam, educated Indian and Pakistani immigrants, and American-born individuals of Japanese ancestry in Japan. We will also explore how individuals of Asian descent leveraged Cold War geopolitics and forged cross-ethnic, cross-class alliances to advocate for social change both at home and abroad.

Requirements/Evaluation: Attendance and active participation in discussion, three response papers (3-4 pages), and final research paper (12-15 pages), as well as topic proposal, annotated bibliography, outline, and draft of the final paper

Prerequisites: None

Enrollment Limit: 25

Enrollment Preferences: History majors and Asian American studies concentrators

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 364(D2) AAS 364(D2) AMST 384(D2)

Difference, Power, and Equity Notes: This course will examine how various global and local actors competed for power in Asia and the U.S. during the Cold War. It will consider how new political and economic decisions by policymakers created and reinforced inequalities rooted in race, gender, class and other forms of difference. It will also examine how grassroots changemakers, whom we know little about, creatively and comprehensively navigated and changed the political and social landscapes in and outside of the U.S.

Attributes: HIST Group F Electives - U.S. + Canada

Spring 2025

SEM Section: 01 W 7:00 pm - 9:40 pm Hongdeng Gao

HIST 366 (F) What They Saw in America

Cross-listings: SOC 244 / AMST 244

Secondary Cross-listing

This course traces the travels and writings of important observers of the United States, including Alexis de Tocqueville, Max Weber, G.K. Chesterton, Sayyid Qutb, and Wang Huning. The course will consider their respective journeys: Where did they go? With whom did they talk? What did they see? The historical scope and varying national origins of the observers provide a unique and useful outsider's view of America--one that sheds light on persisting qualities of American national character and gives insight into the nature and substance of international attitudes toward the United States

over time. The course will analyze the common themes found in the visitors' respective writings about America and will pay particular attention to their insights on religion, democracy, agrarianism, capitalism, and race.

Requirements/Evaluation: A midterm examination, two short essays, and a final paper.

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: Priority given to Sociology, History, Anthropology, and American Studies majors.

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

SOC 244(D2) HIST 366(D2) AMST 244(D2)

Attributes: HIST Group F Electives - U.S. + Canada

Fall 2024

SEM Section: 01 MR 1:10 pm - 2:25 pm James L. Nolan

HIST 367 (S) Black History is Labor History (DPE) (WS)

Cross-listings: AFR 367

Primary Cross-listing

This seminar explores labor history in relation to black people, spanning the colonial period to the early twenty-first century. It racializes the history of work by tracing the long story of black labor in the U.S. from the plantation to the plant. Whereas the bulk of the course will analyze black labor and labor movements in the twentieth century, specifically focusing on the push for economic inclusion and mobility amid employment, societal and union-related racial discrimination, we will examine what involuntary black labor meant in the context of slavery and the construction of a capitalist economy. Likewise, we will devote attention to black workers with regard to such topics as antiunionism, deindustrialization, economic inequality, Fordism, informal economies, Jim and Jane Crow, labor radicalism and violence, New Deal and welfare, the rise of civil rights unionism, and slavery and capitalism, among other themes.

Requirements/Evaluation: Students are expected to participate actively and will write two comparative essays (5-7 and 6-8 pages) and two primary source analyses (1-2 pages), all of which will be letter-graded and returned with comments. In addition, students will write a final research paper (10-12 pages) in consultation with the instructor and will be required to submit a topic proposal and outline, an annotated bibliography, and a peer-reviewed draft of the final paper.

Prerequisites: Recommended for students with sophomore standing or above and first-year students who both have taken a 200-level history course and have received instructor permission to enroll into the course.

Enrollment Limit: 25

Enrollment Preferences: HIST and AFR majors followed by students with sophomore, junior, or senior standing. If the course is overenrolled, students will be given a questionnaire and only first-year students who have completed a 200-level history course will be enrolled.

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 367(D2) AFR 367(D2)

Writing Skills Notes: Students will be required to write two comparative essays (5-7 and 6-8 pages) and two primary source analyses (1-2 pages), all of which will be letter-graded and returned with comments. In addition, students will write a final research paper (10-12 pages). Throughout the semester, these writing assignments will total roughly 22-30 pages. Students can expect to have line-edited feedback on their papers with substantial and timely, writing-related suggestions for improvement.

Difference, Power, and Equity Notes: This course racializes the study of labor history, focusing on black people and their experiences in the United States from the plantation to the plant. It challenges students to confront and to redefine what it means to labor, grasping how slavery, segregation, and systemic inequalities amid black people's pursuit of citizenship, equality, and freedom have shaped their economic, political, and social conditions

and identities.

Attributes: HIST Group F Electives - U.S. + Canada

Spring 2025

SEM Section: 01 MR 1:10 pm - 2:25 pm Tyran K. Steward

HIST 369 (S) Policing, Punishment, and Protest in African American History

Cross-listings: AFR 377

Primary Cross-listing

This seminar will examine the development of the criminal legal system in the United States from the early republic to the present. Topics of study will include legacies of racial slavery; convict leasing; dynamics of gendered state violence; police tactics and technologies; the Great Migration and its impact on policing in the urban North; prisoner rights movements; urban rebellions; law and order politics; the Wars on Crime and Drugs and the rise of mass incarceration. This course will pay particular attention to the distinct relationships between domestic regimes of policing and imprisonment and various Black political struggles. By placing these topics in conversation with the history of African American life and politics, this course seeks to highlight the ways in which the criminalization of Black people has circumscribed Black citizenship and inspired successive insurgent movements for reform of the American carceral system.

Requirements/Evaluation: Students will be graded on class participation, reading responses, an Op-Ed paper (1200-1500 words), a book review (5-7 pages). In addition, students will work in groups to develop a podcast related to course themes.

Prerequisites: None

Enrollment Limit: 25

Enrollment Preferences: History and Africana Studies majors

Expected Class Size: 15-20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 377(D2) HIST 369(D2)

Attributes: HIST Group F Electives - U.S. + Canada

Spring 2025

LEC Section: 01 MR 1:10 pm - 2:25 pm Andrew L. Grim

HIST 371 (S) The City in African American History

Cross-listings: AFR 383

Primary Cross-listing

This course will explore African American urban life in the twentieth century. In particular we will examine the complicated role that cities have played in African American history, serving simultaneously as sites of exclusion and exploitation, and as sites of community organizing and institution building. Through engaging with a variety of case studies, students will examine the ways that African American struggles for equality and self-determination have shaped, and been shaped by, the urban environment in the modern US. Topics of study will include the Great Migration; redlining, real estate, and residential segregation; crime, policing, and surveillance; suburbanization, urban divestment, and the "urban crisis"; municipal politics and policy making.

Requirements/Evaluation: Active participation in class discussion, three 5-6 page essays, a digital history exercise, and a final 8-10 page independent research paper

Prerequisites: None

Enrollment Limit: 25

Enrollment Preferences: Preference to History majors and Africana Studies majors

Expected Class Size: 15-20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 371(D2) AFR 383(D2)

Attributes: HIST Group F Electives - U.S. + Canada

Not offered current academic year

HIST 372 (F) The North American West: Histories and Meanings

This course will explore the various and contested histories of the geographical region in North America that Americans often call "the West." With porous boundaries; changing empires and national borders; an extraordinarily diverse mix of peoples; and most importantly, continuous Indigenous presence to the present day, this region poses foundational questions about the construction of American history. What if, from the vantage point of the 1780s, we look not at the founding of the United States in the East but at the elaboration of the Spanish mission system in California and other parts of the Southwest? What if, instead of understanding "the West" as a place that people migrated "to" from "the East," we think about "the West" as a place diversely inhabited for thousands of years that experienced very sudden and violent forms of military conquest and settler colonialism, as well as waves of migration from many different compass points around the globe? And where do Americans narratives of western "individualism" fit into the histories of massive federal interventions in "the West"? We will take up these and many other questions as we examine topics from the era before Europeans arrived in North America to the present day.

Requirements/Evaluation: class participation; 3 brief writing assignments (2-4 pages); one 6-8 page research paper, based on a visual source; 24-hour take-home exam.

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: History majors and students who have taken previous History courses.

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Attributes: AMST Space and Place Electives HIST Group F Electives - U.S. + Canada HIST Group P Electives - Premodern

Fall 2024

SEM Section: 01 TF 2:35 pm - 3:50 pm Karen R. Merrill

HIST 376 (F) Sex, Gender, and the Law in U.S. History (DPE)

Cross-listings: WGSS 376

Primary Cross-listing

This course explores that ways in which the law has defined and regulated gender and sexuality in the United States, and the ways that individuals have experienced and responded to those definitions and regulations. We will evaluate how the law has dictated different roles for men and women, how sexual acts have been designated as legal or illegal, and the ways that race, class, and nationality have complicated the definition and regulation of gender and sexuality. This course examines how assumptions about gender and sexuality have informed the creation and development of American law and the changing meanings of citizenship; considers how laws regulating sex and gender have yielded varied effects for men and women across race and class divides, challenging some differences while naturalizing others; and assesses the power and shortcomings of appeals to formal legal equality waged by diverse groups and individuals. Throughout the course, we will consider the various methodologies and approaches of the interdisciplinary field of legal history. Topics to be covered will include the Constitution, slavery, marriage, divorce, custody, inheritance, immigration, sexual violence, reproduction, abortion, privacy, suffrage, jury duty, work, and military service.

Requirements/Evaluation: four papers, including three short (3-5-pages) papers, and one final paper of 8-10 pages

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: History majors, Women's, Gender and Sexuality Studies majors

Expected Class Size: 20

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 376(D2) HIST 376(D2)

Difference, Power, and Equity Notes: This course fulfills the DPE requirement because it examines the legal, social, and political constructions and theorizations of difference, power, and equity. It examines the ways that individuals and groups have organized across various axes of difference to fight for legal equality, and explores how those individuals and groups have experienced legal equality and legal inequality in varied ways.

Attributes: HIST Group F Electives - U.S. + Canada JLST Interdepartmental Electives

Fall 2024

SEM Section: 01 MW 11:00 am - 12:15 pm Sara Dubow

HIST 377 (F) A Global History of Mass Dictatorship (DPE)

What if the majority supports dictatorship? Is it dictatorship or democracy? How far is the contemporary American democracy from Alexis Tocqueville's observation of America as the 'tyranny through masses'? What's the dividing line between democracy and dictatorship? How could the communist regime use the metaphor of 'people's democracy' to justify the proletarian dictatorship? How distant is Mao Zedong's 'dictatorship by the masses' from the plebiscitary democracy? How different is the French Jacobin's 'Sovereign dictatorship' from the Fascist's 'new politics' based on popular sovereignty? How different is Jacobin's 'totalitarian democracy (Jacob Talmon)' from the Cold War paradigm of totalitarianism? 'Mass dictatorship' as a historical oxymoron is a hypothetical answer to those questions. This course is designed to encourage students to respond independently to those questions. Putting comparatively diverse dictatorships, including fascism, Nazism, Bolshevism, Maoism, developmental dictatorships, and (neo-)populisms in a global historical perspective, this seminar course would raise doubt about the conventional binary of democracy and dictatorship and problematize the Western democracy. This course is motivated by "how to democratize contemporary democracy." As a participatory observer of the American presidential election 2024, we will investigate a global history of mass dictatorship with a critical gaze.

Requirements/Evaluation: Class participation: 30%; Pop quizzes: 20%; There will be four quizzes. Each quiz, five points worth, contains questions about recent readings, lectures, discussions, and other class discussions. Final Essay: 50%; Instructions will be given in class several weeks in advance. The final essay needs to be written as an answer with two tiers of argument and supportive examples. The length is about 2,000 words.

Prerequisites: None

Enrollment Limit: 25

Enrollment Preferences: GBST concentrators and HIST majors

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: Taking a global, comparative approach, this course evaluates the experiences of people on different continents with dictatorships and how these authoritarian systems and regimes operate differently in each context.

Attributes: GBST East Asian Studies GBST Latin American Studies GBST Middle Eastern Studies GBST Russian + Eurasian Studies GBST South + Southeast Asia Studies HIST Group G Electives - Global History

Fall 2024

SEM Section: 01 W 7:00 pm - 9:40 pm Jie-Hyun Lim

HIST 383 (F) Religion and American Capitalism

Cross-listings: REL 283

Secondary Cross-listing

Was Jesus a revolutionary socialist or a savvy salesman? Does capitalism bring prosperity to the virtuous or lead us to worship Mammon? Shall the meek inherit the earth or should the hand of the diligent rule? Is it holy to be poor or is prosperity our moral duty? These questions have long preoccupied religious believers, and their changing answers have transformed the history of American capitalism. This course invites students to study that history, from the early 19th century to the present. It will cover such topics as: utopian communes; the political economy of slavery; working-class

religion and labor organizing; Christian and Jewish socialism; big business and the Prosperity Gospel; 'New Age' spirituality and the counterculture; liberation theology and racial capitalism; and conservative Christianity in the age of Wal-Mart and Chick-Fil-A.

Requirements/Evaluation: Participation in group discussion; five response papers (300-400 words); two essays (4-6 pp); final research paper (8-10 pp).

Prerequisites: None; open to all students.

Enrollment Limit: 15

Enrollment Preferences: Religion and History majors.

Expected Class Size: 15

Grading: yes pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

REL 283(D2) HIST 383(D2)

Attributes: HIST Group F Electives - U.S. + Canada

Not offered current academic year

HIST 384 (F) Comparative History of Science and Medicine in Asian/Pacific America, 1800-Present (DPE)

How have scientific knowledge and medicine been tools of exclusion, violence, and imperial control against Asian Americans, as well as indigenous peoples, Black, Latinx, and white migrants, and their descendants? How have these groups negotiated and resisted encounters with such knowledge from the 19th century to the present? This seminar explores these questions by examining a series of case studies--including American colonial medicine and science in the Philippines and Hawai'i, Cold War migration of Chinese scientists and South Asian doctors to the U.S., and the politics of HIV/AIDS, psychiatry, and culturally competent care in Black, Asian, and Cuban migrant communities. Together, we will survey the literature in history, English, Global Health, Sociology, and other fields and consider how the Asian/Pacific American experience in science and medicine has been integral to, as well as informed by, the experiences of other groups in the transpacific world. Students will leave this course with interdisciplinary tools for understanding present-day health inequities in underserved Asian/Pacific American communities and other marginalized groups.

Requirements/Evaluation: Attendance and active participation in discussion, three response papers (3-4 pages), and final research paper (12-15 pages), as well as topic proposal, annotated bibliography, outline, and draft of the final paper

Prerequisites: None

Enrollment Limit: 25

Enrollment Preferences: Preference to History majors, Asian American Studies concentrators, and Public Health concentrators

Expected Class Size: 20-25

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: This course explores how knowledge about science and medicine has been constituted and remade over time by various groups in the transpacific world to exert power over others on the structural, community and individual levels. We will also consider how individuals who experienced violence and inequities as a result of encounters with such knowledge challenged definitions and practices of science and medicine.

Attributes: AAS Core Electives HIST Group F Electives - U.S. + Canada PHLH Social Determinants of Health

Fall 2024

SEM Section: 01 W 7:00 pm - 9:40 pm Hongdeng Gao

HIST 385 (F) Latinx Activism: From the Local to the Transnational (DPE) (WS)

Cross-listings: LATS 385

Primary Cross-listing

Latinas/os/x's have long sought inclusion in the U.S. polity and society, while the meanings of inclusion and the means to achieve it have shifted historically. For Latinxs, activism is often shaped by the specific dynamics of each group's migration to the United States and by their arrival into a particular context. Home country politics and transnational connections can remain important. Yet local activism to meet immediate needs and to

address critical issues becomes important as well. Working within existing structures, Latinx communities have at times questioned and challenged those existing structures, as activists have addressed a wide variety of often intersecting issues. This course roots itself in the historical progression of Puerto Rican and Mexican-American activism, before turning to the social and political movements of the late 1960s and 1970s, as shaped by Puerto Ricans, Chicanos/as, Cubans, and Dominicans. The 1980s witnessed increased immigration from several Central and South American countries, arriving in the context of reactions to those political and social movements, as well as increased U.S. intervention in their countries of origin--a context that again shaped both local and transnational activism. Students' final projects will be anchored within this historical framing and within the lens of local and transnational activism, while moving forward in time to consider more contemporary dimensions of Latinx activism.

Class Format: This is a discussion-based and writing intensive course, so reading and full participation is important. Students will be expected to read each other's work and to provide thoughtful and constructive feedback.

Requirements/Evaluation: Class participation and presentations; several 3-4 page essays; final paper of 12-15 pages, as well as proposal, bibliography, and drafts

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: History majors and Latina/o Studies concentrators, seniors

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

LATS 385(D2) HIST 385(D2)

Writing Skills Notes: Several writing assignments of 3-4 pages provide the foundation for 12-15 page final papers. In consultation with the professor, students select a topic and submit a 3-4 page proposal with a bibliography. Students submit a draft for a workshop session with other students. A final presentation is another opportunity to hone arguments and use of evidence, as well as to receive feedback on revised drafts from the professor.

Difference, Power, and Equity Notes: This course examines how Latinx communities have sought inclusion in U.S. society and polity, in the face of marginalization based on race, ethnicity, class, gender, sexuality, and/or political perspective, as well as other intersecting markers of difference. Questions of difference, power, and equity are analyzed at the structural, community, and individual levels.

Attributes: HIST Group F Electives - U.S. + Canada LATS Core Electives

Not offered current academic year

HIST 388 (S) Decolonization and the Cold War (DPE)

The second half of the twentieth century came to be defined by two distinct, yet overlapping and intertwined phenomena: the Cold War and decolonization. In the two decades that followed the end of WWII, forty new nation-states were born amidst the bipolar struggle for global supremacy between the Soviet Union and the United States. Those new nations were swept up in the Cold War competition in ways that profoundly influenced their paths to independence and their postcolonial orders, but they often had transformative effects on the Soviet-American rivalry as well. In this course, students will focus on two related questions: How did decolonization influence the Cold War and the international behavior and priorities of the two superpowers? And what impact did the Cold War exert on the developing states and societies of Asia, Africa, the Middle East, and Latin America? Course materials will consist of scholarly texts, primary sources, and films.

Requirements/Evaluation: class participation, several short papers, and a 10- to 12-page final paper

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: History majors; juniors and seniors

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: This course is fundamentally concerned with dynamics of unequal power and social change that occurred during the post-WWII process of decolonization that unfolded in tandem with the Cold War. Students examine these shifting power relations from the perspectives of a wide range of actors in the Global South, the United States, the Soviet Union, China, and Europe. They come away with a sense of how the processes under study contributed to the makeup of today's world.

Attributes: GBST South + Southeast Asia Studies HIST Group G Electives - Global History LEAD American Foreign Policy Leadership

Spring 2025

SEM Section: 01 MW 11:00 am - 12:15 pm Jessica Chapman

HIST 396 (F) The Pivotal Decade--The 1970s Origins of Contemporary America

Cross-listings: LEAD 396

Primary Cross-listing

Often overshadowed by the long 1960s and the conservative ascendancy of the 1980s, the 1970s provides an important transitional moment for the United States. It was also a decade fraught with contradictions. On the one hand, Americans experienced widespread disillusionment with the power of the federal government to promote and protect the minority from the majority. Historians seeking to understand the collapse of the welfare state or the origins of white resistance to civil rights' initiatives often point to the 1970s as the time when the federal government shifted the burden of the social welfare system onto the market, state and local governments, and onto poor people themselves. And yet, the 1970s also saw an explosion of progressive social activism, as the women's movement, the gay rights movement, and the environmental movement, among others, all came into their own. Likewise, this was a time when U.S. realignment internationally and military overextension intersected with new hegemonies of human rights regimes, multinational corporations, and "globalization." This course will emphasize a wide array of social movements and activism--both left and right--and the interplay among formal politics, grassroots organizing, and popular culture. It will ask students to consider how and why the 1970s catalyzed many of the domestic and international dynamics and debates that define American politics and society today. Students will be assessed on participation, short response papers, and an individual research project culminating in a poster presentation. In Fall 2022, this course will be offered at both Amherst and Williams College campuses. There will be an end of the semester symposium at Williams College that all enrolled students are required to attend as part of the final project.

Requirements/Evaluation: Students will be assessed on participation, short response papers, and an individual research project culminating in a poster presentation

Prerequisites: None

Enrollment Limit: 15

Enrollment Preferences: Priority to History and LEAD students

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 396(D2) LEAD 396(D2)

Attributes: HIST Group F Electives - U.S. + Canada

Not offered current academic year

HIST 402 (F) Displacement: Global Histories of Refugees and Forced Migration (DPE) (WS)

Cross-listings: ARAB 414 / GBST 414

Primary Cross-listing

The Middle Eastern refugee has become a central figure in debates on migration, asylum, and the right to belong in Europe, Asia, and North America. Often stereotyped as threatening, alien, and rootless, these migrants are generally depicted as lacking histories and by extension not worthy of consideration or empathy. This course invites students to understand some of the most tragic humanitarian crises of our time and the massive involuntary displacements provoked by war, violence, and/or climate change. Taking a global perspective, this seminar examines the history of displacement, refugees, migration, diaspora in a focusing on the nineteenth century through the present. With special attention to the historical experience of various peoples of the Middle East, the course will start with theoretical approaches to the study of migration and then delve into case studies. A range of different moments of displacement will be analyzed such as the experiences of Armenians, Jews, Palestinians, Syrian, Iraqis, and Kurds. By examining the human geography and politics of forced displacement and migration, this course will address a number of important academic and political questions: what makes a history written by, about, and for displaced people powerful? How can writing from the perspectives of refugees challenge core debates about identity, the nation and borders? How does the focus on displacement help in understanding the nature of war and conflict?

Requirements/Evaluation: Final 25 page research paper, several drafts of paper, class presentations and in class writing exercises.

Prerequisites: None

Enrollment Limit: 15

Enrollment Preferences: History and Arabic Studies majors and Global Studies concentrators.

Expected Class Size: 15

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ARAB 414(D2) GBST 414(D2) HIST 402(D2)

Writing Skills Notes: This research seminar will involve the writing of a final 25 page paper. Prior to that stage, each process of writing will involve moments of feedback and sharing. Students will submit a proposal early on in the semester and then write an outline. These will receive peer and instructor feedback. They will then submit a five page draft in October, a 10 page draft in November, before the final submission in December. In this way, they will have opportunities to rework and improve their writing.

Difference, Power, and Equity Notes: This course takes a comparative approach by exploring the predicament of some of the most vulnerable people in the world, i.e, displaced peoples and refugees. The course will consider their legal status and their experience of leaving their homes due to wars or natural disaster. The area of study is the Middle East and we will examine the historical experience of a number of different people in the region including Kurds, Palestinians, Sephardi Jews, and Syrians.

Attributes: HIST Group E Electives - Middle East

Fall 2024

SEM Section: 01 M 7:00 pm - 9:40 pm Magnús T. Bernhardsson

HIST 413 (F) The Big Ideas: Intended and Unintended Consequence of Human Ambition (DPE) (WS)

Cross-listings: GBST 413 / ARAB 413 / ENVI 413

Primary Cross-listing

What have been the most consequential ideas of the last 100 years? This course will explore some of the more audacious and ambitious plans to alter natural and urban environments in the late 19th century to the early part of the 21st, specifically those that sought to improve the human condition through science, engineering, and technology. By building big bold things, politicians around the globe sought to bring prosperity to their nation and embark on a path of modernity and independence. Through an intellectual, political and environmental history of major construction projects such as the building of the Suez Canal and the Aswan Dam, extensive river valley developments in Iran, Turkey and Iraq, and utopian and futuristic city planning in western Asia, students will consider how, with the benefit of hindsight, to best evaluate the feasibility of such bold schemes. Who has benefitted and who has not, what have been some of the unanticipated consequences, what was sacrificed or neglected, and what do these projects tell us about the larger processes of global capitalism, decolonization, and climate change?

Requirements/Evaluation: A presentation, shorter writing assignments and a longer research paper (20-25 pages) in the end. Students will submit shorter drafts of final paper in order to receive constructive feedback prior to final submission.

Prerequisites: None

Enrollment Limit: 15

Enrollment Preferences: Seniors, especially History, Arabic and Environmental Studies majors.

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 413(D2) GBST 413(D2) ARAB 413(D2) ENVI 413(D2)

Writing Skills Notes: A 20-25 page research paper will be required at the end of the semester. Prior to getting to that point, students will submit an annotated bibliography, a two page proposal, a five and eventually a 10 page draft. Each draft will receive extensive comments and suggestions from peers and instructor. In this way, the student will think about the process of writing and the best way to set themselves up for success.

Difference, Power, and Equity Notes: This course examines how a number of different nations in Africa and Asia sought to improve the living

conditions of the masses through major construction project. Though ostensibly these schemes were supposed to improve the livelihood of all, often they primarily benefitted the few - the urban elite - and not the general population. This course will therefore explore how certain class, gender and racial lines were solidified and maintained through economic development plans.

Attributes: HIST Group E Electives - Middle East

Not offered current academic year

HIST 417 (F) The Treaty System and Treaty Ports of China, 1840-1945

Cross-listings: ASIA 417

Primary Cross-listing

China in the nineteenth and early twentieth centuries was not colonized by a single Western power; instead several Western powers (and later Japan) exercised domination over China through a system of "unequal treaties" that granted them special privileges within Chinese territory. The years (1842-1943) in which these treaties were in effect is often called "The Century of Humiliation" by contemporary Chinese nationalists: a period of weakness that the rising Chinese nation still strives to overcome. The system imposed by these nineteenth century treaties, however, was a complex amalgam of legal, commercial, and residence privileges for foreigners in China that played a significant role in shaping the modern nation. One the most recognizable features of this system was the treaty *port*-an urban center designated as open to foreign residence, trade, and shipping. Extending from an initial five open ports to nearly fifty by the turn of the century, these ports became commercial and industrial centers that connected China to the global economy and created novel spaces of culture, labor, society, and politics. In this research seminar, we will use of several recent online collections of English-language primary source material to investigate the role of the treaty system and the treaty ports in modern Chinese history. The seminar will begin with an exploration of the historiography of the treaty system and "foreign presence" and culminate in an original research paper on a related topic of each student's choice. Throughout, we will work on general and specific research methods.

Class Format: This is a research seminar. Our goal will be to produce a 20-30 page original research paper by the end of the semester. In addition to discussion of readings, considerable time in class will be spend on research methods.

Requirements/Evaluation: Active participation in class discussion and activities; several short papers (5-7 pages) leading to a final research paper (20-30 pages)

Prerequisites: no prerequisites

Enrollment Limit: 20

Enrollment Preferences: Senior History majors, History majors, Asian Studies concentrators

Expected Class Size: 10

Grading: yes pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 417(D2) ASIA 417(D2)

Attributes: HIST Group B Electives - Asia

Not offered current academic year

HIST 422 (F) Festivities in the Early Modern World

Cross-listings: ARTH 522

Secondary Cross-listing

In 1860, Jacob Burckhardt put festivals at the center of his influential study of Renaissance Italy. In the century and a half since, scholars have enriched and deepened our understanding of festivities across early modern Europe and the world during the era of early global interaction (ca. 1400--1800). In this seminar we will seek to establish why festivities were so intrinsic to early modern culture, and what work they did. To what extent was performing a form of knowledge? How did festivity mediate early global interaction? We will consider, moreover, the many ways in which ephemeral events were commemorated in paintings and prints, and to what extent historians can recapture the early modern festivity today. Beyond Europe, we will investigate how the festival cultures of the Americas, of Africa, and of Asia interacted with European festival traditions, whether in Goa, Pernambuco, or Mexico City. Ultimately, we will ask: what might an early modern cultural history focused on festivities reveal? We will approach this history through a combination of primary materials drawn from the holdings of Williams College's Chapin Library and secondary readings, which will range from classics in the field to the most recent scholarship. Students will take turns delivering presentations on preselected objects of the week. By semester's end each student will complete a 15-to-20-page research paper on a festival of their choosing.

Requirements/Evaluation: Engaged participation in discussions; in-class presentation; proposal and bibliography; research paper.

Prerequisites: For undergraduates, at least two prior courses in or related to History or Art History.

Enrollment Limit: 16

Enrollment Preferences: Priority for Graduate Art students. Four seats are reserved for undergraduates, with preference given to junior and senior majors in Art History and History. Undergraduates should email a brief statement of interest to ab24@williams.edu.

Expected Class Size: 16

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTH 522(D1) HIST 422(D2)

Attributes: ARTH pre-1800

Not offered current academic year

HIST 430 (S) Postcolonial Reparations: Trauma, History, and Memory after European Imperialism (DPE) (WS)

Cross-listings: JWST 430

Primary Cross-listing

How have European states responded to calls to acknowledge and atone for the crimes of Empire? This course places recent calls for reparations in a historical context. Weaving together a wide-range of historical and contemporary case studies -- including the Conference on Jewish Material Claims Against Germany (1951), Germany's official recognition of the Herero Genocide (2021), and ongoing debates in France about the restitution of colonial-era looted art, this course investigates how the language and mechanisms of restorative justice have historically developed, evaluates which past efforts of restorative justice were successful and why, and examines what role historical memory and historians-as-activists should play in campaigns that seek reparations for colonial injustices. In doing so, it evaluates how activists have deployed scholarly vocabularies on memory, justice, and violence in a number of national and international contexts.

Requirements/Evaluation: Class participation, weekly 500-word discussion posts and a 20-page research paper

Prerequisites: None

Enrollment Limit: 15

Enrollment Preferences: History majors, seniors, and then juniors

Expected Class Size: 10-15

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 430(D2) JWST 430(D2)

Writing Skills Notes: This is an intensive writing seminar for advanced history majors. We focus on how to write a journal-length piece of original historical research, while evaluating the strengths and weaknesses of other scholarly pieces. Students receive feedback on multiple drafts of their final research papers and participate in two workshop seminars in which they provide feedback on the papers of their peers.

Difference, Power, and Equity Notes: This course asks how contemporary political and social justice movements can -- or ought to -- address political and economic inequities between the Global South and North, introduces students to how questions of race and national belonging have informed contemporary debates on restorative justice, and exposes the persistence of some global and historically-situated inequities.

Attributes: HIST Group C Electives - Europe and Russia

Not offered current academic year

HIST 433 (F) Colonialism and the Jews (DPE) (WS)

Cross-listings: JWST 433

Primary Cross-listing

Where are Jews in colonial history? Where is colonialism in Jewish history? In many ways, these questions haunt contemporary Jewish and often world politics. Indeed, in the twenty-first century, the relationship between Jews and colonialism has been present in debates about Zionism, the

history of capitalism, Jewish-Muslim relations, the wider Middle East, the future of European identity, the aims and roots of American empire, and the intersections of race and religion in colonial domination. And yet, typically, the subject of Jews and colonialism is more polemicized or avoided than probed. This course will seek to address this lacunae by introducing students to new historical scholarship that has begun tracing these questions. Students will consider the ways in which imperial legal forms, economic structures, and cultural and intellectual underpinnings shaped Jewish lives from the British antipodes to French North Africa, and throughout the Russian and Ottoman Empires, as well as in metropolitan Europe. Among other issues, we will ask: How did Jews become defined and define themselves in the colonial venture? In their various roles in colonial empires, are Jews best understood as subjects or agents of empire or are there more fruitful ways to conceptualize their engagement? What was the impact of anti-colonial struggles on modern Jewish politics and historical development? The course will approach this topic thematically rather than as a comprehensive survey. By introducing students to some of the key debates in this emerging field, we will consider what it takes to construct a successful historical argument and how to engage critically with works in an emerging field. A semester-long writing project will expand students capacities to pose thoughtful historical questions; conduct research and gather compelling evidence; read deeply and critically; carefully assess evidence; and write inquiry-based essays.

Requirements/Evaluation: Class participation; brief weekly writing on the readings; a final research paper written in stages, including two "research updates" ; an analysis of a source; a research proposal; a rough draft of one paper section; a rough draft of the paper; and a final 25-page paper.

Prerequisites: None; open to all students (however, a background in European history and/or Jewish Studies will be helpful).

Enrollment Limit: 15

Enrollment Preferences: Junior and Senior History Majors and Jewish Studies Concentrators

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 433(D2) JWST 433(D2)

Writing Skills Notes: Before each course, students will submit a 2-3 paragraph critique and a list of 3 questions for discussion. The final assignment will be a research paper (approximately 25 pages) or historiographical essay. Assignments en route to the final deadline, include: 1) two early "research updates" to document process and progress; 2) analysis of a source; 3) research proposal; 4) rough draft of a section; 5) draft of paper; 6) final paper. Only some work will graded, but all will receive feedback.

Difference, Power, and Equity Notes: This course considers the complex ways that religion, ethnicity and national identities shaped the colonial and post-colonial world. Never controlling or collectively representing a European power, Jews were also rarely situated at the bottom of any colonial hierarchy, sometimes occupying more than one social or political role in a single colonial territory. This course provides insight into the many ways hierarchies of power could operate in colonial and post-colonial settings.

Attributes: HIST Group C Electives - Europe and Russia JWST Capstone Course

Not offered current academic year

HIST 434 (S) Humanitarianism and Jewish History (WS)

Cross-listings: JWST 434 / REL 335

Primary Cross-listing

In the twentieth century, Jewish history and humanitarian history became deeply intertwined. As the victims of persecution and expulsion, mass violence and genocide, Jews repeatedly figured as the recipients of aid and humanitarian intervention. At the same time, Jewish political figures, legal thinkers, intellectuals and scholars, social activists, and aid workers played central roles in the establishment of humanitarian organizations and in debates about the moral, political, and legal frameworks that have shaped approaches to humanitarianism across the decades since World War I. This research seminar is designed to open up big questions about the history of humanitarianism and to carve out space for students to conduct research on a particular place, time, and aspect of that larger history in conversation with other students working on related topics. In the first half of the semester, in discussions of common readings, we will examine various works of scholarship that connect to the history of humanitarianism from the nineteenth century to the present. Beginning in the first half of the semester and with greater intensity in the second half of the semester, you will conduct independent archival research on some aspect of the history of humanitarianism using the digitized archives of the American Jewish Joint Distribution Committee, culminating in a twenty-plus-page paper. In the final weeks of the semester, the seminar will continue to meet weekly as a research colloquium, to provide a forum for you to present your research and drafts in progress and to give feedback on fellow students' work. In this seminar, we are not merely studying history; you are actually doing history. Over the semester, you will learn how to pose historical questions; to engage critically with readings beyond summarizing them; to synthesize an enormous amount of source material; and to learn how to write more

clearly. The goal is for each student to produce a polished research paper based on engagement with archival sources and relevant secondary literature that will serve as a capstone to your coursework at Williams or as a potential jumping-off point for future research projects, including a senior thesis in History or Jewish Studies.

Requirements/Evaluation: class participation, several short papers, oral presentations, and a 20-page research paper

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: History majors and Jewish Studies concentrators

Expected Class Size: 10

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

JWST 434(D2) REL 335(D2) HIST 434(D2)

Writing Skills Notes: Students will write two drafts of their research paper before submitting the final paper for a grade. They will receive timely comments on drafts from professor and peers, to be incorporated into their final paper.

Attributes: GBST Borders, Exiles + Diaspora Studies HIST Group C Electives - Europe and Russia JWST Capstone Course JWST Core Electives

Spring 2025

SEM Section: 01 W 7:00 pm - 9:40 pm Alexandra Garbarini

HIST 452 Before and After Roe v. Wade: The History of Reproductive Politics in the United States

Debates about abortion, adoption, and birth control; and debates over who should be allowed to procreate and parent have generated major social, legal, and political conflicts in the United States. This course examines the history of those debates and conflicts, as well as their impact on the lives of individuals and on political culture. We will explore how legislative bodies, courts, medical experts, religious authorities, activists, and individuals have participated in those debates, and will pay particular attention to how class, race, religion, age, and sexuality have affected the experience of reproduction.

Class Format: This is a research seminar. Students will produce a 20-30 page original research paper by the end of the semester. In addition to discussion of readings, considerable time in class will be spent on research methods.

Requirements/Evaluation: Attendance and active participation in class discussion and activities; in-class presentations; several short assignments (1-2 pages) leading to a final research paper (20-30 pages)

Prerequisites: None

Enrollment Limit: 15

Enrollment Preferences: Senior History majors; History majors

Expected Class Size: 12

Grading:

Distributions: (D2)

Attributes: HIST Group F Electives - U.S. + Canada

Not offered current academic year

HIST 454 (S) Land, Memory, Materiality: Histories and Futures of Indigenous North American Arts (DPE)

Cross-listings: ARTH 561

Secondary Cross-listing

This course engages Indigenous North American traditions of creative expression, remembrance, and representation in historical, contemporary, and future-facing ways. Drawing upon diverse Native American and First Nations theories and practices, it ranges widely across the continent to consider Indigenous arts and material culture within specific cultural, socioeconomic, and political contexts. Part of the course is grounded in the Native Northeast, including the Indigenous homelands of the Stockbridge-Munsee Mohican Community in which the Graduate Art Program and Williams College are situated. Other units will focus on continuities and transformations in artistic and maker-traditions within and across specific Indigenous

nations and communities. The course is especially interested in connections between past and present, and the innovative ways Indigenous artists, makers, and knowledge-keepers have reckoned with what has come before, while also mapping meaningful future pathways. Topics will include repatriation and community-led restorative efforts to bring home ancestors and important heritage items "collected" over the centuries following 1492; concepts and practices of cultural, intellectual, visual, and political sovereignty; decolonizing museums; the complex dynamics of collaboration; Indigenous, African-American, and Afro-Indigenous artistic connections and solidarities; and Indigenous challenges to Eurocentric and settler colonial approaches to preservation, interpretation, and classification. Seminar members will develop familiarity with methods and ethics grounded in Native American and Indigenous Studies, and with new scholarship by leading and emerging critics and creators.

Class Format: The course will feature seminar discussions as well as local trips to museums, libraries, and archives with pertinent collections and exhibitions.

Requirements/Evaluation: Engaged participation in discussions; in-class presentations; short writing assignments in preparation for final project; final original research and interpretive project, with presentation to seminar.

Prerequisites: For undergraduates, at least two prior courses in or related to History, Art History, Native American and Indigenous Studies, and/or Museum Studies.

Enrollment Limit: 16

Enrollment Preferences: Priority for Graduate Art students. Four seats are reserved for undergraduates, with preference to junior and senior majors in Art History and History. Undergraduates should email a brief statement of interest to cd10@williams.edu.

Expected Class Size: 16

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTH 561(D1) HIST 454(D2)

Difference, Power, and Equity Notes: The course centers theories, experiences, and expressions from Native American/Indigenous communities, scholars, and artists/makers, while engaging foundational and new work in Native American and Indigenous Studies (NAIS). The course also provides students with critical tools for reckoning with settler colonialism and its historical as well as enduring impacts in Indigenous contexts; and with race, ethnicity, sovereignty, and tribal nationhood as key interpretive frames.

Attributes: HIST Group F Electives - U.S. + Canada

Not offered current academic year

HIST 455 (F) Material Cultures in North American History (DPE)

Cross-listings: AMST 455

Primary Cross-listing

Material culture studies consider the dynamic relationships that people develop with the physical world. Tangible items like clothing, furniture, tools, and the built environment are all shaped by communities' identities, aspirations, resources, struggles, and forms of power. This course approaches North American histories through the lens of materiality, and examines how interdisciplinary methodologies can illuminate multiple or alternate understandings of the past--and its continuing impacts in the twenty-first century. While many historians emphasize written archives and documents as primary sources, scholars and practitioners of material culture studies center everyday as well as exceptional material items that communities have produced and interacted with over many generations. Equally important are the afterlives of these items. At different turns, and across time, social groups have cherished certain belongings; contested, rejected, or remade them; ascribed and activated meanings that may be very different from what the original makers conceived. These continuing transits compel reckoning with major issues of justice, rights, restitution, and sovereignty. The course traces key theories, ethics, and practices of caretaking, preservation, repatriation, curation, creative re-making, and digitization. Members will participate in a series of visits to area museums, collections, and meaningful places to deepen skills of critical analysis. The scope of the course is North American and at times transoceanic. It also includes substantial focus on our location in the Northeast and local formations of materiality and memory, as well as topics in Native American and Indigenous Studies, settler colonialism, and decolonizing approaches. Class members will build familiarity with appropriate techniques for approaching and handling different forms of material culture. They will also cultivate skills for developing and carrying out an original research project; and explore diverse modes of analysis and expression for representing the stories of materials and the communities who engage with them.

Requirements/Evaluation: Active participation in class discussion and visits, reading reflections, in-class presentation, research project prospectus, research project

Prerequisites: Two prior courses in American History, American Studies, Native American and Indigenous Studies, or a related area

Enrollment Limit: 15

Enrollment Preferences: If overenrolled, junior and senior History and American Studies majors

Expected Class Size: 15

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 455(D2) AMST 455(D2)

Difference, Power, and Equity Notes: This course examines diverse communities' historical experiences across North America in conjunction with resistances to Euro-American settler colonialism. It introduces students to foundational methodologies in material culture studies including decolonizing approaches, and explores key topics about caretaking, interpretation, and repatriation to descendant communities, such as the Native American Graves Protection and Repatriation Act.

Attributes: HIST Group F Electives - U.S. + Canada HIST Group P Electives - Premodern

Not offered current academic year

HIST 462 (S) For the Soul of Mankind: The Cold War and American Foreign Relations (WS)

The United States emerged from the Second World War with unprecedented power and influence; for the first time it was poised to take on a level of global leadership that it had long shirked. Yet the U.S. faced an uncertain world, marked by the ascendance of the communist-led Soviet Union as a rival superpower, the impending decolonization of European empires, the emergence of a nuclear arms race, and a host of changes to domestic American life. What ensued was a 45-year Cold War--a battle for the soul of mankind--marked by American officials' relentless determination to combat the threat of communism at home and abroad. This course explores a range of scholarly approaches to that conflict, focusing on high-level diplomacy, hot wars, propaganda, the cultural cold war, and more. In addition to reading and discussing works that exemplify key approaches to studying America's Cold War, students will develop an original research topic and research and write a 20- to 25- page paper, based in primary sources, on a Cold War-related topic of their choosing.

Requirements/Evaluation: evaluation will be based on class participation, several short papers, and a 20- to 25-page research paper

Prerequisites: None

Enrollment Limit: 15

Enrollment Preferences: Advanced history majors

Expected Class Size: 10-20

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

Writing Skills Notes: Students will produce a 20-25 page final paper through a series of scaffolded assignments, each of which will receive feedback from the professor as well as a group of peers. Assignments leading up to the final research paper include a 4-6 page historiography paper, a 2-3 page draft introduction, and a completed initial draft.

Attributes: HIST Group F Electives - U.S. + Canada

Not offered current academic year

HIST 470 (S) Latinx Migrations: Stories and Histories (WS)

Cross-listings: LATS 470 / WGSS 470

Primary Cross-listing

Latinx migration histories are often told with sweeping data and within broad historical contexts. While these are important, the voices of the people leaving their home countries and coming to the United States can be lost or buried. During the 1970s, the emerging subfield of social history asserted the need to craft histories that took into consideration the everyday lives of everyday people. Oral history emerged a key tool in capturing the personal stories too often missed in historical archives. At the same time, Puerto Rican Studies, Chicano Studies, and later, Latinx Studies emerged to tell the histories of groups too often omitted from or misrepresented in the scholarship. These fields relied on traditions of testimonios or storytelling. This course focuses on Latinx oral histories, autobiographies, memoirs, testimonios, and other first-person narratives to explore how people are impacted by and experience those broad historical contexts, as well as how the decisions they make and the actions they take shape those broad historical contexts. As Latinx Studies is a field that has been at the forefront of exploring intersectionality, we also analyze how attention to first person narratives

and lived experiences reveal the complexities of race, ethnicity, gender, sexuality, and class, as well as other visible and invisible markers of difference. Examining first person narratives in the context of specific Latinx groups in particular historical, geographical, and social contexts, we interrogate the methodological and interpretive challenges of working with oral histories and other first-person primary sources. Course topics include the gendered dimensions of migration, geopolitics and stories of exile, and the connections between lived experiences and political activism, particularly the feminist activism of the late 1960s and 1970s-- all while students develop and share their own research topics.

Requirements/Evaluation: class participation and presentations, short writing assignments, proposals, annotated bibliography, drafts of research paper, final presentation, and final paper of 15 to 20 pages

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: History majors, WGSS majors, and Latina/o Studies concentrators, seniors

Expected Class Size: 15

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

LATS 470(D2) HIST 470(D2) WGSS 470(D2)

Writing Skills Notes: This research seminar supports students as they define an appropriate topic, identify and use primary and secondary sources, and complete a 15-20 page final paper. Several short writing assignments focus on interpretations of primary sources and on honing in on scholars' key arguments in secondary sources. The final paper is written in stages, including proposals, an annotated bibliography, drafts for workshopping with other students, and a final presentation along with the final paper.

Attributes: HIST Group F Electives - U.S. + Canada LATS 400-level Seminars WGSS Racial Sexual + Cultural Diversity Courses

Not offered current academic year

HIST 478 (S) Cold War Landscapes

Cross-listings: AMST 478 / ENVI 478

Primary Cross-listing

The Cold War between the United States and the Soviet Union set in motion dramatic changes to the natural and built environments of many nations between 1945 and 1991. Nuclear test and missile launch sites, naval installations, military production operations, and border securitizations are just a few of the most obvious ways in which the stand-off between the two countries altered rural and urban landscapes around the world. But one can also see the Cold War as setting in motion less immediately direct but nonetheless profound changes to the way that many people saw and planned for the environments around them, as evidenced, for instance, by the rise of the American suburb, the reconstruction of postwar Europe, and agricultural and industrial initiatives in nations across the globe. We will begin this seminar by exploring several distinct "Cold War landscapes" in the United States and North America. We will then move on to examining others in Europe and the Soviet Union. Our approach to our topics will be interdisciplinary throughout the semester, with the additional goal of helping students frame their final projects. Students are encouraged to write their research papers on any geographical area of the world that interests them.

Requirements/Evaluation: Class participation and semi-weekly critical writing on the reading; students will also be expected to keep up through the stages of the research paper process, which will involve submitting a short research plan, annotated bibliography, outline, and a rough draft, as well as the final 20- to 25-page paper.

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: History, ENVI, and AMST majors if over-enrolled

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 478(D2) ENVI 478(D2) HIST 478(D2)

Attributes: AMST Space and Place Electives ENVI Humanities, Arts + Social Science Electives HIST Group C Electives - Europe and Russia HIST Group F Electives - U.S. + Canada

Spring 2025

SEM Section: 01 TF 2:35 pm - 3:50 pm Karen R. Merrill

HIST 480 (F) Media and Society in Africa (DPE) (WS)

Cross-listings: GBST 480 / AFR 381

Primary Cross-listing

The Media have long played important roles in African societies. As early as the second half of the 19th century, African intellectuals were using print technology to address the people. As radio technology was in its infancy during the first half of the twentieth century, Africans were gathering around re-diffusion stations and later around single receivers to listen to news and entertainment programming. In this tutorial, we will examine these histories of media and media technologies on the continent. Ultimately, we will explore the roles that media played in serving particular community needs and how communities also adapted new media technologies to fit local conditions. Media content has historically been determined based on standards beyond viewers', readers' and listeners' control. We will examine the influences that editors and political leaders on the continent have exerted on content as well as what forces they responded to. We will also further explore the media's role in major events on the continent, from governmental changes to the ending of apartheid in South Africa and the role that media have played in areas of conflict.

Requirements/Evaluation: Students will be evaluated based on a series of 5-7-page tutorial response papers and 2-page critiques, as well as preparedness for and performance in weekly tutorial discussions.

Prerequisites: This course open to all students

Enrollment Limit: 10

Enrollment Preferences: Preference will be given to history majors and students with prior experience with African history. If the course is over-enrolled, students may be asked to complete a questionnaire to determine enrollment

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

GBST 480(D2) HIST 480(D2) AFR 381(D2)

Writing Skills Notes: Students will alternate weekly between writing 5-7-page tutorial papers and 2-page critiques of their peers' writing. Formal writing assignments throughout the semester will total at least 40 pages. Students will receive regular feedback and critiques- both oral and written - from the professor, as well as oral critiques from tutorial partners.

Difference, Power, and Equity Notes: Modern media developed in Africa as means of control and cultivating dutiful colonial subjects. However, media then emerged as sites of contestation and even tools with which colonial subjects challenged colonial rule. They have continued to be revealing sites for issues of gender, race, class, and ethnicity. As such, this course immensely explores diversity, power and equity and how these all-important societal concerns are expressed through the media in Africa.

Not offered current academic year

HIST 481 (F) History of Taiwan (WS)

Cross-listings: ASIA 481

Primary Cross-listing

Almost all discussions of contemporary Taiwan reference the fierce debate over its sovereignty and international status: is the island of Taiwan an independent nation, or an "inalienable part" of the much larger and more powerful People's Republic of China? Part of the argument for Taiwan's separate nationhood derives from its claim to a unique history different from that of the P.R.C.. In this tutorial course, we will look closely at the distinctive aspects of Taiwan's history that underlie this claim, including its aboriginal populations, maritime history, experience of Japanese colonialism, settlement by mainland Chinese after World War II, role in the Cold War, and the development of a Taiwanese ethnic and political identity in the postwar period. We will also examine contemporary arguments for Taiwan as part of China. The goal of the course is neither to debate nor resolve the "Taiwan question", but to explore the history and historical arguments that inform it.

Requirements/Evaluation: weekly papers and critiques

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: History and Asian Studies majors/concentrators

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 481(D2) ASIA 481(D2)

Writing Skills Notes: In this tutorial course, students will write bi-weekly 5- to 7-page papers with feedback from both the instructor and tutorial partner. Students will revise one of their tutorial papers as a final assignment. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Attributes: HIST Group B Electives - Asia

Fall 2024

TUT Section: T1 TBA Anne Reinhardt

HIST 486 (S) Race and A Global War: Africa During World War II (DPE) (WS)

This course highlights African experiences of World War II. Although most histories have excluded Africa's role in the war, the continent and its people were at the center of major developments during in this global conflict. In fact, many Africans remember the Italian invasion of Ethiopia in 1935 as the start of the war. African servicemen fought alongside the Allied and Axis forces on major warfronts in Europe, Africa and Asia. African communities and individuals also established war charity campaigns to collect funds, which they sent to war ravaged societies in Europe. Indeed, African economies, despite their colonial statuses, kept European imperial nations afloat in their most hour of need. At the same time, African colonial subjects faced severe food shortages, the loss of working-age men to labor and military recruiters, and dramatically increased taxes. We will examine the impact of these and other wartime pressures on different African communities. How did African societies meet such challenges and how did they view the war? In this course we will examine the roles that women played during the war, and the various other ways that African communities met wartime demands. Other topics we will explore include the role of African women; colonial propaganda; political protest against the war; race and racial thought in the wartime era; war crimes; African American support for the liberation of Ethiopia; and the war's impact on decolonization across the continent. We will further study how Africans and outsiders have differently conceptualized the continent's role in the war by analyzing a variety of sources, including scholarly writings, archival materials, films, former soldiers' biographies, and propaganda posters.

Requirements/Evaluation: Students will be evaluated based on a series of 5-7-page tutorial response papers and 2-page critiques, as well as preparedness for and performance in weekly tutorial discussions.

Prerequisites: None

Enrollment Limit: 10

Enrollment Preferences: Preference will be given to history majors and students with prior experience with African history. If the course is over-enrolled, students may be asked to complete a questionnaire to determine enrollment

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

Writing Skills Notes: Students will alternate weekly between writing 5-7-page tutorial papers and 2-page critiques of their peers' writing. Formal writing assignments throughout the semester will total at least 40 pages. Students will receive written feedback on their writing from the professor, as well as oral critiques from the professor and tutorial partners. The final writing assignment will afford students the chance to reflect on their previous papers and the semester's course content.

Difference, Power, and Equity Notes: This course explores the colonial relationship during a major global crisis. Students will examine existing narratives of African contributions to the war and to come up with their own interpretations, and will be called to critically engage the question of why and how colonies made significant contributions to the Allied cause by producing needed materials and resources or by joining the fight. Africans made these contributions spite of various and complex inequities.

Attributes: AFR Core Electives GBST African Studies HIST Group A Electives - Africa

Spring 2025

TUT Section: T1 TBA Benjamin Twagira

HIST 487 (S) FIRE! A SOCIAL HISTORY (WS)

This tutorial offers a social history of fire in a national, international, and transnational framework. The aim of this course isn't to historicize fire, itself. Rather, "fire" is treated as a subtext to other historical developments and events in the twentieth and twenty-first centuries that have been factually and figuratively shaped by it. In this regard, we will grasp fire not only as combustion or conflagration but also through its nuanced meanings and their implications for how we think historically about issues related to capitalism, class, climate and environment, labor, gender, immigration, internationalism, policing, politics, race, radicalism, and sex. In essence, bodies might be on fire, burning with sexual desire; buildings might be on fire, engulfed in an intense conflagration; cities might be on fire, ignited by gunfire and urban unrests; workers might be fired or even fired up in a working-class movement, the latter incited by the push for labor democracy; or there might be fire weather, sparked by drier conditions and sweltering temperatures reflecting climate change. Thus, we will examine "fire" in a variety of historical contexts, from actual accounts of disastrous fire incidents due to environmental or industrial mishaps to stories of passion or protest inflaming individuals and groups to studies of rebellions and riots that produce fiery conditions. Lastly, we will analyze society's historical fascination with "fire" events, both real and imagined, and the way they have prompted efforts to rebuild, reform, and reimagine. To accomplish our goals, we will engage primary and secondary sources in addition to screening films that focus on histories directly or indirectly related to fire.

Requirements/Evaluation: Weekly formal papers and written critiques. 10-12 page research paper.

Prerequisites: None.

Enrollment Limit: 10

Enrollment Preferences: Open to sophomores, juniors, and seniors. History majors will be prioritized. Should the course become overenrolled, I will have non-history majors complete a questionnaire.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

Writing Skills Notes: Students will be required to complete formal writing assignments each week, alternating between response papers (4 pages) and written critiques (2-pages) of their peers' work. Students will receive substantial feedback on their writing skills, with verbal and written suggestions for improvement. Students also will receive feedback from their tutorial partners.

Attributes: HIST Group F Electives - U.S. + Canada

Spring 2025

TUT Section: T1 TBA Tyran K. Steward

HIST 488 (F) Sites of Memory and American Wars (WS)

This tutorial will examine the ways that U.S. military ventures have been memorialized through a variety of physical sites, including landscapes, monuments and statues, museums, and other depictions. Given the enormous national conversation and reconsideration of many of these sites over the last decade, we will ask such questions as: How and why has the memorialization of U.S. wars changed since the country's founding? Who determines what is preserved and what stories are told? What is the relationship between individual experiences, collective memories, and national narratives? What do "sites of memory" tell us about society's views of wars and soldiers and about the United States? Throughout, we will pay attention to how these sites reflect historical understandings of the time and have also served as focal points of social and political protests.

Class Format: Students will meet with the professor either in assigned pairs or "trios" at a regularly scheduled time each week. Students in pairs will meet for one hour; students in trios will meet for 75 minutes.

Requirements/Evaluation: This course follows a typical tutorial format; every other week, students will write and present orally a 5- to 7-page essay on the assigned readings; on alternate weeks, students will write a 2-page critique. During two of the weeks of the semester (around the middle of the semester and at the end), all students will write papers that explore a common question or theme.

Prerequisites: None

Enrollment Limit: 10

Enrollment Preferences: History majors and students with course work related to the topic.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

Writing Skills Notes: At the start of the semester, students will outline what their writing goals are for the semester, and they will receive feedback on their writing from the professor and from their tutorial partner. The final writing assignment will afford students the chance to reflect on their previous papers and the semester's course content.

Attributes: HIST Group F Electives - U.S. + Canada

Fall 2024

TUT Section: T1 TBA Karen R. Merrill

HIST 491 (S) The Suburbs (WS)

Cross-listings: ENVI 491 / AMST 490

Primary Cross-listing

The suburbs transformed the United States. At the broadest level, they profoundly altered spatial residential geography (especially in terms of race), consumer expectations and behavior, governmental policies, cultural norms and assumptions, societal connections, and Americans' relationship to nature. More specifically, the different waves of post-World War II suburban development have both reflected large-scale shifts in how power and money have operated in the American political economy; and set in motion deep-seated changes in electoral politics, in Americans' understandings of how their income should be used, and in how the built landscape should be re-imagined. This tutorial will explore the rich historical literature that has emerged over the last twenty years to provide students with a history of the suburbs, to see the suburbs as more than simply collections of houses that drew individual homeowners who wanted to leave urban areas. We will focus most of our attention on the period from 1945 through the 1980s. Some of the questions we will consider will include: how did the first wave of suburban development bring together postwar racial and Cold War ideologies? Is it possible, as one historian has argued, that suburbs actually created the environmental movement of the 1960s? And how have historians understood the role that suburbs played in America's conservative political turn, leading to the election of Ronald Reagan?

Class Format: Students will meet with the professor either in assigned pairs or "trios" at a regularly scheduled time each week. Students in pairs will meet for one hour; students in trios will meet for 75 minutes.

Requirements/Evaluation: This class follows a typical tutorial format; every other week, students will write and present orally a 5- to 7-page essay on the assigned readings; on alternate weeks, students will write a 2-page critique. During two of the weeks of the semester (around the middle of the semester and at the end), all students will write papers that explore a common question or theme.

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: History majors and students with course work related to the topic.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 491(D2) AMST 490(D2) HIST 491(D2)

Writing Skills Notes: Students will reflect on what their writing goals are for the semester, and they will receive feedback on their writing from the professor and from their tutorial partner. The final writing assignment will afford students the chance also to reflect back on their previous papers and the semester's course content.

Attributes: AMST Space and Place Electives ENVI Humanities, Arts + Social Science Electives HIST Group F Electives - U.S. + Canada

Spring 2025

TUT Section: T1 TBA Karen R. Merrill

HIST 492 (S) Making Race in Early Modern Europe (DPE)

In modern scholarship, racism has most often been portrayed as a child of the European Enlightenment, a set of ideas about embodied human difference and its heritability that arose after the abandonment of the Biblical account of human creation and the rise of a new natural science. This tutorial asks: what racial ideas and practices preceded the Enlightenment? Beginning in the late Middle Ages, Europeans participated in enormous economic and cultural transformations, including increased global mobility and the establishment of new, transoceanic empires. Intensified interactions

with people in the Americas, Africa, and Asia shaped European understandings of human difference, as did the burgeoning Atlantic economy and its cruelties. In this tutorial, we will place the emergence of modern racism in a long-term perspective, reconstructing the deep history out of which Enlightenment racial theory emerged. Proceeding both chronologically and thematically, we will consider how the major global transformations of the sixteenth through eighteenth centuries shaped European racial understandings with enduring consequence. In the process, we will develop a conceptual vocabulary to describe in a historically sensitive manner how embodied human difference has been interpreted differently across space and time. Throughout, we will read a variety of historical primary sources in conjunction with recent scholarship. Ultimately, our historical study will afford a comparative perspective on contemporary views of races and racism.

Requirements/Evaluation: Attendance and active participation; weekly tutorial papers (5 "long" papers and 5 responses).

Prerequisites: 200- or 300-level History classes

Enrollment Limit: 10

Enrollment Preferences: Junior and seniors; History majors.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: The aim of the tutorial is threefold: (i) to introduce students to the comparative study of race across time and place, in order to help them contextualize and historicize the racial dispensation of the contemporary US; (ii) to treat the history of race not just as a history of ideas and theories, but of practices of race- and knowledge-making; (iii) to advance our understanding of the past through a dialectical process of empirical research and theoretical interpretation.

Attributes: HIST Group P Electives - Premodern

Not offered current academic year

HIST 493 (F) Senior Thesis: Research Seminar

This seminar is intended solely for writers of senior theses during their first semester. Although each student's major work for the year will be the writing of a thesis in consultation with an individual advisor, students are also required to meet in the context of the thesis seminar in order to present and critique each other's proposals and drafts and to discuss common problems in the research and design of a long analytical essay. For students proceeding to HIST 494, performance in the fall semester will be factored into the thesis grade calculated at the end of the year. The quality of a student's performance in the seminar segment of History 493, as well as their performance in all aspects of the May colloquium at which theses are presented and critiqued, figure in the overall grade the student earns for History 493-494 and the departmental decision to award Honors or Highest Honors at Commencement.

Requirements/Evaluation: class participation and completed written work, and will determine if a student will continue in the thesis program

Prerequisites: limited to seniors accepted into the History Department's Thesis Program

Enrollment Limit: none

Enrollment Preferences: limited to seniors accepted into the History Department's Thesis Program

Expected Class Size: 10-15

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

Fall 2024

HON Section: 01 TF 2:35 pm - 3:50 pm Magnús T. Bernhardsson

HIST 494 (S) Senior Thesis: Writing Seminar

This seminar is a continuation of HIST 493, and is required of all senior thesis writers. Students will meet to discuss draft thesis chapters and to prepare for the thesis colloquium in May at which theses will be presented. Performance in the year-long seminar and in all aspects of the thesis colloquium will be figured into the overall thesis grade the student is given for HIST 493 and HIST 494 as well as the departmental decision to award *Honors or Highest Honors*

Requirements/Evaluation: participation and completed written work

Prerequisites: successful completion of HIST 493; limited to seniors accepted into the History Department's Thesis Program

Enrollment Limit: None

Enrollment Preferences: limited to seniors accepted into the History Department's Thesis Program

Expected Class Size: 10-15

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

Spring 2025

HON Section: 01 TF 2:35 pm - 3:50 pm Magnús T. Bernhardsson

HIST 495 (F) The Medieval World System: Globalization before 1500 (WS)

In recent years, scholars have turned increasing attention to global history in the pre-modern period. This tutorial takes as its focus the global Middle Ages: roughly speaking, the period between 500 and 1500 CE. This was a period that saw mass-produced consumer goods cross from China to India, East Africa, and the Middle East, inspiring admiration and imitation in multiple different markets. It saw games, music, and forms of literature become popular across continents, and saw religious communities forge networks spanning thousands of kilometers. To study the global Middle Ages is to place exchange and networks, both commercial and cultural, at the heart of our analysis. We will read and analyze many accounts by medieval travelers, merchants, and pilgrims who crossed Afro-Eurasia, alongside works by modern historians and archaeologists who have pieced together the patterns of movement and exchange that tied together the diverse societies of pre-modern Afro-Eurasia.

Requirements/Evaluation: Students will meet in pairs with the instructor once a week. Every other week each student will present a paper of approximately 5-7 pages on a topic determined by the instructor, due by 5pm the day before the tutorial meeting. The student not writing the paper will critique the paper written by their tutorial partner. Each student will write six papers and serve as a critic on the six papers of their tutorial partner.

Prerequisites: None

Enrollment Limit: 10

Enrollment Preferences: Junior and Senior History majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

Writing Skills Notes: Students will meet in pairs with the instructor once a week. Every other week each student will present a paper of approximately 5-7 pages on a topic determined by the instructor, due by 5pm the day before the tutorial meeting. The student not writing the paper will critique the paper written by their tutorial partner. Each student will write six papers and serve as a critic on the six papers of their tutorial partner.

Attributes: HIST Group G Electives - Global History HIST Group P Electives - Premodern

Fall 2024

TUT Section: T1 TBA Joel S. Pattison

HIST 497 (F) Independent Study: History

History independent study.

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Fall 2024

IND Section: 01 TBA Jessica Chapman

HIST 498 (S) Independent Study: History

History independent study.

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Spring 2025

IND Section: 01 TBA Jessica Chapman

Winter Study -----

HIST 30 (W) Workshop in Independent Research

This course is designed for junior majors and sophomores who are considering pursuing a senior thesis in History. It can either provide students greater experience in independent research or allow for an in-depth exploration of a specific topic under consideration for the thesis. The course will focus on key methods of historical research, such as defining a topic, familiarizing oneself with historiography, and finding and using primary sources. Students may pursue any topic, and assignments may be modified to fit students' particular needs and interests. The majority of class time will consist of individual meetings with the professor as well as consultations with librarians and other experts in your field. Students are expected to devote considerable time outside of class to independent research. The final assignment will be a 10-page paper, which can either be a detailed prospectus for a senior thesis or a research paper.

Class Format: Independent research.

Requirements/Evaluation: 10-page paper; weekly short assignments.

Prerequisites: None.

Enrollment Limit: 10

Enrollment Preferences: Instructor will send students questions over email about their research plans; students with evidence of more formulated plans will receive preference.

Expected Class Size: 5

Grading: pass/fail only

Not offered current academic year

HIST 31 (W) Senior Thesis: History

To be taken by all senior honors students who are registered for HIST 493 (Fall) and HIST 494 (Spring), HIST 31 allows thesis writers to complete their research and prepare a draft chapter, due at the end of Winter Study.

Class Format: thesis

Requirements/Evaluation: thesis chapter

Prerequisites: HIST 493

Enrollment Limit: 20

Enrollment Preferences: only students writing a thesis in History can enroll for this course

Grading: pass/fail only

Not offered current academic year

HIST 99 (W) Independent Study: History

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study

Grading: pass/fail only

Not offered current academic year

INTERDISCIPLINARY STUDIES (No Div)

This program is designed to facilitate and promote innovations in curricular offerings in relation both to interdisciplinary conceptual focus and experimental pedagogical form. It provides support for faculty efforts to develop a curriculum that creatively responds to intellectual needs and modes of teaching/learning that currently fall outside the conventional pattern. Faculty members interested in offering courses that fall outside the aegis of departmental or existing interdisciplinary programs submit such courses directly to the Committee on Educational Affairs by the Registrar's deadline for course submission in early spring. Courses that fit within the curricula of departments and interdisciplinary programs, even if interdisciplinary or experimental in nature, are found listed within those departments and programs.

INTR 150 (F) Data for Justice (DPE) (QFR)

Cross-listings: STS 150 / AMST 150 / SOC 150 / WGSS 150

Primary Cross-listing

This course is a unique and inclusive introduction to data science where quantitative thinking, programming, and social justice intertwine. We will build our data science skills using R, a popular open-source data science tool. We will focus on essential stages of data analysis, including data acquisition, cleaning, wrangling, visualization, and exploration. But rather than divorcing these techniques from the social issues they can help illuminate, we ground them in a social justice context. Overall, we will apply data science skills to topics drawn from criminal justice, environmental justice, diversity and inclusion in arts and media, education equity, and much more, with the goal of growing our collective capacity to use data science as a tool for social good. During a time when humans are increasingly subjugated to data-driven algorithmic decisions, when there are social media accounts dedicated to highlighting misuses of data, and when artificial intelligence makes faking data a nearly trivial task, using data to ethically and carefully promote justice is more important than ever.

Class Format: This course is taught in a highly interactive format and will frequently use a flipped-classroom approach. Students should expect substantial time devoted to in-class collaboration.

Requirements/Evaluation: Students will complete regularly assigned activities, problem sets, and other assessments. To move towards a non-hierarchical, transparent, and egalitarian grading system, the instructor adopts a mastery-based approach.

Prerequisites: None. This course assumes no prior knowledge of data science or R programming. An interest in social justice and a willingness to engage intensively with data and computing are essential.

Enrollment Limit: 18

Enrollment Preferences: Students without prior college-level courses in statistics and programming.

Expected Class Size: 18

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

STS 150(D2) AMST 150(D2) SOC 150(D2) WGSS 150(D2) INTR 150(D2)

Difference, Power, and Equity Notes: This course uses data science as a lens for injustice in spheres such as criminal justice, environmental justice, diversity and inclusion in arts and media, education equity. We will consider race, gender, LGTBQ+, disability, and other axes of identity. Additionally, we will adopt a data-critical perspective, thinking about how social forces shape data and our understanding of it.

Quantitative/Formal Reasoning Notes: This course teaches quantitative tools in R, a widely-adopted data science platform. We will focus on essential stages of data analysis, including data acquisition, cleaning, wrangling, visualization, and exploration.

Fall 2024

LEC Section: 01 TR 9:55 am - 11:10 am Chad M. Topaz

LEC Section: 02 TR 11:20 am - 12:35 pm Chad M. Topaz

INTR 220 (F) Cold War Intellectuals: Civil Rights, Writers and the CIA (DPE)

Cross-listings: LEAD 220 / AMST 201 / PSCI 221 / AFR 224

Primary Cross-listing

This weekly tutorial has alternating primary and secondary writers (5pages/2pages). In weekly one-hour sessions, students read their work aloud followed by dialogue and critique. Primary papers are due to respondent/professor 48hrs before the tutorial meets; response papers are emailed to the professor 2hours before the weekly tutorial meets. Readings include: *We Charge Genocide*; Williams J. Maxwell, *F. B. Eyes: How J. Edgar Hoover's Ghostreaders Framed African American Literature*; Chalmers Johnson, *Blowback: The Costs and Consequences of American Empire*; Hugh Wilford, *The Mighty Wurlitzer: How the CIA Played America*; "Part III Supervision and Control of the CIA," *Rockefeller Commission Report*; *Malcolm X Speaks*; Sam Greenlee, *The Spook Who Sat By the Door*; and, *The Murder of Fred Hampton*. The tutorial is open to all students.

Requirements/Evaluation: Attend all classes; submit completed papers 24hours before seminar meets.

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: Juniors and Seniors.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

LEAD 220(D2) INTR 220(D2) AMST 201(D2) PSCI 221(D2) AFR 224(D2)

Difference, Power, and Equity Notes: This tutorial examines the Cold War between the US and the USSR and attempts to use intellectuals to shape and promote the objectives of powerful state entities. The power struggle between the two "superpowers" impacted cultural production and authors. Some of those authors influenced or enlisted into the Cold War sought equity and equality for their communities and eventually fought against the very political powers that employed them.

Not offered current academic year

INTR 320 (S) The Impact of Black Panther Party Intellectuals on Political Theory (DPE) (WS)

Cross-listings: LEAD 319 / PSCI 376 / AMST 308

Primary Cross-listing

This seminar examines the historical and contemporary impact of the Black Panther Party--and key allies such as Angela Davis--on political theory. Texts include: narratives from 1966-2016; memoirs; political critiques; theoretical analyses; interviews; speeches; government documents. The seminar will examine: original source materials; academic/popular interpretations and representations of the BPP; hagiography; iconography; political rebellion, political theory. Readings: *Liberation, Imagination and the Black Panther Party*; *Soledad Brother: The Prison Writings of George Jackson*; *Mao's Little Red Book*; *The Communist Manifesto*; *Still Black, Still Strong*; *Imprisoned Intellectuals*; *Comrade Sisters: Women in the Black Panther Party*.

Requirements/Evaluation: Requirements: students attend each seminar class and come prepared to discuss the readings; participate in discussions; present a collective analysis with Q/A for the seminar; submit a mid-term paper and a final paper or a group project.

Prerequisites: None.

Enrollment Limit: 19

Enrollment Preferences: Juniors and Seniors with previous courses taken in Africana Studies, American Studies, Political Science, Philosophy.

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

INTR 320(D2) LEAD 319(D2) PSCI 376(D2) AMST 308(D2)

Writing Skills Notes: An analytical outline of collective presentation; a mid-term paper and a final paper.

Difference, Power, and Equity Notes: The course focuses on African Americans and political resistance to racism and capitalism, as well as support for impoverished, under-resourced communities grappling with police violence.

Attributes: AFR Core Electives AMST Critical and Cultural Theory Electives PHIL Contemporary Value Theory Courses PSCI Political Theory Courses

Not offered current academic year

INTR 343 (S) Representations of Racial-Sexual Violence from Enslavement to Emancipation

Cross-listings: AMST 343 / WGSS 343 / AFR 343

Primary Cross-listing

This tutorial examines representations of and resistance to racial-sexual violence in American society, from colonial America to contemporary US culture. Interdisciplinary texts cover history, politics, literature, film, feminist studies, American studies, LGBTQ and ethnic/black studies. Books include *Southern Horrors*; *Intimate Matters*; *Scenes of Subjection*; *Trauma and Recovery*; *The Delectable Negro*; *At the Dark End of the Street*; films include *Birth of a Nation*; *Bush Mama*; *To Kill a Mockingbird*. The primary focus is on racial and sexual vulnerability to violence and mobilization for freedom from the 18th-21st centuries.

Class Format: students provide primary and response papers and discuss their analyses and theories of social and interpersonal violence

Requirements/Evaluation: weekly primary and response papers

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: preference given to juniors and seniors

Expected Class Size: 8

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 343(D2) WGSS 343(D2) INTR 343(D2) AFR 343(D2)

Attributes: AMST Critical and Cultural Theory Electives JLST Interdepartmental Electives WGSS Racial Sexual + Cultural Diversity Courses

Not offered current academic year

INTR 350 (S) Data for Justice Research Practicum (DPE) (QFR)

Cross-listings: WGSS 363 / STS 363 / AMST 363

Primary Cross-listing

Civil rights activist, educator, and investigative journalist Ida B. Wells said that "the way to right wrongs is to shine the light of truth upon them." In this inclusive, collaborative, research-based course, students will bring statistical, computational, and/or mathematical approaches to bear on issues of social justice. Guided closely by the instructor, students will work in groups to carry out original research in an area such as criminal justice, education equity, environmental justice, health care equity, economic justice, or inclusion in arts/media. Prior research experience is not required; one goal of this course is to build skills for advanced research.

Class Format: This course is an intensive research practicum. Formation of research groups and selection of research topics will be facilitated by the instructor. The primary modality of work is peer collaboration.

Requirements/Evaluation: To move towards a non-hierarchical, transparent, and egalitarian grading system, the instructor adopts a mastery-based, ungraded assessment framework.

Prerequisites: INTR 150 (Data for Justice), or prior equivalent exposure to computing, statistics, and social justice topics as approved by the instructor.

Enrollment Limit: 10

Enrollment Preferences: Students who have a declared major in Division I or II, who meet the prerequisites of the course, and who fill out the instructor's preregistration survey (contact the instructor for link).

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 363(D2) STS 363(D2) INTR 350(D2) AMST 363(D2)

Difference, Power, and Equity Notes: Students will research issues of social justice in areas such as criminal justice, arts/media, environmental

justice, education, and health care, and along identity axes such as gender, race/ethnicity, disability status, and sexual orientation.

Quantitative/Formal Reasoning Notes: Students will use multiple mathematical, statistical, and computational frameworks to acquire, model, and analyze real-world data.

Spring 2025

SEM Section: 01 TR 9:55 am - 11:10 am Chad M. Topaz

SEM Section: 02 TR 11:20 am - 12:35 pm Chad M. Topaz

INTR 400 (F) Cuba, US, Africa, and Resistance to Black Enslavement, 1791-1991 (DPE)

Cross-listings: AMST 400 / AFR 372 / GBST 400 / PSCI 379

Primary Cross-listing

This seminar focuses on the entwined histories of liberation movements against racism, enslavement, and imperialism in the US, Cuba and Africa. Readings include: Hugh Thomas, *Cuba: A History*; Che Guevara: *The Motorcycle Diaries*; Walter Rodney, *How Europe Underdeveloped Africa*; Laird Bergad, *The Comparative Histories of Slavery in Brazil, Cuba, and the United States*; Thomas Sankara, *Women's Liberation and the African Freedom Struggle*; Nelson Mandela and Fidel Castro, *How Far We Slaves Have Come!* Students will read and analyze texts, screen documentaries, collectively compile a comprehensive bibliography, and present group analyses. The seminar is open to all students; however, priority is given to seniors majoring in American Studies.

Requirements/Evaluation: Reading and analysis of texts, collective compilation of a comprehensive bibliography, presentation of group analyses; two brief papers due at midterm and the end of the semester

Prerequisites: None

Enrollment Limit: 12

Enrollment Preferences: Seniors majoring in American Studies

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 400(D2) AFR 372(D2) GBST 400(D2) INTR 400(D2) PSCI 379(D2)

Difference, Power, and Equity Notes: This course addresses international, anti-colonial solidarity between Blacks in the US, Cuba, Africa. It tracks the evolution of "racial capitalism," noting intersections between enslavers in the US and Cuba, and accumulation of wealth through the Atlantic slave trade. Students will analyze the powers of the enslaved, tracing history, political economies, culture, violence, and dispossession, to emphasize resistance to human bondage and successful and compromised revolutions in Cuba and the US.

Attributes: AMST 400-level Senior Seminars

Not offered current academic year

Winter Study -----

INTR 99 (W) Indep Study: Interdisciplinary

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study

Grading: pass/fail only

Not offered current academic year

ROMANCE LANGUAGES (Div I)

ITALIAN

Chair: Professor Leyla Rouhi

Visiting Assistant Professor: M. Sassi

The study of Italian in the target language encourages students to gain a deep appreciation of the language, culture and literature through active participation and meaningful experience with the culture on its own terms. Italian courses at Williams are therefore conducted exclusively in Italian in order to enhance and reinforce the emotive and cognitive involvement of the students as they are introduced to the Italian world-view in a lively and natural manner. Students desirous of more contact with Italian are encouraged to attend the weekly Italian Table in the designated college dining hall. More information can be found at cflc.williams.edu/italian.

RLIT 101 (F) Elementary Italian

This course is designed for beginners. Its goal is to allow students to develop basic oral/listening and reading/writing proficiency in Italian. During the semester, students will be trained in grammar, pronunciation, listening-oral skills, reading, and writing in Italian by studying various communication settings and real-life situations. *The class is conducted entirely in Italian.*

Class Format: five hours a week with the professor

Requirements/Evaluation: participation, homework, compositions, quizzes, an oral exam, oral presentation, midterm and final exams

Prerequisites: none; not open to those who have had one year or more of high school Italian

Enrollment Limit: 20

Enrollment Preferences: instructor will prioritize on the basis of study abroad plans and year at Williams

Expected Class Size: 20

Grading: no pass/fail option, yes fifth course option

Unit Notes: students registered for RLIT 101-102 are required to attend and pass the sustaining program during Winter Study; credit granted only if both semesters (RLIT 101 and 102) are taken

Distributions: (D1)

Fall 2024

SEM Section: 01 M-F 9:00 am - 9:50 am Mario Sassi

RLIT 102 (S) Elementary Italian

This course is designed for beginners who already have some basic knowledge of Italian. Its goal is for students to review and expand their oral/listening and reading/writing proficiency in Italian. During the semester, students will continue to learn Italian grammar, vocabulary, and pronunciation while improving listening-oral skills, reading, and writing in Italian. *The class is conducted entirely in Italian.*

Requirements/Evaluation: participation, homework, compositions, quizzes, an oral exam, oral presentation, midterm and final exams

Prerequisites: RLIT 101 and the Winter Study sustaining program; not open to those who have had one year or more of high school Italian

Enrollment Limit: 20

Enrollment Preferences: instructor will prioritize on the basis of study abroad plans and year at Williams

Expected Class Size: 20

Grading: no pass/fail option, no fifth course option

Unit Notes: students registered for RLIT 101-102 are required to attend and pass the sustaining program during the winter study period; credit granted only if both semesters (RLIT 101 and 102) are taken

Distributions: (D1)

Spring 2025

SEM Section: 01 M-F 9:00 am - 9:50 am Mario Sassi

RLIT 103 (F) History of Italy in Movies

The course aims primarily to enhance the student's speaking, reading, and writing abilities while introducing the history of Italy and its rich cinematic culture. Students will review and expand the previous semesters' grammar structures to achieve a higher level of fluency and sophistication in language production. The class is intended as a continuation of Italian 101 and 102, but welcomes study-abroad returnees and students who have an intermediate level of Italian. **The class is conducted entirely in Italian.**

Requirements/Evaluation: oral presentations, midterm exams, tests, compositions, participation, final project

Prerequisites: RLIT 101/102 or by permission of the instructor

Enrollment Limit: 15

Enrollment Preferences: Students from 101/102 classes, as well as study-abroad returnees

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Fall 2024

SEM Section: 01 MWF 10:00 am - 10:50 am Mario Sassi

RLIT 105 (F) Pathway to Proficiency

The course aims primarily to enhance the student's speaking, reading, and writing ability while introducing the formal study of Italian culture and society by analyzing short literary texts, articles, films, shows, and podcasts. In addition, students will review and expand the previous semesters' grammar structures to achieve a higher level of fluency and sophistication in language production. Italian 105 is intended for study-abroad returnees and other advanced speakers; students who have been particularly successful in Italian 101-102 are also encouraged to enroll. *The class is conducted entirely in Italian.*

Requirements/Evaluation: oral presentations, midterm and final exams, tests, compositions, participation

Prerequisites: RLIT 101/102 or by permission of the instructor

Enrollment Limit: 15

Enrollment Preferences: Students from 101/102 classes, as well as study-abroad returnees.

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Not offered current academic year

Winter Study -----

RLIT 88 (W) Italian Sustaining Program

Students registered for RLIT 101-102 are required to attend and pass the Italian Sustaining Program. However, students are also required to register for a regular Winter Study course. Once the regular Winter Study registration process is complete, the Registrar's Office will automatically enroll you in the Sustaining Program; check your class schedule to confirm enrollment.

Grading: pass/fail option only

Not offered current academic year

RLIT 99 (W) Independent Study: Italian

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is

approved prior to the Winter Study registration period.

Class Format: independent study

Grading: pass/fail only

Not offered current academic year

DEPARTMENT of ASIAN LANGUAGES, LITERATURES, & CULTURES

CHINESE, JAPANESE, EAST ASIAN LANGUAGES & CULTURES

(Div I & II, see explanation below)

Chair: Professor Man He

Cecilia Chang, Frederick Latimer Wells Professor of Chinese; Masashi Harada, Assistant Professor of Japanese; Man He, Associate Professor of Chinese; Shinko Kagaya, Professor of Japanese; Cornelius C. Kubler, Stanfield Professor of Asian Studies; Christopher M. B. Nugent, John W. Chandler Professor of Chinese; Kasumi Yamamoto, Frank M. Gagliardi Professor of Japanese; Li Yu, Herbert H. Lehman Professor of Chinese

Visitors: Yumemi Hanaki, Visiting Lecturer in Japanese; Xiaoming Hou, Visiting Assistant Professor of Chinese; Ju-Yin Wang, Visiting Lecturer in Chinese; **Language Fellows:** Xuechan Dai, Yen-Yu Lin; **Teaching Associate:** Mei Ki (Lina) Law

Department Mission Statement and Curricular Goal

The mission of the department is to produce “global citizens” with multilingual abilities, intercultural communicative competence, and multicultural leadership skills, who will be able to make contributions in different sectors of society in a globalized and diverse world. Graduates of our department will not only achieve proficiency in at least one Asian language but also become competent in intercultural communication. They will develop interpretive and analytical skills using both primary texts and secondary sources and become familiar with the textual and cultural traditions in Asia.

The department offers three distinct major tracks: Chinese, Japanese, and East Asian Languages & Cultures. Each major requires a minimum of ten courses. Up to four study-away credits can be counted toward a major.

Learning Objectives for the Chinese Major

Students who complete the requirements for a major in Chinese will be able to:

- Attain the Advanced level in speaking, listening and reading, and Intermediate High level in writing based on the ACTFL proficiency guidelines.
- Read and analyze basic texts written in Classical Chinese.
- Gain intercultural communicative skills to competently navigate a wide range of social and cultural contexts in Chinese-speaking environments.
- Critically read and analyze a variety of Chinese-language primary sources for academic and professional purposes.
- Engage critically with important aspects of the historical and cultural developments and trends in China’s diverse and complex past and present.
- Acquire the skills to enable them to continue their engagement with the target language and culture as lifelong learners and users of Chinese.

THE MAJOR

In order to develop proficiency and intercultural communicative skills in the language, students are required to complete at least eight Mandarin Chinese language courses (CHIN 101, 102, 201, 202, 301, 302, 401, 402) and at least one course in Classical Chinese (CHIN 312). To gain a deeper understanding of Chinese cultural traditions, students should take at least one Chinese core elective in Chinese literary, linguistic, or cultural studies (taught either in English or in Chinese) with prefixes and primary cross-listings in CHIN.

Students placed out of lower-level language courses can take additional approved electives to replace the language course requirement. Electives include core language courses, core electives, and ASIA courses in [the program of Asian Studies](#).

Learning Objectives for the Japanese Major

Students who complete the requirements for a major in Japanese will be able to:

- Demonstrate linguistic competency/proficiency in comprehending, speaking, reading, and writing in Japanese at the ACTFL Intermediate High to Advanced levels.
- Critically read and analyze a variety of Japanese primary sources for academic and professional purposes.
- Critically engage with Japanese culture, past and present, recognizing its diversity and vibrancy.
- Navigate a wide range of social and cultural contexts by communicating effectively and appropriately with people of other cultures in their local and global communities.
- Continue their engagement with Japanese language and culture as lifelong learners and users of Japanese.

THE MAJOR

In order to develop proficiency and intercultural communicative skills in the language, students are required to complete at least eight Japanese language courses (JAPN 101, 102, 201, 202, 301, 302, 401, 402), at least one Japanese core elective in Japanese literary, linguistic, or cultural studies (taught either in English or in Japanese) with prefixes and primary cross-listings in JAPN, and one approved elective related to Japanese language and culture (including additional JAPN core electives, additional Asian language courses, or Japanese studies courses offered in art, comparative literature, history, music, political science, religion, etc.).

Students placed out of lower-level language courses can take additional approved electives to replace the language course requirement. Electives include core language courses, core electives, and ASIA courses in [the program of Asian Studies](#).

Learning Objectives for the East Asian Languages and Cultures Major

Students who complete the requirements for a major in East Asian Languages and Cultures will be able to:

- Attain a minimum of Intermediate High level in speaking, listening and reading of either Chinese or Japanese, and Intermediate Low level in writing in the language based on the ACTFL proficiency guidelines.
- Acquire research, problem-solving, and critical thinking skills by engaging in linguistic or literary analysis in the field of Chinese studies or Japanese studies.
- Obtain basic intercultural communicative skills to navigate some social and cultural contexts in Chinese- or Japanese-speaking environments.
- Continue their engagement with an Asian language and culture as lifelong learners and users of the target language.
- Students who choose the dual-language option will attain the Advanced level in speaking, listening, and reading in either Chinese or Japanese, and the intermediate level in a second Asian language based on the ACTFL proficiency guidelines.

THE MAJOR

East Asian Languages and Cultures (EALC) major: In order to develop proficiency and intercultural communicative skills in the language, students are required to complete at least six language courses (or attain a minimum proficiency equivalent to the completion of 302) in one East Asian language offered by the department (currently Chinese Mandarin and Japanese). To gain a deeper understanding of the Chinese or Japanese cultural traditions and to develop research skills in the Chinese or Japanese fields, they should take at least two Chinese/Japanese core electives in literary, linguistic, or cultural studies in their primary focus of study with prefixes and primary cross-listings in CHIN/JAPN, and two approved electives related to Chinese/Japanese language and culture (including additional CHIN/JAPN core electives, additional Asian language courses, or Chinese/Japanese studies courses offered in art, comparative literature, history, music, political science, religion, etc.).

Students placed out of lower-level language courses can take additional approved electives to replace the language course requirement. Electives include core language courses, core electives, and ASIA courses in [the program of Asian Studies](#).

This major offers students who are able to complete the 402 level in either Chinese or Japanese by the end of their sophomore year a dual-language option which will allow them to learn a second Asian language and reach the Intermediate level in speaking that language by the time of graduation. Please consult with the chair or language coordinator for more information about this option.

LANGUAGE PLACEMENT

Students who have studied or otherwise developed some familiarity with Chinese or Japanese language before coming to Williams and who wish to continue their language study at the college should complete a placement evaluation before pre-registering for a language course. More information about the Chinese placement evaluation can be found at <https://chinese.williams.edu/faq/>. Students who wish to take the Japanese placement test should contact the Japanese faculty.

THE DEGREE WITH HONORS

The department offers students the option of pursuing a degree with Honors in Chinese, Japanese, or East Asian Languages and Cultures through writing an honors thesis. Honors theses allow students a unique opportunity to undertake an examination of topics and texts with a greater depth than regular courses allow. The great majority of students who undertake the challenge of writing an honors thesis find it to be one of their most rewarding academic experiences at Williams.

Students interested in pursuing a degree with Honors should begin thinking about their thesis topic and materials as early as possible. This is particularly true for students who need to gather materials or conduct research abroad, as this will typically take place during their junior year or the summer between their junior and senior years. It is the responsibility of the student to approach faculty members to inquire about their willingness to serve as a thesis advisor. Ideally, students should have previously taken a course with that faculty member in an area related to the subject matter of the thesis. Faculty members will usually only advise a single thesis per year, and never more than two, with students who first approach the faculty member about serving as advisor being given priority. It is recommended that students approach the faculty members with whom they are interested in working for their thesis by the end of the fall semester of their junior year.

Students must submit a proposal to the department chair and their intended advisor before they pre-register for senior year courses in the spring of their junior year. The proposal should include a statement of the topic, a general description of the types of materials available for study and how the study will be carried out, and the name of the faculty member who will serve as advisor. If the department approves the thesis proposal, the student should enroll in CHIN 493-W31-494, or JAPN 493-W31-494, depending on their major track. Please note that admission to the honors thesis program will normally be limited to students with a consistent record of honors-level work, as indicated by at least a B+ average in their courses for the major.

Students will typically meet with their advisor once a week at a set time other than office hours. The advisor will present the student with a set of deadlines for different stages in the thesis, ranging from a bibliography to the final draft. While these deadlines will vary for different advisors and theses, two deadlines will apply to all theses, whether analytic or translation. 1) Students must submit a finished first chapter or substantial section of polished translation by the last day of the first semester reading period. If the student misses this deadline, he or she will not be allowed to continue the thesis. 2) The finished thesis is due to the advisor by 4:00 pm on the Monday two weeks after the last day of Spring Recess. The student should submit three copies of the thesis at this time. There will be no extensions.

The department will assign two readers, separate from the advisor, to each thesis. The readers will give a written assessment of the thesis that will be an important factor in the final determination of the student's grades for the thesis and what honors designation, if any, will be given. These written comments will be shared with the student. Within two weeks after submission, the department will schedule an oral defense. This will be a one to one-and-a-half hour session in which the student will give a public presentation of his or her thesis to members of the department and invited guests followed by a question and answer period. A final, corrected copy of the thesis must be submitted to the Technical Services Department of Sawyer Library by 4:00 P.M. on the last day of the final examination period.

In order to qualify for Honors, the department must agree that the student has earned two semester grades of B+ or higher, based on his or her thesis and oral defense. Students whose thesis and defense are deemed by the department to be of exceptional merit will be awarded Highest Honors. A letter from the department chair will inform students of these decisions.

STUDY ABROAD

Students intending to major in the department are strongly encouraged to study in Asia at some point during their time at Williams—for a summer or for a semester or full year. Study-abroad in an immersive environment in the target culture is an indispensable step toward advanced proficiency in a second language. Prospective majors or language students who are planning to study abroad must attend the fall semester study-abroad information sessions organized by the department or discuss their plans with department faculty as far in advance as possible. The department administers the Linen Fellowships for Summer Study in Asia which fund selected students' summer intensive language study or research projects. Up to four study-abroad courses may be transferred and counted toward graduation and toward the majors offered in the department. Students MUST contact the department faculty BEFORE assuming study-away credit will be granted toward the major in the department. Upon return, students should ask their study-away program to send their transcript to the Registrar's office so that the appropriate number of credits can be transferred and granted by the department chair.

DEPARTMENT EMAIL LISTS

To be informed about the events, activities and funding opportunities in the department, please use your Williams login to sign up for one or more of the following GLOW special interest email lists.

"DALLC Majors and Faculty" (open to all current and prospective Chinese, Japanese, or East Asian Languages and Cultures majors):

<https://glow.williams.edu/enroll/AWTMXP>

"Asia-Related Funding Opportunities" (open to all students who would like to seek internal or external funding related to Asia):

<https://glow.williams.edu/enroll/PGJHAC>

"Special Interest Chinese" (open to all students interested in Chinese language and culture): <https://glow.williams.edu/enroll/XEYMPG>

"Special Interest Japanese" (open to all students interested in Japanese language and culture): <https://glow.williams.edu/enroll/DAYTN3>

JAPN 101 (F) Elementary Japanese

An introduction to modern spoken and written Japanese, the course aims to instill proficiency in Japanese by developing four necessary skills of speaking, listening, reading, and writing to successfully interact with native speakers. The relationship between language and culture and the sociolinguistically appropriate use of language will be stressed throughout. Audio, video and computer--assisted learning materials will be used extensively. Classes consist of a combination of "act" classes, conducted exclusively in Japanese, where students use the language in various types

of drills and communicative activities, and "fact" classes, conducted in Japanese and English, where students learn about the language and culture. JAPN 101 and 102 constitute an integral, indivisible year-long course. Students who register for a year-long course are required to complete both semesters of that course within the same academic year. Students who fail to take and pass the second half of a year-long course will incur a course deficiency.

Class Format: fact classes, three hours per week; act classes three hours per week

Requirements/Evaluation: daily classroom performance, homework, quizzes, chapter tests, interview tests, and a final exam

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: If the course is overenrolled, priority will be given to first-year students, sophomores, and DALLC majors.

Expected Class Size: 15

Grading: yes pass/fail option, no fifth course option

Unit Notes: students registered for JAPN 101-102 are required to attend and pass the sustaining program during the Winter Study period; credit granted only if both semesters (JAPN 101 and 102) are taken

Distributions: (D1)

Fall 2024

LEC Section: 01 TR 9:55 am - 11:10 am Kasumi Yamamoto

CON Section: 02 MWF 9:00 am - 9:50 am Masashi Harada

CON Section: 03 MWF 10:00 am - 10:50 am Masashi Harada

JAPN 102 (S) Elementary Japanese

An introduction to modern spoken and written Japanese, the course aims to instill proficiency in Japanese by developing four necessary skills of speaking, listening, reading, and writing to successfully interact with native speakers. The relationship between language and culture and the sociolinguistically appropriate use of language will be stressed throughout. Audio, video and computer--assisted learning materials will be used to facilitate learning. Classes consist of a combination of "act" classes, conducted exclusively in Japanese, where students use the language in various types of drills and communicative activities, and "fact" classes, conducted in Japanese and English, where students learn about the language and culture. JAPN 101 and 102 constitute an integral, indivisible year-long course. Students who register for a year-long course are required to complete both semesters of that course within the same academic year. Students who fail to take and pass the second half of a year-long course will incur a course deficiency.

Class Format: fact classes, three hours per week; act classes three hours per week

Requirements/Evaluation: daily classroom performance, homework, quizzes, chapter tests, interview tests, and a final exam

Prerequisites: JAPN 101

Enrollment Limit: 20

Enrollment Preferences: If the course is overenrolled, priority will be given to first-year students, sophomores, and DALLC majors.

Expected Class Size: 15

Grading: yes pass/fail option, no fifth course option

Unit Notes: students registered for JAPN 101-102 are required to attend and pass the sustaining program during the winter study period; credit is granted only if both semesters (JAPN 101 and 102) are taken

Distributions: (D1)

Spring 2025

LEC Section: 01 TR 9:55 am - 11:10 am Masashi Harada

CON Section: 02 MWF 9:00 am - 9:50 am Shinko Kagaya

CON Section: 03 MWF 10:00 am - 10:50 am Shinko Kagaya

JAPN 131 (F) Introduction to Japanese Formal Linguistics

Cross-listings: ASIA 131

Primary Cross-listing

This course provides a comprehensive introduction to the theoretical study of the Japanese language. We will delve into various aspects of linguistic theory, exploring speech sounds (phonetics and phonology), word formation (morphology), sentence structures (syntax), and meaning (semantics). Throughout, we will primarily juxtapose Japanese with English to deepen our understanding. By the end, we will not only grasp the fundamentals but also gain practical skills to delve into applied linguistics with confidence. This includes areas such as language acquisition, pragmatics, psycholinguistics, neurolinguistics, sociolinguistics, historical linguistics, language change, and cross-linguistic variation. While there is no prerequisite, having some proficiency in Japanese would enhance your experience.

Class Format: combination of lecture and discussion

Requirements/Evaluation: quizzes, problem sets, a paper, a presentation, a mid-term exam, and a final exam

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: current or prospective majors in the Department of Asian Languages, Literatures, and Cultures

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

JAPN 131(D1) ASIA 131(D1)

Attributes: Linguistics

Fall 2024

SEM Section: 01 TF 1:10 pm - 2:25 pm Masashi Harada

JAPN 201 (F) Intermediate Japanese

This course is a continuation of First-Year Japanese 101-102, further developing the four skills of speaking, listening, reading, and writing. The same general methodology will be used. Upon completing the course, students will have been introduced to most of the major structural patterns of contemporary Japanese and will be able to read simple expository prose.

Class Format: fact classes, three hours per week; act classes three hours per week

Requirements/Evaluation: daily performance, homework, quizzes, chapter tests, interview tests, and a final exam

Prerequisites: JAPN 101-102 or permission of instructor

Enrollment Limit: 12

Enrollment Preferences: If the course is overenrolled, priority will be given to first-year students, sophomores, and DALLC majors.

Expected Class Size: 10

Grading: yes pass/fail option, no fifth course option

Distributions: (D1)

Fall 2024

LEC Section: 01 TR 11:20 am - 12:35 pm

CON Section: 02 MWF 11:00 am - 11:50 am

JAPN 202 (S) Intermediate Japanese

This course is a continuation of Japanese 201, further developing the four skills of speaking, listening, reading, and writing. The same general methodology will be used. Upon completing the course, students will have been introduced to most of the major structural patterns of contemporary Japanese and will be able to read simple expository prose.

Class Format: fact classes, three hours per week; act classes three hours per week

Requirements/Evaluation: daily performance, homework, quizzes, chapter tests, interview tests, and a final exam

Prerequisites: JAPN 201 or permission of instructor

Enrollment Limit: 12

Enrollment Preferences: If the course is overenrolled, priority will be given to first-year students, sophomores, and DALLC majors.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Spring 2025

LEC Section: 01 TR 11:20 am - 12:35 pm

CON Section: 02 MWF 11:00 am - 11:50 am

JAPN 223 (S) Japanese Food Culture in a Global Context (DPE)

Cross-listings: COMP 223

Primary Cross-listing

The burgeoning popularity of Japanese food on a global scale has resulted in a surge of new research, literature, and films. Conversely, the effects of globalization have transformed the dining experience within Japan to be ever more multiethnic. This interdisciplinary course explores the complex relationship between food and culture in Japan, and the emergence of Japanese cuisine as a global phenomenon, referring to a variety of materials and practices. Topics to be addressed include modernization, nation-building, militarization, globalization, the environment, and popular culture.

Requirements/Evaluation: active class participation, three response papers, two small written report (including class presentations), and one research paper and presentation

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: current or prospective majors in the Department of Asian Languages, Literatures, and Cultures

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

JAPN 223(D1) COMP 223(D1)

Difference, Power, and Equity Notes: This course explores the complex relationship between food and culture in and out of Japan, in relation to a variety of topics such as modernization, nation-building, militarization, globalization, environmentally sustainable development, and popular culture. Students will have the opportunity to critically analyze how various social/cultural, historical, and political contexts shaped and unveiled (in)difference, (dis)power, and (in)equity in food production and consumption.

Not offered current academic year

JAPN 301 (F) Upper-Intermediate Japanese

This course is a continuation of Japanese 201 and 202. Students will further develop the four skills of speaking, listening, reading, and writing, while consolidating the foundations built in Elementary and Intermediate Japanese. The same general methodology will be used. In this course, students begin to emphasize vocabulary building through the study of situationally oriented materials stressing communicative competence. The reading of expository prose in both semi-authentic and authentic materials of intermediate difficulty will also receive some extensive attention.

Class Format: three 75-minute classes

Requirements/Evaluation: daily performance, homework, quizzes, a midterm, and a final exam

Prerequisites: JAPN 202 or permission of instructor

Enrollment Limit: 12

Enrollment Preferences: If the course is overenrolled, priority will be given to current or prospective majors in the Department of Asian Languages, Literatures, and Cultures, Asian Studies concentrators.

Expected Class Size: 8

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Fall 2024

SEM Section: 01 MWF 8:30 am - 9:45 am

JAPN 302 (S) Upper-Intermediate Japanese

This course is a continuation of Japanese 301. Students will further develop the four skills of speaking, listening, reading, and writing, while consolidating the foundations built in Elementary and Intermediate Japanese. In this course, students work on the reading skills for comprehending primary source materials and expository prose of intermediate difficulty; the communication skills for conducting practical conversations and presentations; and the listening skills for interpreting various types of information.

Class Format: three 75-minute classes

Requirements/Evaluation: daily performance, homework, quizzes, a midterm, and a final exam

Prerequisites: JAPN 301 or permission of instructor

Enrollment Limit: 12

Enrollment Preferences: If the course is overenrolled, priority will be given to current or prospective majors in the Department of Asian Languages, Literatures, and Cultures, Asian Studies concentrators.

Expected Class Size: 8

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Spring 2025

SEM Section: 01 MWF 8:30 am - 9:45 am Masashi Harada

JAPN 401 (F) Advanced Japanese

This course is a continuation of Japanese 301 and 302. Students will develop the four skills of speaking, listening, reading, and writing in the discussion of social issues in contemporary Japan. Topics may vary according to the level of the students.

Class Format: three 75-minute classes

Requirements/Evaluation: daily performance, homework, quizzes, and projects (presentation and paper)

Prerequisites: JAPN 302 or permission of instructor

Enrollment Limit: 12

Enrollment Preferences: If the course is overenrolled, priority will be given to current or prospective majors in the Department of Asian Languages, Literatures, and Cultures, Asian Studies concentrators.

Expected Class Size: 8

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Fall 2024

SEM Section: 01 MWF 11:00 am - 12:15 pm Kasumi Yamamoto

JAPN 402 (S) Advanced Japanese

A continuation of Japanese 401, developing speaking, listening, reading, and writing skills in the discussion of social issues in contemporary Japan. Topics may vary according to the level of the students.

Class Format: three 75-minute classes

Requirements/Evaluation: daily performance, homework, quizzes and projects (presentation and paper)

Prerequisites: JAPN 401 or permission of instructor

Enrollment Limit: 12

Enrollment Preferences: If the course is overenrolled, priority will be given to current or prospective majors in the Department of Asian Languages, Literatures, and Cultures, Asian Studies concentrators.

Expected Class Size: 8

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Spring 2025

SEM Section: 01 MWF 11:00 am - 12:15 pm Shinko Kagaya

JAPN 493 (F) Senior Thesis: Japanese

Japanese senior thesis; this is part of a full-year thesis (493-494).

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Fall 2024

HON Section: 01 TBA Man He

JAPN 494 (S) Senior Thesis: Japanese

Japanese senior thesis; this is part of a full-year thesis (493-494).

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Spring 2025

HON Section: 01 TBA Man He

JAPN 497 (F) Independent Study: Japanese

Japanese independent study. For students who have completed Japanese 402 or the equivalent.

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Fall 2024

IND Section: 01 TBA Man He

JAPN 498 (S) Independent Study: Japanese

Japanese independent study. For students who have completed Japanese 402 or the equivalent.

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Spring 2025

IND Section: 01 TBA Man He

Winter Study -----

JAPN 31 (W) Senior Thesis: Japanese

To be taken by all students who are candidates for honors in Japanese.

Class Format: independent study

Grading: pass/fail only

Not offered current academic year

JAPN 88 (W) Japanese Sustaining Program

Students registered for JAPN 101-102 are required to attend and pass the Japanese Sustaining Program. However, students are also required to register for a regular Winter Study course. Once the regular Winter Study registration process is complete, the Registrar's Office will automatically enroll you in the Sustaining Program; check your class schedule to confirm enrollment.

Requirements/Evaluation: regular attendance and active participation

Prerequisites: Japanese 101

Grading: pass/fail option only

Materials/Lab Fee: one Xerox packet

Not offered current academic year

JAPN 99 (W) Independent Study: Japanese

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study

Grading: pass/fail only

Not offered current academic year

JEWISH STUDIES (Div II)

Chair: Professor Edan Dekel

Advisory Committee

- Edan Dekel, Garfield Professor of Ancient Languages, Chair of Jewish Studies Program; affiliated with: Classics, Religion
- Alexandra Garbarini, Charles R. Keller Professor of History; on leave 2023-2024
- Jeffrey I. Israel, Chair and Associate Professor of Religion

THE PROGRAM IN JEWISH STUDIES

Jewish Studies is an interdisciplinary field that encompasses the texts, history, languages, philosophy, and culture of Jews and Judaism as they have changed over three millennia and throughout the world. The program offers courses in multiple disciplines including but not limited to Religion, Classics, History, Philosophy, Anthropology, Sociology, and Comparative Literature. Across these disciplines, the program examines topics such as religious belief and practice, textual interpretation, the development of Zionism, life in the Diaspora, the historicization and memorialization of the Holocaust, and historical, political and philosophical questions surrounding Jewish identity. Investigating the foundations and development of these various Jewish topics, as well as their interaction with and influence on other traditions, provides an opportunity to explore the continuities and diversity of Jewish life and thought. Students will gain exposure to a common body of knowledge and scholarly approaches through which to engage in their own rich and varied intellectual explorations of Jewish and related topics.

CONCENTRATION IN JEWISH STUDIES

The concentration in Jewish Studies requires five courses with at least two different prefixes: one gateway course, two core courses, one elective, and one capstone course. Senior concentrators should consult with the chair about arrangements for a capstone course, if one is not listed below.

Gateway Courses (can also count as core courses):

[REL 201 / COMP 201 / JWST 201\(F\) LEC The Hebrew Bible](#)

Taught by: [Edan Dekel](#)

[Catalog details](#)

[REL 203 / JWST 101 SEM Judaism: Before The Law](#)

Taught by: [Jeffrey Israel](#)

[Catalog details](#)

[REL 222 / JWST 222 SEM The Jewish Art of Interpretation](#)

Taught by: [Jeffrey Israel](#)

[Catalog details](#)

Core Courses

[ANTH 334 / COMP 334 / JWST 334 / REL 334\(S\) SEM Imagining Joseph](#)

Taught by: [Peter Just](#)

[Catalog details](#)

[ARAB 363 / JWST 268 / REL 268 / COMP 363 SEM Where are all the Jews?](#)

Taught by: [Brahim El Guabli](#)

[Catalog details](#)

[HIST 230 / JWST 230\(F\) LEC Modern European Jewish History, 1789-1948](#)

Taught by: [Alexandra Garbarini](#)

[Catalog details](#)

[HIST 434 / REL 335 / JWST 434\(S\) SEM Humanitarianism and Jewish History](#)

Taught by: [Alexandra Garbarini](#)

[Catalog details](#)

[REL 206 / COMP 206 / JWST 206\(S\) SEM The Book of Job and Joban Literature](#)

Taught by: [Edan Dekel](#)

[Catalog details](#)

[REL 222 / JWST 222 SEM The Jewish Art of Interpretation](#)

Taught by: [Jeffrey Israel](#)

[Catalog details](#)

[REL 249 / JWST 249\(F\) SEM Antisemitism](#)

Taught by: [Jeffrey Israel](#)

[Catalog details](#)

[REL 299 / JWST 299 SEM Shakespeare's Torah](#)

Taught by: [Jeffrey Israel](#)
[Catalog details](#)
[REL 330 / PSCI 375 / JWST 492 SEM Modern Jewish Political Theory](#)

Taught by: [Jeffrey Israel](#)
[Catalog details](#)

Elective Courses

Students may meet the elective requirement with a course partially related to Jewish Studies or another core course. In an elective course partially related to Jewish Studies, a student will normally focus at least one of the major writing assignments on a topic relevant to Jewish Studies or approximately one-third of the course will be devoted to Jewish subjects. The list of relevant electives changes regularly, so the course catalog should be checked for details. Listed below are examples of courses partially related to Jewish Studies. Students may meet the elective requirement with a course not listed here, subject to the approval of the Chair of Jewish Studies.

[HIST 207 / GBST 102 / ARAB 207 / LEAD 207 / JWST 217 / REL 239 LEC The Modern Middle East](#)

Taught by: [Magnús Bernhardtsson](#)
[Catalog details](#)
[SILP 101\(F\) LEC Elementary Hebrew](#)

Taught by: [Shaina Adams-El Guabli](#)
[Catalog details](#)
[SILP 102\(S\) LEC Elementary Hebrew](#)

Taught by: [Shaina Adams-El Guabli](#)
[Catalog details](#)

Capstone Course

[HIST 433 / JWST 433 SEM Colonialism and the Jews](#)

Taught by: [Maud Mandel](#)
[Catalog details](#)

[HIST 434 / REL 335 / JWST 434\(S\) SEM Humanitarianism and Jewish History](#)

Taught by: [Alexandra Garbarini](#)
[Catalog details](#)

[REL 330 / PSCI 375 / JWST 492 SEM Modern Jewish Political Theory](#)

Taught by: [Jeffrey Israel](#)
[Catalog details](#)

THE DEGREE WITH HONORS IN JEWISH STUDIES

The degree with honors offers students the opportunity to undertake advanced research under the supervision of one or more of the faculty members in Jewish Studies. Students normally must have at least a 3.5 GPA in the concentration and secure a faculty sponsor to be eligible. In addition to completing the five courses required for the concentration, candidates must enroll in either JWST 493 and a Winter Study course or a Winter Study course and JWST 494 in their senior year, and prepare a substantial written thesis. Honors in Jewish Studies may be granted to concentrators after an approved candidate completes an honors thesis and is awarded an honors grade by her/his advisor and one other faculty reader. Students interested in becoming candidates for honors should consult with the program in the spring of the junior year.

Croghan Professorship

Each year, in addition to the regular course offerings listed above, Williams sponsors the Croghan Bicentennial Visiting Professor in Religion who offers one course in Judaism and/or Christianity

OVERSEAS STUDIES

Studying in Israel is highly recommended for students interested in Jewish Studies. Many students have spent a semester or year at Hebrew University, Tel Aviv University, or the University of Haifa. With the approval of the Jewish Studies program chair, students may count a study-abroad program towards up to two core requirements.

FAQ

Students MUST contact departments/programs BEFORE assuming study away credit will be granted toward the major or concentration.

Can your department or program typically pre-approve courses for major/concentration credit?

Yes, in some cases, if appropriate course information is available in advance (e.g. syllabi and/or course descriptions), though students should be sure to contact the department.

What criteria will typically be used/required to determine whether a student may receive major/concentration credit for a course taken while on study away?

Course title and description.

Does your department/program place restrictions on the number of major/concentration credits that a student might earn through study away?

No.

Does your department/program place restrictions on the types of courses that can be awarded credit towards your major?

No.

Are there specific major requirements that cannot be fulfilled while on study away?

Yes. Gateway course and Capstone course.

Are there specific major requirements in your department/program that students should be particularly aware of when weighing study away options? (Some examples might include a required course that is always taught in one semester, laboratory requirements.)

No.

Give examples in which students thought or assumed that courses taken away would count toward the major or concentration and then learned they wouldn't:

None to date.

FUNDING

The Bronfman Fund for Judaic Studies was established in 1980 by Edgar M. Bronfman '50, Samuel Bronfman II '75, and Matthew Bronfman '80. The Bronfman Fund provides opportunities for the Williams community to learn about Jewish history and culture, both within the College's formal curriculum and through the planning of major events on Jewish themes.

The Morris Wiener and Stephen R. Wiener '56 Fund for Jewish Studies was established in 1997 through the estate of Stephen R. Wiener '56. The Wiener gifts have provided an endowment to support a faculty position in modern Jewish thought, and are used to underwrite an annual lecture, forum or event relevant to contemporary Jewish life.

JWST 101 (F) Judaism: Before The Law

Cross-listings: REL 203

Secondary Cross-listing

This course introduces the academic study of Judaism through a humanistic exploration of "the Law" as a concept in Jewish thought and practice. Coverage will include the Law of Moses in the Hebrew Bible, the rabbinic distinction between "Oral Law" and "Written Law," medieval philosophical justifications for the Law, modern interpretations of the Law as Moral Law, Hasidic challenges to the centrality of the Law, and twentieth-century Jewish fiction that is haunted by a felt absence of the Law. Topics may also include the nature of rabbinic authority, methods of Jewish legal interpretation and innovation, and Jewish law as it pertains specifically to women, gentiles, idolaters, food consumption, and the Land of Israel. Course materials will include classical sources such as the Talmud and Midrash, modern philosophical texts, Franz Kafka's *The Trial* with his parable "Before The Law," ethnographic accounts of contemporary Jewish observance, and much else. *All readings will be in translation.*

Requirements/Evaluation: class participation, three short papers, and a final longer paper

Prerequisites: none

Enrollment Limit: 30

Enrollment Preferences: Jewish Studies concentrators, Religion majors and students who are considering these options

Expected Class Size: 15

Grading: yes pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

REL 203(D2) JWST 101(D2)

Attributes: JLST Interdepartmental Electives JWST Gateway Courses

Not offered current academic year

JWST 201 (F) The Hebrew Bible

Cross-listings: COMP 201 / REL 201

Secondary Cross-listing

The Hebrew Bible is perhaps the single most influential work in the history of Western philosophy, literature, and art. But the overwhelming presence of the text in nearly every aspect of modern culture often obscures the sheer brilliance of its narrative technique as well as the complex interplay between law, history, prophecy, and poetry. This course offers a comprehensive introduction to the literary, historical, and theological aspects of the Hebrew Bible with an eye towards developing a sophisticated understanding of the text in its ancient context. Through the close reading of substantial portions of the Hebrew Scripture in translation and the application of various modern critical approaches to culture and literature, students will explore fundamental questions about the social, ritual, and philosophical history of ancient Israel, as well as the fundamental power of storytelling that has resonated across two millennia.

Requirements/Evaluation: Class participation, short written assignments, midterm and final exams.

Prerequisites: none

Enrollment Limit: 40

Enrollment Preferences: If the course is overenrolled, preference will be given to Jewish Studies concentrators and Religion and Comparative Literature majors.

Expected Class Size: 40

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

JWST 201(D2) COMP 201(D1) REL 201(D2)

Attributes: JWST Gateway Courses

Fall 2024

LEC Section: 01 TR 9:55 am - 11:10 am Edan Dekel

JWST 206 (S) The Book of Job and Joban Literature

Cross-listings: COMP 206 / REL 206

Secondary Cross-listing

The Book of Job has often been described as the most philosophical book of the Hebrew Bible. The story of one man's struggle to understand the cause of his suffering and his relationship to God represents the finest flowering of the Near Eastern wisdom literature tradition. Through its exploration of fundamental issues concerning human suffering, fate and divinity, and the nature of philosophical self-examination, Job has served as a touchstone for the entire history of existential literature. At the same time, the sheer poetic force of the story has inspired some of the greatest artistic and literary meditations in the Western tradition. This course will engage in a close reading of the Book of Job in its full cultural, religious, and historical context with special attention to its literary, philosophical, and psychological dimensions. We will then proceed to investigate key modern works in several genres that involve Joban motifs, themes, and text both explicitly and implicitly. These texts will include Franz Kafka's *The Trial*, Archibald MacLeish's *J.B.*, Robert Frost's "Masque of Reason," Carl Jung's *Answer to Job*, and William Blake's *Illustrations to the Book of Job*. *All readings are in translation.*

Requirements/Evaluation: Evaluation will be based on class participation, short written assignments, and midterm and final exams.

Prerequisites: none

Enrollment Limit: 18

Enrollment Preferences: If the course is overenrolled, preference will be given to students who have already taken a course in biblical literature.

Expected Class Size: 18

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 206(D1) REL 206(D2) JWST 206(D2)

Attributes: JWST Core Electives

Spring 2025

SEM Section: 01 TR 9:55 am - 11:10 am Edan Dekel

JWST 217 (F) The Modern Middle East (DPE)

Cross-listings: REL 239 / ARAB 207 / HIST 207 / LEAD 207 / GBST 102

Secondary Cross-listing

This survey course addresses the main economic, religious, political and cultural trends in the modern Middle East. Topics to be covered include the cultural diversity of the Middle East, relations with Great Powers, the impact of imperialism, the challenge of modernity, the creation of nation states and nationalist ideologies, the discovery of oil, radical religious groups, and war and peace. Throughout the course these significant changes will be evaluated in light of their impact on the lives of a variety of individuals in the region and especially how they have grappled differently with increasing Western political and economic domination.

Requirements/Evaluation: participation, online responses, quizzes, midterm, and final exam

Prerequisites: none

Enrollment Limit: 40

Enrollment Preferences: History & Arabic majors, and Jewish studies concentrators; completion of course admission survey if overenrolled

Expected Class Size: 30-40

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

REL 239(D2) ARAB 207(D2) HIST 207(D2) JWST 217(D2) LEAD 207(D2) GBST 102(D2)

Difference, Power, and Equity Notes: This course introduces students to the incredible diversity of the Middle East. It will explore how people of different backgrounds and in different situations have responded in diverse ways to the problems of the day. Students will acquire the critical tools to assess a number of interpretations of the past and how to understand and appreciate the many narratives in the Middle East today that have profound political and cultural implications.

Attributes: GBST Middle Eastern Studies HIST Group E Electives - Middle East JWST Elective Courses LEAD Facets or Domains of Leadership

Not offered current academic year

JWST 222 (F) The Jewish Art of Interpretation

Cross-listings: REL 222

Secondary Cross-listing

Turn it and turn it, for everything is in it. This famous rabbinic dictum offers an enigmatic yet comprehensive account of the principles that have defined the Jewish practice of interpretation for over two millennia. The imperative to keep a text, word, image, or concept in constant motion, in order to generate as many meanings and cross-meanings as possible, challenges us to transform the act of interpretation itself into a virtuosic craft or art that can engage the human imagination as diversely and powerfully as the creation of the works being interpreted. At the same time, emphasis on the dynamism between text and interpreter should dispel the notion that only expansive works have expansive meanings. If interpretation itself is an art, then even the shortest text can contain "everything" within it when it participates in that art. This course will engage students in a radical experiment in the art of interpretation. Through a deep encounter with a selection of miniature texts, ranging from ancient rabbinic proverbs and medieval fables to the modern parables and fragments of Franz Kafka, as well as folklore and jokelore from every period in Jewish history up to the present, we will develop an interpretive practice that combines analytic, critical, and creative principles in both written and oral contexts. The goal throughout is to explore interactively how the making of meaning is an integral part of the human experience.

Requirements/Evaluation: class participation, regular short written and oral assignments, and a final project

Prerequisites: none

Enrollment Limit: 18

Enrollment Preferences: If the class is overenrolled, preference will be given to Jewish Studies concentrators and Religion majors.

Expected Class Size: 18

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

REL 222(D2) JWST 222(D2)

Attributes: JWST Core Electives JWST Gateway Courses

Not offered current academic year

JWST 230 (F) Modern European Jewish History, 1789-1948

Cross-listings: HIST 230

Secondary Cross-listing

What does it mean to be Jewish? The question of Jewish identity emerged anew at the end of the eighteenth century in Europe and has dominated Jewish history throughout the modern period. Although Jewish emancipation and citizenship followed different paths in different parts of Europe, in general Jews were confronted by unprecedented opportunities for integration into non-Jewish society and unprecedented challenges to Jewish communal life. Focusing primarily on France and Germany, and to a lesser extent on the Polish lands, this course will introduce students to the major social, cultural, religious, and political transformations that shaped the lives of European Jews from the outbreak of the French Revolution to the aftermath of World War II. We will explore such topics as emancipation, Jewish diversity, the reform of Judaism, competing political ideologies, Jewish-gentile relations, the rise of modern antisemitism, gender roles in Jewish society, interwar Jewish culture, Jewish responses to Nazism and the Holocaust, and the situation of Jews in the immediate post-WWII period. In addition to broad historical treatments, course materials will include exposure to different kinds of primary sources, from philosophical and political treatises, to memoirs, diaries, and fiction.

Class Format: discussion

Requirements/Evaluation: class participation, weekly comments on readings, two 6- to 8-page papers, and a final exam

Prerequisites: none

Enrollment Limit: 40

Enrollment Preferences: Jewish studies concentrators, first-years, sophomores

Expected Class Size: 10-20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

JWST 230(D2) HIST 230(D2)

Attributes: HIST Group C Electives - Europe and Russia JWST Core Electives

Fall 2024

LEC Section: 01 MWF 8:30 am - 9:45 am Alexandra Garbarini

JWST 249 (F) Antisemitism (DPE)

Cross-listings: REL 249

Secondary Cross-listing

In this course students will investigate intellectual traditions, political movements, and cultural objects that construct Jews, Jewishness, or Judaism as a negative principle. Where is Judaism portrayed as the darkness by contrast to the light? When are Jews depicted as a pernicious force that explains the presence of evil in the world? How is Jewishness used as a critical category to identify what is retrograde, deracinating, or base? We will interpret materials from a variety of times and places, including the ancient world, the medieval period, and the present day. We will also explore prominent theoretical approaches to the interpretation of these materials. Is there a continuous phenomenon that connects every assertion of Jewish malevolence for over two thousand years of human history? Or should claims about Jewish malevolence be presumed to have an entirely distinct meaning, origin, and purpose in each historical context? Which particular threats are Jews, Judaism, and Jewishness typically alleged to pose? How does the idea of a Jewish threat fit with ideas about race, gender, ethnicity, religion, class, sexuality, and nationality? This is a course about *negative meaning-making*. Our primary goal throughout the course is to study how shadows of thought, symbolism, and story are cast. It is a course about how language, images, structures, and institutions are used to constitute an antagonist: villainy, the demonic, the enemy, the conspiratorial cabal, the

exploitative interloper, "the Jew." And it is a course about the tragic consequences for real people -- for Jews and for all humanity -- when negative principles and fantasies are not contained by realism, reasonableness, and compassion.

Requirements/Evaluation: Class participation, regular in-class writing assignments, midterm exam, final exam

Prerequisites: none

Enrollment Limit: 18

Enrollment Preferences: Jewish Studies concentrators, Religion majors, and students who have taken JWST 203

Expected Class Size: 18

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

REL 249(D2) JWST 249(D2)

Difference, Power, and Equity Notes: This course will introduce students to discursive, institutional, and social formations that have organized the stigmatization, domination, and persecution of Jews in various geographic locations for over two thousand years. An understanding of these structures is crucial to understanding contemporary dynamics of difference and power. Students will also consider how constructions of Jewish malevolence intersect with ideas about race, gender, class, religion, ethnicity, and nation.

Attributes: JWST Core Electives

Fall 2024

SEM Section: 01 TF 2:35 pm - 3:50 pm Jeffrey I. Israel

JWST 268 (S) Where are all the Jews? (DPE) (WS)

Cross-listings: COMP 363 / REL 268 / ARAB 363

Secondary Cross-listing

Until four decades ago, many Maghrebi and Middle Eastern cities and villages teemed with Jewish populations. However, the creation of the Alliance Israelite Universelle's schools (1830s), the establishment of the State of Israel in 1948, the decolonization process in the Maghreb and the Middle East, and the Arab defeat in the Six-Day War accelerated the departure of Arab and Berber Jews from their homelands to other destinations, including France, Israel, Canada, the United States, and different Latin American countries. Arab and Berber Jews' departure from their ancestral lands left a socioeconomic and cultural void that Maghrebi and Middle Eastern cultural production has finally started to address, albeit shyly. The course will help students understand the depth of Jewish life in the Maghreb and the Middle East, and interrogate the local and global factors that led to their disappearance from both social and cultural memories for a long time. Reading fiction, autobiographies, ethnographies, historiographical works, and anthropological texts alongside documentaries films, the students will understand how literature and film have become a locus in which amnesia about Arab/Berber Jews is actively contested by recreating a bygone world. Resisting both conflict and nostalgia as the primary determinants of Jewish-Muslim relations, the course will help students think about multiple ways in which Jews and Muslims formed communities of citizens despite their differences and disagreements.

Requirements/Evaluation: 400-word weekly, focused responses on Glow; a book review (600 words); two five-page papers as mid-terms; one ten-page final paper; one presentation.

Prerequisites: none

Enrollment Limit: 14

Enrollment Preferences: students interested in critical and comparative literary, religious or historical studies.

Expected Class Size: 14

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 363(D1) REL 268(D2) JWST 268(D2) ARAB 363(D1)

Writing Skills Notes: Students are required to present an outline of their papers before submitting a draft paper. The professor will give feedback on each written work to improve students' writing skills. Students are required to incorporate the feedback to improve their drafts before they become final. Students will receive detailed and consistent feedback about their writing. Students will receive from the instructor timely comments on their writing

skills, with suggestions for improvement.

Difference, Power, and Equity Notes: Students in this course will understand the historical process that led to the disappearance of Arab/Berber Jews. Students also will work out alternative ways to grasp Jewish-Muslim relations beyond nostalgia and conflict. Finally, students enrolled in the course will grapple with and try to disentangle the complexity of Jewish-Muslim citizenship in both pre-colonial and postcolonial contexts.

Attributes: JWST Core Electives

Not offered current academic year

JWST 299 (S) Shakespeare's Torah

Cross-listings: REL 299

Secondary Cross-listing

For readers and speakers of the English language over the past five centuries, no literary body of work has been more central than the writings of William Shakespeare. His plays and poems have shaped the linguistic, philosophical, and artistic representation of human experience in ways that permeate every aspect of our lives. Shakespeare's capacious work and its central preoccupation with the essential questions of humanity have also inspired an extensive tradition of commentary, interpretation, and performance. In this regard, his work occupies a position similar to the one held by the collection of writings known in the Jewish tradition as *Torah*. This term refers both to the set of books contained in the Hebrew Bible and to the rabbinic tradition that emerged from reading those books, which in turn has provided the core principles for over two millennia of Jewish interpretive practice. This course invites students to read Shakespeare as Torah by applying the essential features of that practice to his extraordinary work. Through a deep and sustained encounter with four plays in four different genres (*Hamlet*, *Henry IV*, *Twelfth Night*, and *The Tempest*), we will combine analytic, critical, and creative principles to make meaning in and out of these texts. The goal throughout is to explore how the Jewish art of interpretation can illuminate our experience of Shakespeare's humanity.

Requirements/Evaluation: class participation, regular short written and oral assignments, and a final project

Prerequisites: none

Enrollment Limit: 18

Enrollment Preferences: If the class is overenrolled, preference will be given to Jewish Studies concentrators, Religion majors, and students who have taken REL/JWST 222.

Expected Class Size: 18

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

REL 299(D2) JWST 299(D2)

Attributes: JWST Core Electives

Not offered current academic year

JWST 334 (S) Imagining Joseph

Cross-listings: REL 334 / ANTH 334 / COMP 334

Secondary Cross-listing

Beloved son, rival brother, faithful servant, dreamer, seer, object of desire, lover, husband, bureaucrat, Joseph is one of the most fully-limned and compelling figures in the Jewish, Christian, and Muslim scriptural traditions. The story of Joseph unfolds over fourteen chapters in the Hebrew Bible, and is the subject of the fourth longest sura in the Qur'an. Through millennia, the story of Joseph has inspired a wealth of interpretations, commentary, apocrypha, re-tellings, and back-story, including an apocryphal book of scripture about Joseph and his wife, Asenath, Sufi poetry about Joseph and Zuleikha (Potiphar's wife), a trilogy by the 20th century German novelist Thomas Mann, a musical by Andrew Lloyd Weber, and many expressions in Western visual art. The course will explore these various expressions, looking to them for the ways in which Joseph has captured the imaginations of peoples and cultures across time and space. The course will be organized as a collaborative seminar in which the class will read the foundational scriptures together, followed by thematic discussions to which students will contribute insights from their own readings of particular peripheral texts. Students will learn the pleasures of close and intense exegetical reading in approaching the Hebrew Bible and Qur'an, as well as the more expansive pleasures of linking post-scriptural expressions together.

Requirements/Evaluation: occasional response papers; substantial final project and paper; class participation

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: based on responses to a questionnaire

Expected Class Size: 12

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

REL 334(D2) ANTH 334(D2) COMP 334(D1) JWST 334(D2)

Attributes: JWST Core Electives

Spring 2025

SEM Section: 01 W 1:10 pm - 3:50 pm Peter Just

JWST 430 (S) Postcolonial Reparations: Trauma, History, and Memory after European Imperialism (DPE) (WS)

Cross-listings: HIST 430

Secondary Cross-listing

How have European states responded to calls to acknowledge and atone for the crimes of Empire? This course places recent calls for reparations in a historical context. Weaving together a wide-range of historical and contemporary case studies -- including the Conference on Jewish Material Claims Against Germany (1951), Germany's official recognition of the Herero Genocide (2021), and ongoing debates in France about the restitution of colonial-era looted art, this course investigates how the language and mechanisms of restorative justice have historically developed, evaluates which past efforts of restorative justice were successful and why, and examines what role historical memory and historians-as-activists should play in campaigns that seek reparations for colonial injustices. In doing so, it evaluates how activists have deployed scholarly vocabularies on memory, justice, and violence in a number of national and international contexts.

Requirements/Evaluation: Class participation, weekly 500-word discussion posts and a 20-page research paper

Prerequisites: None

Enrollment Limit: 15

Enrollment Preferences: History majors, seniors, and then juniors

Expected Class Size: 10-15

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 430(D2) JWST 430(D2)

Writing Skills Notes: This is an intensive writing seminar for advanced history majors. We focus on how to write a journal-length piece of original historical research, while evaluating the strengths and weaknesses of other scholarly pieces. Students receive feedback on multiple drafts of their final research papers and participate in two workshop seminars in which they provide feedback on the papers of their peers.

Difference, Power, and Equity Notes: This course asks how contemporary political and social justice movements can -- or ought to -- address political and economic inequities between the Global South and North, introduces students to how questions of race and national belonging have informed contemporary debates on restorative justice, and exposes the persistence of some global and historically-situated inequities.

Attributes: HIST Group C Electives - Europe and Russia

Not offered current academic year

JWST 433 (F) Colonialism and the Jews (DPE) (WS)

Cross-listings: HIST 433

Secondary Cross-listing

Where are Jews in colonial history? Where is colonialism in Jewish history? In many ways, these questions haunt contemporary Jewish and often world politics. Indeed, in the twenty-first century, the relationship between Jews and colonialism has been present in debates about Zionism, the history of capitalism, Jewish-Muslim relations, the wider Middle East, the future of European identity, the aims and roots of American empire, and the

intersections of race and religion in colonial domination. And yet, typically, the subject of Jews and colonialism is more polemicized or avoided than probed. This course will seek to address this lacunae by introducing students to new historical scholarship that has begun tracing these questions. Students will consider the ways in which imperial legal forms, economic structures, and cultural and intellectual underpinnings shaped Jewish lives from the British antipodes to French North Africa, and throughout the Russian and Ottoman Empires, as well as in metropolitan Europe. Among other issues, we will ask: How did Jews become defined and define themselves in the colonial venture? In their various roles in colonial empires, are Jews best understood as subjects or agents of empire or are there more fruitful ways to conceptualize their engagement? What was the impact of anti-colonial struggles on modern Jewish politics and historical development? The course will approach this topic thematically rather than as a comprehensive survey. By introducing students to some of the key debates in this emerging field, we will consider what it takes to construct a successful historical argument and how to engage critically with works in an emerging field. A semester-long writing project will expand students capacities to pose thoughtful historical questions; conduct research and gather compelling evidence; read deeply and critically; carefully assess evidence; and write inquiry-based essays.

Requirements/Evaluation: Class participation; brief weekly writing on the readings; a final research paper written in stages, including two "research updates" ; an analysis of a source; a research proposal; a rough draft of one paper section; a rough draft of the paper; and a final 25-page paper.

Prerequisites: None; open to all students (however, a background in European history and/or Jewish Studies will be helpful).

Enrollment Limit: 15

Enrollment Preferences: Junior and Senior History Majors and Jewish Studies Concentrators

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 433(D2) JWST 433(D2)

Writing Skills Notes: Before each course, students will submit a 2-3 paragraph critique and a list of 3 questions for discussion. The final assignment will be a research paper (approximately 25 pages) or historiographical essay. Assignments en route to the final deadline, include: 1) two early "research updates" to document process and progress; 2) analysis of a source; 3) research proposal; 4) rough draft of a section; 5) draft of paper; 6) final paper. Only some work will graded, but all will receive feedback.

Difference, Power, and Equity Notes: This course considers the complex ways that religion, ethnicity and national identities shaped the colonial and post-colonial world. Never controlling or collectively representing a European power, Jews were also rarely situated at the bottom of any colonial hierarchy, sometimes occupying more than one social or political role in a single colonial territory. This course provides insight into the many ways hierarchies of power could operate in colonial and post-colonial settings.

Attributes: HIST Group C Electives - Europe and Russia JWST Capstone Course

Not offered current academic year

JWST 434 (S) Humanitarianism and Jewish History (WS)

Cross-listings: REL 335 / HIST 434

Secondary Cross-listing

In the twentieth century, Jewish history and humanitarian history became deeply intertwined. As the victims of persecution and expulsion, mass violence and genocide, Jews repeatedly figured as the recipients of aid and humanitarian intervention. At the same time, Jewish political figures, legal thinkers, intellectuals and scholars, social activists, and aid workers played central roles in the establishment of humanitarian organizations and in debates about the moral, political, and legal frameworks that have shaped approaches to humanitarianism across the decades since World War I. This research seminar is designed to open up big questions about the history of humanitarianism and to carve out space for students to conduct research on a particular place, time, and aspect of that larger history in conversation with other students working on related topics. In the first half of the semester, in discussions of common readings, we will examine various works of scholarship that connect to the history of humanitarianism from the nineteenth century to the present. Beginning in the first half of the semester and with greater intensity in the second half of the semester, you will conduct independent archival research on some aspect of the history of humanitarianism using the digitized archives of the American Jewish Joint Distribution Committee, culminating in a twenty-plus-page paper. In the final weeks of the semester, the seminar will continue to meet weekly as a research colloquium, to provide a forum for you to present your research and drafts in progress and to give feedback on fellow students' work. In this seminar, we are not merely studying history; you are actually doing history. Over the semester, you will learn how to pose historical questions; to engage critically with readings beyond summarizing them; to synthesize an enormous amount of source material; and to learn how to write more clearly. The goal is for each student to produce a polished research paper based on engagement with archival sources and relevant secondary

literature that will serve as a capstone to your coursework at Williams or as a potential jumping-off point for future research projects, including a senior thesis in History or Jewish Studies.

Requirements/Evaluation: class participation, several short papers, oral presentations, and a 20-page research paper

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: History majors and Jewish Studies concentrators

Expected Class Size: 10

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

JWST 434(D2) REL 335(D2) HIST 434(D2)

Writing Skills Notes: Students will write two drafts of their research paper before submitting the final paper for a grade. They will receive timely comments on drafts from professor and peers, to be incorporated into their final paper.

Attributes: GBST Borders, Exiles + Diaspora Studies HIST Group C Electives - Europe and Russia JWST Capstone Course JWST Core Electives

Spring 2025

SEM Section: 01 W 7:00 pm - 9:40 pm Alexandra Garbarini

JWST 492 (S) Modern Jewish Political Theory

Cross-listings: REL 330 / PSCI 375

Secondary Cross-listing

By the late 19th century, Jews across Europe were faced with an urgent political problem. Amidst burgeoning national self-consciousness throughout the continent, despite the liberatory promises of the Enlightenment, Jews remained a vulnerable, segregated, and stigmatized minority population. Jews had to decide where to pin their hopes. Should they ally themselves with the liberals or the communists? Should they embrace nationalism or cosmopolitanism? Should they, perhaps, abandon Europe altogether and re-constitute themselves elsewhere? If so, should they focus their efforts on relocation to the historical land of Israel? Or could they go anywhere? Wherever they might go, should they aspire to build a modern Jewish nation-state, a semi-autonomous Jewish community, or some other arrangement? Should this coincide with the cultivation of a distinctively Jewish modern language? If so, should it be Hebrew or Yiddish? In this course we will assess various answers to these questions proffered by Jewish political thinkers in the modern period. We will pay particular attention to the construction of "Jews" and "Judaism" in these arguments. And we will ask persistently: what constitutes a "Jewish justification" for a political claim in modern Jewish political theory? Coverage will include: Jewish liberalism, political Zionism, Yiddishist autonomism, messianic quietism, and other views. We will read mostly primary sources, including texts by: Hermann Cohen, Theodore Herzl, Chaim Zhitlowsky, Franz Rosenzweig, Leo Strauss, Hannah Arendt, and many others.

Requirements/Evaluation: six short (1-2 pages) response papers; two 6- to 8-page papers, each analyzing a different view in depth; a final 18- to 20-page paper that incorporates the two previously submitted 6-8 page papers, but also compares the two views and adjudicates between them

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Religion majors, Jewish Studies concentrators, and Political Science students on the "Theory" track

Expected Class Size: 18

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

REL 330(D2) PSCI 375(D2) JWST 492(D2)

Attributes: JWST Capstone Course JWST Core Electives

Not offered current academic year

JWST 493 (F) Senior Thesis: Jewish Studies

Jewish Studies thesis.

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Fall 2024

HON Section: 01 TBA Edan Dekel

JWST 494 (S) Senior Thesis: Jewish Studies

Jewish Studies thesis.

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Spring 2025

HON Section: 01 TBA Edan Dekel

JWST 497 (F) Independent Study: Jewish Studies

Jewish Studies independent study.

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Fall 2024

IND Section: 01 TBA Edan Dekel

JWST 498 (S) Independent Study: Jewish Studies

Jewish Studies independent study.

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Spring 2025

IND Section: 01 TBA Edan Dekel

Winter Study -----

JWST 31 (W) Senior Thesis: Jewish Studies

Jewish Studies senior thesis.

Class Format: thesis

Grading: pass/fail only

Not offered current academic year

JWST 99 (W) Independent Study: Jewish Studies

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study

Grading: pass/fail only

Not offered current academic year

JUSTICE AND LAW STUDIES (Div II)

Chair: Lecturer in Humanities Alan Hirsch

Advisory Committee

- Melissa J. Barry, Professor of Philosophy
- Justin Crowe, Chair of Leadership Studies and Professor of Political Science; affiliated with: Political Science, Leadership Studies
- Sara Dubow, Professor of History; on leave 2023-2024
- William M. Gentry, Carl Van Dyne Professor of Economics
- Nimu Njoya, Lecturer in Political Science
- James L. Nolan, Washington Gladden 1859 Professor of Sociology
- Cheryl Shanks, Professor of Political Science; on leave Fall 2023

Justice and Law Studies is an interdepartmental program designed to give students a background in and framework for understanding the ways that philosophers, government officials, and others think about justice, and the related ways in which societies marshal power and implement law. This liberal arts program provides tools for thinking critically and arguing about what justice might entail, how it works in practice, and how rules, aspirations, laws, and norms evolve over time and in different parts of the world.

THE CONCENTRATION

The concentration in Justice and Law Studies consists of six courses: an interdisciplinary introductory course, four electives taken from at least two departments, and a senior seminar. Electives are listed below. Other courses, not listed below, may be approved by the Chair.

Students may declare a program concentration at any point during their academic career.

Senior Seminar

In 2018-19, the senior seminar will be *The Unwritten Constitution* taught by Professor Hirsch.

Electives

[ECON 229\(F\) SEM Law and Economics](#)

Taught by: [William Gentry](#)

[Catalog details](#)

[ENVI 269 / CAOS 269\(F\) LEC Environmental Law and Policy](#)

Taught by: [Lindi von Mutius](#)

[Catalog details](#)

[ENVI 319\(S\) LEC The Law and Policy of Climate Change](#)

Taught by: [Lindi von Mutius](#)

[Catalog details](#)

[HIST 152 / WGSS 152\(F\) SEM The Fourteenth Amendment and the Meanings of Equality](#)

Taught by: [Sara Dubow](#)

[Catalog details](#)

[HIST 158 / AFR 158 SEM North of Jim Crow, South of Freedom](#)

Taught by: [Tyrann Steward](#)

[Catalog details](#)

[HIST 376 / WGSS 376\(F\) SEM Sex, Gender, and the Law in U.S. History](#)

Taught by: [Sara Dubow](#)

[Catalog details](#)

[INTR 343 / AFR 343 / AMST 343 / WGSS 343 TUT Representations of Racial-Sexual Violence from Enslavement to Emancipation](#)

Taught by: [Joy James](#)

[Catalog details](#)

[PHIL 119\(F, S\) SEM Why Obey the Law?](#)

Taught by: [Jana Sawicki](#)

[Catalog details](#)

[PHIL 122 TUT Philosophical Approaches to Contemporary Moral Issues](#)

Taught by: [Julie Pedroni](#)

[Catalog details](#)

[PHIL 228 / STS 228 / WGSS 228 LEC Feminist Bioethics](#)

Taught by: [Julie Pedroni](#)

[Catalog details](#)

[PHIL 337 TUT Justice in Health Care](#)

Taught by: [Julie Pedroni](#)

[Catalog details](#)

[PSCI 110\(F, S\) LEC Introduction to American Politics: Power, Politics, and Democracy in America](#)

Taught by: [Justin Crowe](#), [Matthew Tokeshi](#)

[Catalog details](#)

[PSCI 216 / LEAD 216 LEC American Constitutionalism I: Structures of Power](#)

Taught by: [Justin Crowe](#)

[Catalog details](#)

[PSCI 217 / LEAD 217\(S\) LEC American Constitutionalism II: Rights and Liberties](#)

Taught by: [Justin Crowe](#)

[Catalog details](#)

[PSCI 223\(F\) LEC International Law](#)

Taught by: [Cheryl Shanks](#)

[Catalog details](#)

[PSCI 234 SEM Freedom](#)

Taught by: [Mark Reinhardt](#)

[Catalog details](#)

[PSCI 236 / WGSS 236 SEM Feminist Legal Theory](#)

Taught by: [Nimu Njoya](#)

[Catalog details](#)

[PSCI 332 TUT The Body as Property](#)

Taught by: [Nimu Njoya](#)

[Catalog details](#)

[PSCI 334\(S\) SEM Theorizing Global Justice](#)

Taught by: [Nimu Njoya](#)

[Catalog details](#)

[REL 203 / JWST 101 SEM Judaism: Before The Law](#)

Taught by: [Jeffrey Israel](#)

[Catalog details](#)

[REL 243 / ARAB 243 / ASIA 243 / WGSS 243 / HIST 302\(F\) SEM Islamic Law: Past and Present](#)

Taught by: [Saadia Yacoub](#)

[Catalog details](#)

[RUSS 331 / COMP 331 / ENGL 371 TUT The Brothers Karamazov](#)

Taught by: [Julie Cassiday](#)

[Catalog details](#)

[SOC 218\(S\) LEC Law and Modern Society](#)

Taught by: [James Nolan](#)

[Catalog details](#)

STUDY ABROAD

Students who study abroad should consult with the program chair to ensure that they can complete the requirements. Courses abroad may qualify as JLST electives if appropriate.

JLST 272 (S) Free Will and Responsibility (WS)

Cross-listings: PHIL 272

Secondary Cross-listing

Our practice of holding people responsible seems justified as long as their choices are free. But when does a choice qualify as free? We're all deeply influenced by factors ranging from the general laws of nature to specific features of our genetic endowment and social environment (including religion, political ideology, and advertising). These affect not only our particular choices but also, more fundamentally, who we are and what we value. The key question, then, is whether, and how, agency is possible amidst all of these influences. We'll attempt to answer this question by examining recent philosophical work on the nature of free will and responsibility.

Requirements/Evaluation: Six tutorial papers (5-6 pages in length) and five critiques (2-3 pages in length)

Prerequisites: one PHIL course (or permission of instructor; please email with any questions)

Enrollment Limit: 10

Enrollment Preferences: current and prospective Philosophy majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

PHIL 272(D2) JLST 272(D2)

Writing Skills Notes: Students will write a tutorial paper (5-6 pages in length) every other week, and a peer critique (2-3 pages in length) in alternating weeks, evenly spaced throughout the semester. The instructor will provide timely comments on writing skills, with suggestions for improvement.

Attributes: JLST Theories of Justice/Law PHIL Contemporary Value Theory Courses

Spring 2025

TUT Section: T1 TBA Melissa J. Barry

JLST 397 (F) Independent Study: Legal Studies

Legal Studies independent study. Open only under the supervision of a member of the Legal Studies Advisory Committee.

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Not offered current academic year

JLST 398 (S) Independent Study: Legal Studies

Legal Studies independent study. Open under the supervision of a member of the Legal Studies Advisory Committee.

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Not offered current academic year

JLST 433 (S) Senior Seminar: Dignity

Cross-listings: PSCI 433

Secondary Cross-listing

Discredited over the centuries by skeptics of many ideological persuasions, dignity has nevertheless remained central to the vocabulary of political protest movements from the left and the right. In the post-WWII period, dignity has also served as the grounding principle for international human rights conventions and national constitutions. But what is the meaning of dignity? Does dignity belong specifically to the human species, or is it equally the property of all living beings? If everybody, or perhaps everything, has its own dignity, what could the concept possibly add to our understanding of social relations, political processes, and legal judgments? Course readings will be as wide-ranging as the concept is broad. Some of our touchstones will be: Kant's moral philosophy, writings from the nineteenth-century abolitionist movement, Marxist theories of the dignity of labor, international human rights conventions, and court cases from Germany, Namibia, South Africa and the United States.

Requirements/Evaluation: Regular class participation, short (1 pg) response papers, and drafts leading up to a 15-page final essay.

Prerequisites: Junior or senior standing required; in addition, JLST concentration or prior coursework in political theory/cultural theory/philosophy.

Enrollment Limit: 12

Enrollment Preferences: Senior political science majors with concentration in political theory; JLST concentrators.

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Unit Notes: Justice & Law Studies Senior Seminar

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

JLST 433(D2) PSCI 433(D2)

Attributes: PSCI Political Theory Courses

Spring 2025

SEM Section: 01 TF 2:35 pm - 3:50 pm Nimu Njoya

Winter Study -----

JLST 99 (W) Independent Study: Legal Studies

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study

Grading: pass/fail only

Not offered current academic year

CLASSICS (Div I)

LATIN

Chair: Professor Amanda Wilcox

- Nicole G. Brown, Associate Professor of Classics; on leave Spring 2024
- Edan Dekel, Garfield Professor of Ancient Languages, Chair of Jewish Studies Program; affiliated with: Classics, Religion
- Marissa A. Henry, Visiting Assistant Professor of Classics
- Sarah E. Olsen, Associate Professor of Classics
- Felipe Soza, Assistant Professor of Classics
- Amanda R. Wilcox, Chair and Professor of Classics

The course offerings in Classics enable students to explore the ancient Greek, Roman, and Mediterranean worlds from various perspectives, including literature, history, art, archaeology, philosophy, and religion. Courses are of two types: language (Greek and Latin) and courses in which all the readings are in English translation (Classical Studies). The 100-level language courses are intensive introductions to Greek and Latin grammar and reading skills; the 200-level language courses combine grammar review with primary readings from Greek or Latin texts of key historical periods; Latin 302 and the 400-level language courses are seminars that explore in depth selected authors or topics and the methods of analysis appropriate to each of them. Classical Studies courses offer introductions to and more specialized study of the literature, visual and material culture, history, and other aspects of the Greek and Roman worlds.

MAJOR

Majors and prospective majors are encouraged to consult with the department's faculty to ensure a well-balanced and comprehensive selection of Classics courses appropriate to their individual interests. A course in ancient history is strongly recommended. Majors may also benefit from advice on courses offered in other departments that would complement their particular interests in Classics. A reading knowledge of French, German, and Italian is useful for advanced study in Classics and is required in at least two of these modern languages by graduate programs in classics, ancient history, classical art and archaeology, and medieval studies.

The department offers two routes to the major: Route A emphasizes more coursework in Greek and Latin, while Route B emphasizes more Classical Studies courses.

Route A: (1) Six courses in Greek and/or Latin, with at least two 400-level courses in one language. (2) Three additional courses from the offerings in Greek, Latin, or Classical Studies or from approved courses in other departments and programs.

Route B: (1) One course each from any two of the following categories: literature (CLAS 101 or CLAS 102); visual and material culture (CLAS 209 or CLAS 210); history (CLAS 222 or CLAS 223). (2) Four courses in Greek or Latin with at least one at the 400-level, or the four-course sequence CLLA 101, 102, 201, and 302. (3) Three additional courses from the offerings in Classical Studies or from approved courses in other departments and programs.

Classics Colloquium: All Classics majors in residence are expected to participate fully in the life of the department through attendance at lectures and other departmental events.

THE DEGREE WITH HONORS IN CLASSICS

Students who wish to be considered for the degree with honors will normally prepare a thesis or pursue appropriate independent study in one semester and winter study of their senior year. The thesis or independent study offers students the opportunity to work in depth on a topic of their choosing and to apply and develop the techniques and critical methods with which they have become acquainted during their regular course work. It may also include relevant work with members of other departments. In order to write a thesis, students normally must have a minimum GPA of 3.3 in their major courses and must submit a thesis proposal that earns departmental approval before the end of the spring semester of their junior year. To be awarded the degree with honors in Classics, the student is required to have taken a minimum of ten semester courses in the department (not including the thesis or independent study) and to have demonstrated original or superior ability in studies in the field both through course work and through the thesis or equivalent independent study.

COURSE NUMBERING SYSTEM

Language Courses: The numbering of courses through the 300 level reflects the prerequisites involved. The only prerequisite for any 400-level course is Greek 201 or Latin 302. The rotation of 400-level courses is arranged to permit exposure, in a three- to four-year period, to most of the important periods and genres of Greek and Latin literature. Students may enter the rotation at 100-level, 200-level, or 300-level, depending on previous experience.

Classical Studies Courses: The numbering of these courses does not reflect a strict sequence, and most of them do not assume prior experience in Classics or a cross-listed field. The following pairs of courses offer excellent introductions to key areas of study within Classics: CLAS 101 and 102 (literature), CLAS 209, 210 (visual and material culture), CLAS 222, 223 (history).

STUDY AWAY

We strongly encourage Classics majors to study away in their junior year, at programs in Italy (especially the semester-length program at the Intercollegiate Center for Classical Studies in Rome), at programs in Greece (especially the College Year in Athens, which students need only attend for one semester), and in the Williams at Oxford Program. Our majors have also had excellent Classics experiences in other study-abroad programs in Italy and Greece and at various universities in Europe and the United Kingdom. In addition, we encourage students to take advantage of opportunities available in the summer: study abroad programs in Italy and Greece, archaeological digs, or even carefully planned individual travel to sites in Greece, Italy or other areas of the ancient Mediterranean world. When the college cannot do so, the department may be able to provide some financial support for summer study abroad. The department's faculty are always available to advise students, the chair has materials to share, and students can visit the department's website for information and links to helpful sites. Majors who are considering studying away should especially consult with faculty members about the implications for language study.

FAQ

Students MUST contact departments/programs BEFORE assuming study away credit will be granted toward the major or concentration.

Can your department or program typically pre-approve courses for major/concentration credit?

Yes, in some cases, if appropriate course information is available in advance (e.g., syllabi and/or course descriptions), though students should be sure to contact the department.

What criteria will typically be used/required to determine whether a student may receive major/concentration credit for a course taken while on study away?

Complete syllabus and course description, including readings/assignments.

Does your department/program place restrictions on the number of major/concentration credits that a student might earn through study away?

No.

Does your department/program place restrictions on the types of courses that can be awarded credit towards your major?

No.

Are there specific major requirements that cannot be fulfilled while on study away?

No.

Are there specific major requirements in your department/program that students should be particularly aware of when weighing study away options? (Some examples might include a required course that is always taught in one semester, laboratory requirements.)

No, but students should consult with the department about language sequences.

Give examples in which students thought or assumed that courses taken away would count toward the major or concentration and then learned they wouldn't:

None to date.

CLLA 101 (F) Introduction to Latin

This is a full-year course on the fundamentals of the Latin language. We focus throughout on learning grammar and vocabulary, and we regularly incorporate selections from literature, inscriptions, and other sources. Over time, we gradually increase the emphasis on reading selections from Latin poetry (e.g., Ovid's *Metamorphoses*) and prose (e.g., Piny's *Letters*).

Requirements/Evaluation: frequent quizzes, classroom exercises, two midterms, a final project

Prerequisites: none; this course is designed for the student with no previous preparation in Latin or with only a little Latin who wishes a refresher; students with some previous experience in Latin may want to enroll in CLLA 102 only (consult the department)

Enrollment Limit: 15

Enrollment Preferences: Classics majors or intended Classics majors, first years and sophomores

Expected Class Size: 8-10

Grading: yes pass/fail option, yes fifth course option

Unit Notes: credit granted only if both semesters (CLLA 101 and 102) are taken

Distributions: (D1)

Fall 2024

LEC Section: 01 MWF 11:00 am - 12:15 pm Marissa A. Henry

CLLA 102 (S) Introduction to Latin

This is a full-year course on the fundamentals of the Latin language. We focus throughout on learning grammar and vocabulary, and we regularly incorporate selections from literature, inscriptions, and other sources. Over time, we gradually increase the emphasis on reading selections from Latin poetry (e.g., Ovid's *Metamorphoses*) and prose (e.g., Piny's *Letters*).

Class Format: recitation/discussion

Requirements/Evaluation: attendance and participation, frequent quizzes, tests, classroom exercises, and a final exam

Prerequisites: CLLA 101 or permission of department

Enrollment Limit: 18

Enrollment Preferences: Students who have completed CLLA 101

Expected Class Size: 10-12

Grading: yes pass/fail option, yes fifth course option

Unit Notes: credit granted only if both semesters (CLLA 101 and 102) are taken

Distributions: (D1)

Spring 2025

LEC Section: 01 MWF 11:00 am - 12:15 pm Nicole G. Brown

CLLA 201 (F) Intermediate Latin: The Late Republic

This course aims to strengthen skills gained in previous study. In order to develop greater fluency and familiarity with classical Latin, we will read, translate, and analyze Cicero's *Pro Caelio* and selected short poems of Catullus. Both authors are brilliant stylists, though each writes in a very different mode. Taken together, these texts offer an excellent introduction to the expressive capacity of Latin in prose and verse. They also open up intriguing overlapping perspectives on the social, sexual, and political mores of late Republican Rome. We will consider the cultural context and implications of these texts as time permits.

Requirements/Evaluation: Engaged participation in class, occasional quizzes and short written assignments, a midterm and final exam

Prerequisites: CLLA 101-102 or 3-4 years of Latin in secondary school; consult the department

Enrollment Limit: 12

Enrollment Preferences: Classics majors and prospective majors

Expected Class Size: 10

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Fall 2024

SEM Section: 01 MWF 10:00 am - 10:50 am Marissa A. Henry

CLLA 302 (S) Vergil's Aeneid

This course is a comprehensive introduction to Vergil's *Aeneid*. Students will develop their ability to read and translate the Latin text of the poem, while at the same time exploring the major interpretive issues surrounding the definitive Roman epic. Through a combination of close reading and large-scale analysis, we will investigate the poem's literary, social, and political dimensions with special attention to Vergil's consummate poetic craftsmanship.

Requirements/Evaluation: Class participation, a midterm exam, a final paper, and a final exam.

Prerequisites: CLLA 201 or permission of instructor

Enrollment Limit: 12

Enrollment Preferences: If the course is overenrolled, preference will be given to Classics majors and prospective majors.

Expected Class Size: 10

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Spring 2025

SEM Section: 01 TF 2:35 pm - 3:50 pm Edan Dekel

CLLA 405 (S) Livy and Tacitus: Myth, History and Morality in Ancient Rome

We will begin the semester in mythical Rome by reading selections from Book 1 of Livy's history in which Roman values, practices and institutions are given their origin stories, and the mythical figures of Rome's past are established as moral exempla for Rome's present. We will examine how Livy deploys the storyteller's art to excite his readers' pathos, indignation and sympathy; we will examine as well how he constructs Rome's past through the filter of his own Augustan present. Writing more than a century after Livy, Tacitus offers a different and jaded view of Augustus and his legacy, one conditioned by his own experiences living through the terrors of the reign of Domitian. His compressed and fastidious prose is the vehicle for complex and gripping accounts of imperial scandals and tragedies as well as of individual acts of heroism and nobility. We will read primarily selections from Tacitus' Annals as well as selections from either his Germania or Agricola.

Class Format: discussion

Requirements/Evaluation: Evaluation will be based on class preparation and participation, an 8- to 10-page paper, a midterm, and a final exam

Prerequisites: CLLA 302 or permission of instructor

Enrollment Limit: 12

Enrollment Preferences: Classics majors

Expected Class Size: 6-8

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Not offered current academic year

CLLA 406 (F) Horace's Odes

This course will explore the poetic delights of Horace's extraordinary experiment in crafting Latin personal verse using Greek lyric forms. We will immerse ourselves in the poems' intricate construction and examine how they engage such themes as love and friendship, landscape and memory, youth and old age, politics, and morality. At the same time, we will consider the variety of voices and perspectives within the poems and their complex relationship both to Greek and Latin poetic traditions and to Horace's own contemporary world. The goal throughout is to investigate the literary, social, political, and philosophical dimensions of the odes, as well as their consummate poetic artistry.

Requirements/Evaluation: class participation, a midterm exam, a final paper, and a final exam

Prerequisites: CLLA 302 or permission of instructor

Enrollment Limit: 15

Enrollment Preferences: Classics majors

Expected Class Size: 10

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Not offered current academic year

CLLA 409 (F) Seneca and the Self

This course considers ethical and literary dimensions of self-fashioning, self-examination, and the conception of selfhood in the Stoic philosophy of the younger Seneca through close reading of extensive selections from his philosophical works and tragedies. The focus of this course lies squarely in the first century CE and on the analysis of Seneca's own texts. We begin, however, with an introduction to the ethics of Roman Stoicism through the personae theory of Panaetius as transmitted by Cicero's *De Officiis*. Moreover, we will read and discuss reflections on selfhood from some of Seneca's most famous philosophical and literary heirs, including Montaigne, Emerson, and Foucault, both to enrich our understanding of his work and to gain an appreciation of his considerable influence on later writing about the self.

Requirements/Evaluation: class participation, several short written and oral assignments, midterm and final exams, and a final paper

Prerequisites: CLLA 302 or permission of instructor

Enrollment Limit: 12

Expected Class Size: 5-10

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Not offered current academic year

CLLA 411 (S) Advanced Latin: Apuleius

In this class, we will study Apuleius' hilarious and disturbing Latin novel, *Metamorphoses* or *The Golden Ass*. This work explores the themes of curiosity, witchcraft, transformation, animality, and religious conversion through the figure of Lucius, a man who accidentally turns himself into a donkey and remains trapped in this body through various trials and adventures. We will translate the famous inset narrative of "Cupid and Psyche," as well as reading the entire work in English. Our time in class will be spent translating together and discussing readings, which will also include selections from contemporary scholarship and a modern novel inspired by this narrative, C.S. Lewis' *Till We Have Faces*. As the final component, students will complete a creative project consisting of their own creative work in any medium inspired by the novel and a commentary that engages closely with the Latin text.

Requirements/Evaluation: class participation; periodic translation quizzes; two short writing assignments; final creative project

Prerequisites: CLLA 302 or instructor permission

Enrollment Limit: 15

Enrollment Preferences: Classics majors

Expected Class Size: 10

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Spring 2025

SEM Section: 01 TF 2:35 pm - 3:50 pm Marissa A. Henry

CLLA 414 (F) Vergil's Eclogues and Georgics

This course will explore the two major works of Vergil that precede the *Aeneid*: the *Eclogues*, a series of ten pastoral poems that range widely across personal, political, and mythological themes; and the *Georgics*, a longer didactic poem in four books that uses an agricultural framework to examine issues of life, death, power, suffering, and love. The goal throughout is to investigate the literary, political, and social dimensions of the poems with special attention to their relationship to earlier models, as well as their exquisite poetic craftsmanship.

Requirements/Evaluation: class participation, a midterm exam, a final paper, and a final exam

Prerequisites: CLLA 302 or permission of instructor

Enrollment Limit: 15

Enrollment Preferences: Classics majors

Expected Class Size: 10

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Fall 2024

SEM Section: 01 TF 2:35 pm - 3:50 pm Edan Dekel

CLLA 422 (S) Crete in the Ancient Roman Imagination

Appeals to origins "long ago" and "far away" occur as a basis for positive cultural claims in ancient literature, but also function to banish or contain taboo desires and practices by placing them safely beyond the limits of civilized time and place. For the Romans, the island of Crete fulfilled both these roles. In this course, we will explore the representation of Crete and Cretans in several authors and genres, with special attention to Catullus 64 and Ovid's *Metamorphoses*. We will consider how representations of Crete helped our authors navigate perennial tensions at Rome between philhellenism and xenophobia and attend to the complex play of poetic intertextuality among Roman texts as well as their intimate engagement with Greek predecessors. Moreover, to complement our literary investigation, students will gain familiarity with the history of Roman rule on the island from its establishment as a province in 67 BCE through late antiquity, and will consider vestiges of the Roman imperial presence that endured much longer. Students will research Roman activity on Crete with an emphasis on material culture as well as written sources. All students enrolled in this course will have the option of participating in a short-term travel course to Crete in May, conducted in collaboration with CLGR 422.

Requirements/Evaluation: class participation, translation quizzes and exams, occasional short writing assignments, seminar paper and presentation

Prerequisites: CLLA 302

Enrollment Limit: 10

Enrollment Preferences: Classics majors and intending majors

Expected Class Size: 6

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Not offered current academic year

Winter Study -----

CLLA 99 (W) Independent Study: Latin

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study

Grading: pass/fail only

Not offered current academic year

LATINA/O STUDIES (Div II)

Chair: Professor Nelly Rosario

- Efrain Agosto, Bennett Boskey Distinguished Visiting Professor in Latina/o Studies
- Maria Elena Cepeda, Professor of Latina/o Studies; affiliated with: Latina/o Studies, Women, Gender & Sexuality Studies, American Studies
- Kevin W. Cruz Amaya, Assistant Professor of Latina/o Studies
- Jacqueline Hidalgo, Professor of Latina/o/x Studies and Religion; affiliated with: Religion, Latina/o Studies; on leave 2023-2024
- Roger A. Kittleson, Chair and John J. Gibson Professor of History; affiliated with: History, Latina/o Studies
- Carlos Macías Prieto, Assistant Professor of Spanish and Faculty Affiliate in Latina/o Studies; affiliated with: Romance Languages, Latina/o Studies; on leave 2023-2024
- Nelly A. Rosario, Associate Professor of Latina/o Studies; on leave 2023-2024
- Edgar Sandoval, Assistant Professor of Latina/o Studies
- Carmen T. Whalen, Chair of Latina/o Studies Program, Carl W. Vogt '58 Professor of History; affiliated with: Latina/o Studies, History

Latina and Latino Studies is an interdisciplinary, comparative, and relational field of study that examines the histories, representations, and experiences of Latinas, Latinos, and Latinxs in the United States. Latinas, Latinos, and Latinxs include peoples who come from or whose ancestors come from Latin America and the Spanish-speaking Caribbean. The program seeks to cover the widest range of experiences, encompassing Mexican-Americans, Puerto Ricans, Cubans, and Dominicans, as well as migrations from a wide variety of Central and South American countries. Courses, most of which use a comparative and relational approach, seek to provide students with the tools to continue their work in areas of their particular interest. Focusing on a diverse group with a long history in the United States, which is also one of the fastest-growing populations in the contemporary era, provides an opportunity to study complex dynamics globally and within the context of the United States. The program examines topics such as the political and economic causes of migration, the impact of globalization, economic incorporation, racialization, the formation and reformulations of identities and communities, religious and spiritual practices, the uses of urban spaces, inter-ethnic relations, artistic expression, aesthetics, and visual and popular culture.

THE CONCENTRATION

The concentration in Latina/o Studies requires five courses. Students are required to take the introductory course (LATS 105), one 400-level Latina/o Studies seminar, and three electives. Two electives must be core electives, and one elective can be a related course in Comparative Race and Ethnic Studies or in Countries of Origin and Transnationalism. The three electives must include two different areas of study, and at least one elective must be at the 300 or 400 level. Additional courses may be approved by the Chair. Students, especially those considering graduate work or professional careers in the field, are encouraged to enroll in Spanish language courses at Williams.

Required course:

One of the following 400-level seminars:

[HIST 470 / LATS 470 / WGSS 470 SEM Latinx Migrations: Stories and Histories](#)

Taught by: [Carmen Whalen](#)

[Catalog details](#)

[LATS 410 SEM Arquivistas: An Archival Storytelling Course](#)

Taught by: [Nelly Rosario](#)

[Catalog details](#)

[LATS 421\(F\) SEM Latinx Geographies](#)

Taught by: [Edgar Sandoval](#)

[Catalog details](#)

[LATS 475 / AMST 413 / WGSS 475\(S\) SEM Dreaming Latina/x Feminist Disability Studies](#)

Taught by: [Maria Elena Cepeda](#)

[Catalog details](#)

Two of the following core electives:

[HIST 385 / LATS 385 SEM Latinx Activism: From the Local to the Transnational](#)

Taught by: [Carmen Whalen](#)

[Catalog details](#)

[LATS 105\(F\) LEC Latina/o Identities: Constructions, Contestations, and Expressions](#)

Taught by: [Maria Elena Cepeda](#), [Kevin Cruz Amaya](#)
[Catalog details](#)
[LATS 115 / REL 115 / WGSS 115 TUT Latina Feminist Spiritualities](#)

Taught by: TBA
[Catalog details](#)
[LATS 205 / ARTH 201 / AMST 209\(F\) LEC Latinx Visual Arts](#)

Taught by: [Kevin Cruz Amaya](#)
[Catalog details](#)
[LATS 219 / REL 215 SEM Religion in Latinx Literature, Art & Film](#)

Taught by: [Efrain Agosto](#)
[Catalog details](#)
[LATS 222 / ENGL 252\(F\) SEM Ficciones: A Course on Fiction](#)

Taught by: [Nelly Rosario](#)
[Catalog details](#)
[LATS 224 / AMST 224 / REL 224\(S\) LEC U.S. Latinx Religions](#)

Taught by: [Efrain Agosto](#)
[Catalog details](#)
[LATS 230 / AMST 247 / ENVI 257\(S\) LEC Cities, Suburbs, and Rural Places](#)

Taught by: [Edgar Sandoval](#)
[Catalog details](#)
[LATS 232 / ENGL 232 SEM We the People in the Stacks: Democracy and Literatures of Archives](#)

Taught by: [Nelly Rosario](#)
[Catalog details](#)
[LATS 240 / COMP 210 / AMST 240\(S\) SEM Latinx Language Politics: Hybrid Voices](#)

Taught by: [Maria Elena Cepeda](#)
[Catalog details](#)
[LATS 253 / REL 292\(S\) LEC Religion and Politics in Puerto Rico, Cuba and the Diaspora](#)

Taught by: [Efrain Agosto](#)
[Catalog details](#)
[LATS 254 / AAS 253 / AMST 253 SEM Embodied Knowledges: Latinx, Asian American, and Black American Writing on Invisible Disability](#)

Taught by: [Maria Elena Cepeda](#)
[Catalog details](#)
[LATS 278 SEM Latinxs and Their Scriptures: Christian, Muslim, & Jewish](#)

Taught by: [Efrain Agosto](#)
[Catalog details](#)
[LATS 286 / HIST 286 SEM Conquests and \(Im\)migrations: Latina/o History, 1848 to the Present](#)

Taught by: [Carmen Whalen](#)
[Catalog details](#)
[LATS 313 / AAS 313 / AMST 313 / WGSS 313 / AFR 326\(F\) SEM Gender, Race, and the Power of Personal Aesthetics](#)

Taught by: [Maria Elena Cepeda](#)
[Catalog details](#)
[LATS 315 SEM Research Design in Geography: Social Science Perspectives](#)

Taught by: TBA
[Catalog details](#)
[LATS 318 / AMST 318 / REL 318 SEM Myths and the Making of Latine California](#)

Taught by: TBA
[Catalog details](#)
[LATS 322 / ENGL 388\(S\) SEM Fiction Writing Workshop](#)

Taught by: [Nelly Rosario](#)
[Catalog details](#)
[LATS 330\(S\) SEM DNA + Latinx: Decoding the "Cosmic Race"](#)

Taught by: [Nelly Rosario](#)
[Catalog details](#)
[LATS 332\(F\) SEM Latinx Biography & Memoir](#)

Taught by: [Efrain Agosto](#)
[Catalog details](#)
[LATS 335 / AMST 312 / WGSS 321\(S\) SEM Contemporary Immigration Landscapes](#)

Taught by: [Edgar Sandoval](#)
[Catalog details](#)
[LATS 344 / AMST 361 / WGSS 361 SEM Marking Presence: Reading \(Dis\)ability in/to Latinx Media](#)

Taught by: [Maria Elena Cepeda](#)
[Catalog details](#)
[LATS 345 / AMST 342\(S\) SEM Central American Visual Cultures](#)

Taught by: [Kevin Cruz Amaya](#)
[Catalog details](#)
[LATS 348 / AMST 348 / COMP 348 SEM Drawing Democracy: Graphic Narratives as Democratic Ideals](#)

Taught by: [Nelly Rosario](#)
[Catalog details](#)
[LATS 360 / ARTH 361\(S\) SEM Latinx Sculpture Art: From Altares to Sonic Monuments](#)

Taught by: [Kevin Cruz Amaya](#)
[Catalog details](#)
[LATS 397\(F\) IND Independent Study: Latina/o Studies](#)

Taught by: [Nelly Rosario](#)
[Catalog details](#)
[REL 286 / LATS 285\(F\) SEM The Bible & US Borders: Latinx Encounters](#)

Taught by: [Efrain Agosto](#)
[Catalog details](#)

One additional related course from either of the following subcategories OR from the core electives above:

Countries of Origin and Transnationalism

[ARTH 210\(S\) LEC Intro to Latin American and Latinx Art: Contradictions & Continuities, Postcolonial to the Present](#)

Taught by: [Mari Rodriguez Binnie](#)
[Catalog details](#)

[ENGL 104 SEM Borders, Migration, and the Literatures of Displacement](#)

Taught by: TBA
[Catalog details](#)
[ENGL 279 SEM Introduction to Latinx Literature: From 'I Am Joaquín' to Borderless-Future Dreams](#)

Taught by: TBA
[Catalog details](#)
[HIST 143 SEM Soccer and History in Latin America: Making the Beautiful Game](#)

Taught by: [Roger Kittleson](#)
[Catalog details](#)
[HIST 347 SEM Democracy and Dictatorship in Latin America](#)

Taught by: [Roger Kittleson](#)
[Catalog details](#)
[PSCI 349 TUT Cuba and the United States](#)

Taught by: [James Mahon](#)
[Catalog details](#)
[RLSP 209 / LATS 209\(F\) SEM Spanish for Heritage Speakers](#)

Taught by: [Alejandro Castro](#)
[Catalog details](#)
[RLSP 231 SEM Indigenous Writers of Colonial Mexico and Peru](#)

Taught by: [Carlos Macías Prieto](#)
[Catalog details](#)
[RLSP 342 SEM Reading Sor Juana: "única poetisa americana, musa décima."](#)

Taught by: [Carlos Macías Prieto](#)
[Catalog details](#)

Comparative Race and Ethnic Studies

Students can check with the program chair to see if other courses not listed here might count as electives.

[AFR 200\(F, S\) LEC Introduction to Africana Studies](#)

Taught by: [Armond Towns](#)
[Catalog details](#)

[LATS 254 / AAS 253 / AMST 253 SEM Embodied Knowledges: Latinx, Asian American, and Black American Writing on Invisible Disability](#)

Taught by: [Maria Elena Cepeda](#)
[Catalog details](#)

[WGSS 347 / SOC 340 / LATS 341 / THEA 341 / AMST 358 SEM Performing Masculinity in Global Popular Culture](#)

Taught by: TBA
[Catalog details](#)

HONORS

The Honors Program in Latina/o/x Studies provides a wonderful opportunity for students to explore an area of interest to them in depth. Students work closely with their advisor and two readers to produce a substantial piece of scholarship or another form of presentation (e.g., video, art, theater) in the interdisciplinary field of Latina/o/x Studies. The thesis program provides students with the maximum flexibility to pursue their interests, including a component of original research, interpretations, and/or creative dimensions, while assuring the rigorous standards of excellence required to receive Honors at the successful completion of their project. The final project, completed over one semester and winter study, may be a research thesis of forty to sixty pages, or another form of presentation, or a combination of writing and another medium.

Honors in Latina/o Studies may be granted to concentrators after an approved candidate completes an honors project, delivers a public presentation of the work, and is awarded an honors grade by the Latinx Studies faculty. In consultation with the advisor and the chair, faculty readers may be from outside the Latina/o Studies Program.

Eligibility:

- Declared Latina/o/x Studies concentrator
- Sufficient Latina/o/x Studies courses, and a grade point average, generally, of 3.3 or higher in LATS courses
- Approval of project proposal by the Latinx Studies faculty in the spring of Junior year
- The honors course and winter study are in addition to the five courses required for the concentration

Application:

- Juniors must submit a thesis proposal to the current chairperson, Professor [Carmen Whalen](#), on Wednesday, April 24, 2024 by 4:00 pm EDT.
- Students should meet with their potential advisor(s) to discuss a draft of their proposal no later than a week prior to the proposal due date.
- The proposal should include the project's aims and methodology, demonstrating what you already know, what you hope to learn, and why it is important. We encourage projects that build on the Latinx Studies seminars or other courses. Your proposal should also include evidence of competence in any relevant media, and indicate which faculty member(s) you have discussed your proposal with and whether you are planning to do your thesis in the fall or spring semester.
- The proposal should be no longer than 5 pages plus a bibliography.

Process and Timeline:

- After your proposal is approved and your advisor assigned, the student should meet with their advisor to discuss your research plan for the summer. You will begin your project over the summer.
- During the first two weeks of the fall semester, all thesis students will submit to the Chair of the Latinx Studies program and to their advisor a 5-8 page summer research report plus an annotated bibliography that reflects the scope of their thesis project.
- For a thesis during the fall semester, a draft of approximately half of the written thesis or equivalent is due to your advisor and readers no later than the beginning of Thanksgiving break.
- For a thesis during the spring semester, a draft of approximately half of the written thesis or equivalent is due to your advisor and readers no later than the second week of the spring semester.
- Additional deadlines are set by your advisor, and your readers may request to see additional work from you.
- The final thesis is due to your advisor and readers at least one full week prior to your oral presentation, the date for which is set early in the semester.
- Acceptance into the Honors program does not mean that a student will receive Honors; this is not automatic. On-going communication with the advisor and readers and meeting all set deadlines is critical. Whether or not to award honors, as well as semester and winter study grades, are determined by the Latina/o/x Studies Program faculty, and includes the advisor and the two readers. A project that does not meet the requirements for Honors is converted into an Independent Study and graded accordingly.
- Students are responsible for meeting the College deadlines and procedures for the submission of your thesis—these are on the Library web page.

FAQ

Students MUST contact departments/programs BEFORE assuming study away credit will be granted toward the major or concentration.

Can your department or program typically pre-approve courses for major/concentration credit?

Yes, in some cases, if appropriate course information is available in advance (e.g. syllabi and/or course descriptions), though students should be sure to contact the department.

What criteria will typically be used/required to determine whether a student may receive major/concentration credit for a course taken while on study away?

Course title and description. Although syllabus and description, including readings and assignments, would be preferable.

Does your department/program place restrictions on the number of major/concentration credits that a student might earn through study away?

Yes. 1 of 5 for the concentration and can only count as an elective.

Does your department/program place restrictions on the types of courses that can be awarded credit towards your major?

No.

Are there specific major requirements that cannot be fulfilled while on study away?

Yes. Requirements that cannot be fulfilled: Intro Course, Senior Seminar, 2 Core Electives.

Are there specific major requirements in your department/program that students should be particularly aware of when weighing study away options? (Some examples might include a required course that is always taught in one semester, laboratory requirements.)

No.

Give examples in which students thought or assumed that courses taken away would count toward the major or concentration and then learned they wouldn't:

None to date.

LATS 105 (F) Latina/o Identities: Constructions, Contestations, and Expressions

What, or who, is a Hispanic or Latina/o/x? How have these shifting terms tried to encompass the identities and experiences of such large and diverse groups of peoples? In this course, we focus on the complex nature of "identity," as we delve into the interdisciplinary field that has emerged to give voice to groups that were too often excluded from or misrepresented in academic disciplines and discourses. Viewing identities as historically and socially constructed, we assess how racial, ethnic, class, and gendered identities take shape within specific contexts in the Hispanic Caribbean and Latin America, as well as in the United States. We examine the impact of (im)migration and the rearticulation of identities in the United States, as we consider that each group has a unique history, settlement pattern, community formation, and transnational activities. Identity is also a contested terrain. As immigrants and migrants arrive, the United States' policymakers, the media, and others seek to define the "newcomers" along with long-term Latina/o citizens. At the same time, Latinas/os rearticulate, live, assert, and express their own sense of identity. We examine these diverse expressions as they relate to questions of class, race, ethnicity, gender, sexual orientation, and national origins.

Class Format: This is a discussion based course.

Requirements/Evaluation: participation and several short papers (1-5 pages) throughout the semester

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: Latina/o Studies concentrators or those intending to become concentrators.

Expected Class Size: 20

Grading: yes pass/fail option, no fifth course option

Unit Notes: This is a required course for concentration in Latina/o Studies

Distributions: (D2)

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora LATS Core Electives

Fall 2024

LEC Section: 01 TF 1:10 pm - 2:25 pm Maria Elena Cepeda, Kevin W. Cruz Amaya

LATS 115 (F) Latina Feminist Spiritualities (DPE) (WS)

Cross-listings: WGSS 115 / REL 115

Primary Cross-listing

Self-proclaimed feminist activists, who hail from a variety of ethnic Latina/o/x/e (Latine) backgrounds, have often appealed to "ancestral" and "spiritual traditions" as integral to their activism and commitments. Some Latine feminists turned to "spiritual" traditions including brujería/witchcraft; curanderismo and Indigenous healing traditions; Santería/Lukumí and other AfroDiasporic traditions; astrology; home altars; various "mystical" traditions such as Kabbalah and Sufism, as well as Christian mystics like Teresa of Avila or Sor Juana Inés de la Cruz. Others have turned to the appropriation of "Eastern" traditions such as yoga, Tibetan Buddhism, and Zen Buddhism. This course engages students in an intensive introduction to some of the varieties of Latine feminist thought and contexts, including how activists, writers, and artists think about women, gender, sexuality, race,

class, colonialism, the earth, healing, and a better world. How do these feminists of different Latine backgrounds and contexts imagine a better world? How and why do they appeal to spiritual traditions as a source of wisdom, healing, and lived practice for a better world? In this course, we seek to understand both particular Latine feminist spiritual practices on their own terms, as well as why such writers and activists appeal to "the spiritual" in Latine contexts. We will also consider how they frame notions of "the spiritual" in relationship to notions of "the religious" and "the secular."

Requirements/Evaluation: Grading is based on 5-6 page papers written on alternating weeks and brief 1-2 page response papers shared on alternating weeks as well as participation and two paper revisions.

Prerequisites: None

Enrollment Limit: 10

Enrollment Preferences: Latina/o Studies concentrators, religion majors, first-year students interested in Latina/o Studies and/or religion

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 115(D2) LATS 115(D2) REL 115(D2)

Writing Skills Notes: Grading is based on alternating weeks writing a lead paper and other weeks writing a brief response paper. This course will require students to write regularly and revise two of their lead papers for grades.

Difference, Power, and Equity Notes: This course examines how Latine feminists have responded to a variety of differential power inequities, especially in terms of gender, sexuality, race, ethnicity, language, and class. It also considers the ways they have imagined better and more equitable worlds, and with what consequences they have done so.

Attributes: LATS Core Electives

Not offered current academic year

LATS 205 (F) Latinx Visual Arts

Cross-listings: AMST 209 / ARTH 201

Primary Cross-listing

This course introduces students to Latinx visual arts and the histories of the communities from where this artistic production emerges. Latinx art and artists have gained significant attention and inclusion in the art world. For example, the opening of the Cheech Marin Center for Chicano Art and Culture reignited interest in Chicana/o art and revamped pressure on peer institutions to diversify their collections, exhibitions, and programming. While this renewed interest is positive, this context runs the risk of framing Latinx art as a new and an emergent category, thus dismissing a longer history of visual arts within Latinx communities across the U.S. This course offers an historically grounded introduction to Latinx visual art by placing the artistic production for the groups included under the label "Latinx" in their social, political and historical contexts. The course provides students with the visual arts vocabulary and theoretical skills to analyze visual art forms including sculptures, murals, posters, performances, and altars, while exploring their relevance to Latinx communities and American art. In debunking the notion of Latinx art as a new phenomenon, students will understand the conditions, struggles, and modes of resistance that inspire Latinx visual arts production in the U.S. since the 19th century and into our contemporary moment. Students will deepen their visual art literacy, enrich their understanding of the histories encapsulated by the term "Latinx," and develop their appreciation for the visual arts.

Requirements/Evaluation: Discussion participation, weekly reading responses, two 3-6-page essays, and a final 8-10 page paper.

Prerequisites: None

Enrollment Limit: 25

Enrollment Preferences: Latina/o Studies concentrators and Art majors

Expected Class Size: 25

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 209(D2) LATS 205(D2) ARTH 201(D1)

Attributes: LATS Core Electives

Fall 2024

LEC Section: 01 TR 9:55 am - 11:10 am Kevin W. Cruz Amaya

LATS 209 (F) Spanish for Heritage Speakers

Cross-listings: RLSP 209

Secondary Cross-listing

This course is intended for students of Latino/a heritage. It will address the unique needs of students whose knowledge of Spanish comes primarily from informal and family situations rather than a conventional classroom experience. The goal of the course is to build on and expand students' existing knowledge of Spanish while developing skills for using the language in more formal/academic contexts. *Conducted in Spanish.*

Requirements/Evaluation: homework, class participation, and a series of communicative projects

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Potential Spanish majors/certificate students and LATS concentrators

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

RLSP 209(D1) LATS 209(D2)

Attributes: LATS Countries of Origin + Transnationalism Elect

Fall 2024

SEM Section: 01 MWF 12:00 pm - 12:50 pm Alejandro Castro

LATS 219 (F) Religion in Latinx Literature, Art & Film

Cross-listings: REL 215

Primary Cross-listing

LATS 219--Religion in Latinx Literature, Art & Film This course will examine how a selective range of US Latinx writers, artists, and filmmakers--particularly in fiction, memoir, visual arts and films by and about Latinidad--depict, describe, and discuss religious themes, broadly considered. Latinx-authored novels and memoirs, artwork by Latina/o/x visual artists, and films depicting Latinx life through the lens of Latinx film-makers will be read, viewed, and studied to facilitate discussion about what it means to be Latina/o/x *and* religious. How do fictional, autobiographical and artistic depictions of Latinx people, communities, and their religiosity/spiritualities promote or deter understanding of *Latinidad* in the U.S.A.?

Requirements/Evaluation: In this course, students will read and write short essays about novels and/or memoirs (4-5 pages), critically analyze film and artwork in short papers (3-4 pages), and write a research paper (8-10 pages) that analyzes the nexus of Latinx religion and art, whether fiction, film, memoir, or the visual arts. Attendance, participation, Glow discussion forums, and written assignments will all constitute assessment tools for this course.

Prerequisites: No prerequisites.

Enrollment Limit: 20

Enrollment Preferences: Students with at least one prior LATS or Religion course will be given preference if an enrollment overload. Also sophomores, juniors, and seniors will be given preference over first year students.

Expected Class Size: 15-20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

LATS 219(D2) REL 215(D2)

Attributes: LATS Core Electives

Not offered current academic year

LATS 222 (F) Ficciones: A Course on Fiction (DPE)

Cross-listings: ENGL 252

Primary Cross-listing

This seminar is focused on the study of published fiction by Latina/o, Latin American, Afro-Diasporic, and other writers of the Global South, paying close attention to how each author employs narrative elements--characterization, plotting, structure, dialogue mechanics, setting, tone, theme--as well as the values and visions expressed.

Requirements/Evaluation: attendance and class participation, occasional creative responses, 4- to 5-page midterm paper (close-reading a text), 10- to 15-page final paper

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: Latina/o Studies concentrators

Expected Class Size: 12

Grading: yes pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

LATS 222(D2) ENGL 252(D1)

Difference, Power, and Equity Notes: Student work will encourage personal and cultural expression, with the opportunity to analyze the shaping of social differences, dynamics of unequal power, and processes of change.

Attributes: LATS Core Electives

Fall 2024

SEM Section: 01 M 7:00 pm - 9:40 pm Nelly A. Rosario

LATS 224 (S) U.S. Latinx Religions

Cross-listings: AMST 224 / REL 224

Primary Cross-listing

In this course, we will engage aspects of Latina/o/x/e religious beliefs, experiences, practices, and expressions in the United States of America. Given the diversity of Latinx communities and religious lives in the U.S.A., we consider select contexts that help us understand the challenges of studying and defining the "religious" and its hybridity in Latinx contexts. We will survey certain selected religious traditions and practices in Latinidad -- such as popular devotions to La Virgen de Guadalupe, healing traditions and *curanderismo*, home altar traditions, Latinx Pentecostalism, crypto-Judaism, Latinx Muslims, and African-rooted spiritualities such as Santería. In addition, we will study Latinx approaches to traditional US religious expressions of Roman Catholicism and Protestantism. By focusing on particular moments of religious expression as elucidated in specific historiographies, ethnographies, art, literature, film, we will seek to garner a greater understanding of how Latinx communities express and practice their religious traditions and spiritualities.

Class Format: discussion

Requirements/Evaluation: class participation, discussion forum posts, a 3-4 short essay on the nature of Latinx spirituality; a 5-page essay on a religious tradition previously unfamiliar to the student, and an 8-10-page final research paper doing comparative religious study.

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: LATS concentrators and AMST and REL majors

Expected Class Size: 15-20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 224(D2) LATS 224(D2) REL 224(D2)

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora LATS Core Electives

Spring 2025

LEC Section: 01 TR 11:20 am - 12:35 pm Efrain Agosto

LATS 230 (S) Cities, Suburbs, and Rural Places (DPE)

Cross-listings: ENVI 257 / AMST 247

Primary Cross-listing

Long associated with cities in the scholarly and popular imagination, transnational migrants have increasingly settled in U.S. suburbs and rural localities and have made these places home. Through the lens of new destinations for im/migrants, this course introduces spatial methods, perspectives, and concepts to understand cities, suburbs, and rural places. We ask how geographically specific forces and actors shape migrants' living conditions, as well as consider the spatially uneven outcomes of complex processes like globalization. We analyze how different actors discursively and materially demarcate who belongs and who does not, and how these boundaries shape migrants' everyday practices. This interdisciplinary course highlights the legal, economic, political, environmental, social, and cultural dimensions of how transnational migrants become part of and create homes in new destinations. Through a range of textual materials (academic, literary, popular, visual), we explore the construction of landscapes, how people shape space at local and regional scales, and where people do life's work and come together to build cultural space. Rooted in critical race geographies, case studies are comparative across different racial and ethnic groups in the U.S. West, South, Midwest, and Northeast. This course will be mostly discussion-based, grading based on participation, short writing exercises, four assignments, and a final project.

Class Format: This is also a discussion course. While I will spend some time at the beginning of the class lecturing, most of the time will be spent in class discussions.

Requirements/Evaluation: Grading based on participation, short writing exercises, four assignments, and a final project. All writing materials and exams are based on coursework.

Prerequisites: None

Enrollment Limit: 25

Enrollment Preferences: LATS concentrators or those intending to become LATS concentrators

Expected Class Size: 25

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 257(D2) AMST 247(D2) LATS 230(D2)

Difference, Power, and Equity Notes: Students examine how race, gender, sexuality, class, and documentation status also impact how immigrants 'transition' to new migration destinations. We consider how the exercise of unequal power affects migration, settlement, and place-making. Students analyze representations and demographic data to determine how people are portrayed and what their material conditions are.

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora AMST Space and Place Electives ENVI Humanities, Arts + Social Science Electives LATS Core Electives

Spring 2025

LEC Section: 01 TR 9:55 am - 11:10 am Edgar Sandoval

LATS 232 (S) We the People in the Stacks: Democracy and Literatures of Archives (DPE)

Cross-listings: ENGL 232

Primary Cross-listing

"Archives have never been neutral they are the creation of human beings, who have politics in their nature. Centering the goals of liberation is at the heart of the issue" (Jarrett Drake, former digital archivist at Mudd Manuscript Library, Princeton University). In this generative writing and critical-practice course, students examine the concept of archives through the lens of democratic ideals. A primary focus is on how Latinidades and works of Global South literatures engage archives--their creation and deletions, their contents and omissions, their revelations and concealments.

Drawing from the values explored in class, students have opportunities to contribute to existing archival collections and/or to curate their own.

Requirements/Evaluation: attendance and class participation, short writing exercises, midterm project, final creative project

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: LATS concentrators

Expected Class Size: 12-15

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 232(D1) LATS 232(D2)

Difference, Power, and Equity Notes: This course examines the relationship between archives and power--creation and deletion, contents and omissions, revelations and concealments--taking into account the diverse affective roles and responsibilities of the archivist, records creator, records subject, and to community engagement.

Attributes: LATS Core Electives

Not offered current academic year

LATS 240 (S) Latinx Language Politics: Hybrid Voices

Cross-listings: AMST 240 / COMP 210

Primary Cross-listing

In this interdisciplinary course we focus on questions of language and identity in the contemporary cultural production and lived experience of various Latinx communities. We consider the following questions and more: In what ways does Spanish shift as it crosses over to the US from Latin America and the Caribbean? How does Latinx identity challenge traditional notions of the relationship between language, culture, and nation? How does careful attention to language elucidate the dynamics of gender and sexuality in the Latinx community? How are cultural values and material conditions expressed through Latinx linguistic practices? In what ways might Latinx literary and linguistic practices serve as tools for social change? Departing from an overview of common linguistic ideologies, we will examine code-switching or Spanglish, bilingual education, linguistic public policy, the English Only movement, and Latinx linguistic attitudes and creative responses to linguistic colonialism. In addition to a consideration of language and identity grounded in sociolinguistics, anthropological linguistics, Latinx studies, and cultural studies, we will survey a variety of literary genres including memoir, novel, and poetry. Both directly and/or indirectly, these texts address Latinx language politics, as well as the broader themes of power, difference, and hybridity.

Requirements/Evaluation: participation, two essays, final written reflection

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: Latina/o Studies concentrators, then American Studies majors and Comparative Literature majors by seniority

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

LATS 240(D2) AMST 240(D2) COMP 210(D1)

Attributes: AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora LATS Core Electives

Spring 2025

SEM Section: 01 TF 2:35 pm - 3:50 pm Maria Elena Cepeda

LATS 253 (S) Religion and Politics in Puerto Rico, Cuba and the Diaspora

Cross-listings: REL 292

Primary Cross-listing

This course analyzes the role of religion in Caribbean history and politics, with a focus on Puerto Rico and Cuba. These Caribbean Islands have lived out contested colonized histories and experiences, as well as diasporic realities in several key US communities, such as New York City and Miami. Since 1898, the US government and military have played a significant role in both Islands, forcibly shaping their economies and politics. Religion, particularly the Protestant missionary enterprise after the US invasions in 1898, has also shaped histories and politics on the islands and throughout their diasporas. We will analyze the role and impact of Protestant religion in these historically indigenous, African descendent, and Roman Catholic religious spaces, as well as how these religious engagements and theologies impacted migration and the creation of diasporic communities in the US. Both the role of religion in the imperialist endeavor and in the solidarity movements that responded will occupy our time in this course, with special attention to key figures in both sides of such efforts. With some enhanced understanding of the intertwining of religion and politics in Puerto Rico, Cuba and their diasporic communities, participants in this class will also consider implications for other Caribbean nations, such as the Dominican Republic, as well as, selectively, Latin American countries that have experienced US interventions and the creation of diasporic communities.

Class Format: This course will follow a lecture-discussion format, in which students are expected to come to class prepared to address the assigned readings, to have completed short assignments in preparation for discussions, to make presentations to the class, and/or to lead discussions.

Requirements/Evaluation: Evaluation in this course will be based on class participation, online discussion forum posts based on readings, two short 5-6 page essays on an aspect of Puerto Rican or Cuban political/religious reality discussed in class, and a final 8-10 page research essay on a theme in the course agreed upon by student and professor.

Prerequisites: None

Enrollment Limit: 25

Enrollment Preferences: LATS concentrators and Religion majors, and those with expressed interest in these fields

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

LATS 253(D2) REL 292(D2)

Attributes: LATS Core Electives

Spring 2025

LEC Section: 01 W 1:10 pm - 3:50 pm Efrain Agosto

LATS 254 (F) Embodied Knowledges: Latinx, Asian American, and Black American Writing on Invisible Disability (DPE)

Cross-listings: AMST 253 / AAS 253

Primary Cross-listing

This interdisciplinary course assumes an expansive approach towards disability, defining it not exclusively as a legible identity that one can lay claim to, but rather as an identity grounded in one's relationship to power (Kim and Schalk, 2020). This course centers on the critical role of lived experience as a key site of everyday theorization for the multiply marginalized, and specifically on the ways in which invisibly disabled Latinx, Asian American, and Black American individuals write the self. As scholars in disability studies argue, self-representations of disabled individuals carry the potential for us as a society to move beyond the binary narratives of "tragedy or inspiration" so often associated with disability. Rather, the self-produced narratives of US disabled writers of color offer a much more nuanced portrayal of everyday life with disability/ies for the multiply marginalized. Much like invisible disability itself, these self-representations ultimately refute traditional depictions of disability, and underscore the ways in which the bodymind serves as a rich, albeit often overlooked, site of knowledge. Embodied Knowledges draws on the insights of disability studies, crip studies, anthropology, literary studies, medicine, psychology, education, cultural studies, ethnic studies, American studies, gender and sexuality studies, sociology, and trauma studies. We will examine the works of Latinx, Asian American, and Black American writers and scholars others in relationship to one another, and as points of departure for examining issues such as the relationship between immigration and disability; intergenerational trauma; the impacts of paradigms such as the Model Minority Myth and notions of cultural deficit; passing; the politics of disability disclosure, the paradoxes of invisible disability; invisible disability in academic spaces; the role of culture and categories of difference such as race, gender, class and immigration status in societal approaches to and understandings of invisible disability; and future visions in the realm of disability justice and care work.

Requirements/Evaluation: Two 5-6 page essays; One group question assignment; Final reflection document

Prerequisites: None.

Enrollment Limit: 12

Enrollment Preferences: Preference given to majors or concentrators in LATS, AMST, and AAST, in order of seniority.

Expected Class Size: 12

Grading: yes pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 253(D2) LATS 254(D2) AAS 253(D2)

Difference, Power, and Equity Notes: This course takes up issues of difference and power in every one of its readings and materials. In particular, we examine the intersection of race, ethnicity, dis/ability, gender, sexuality and nation in our discussions of how disability helps to define our understanding of US identity and citizenship, particularly for US communities of color.

Attributes: AAS Non-Core Electives AMST Comp Studies in Race, Ethnicity, Diaspora LATS Comparative Race + Ethnic Studies Electives LATS Core Electives

Not offered current academic year

LATS 278 (S) Latinxs and Their Scriptures: Christian, Muslim, & Jewish

This course studies the nature of authorized religious writings--"Scriptures"--among Latinx communities in the US in three major religious traditions--Christianity, Islam, and Judaism. Beginning with an understanding of the nature and function of "scriptures" in religion as a whole, this course will turn to a brief history and current status of Latinidad in the US, including its religious traditions, and how scriptures have functioned in those traditions, especially among Latina/o/x adherents. Then we will do close readings of major texts in Latinx Christianity, Islam, and Judaism, both the scriptures of those communities and interpretative readings of them by adherents and scholars alike. Our goal will be a more thorough understanding of Latinx religious reading practices, interpretations, and implications on the life and overall well-being of Latinx communities in the US.

Requirements/Evaluation: Class participation; Glow Discussion Forum posts based on readings; two short essays and one longer research paper.

Prerequisites: No prerequisites

Enrollment Limit: 20

Enrollment Preferences: Students should have at least one previous LATS course or one previous Religion course.

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Attributes: LATS Core Electives

Not offered current academic year

LATS 285 (F) The Bible & US Borders: Latinx Encounters

Cross-listings: REL 286

Secondary Cross-listing

This course seeks to understand migration in the current historical, social and political moment, especially on the US-Mexico border. We will explore migration and borders through the lenses of history, politics, and religion, with particular focus on the Christian Bible and its influence, both positively and negatively, in the understanding of recent migration experiences on the USA-Mexico border. For example, we analyze instances of and reflections on migration in the Bible, in light of various interpretations and applications emerging today in debates over migration, including by politicians and "Christian nationalists." The perspectives of Latinx communities in the USA with regard to border politics and policies will be front and center in this course. The Bible, monographs and essays on Bible, borders, migration, and religion, especially from Latinx authors and thinkers, will constitute the readings for the course, along with recent data, policies, and reports on the border and "border security." Who is coming to the US-Mexico border and why, and what does religion and biblical interpretation have to do with how the US government and US people think and act on the border?

Requirements/Evaluation: Participation in class discussions; two to three short essays (3-5 pages each) analyzing selected readings; a longer final research paper (8-10 pages) on an aspect of Bible and Migration of interest to the student defined in consultation with the professor.

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: Religion majors and Latinx Studies concentrators, and those interested in these areas of study

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

REL 286(D2) LATS 285(D2)

Attributes: LATS Core Electives

Fall 2024

SEM Section: 01 TR 11:20 am - 12:35 pm Efrain Agosto

LATS 286 (F) Conquests and (Im)migrations: Latina/o History, 1848 to the Present (DPE)

Cross-listings: HIST 286

Primary Cross-listing

The first Latinx communities were formed in 1848 when the United States conquered half of Mexico's territory. In 1898 the United States annexed Puerto Rico and has retained sovereignty to this day. These early conquests and continuing im/migrations created Mexican and Puerto Rican communities in the United States. U.S. imperialism continued to shape the im/migrations that created Cuban, Dominican, Salvadoran, Guatemalan and other Latinx communities in the United States. This course explores U.S. military, political, and economic interventions and their impact on im/migrations and the making of Latinx communities. We also explore the impact of U.S. employers' and the U.S. government's recruitment of low wage workers in shaping im/migrations, destinations, and the formation of Latinx working-class communities. Im/migration and refugee policies have long defined who is eligible to enter and how, as well as who is deemed eligible for citizenship and belonging. Within this context, Latinas and Latinos have developed survival and family reunification strategies for themselves, their families, and their communities.

Class Format: This course is a discussion format.

Requirements/Evaluation: Class participation, short 1-2 page writing assignments, two 4-5 page essays, and a final 5-7 page essay. All writing assignments are based on course materials.

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: LATS concentrators, History majors, or those intending to become concentrators or majors, seniors

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

LATS 286(D2) HIST 286(D2)

Difference, Power, and Equity Notes: This Difference, Power, and Equity course explores racialized dimensions of U.S. imperialism and U.S. labor recruitment, encouraging critical analysis. The course considers the impact on the formation of Latinx communities in the U.S. and on Latinas' and Latinos' lived experiences in the United States, as well as on Latina/o/x strategies of community building and political activism.

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora HIST Group F Electives - U.S. + Canada LATS Core Electives

Not offered current academic year

LATS 313 (F) Gender, Race, and the Power of Personal Aesthetics

Cross-listings: WGSS 313 / AFR 326 / AMST 313 / AAS 313

Primary Cross-listing

This media/cultural studies course focuses on the politics of personal style amongst women of color in the US and around the globe in the digital era. We undertake a comparative, transnational exploration of the ways in which categories of difference such as gender, disability, sexuality, class, and ethno-racial identity inform normative beauty standards and ideas about the body. The class pays particular attention to the ways in which neoliberal capitalism shapes contemporary understandings of gendered bodies and the self. We examine an array of materials from across the disciplines including commercial websites, music videos, photography, histories, film, television, personal narratives, ethnographies, and sociological case studies. Departing from the assumption that personal aesthetics are intimately tied to issues of power and privilege, we engage the following questions, among others: What are some of the everyday functions of personal style among women of color in the US and globally? How do Latina/x,

Black, Arab American, and Asian American personal aesthetics reflect the specific circumstances of their creation, and the unique histories of these racialized communities? What role do transnational media and popular culture play in the development and circulation of gendered, raced, and sexualized aesthetic forms? How might the belief in personal style as an activist strategy complicate traditional understandings of feminist political activity? And what do the combined insights of ethnic studies, feminist studies, cultural studies, media studies, queer studies and disability studies contribute to our comprehension of gendered Asian American, Arab American, Black, and Latina/x bodies?

Requirements/Evaluation: participation, one student-led discussion period, two written essays of 5-6 pages, final written reflection.

Prerequisites: LATS 105, AMST 201, AFR 200, WGSS 101 or permission of instructor; first year students are not permitted to take this course.

Enrollment Limit: 12

Enrollment Preferences: Latina/o Studies concentrators, American Studies majors, Africana Studies majors, and Women's, Gender and Sexuality Studies majors by seniority. If the class is overenrolled students may be asked to submit a brief writing sample.

Expected Class Size: 12

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 313(D2) AFR 326(D2) LATS 313(D2) AMST 313(D2) AAS 313(D2)

Attributes: AAS Non-Core Electives AMST Comp Studies in Race, Ethnicity, Diaspora LATS Core Electives WGSS Racial Sexual + Cultural Diversity Courses WGSS Theory Courses

Fall 2024

SEM Section: 01 TF 2:35 pm - 3:50 pm Maria Elena Cepeda

LATS 314 (F) Social Geographies: Bridging Theory and Praxis in New England

How do we define a community? How do people create community spaces? What tools do we use to explain and understand what a community is? Building on the praxis of Black sociologist Patricia Hill Collin's notion of the "Insider/Outsider," this course focuses on the social life of community spaces. It analyzes the construction of community by individuals, groups, and societies, and how these various actors participate in the production of space. In doing so, comparisons will be made with case studies across space and time, and we will apply these theories and research methods to understand our lives in New England. This seminar asks students to take on the role of a researcher, one that must navigate the line between being part of a group and maintaining a methodological distance. Students in this course will become familiar with how people come together to create and contest community, community-based approaches to understand social problems, and structural conditions that produce social inequities. We will consider issues of difference, identification, and access via race, ethnicity, gender, sexuality, and disability and examine relational ways to understand poverty, family dynamics, and fear. Readings and course materials will be highly interdisciplinary drawing from disciplines such as ethnic studies, sociology, and geography; course readings will be supplemented by films and an experiential learning component. As part of this component students will meet outside class hours to work with a local community-based organization over the semester and write a 10-page final paper that connects course readings with their fieldwork experience.

Requirements/Evaluation: Students are evaluated on regular assignments, active class participation, completion of service learning hours, and a final paper.

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: LATS concentrators

Expected Class Size: 15

Grading: yes pass/fail option, no fifth course option

Distributions: (D2)

Fall 2024

SEM Section: 01 MWF 11:00 am - 12:15 pm Edgar Sandoval

LATS 315 (S) Research Design in Geography: Social Science Perspectives (WS)

How do you design a research project? Which methods of data collection and analysis are appropriate for research questions in Latinx Studies? This course provides an introduction to the process of designing and carrying out a research project, including related to Latinidades, or a plurality of Latinx identities. It introduces students to how social science knowledge is produced to understand the research process, how research emerges, and how we affect research. Course objectives for students are: 1) to design social science research effectively; 2) to critically evaluate the research design of others; 3) to strengthen their academic research and writing skills; and 4) to develop an appreciation for how knowledge is acquired, organized, and communicated. Students will iteratively develop an original research proposal involving several pieces of synthesis. Through applying different research methods to case studies in Latinx Studies, students will understand that the complexity of the issues affecting Latinx communities requires thoughtful research. Students will receive practical training in research protocols, organization methods, project management, and analytical approaches.

Class Format: This class will have short lectures with most of the time dedicated to group discussions. Students should expect to carry out research methods outside of class.

Requirements/Evaluation: Class participation. Assignments where students carry out research methods. Five writing assignments of various page lengths (1-10 pgs) compose students' research proposal project. Each component of the project will be revised by students after professor feedback. These revisions will culminate into a final paper (~20 pages). There will be a final exam.

Prerequisites: N/A

Enrollment Limit: 19

Enrollment Preferences: LATS concentrators or those intending to become LATS concentrators; juniors interested in a senior honors thesis.

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

Writing Skills Notes: Students will have five writing assignments that build upon each other, from the statement of research topic, initial research questions, annotated bib, draft lit review, and proposed methodology. Students receive critical feedback on grammar, style, and argument and submit revised versions of their assignments. Students submit a completed research project proposal as their final paper.

Attributes: LATS Core Electives

Not offered current academic year

LATS 318 (S) Myths and the Making of Latine California (WS)

Cross-listings: AMST 318 / REL 318

Primary Cross-listing

California is home not only to the largest ethnic Mexican population in the USA but also to the largest Central American population, while also being home to long-standing Latine communities hailing from Chile to Cuba. Since the era of Spanish colonization, especially starting in 1769, California has been woven into fantastic imaginations among many peoples in the Americas. Whether imagined as Paradise or Hell, as environmental disaster or agricultural wonderland, as a land of all nations or a land of multiracial enmity, many myths have been inscribed onto and pursued within the space we call California. In a state whose name comes from an early modern Spanish novel, how did certain narratives of California come to be, who has imagined California in certain ways, and why? What impact have these myths had on different Latine populations in the history of California, and how have different Latines shaped, contested, and remade these myths as well as the California landscape that they share with other peoples? In this course, we consider "myth" as a category of socially powerful narratives and not just a simple term that refers to an "untrue story." We examine myths by focusing on a few specific moments of interaction between the Latine peoples who have come to make California home and the specific places in which they have interacted with each other. Of special interest are select creation stories (found in Jewish, Christian, and Indigenous traditions), imaginations of the Spanish missions, the Gold Rush, agricultural California, wilderness California, California as part of Greater México, California as "sprawling, multicultural dystopia," and California as "west of the west," including its imagination as a technological and spiritual "frontier."

Requirements/Evaluation: this course will be mostly discussion oriented, with grading based upon participation, short writing exercises, one 3-page review essay with mandatory revision, one 5- to 8-page midterm review essay, and a final 10- to 15-page comparative review essay

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Latina/o Studies concentrators, Religion majors, American Studies majors, Environmental Studies majors and concentrators, Comparative Literature majors

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

LATS 318(D2) AMST 318(D2) REL 318(D2)

Writing Skills Notes: The students are expected to engage in regular writing of response papers, a mandatory revision of their first essay after receiving instructor feedback, a second essay, and a scaffolded final project with instructor and peer feedback at different stages. Attention to writing and the ways that writing interacts with myths, peoples, and place-making is part of the practice and the theoretical orientation of the course.

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora AMST Space and Place Electives ENVI Humanities, Arts + Social Science Electives LATS Core Electives

Not offered current academic year

LATS 322 (S) Fiction Writing Workshop (DPE) (WS)

Cross-listings: ENGL 388

Primary Cross-listing

This workshop is focused on the art and practice of writing fiction and geared toward students interested in working on creative honors theses. Readings include published fiction by primarily Latine and other writers who center Global South experiences, with attention paid to how each author employs narrative elements--characterization, plotting, structure, dialogue mechanics, setting, tone, theme--as well as the values and visions expressed. Students will present short fiction or novel excerpts for peer critique and the editorial advice of the instructor. Regular in-class exercises and take-home assignments will help students expand their narrative skills.

Requirements/Evaluation: Attendance and class participation, regular writing exercises, 4- to 5-page midterm paper (close-reading a text), 10- to 15-page final creative paper (close-reading a text and creative-writing response)

Prerequisites: LATS 222- Ficciones

Enrollment Limit: 15

Enrollment Preferences: LATS concentrators, honors theses

Expected Class Size: 12

Grading: yes pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 388(D1) LATS 322(D2)

Writing Skills Notes: Regular writing exercises, 4- to 5-page midterm paper (close-reading a text), 10- to 15-page final creative paper (close-reading a text and creative-writing response)

Difference, Power, and Equity Notes: Readings include published fiction by primarily Latine and other writers who center Global South experiences, with attention paid to the values and visions expressed by each author.

Attributes: LATS Core Electives

Spring 2025

SEM Section: 01 M 7:00 pm - 9:40 pm Nelly A. Rosario

LATS 330 (S) DNA + Latinx: Decoding the "Cosmic Race" (DPE)

Scientists working to assemble maps of the human genome have found a goldmine in the DNA of Latinx, Latin American, and other populations that derive ancestry from multiple continents. This interdisciplinary course explores Latinidades through a genealogical lens: What culture-specific issues emerge around history, identity, ethics, forensics, immigration, commerce, surveillance, art, science, and medicine? Through discussion, materials, and activities that engage personal, historical, and scientific perspectives, this course offers students the opportunity to explore the many codes embedded in the double-helix. Readings include scholarship out of Stanford University's Bustamante Lab, *The Cosmic Race* by José Vasconcelos, *The Cosmic Serpent* by Jeremy Narby, *Bird of Paradise: How I Became Latina* by Raquel Cepeda, and *The Social Life of DNA: Race, Reparations, and Reconciliation After the Genome* by Alondra Nelson.

Requirements/Evaluation: attendance and class participation, writing exercises, 4- to 5-page midterm paper (close-reading a text), 10- to 15-page

final writing portfolio

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: Latina/o Studies concentrators

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: Readings and class discussion offer students the opportunity to analyze the shaping of social differences, dynamics of unequal power, and processes of change

Attributes: LATS Core Electives

Spring 2025

SEM Section: 01 W 7:00 pm - 9:40 pm Nelly A. Rosario

LATS 332 (F) Latinx Biography & Memoir

This course reads widely and deeply in the art and practice of biography and memoir by Latinx authors and historical figures. We shall learn and revisit important historical moments and cultural experiences through the lens of well-known and lesser known figures in Latinx history, art, culture, and religiosity. Our readings will include memoirs by such key figures as Piri Thomas, Esmeralda Santiago, Julia Alvarez, Reyna Grande, Octavio Solis and recent critical biographies about Sor Juana Ines de La Cruz, Jose Marti, and Roberto Clemente. The goal in these and/or other selected readings will be to understand Latinx culture, the search for identity and self-actualization, and spiritual/religious dimensions of individual growth and development in US Latinx communities, especially in the 20th and 21st centuries.

Requirements/Evaluation: Attendance, participation, online discussion forums, two short essays and a longer research paper, plus oral presentations are expected in this intense reading course.

Prerequisites: A previous course in LATS is preferred.

Enrollment Limit: 20

Enrollment Preferences: Latina/o/x Studies concentrators; if still overenrolled, seniors, then juniors, then sophomores

Expected Class Size: 15

Grading: yes pass/fail option, no fifth course option

Distributions: (D2)

Attributes: LATS Core Electives

Fall 2024

SEM Section: 01 W 7:00 pm - 9:40 pm Efrain Agosto

LATS 335 (S) Contemporary Immigration Landscapes

Cross-listings: AMST 312 / WGSS 321

Primary Cross-listing

What is the relationship between racial formations, transnational migrations, and power in the United States? How do geometries of power shape our relationship to place? How do people navigate and resist the exercise of unequal power relations? This course examines geographies of transnational migration, bringing together insights from critical race theory, queer theory, and postcolonial theories to enrich our understanding of human geography. Theories on belonging, identity, and power will serve as a bridge between the state's role in structuring the lives of transnational migrants and the politics of conceiving futures as alternatives to current political geographic imaginations in the U.S. immigration landscape. Through an interdisciplinary exploration of 'migration,' we will examine the depth and range of migrants' experiences (such as through Javier Zamora's *Solito: A Memoir*) and how these communities' lives are structured through various axes of difference, such as race, gender, sexuality, class, and documentation status. We will give attention to the variegated landscape of immigration enforcement and its relationship to issues of labor, political economy, and incarceration, among others. Through materials that embrace both social science and humanities approaches, this course will help students develop a critical understanding of how space matters when considering transnational processes of migration as well as migrant communities' political practices

throughout the US. This course asks students to compare and contrast the intellectual genealogies covered and apply these theories of identity and power to case studies that focus on political interventions for social justice (such as UndocuQueers in the immigrant justice movement).

Requirements/Evaluation: Your learning is evaluated through class participation (discussion, responses, & in-class worksheets), three assignments, and a final project.

Prerequisites: None

Enrollment Limit: 25

Enrollment Preferences: LATS concentrators or those intending to concentrate

Expected Class Size: 20

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 312(D2) LATS 335(D2) WGSS 321(D2)

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora AMST Critical and Cultural Theory Electives AMST Space and Place Electives LATS Core Electives WGSS Racial Sexual + Cultural Diversity Courses

Spring 2025

SEM Section: 01 MR 1:10 pm - 2:25 pm Edgar Sandoval

LATS 341 (F) Performing Masculinity in Global Popular Culture (DPE)

Cross-listings: AMST 358 / WGSS 347 / SOC 340 / THEA 341

Secondary Cross-listing

This course examines popular cultural contexts, asking what it means to be a man in contemporary societies. We focus on the manufacture and marketing of masculinity in advertising, fashion, TV/film, theater, popular music, and the shifting contours of masculinity in everyday life, asking: how does political economy change the ideal shape, appearance, and performance of men? How have products - ranging from beer to deodorant to cigarettes -- had their use value articulated in gendered ways? Why must masculinity be the purview of "males" at all; how can we change discourses to better include performances of female masculinities, butch-identified women, and trans men? We will pay particular attention to racialized, queer, and subaltern masculinities. Some of our case studies include: the short half-life of the boy band in the US and in Asia, hip hop masculinities, and the curious blend of chastity and homoeroticism that constitutes masculinity in the contemporary vampire genre. Through these and other examples, we learn to recognize masculinity as a performance shaped by the political economy of a given culture.

Requirements/Evaluation: masculinity reflections, mid-term essay exam (or quizzes), visual rhetorical analyses of pop culture images

Prerequisites: none; WGSS 202 would be helpful

Enrollment Limit: 15

Enrollment Preferences: a short statement of interest will be solicited; a subsection of applicants may be interviewed

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 358(D2) WGSS 347(D2) SOC 340(D2) THEA 341(D1) LATS 341(D2)

Difference, Power, and Equity Notes: This course examines the construction of masculinity as it relates to intersecting identities such as race, sexuality, class, and global political economic considerations. Key to understanding masculinity are questions about the diversity of experiences of masculinity, cultural variations of gender norms, privilege, agency, patriarchy, heteronormativity, and interlocking systems of oppression.

Attributes: EXPE Experiential Education Courses FMST Related Courses LATS Comparative Race + Ethnic Studies Electives

Not offered current academic year

LATS 344 (S) Marking Presence: Reading (Dis)ability in/to Latinx Media (DPE)

Cross-listings: WGSS 361 / AMST 361

Primary Cross-listing

This course explores the intersection of (dis)ability and Latinx identity in the contemporary US context. Employing Angharad Valdivia's (2020) notion of "marking presence" to describe the intentional ways in which Latinx subjects gain and hold on to mainstream media space, the class places the fields of Disability Studies, Latinx Studies, Gender Studies and Media Studies into conversation. We address the following questions and others: What does media reveal to us about the place of (dis)ability and Latinidad in contemporary US life, particularly as these categories intersect with questions of gender, sexuality, national identity and citizenship? How might we read Latinidad and (dis)ability *into* media texts in which they are not otherwise centered? What are the advantages of deploying mainstream media presence as a claim to power for disabled Latinx individuals, particularly those who are multiply marginalized? What are the limitations of such an approach? We will focus on these questions, as well as deploy various media examples (podcasts, social media, film, television and music) alongside scholarly texts to explore topics impacting the Latinx communities such as the relationship between the relationship between immigration and (dis)ability, intergenerational trauma and migration, the gendered archetype of the Latina "Loca," (dis)ability in academia, the politics of self-care amongst Latinxs in the neoliberal context, and the very legal, cultural, and social category of "(dis)abled" itself within dominant society as well as in Latinx communities.

Requirements/Evaluation: Two short (5-6 page) essays; One media analysis exercise; One online group project; One final reflection letter.

Prerequisites: None.

Enrollment Limit: 12

Enrollment Preferences: Preference given to LATS concentrators, AMST majors and WGSS majors by seniority.

Expected Class Size: 12

Grading: yes pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 361(D2) LATS 344(D2) AMST 361(D2)

Difference, Power, and Equity Notes: At its core, this course is about understanding difference and relationships of power through an intersectional lens and via the prism of everyday media. In each class we will be discussing issues directly revolving around questions of race, ethnicity, (dis)ability, gender, sexuality, and nation. Students will be expected to incorporate an analysis of these issues in their written and oral work for the course.

Attributes: LATS Core Electives

Not offered current academic year

LATS 345 (S) Central American Visual Cultures (DPE)

Cross-listings: AMST 342

Primary Cross-listing

This course explores who U.S.-Central Americans are through their visual cultural production, as well as how US-Central Americans have been portrayed by others. Recently, Central Americans have gained visibility in the U.S. public sphere as mainstream media coverage of the "crisis at the border" has sensationalized the arrival of migrant caravans. The images and visuals resulting from mainstream coverage has led to monolithic representations of Central Americans framing them as "illegal aliens," violent gang members, or agentless victims. By engaging with visual culture ranging from social media, films, and zines, we challenge these monolithic perceptions and representations of Central Americans by pursuing the following set of questions: How have others visualized Central Americans and what has been the effect on lived experiences of U.S. Central Americans? How do U.S.-Central American communities visualize their identity formation in the U.S.? What is the role of visual culture in their resistance to racism, classism, sexism, and other structures of marginalization in the U.S.? As part of this course, we explore the range of social, political, economic, and historical forces that have pushed migration from each of the countries in the isthmus and the formation of their respective diasporas in the U.S.

Requirements/Evaluation: Discussion participation, weekly reading responses, two 3-6-page essays, and a final 8-10 page paper.

Prerequisites: None

Enrollment Limit: 25

Enrollment Preferences: Latina/o Studies concentrators and AMST majors

Expected Class Size: 25

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

LATS 345(D2) AMST 342(D2)

Difference, Power, and Equity Notes: The course critically reflects on how others have visualized Central Americans and how Central American communities use visual culture to assert their differences and contest the power dynamics that shape their lived experiences.

Attributes: LATS Core Electives

Spring 2025

SEM Section: 01 MR 2:35 pm - 3:50 pm Kevin W. Cruz Amaya

LATS 348 (S) Drawing Democracy: Graphic Narratives as Democratic Ideals

Cross-listings: COMP 348 / AMST 348

Primary Cross-listing

This course examines the graphic narrative in terms of how each author/illustrator employs narrative elements (plotting, structure, characterization, text, and visuals) to express social realities within the context of democratic ideals. Regular assignments and in-class exercises throughout the course offer students the opportunity to create their own graphic narratives.

Requirements/Evaluation: attendance and class participation, short writing exercises, 4-5 page midterm paper (close-reading a text), 10-15 page final creative paper

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: LATS concentrators

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 348(D1) AMST 348(D2) LATS 348(D2)

Attributes: AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora LATS Core Electives

Not offered current academic year

LATS 360 (S) Latinx Sculpture Art: From Altares to Sonic Monuments

Cross-listings: ARTH 361

Primary Cross-listing

What constitutes Latinx sculpture? While the study of Latinx art has revolved around two dimensional art forms, this course tackles the question of three-dimensional art and examines the development of Latinx sculpture, its socio-political impact, and its aesthetic complexity. This interdisciplinary and hybrid course consists of studying Latinx sculpture art and how Latinx artists have engaged and rearticulated popular cultural traditions like altares, lowriders, and santería in their sculptural works by engaging varying disciplines. This course also includes a studio component. We will dissect the ways Latinx communities conceive of their identity, politics, and manifest resistance and belonging in the U.S. differently through the art form of sculpture, as we study artists like Amalia Mesa-Bains, Gilbert "Magu" Luján, Beatriz Cortez, Pepón Osorio, and Guadalupe Maravilla. Sculpture offers a new lens to expand our study of Latinx identity, politics, and aesthetics, via historical and contemporary theoretical frameworks in the disciplines of Latinx Studies, Chicana/o and Central American Studies, art history, museum studies, and urban studies. As a hybrid course with a studio component, students will also complete a term-long sculpture project, which will be accompanied by a research-based artist statement. In their research based artist statements, students will situate and contextualize their sculpture projects in relation to topics and aesthetic frameworks covered in the class.

Requirements/Evaluation: Class participation and on-going work on their final art project. Students will write two 5 page essays related to course material and one final 3 page research-based artist statement that will contextualize a final sculpture art project in relation to course content.

Prerequisites: None

Enrollment Limit: 12

Enrollment Preferences: Latina/o Studies concentrators, especially those who have taken LATS 105 and/or Latinx Visual Arts, as well as Art majors, especially those who have taken some Latinx Studies courses.

Expected Class Size: 12

Grading: yes pass/fail option, no fifth course option

Materials/Lab Fee: \$150 for art materials

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTH 361(D1) LATS 360(D2)

Attributes: LATS Core Electives

Spring 2025

SEM Section: 01 MWF 11:00 am - 12:15 pm Kevin W. Cruz Amaya

LATS 385 (F) Latinx Activism: From the Local to the Transnational (DPE) (WS)

Cross-listings: HIST 385

Secondary Cross-listing

Latinas/os/x's have long sought inclusion in the U.S. polity and society, while the meanings of inclusion and the means to achieve it have shifted historically. For Latinxs, activism is often shaped by the specific dynamics of each group's migration to the United States and by their arrival into a particular context. Home country politics and transnational connections can remain important. Yet local activism to meet immediate needs and to address critical issues becomes important as well. Working within existing structures, Latinx communities have at times questioned and challenged those existing structures, as activists have addressed a wide variety of often intersecting issues. This course roots itself in the historical progression of Puerto Rican and Mexican-American activism, before turning to the social and political movements of the late 1960s and 1970s, as shaped by Puerto Ricans, Chicanos/as, Cubans, and Dominicans. The 1980s witnessed increased immigration from several Central and South American countries, arriving in the context of reactions to those political and social movements, as well as increased U.S. intervention in their countries of origin--a context that again shaped both local and transnational activism. Students' final projects will be anchored within this historical framing and within the lens of local and transnational activism, while moving forward in time to consider more contemporary dimensions of Latinx activism.

Class Format: This is a discussion-based and writing intensive course, so reading and full participation is important. Students will be expected to read each other's work and to provide thoughtful and constructive feedback.

Requirements/Evaluation: Class participation and presentations; several 3-4 page essays; final paper of 12-15 pages, as well as proposal, bibliography, and drafts

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: History majors and Latina/o Studies concentrators, seniors

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

LATS 385(D2) HIST 385(D2)

Writing Skills Notes: Several writing assignments of 3-4 pages provide the foundation for 12-15 page final papers. In consultation with the professor, students select a topic and submit a 3-4 page proposal with a bibliography. Students submit a draft for a workshop session with other students. A final presentation is another opportunity to hone arguments and use of evidence, as well as to receive feedback on revised drafts from the professor.

Difference, Power, and Equity Notes: This course examines how Latinx communities have sought inclusion in U.S. society and polity, in the face of marginalization based on race, ethnicity, class, gender, sexuality, and/or political perspective, as well as other intersecting markers of difference. Questions of difference, power, and equity are analyzed at the structural, community, and individual levels.

Attributes: HIST Group F Electives - U.S. + Canada LATS Core Electives

Not offered current academic year

LATS 397 (F) Independent Study: Latina/o Studies

Latina/o Studies independent study.

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Attributes: LATS Core Electives

Fall 2024

IND Section: 01 TBA Nelly A. Rosario

LATS 410 (F) Arquivistas: An Archival Storytelling Course (DPE) (WS)

Archival storytelling: the "creative practice of resurfacing hidden, untapped, and untold historical treasures and reimagining that content in various storytelling presentations that speak to modern-day audiences" (Arbo Radiko). In this generative writing and critical-practice course, students explore/inhabit the role of writers and storytellers as preservers of history and culture. With a focus on documenting and/or reimagining Latinidades, the course invites students to address: the unique narrative forms archives may take beyond collections of artifacts; how archives can inform the creation--and definition--of literary work; the relationship between archives and power; information the archivist/storyteller may choose to include or omit, reveal or conceal; how the archivist/storyteller might practice what scholars Michelle Caswell and Marika Cifor call "radical empathy," one that takes into account the diverse affective roles and responsibilities of the: archivist, records creator, records subject, records user, and community member. The course is designed to help students address the above through assignments that build towards final projects. Through the creative process, students learn to: research, compile, and analyze materials from various open-access repositories; identify and write emergent stories from collected material; and present these stories to the public using narrative elements and tools in the digital humanities. Projects may include virtual exhibits, data stories, annotated maps, historical fiction, ekphrastic poetry, finding aids, and interactive timelines. Projects may also examine the Latinx experience on campus, building on archival efforts initiated by students for the LATS Program 15th Anniversary Exhibit at Williams College Library.

Requirements/Evaluation: Assignments and in-class exercises; attendance; participation; peer review

Prerequisites: n/a

Enrollment Limit: 19

Enrollment Preferences: LATS concentrators; students who haven't taken creative-writing courses but are interested in the topic; students interested in the digital humanities; students who have met their other curricular requirements

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

Writing Skills Notes: Two five-page papers (each receiving critical feedback from professor on grammar, style, and argument); a midterm project proposal with critical feedback from professor and peers; one taxonomy glossary based on course readings and proposed project; one annotated bibliography; artist statement and notes on craft; one final paper submitted with corresponding creative project.

Difference, Power, and Equity Notes: This course examines various forms of difference, power, and equity related to creating and engaging archives. In exploring and creating archives themselves, students pay close attention to any omissions and concealments in the documentation of historical memory, particularly in relation to diverse Latinx experiences.

Attributes: LATS 400-level Seminars

Not offered current academic year

LATS 421 (F) Latinx Geographies (WS)

This research seminar examines the history, framework, and scholarship of the growing field of Latinx Geographies within the context of interdisciplinary Latine Studies. This course explores the perspectives, experiences, spatial politics, and place-making practices of Latines to consider their relationship to the built environment. We will examine recent theories regarding space, place, and race; explore them through various Latinx positionalities, such as gender, sexuality, class, and citizenship status; and apply them to literary and media representations of Latine spaces and places, such as the US-Mexico borderlands, barrios, and rural fields. We will consider how undocumented queer and trans migrants have become prominent political actors in social movements, how migration, race, and the environment interact in pollution and activism, how undocumented women negotiate motherhood, how non-profit organizations market Latinidad for infrastructural development, and more. In this interdisciplinary and comparative course, students will be exposed to the genealogy of Latinx Geography, which finds its genesis embedded in Black Geography, Queer (Women) of Color Critique, Latinx Studies, and Ethnic Studies. Students will learn a geographical vernacular to think and articulate spatially in the social sciences and humanities, as they develop their own research projects. Collectively, we will interrogate case studies of Latines in the built

environment to make visible how race and space are fundamental tenets of a Latinx geographical analysis. Students will select a research topic and develop their own research project independently and through coursework. Evaluation will be based on class participation, leading discussion, presentations, research proposal, annotated bibliography, short writing assignments, writing workshop participation, and a final 20-page research paper.

Requirements/Evaluation: Class participation, leading class discussion, proposal, annotated bibliography, short writing assignments, writing workshop participation, presentation, drafts of final paper, and final 15-20 page research paper.

Prerequisites: N/A

Enrollment Limit: 19

Enrollment Preferences: LATS concentrators; seniors

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

Writing Skills Notes: This research seminar supports students as they define an appropriate topic, identify and use primary and secondary sources, and complete a 15-20 page final research paper. Several short writing assignments focus on interpretations of primary sources and on key arguments in secondary sources. The final paper is written in stages, including a proposal, an annotated bibliography, a draft for workshopping with other students and faculty feedback, and a final presentation along with a revised draft.

Attributes: AMST Space and Place Electives ENVI Humanities, Arts + Social Science Electives LATS 400-level Seminars

Fall 2024

SEM Section: 01 W 1:10 pm - 3:50 pm Edgar Sandoval

LATS 470 (S) Latinx Migrations: Stories and Histories (WS)

Cross-listings: HIST 470 / WGSS 470

Secondary Cross-listing

Latinx migration histories are often told with sweeping data and within broad historical contexts. While these are important, the voices of the people leaving their home countries and coming to the United States can be lost or buried. During the 1970s, the emerging subfield of social history asserted the need to craft histories that took into consideration the everyday lives of everyday people. Oral history emerged a key tool in capturing the personal stories too often missed in historical archives. At the same time, Puerto Rican Studies, Chicano Studies, and later, Latinx Studies emerged to tell the histories of groups too often omitted from or misrepresented in the scholarship. These fields relied on traditions of testimonios or storytelling. This course focuses on Latinx oral histories, autobiographies, memoirs, testimonios, and other first-person narratives to explore how people are impacted by and experience those broad historical contexts, as well as how the decisions they make and the actions they take shape those broad historical contexts. As Latinx Studies is a field that has been at the forefront of exploring intersectionality, we also analyze how attention to first person narratives and lived experiences reveal the complexities of race, ethnicity, gender, sexuality, and class, as well as other visible and invisible markers of difference. Examining first person narratives in the context of specific Latinx groups in particular historical, geographical, and social contexts, we interrogate the methodological and interpretive challenges of working with oral histories and other first-person primary sources. Course topics include the gendered dimensions of migration, geopolitics and stories of exile, and the connections between lived experiences and political activism, particularly the feminist activism of the late 1960s and 1970s-- all while students develop and share their own research topics.

Requirements/Evaluation: class participation and presentations, short writing assignments, proposals, annotated bibliography, drafts of research paper, final presentation, and final paper of 15 to 20 pages

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: History majors, WGSS majors, and Latina/o Studies concentrators, seniors

Expected Class Size: 15

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

LATS 470(D2) HIST 470(D2) WGSS 470(D2)

Writing Skills Notes: This research seminar supports students as they define an appropriate topic, identify and use primary and secondary sources, and complete a 15-20 page final paper. Several short writing assignments focus on interpretations of primary sources and on honing in on scholars' key arguments in secondary sources. The final paper is written in stages, including proposals, an annotated bibliography, drafts for workshopping with other students, and a final presentation along with the final paper.

Attributes: HIST Group F Electives - U.S. + Canada LATS 400-level Seminars WGSS Racial Sexual + Cultural Diversity Courses

Not offered current academic year

LATS 475 (S) Dreaming Latina/x Feminist Disability Studies (DPE) (WS)

Cross-listings: WGSS 475 / AMST 413

Primary Cross-listing

In this course we will defy the traditional notion that disabled and queer people of color have no right to future dreams, as we collectively imagine how the emergent field of Latina/x feminist disability studies might take shape. What are the sites of focus, methods, and political commitments of Latina/x feminist disability studies? Where is the power in meaningfully uniting an analysis of disability to one of sexuality and gendered Latinidad? How does a Latina/x-centric approach productively inform our understanding of disability? What is the political potential of Latina/x feminist disability studies -- not exclusively as a set of theories, but also as a mindset and an everyday call to action? If we were to collectively compose a manifesto for Latina/x feminist disability studies, what might it contain? How might we actively cultivate a community of care in the classroom as well as other spaces at Williams? Just what might Latina/x feminist disability justice dreams look like? How might Latina/x feminist disability justice dreams *feel*? Feminist, queer, and disabled crip-of-color scholars have recently called for a more meaningful engagement with race in feminist disability studies. Simultaneously, we have also witnessed a small but steady growth in the amount of Latinx studies scholarship that thoughtfully integrates questions of disability. This interdisciplinary course responds to these important shifts in its focus on a series of topics bridging Latinx studies, gender studies, queer studies, crip studies, and critical disability studies. These include but are not limited to the body, the environment, temporality, labor, citizenship, dependency, and visibility/invisibility. Through these topics, we will explore the ways in which the different approaches to these specific issues across Latinx, critical disability, crip, queer and gender studies are in fruitful conversation with one another -- and sometimes even at odds -- as we actively interrogate the intersections of gender, race, ethnicity, sexuality, and disability within the everyday.

Requirements/Evaluation: Major assignments for this course include a semester-long independent research paper (15-20 pages) broken up into steps, participation in crafting the class manifesto, a semester-long collaborative artistic exercise, and a final reflection document (3-4 pages).

Prerequisites: None.

Enrollment Limit: 12

Enrollment Preferences: Priority given to LATS concentrators by seniority, followed by WGSS and AMST majors by seniority.

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Materials/Lab Fee: Lab fee: \$200 for art supplies per student

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 475(D2) LATS 475(D2) AMST 413(D2)

Writing Skills Notes: We focus on building writing and interdisciplinary research skills, with a particular emphasis on the processes of research, revision, and collaborative writing. The primary research paper (an independent project of 15-20 pages) is divided into stages, and students are required to revise and resubmit their work at various junctures in the research process. The written class manifesto requires students to compose a document together, revising their work as a group over the course of the semester.

Difference, Power, and Equity Notes: This course privileges an intersectional analysis regarding questions of race, ethnicity, gender, sexuality, and disability. It obligates students to consider how these categories of difference actively work in tandem with one another in everyday US Latina/x and transnational (US-Latin America and the Caribbean) contexts. This seminar also underscores how these categories of difference are actually products of a given historical and political moment.

Attributes: LATS 400-level Seminars

Spring 2025

SEM Section: 01 TF 1:10 pm - 2:25 pm Maria Elena Cepeda

LATS 493 (F) Senior Honors Thesis: Latina/o Studies

Students beginning their thesis work in the fall must register for this course and subsequently for LATS 31 during Winter Study.

Prerequisites: approval of program chair; limited to senior honors candidates

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Fall 2024

HON Section: 01 TBA Nelly A. Rosario

LATS 494 (S) Senior Honors Thesis: Latina/o Studies

Students beginning their thesis work in Winter Study must register for this course.

Prerequisites: approval of program chair; limited to senior honors candidates

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Spring 2025

HON Section: 01 TBA Nelly A. Rosario

LATS 497 (F) Independent Study: Latina/o Studies

Latina/o Studies independent study.

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Fall 2024

IND Section: 01 TBA Nelly A. Rosario

LATS 498 (S) Indep Study:Latina/o Studies

Independent Study:Latina/o Studies

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Spring 2025

IND Section: 01 TBA Nelly A. Rosario

Winter Study -----

LATS 31 (W) Senior Thesis: Latina/o Studies

Students must register for this course to complete an honors project begun in the fall or begin one to be finished in the spring.

Class Format: thesis

Prerequisites: approval of program chair

Enrollment Preferences: limited to senior honors candidates

Grading: pass/fail only

Not offered current academic year

LATS 99 (W) Independent Study: Latina/o Studies

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study

Grading: pass/fail only

Not offered current academic year

LEADERSHIP STUDIES (Div II)

Chair: Professor Justin Crowe

Advisory Committee

- Magnús T. Bernhardtsson, Brown Professor of History and Faculty Affiliate in Arabic Studies, Leadership Studies and Religion, Chair of Global Studies; affiliated with: History, Global Studies, Religion, Leadership Studies
- Justin Crowe, Chair of Leadership Studies and Professor of Political Science; affiliated with: Political Science, Leadership Studies
- James McAllister, Fred Greene Third Century Professor of Political Science; affiliated with: Political Science, Leadership Studies
- Nicole E. Mellow, Chair and Ephraim Williams Professor of Political Science; affiliated with: Political Science, Leadership Studies
- Mason B. Williams, Associate Professor of Leadership Studies and Political Science; affiliated with: Leadership Studies, Political Science

Leadership Studies focuses on the universal phenomenon of leadership in human groups. Leadership Studies asks what leadership means within a wide variety of social contexts—whether in a family, a team, a theatre company, a philanthropy, a university, a multinational corporation, or a nation-state waging war. It seeks to understand the dynamics of the relationships between leaders and followers. It studies authority, power, and influence. It seeks to grasp the bases of legitimacy that leaders claim, and followers grant, in all of these relationships.

Through a wide range of courses in the social sciences and the humanities, the curriculum addresses a number of questions. How do we define leadership? What are the bases of leaders' legitimacy in different historical contexts? How should we understand the variation between leaders emerging through tradition, charisma, and legal sanction? How do different types of leaders exercise and maintain their authority? What are the distinctive habits of mind of leaders in different cultural settings? What are the moral dilemmas that leaders across all settings face? What are the typical challenges to established leadership? How does one analyze the experiences of leaders in widely disparate contexts to generate systematic comparative understandings of why history judges some leaders great and others failures? How and why do these evaluations about the efficacy of leaders shift over time?

To meet the requirements of the concentration, students must complete one of the two sequences outlined below (6 courses total). Additional and/or substitute electives are offered each year; students should consult the course offerings in the catalog for the full list of elective offerings in a given year and contact the chair if they wish to suggest additional courses that might count toward the concentration.

LEADERSHIP STUDIES—TRADITIONAL TRACK

The introductory course:

LEAD/PSCI 155 Visionaries, Pragmatists, and Demagogues: An Introduction to Leadership Studies

One required course on ethical issues related to leadership, typically:

[PHIL 119\(F, S\) SEM Why Obey the Law?](#)

Taught by: [Jana Sawicki](#)
[Catalog details](#)

[PSCI 130\(F, S\) SEM Introduction to Political Theory](#)

Taught by: [Laura Ephraim](#), [Mark Reinhardt](#)
[Catalog details](#)

Two core courses dealing with specific facets or domains of leadership, such as:

[ARTH 501 / LEAD 301 / ARTH 401\(S\) SEM Museums: History and Practice](#)

Taught by: [Michael Conforti](#)
[Catalog details](#)

[ASTR 240 / LEAD 240 / STS 240 SEM Great Astronomers and Their Original Publications](#)

Taught by: [Kevin Flaherty](#)
[Catalog details](#)

[HIST 207 / GBST 102 / ARAB 207 / LEAD 207 / JWST 217 / REL 239 LEC The Modern Middle East](#)

Taught by: [Magnús Bernhardtsson](#)
[Catalog details](#)

[LEAD 205 / PSCI 212 LEC From Tocqueville to Trump: Leadership and the Making of American Democracy](#)

Taught by: [Mason Williams](#)
[Catalog details](#)

[LEAD 320 / PSCI 320\(F\) SEM Heroes and Villains: Iconic Leadership and the Politics of Memory](#)

Taught by: [Mason Williams](#)

[Catalog details](#)

[LEAD 425 / PSCI 357\(S\) SEM Senior Seminar: Leadership and the Anxieties of Democracy](#)

Taught by: [Mason Williams](#)

[Catalog details](#)

[PSCI 215 / LEAD 215\(S\) SEM Race and Inequality in the American City](#)

Taught by: [Mason Williams](#)

[Catalog details](#)

[PSCI 216 / LEAD 216 LEC American Constitutionalism I: Structures of Power](#)

Taught by: [Justin Crowe](#)

[Catalog details](#)

[PSCI 217 / LEAD 217\(S\) LEC American Constitutionalism II: Rights and Liberties](#)

Taught by: [Justin Crowe](#)

[Catalog details](#)

[PSCI 218 / LEAD 218 SEM The American Presidency](#)

Taught by: [Nicole Mellow](#)

[Catalog details](#)

[PSCI 290 / LEAD 290\(F\) TUT How Change Happens in American Politics](#)

Taught by: [Nicole Mellow](#)

[Catalog details](#)

[PSCI 310 / LEAD 332 SEM New York City Politics: The Urban Crisis to the Pandemic](#)

Taught by: [Mason Williams](#)

[Catalog details](#)

[PSCI 345 / ASIA 345 SEM The Meaning of Life and Politics in Ancient Chinese Thought](#)

Taught by: [George Crane](#)

[Catalog details](#)

One Leadership Studies Winter Study course (listed separately in the catalog)

Capstone course:

LEAD 425 Leadership and the Anxieties of Democracy

LEADERSHIP STUDIES—KAPLAN PROGRAM IN U.S. FOREIGN POLICY TRACK

An introductory course:

HIST 262 The United States and the World, 1776 to 1914

HIST 263 The United States and the World, 1914 to the Present

PSCI/LEAD 120 America and the World

LEAD/PSCI 155 Visionaries, Pragmatists, and Demagogues: An Introduction to Leadership Studies

One required course on issues related to American domestic leadership, such as:

[LEAD 155 / PSCI 155\(F\) SEM Visionaries, Pragmatists, and Demagogues: An Introduction to Leadership Studies](#)

Taught by: [Mason Williams](#)

[Catalog details](#)

[LEAD 205 / PSCI 212 LEC From Tocqueville to Trump: Leadership and the Making of American Democracy](#)

Taught by: [Mason Williams](#)

[Catalog details](#)

[LEAD 320 / PSCI 320\(F\) SEM Heroes and Villains: Iconic Leadership and the Politics of Memory](#)

Taught by: [Mason Williams](#)

[Catalog details](#)

[PSCI 218 / LEAD 218 SEM The American Presidency](#)

Taught by: [Nicole Mellow](#)

[Catalog details](#)

[PSCI 310 / LEAD 332 SEM New York City Politics: The Urban Crisis to the Pandemic](#)

Taught by: [Mason Williams](#)

[Catalog details](#)

Three required courses dealing with specific facets of American foreign policy leadership, such as:

[HIST 388\(S\) SEM Decolonization and the Cold War](#)

Taught by: [Jessica Chapman](#)

[Catalog details](#)

[PSCI 225 / LEAD 225 LEC International Security](#)

One capstone course:

LEAD/PSCI 327 Leadership and Strategy

LEAD 330/PSCI 420 The Nuclear Revolution

LEAD/PSCI 365 U.S. Grand Strategy

PSCI 361 The CIA and American Foreign Policy

LEAD 425 Leadership and the Anxieties of Democracy

(There is no official Winter Study component to the American Foreign Policy Leadership track; students who wish to count a Winter Study course toward that track should contact the chair.)

For either track, students should check with the program chair to see if other courses not listed here might count as electives.

HONORS IN LEADERSHIP STUDIES

Although there currently is no Honors route in the Leadership Studies program, it often is possible for students pursuing the concentration to undertake an Honors project within their major disciplines on topics that enables them to develop and explore their interests in Leadership Studies. Faculty in the program are happy to discuss this possibility with concentrators and to help them develop suitable Honors thesis topics. In some cases, depending on the topic and the department involved, a faculty member in the program might also be able to serve as an official or unofficial co-supervisor for an Honors project in another discipline.

FAQ

Students **MUST** contact departments/programs **BEFORE** assuming study away credit will be granted toward the major or concentration.

Can your department or program typically pre-approve courses for major/concentration credit?

Yes, in some cases, if appropriate course information is available in advance (e.g. syllabi and/or course descriptions), though students should be sure to contact the program chair.

What criteria will typically be used/required to determine whether a student may receive major/concentration credit for a course taken while on study away?

Course title and description.

Does your department/program place restrictions on the number of major/concentration credits that a student might earn through study away?

Not formally, but, typically, one course per semester abroad is counted toward the concentration.

Does your department/program place restrictions on the types of courses that can be awarded credit towards your major?

No.

Are there specific major requirements that cannot be fulfilled while on study away?

Yes: the introductory course and the senior capstone.

Are there specific major requirements in your department/program that students should be particularly aware of when weighing study away options? (Some examples might include a required course that is always taught in one semester, laboratory requirements.)

Yes: the introductory course has historically been taught only in one semester (usually the fall).

Give examples in which students thought or assumed that courses taken away would count toward the major or concentration and then learned they wouldn't:

None to date.

LEAD 155 (F) Visionaries, Pragmatists, and Demagogues: An Introduction to Leadership Studies

Cross-listings: PSCI 155

Primary Cross-listing

This course introduces students to the major issues in the study of leadership, a central concept in the study of politics. The first part of the course will

examine key theoretical problems that have occupied political thinkers from Plato and Confucius to Machiavelli and the American framers: What makes a leader successful? What kinds of regimes best serve to encourage good leaders and to constrain bad ones? What is the relationship between leadership and morality-can the ends justify the means? What functions does leadership fill, and what challenges do leaders face, in modern democratic states? The second half of the course will look at leaders in action, charting the efforts of politicians, intellectuals, and grassroots activists to shape the worlds in which they live. Case studies will include antislavery politics and the American Civil War; the global crises of the 1930s and 1940s; and the social movements of the 1960s and 1970s. In addition to active class participation, students will be expected to write a 5-page proposal for a research paper on a leader of their choice, a 10-page research paper, an in-class midterm exam, and a cumulative, in-class final exam.

Requirements/Evaluation: active class participation, 5-page research proposal, 10-page research paper, in-class midterm exam, and a cumulative in-class final exam

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: first-year students and sophomores

Expected Class Size: 25

Grading: no pass/fail option, no fifth course option

Unit Notes: subfield open in Political Science major

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

LEAD 155(D2) PSCI 155(D2)

Attributes: LEAD American Domestic Leadership

Fall 2024

SEM Section: 01 TF 2:35 pm - 3:50 pm Mason B. Williams

LEAD 205 (S) From Tocqueville to Trump: Leadership and the Making of American Democracy (DPE)

Cross-listings: PSCI 212

Primary Cross-listing

America's founders didn't mean to create a democracy as we would now understand the term. But since the Revolution, leaders have been fighting to make real for all Americans the promise of government of, by, and for the people. In this course, we will look at how leaders have marshaled ideas, social movements, and technological changes to expand the scope of American democracy--and the reasons they have sometimes failed. We will examine how founders such as Benjamin Franklin and James Madison envisioned the relation between the people and the government; how workers, African Americans, and women fought to participate in American politics; and how globalization, polarization, and inequality are straining American democracy and political leadership in the 21st century. We will examine leadership to better understand American democracy--and vice versa. We will ask: What explains why some leaders have succeeded where others have failed? Have some periods of American democratic politics been more amenable to particular kinds of leadership than others? What makes American political leadership distinctive in international comparison? Who, exactly, has been permitted to participate in American politics, and on what terms? How has the relation between the governors and the governed changed over time, and what factors and events have shaped those relations? How has America's democratic experiment compared with (and interacted with) democracy elsewhere in the world? Is America really a democracy at all?

Requirements/Evaluation: 5-page document analysis, 10-page review essay, midterm and final in-class exams

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: Leadership Studies concentrators and Political Science majors

Expected Class Size: 25

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

PSCI 212(D2) LEAD 205(D2)

Difference, Power, and Equity Notes: Using conceptual tools drawn from political science and history, it offers students a deep understanding of the

roots of contemporary issues of difference, power, and equity in American public life as well as a better sense of how and why power relations and modes of inclusion/exclusion are subject to change.

Attributes: LEAD American Domestic Leadership LEAD Facets or Domains of Leadership PSCI American Politics Courses

Not offered current academic year

LEAD 207 (F) The Modern Middle East (DPE)

Cross-listings: REL 239 / ARAB 207 / HIST 207 / JWST 217 / GBST 102

Secondary Cross-listing

This survey course addresses the main economic, religious, political and cultural trends in the modern Middle East. Topics to be covered include the cultural diversity of the Middle East, relations with Great Powers, the impact of imperialism, the challenge of modernity, the creation of nation states and nationalist ideologies, the discovery of oil, radical religious groups, and war and peace. Throughout the course these significant changes will be evaluated in light of their impact on the lives of a variety of individuals in the region and especially how they have grappled differently with increasing Western political and economic domination.

Requirements/Evaluation: participation, online responses, quizzes, midterm, and final exam

Prerequisites: none

Enrollment Limit: 40

Enrollment Preferences: History & Arabic majors, and Jewish studies concentrators; completion of course admission survey if overenrolled

Expected Class Size: 30-40

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

REL 239(D2) ARAB 207(D2) HIST 207(D2) JWST 217(D2) LEAD 207(D2) GBST 102(D2)

Difference, Power, and Equity Notes: This course introduces students to the incredible diversity of the Middle East. It will explore how people of different backgrounds and in different situations have responded in diverse ways to the problems of the day. Students will acquire the critical tools to assess a number of interpretations of the past and how to understand and appreciate the many narratives in the Middle East today that have profound political and cultural implications.

Attributes: GBST Middle Eastern Studies HIST Group E Electives - Middle East JWST Elective Courses LEAD Facets or Domains of Leadership

Not offered current academic year

LEAD 215 (S) Race and Inequality in the American City (DPE)

Cross-listings: PSCI 215

Secondary Cross-listing

In the past half-century, American cities have gotten both much richer and much poorer. The making of "luxury cities" has gone hand-in-hand with persistent, concentrated poverty, extreme racial segregation, mass incarceration, and failing public services-social problems borne primarily by people of color. This course will examine the political underpinnings of inequality in American cities, with particular attention to the racialization of inequality. Among the topics we will cover are: the structures of urban political power; housing and employment discrimination; the War on Crime and the War on Drugs (and their consequence, mass incarceration); education; and gentrification. We will ask: How have city leaders and social movements engaged with urban problems? How have they tried to make cities more decent, just, and sustainable? Under what circumstances has positive leadership produced beneficial outcomes, and in what circumstances has it produced perverse outcomes? We will engage primarily with political science, but also with scholarship in other disciplines, including sociology, history, geography, and legal studies, all of which share an interest in the questions we will be exploring. Students will leave this course with a deeper understanding of contemporary urban problems, a knowledge of the political structures within which those problems are embedded, and a better sense of the challenges and opportunities leaders face in contemporary urban America.

Requirements/Evaluation: class participation; several short essays and a longer paper with presentation

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: Political Science majors and Leadership Studies concentrators

Expected Class Size: 25

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

LEAD 215(D2) PSCI 215(D2)

Difference, Power, and Equity Notes: Deploying historical and social-scientific analysis, this course seeks to help students understand the historical roots and political underpinnings of unequal access to social goods in American cities, with particular attention to the racialization of inequality, compound deprivation, and unearned advantage.

Attributes: GBST Urbanizing World LEAD Facets or Domains of Leadership POEC Depth PSCI American Politics Courses

Spring 2025

SEM Section: 01 TF 2:35 pm - 3:50 pm Mason B. Williams

LEAD 216 (S) American Constitutionalism I: Structures of Power

Cross-listings: PSCI 216

Secondary Cross-listing

How has the American Constitution been debated and understood over time? What is the relationship between constitutional and political change? This course examines the historical development of American constitutional law and politics from the Founding to the present. Our focus is on structures of power -- the limits on congressional lawmaking, growth of presidential authority, establishment of judicial review, conflicts among the three branches of the federal government, and boundaries between the federal and state and local governments. The specific disputes under these rubrics range from secession to impeachment, gun control to child labor, waging war to spurring commerce; the historical periods to be covered include the Marshall and Taney Court years, the Civil War and Reconstruction, the Progressive Era, the New Deal, the Warren Court, and the contemporary conservative ascendancy. Readings are drawn from Supreme Court opinions, presidential addresses, congressional debates and statutes, political party platforms, key tracts of American political thought, and secondary scholarship on constitutional development. Throughout the semester, our goal will be less to remember elaborate doctrinal rules and multi-part constitutional "tests" than to understand the changing nature of, and changing relationship between, constitutional power and constitutional meaning in American history.

Class Format: discussion

Requirements/Evaluation: three essays (3-4 pages, 5-6 pages, 7-8 pages), a two-part final exam, and class participation

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: Political Science majors

Expected Class Size: 18

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

LEAD 216(D2) PSCI 216(D2)

Attributes: JLST Interdepartmental Electives LEAD Facets or Domains of Leadership POEC Depth PSCI American Politics Courses

Not offered current academic year

LEAD 217 (S) American Constitutionalism II: Rights and Liberties

Cross-listings: PSCI 217

Secondary Cross-listing

How has the American Constitution been debated and understood over time? What is the relationship between constitutional and political change? This course examines the historical development of American constitutional law and politics from the Founding to the present. Our focus is on rights and liberties -- freedom of speech and religion, property, criminal process, autonomy and privacy, and equality. The specific disputes under these rubrics range from abortion to affirmative action, hate speech to capital punishment, school prayer to same-sex marriage; the historical periods to be covered include the early republic, the ante-bellum era, the Civil War and Reconstruction, World Wars I and II, the Warren Court, and contemporary America. Readings are drawn from Supreme Court opinions, presidential addresses, congressional debates and statutes, political party platforms, key

tracts of American political thought, and secondary scholarship on constitutional development. Throughout the semester, our goal will be less to remember elaborate doctrinal rules and multi-part constitutional "tests" than to understand the changing nature of, and changing relationship between, constitutional rights and constitutional meaning in American history.

Requirements/Evaluation: three essays (3-4 pages, 5-6 pages, 7-8 pages), a two-part final exam, and class participation

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: Political Science majors

Expected Class Size: 18

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

PSCI 217(D2) LEAD 217(D2)

Attributes: JLST Interdepartmental Electives LEAD Facets or Domains of Leadership POEC Depth PSCI American Politics Courses

Spring 2025

LEC Section: 01 MWF 11:00 am - 12:15 pm Justin Crowe

LEAD 218 (S) The American Presidency

Cross-listings: PSCI 218

Secondary Cross-listing

Impeachments. Investigations. Polarization. Did Donald Trump's tenure fundamentally alter the institution of the presidency? Or are its most significant features enduring? To study the presidency is to study human nature and individual personality, but also constitution and institution, rules and norms, bureaucracy and administration, strategy and contingency. This course examines the problems and paradoxes that attend the exercise of the most powerful political office in the world's oldest democracy: Can an executive office be constructed with sufficient energy to govern and also be democratically accountable? What are the limits on presidential power and what are the expectations of presidential performance? How much do we attribute the shaping of politics and policy outcomes to the agency of the individual in the office and to what extent are they the result of underlying structural, cultural, and institutional factors? How is the office and purpose of the presidency affected by an economic order predicated on private capital? By the character of the occupant? To answer these questions, we examine topics such as presidential selection; the bases of presidential power; character and leadership; inter-branch interactions; party, social movement, and interest group relations; and media interactions. Attention will focus largely on the modern, twentieth and twenty-first century, presidency, though older historical examples will also be used to help us gain perspective on how the presidency has changed over time and what the implications are for democratic governance.

Class Format: The course will feature both seminar discussion and several small group research projects.

Requirements/Evaluation: three 5 to 7-page papers, small group projects, oral presentations, and class participation involving weekly writing

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: Political Science majors and Leadership studies concentrators

Expected Class Size: 25

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

LEAD 218(D2) PSCI 218(D2)

Attributes: LEAD American Domestic Leadership LEAD Facets or Domains of Leadership PSCI American Politics Courses

Not offered current academic year

LEAD 220 (F) Cold War Intellectuals: Civil Rights, Writers and the CIA (DPE)

Cross-listings: INTR 220 / AMST 201 / PSCI 221 / AFR 224

Secondary Cross-listing

This weekly tutorial has alternating primary and secondary writers (5pages/2pages). In weekly one-hour sessions, students read their work aloud followed by dialogue and critique. Primary papers are due to respondent/professor 48hrs before the tutorial meets; response papers are emailed to the professor 2hours before the weekly tutorial meets. Readings include: *We Charge Genocide*; Williams J. Maxwell, *F. B. Eyes: How J. Edgar Hoover's Ghostreaders Framed African American Literature*; Chalmers Johnson, *Blowback: The Costs and Consequences of American Empire*; Hugh Wilford, *The Mighty Wurlitzer: How the CIA Played America*; "Part III Supervision and Control of the CIA," *Rockefeller Commission Report*; *Malcolm X Speaks*; Sam Greenlee, *The Spook Who Sat By the Door*; and, *The Murder of Fred Hampton*. The tutorial is open to all students.

Requirements/Evaluation: Attend all classes; submit completed papers 24hours before seminar meets.

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: Juniors and Seniors.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

LEAD 220(D2) INTR 220(D2) AMST 201(D2) PSCI 221(D2) AFR 224(D2)

Difference, Power, and Equity Notes: This tutorial examines the Cold War between the US and the USSR and attempts to use intellectuals to shape and promote the objectives of powerful state entities. The power struggle between the two "superpowers" impacted cultural production and authors. Some of those authors influenced or enlisted into the Cold War sought equity and equality for their communities and eventually fought against the very political powers that employed them.

Not offered current academic year

LEAD 223 (S) Roman History

Cross-listings: HIST 223 / CLAS 223

Secondary Cross-listing

The history of ancient Rome can be seen as an account of formative events, practices, and thought in the history of western culture; it also is the history of the most far-reaching experience of diverse cultures, beliefs, and practices known in the Western tradition until modern times. By studying Roman history from Rome's emergence in central Italy in the 7th century BCE through the reign of the emperor Constantine in the early fourth century CE, we will see the complex and fascinating results of an ambitious, self-confident nation's evolution, transformation, and expansion throughout the Mediterranean world. We will consider questions such as, How did a republic with an aversion to autocratic rule and devotion to *libertas* understand its existence as an imperial power as well as its own elite's dominant rule over Romans and non-Romans alike? How and why did the Roman republic and its deeply entrenched republican ideology give way to the effective rule by one man, Augustus, and the increasingly monarchical rule of the emperors who followed? Did Roman political life in the later republic cause the violence that left it in crisis, or did the persistence of violence in Roman life account for the nature of Roman politics? Who were the non-elites of Rome, Italy, and the Roman empire that often get left in the shadows in our ancient sources? Who were the important writers, politicians, poets, philosophers, and innovators whose works constitute a rich cultural heritage worthy of both appreciation and critique? Throughout the course there will be an emphasis on the problems of historical and cultural interpretation, on how the Roman experience is relevant to our own, and, importantly, on the pleasures of historical investigation. Readings for this course will include a variety of original sources, a range of scholarly essays on specific topics, and a textbook that will provide our chronological framework.

Requirements/Evaluation: Class preparation and participation, quizzes, a midterm, a final exam, and occasional short written assignments.

Prerequisites: None; open to all

Enrollment Limit: 35

Enrollment Preferences: First-year students and sophomores; majors and intended majors in Classics, History, and Art History.

Expected Class Size: 35

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 223(D2) LEAD 223(D2) CLAS 223(D1)

Attributes: HIST Group C Electives - Europe and Russia HIST Group P Electives - Premodern

Spring 2025

LEC Section: 01 MR 1:10 pm - 2:25 pm Felipe Soza

LEAD 225 (S) International Security

Cross-listings: PSCI 225

Secondary Cross-listing

This is a course about war and peace. It deals with some of the most foundational questions that concern scholars of security studies: What accounts for great power conflict and cooperation? Is intense security competition between major states inevitable, or can they get along, provided their main interests are protected? Does the structure of the international system necessarily cause conflict? Do particularly aggressive states? Can wars occur "by accident"? When and why do states choose to use military force? What role does statecraft play in matters of war and peace? How do nuclear weapons affect great power politics? The course will consider these questions from an interdisciplinary perspective that combines political science concepts with an historical approach to the evidence. The bulk of the course deals with the major events in the history of great power politics, such as the causes and conduct of World War I and World War II; the origins and course of the Cold War; the nuclear revolution; and the post-Cold War period. The course concludes with an examination of a number of major contemporary policy debates in security studies.

Requirements/Evaluation: class participation, two 6- to 8-page papers, final

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: Political Science majors

Expected Class Size: 20

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

LEAD 225(D2) PSCI 225(D2)

Attributes: GBST Borders, Exiles + Diaspora Studies LEAD American Foreign Policy Leadership PSCI International Relations Courses

Not offered current academic year

LEAD 226 (S) Nuclear Weapons and World Politics

Cross-listings: PSCI 226

Secondary Cross-listing

This is a course about international politics in the nuclear age. The class will address a combination of conceptual, empirical, and policy questions, such as: Have nuclear weapons had a "revolutionary" effect on world politics, such that, fundamentally, international relations no longer works in more or less the same way that it did before the advent of nuclear weapons in 1945? Do nuclear weapons have an essentially stabilizing or destabilizing effect? How, if at all, do nuclear weapons affect how political disputes run their course? How significant of a threat are concerns like nuclear proliferation, nuclear terrorism, and nuclear accidents? How does a state's nuclear posture affect basic political outcomes? Is it possible to return to a world without nuclear weapons? The course will focus on these questions using an interdisciplinary perspective that leverages political science concepts, historical case studies, and contemporary policy debates to generate core insights. It will not only survey the history of the nuclear age--and of individual countries' nuclear development--but also grapple with important contemporary policy dilemmas in the nuclear realm.

Requirements/Evaluation: class participation; two 6-8 page papers; short in-class presentations; final exam

Prerequisites: PSCI 202 or a significant amount of other PSCI coursework

Enrollment Limit: 25

Enrollment Preferences: Preference to students majoring in political science, particularly in the international relations subfield, and/or doing a concentration in leadership studies

Expected Class Size: 20-25

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

PSCI 226(D2) LEAD 226(D2)

Attributes: PSCI International Relations Courses

Spring 2025

LEC Section: 01 M 7:00 pm - 9:40 pm James McAllister, Galen E Jackson

LEAD 227 (F) International Relations of the Middle East

Cross-listings: PSCI 227

Secondary Cross-listing

This is a course about the Middle East in international politics. The structure of the course combines political science concepts with a detailed survey of the region's diplomatic history. The basic format of the course will be to combine brief lectures--either posted on the class website beforehand or given at the start of each class--with an in-depth discussion of each class session's topic. The goal of these discussions is to generate debates over the conceptual, historical, and policy significance of the subjects that we cover. Specifically, the first section of the course will cover the emergence of the Persian Gulf as an area of strategic importance in international politics; U.S. policy toward Saudi Arabia and Iran after World War II; the origins of the Arab-Israeli dispute; the June 1967 and October 1973 Middle East conflicts; Egyptian-Israeli peace; the Iranian Revolution and the Iran-Iraq War; the 1991 Persian Gulf War and its consequences; and the rise of Al Qaeda, Hezbollah, and Hamas. The second part of the course focuses on the Iraq War and its consequences; the rise of ISIS; the Arab Spring; Turkey's changing foreign relations; and the war in Syria. The last section of the course covers contemporary policy challenges confronting the Middle East.

Requirements/Evaluation: class participation, two 6- to 8-page papers, final

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: Political Science majors with an International Relations concentration, History majors

Expected Class Size: 20-25

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

LEAD 227(D2) PSCI 227(D2)

Attributes: GBST Middle Eastern Studies PSCI International Relations Courses

Fall 2024

LEC Section: 01 TR 11:20 am - 12:35 pm Galen E Jackson

LEAD 239 (S) Music in the Global Cold War (WS)

Cross-listings: MUS 239

Secondary Cross-listing

Throughout the Cold War (1947-1991), music was deployed as a weapon, as a source of nationalist and ideological inspiration, as a form of political protest and resistance, and as propaganda. Music both echoed and helped shape political views and, therefore, prompted various forms of regulation and censorship (McCarthyism in the U.S.; the Union of Soviet Composers). To counter Soviet claims of American cultural inferiority and racism, the U.S. sponsored numerous musical diplomacy efforts showcasing both jazz (Armstrong; Ellington; Brubeck) and classical musicians and composers (Bernstein; American orchestras). Cold War politics and the threat of nuclear war influenced musical styles (Copland; Soviet Socialist Realism; the popular American folk music revival; serialism; rock behind the Iron Curtain), specific musical events (Tokyo East West Music Encounter; concerts celebrating the fall of the Berlin Wall), and individual careers (Shostakovich; Robeson; Van Cliburn). To investigate music's political roles and capacity for expressing communist and democratic capitalist ideologies, we will adopt a case study approach. The Cold War was a global political and, frequently, militaristic struggle. Though our focus will be on music in the U.S.S.R. and U.S.A., we will also consider musical developments impacted by the Cold War throughout Western and Eastern Europe, in Latin America, and in East Asia.

Class Format: Class discussion will be central to this course.

Requirements/Evaluation: 20% = Participation; 20% = Paper #1, 5-6 pages; 25% = Paper #2, 8 pages; 35% = Paper #3, 12 pages, due during exam period

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Students with relevant experience in Political Science, History, or Music studies.

Expected Class Size: 16

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

MUS 239(D1) LEAD 239(D2)

Writing Skills Notes: Students will write three papers during the semester: a 6 page, 8 page, and a 12 page paper. Drafts of papers 2 and 3 will be required prior to the due dates listed below. This is a "writing skills" course. Students will receive detailed comments on each paper, allowing them to build upon those comments in subsequent writing assignments.

Not offered current academic year

LEAD 240 (F) Great Astronomers and Their Original Publications (WS)

Cross-listings: ASTR 240 / STS 240

Secondary Cross-listing

In this course we will study some of the greatest figures in astronomy and consider their leadership in advancing progress in the field. We will consider their lives and works, especially as represented by original copies of their books and other publications. These great astronomers include: 16th century, Nicolaus Copernicus (heliocentric universe); Tycho Brahe (best pre-telescopic observations); 17th century, Galileo (discoveries with his first astronomical telescope, 1610; sunspots, 1613; *Dialogo*, 1632); Johannes Kepler (laws of planetary motion, 1609, 1619, Rudolphine Tables 1627); Johannes Hevelius and Elisabeth Hevelius (atlases of the Moon and of stars, 1647, and 1687); Isaac Newton (*Principia Mathematica*: laws of universal gravitation and of motion, 1687); 18th century, Edmond Halley (*Miscellanea curiosa*, eclipse maps, 1715, 1724); John Flamsteed and Margaret Flamsteed (*Atlas Coelestis*, 1729); and William Herschel and Caroline Herschel (1781, 1798). Also, from more recent times in which original works are often articles rather than books: 20th century, Albert Einstein (special relativity, 1905; general relativity, 1916); Marie Curie (radioactivity); Cecilia Payne-Gaposchkin (hydrogen dominating stars, 1929), Edwin Hubble (Hubble's law, 1929); George Ellery Hale (Mt. Wilson Observatory 100" telescope, 1917; Palomar Observatory 200" telescope, 1948), Vera Rubin (dark matter, 1970s); Jocelyn Bell Burnell (pulsar discovery, 1968); and 21st century: Wendy Freedman (Universe's expansion rate, 2000s). First editions will be available in Williams' Chapin Library of rare books, where we will meet in an adjacent classroom. We will also consider how such original materials are collected and preserved, and look at examples from the wider world of rarities, such as a leaf from the Gutenberg Bible (c. 1453) and a Shakespeare First Folio (1623, with a discussion of astronomical references in Shakespeare's plays). The course will be taught in collaboration between an astronomer and a rare-books librarian, with remote lectures by experts from around the world.

Class Format: Meeting on campus in the Chapin Library classroom (Sawyer 452)

Requirements/Evaluation: class participation, two 5-page intermediate papers, and a final 15-page paper; student choice of additional readings from a provided reading list

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: if overenrolled, preference by written paragraph of explanation of why student wants to take the course

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ASTR 240(D3) STS 240(D2) LEAD 240(D2)

Writing Skills Notes: Comments on submitted papers will aid in writing skills

Attributes: LEAD Facets or Domains of Leadership

Not offered current academic year

LEAD 254 (F) Sovereignty, Resistance, and Resilience: Native American Histories to 1865 (DPE)

Cross-listings: AMST 254 / HIST 254

Secondary Cross-listing

This course surveys Native American/Indigenous North American histories from beginnings through the mid-nineteenth century, tracing the complex ways that sovereign tribal nations and communities have shaped Turtle Island/North America. Equally important, it reckons with the ongoing effects of these pasts in the twenty-first century, and communities' own forms of interpretation, critique, action, and pursuits of justice. It also introduces foundational methodologies in Native American and Indigenous Studies (NAIS) and strategies for pursuing decolonizing scholarship and action. Emphasis is on primary and secondary works produced by Indigenous authors/creators. Starting with the diversity of Indigenous societies that have inhabited and cared for lands and waters since "time out of mind," it foregrounds the complexity of Native peoples, nations, and worldviews situated in particular homelands, as well as accounts of origins and migrations. It addresses how societies confronted devastating epidemics resulting from the "Columbian Exchange," and contended with Euro-colonial processes of colonization, extraction, and enslavement. Indigenous nations' multifaceted efforts to maintain sovereignty and homelands through pervasive violence, attempted genocide, and dispossession are addressed, as well as forms of relations and kinship with African-American and Afro-Indigenous people. It concludes with how different communities negotiated the tumultuous eras of the American Revolution, forced removal in the 1830s, and Civil War, and created pathways for endurance, self-determination, and security in its aftermath. The course centers on Indigenous actors--intellectuals, diplomats, legal strategists, knowledge keepers, spiritual leaders, artists, and many others--and consistently connects historical events with present-day matters of land, historical memory, education, caretaking, and activism. Additionally, it provides an opportunity to engage with original materials in the Williams College Archives/Special Collections and Art Museum. While the scope of the course is continental and transoceanic, it devotes significant attention to the Native Northeast and the Stockbridge-Munsee Mohican homelands in which Williams College is located.

Class Format: Lecture with small- and whole-group discussions

Requirements/Evaluation: Attendance at lectures, active participation in class discussion, midterm exam, short essays based on readings and discussion topics, museum/archives exercise, final essay/project.

Prerequisites: none

Enrollment Limit: 40

Enrollment Preferences: History and American Studies majors, followed by first- and second-year students

Expected Class Size: 30-40

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 254(D2) LEAD 254(D2) HIST 254(D2)

Difference, Power, and Equity Notes: This course intensively explores Native American/Indigenous North American histories, experiences, and forms of critical and creative expression, as well as responses to and engagements with Euro-American settler colonialism. It guides students into methodologies central to Native American and Indigenous Studies (NAIS), and gives opportunities for oral and written reflections on NAIS approaches to historical themes and sources, as well as decolonizing methodologies more broadly.

Attributes: HIST Group F Electives - U.S. + Canada HIST Group P Electives - Premodern

Not offered current academic year

LEAD 280 (S) Emancipation to BlackLivesMatter

Cross-listings: AFR 280 / HIST 280

Secondary Cross-listing

This introductory course surveys the cultural, political, and social history of African Americans from Reconstruction to the present. It offers a balance between a "top-down" and "bottom-up" approach and focuses primarily on African Americans' quest for citizenship, equality, justice, and opportunity. In addition to examining major historical developments and popular figures within the modern black past, we will explore the lesser-known histories of everyday people who helped shaped the black freedom struggle. In so doing, we will interrogate conventional narratives of progressive movements since emancipation. Some of the main topics include: the transition from slavery to freedom; the rise of Jim Crow and the politics of racial uplift; the Great Migration and the emergence of the New Negro; the Great Depression and the New Deal; World War II and the struggle for economic and racial

inclusion; the postwar period and the intersecting movements of Civil Rights and Black Power; and the impacts of deindustrialization and mass incarceration on the black community. We will end with a discussion of the Obama years and Black Lives Matter.

Class Format: Class will be a mix of lecture/seminar

Requirements/Evaluation: Students will be graded on class participation and will have two take-home essay examinations (a midterm and a final, each 6-8 pages). In addition, students will write two response papers (2-3 pages) and will complete a mapping project based on The Negro Motorist Green Handbook.

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: Students with demonstrated interest in material. If the course is overenrolled, students will be asked to complete a questionnaire.

Expected Class Size: 25

Grading: yes pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

LEAD 280(D2) AFR 280(D2) HIST 280(D2)

Attributes: HIST Group F Electives - U.S. + Canada

Not offered current academic year

LEAD 290 (F) How Change Happens in American Politics (WS)

Cross-listings: PSCI 290

Secondary Cross-listing

An unprecedented assault on the U.S. Capitol, the rise of white nationalism, a pandemic, economic volatility, racial reckoning, the overturning of Roe v. Wade, and rapidly evolving environmental crises -- American politics in the last four years has been tumultuous. What might we expect to come next? From the Founding to the present, the American political order has undergone cataclysmic and thoroughgoing transformations, yet it has also proven to be remarkably stable and enduring. How can this be? Where do we find continuities and where upheavals? Who or what has been responsible for the continuities, and who or what for the changes? What sorts of transformations have been possible, and why -- what marriage of individual action and contextual factors have created political change in the past and in the present? Finally, what are the costs of change (and of continuity) -- and who pays them? In this tutorial, we assess American political change, or lack of, to gain a sense of the role that political leaders have played in driving change. We examine when and how individuals and leadership have mattered vis-à-vis broader historical and contextual factors, including war, economic developments, demographic change, and constitutional and institutional practices. We consider general models of change, as well as specific case studies, including civil rights and social justice for racial and ethnic groups, gender equality and family relations, and reactionary or traditionalist politics. Finally, we will look at arguments that America has been "exceptional" -- or, unlike other countries -- as well as critiques of these arguments to help us gain an understanding of future prospects for political transformation.

Requirements/Evaluation: participation in weekly meetings as well as 4 lead essays (5-6 pages) and 4 critiques (2 pages)

Prerequisites: one prior course in political science

Enrollment Limit: 10

Enrollment Preferences: Declared and prospective Political Science majors and Leadership Studies concentrators

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

LEAD 290(D2) PSCI 290(D2)

Writing Skills Notes: Extensive written feedback will be provided on tutorial essays and critiques. Additionally, the tutorial sessions will include attention to the quality of the written argument in the paper that is the focus of each session. At the end of the semester, students will be required to revise one of the tutorial papers incorporating the feedback, oral and written, provided by their tutorial partner and the instructor.

Attributes: LEAD Facets or Domains of Leadership POEC Depth PSCI American Politics Courses

Fall 2024

TUT Section: T1 TR 8:30 am - 9:45 am Nicole E. Mellow

LEAD 296 (S) Human Rights and National Security: Seeking Balance in the United States

Cross-listings: HIST 296

Secondary Cross-listing

This course will ask if ensuring collective security and preserving individual rights are inherently contradictory or if they may, in fact, be mutually reinforcing. Focusing on developments and issues within the United States since its founding, the class will explore how Americans have sought to reconcile concerns about national security and a broad array of rights in the past, and the implications of this history for contemporary debates. The course will challenge students to consider how debates over national security and rights have reflected broader partisan divides and served diverse political objectives. Moreover, students will explore how these debates reflected competing visions of national identity and purpose, and question how and why the costs of security measures disproportionately burdened people based on race and religious identification. The course will initially survey these issues through a historical lens, demonstrating how questions of security and rights have been present since the nation's founding. It will draw on key moments in U.S. history to explore issues of foreign subversion, dissent, surveillance, habeas corpus, presidential power in times of war, and border security and immigration. Familiarity with historic precedents will ensure that students are prepared to grapple with a closer examination of contemporary studies of refugees and immigration; cybersecurity and surveillance; domestic terrorism and hate crimes; and counter-terrorist detention and interrogation. Students will be assessed on participation, short writing assignments, and a group podcast project.

Requirements/Evaluation: Students will be assessed on participation, short writing assignments, and a group podcast project.

Prerequisites: None

Enrollment Limit: 25

Enrollment Preferences: Priority to History and LEAD students

Expected Class Size: 25

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 296(D2) LEAD 296(D2)

Attributes: HIST Group F Electives - U.S. + Canada

Not offered current academic year

LEAD 301 (S) Museums: History and Practice

Cross-listings: ARTH 401 / ARTH 501

Secondary Cross-listing

Art museums express the cultural, aesthetic and social ideals of their period of formation and many of those ideals remain embedded in the values and practices of institutions today. Comparing institutions past and present internationally, seminar participants will envision the art museum's future while addressing programmatic and organizational challenges at this moment of participatory civic engagement and social, political unrest. With growing skepticism of institutional collecting practices and authoritative narratives, art museums, especially those in the US, face internal and external pressure to "decolonize" as they attempt to alter their canon through both acquisitions, deaccessioning and repatriation initiatives. There is pressure, as well, to embrace a more active role in climate and social justice movements. It is a time also marked by calls for compensation transparency, participatory decision making, staff and trustee diversity, and greater scrutiny of funders. The seminar will consider this environment against past and current norms of governance, management and curatorial policies and practices. We will examine the traditional role of architecture and installation in interpretation and experience, prevailing and proposed guidelines in the accessioning and deaccessioning of works of art and both internal and external attitudes towards the repatriation and restitution of cultural property. Studying museums ranging in size and type, seminar participants will hear how museum leaders are dealing with challenges to current practice in weekly zoom sessions. Participants will consider how future museums might strive to balance the institution's traditional roles with new civic and social responsibilities, mindful of financial stability in a market-driven, metric-conscious, not-for-profit environment, while addressing, in proposed program and practice, the demands on museums emanating from a more ethically insistent internal and external world.

Requirements/Evaluation: oral presentations and discussion in class and one seminar paper (with class presentation) at the end of the semester

Prerequisites: undergraduates should email michael.conforti@williams.edu to schedule a discussion before registering for the course

Enrollment Limit: 14

Enrollment Preferences: graduate students in the history of art, then senior undergraduate art history majors, then other undergraduates

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Unit Notes: satisfies the seminar requirement for the undergraduate Art History major

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTH 401(D1) ARTH 501(D1) LEAD 301(D2)

Attributes: AMST Space and Place Electives LEAD Facets or Domains of Leadership

Spring 2025

SEM Section: 01 W 1:00 pm - 3:50 pm Michael Conforti

LEAD 311 (F) Congress

Cross-listings: PSCI 311

Secondary Cross-listing

Even before the pandemic, scholars, pundits, and the public thought Congress was in a state of crisis. Riven by polarized partisanship and gridlock, the most powerful assembly in the world seemed incapable of representing citizens and addressing problems. This seminar focuses on how Congress organizes itself to act as a collective body. In an organization comprised of equals, how and why do some senators and representatives acquire more power and authority than others? How does Congress act as an institution and not just a platform for 535 individuals? Why does Congress not act, especially when the U.S. confronts so many pressing problems, and how do legislators justify inaction? In what ways does this institution promote or hinder the legitimacy, responsiveness, and responsibility expected of a democratic governing institution?

Requirements/Evaluation: class participation, two short papers, and a final research paper

Prerequisites: PSCI 201 or permission of instructor

Enrollment Limit: 14

Enrollment Preferences: Political Science majors with American Politics concentration and Leadership Studies concentrators

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

PSCI 311(D2) LEAD 311(D2)

Attributes: POEC U.S. Political Economy + Public Policy Course PSCI American Politics Courses PSCI Research Courses

Not offered current academic year

LEAD 315 (S) Parties in American Politics

Cross-listings: PSCI 315

Secondary Cross-listing

Is the American party system what's wrong with American politics? It has been said that parties are essential to democracy, and in the U.S., political parties have played a central role in extending democracy, protecting rights, and organizing power. But their worth is a continuing subject of debate. Although parties have been celebrated for linking citizens to their government and providing the unity needed to govern in a political system of separated powers, they have also been disparaged for inflaming divisions among people and grid-locking the government. Other critics take aim at the two-party system with the claim that the major parties fail to offer meaningful choices to citizens. This course will investigate this debate over parties by examining their nature and role in American political life, both past and present. Throughout the course, we will explore such questions as: What constitutes a party? For whom do they function? How and why have they changed over time? Why a two-party system, and what role do third parties play? Is partisanship good or bad for democracy? For governance? What is the relationship between parties and presidents? How does partisanship become tribalism or polarization, and can this be prevented? We will explore answers to these questions through seminar discussion, analytic essays,

and independent research culminating in the writing of a longer (15 to 20 page) research paper.

Requirements/Evaluation: In addition to active seminar participation, students will be responsible for writing two shorter (5-7 page) papers and a longer research paper (15-20 pages).

Prerequisites: prior political science course at the 200 or 300 level

Enrollment Limit: 14

Enrollment Preferences: Political Science majors

Expected Class Size: 14

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

PSCI 315(D2) LEAD 315(D2)

Attributes: POEC Depth POEC Skills PSCI American Politics Courses PSCI Research Courses

Spring 2025

SEM Section: 01 MWF 11:00 am - 12:15 pm Nicole E. Mellow

LEAD 319 (S) The Impact of Black Panther Party Intellectuals on Political Theory (DPE) (WS)

Cross-listings: INTR 320 / PSCI 376 / AMST 308

Secondary Cross-listing

This seminar examines the historical and contemporary impact of the Black Panther Party--and key allies such as Angela Davis--on political theory. Texts include: narratives from 1966-2016; memoirs; political critiques; theoretical analyses; interviews; speeches; government documents. The seminar will examine: original source materials; academic/popular interpretations and representations of the BPP; hagiography; iconography; political rebellion, political theory. Readings: *Liberation, Imagination and the Black Panther Party*; *Soledad Brother: The Prison Writings of George Jackson*; *Mao's Little Red Book*; *The Communist Manifesto*; *Still Black, Still Strong*; *Imprisoned Intellectuals*; *Comrade Sisters: Women in the Black Panther Party*.

Requirements/Evaluation: Requirements: students attend each seminar class and come prepared to discuss the readings; participate in discussions; present a collective analysis with Q/A for the seminar; submit a mid-term paper and a final paper or a group project.

Prerequisites: None.

Enrollment Limit: 19

Enrollment Preferences: Juniors and Seniors with previous courses taken in Africana Studies, American Studies, Political Science, Philosophy.

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

INTR 320(D2) LEAD 319(D2) PSCI 376(D2) AMST 308(D2)

Writing Skills Notes: An analytical outline of collective presentation; a mid-term paper and a final paper.

Difference, Power, and Equity Notes: The course focuses on African Americans and political resistance to racism and capitalism, as well as support for impoverished, under-resourced communities grappling with police violence.

Attributes: AFR Core Electives AMST Critical and Cultural Theory Electives PHIL Contemporary Value Theory Courses PSCI Political Theory Courses

Not offered current academic year

LEAD 320 (F) Heroes and Villains: Iconic Leadership and the Politics of Memory (WS)

Cross-listings: PSCI 320

Primary Cross-listing

Americans have been arguing intensely in recent years about how we should remember the leaders from our nation's past. Does Thomas Jefferson's

statue belong on a university campus? Should college dorms be named for John C. Calhoun and Woodrow Wilson? Should Harriet Tubman's portrait replace Andrew Jackson's on the \$20 bill? In this course we will look at how people in the United States and elsewhere have used their leaders' images to hash out larger political issues of national identity, purpose, and membership. Why has historical commemoration gotten so contentious--or has it always been contentious? What's really at stake when we depict our leaders? How (if at all) should we reconcile contemporary morality with historical context in assessing the leaders from our past? To address these questions, we will study portrayals of some of the most famous leaders in American history--including Alexander Hamilton, Abraham Lincoln, and Martin Luther King, Jr. Our sources will include political speeches, literature, film, and journalism as well as monuments and museum exhibits; though our examples will be drawn mostly from the United States, our conceptual framework will be transnational. As a final assignment, students will write an 18-20 page research paper on a topic of their choice related to the core themes of the course.

Requirements/Evaluation: Seminar participation, research proposal, peer workshop, research paper, in-class research presentation

Prerequisites: previous course in Leadership Studies, or Political Science, or permission of instructor

Enrollment Limit: 14

Enrollment Preferences: Leadership Studies concentrators, Political Science majors

Expected Class Size: 14

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

LEAD 320(D2) PSCI 320(D2)

Writing Skills Notes: Students will receive consistent and ongoing feedback as they develop, propose, and complete a substantial research paper. Feedback will take the form primarily of written comments from the instructor, in-class workshopping, and peer feedback.

Attributes: LEAD American Domestic Leadership LEAD Facets or Domains of Leadership PSCI Research Courses

Fall 2024

SEM Section: 01 TF 1:10 pm - 2:25 pm Mason B. Williams

LEAD 330 (F) Senior Seminar: The Nuclear Revolution

Cross-listings: PSCI 420

Secondary Cross-listing

This is a course about international politics in the nuclear age. In broad terms, it focuses on a very basic question: Does international politics still work essentially the same way as it did in the pre-nuclear era, or has it undergone a "revolution," in the most fundamental sense of the word? The structure of the course combines political science concepts and historical case studies, with the goal of generating in-depth classroom debates over key conceptual, historical, and policy questions. The basic format of the course will be to combine very brief lectures with detailed class discussions of each session's topic. The course will begin--by focusing on the Manhattan Project--with a brief technical overview of nuclear physics, nuclear technologies, and the design and effects of nuclear weapons. The course will then examine the following subjects: the dropping of the atomic bombs on Japan; theories of the nuclear revolution; the early Cold War period; the development and implications of thermonuclear weapons; the Berlin and Cuban missile crises; nuclear accidents; nuclear terrorism and illicit nuclear networks; the future of nuclear energy; regional nuclear programs; preventive strikes on nuclear facilities; nuclear proliferation; and contemporary policy debates.

Requirements/Evaluation: class participation, three 8- to 10-page papers

Prerequisites: PSCI 202

Enrollment Limit: 15

Enrollment Preferences: Political Science major seniors with an International Relations concentration

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

LEAD 330(D2) PSCI 420(D2)

Attributes: PSCI International Relations Courses

Fall 2024

SEM Section: 01 Cancelled

LEAD 332 (F) New York City Politics: The Urban Crisis to the Pandemic (WS)

Cross-listings: PSCI 310

Secondary Cross-listing

This course examines New York City's political history from the 1970s to the present—a period during which the city underwent staggering economic and social changes. In the mid-1970s, New York was a poster child of urban crisis, plagued by arson and housing abandonment, crime, the loss of residents and jobs, and failing public services. By the early 21st century, the city had largely met these challenges and was once again one of the most diverse and economically vital places on earth—but also one marked by profound inequality. This course will examine how New Yorkers have contested core issues of capitalism and democracy—how those contests have played out as the city itself has changed and how they have shaped contemporary New York. Broad themes will include the city's role as a showcase for neoliberalism, neoconservatism, technocratic centrism, and progressivism; the politics of race, immigration, and belonging; the relation of city, state, and national governments; and the sources of contemporary forms of inequality. Specific topics will include policing, school reform, and gentrification. As the primary assignment in the course, students will design, research, and write a 20-page paper on a topic of their choice.

Requirements/Evaluation: active class participation, 2-page preliminary proposal, 10-page research proposal, 2-page peer feedback, 18- to 20-page research paper

Prerequisites: none

Enrollment Limit: 14

Enrollment Preferences: Political Science majors and Leadership Studies concentrators

Expected Class Size: 14

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

LEAD 332(D2) PSCI 310(D2)

Writing Skills Notes: Students will develop their research papers over the course of the semester, receiving from the instructor at each stage of the process timely comments on their writing skills, with suggestions for improvement. Feedback will take the form of written comments, class workshops, and one-on-one meetings with the professor.

Attributes: LEAD American Domestic Leadership LEAD Facets or Domains of Leadership POEC Depth POEC Skills PSCI American Politics Courses PSCI Research Courses

Not offered current academic year

LEAD 396 (F) The Pivotal Decade--The 1970s Origins of Contemporary America

Cross-listings: HIST 396

Secondary Cross-listing

Often overshadowed by the long 1960s and the conservative ascendancy of the 1980s, the 1970s provides an important transitional moment for the United States. It was also a decade fraught with contradictions. On the one hand, Americans experienced widespread disillusionment with the power of the federal government to promote and protect the minority from the majority. Historians seeking to understand the collapse of the welfare state or the origins of white resistance to civil rights' initiatives often point to the 1970s as the time when the federal government shifted the burden of the social welfare system onto the market, state and local governments, and onto poor people themselves. And yet, the 1970s also saw an explosion of progressive social activism, as the women's movement, the gay rights movement, and the environmental movement, among others, all came into their own. Likewise, this was a time when U.S. realignment internationally and military overextension intersected with new hegemonies of human rights regimes, multinational corporations, and "globalization." This course will emphasize a wide array of social movements and activism--both left and right--and the interplay among formal politics, grassroots organizing, and popular culture. It will ask students to consider how and why the 1970s catalyzed many of the domestic and international dynamics and debates that define American politics and society today. Students will be assessed on participation, short response papers, and an individual research project culminating in a poster presentation. In Fall 2022, this course will be offered at both Amherst and Williams College campuses. There will be an end of the semester symposium at Williams College that all enrolled students are required to attend as part of the final project.

Requirements/Evaluation: Students will be assessed on participation, short response papers, and an individual research project culminating in a poster presentation

Prerequisites: None

Enrollment Limit: 15

Enrollment Preferences: Priority to History and LEAD students

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 396(D2) LEAD 396(D2)

Attributes: HIST Group F Electives - U.S. + Canada

Not offered current academic year

LEAD 397 (F) Independent Study: Leadership Studies

Leadership Studies independent study. Permission of the chair of Leadership Studies required.

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Fall 2024

IND Section: 01 TBA Justin Crowe

LEAD 398 (S) Independent Study: Leadership Studies

Leadership Studies independent study. Permission of the chair of Leadership Studies required.

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Spring 2025

IND Section: 01 TBA Justin Crowe

LEAD 425 (S) Senior Seminar: Leadership and the Anxieties of Democracy (WS)

Cross-listings: PSCI 357

Primary Cross-listing

This course, the senior capstone for Leadership Studies, examines the challenges and opportunities facing political leaders in contemporary liberal democracies. We will begin by seeking to place our current moment in the longer arc of history, examining the distinctive institutional and structural constraints facing contemporary political leaders and examining in detail previous eras in which the American political system has come under great pressure. Then, we will look at some important factors that shape how followers approach would-be leaders: inequality and economic precarity; identity and group consciousness; notions of membership, community, and hierarchy; and fraying institutions. While the course will focus primarily on the United States, our conceptual framework will be global. Our primary questions will be these: Why does transformative leadership seem so difficult today? How does political leadership in the 21st century differ from leadership in earlier eras? What conditions are necessary to sustain effective leadership in the contemporary world? As a final assignment, students will craft an 18-20-page research paper on a topic of their choice related to the themes of the course.

Requirements/Evaluation: Seminar participation, research proposal, peer workshop, research paper, in-class research presentation

Prerequisites: LEAD 155 or permission of the instructor

Enrollment Limit: 14

Enrollment Preferences: Open to Leadership Studies concentrators or with the permission of the instructor; preference given to Political Science majors

Expected Class Size: 14

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

LEAD 425(D2) PSCI 357(D2)

Writing Skills Notes: Students receive iterative feedback on their research projects: Their initial proposals receive substantive feedback from fellow students as well as substantive and stylistic feedback from the professor looking toward a formal proposal; and their formal proposals receive extensive comments from both the professor and a student colleague looking toward the final paper. The students will submit writing for feedback the third week of March, the third week of April, and the third week of May.

Attributes: LEAD Facets or Domains of Leadership POEC Depth POEC Skills PSCI American Politics Courses PSCI Research Courses

Spring 2025

SEM Section: 01 W 1:10 pm - 3:50 pm Mason B. Williams

Winter Study -----

LEAD 99 (W) Independent Study: Leadership Studies

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study

Grading: pass/fail only

Not offered current academic year

LINGUISTICS

Advisor: Associate Professor Lama Nassif

How is language structured? What are the social forces associated with the development of language? How does the mind process and produce language? What are the best methods for teaching and learning a new language? Linguistics is a vibrant and multifaceted field that bridges the academic and the everyday. From Sociolinguistics to Linguistic Anthropology to Applied Linguistics, each of the various disciplines associated with the general area of Linguistics provides an illuminating perspective on the ways in which language works.

At Williams, students can gain insight into the intricacies of linguistic functions in courses located in several different academic units.

MATERIALS SCIENCE STUDIES (Div III)

Advisory Committee

- Daniel P. Aalberts, Kennedy P. Richardson '71 Professor of Physics; affiliated with: Physics, BiGP (Bioinformatics, Genomics, and Proteomics); on leave Spring 2024
- Sarah L. Goh, Professor of Chemistry
- Katharine E. Jensen, Assistant Professor of Physics
- Catherine Kealhofer, Assistant Professor of Physics; on leave Fall 2023
- Betul Pamuk, Assistant Professor of Physics
- Lee Y. Park, William R. Kenan, Jr. Professor of Chemistry; on leave 2023-2024

Materials Science is an interdisciplinary field which combines microscopic physics and chemistry in order to understand and control the properties of materials such as plastics, semiconductors, metals, liquid crystals, and biomaterials. Williams students with an interest in the properties of materials or in pursuing careers in materials science or a variety of engineering disciplines would benefit from following the courses in this program.

MATHEMATICS AND STATISTICS (Div III)

MATHEMATICS

Chair: C. Carlisle and Margaret Tippit Professor of Statistics, Richard De Veaux

- Colin C. Adams, Thomas T. Read Professor of Mathematics
- Palak Arora, Visiting Assistant Professor of Mathematics
- Christina Athanasouli, Assistant Professor of Mathematics
- Bhagya Athukorallage, Visiting Assistant Professor of Mathematics
- Julie C. Blackwood, Associate Professor of Mathematics; on leave Spring 2024
- Xizhen Cai, Assistant Professor of Statistics
- Duncan A. Clark, Assistant Professor of Statistics
- Daniel Condon, Visiting Assistant Professor of Mathematics
- Richard D. De Veaux, C. Carlisle and Margaret Tippit Professor of Statistics; on leave 2023-2024
- Thomas A. Garrity, Webster Atwell Class of 1921 Professor of Mathematics
- Leo Goldmakher, Associate Professor of Mathematics
- Pamela E. Harris, Associate Professor of Mathematics; on leave 2023-2024
- Stewart D. Johnson, Professor of Mathematics
- Susan R. Loepp, William R. Kenan, Jr. Professor of Mathematics; on leave 2023-2024
- Steven J. Miller, Professor of Mathematics
- Ralph E. Morrison, Associate Professor of Mathematics; on leave 2023-2024
- Anna C. Neufeld, Assistant Professor of Statistics
- Shaoyang Ning, Assistant Professor of Statistics
- Allison Pacelli, Professor of Mathematics
- Lori A. Pedersen, Lecturer in Mathematics
- Anna M. Plantinga, Assistant Professor of Statistics
- Norean R. Sharpe, Visiting Professor of Statistics
- Cesar E. Silva, Chair & Hagey Family Professor of Mathematics
- Mihai Stoiciu, Professor of Mathematics; on leave Fall 2023
- Ivo Terek, Visiting Assistant Professor of Mathematics
- Elizabeth M. Upton, Assistant Professor of Statistics; on leave 2023-2024

MAJOR IN MATHEMATICS

The major in Mathematics is designed to meet two goals: to introduce some of the central ideas in a variety of areas of mathematics and statistics, and to develop problem-solving ability by teaching students to combine creative thinking with rigorous reasoning. Mathematics is a gateway to many career paths including statistics, teaching, consulting, business, engineering, finance, actuarial studies and applied mathematics. Students are strongly encouraged to consult with the department faculty on choosing courses appropriate to an individualized program of study.

REQUIREMENTS (9 courses plus colloquium)

The major in Mathematics consists of nine courses taken at Williams plus the colloquium requirement. Mathematics is highly cumulative, and students should plan a route to completing the major that ensures the proper sequencing and prerequisites for all needed courses. Note that not all upper level courses are offered every year.

Calculus (2 courses)

Mathematics 140 Calculus II

Mathematics 150 or 151 Multivariable Calculus

Applied/Discrete Mathematics/Statistics (1 course)

or Mathematics 210 Mathematical Methods for Scientists (Same as Physics 210)

or Mathematics 200 Discrete Mathematics

or Statistics 201 Statistics and Data Analysis

Mathematics 309 Differential Equations

or a more advanced applied/discrete/statistics course with prior department approval

Core Courses (3 courses)

Mathematics 250 Linear Algebra

Mathematics 350 Real Analysis or Mathematics 351 Applied Real Analysis

Mathematics 355 Abstract Algebra

Completion (3 courses plus colloquium)

Two mathematics or statistics electives from courses numbered 300 and above

One Senior Seminar: Any mathematics or statistics course numbered between 400 and 479, taken at Williams College in the junior or senior year.

Participation in the Department Colloquium, in which all senior majors present a talk on a mathematical or statistical topic of their choice. Each major must attend at least 20 colloquia (reduced to 15 during the Academic Year 2020-2021), and up to 5 attendances may be counted in their junior year. Students engaged in study away may petition the department in advance to count up to 5 suitable colloquia attendances from their study away program.

Pass/Fail policies during the Academic Year 2020-2021

Information about the Department of Mathematics and Statistics Pass/Fail policies during the Academic Year 2020-2021 can be found [here](#).

ADVANCED PLACEMENT

Students who come to Williams with advanced placement will be moved up in the Mathematics major, and should consult with faculty to be placed in the best class reflecting their experience and background. A student who places out of a course substitutes another course of equal or higher level and numbered 200 or above in Mathematics or Statistics to complete the nine course major. Students should select courses best suited to their preparation and goals, and consult with the department faculty concerning appropriate courses and placement. The department reserves the right to refuse registration in any course for which the student is overqualified.

For Example, a student starting in MATH 130 might take MATH 130 and 140 the first year, MATH 150 and MATH 200 the second year, MATH 250 and MATH 350 the third year, MATH 355 and a senior seminar the fourth year, plus the two required electives some time. Students are encouraged to consult freely with any math faculty about course selection and anything else.

CALCULUS PLACEMENT

Recommended placement for students who have taken an Advanced Placement Examination in Calculus (AB or BC) is:

BC 1, 2 or AB 2, 3 Math 140

AB 4 or 5 Math 150

BC 3, 4 or 5 Math 151

Consult with department faculty for any Calculus or Statistics placement questions. Students who have had calculus in high school, whether or not they took the Advanced Placement Examination, are barred from 130 unless they obtain permission from the instructor.

NOTES

Substitutions, Study Abroad, and Transfer Credit: In some cases, and with prior permission of the Mathematics and Statistics Department, appropriate courses from other institutions or a course from another Williams department may be substituted for electives. Programs like the "Budapest Semester in Mathematics" are recommended for majors who wish to focus on mathematics away. The department, though, normally

accommodates students who select other study away programs. The department offers its core courses in both the fall and the spring to allow students to spend more easily a semester away. The senior seminar requirement is expected to be fulfilled at Williams College.

Double Counting: No course may count towards two different majors.

Planning Courses: Core courses Mathematics 350/351 and 355, are normally offered every year. Most other 300-level topics are offered in alternate years. Topology, Complex Analysis, and second courses in real analysis and abstract algebra are normally offered at least every other year.

Each 400-level topic is normally offered every two to four years. Students should check with the department before planning far into the future.

Course Admission: Courses are normally open to all students meeting the prerequisites, subject to any course caps. Students with questions about the level at which courses are conducted are invited to consult department faculty.

FAQ

Students MUST contact departments/programs BEFORE assuming study away credit will be granted toward the major or concentration.

Can your department or program typically pre-approve courses for major/concentration credit?

Yes, in many cases, though students should be sure to contact the department.

What criteria will typically be used/required to determine whether a student may receive major/concentration credit for a course taken while on study away?

Course title and description, and complete syllabus including readings/assignments.

Does your department/program place restrictions on the number of major/concentration credits that a student might earn through study away?

No.

Does your department/program place restrictions on the types of courses that can be awarded credit towards your major?

Yes. They have to be approved MATH/STAT courses.

Are there specific major requirements that cannot be fulfilled while on study away?

Yes. Colloquium requirement, Senior Seminar requirement.

Are there specific major requirements in your department/program that students should be particularly aware of when weighing study away options? (Some examples might include a required course that is always taught in one semester, laboratory requirements.)

Yes. The highly cumulative structure of the major.

Give examples in which students thought or assumed that courses taken away would count toward the major or concentration and then learned they wouldn't:

None to date.

THE DEGREE WITH HONORS IN MATHEMATICS

The degree with honors in Mathematics is awarded to the student who has demonstrated outstanding intellectual achievement in a program of study which extends beyond the requirements of the major. The principal considerations for recommending a student for the degree with honors will be: Mastery of core material and skills, breadth and, particularly, depth of knowledge beyond the core material, ability to pursue independent study of mathematics or statistics, originality in methods of investigation, and, where appropriate, creativity in research.

An honors program normally consists of two semesters (MATH/STAT 493 and 494) and a winter study (WSP 031) of independent research, culminating in a thesis and a presentation. Under certain circumstances, the honors work can consist of coordinated study involving a one semester (MATH/STAT 493 or 494) and a winter study (WSP 030) of independent research, culminating in a "minithesis" and a presentation. Note that during the Academic Year 2020-2021 the winter study requirement for thesis and "minithesis" is waived. At least one semester should be in addition to the major requirements, and thesis courses do not count as 400-level senior seminars.

An honors program in actuarial studies requires significant achievement on four appropriate examinations of the Society of Actuaries.

Highest honors will be reserved for the rare student who has displayed exceptional ability, achievement or originality. Such a student usually will have written a thesis, or pursued actuarial honors and written a mini-thesis. An outstanding student who writes a mini-thesis, or pursues actuarial honors and writes a paper, might also be considered. In all cases, the award of honors and highest honors is the decision of the Department.

APPLIED MATHEMATICS TRACK

Students interested in applied mathematics, engineering, or other sciences should consider:

Mathematics 140 Calculus II

Mathematics 150 or 151 Multivariable Calculus

Statistics 201 Statistics and Data Analysis

Mathematics 250 Linear Algebra

Mathematics 351 Applied Real Analysis

Mathematics 355 Abstract Algebra

Some programming or numerical analysis (e.g. MATH 361, 318T, or anything if you've had CSCI 134)

MATH 309 or Post-core Differential Equations/Numerical Methods

Senior seminar (e.g. Math Ecology MATH 410T or Mathematical Modeling MATH 433)

Other recommended courses: complex analysis, discrete mathematics (e.g. combinatorics or graph theory), operations research, optimization, probability, statistics, appropriate courses in Biology, Chemistry, Computer Science, Economics, Neuroscience, Physics, etc.

Williams has exchange and joint programs with good engineering schools. Interested students should consult the section on engineering near the beginning of the Bulletin and the Williams pre-engineering advisor for further information.

GRADUATE SCHOOL TRACK

Students interested in continuing their study of mathematics in graduate school should consider:

Mathematics 140 Calculus II

Mathematics 150 or 151 Multivariable Calculus

Mathematics 250 Linear Algebra

Mathematics 350 Real Analysis

Mathematics 355 Abstract Algebra

Complex Analysis

Topology

Some second semester analysis

Some second semester algebra

Some post-core geometry

Thesis

[With prior permission, in unusual circumstances, senior seminar can be waived in favor of harder post-core electives.]

Students headed for graduate school generally take more than this relatively small number of courses required for a liberal arts major. Reading knowledge of a foreign language (French, German, or Russian) can be helpful.

Students interested in studying statistics in graduate school should take STAT 201, 346, 360, a 400 level statistics course and MATH 350/351 and 341 in addition to their other math requirements.

OTHER CAREER PATHS

Other Graduate and Professional Schools: An increasing number of graduate and professional schools require mathematics and statistics as a prerequisite to admission or to attaining their degree. Students interested in graduate or professional training in business, medicine, economics, or psychology are advised to find out the requirements in those fields early in their college careers.

Statistics and Actuarial Science: Students interested in statistics or actuarial science should consider Mathematics 341, Statistics courses, and Economics 255. Additionally, students should consider taking some number of the actuarial exams given by the Society of Actuaries, which can constitute part of an honors program in actuarial studies (see section on honors above).

Teaching: Students interested in teaching mathematics at the elementary or secondary school level should consider courses on teaching, number theory, geometry, statistics, and practice as a tutor or teaching assistant. Winter study courses that provide a teaching practicum are also highly recommended. Consult the Program in Teaching (Professor Susan Engel) and the Office of Career Counseling.

Business and Finance: Students interested in careers in business or finance should consider Mathematics 333 and Statistics courses. Since these courses address different needs, students should consult with the instructors to determine which seem to be most appropriate for individuals.

There are three types of 300-level courses. There are the core courses: Real Analysis, MATH 350/351, and Abstract Algebra Math 355. There are

the “precore” courses, which do not have the core courses as prerequisites and have numbers 300-349. Finally, there are those courses that have an Abstract Algebra or Real Analysis prerequisite, which are numbered 360-399.

MATH 102 (F) Foundations in Quantitative Skills

This course will strengthen a student's foundation in quantitative reasoning in preparation for the science curriculum and QFR requirements. The material will be at the college algebra/precalculus level, and covered in a tutorial format with students working in small groups with the professor. Access to this course is limited to placement by a quantitative skills counselor.

Requirements/Evaluation: homework, presentations during the tutorial meetings, and projects

Prerequisites: access to the course is limited to placement by a quantitative skills counselor

Enrollment Limit: 10

Enrollment Preferences: students who need most help with the quantitative reasoning

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D3)

Fall 2024

TUT Section: T1 TBA Julie C. Blackwood

MATH 113 (S) The Beauty of Numbers (QFR)

This course will be an introduction to number theory and mathematical thinking and logic, with emphasis throughout on mathematics as a way of thinking and approaching the world. Have you ever wondered what keeps your credit card information safe every time you buy something online? Number theory! Number Theory is one of the oldest branches of mathematics. In this course, we will discover the beauty and usefulness of numbers, from ancient Greece to modern cryptography. We will look for patterns, make conjectures, and learn how to prove these conjectures. Starting with nothing more than basic high school algebra, we will develop the logic and critical thinking skills required to realize and prove mathematical results. Topics to be covered include the meaning and content of proof, prime numbers, divisibility, rationality, modular arithmetic, Fermat's Last Theorem, the Golden ratio, Fibonacci numbers, coding theory, and unique factorization. This course is meant to give you an appreciation for numbers and mathematics and to enhance your logical reasoning skills. Although most people will not use calculus or geometry in their jobs or everyday lives, mathematics enhances our abilities to think logically and reason effectively. This skill is useful in all aspects of life. Number theory, in particular, is a great area of mathematics that allows one to jump in right away without a lot of pre-requisite knowledge. We will look at examples, look for patterns, make conjectures, and we will spend a lot of time learning how to rigorously prove those conjectures.

Requirements/Evaluation: projects, homework assignments, and exams

Prerequisites: MATH 102 (or demonstrated proficiency on a diagnostic test) or permission of instructor. Anyone who has previously taken a 200-level math course or higher must obtain instructor permission to take the course.

Enrollment Limit: 25

Enrollment Preferences: If over-enrolled, course selection will be based on answers to a questionnaire.

Expected Class Size: 25

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: proof writing and logic

Spring 2025

LEC Section: 01 TR 11:20 am - 12:35 pm Allison Pacelli

MATH 130 (F)(S) Calculus I (QFR)

Calculus permits the computation of velocities and other instantaneous rates of change by a limiting process called differentiation. The same process

also solves "max-min" problems: how to maximize profit or minimize pollution. A second limiting process, called integration, permits the computation of areas and accumulations of income or medicines. The Fundamental Theorem of Calculus provides a useful and surprising link between the two processes. Subtopics include trigonometry, exponential growth, and logarithms.

Requirements/Evaluation: Weekly homework and quizzes, 2 exams during the semester, and one final

Prerequisites: MATH 102 (or demonstrated proficiency on a diagnostic test); this is an introductory course for students who have not seen calculus before

Enrollment Limit: 50

Enrollment Preferences: first-year students

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Unit Notes: students who have previously taken a calculus course may not enroll in MATH 130 without the permission of instructor

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: This a calculus course.

Fall 2024

LEC Section: 01 MWF 8:00 am - 8:50 am Lori A. Pedersen

LEC Section: 02 MWF 9:00 am - 9:50 am Lori A. Pedersen

Spring 2025

LEC Section: 01 MWF 9:00 am - 9:50 am Leo Goldmakher

MATH 140 (F)(S) Calculus II (QFR)

Calculus answers two basic questions: how fast is something changing (the derivative) and how much is there (the integral). This course is about integration. and the miracle that unites the derivative and the integral (the Fundamental Theorem of Calculus.) Understanding calculus requires in part the understanding of methods of integration. This course will also solve equations involving derivatives ("differential equations") for population growth or pollution levels. Exponential and logarithmic functions and trigonometric and inverse functions will also play an important role. This course is the right starting point for students who have seen derivatives, but not necessarily integrals, before.

Requirements/Evaluation: homework, quizzes, and/or exams

Prerequisites: MATH 130 or equivalent; students who have received the equivalent of advanced placement of AB 4, BC 3 or higher may not enroll in MATH 140 without the permission of instructor

Enrollment Limit: 50

Enrollment Preferences: based on who needs calculus the soonest

Expected Class Size: 30

Grading: yes pass/fail option, yes fifth course option

Unit Notes: students who have higher advanced placement must enroll in MATH 150 or above

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: This is a math class

Fall 2024

LEC Section: 01 MWF 9:00 am - 9:50 am Bhagya Athukorallage

LEC Section: 02 MWF 12:00 pm - 12:50 pm Bhagya Athukorallage

Spring 2025

LEC Section: 01 MWF 10:00 am - 10:50 am Christina Athanasouli

MATH 150 (F)(S) Multivariable Calculus (QFR)

Applications of calculus in mathematics, science, economics, psychology, the social sciences, involve several variables. This course extends calculus to several variables: vectors, partial derivatives, multiple integrals. There is also a unit on infinite series, sometimes with applications to differential

equations.

Requirements/Evaluation: Problem sets and exams

Prerequisites: MATH 140 or equivalent, such as satisfactory performance on an Advanced Placement Examination

Enrollment Limit: 50

Enrollment Preferences: Preference will be given to prospective math and stats majors, or students who need this as a course to serve as a prerequisite for other courses.

Expected Class Size: 40

Grading: yes pass/fail option, yes fifth course option

Unit Notes: Students with the equivalent of advanced placement of AB 4 or above should enroll in MATH 150, students with a BC 3 or higher should enroll in Math 151 when it is being offered, and Math 150 otherwise.

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: mathematics

Fall 2024

LEC Section: 01 MWF 9:00 am - 9:50 am Ralph E. Morrison

LEC Section: 02 MWF 10:00 am - 10:50 am Ralph E. Morrison

LEC Section: 03 MWF 12:00 pm - 12:50 pm Ralph E. Morrison

Spring 2025

LEC Section: 01 MWF 10:00 am - 10:50 am Palak Arora

MATH 151 (F) Multivariable Calculus (QFR)

Applications of calculus in mathematics, science, economics, psychology, the social sciences, involve several variables. This course extends calculus to several variables: vectors, partial derivatives and multiple integrals. The goal of the course is Stokes Theorem, a deep and profound generalization of the Fundamental Theorem of Calculus. The difference between this course and MATH 150 is that MATH 150 covers infinite series instead of the theorems of vector calculus. Students with the equivalent of BC 3 or higher should enroll in MATH 151, as well as students who have taken the equivalent of an integral calculus and who have already been exposed to infinite series. For further clarification as to whether MATH 150 or MATH 151 is appropriate, please consult a member of the math/stat department.

Requirements/Evaluation: problem sets and exams

Prerequisites: AP BC 3 or higher or integral calculus with infinite series

Enrollment Limit: 50

Enrollment Preferences: First-years, sophomores, and juniors

Expected Class Size: 40

Grading: yes pass/fail option, yes fifth course option

Unit Notes: MATH 151 satisfies any MATH 150 prerequisite; credit will not be given for both MATH 150 and MATH 151

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: This course builds quantitative skills

Fall 2024

LEC Section: 01 MWF 9:00 am - 9:50 am Susan R. Loepf

LEC Section: 02 MWF 10:00 am - 10:50 am Susan R. Loepf

LEC Section: 03 MWF 11:00 am - 11:50 am Susan R. Loepf

MATH 197 (F) Independent Study: Mathematics

Directed 100-level independent study in Mathematics.

Requirements/Evaluation: decided by the department

Prerequisites: permission of department

Enrollment Limit: 20

Enrollment Preferences: decided by the department

Expected Class Size: 1

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3)

Not offered current academic year

MATH 198 (S) Independent Study: Mathematics

Directed 100-level independent study in Mathematics.

Requirements/Evaluation: decided by the department

Prerequisites: permission of the department

Enrollment Limit: 20

Enrollment Preferences: decided by the department

Expected Class Size: 1

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3)

Not offered current academic year

MATH 200 (F)(S) Discrete Mathematics (QFR)

In contrast to calculus, which is the study of continuous processes, this course examines the structure and properties of finite sets. Topics to be covered include mathematical logic, elementary number theory, mathematical induction, set theory, functions, relations, elementary combinatorics and probability, and graphs. Emphasis will be given on the methods and styles of mathematical proofs, in order to prepare the students for more advanced math courses.

Class Format: This will not be a typical lecture course; instead it will be a blend of lecture and discovery-based learning, with weekly small group meetings with TA's.

Requirements/Evaluation: Spring: Evaluation will be based on homework, exams, and participation in weekly small group meetings.

Prerequisites: Calculus at the level of an AP course or Williams College Math 130 or 140. Students who have taken a 300-level or 400-level math course should obtain permission of the instructor before enrolling.

Enrollment Limit: 40

Enrollment Preferences: Preference given to first and second year students intending to major in mathematics or computer science.

Expected Class Size: 40

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: This course involves developing the formal mathematical language of logic and set theory. It also involves using quantitative tools to solve problems relating to combinatorics, probability, number theory, and other fields of discrete mathematics.

Fall 2024

LEC Section: 01 TR 9:55 am - 11:10 am Palak Arora

LEC Section: 02 TR 11:20 am - 12:35 pm Palak Arora

Spring 2025

LEC Section: 01 TR 8:30 am - 9:45 am Lori A. Pedersen

LEC Section: 02 TR 9:55 am - 11:10 am Lori A. Pedersen

MATH 210 (S) Mathematical Methods for Scientists (QFR)

Cross-listings: PHYS 210

Secondary Cross-listing

This course covers a variety of mathematical methods used in the sciences, focusing particularly on the solution of ordinary and partial differential equations. In addition to calling attention to certain special equations that arise frequently in the study of waves and diffusion, we develop general techniques such as looking for series solutions and, in the case of nonlinear equations, using phase portraits and linearizing around fixed points. We study some simple numerical techniques for solving differential equations. An optional session in Mathematica will be offered for students who are not already familiar with this computational tool.

Class Format: three hours per week

Requirements/Evaluation: several exams and weekly problem sets, all of which have a substantial quantitative component

Prerequisites: MATH 150 or 151 and familiarity with Newtonian mechanics at the level of PHYS 131

Enrollment Limit: 50

Enrollment Preferences: sophomores and juniors

Expected Class Size: 30

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

PHYS 210(D3) MATH 210(D3)

Quantitative/Formal Reasoning Notes: This course will have weekly problem sets using advanced calculus methods

Spring 2025

LEC Section: 01 TR 9:55 am - 11:10 am Frederick W. Strauch

MATH 250 (F)(S) Linear Algebra (QFR)

Many social, political, economic, biological, and physical phenomena can be described, at least approximately, by linear relations. In the study of systems of linear equations one may ask: When does a solution exist? When is it unique? How does one find it? How can one interpret it geometrically? This course develops the theoretical structure underlying answers to these and other questions and includes the study of matrices, vector spaces, linear independence and bases, linear transformations, determinants and inner products. Course work is balanced between theoretical and computational, with attention to improving mathematical style and sophistication.

Requirements/Evaluation: homework and exams

Prerequisites: MATH 150/151 or MATH 200

Enrollment Limit: 60

Enrollment Preferences: Students who have officially declared a major that requires Math 250.

Expected Class Size: 40

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: In this course, students will engage in both quantitative and formal reasoning.

Attributes: COGS Related Courses

Fall 2024

LEC Section: 01 MWF 10:00 am - 10:50 am Christina Athanasouli

LEC Section: 02 MWF 11:00 am - 11:50 am Christina Athanasouli

Spring 2025

LEC Section: 01 MWF 9:00 am - 9:50 am Ivo Terek

LEC Section: 02 MWF 10:00 am - 10:50 am Ivo Terek

MATH 297 (F) Independent Study: Mathematics

Directed 200-level independent study in Mathematics.

Requirements/Evaluation: decided by the department

Prerequisites: permission of department

Enrollment Limit: 20

Enrollment Preferences: decided by the department

Expected Class Size: 1

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3)

Not offered current academic year

MATH 298 (S) Independent Study: Mathematics

Directed 200-level independent study in Mathematics.

Requirements/Evaluation: decided by the department

Prerequisites: permission of department

Enrollment Limit: 20

Enrollment Preferences: decided by the department

Expected Class Size: 1

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3)

Not offered current academic year

MATH 307 (S) Computational Linear Algebra (QFR)

Linear algebra is of central importance in the quantitative sciences, including application areas such as image and signal processing, data mining, computational finance, structural biology, and much more. When the problems must be solved computationally, approximation, round-off errors, convergence, and efficiency matter, and traditional linear algebra techniques may fail to succeed. We will adopt linear algebra techniques on a large scale, implement them computationally, and apply them to core problems in scientific computing. Topics may include: systems of linear and nonlinear equations; approximation and statistical function estimation; optimization; interpolation; data scraping; singular value decomposition; and more. This course could also be considered a course in numerical analysis or computational science.

Class Format: This course is taught in a flipped classroom format. Students read and watch lecture videos prior to each class session. The instructor uses class time for discussion and collaborative learning activities. This course will be a good fit for students with a strong interest in applied mathematics and a willingness to devote significant effort to learning/doing computer programming.

Requirements/Evaluation: Students will complete regularly assigned activities and problem sets. To move towards a non-hierarchical, transparent, and egalitarian grading system, the instructor combines mastery-based approaches with an ungrading scheme.

Prerequisites: MATH 250; CSCI 134 or equivalent prior experience with computer programming (in any language). These prerequisites will be strictly enforced.

Enrollment Limit: 24

Enrollment Preferences: Preference given to students who need to make use of linear algebra in their major fields of study. First-day attendance is required.

Expected Class Size: 24

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: This course involves developing the formal mathematical language of linear algebra. It also involves using quantitative tools to solve problems relating to a wide range of applications in the physical and social sciences.

Not offered current academic year

MATH 309 (F)(S) Differential Equations (QFR)

Ordinary differential equations (ODEs) frequently arise as models of phenomena in the natural and social sciences. This course presents core ideas of ODEs from an applied standpoint. Topics covered early in the course may include numerical solutions, separation of variables, integrating factors, and constant coefficient linear equations. Later, we will focus on nonlinear ODEs, for which it is usually impossible to find analytical solutions. Tools from dynamical systems will be introduced to allow us to obtain information about the behavior of the ODEs without explicitly knowing the solution.

Requirements/Evaluation: quizzes/exams, problem sets, participation

Prerequisites: MATH 150/151 and MATH 250

Enrollment Limit: 40

Enrollment Preferences: discretion of the instructor

Expected Class Size: 30

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: 300-level mathematics course

Fall 2024

LEC Section: 01 TR 9:55 am - 11:10 am Julie C. Blackwood

Spring 2025

LEC Section: 01 TR 8:30 am - 9:45 am Bhagya Athukorallage

MATH 311 (F) Advanced topics in applied mathematics (QFR)

Applied mathematics is an expansive field that uses mathematical methods to explore problems that arise in biology, physics, engineering, and many other disciplines. In this course, we will explore a diversity of methods that may include stochastic processes, optimization, signal processing, and numerical analysis. We will also explore how these methods can be utilized to understand questions in other disciplines.

Requirements/Evaluation: This course will have some combination of problem sets, presentations, exams, and a final project

Prerequisites: Differential equations (Math 309) or permission of the instructor

Enrollment Limit: 10

Enrollment Preferences: If over-enrolled, the instructor will request a statement of interest

Expected Class Size: 10

Grading: yes pass/fail option, no fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: Mathematics course

Not offered current academic year

MATH 313 (S) Introduction to Number Theory (WS) (QFR)

The study of numbers dates back thousands of years, and is fundamental in mathematics. In this course, we will investigate both classical and modern questions about numbers. In particular, we will explore the integers, and examine issues involving primes, divisibility, and congruences. We will also look at the ideas of number and prime in more general settings, and consider fascinating questions that are simple to understand, but can be quite difficult to answer. This course will include a significant focus on mathematical proof writing and problem solving skills. This includes writing clear and rigorous mathematical proofs, clearly explaining mathematical ideas verbally and in writing, determining how to approach certain types of problems, looking for patterns and making conjectures, and asking good questions about the implications of certain ideas and theorems.

Requirements/Evaluation: Problem sets, project, and exams

Prerequisites: MATH 250 or permission of instructor

Enrollment Limit: 19

Enrollment Preferences: If course is over-enrolled, enrollment preference will be based on answers to a questionnaire. Some preference will be given to students who have not yet had Math 355.

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (WS) (QFR)

Writing Skills Notes: Students will complete weekly problem sets, with a strong emphasis on proof writing, as well as 2 5-10 page papers/projects. There will be feedback given on mathematical writing as well as accuracy, and discussion time during class on writing in math.

Quantitative/Formal Reasoning Notes: This course requires working with various number systems, performing explicit computations, and proving mathematical results using logical reasoning practices.

Spring 2025

LEC Section: 01 TR 9:55 am - 11:10 am Allison Pacelli

MATH 314 (F) Cryptography (QFR)

We will discuss some classical ciphers, current asymmetric cryptosystems (DES, AES, Rijndael), public key cryptosystems (RSA, Diffie-Hellman key exchange, ElGamal), and Error Correcting Codes. We will devote a substantial part of the semester covering the necessary mathematical background from number theory and asymptotic analysis. Time permitting, we may also discuss some special topics, such as primality testing (including the polynomial-time AKS algorithm), quantum computers, hash functions, digital signatures, zero-knowledge proofs, information theory, and elliptic curve cryptography.

Requirements/Evaluation: exams, problem sets, quizzes

Prerequisites: MATH 250 or permission of instructor.

Enrollment Limit: 30

Enrollment Preferences: Juniors and seniors.

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: The course will contain mathematical proofs.

Not offered current academic year

MATH 317 (F) Introduction to Operations Research (QFR)

In the first N math classes of your career, you can be misled as to what the world is truly like. How? You're given exact problems and told to find exact solutions. The real world is sadly far more complicated. Frequently we cannot exactly solve problems; moreover, the problems we try to solve are themselves merely approximations to the world! We are forced to develop techniques to approximate not just solutions, but even the statement of the problem. Additionally, we often need the solutions quickly. Operations Research, which was born as a discipline during the tumultuous events of World War II, deals with efficiently finding optimal solutions. In this course we build analytic and programming techniques to efficiently tackle many problems. We will review many algorithms from earlier in your mathematical or CS career, with special attention now given to analyzing their run-time and seeing how they can be improved. The culmination of the course is a development of linear programming and an exploration of what it can do and what are its limitations. For those wishing to take this as a Stats course, the final project must have a substantial stats component approved by the instructor.

Prerequisites: Linear Algebra (MATH 250) and one other 200-level or higher CSCI, MATH or STATS course, or permission of the instructor.

Requirements/Evaluation: homework, exams, projects

Prerequisites: MATH 150, MATH 250 and one other 200-level or higher CSCI, MATH or STATS course, or permission from the instructor.

Enrollment Limit: 40

Enrollment Preferences: Computer Science, Mathematics and Statistics majors

Expected Class Size: 25

Grading: yes pass/fail option, yes fifth course option

Unit Notes: http://web.williams.edu/Mathematics/sjmillier/public_html/317/

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: 300 level mathematics course.

Not offered current academic year

MATH 319 (S) Integrative Bioinformatics, Genomics, and Proteomics Lab (QFR)**Cross-listings:** BIOL 319 / CHEM 319 / CSCI 319 / PHYS 319**Secondary Cross-listing**

What can computational biology teach us about cancer? In this lab-intensive experience for the Genomics, Proteomics, and Bioinformatics program, computational analysis and wet-lab investigations will inform each other, as students majoring in biology, chemistry, computer science, mathematics/statistics, and physics contribute their own expertise to explore how ever-growing gene and protein data-sets can provide key insights into human disease. In this course, we will take advantage of one well-studied system, the highly conserved Ras-related family of proteins, which play a central role in numerous fundamental processes within the cell. The course will integrate bioinformatics and molecular biology, using database searching, alignments and pattern matching, and phylogenetics to reconstruct the evolution of gene families by focusing on the gene duplication events and gene rearrangements that have occurred over the course of eukaryotic speciation. By utilizing high through-put approaches to investigate genes involved in the inflammatory and MAPK signal transduction pathways in human colon cancer cell lines, students will uncover regulatory mechanisms that are aberrantly altered by siRNA knockdown of putative regulatory components. This functional genomic strategy will be coupled with independent projects using phosphorylation-state specific antisera to test our hypotheses. Proteomic analysis will introduce the students to de novo structural prediction and threading algorithms, as well as data-mining approaches and Bayesian modeling of protein network dynamics in single cells. Flow cytometry and mass spectrometry may also be used to study networks of interacting proteins in colon tumor cells.

Class Format: The lab for this course will meet for two afternoons per week. Some lab sessions will be shorter than 3 hours.**Requirements/Evaluation:** lab participation, several short homework assignments, one lab report, a programming project, and a grant proposal**Prerequisites:** BIOL 202; students who have not taken BIOL 202 but have taken BIOL 101 and a CSCI course, or CSCI/PHYS 315, may enroll with permission of instructor. No prior computer programming experience is required.**Enrollment Limit:** 12**Enrollment Preferences:** seniors, then juniors, then sophomores**Expected Class Size:** 12**Grading:** yes pass/fail option, no fifth course option**Distributions:** (D3) (QFR)**This course is cross-listed and the prefixes carry the following divisional credit:**

BIOL 319(D3) CHEM 319(D3) CSCI 319(D3) PHYS 319(D3) MATH 319(D3)

Quantitative/Formal Reasoning Notes: Through lab work, homework sets and a major project, students will learn or further develop their skills in programming in Python, and about the basis of Bayesian approaches to phylogenetic tree estimation.**Attributes:** BIGP Courses BIMO Interdepartmental Electives**Not offered current academic year****MATH 321 (S) Knot Theory (QFR)**

Take a piece of string, tie a knot in it, and glue the ends together. The result is a knotted circle, known as a knot. For the last 100 years, mathematicians have studied knots, asking such questions as, "Given a nasty tangled knot, how do you tell if it can be untangled without cutting it open?" Some of the most interesting advances in knot theory have occurred in the last ten years. This course is an introduction to the theory of knots. Among other topics, we will cover methods of knot tabulation, surfaces applied to knots, polynomials associated to knots, and relationships between knot theory and chemistry and physics. In addition to learning the theory, we will look at open problems in the field.

Requirements/Evaluation: problem sets, midterms, a paper and a final exam**Prerequisites:** MATH 250 or permission of instructor**Enrollment Limit:** 30**Enrollment Preferences:** seniors, junior, sophomores, first year**Expected Class Size:** 25**Grading:** yes pass/fail option, yes fifth course option**Distributions:** (D3) (QFR)**Quantitative/Formal Reasoning Notes:** This is a quantitative course.**Not offered current academic year**

MATH 326 (F) Differential Geometry (QFR)

Differential Geometry is the study of curvature. In turn, curvature is the heart of geometry. The goal of this course is to start the study of curvature, concentrating on the curvature of curves and of surfaces, leading to the deep Gauss-Bonnet Theorem, which links curvature with topology.

Class Format: lecture

Requirements/Evaluation: Evaluation will be based primarily on problem sets, midterms and a final exam

Prerequisites: MATH 250

Enrollment Limit: 30

Enrollment Preferences: Preference to mathematics majors.

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: It is a mathematics upper level course.

Fall 2024

LEC Section: 01 MWF 11:00 am - 11:50 am Ivo Terek

MATH 328 (S) Combinatorics (QFR)

Combinatorics is a branch of mathematics that focuses on enumerating, examining, and investigating the existence of discrete mathematical structures with certain properties. This course provides an introduction to the fundamental structures and techniques in combinatorics including enumerative methods, generating functions, partition theory, the principle of inclusion and exclusion, and partially ordered sets.

Class Format: interactive activities and discussion

Requirements/Evaluation: quizzes/exams, homework, activities

Prerequisites: "MATH 250, and MATH 200 or permission of instructor"

Enrollment Limit: 30

Enrollment Preferences: discretion of the instructor

Expected Class Size: 25

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: This is an upper level course in mathematics

Not offered current academic year

MATH 329 (S) Discrete Geometry (QFR)

Discrete geometry is one of the oldest and most consistently vibrant areas of mathematics, stretching from the Platonic Solids of the ancient Greeks to the modern day applications of convex optimization and linear programming. In this tutorial we will learn about polygons and their higher-dimensional cousins, polyhedra and polytopes, and the various ways to describe, compute, and classify such objects. We will learn how these objects and ideas can be applied to other areas, from computation and optimization to studying areas of math like algebraic geometry. Throughout this course we will be engaging with mathematical work and literature from as old as 500 BCE and as recent as "posted to the internet yesterday."

Requirements/Evaluation: Evaluation will be based primarily on participation, problem sets, oral presentations, a written midterm exam, an oral final exam, and a final project

Prerequisites: MATH 200 or Math 250, or permission of instructor

Enrollment Limit: 10

Enrollment Preferences: First-years and sophomores

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: All of the content in this course is quantitative or formal reasoning.

Not offered current academic year

MATH 331 (F) The little Questions (QFR)

Using math competitions such as the Putnam Exam as a springboard, in this class we follow the dictum of the Ross Program and "think deeply of simple things". The two main goals of this course are to prepare students for competitive math competitions, and to get a sense of the mathematical landscape encompassing elementary number theory, combinatorics, graph theory, and group theory (among others). While elementary frequently is not synonymous with easy, we will see many beautiful proofs and "a-ha" moments in the course of our investigations. Students will be encouraged to explore these topics at levels compatible with their backgrounds.

Requirements/Evaluation: homework, classwork, and exams

Prerequisites: MATH 250 or permission of instructor

Enrollment Limit: 30

Enrollment Preferences: members or alternates of the Putnam team, Mathematics, Physics or Computer Science majors

Expected Class Size: 25

Grading: yes pass/fail option, yes fifth course option

Unit Notes: http://web.williams.edu/Mathematics/sjmiller/public_html/331Fa24/

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: This is an upper level math course where students learn advanced material and solve challenging problems.

Fall 2024

LEC Section: 01 MWF 10:00 am - 10:50 am Steven J. Miller

MATH 332 (F) Topics in Applied Linear Algebra (QFR)

This course focuses on applications of Linear Algebra. We will start with a review of the material covered in Math 250, then move on to more advanced topics and applications. We will cover Singular Value Decomposition (SVD), QR factorization, Cholesky factorization, Least Squares problems, the Taylor approximation, the Regression model, Clustering techniques, as well as Linear Dynamical Systems and some of their applications.

Requirements/Evaluation: Homework assignments and exams.

Prerequisites: Math 250

Enrollment Limit: 30

Enrollment Preferences: Mathematics Majors, Seniors

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: This is an advanced mathematics course, building upon the core course Math 250 - Linear Algebra.

Not offered current academic year

MATH 334 (S) Graph Theory (QFR)

A graph is a collection of vertices, joined together by edges. In this course, we will study the sorts of structures that can be encoded in graphs, along with the properties of those graphs. We'll learn about such classes of graphs as multi-partite, planar, and perfect graphs, and will see applications to such optimization problems as minimum colorings of graphs, maximum matchings in graphs, and network flows.

Requirements/Evaluation: problem sets, exams, and a short final project

Prerequisites: MATH 200 or MATH 250

Enrollment Limit: 30

Enrollment Preferences: Math majors

Expected Class Size: 25

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: This course involves the writing of mathematical proofs.

Spring 2025

LEC Section: 01 MWF 9:00 am - 9:50 am Ralph E. Morrison

MATH 338 (F) Intermediate Logic (QFR)

Cross-listings: PHIL 338

Secondary Cross-listing

In this course, we will begin with an in-depth study of the theory of first-order logic. We will first get clear on the formal semantics of first-order logic and various ways of thinking about formal proof: natural deduction systems, semantic tableaux, axiomatic systems and sequent calculi. Our main goal will be to prove things about this logical system rather than to use this system to think about ordinary language arguments. In this way the goal of the course is significantly different from that of Logic and Language (PHIL 203). Students who have taken PHIL 203 will have a good background for this class, but students who are generally comfortable with formal systems need not have taken PHIL 203. We will prove soundness and completeness, compactness, the Lowenheim-Skolem theorems, undecidability and other important results about first-order logic. As we go through these results, we will think about the philosophical implications of first-order logic. From there, we will look at extensions of and/or alternatives to first-order logic. Possible additional topics would include: modal logic, the theory of counterfactuals, alternative representations of conditionals, the use of logic in the foundations of arithmetic and Godel's Incompleteness theorems. Student interest will be taken into consideration in deciding what additional topics to cover.

Requirements/Evaluation: problem sets and exams

Prerequisites: some class in which student has studied formal reasoning

Enrollment Limit: 20

Enrollment Preferences: Philosophy majors; juniors and seniors

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

PHIL 338(D2) MATH 338(D3)

Quantitative/Formal Reasoning Notes: This is a class in Formal Logic. PHIL 203 satisfies the QFR requirement. If anything, this class will be significantly more formal.

Attributes: PHIL Contemp Metaphysics + Epistemology Courses

Fall 2024

SEM Section: 01 TF 2:35 pm - 3:50 pm Keith E. McPartland

MATH 340 Applications of Mathematics to the Real World (QFR)

Often for real world applications one does not need to find the optimal solution, which can be extremely difficult, but instead just find something close, or at least better than what is currently being done. We will develop material and techniques from mathematics, statistics and allied fields with an eye to applications. In addition to standard homework assignments and exams there will be a group project where students will work with a local business, write a report and present the results. Pre-requisites are multivariable calculus and linear algebra, or permission of the instructor. Knowledge of some statistics or programming is beneficial but not required.

Class Format: In addition to standard lectures and assignments, we will be partnering with local businesses to apply mathematics to solve real world problems.

Requirements/Evaluation: Lectures and class participation, homework, exams and encouragement to do a project. We already have several local businesses with projects for students. Working on a project will entail meeting with officials from the company, clearly defining what the problem is, and writing a solution. This will include a presentation, a write-up, and potentially implementable code. Based on previous similar courses, these papers

typically run from 10 to 40 pages.

Prerequisites: Mathematics 150 or 151, and Linear Algebra, or permission of the instructor.

Enrollment Limit: 40

Enrollment Preferences: Students who have taken at least one statistics or computer science class

Expected Class Size: 25

Grading:

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: This is a 300 level mathematics class

Not offered current academic year

MATH 341 (F)(S) Probability (QFR)

Cross-listings: STAT 341

Primary Cross-listing

The historical roots of probability lie in the study of games of chance. Modern probability, however, is a mathematical discipline that has wide applications in a myriad of other mathematical and physical sciences. Drawing on classical gaming examples for motivation, this course will present axiomatic and mathematical aspects of probability. Included will be discussions of random variables (both discrete and continuous), distribution and expectation, independence, laws of large numbers, and the well-known Central Limit Theorem. Many interesting and important applications will also be presented, including some from classical Poisson processes, random walks and Markov Chains.

Requirements/Evaluation: homework, classwork, and exams

Prerequisites: MATH 150 and MATH 250 or permission of the instructor

Enrollment Limit: 50

Enrollment Preferences: Priority will be given to Mathematics majors and to Statistics Majors.

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

STAT 341(D3) MATH 341(D3)

Quantitative/Formal Reasoning Notes: This is a 300-level Math/Stat course.

Fall 2024

LEC Section: 01 MWF 12:00 pm - 12:50 pm Mihai Stoiciu

Spring 2025

LEC Section: 01 TR 9:55 am - 11:10 am Steven J. Miller

MATH 342 (F) Logic (QFR)

This course will introduce the main ideas and basic results of mathematical logic, and explain their applications to other areas of mathematics and computer science. We will begin with a study of first-order logic, covering structures and definability, theories, models and categoricity, as well as formal proofs. We will prove Gödel's completeness and compactness theorems and the Lowenheim-Skolem theorems. The course will briefly dive into computability theory, enough to prove Gödel's Incompleteness theorems and basic undecidability results.

Requirements/Evaluation: Evaluation based on homework, exams, and class participation.

Prerequisites: Math 250 - Linear Algebra

Enrollment Limit: 20

Enrollment Preferences: Junior and Senior Math Majors

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: Mathematics course in logic and applications.

Not offered current academic year

MATH 344 (S) The Mathematics of Sports (QFR)

The purpose of this class is to use sports as a springboard to study applications of mathematics, especially in gathering data to build and test models and develop predictive statistics. Examples will be drawn from baseball, basketball, cross country, football, hockey, soccer, track, as well as class choices. Pre-requisites are linear algebra (Math 250) and either a 200 level statistics class or a 100 level programming class, or permission of the instructor.

Requirements/Evaluation: Homework, exams, projects

Prerequisites: Math 250: Linear Algebra

Enrollment Limit: 40

Enrollment Preferences: None. If the course is over-enrolled preference will be given to math and stats majors, and then if needed by performance on a small assignment.

Expected Class Size: 30

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: This is a 300 level mathematics course.

Not offered current academic year

MATH 345 (S) Introduction to Numerical Analysis (QFR)

Numerical analysis is the study of algorithms that use numerical approximation to solve problems which arise in scientific applications. This course provides an introduction to the theory, development, and analysis of algorithms for obtaining numerical solutions. We will also use mathematical software to facilitate numerical experimentation. Topics discussed in the course include: Error Analysis and Convergence Rates of Algorithms; Root Finding for Nonlinear Equations; Approximating Functions; Numerical Differentiation and Integration; Numerical Solutions of Ordinary Differential Equations; Iterative Methods for Solving Linear Systems.

Requirements/Evaluation: Evaluation will be based on homework, projects, and exams.

Prerequisites: Math 250 and Math 150/151

Enrollment Limit: 30

Enrollment Preferences: Mathematics and Statistics majors.

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: This is an advanced mathematics class that will cover the fundamental ideas of Numerical Analysis. The students will study in depths various algorithms that provide numerical solutions to various questions in science.

Spring 2025

LEC Section: 01 MWF 11:00 am - 11:50 am Christina Athanasouli

MATH 349 (F) Operations of Order (WS) (QFR)

One of the greatest challenges in mathematics is justifying interchanging orders of operations. Most of the time you cannot switch orders. Frequently this is obvious: the square root of a sum is typically not the sum of the square roots; however, there are many important situations where orders can be reversed. The purpose of this class is to highlight some of the difficulties and dangers in such attempts. This will be a writing intensive course, where we work on content for a book that collects counter-examples and theorems in one convenient place while also showcasing the utility of switching orders. We will discuss at great lengths how to do engaging, technical writing, keeping in mind the content and the audience. Students will receive feedback from the professor and probably other professional mathematicians and editors.

Requirements/Evaluation: Mix of homework, exams, and writing, including at least one chapter (consisting of theory, examples, images, homework problem creation and solutions).

Prerequisites: Math 250 or permission of the instructor.

Enrollment Limit: 19

Enrollment Preferences: If over-enrolled, students will be chosen uniformly at random.

Expected Class Size: 10

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (WS) (QFR)

Writing Skills Notes: Students will be working closely with me and colleagues, receiving feedback on their writing from numerous sources (myself, editors, experts in the field), and their work will be part of the final, published manuscript. We will have numerous discussions about how to write, taking into account the audience and the content.

Quantitative/Formal Reasoning Notes: This is a 300 level math course.

Not offered current academic year

MATH 350 (F)(S) Real Analysis (QFR)

Why is the product of two negative numbers positive? Why do we depict the real numbers as a line? Why is this line continuous, and what do we mean when we say that? Perhaps most fundamentally, what is a real number? Real analysis addresses such questions, delving into the structure of real numbers and functions of them. Along the way we'll discuss sequences and limits, series, completeness, compactness, derivatives and integrals, and metric spaces. Results covered will include the Cantor-Schroeder-Bernstein theorem, the monotone convergence theorem, the Bolzano-Weierstrass theorem, the Cauchy criterion, Dirichlet's and Riemann's rearrangement theorem, the Heine-Borel theorem, the intermediate value theorem, and many others. This course is excellent preparation for graduate studies in mathematics, statistics, and economics.

Requirements/Evaluation: Problem sets and exams.

Prerequisites: MATH 250 or permission of instructor.

Enrollment Limit: 40

Enrollment Preferences: Juniors and Seniors.

Expected Class Size: 25

Grading: no pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: This is an advanced mathematics course.

Fall 2024

LEC Section: 01 MR 2:35 pm - 3:50 pm Leo Goldmakher

Spring 2025

LEC Section: 01 TR 11:20 am - 12:35 pm Cesar E. Silva

MATH 351 (S) Applied Real Analysis (QFR)

This course is designed to introduce students to the underpinnings of real analysis, primarily in the context of Fourier series. By the end of the semester people will be comfortable making epsilon and delta type arguments. These types of arguments are one of the main pillars of modern mathematics. In a similar way, Fourier series and their generalizations are one of the pillars of the modern digital world.

Requirements/Evaluation: homework, classwork, and exams

Prerequisites: MATH 150 and MATH 250 or permission of the instructor.

Enrollment Limit: 50

Enrollment Preferences: Seniors

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: Math

Spring 2025

LEC Section: 01 MR 2:35 pm - 3:50 pm Palak Arora

MATH 355 (F)(S) Abstract Algebra (QFR)

Algebra gives us tools to solve equations. The integers, the rationals, and the real numbers have special properties which make algebra work according to the circumstances. In this course, we generalize algebraic processes and the sets upon which they operate in order to better understand, theoretically, when equations can and cannot be solved. We define and study abstract algebraic structures such as groups, rings, and fields, as well as the concepts of factor group, quotient ring, homomorphism, isomorphism, and various types of field extensions. This course introduces students to abstract rigorous mathematics.

Requirements/Evaluation: Problem sets and exams

Prerequisites: MATH 250 or permission of instructor

Enrollment Limit: 30

Enrollment Preferences: Students who have officially declared a major that requires Math 355.

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: 300-level math course

Fall 2024

LEC Section: 01 TR 8:30 am - 9:45 am Allison Pacelli

LEC Section: 02 TR 9:55 am - 11:10 am Allison Pacelli

Spring 2025

LEC Section: 01 MWF 11:00 am - 11:50 am Mihai Stoiciu

LEC Section: 02 MWF 12:00 pm - 12:50 pm Mihai Stoiciu

MATH 361 (F) Theory of Computation (QFR)

This course introduces a formal framework for investigating both the computability and complexity of problems. We study several models of computation including finite automata, regular languages, context-free grammars, and Turing machines. These models provide a mathematical basis for the study of computability theory--the examination of what problems can be solved and what problems cannot be solved--and the study of complexity theory--the examination of how efficiently problems can be solved. Topics include the halting problem and the P versus NP problem.

Requirements/Evaluation: weekly problem sets and one or more exams

Prerequisites: CSCI 256 or both a 300-level MATH course and permission of instructor

Enrollment Limit: 24

Enrollment Preferences: current or expected Computer Science majors

Expected Class Size: 24

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: This course include regular and substantial problem sets in which quantitative/formal reasoning skills are practiced and evaluated.

Attributes: COGS Interdepartmental Electives

Fall 2024

LEC Section: 01 TR 8:30 am - 9:45 am Shikha Singh

MATH 374 (F) Topology (QFR)

In Real Analysis you learned about metric spaces---any set of objects endowed with a way of measuring distance---and the topology of sets in such spaces (open, closed, bounded, etc). In this course we flip this on its head: we explore how to develop analysis (limits, continuity, etc) in spaces where the topology is known but the metric is not. This will lead us to a bizarre and fascinating version of geometry in which we cannot distinguish between shapes that can be continuously deformed into one another. Not only does this theory turn out to be beautiful in the abstract, it plays an important role in math, physics, and data analysis. This course is excellent preparation for graduate programs in mathematics.

Requirements/Evaluation: Problem sets, exams, an expository essay.

Prerequisites: MATH 350 or 351; not open to students who have taken MATH 323. If you didn't cover metric spaces in real analysis, that's OK!

Enrollment Limit: 30

Enrollment Preferences: Juniors and seniors

Expected Class Size: 20

Grading: no pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: It's math.

Fall 2024

LEC Section: 01 TR 11:20 am - 12:35 pm Leo Goldmakher

MATH 382 (S) Fourier Analysis (QFR)

Fourier analysis is the study of waves and frequencies. More precisely, the goal of Fourier analysis is to decompose a complicated function into a simple combination of pure waves, thereby gleaning insight into the behavior of the function itself. It's difficult to overstate the impact of this branch of mathematics; it is foundational throughout theoretical mathematics (e.g., to study the distribution of prime numbers), applied mathematics (e.g., to solve differential equations), physics (e.g., to study properties of light and sound), computer science (e.g., to compute with large integers and matrices), audio engineering (e.g., to pitch-correcting algorithms), medical science (e.g., throughout radiology), etc. The goal of this course is to cover the basic theory (fourier series, the fourier transform, the fast fourier transform) and explore a number of applications, including Dirichlet's theorem on primes in arithmetic progressions, the isoperimetric inequality, the heat equation, and Heisenberg's uncertainty principle.

Class Format: Every week, each student will either give a lecture (based on provided readings) or explain solutions to selected problems.

Requirements/Evaluation: Evaluation will be based on lectures and presentation of problem solutions.

Prerequisites: MATH 350 or MATH 351 or permission of instructor.

Enrollment Limit: 10

Enrollment Preferences: By lottery.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: It's math!

Spring 2025

TUT Section: T1 TBA Leo Goldmakher

MATH 383 (F) Complex Analysis (QFR)

The calculus of complex-valued functions turns out to have unexpected simplicity and power. As an example of simplicity, every complex-differentiable function is automatically infinitely differentiable. As examples of power, the so-called "residue calculus" permits the computation of "impossible" integrals, and "conformal mapping" reduces physical problems on very general domains to problems on the round disc. The easiest proof of the Fundamental Theorem of Algebra, not to mention the first proof of the Prime Number Theorem, used complex analysis.

Requirements/Evaluation: homework, classwork, and exams

Prerequisites: MATH 350 or MATH 351 or permission of instructor

Enrollment Limit: 40

Enrollment Preferences: 40

Expected Class Size: 30

Grading: yes pass/fail option, yes fifth course option

Unit Notes: this course is not a senior seminar, so it does not fulfill the senior seminar requirement for the Math major

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: Advanced mathematics course with weekly or daily problem sets.

Not offered current academic year

MATH 389 (S) Advanced Analysis (QFR)

This course further develops and explores topics and concepts from real analysis, with special emphasis on introducing students to subject matter and techniques that are useful for graduate study in mathematics or an allied field. Material will be drawn, based on student interest, from many areas, including analytic number theory, Fourier series and harmonic analysis, generating functions, differential equations and special functions, integral operators, equidistribution theory and probability, random matrix theory and probabilistic methods. This will be an intense, fast paced class which will give a flavor for graduate school. In addition to standard homework problems, students will also write reviews for MathSciNet, referee papers for journals, write programs in SAGE or Mathematica to investigate and conjecture, and read classic and current research papers.

Class Format: lecture

Requirements/Evaluation: evaluation will be based primarily on homework, classwork, and exams

Prerequisites: MATH 350 or 351 and one additional 300-level MATH course, or permission of instructor

Enrollment Limit: 30

Enrollment Preferences: students interested in graduate school in mathematics or an allied discipline

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Unit Notes: http://web.williams.edu/Mathematics/sjmiller/public_html/389/

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: This is a post-core 300 level math class.

Spring 2025

LEC Section: 01 TR 11:20 am - 12:35 pm Steven J. Miller

MATH 390 Undergraduate Research Topics in Algebra (QFR)

The well-known trace map on matrices can be generalized to a map on other algebraic objects. Undergraduates, graduates students and experts in Representation Theory, Commutative Algebra and Algebraic Geometry have been driving recent developments in the theory of trace modules and finding exciting new applications in all of these these fields. This course will serve as an introduction to mathematical research with the aim of producing original research in modern trace theory. Students in this tutorial will read and synthesize research papers, discuss the formation of research questions in pure mathematics, and engage in original mathematical research.

Requirements/Evaluation: oral presentations; writing assignments (summarizing papers, reflections on mathematical research, original research); participation in the course project

Prerequisites: Math 355

Enrollment Limit: 10

Enrollment Preferences: Juniors and Seniors

Expected Class Size: 7

Grading:

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: This is post-core math class; students will be required to produce mathematical proofs.

Not offered current academic year

MATH 393 (S) Research Topics in Combinatorics (WS) (QFR)

Combinatorics provides techniques and tools to enumerate, examine, and investigate the existence of discrete mathematical structures with certain properties. There are numerous areas of applications including algebra, discrete geometry, and number theory. In this project-based research course students will work in small groups to learn combinatorial techniques and tools in order to develop research questions and begin tackling unsolved problems in combinatorics.

Requirements/Evaluation: Students will be evaluated through written drafts of a manuscript and its revisions and multiple in-class presentation.

Prerequisites: Math 355

Enrollment Limit: 19

Enrollment Preferences: Post-core mathematics majors

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (WS) (QFR)

Writing Skills Notes: The main goal of this course is to undertake original research in combinatorics, as such student assessment is based on developing positive collaboration skills, and improving technical written and oral skills in mathematics through manuscript draft submissions and in-class presentations. Students will provide multiple drafts of their manuscript and in right of this the course will be writing intensive.

Quantitative/Formal Reasoning Notes: The main goal of this course is to undertake original research in the math field of mathematics. See above for more details.

Not offered current academic year

MATH 394 (S) Galois Theory (QFR)

Some equations--such as $x^5-1=0$ --are easy to solve. Others--such as $x^5-x-1=0$ --are very hard, if not impossible (using finite combinations of standard mathematical operations). Galois discovered a deep connection between field theory and group theory that led to a criterion for checking whether or not a given polynomial can be easily solved. His discovery also led to many other breakthroughs, for example proving the impossibility of squaring the circle or trisecting a typical angle using compass and straightedge. From these not-so-humble beginnings, Galois theory has become a fundamental concept in modern mathematics, from topology to number theory. In this course we will develop the theory and explore its applications to other areas of math.

Requirements/Evaluation: problem sets and oral exams

Prerequisites: MATH 355

Enrollment Limit: 30

Enrollment Preferences: Juniors and seniors

Expected Class Size: 15

Grading: no pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: This is a math class

Not offered current academic year

MATH 397 (F) Independent Study: Mathematics

Directed 300-level independent study in Mathematics.

Prerequisites: permission of department

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3)

Not offered current academic year

MATH 398 (S) Independent Study: Mathematics

Directed 300-level independent study in Mathematics.

Prerequisites: permission of department

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3)

Not offered current academic year

MATH 403 (F) Measure and Ergodic Theory (QFR)

An introduction to measure theory and ergodic theory. Measure theory is a generalization of the notion of length and area, and has been used in the study of stochastic (probabilistic) systems. The course covers the construction of Lebesgue and Borel measures, measurable functions, and Lebesgue integration. Ergodic theory studies the probabilistic behavior of dynamical systems as they evolve through time, and is based on measure theory. The course will cover basic notions, such as ergodic transformations, weak mixing, mixing, Bernoulli transformations, and transformations admitting and not admitting an invariant measure. There will be an emphasis on specific examples such as group rotations, the binary odometer transformations, and rank-one constructions. The Ergodic Theorem will also be covered, and will be used to illustrate notions and theorems from measure theory.

Requirements/Evaluation: Homework and exams

Prerequisites: MATH 350 or MATH 351 or permission of instructor

Enrollment Limit: 25

Enrollment Preferences: Mathematics majors

Expected Class Size: 15-20

Grading: yes pass/fail option, yes fifth course option

Unit Notes: senior major course

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: It is an advanced mathematics course.

Fall 2024

LEC Section: 01 MR 2:35 pm - 3:50 pm Cesar E. Silva

MATH 407 (F) Dance of the Primes (QFR)

Prime numbers are the building blocks for all numbers and hence for most of mathematics. Though there are an infinite number of them, how they are spread out among the integers is still quite a mystery. Even more mysterious and surprising is that the current tools for investigating prime numbers involve the study of infinite series. Function theory tells us about the primes. We will be studying one of the most amazing functions known: the Riemann Zeta Function. Finding where this function is equal to zero is the Riemann Hypothesis and is one of the great, if not greatest, open problems in mathematics. Somehow where these zeros occur is linked to the distribution of primes. We will be concerned with why anyone would care about this conjecture. More crassly, why should solving the Riemann Hypothesis be worth one million dollars? (Which is what you will get if you solve it, beyond the eternal fame and glory.)

Requirements/Evaluation: exams and weekly homework assignments

Prerequisites: MATH 350 or MATH 351, and MATH 355

Enrollment Limit: 30

Enrollment Preferences: seniors

Expected Class Size: 10

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: It is a math course.

Not offered current academic year

MATH 408 (F) L-Functions and Sphere Packing (QFR)

Optimal packing problems arise in many important problems, and have been a source of excellent mathematics for centuries. The Kepler Problem (what is the most efficient way to pack balls in three-space) is a good example. The original formulation has been used in such diverse areas as stacking cannonballs on battleships to grocers preparing fruit displays, and its generalizations allow the creation of powerful error detection and correction codes. While the solution of the Kepler Problem is now known, the higher dimensional version is very much open. There has been remarkable progress in the last few years, with number theory playing a key role in these results. We will develop sufficient background material to understand many of these problems and the current state of the field. Pre-requisites are real analysis.

Requirements/Evaluation: Class participation, homework, exams and participation in writing a textbook on the material. Each student will be responsible for working on a chapter of a book based on this material. In addition to obtaining critical writing feedback from myself and my co-author (who is a world expert in the subject), depending on timing we will also be able to share comments from an editor of a major publishing house or a referee. Chapters can range from short snapshots of a subject, on the order of 5 pages, to longer technical derivations of perhaps 10-30 pages.

Prerequisites: Math 350 or 351

Enrollment Limit: 40

Enrollment Preferences: Senior math majors, students planning on graduate study in a STEM field

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: This is a 400 level math class

Fall 2024

LEC Section: 01 MWF 11:00 am - 11:50 am Steven J. Miller

MATH 409 (F) The Little Questions (QFR)

Using math competitions such as the Putnam Exam as a springboard, in this class we follow the dictum of the Ross Program and "think deeply of simple things". The two main goals of this course are to prepare students for competitive math competitions, and to get a sense of the mathematical landscape encompassing elementary number theory, combinatorics, graph theory, and group theory (among others). While elementary frequently is not synonymous with easy, we will see many beautiful proofs and 'a-ha' moments in the course of our investigations. Students will be encouraged to explore these topics at levels compatible with their backgrounds.

Requirements/Evaluation: Homework, exams, presentations.

Prerequisites: Real Analysis (either Math 350 or 351) and Abstract Algebra (Math 355), or permission of the instructor.

Enrollment Limit: 30

Enrollment Preferences: Math/stat senior majors

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: This is a 400 level math class.

Not offered current academic year

MATH 411 (S) Commutative Algebra (QFR)

Commutative Algebra is an essential area of mathematics that provides indispensable tools to many areas, including Number Theory and Algebraic Geometry. This course will introduce you to the fundamental concepts for the study of commutative rings, with a special focus on the notion of "prime ideals," and how they generalize the well-known notion of primality in the set of integers. Commutative algebra has applications ranging from algebraic geometry to coding theory. For example, one can use commutative algebra to create error correcting codes. It is perhaps most often used, however, to study curves and surfaces in different spaces. To understand these structures, one must study polynomial rings over fields. This course will be an introduction to commutative algebra. Possible topics include polynomial rings, localizations, primary decomposition, completions, and modules.

Requirements/Evaluation: homework and exams

Prerequisites: MATH 355 or permission of instructor

Enrollment Limit: 25

Enrollment Preferences: Math majors

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: It is a 400-level math course

Spring 2025

LEC Section: 01 MWF 9:00 am - 9:50 am Susan R. Loepf

MATH 412 (S) Mathematical Biology (QFR)

This course will provide an introduction to the many ways in which mathematics can be used to understand, analyze, and predict biological dynamics. We will learn how to construct mathematical models that capture essential properties of biological processes while maintaining analytic tractability. Analytic techniques, such as stability and bifurcation analysis, will be introduced in the context of both continuous and discrete time models. Additionally, students will couple these analytic tools with numerical simulation to gain a more global picture of the biological dynamics. Possible biological applications may include, but are not limited to, single and multi-species population dynamics, neural and biological oscillators, tumor cell growth, and infectious disease dynamics.

Requirements/Evaluation: problem sets, quizzes/exams, participation, final project and paper

Prerequisites: MATH 250 and MATH 309, or permission of instructor

Enrollment Limit: 30

Enrollment Preferences: preference for senior math/stats major and also based on an interest statement

Expected Class Size: 30

Grading: yes pass/fail option, no fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: The course will introduce methods for developing and analyzing mathematical models.

Spring 2025

LEC Section: 01 TR 9:55 am - 11:10 am Julie C. Blackwood

MATH 413 (S) Computational Algebraic Geometry (QFR)

Algebraic geometry is the study of shapes described by polynomial equations. It has been a major part of mathematics for at least the past two hundred years, and has influenced a tremendous amount of modern mathematics, ranging from number theory to robotics. In this course, we will develop the Ideal-Variety Correspondence that ties geometric shapes to abstract algebra, and will use computational tools to explore this theory in a very explicit way.

Requirements/Evaluation: Evaluation will be based on weekly problem sets, three exams, and final project. Any students who have taken Math 411 should consult with the instructor before enrolling in this course.

Prerequisites: Math 355

Enrollment Limit: 30

Enrollment Preferences: Preference given to senior math majors

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: This course is all quantitative and formal reasoning.

Not offered current academic year

MATH 415 (F) Advanced Matrix Analysis (QFR)

This course will start with a review of various attributes of matrices (determinants, rank, etc), as well as eigenvalues, eigenvectors, and their properties. Then we will move on to study special matrices and their decompositions, along with similarities, and Jordan canonical forms. In the third segment, we will define norms on vectors and matrices and study their analytic properties. Finally, we will discuss another important class of matrices - positive definite and semidefinite matrices. If time permits, we will also cover positive and negative matrices and their properties.

Requirements/Evaluation: Homework assignments and exams.

Prerequisites: Math 350/351 or permission of instructor

Enrollment Limit: 25

Enrollment Preferences: Mathematics and Statistics Majors, Seniors

Expected Class Size: 10

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: This is an advanced mathematics class that covers complex properties of matrices and some of their applications.

Not offered current academic year

MATH 419 (F) Algebraic Number Theory (QFR)

We all know that integers can be factored into prime numbers and that this factorization is essentially unique. In more general settings, it often still makes sense to factor numbers into "primes," but the factorization is not necessarily unique! This surprising fact was the downfall of Lamé's attempted proof of Fermat's Last Theorem in 1847. Although a valid proof was not discovered until over 150 years later, this error gave rise to a new branch of mathematics: algebraic number theory. In this course, we will study factorization and other number-theoretic notions in more abstract algebraic settings, and we will see a beautiful interplay between groups, rings, and fields.

Requirements/Evaluation: homework assignments and exams

Prerequisites: MATH 355, or permission of instructor

Enrollment Limit: 25

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Not offered current academic year

MATH 426 (F) Differential Topology (QFR)

Differential topology marries the rubber-like deformations of topology with the computational exactness of calculus. This subfield of mathematics asks and answers questions like "Can you take an integral on the surface of a doughnut?" and includes far-reaching applications in relativity and robotics. This tutorial will provide an elementary and intuitive introduction to differential topology. We will begin with the definition of a manifold and end with a generalized understanding of Stokes Theorem.

Requirements/Evaluation: weekly homework and exams, and possibly student presentations

Prerequisites: MATH 350 (students who have not taken MATH 350 may enroll only with permission of the instructor)

Enrollment Limit: 30

Enrollment Preferences: mathematics seniors, mathematics majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: There will be weekly math problem sets.

Fall 2024

LEC Section: 01 MWF 9:00 am - 9:50 am Ivo Terek

MATH 427 (S) Tiling Theory (QFR)

Since people first used stones and bricks to tile the floors of their domiciles, tiling has been an area of interest. Practitioners include artists, engineers, designers, architects, crystallographers, scientists and mathematicians. This course will be an investigation into the mathematical theory of tiling. The course will focus on tilings of the plane, including topics such as the symmetry groups of tilings, types of tilings, random tilings, the classification of tilings and aperiodic tilings. We will also look at tilings of the sphere, tilings of the hyperbolic plane, and tilings in higher dimensions, including "knotted tilings".

Requirements/Evaluation: problem assignments, exams and a presentation/paper

Prerequisites: MATH 250 Linear Algebra and MATH 355 Abstract Algebra

Enrollment Limit: 30

Enrollment Preferences: senior majors, seniors, juniors, sophomores, first-year students (this is a senior seminar, one of which is required for all senior majors, so they have first preference)

Expected Class Size: 25

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: Mathematics course

Not offered current academic year

MATH 434 (S) Applied Dynamics and Optimal Control (QFR)

We seek to understand how dynamical systems evolve, how that evolution depends on the various parameters of the system, and how we might manipulate those parameters to optimize an overall outcome. The primary focus of this course will be optimal control using Pontryagin's maximum principle and Hamilton-Jacobi-Bellman equations. These tools have broad application in ecology, economics, finance, and engineering, and we will draw on basic models from these fields to motivate our study. The course will begin with a solid review of modeling with dynamical systems, and deepening our understanding of differential and difference equations, parameter dependence, and bifurcations.

Requirements/Evaluation: exams, homework assignments, and projects

Prerequisites: MATH 309 or PHYS 210, and MATH 350 or 351, or permission of the instructor

Enrollment Limit: 25

Enrollment Preferences: Preference will be given to senior math majors.

Expected Class Size: 20

Grading: no pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: This is a 400 level math course.

Not offered current academic year

MATH 442 (F) Introduction to Descriptive Set Theory (QFR)

Descriptive set theory (DST) combines techniques from analysis, topology, set theory, combinatorics, and other areas of mathematics to study definable (typically Borel) subsets of Polish spaces. The first part of this course will cover the topics necessary to understand the main objects of study in DST: we will develop comfort with point-set topology (enough to juggle with Polish spaces and Borel sets), and set theory (just well-orderings and cardinality). The second part of the course will feature selected topics in descriptive set theory: for example, trees, the perfect set property, Baire category, and infinite games.

Requirements/Evaluation: Evaluation based on homework, exams, and classroom participation.

Prerequisites: Math 250 - Linear Algebra, Math 350/351 Real Analysis/Applied Real Analysis

Enrollment Limit: 14

Enrollment Preferences: Senior Math Majors, then non-Senior Math Majors

Expected Class Size: 14

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: Mathematics course in descriptive set theory.

Not offered current academic year

MATH 443 Introduction to Optimal Transport Theory (QFR)

This course will introduce you to the fascinating world of transportation optimization, a field that has important applications in many areas of science and engineering, such as economics, image processing, and machine learning. We will start by exploring the discrete Optimal Transport (OT) problem, which involves finding the most efficient way to transport a set of objects from one location to another. While the discrete OT problem can be formulated as a linear programming problem, finding an optimal solution to this problem can be computationally expensive, especially for large-scale problems. To overcome this computational challenge, a popular approach is to use entropy regularization. We will also investigate the entropy regularized OT problem, which provides us with an approximation of optimal transport, with lower computational complexity and easy implementation. In the second half of the course, we will delve into the continuous case, which allows us to consider transport between infinitely many locations. We will study the famous Monge-Kantorovich problem, which involves finding the optimal transportation plan that minimizes the total cost of moving a given amount of mass from one location to another, subject to various constraints. Throughout the course, we will use a combination of theoretical and practical approaches to understand and apply the concepts we cover. By the end of the course, you will have a strong foundation in OT theory, which will prepare you for further studies in this exciting and rapidly evolving field. **Recommended Textbooks / Articles:** Topics in Optimal Transportation - Cédric Villani Optimal Transport for Applied Mathematicians - Filippo Santambrogio Computational Optimal Transport - Gabriel Peyré, Marco Cuturi (<https://arxiv.org/abs/1803.00567>)

Requirements/Evaluation: Weekly homework, open book/open notes take-home exams.

Prerequisites: Math 350/351 or permission of instructor

Enrollment Limit: 25

Enrollment Preferences: Mathematics and Statistics majors

Expected Class Size: 20

Grading:

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: This is a senior seminar course in mathematics and will require students to use advanced quantitative and formal reasoning skills.

Not offered current academic year

MATH 445 (S) Topics in Numerical Analysis (QFR)

Numerical analysis is a field of mathematics that focuses on developing algorithms and computational methods to solve problems that cannot be solved exactly. In this senior seminar course on numerical analysis we will cover advanced topics such as numerical solutions of Partial Differential Equations, Random Numbers and Monte Carlo simulation, Fast Fourier Transform and signal processing, as well as applications of the Singular Value Decomposition for matrices. The course will start with a review of basic concepts from calculus, linear algebra, and differential equations. Students who have taken Introduction to Numerical Analysis (Math 345) are welcome to take this course.

Requirements/Evaluation: exams and homework assignments

Prerequisites: Math 309 or Math 345 or permission of instructor

Enrollment Limit: 25

Enrollment Preferences: Mathematics Majors, Seniors

Expected Class Size: 25

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: This is a senior seminar course in mathematics.

Not offered current academic year

MATH 453 (S) Partial Differential Equations (QFR)

In this course, we further explore the world of differential equations. Mainly, we cover topics in partial differential equations. Partial Differential

Equations (PDEs) are fundamental to the modeling of many natural phenomena, arising in many fields, including fluid mechanics, heat and mass transfer, electromagnetic theory, finance, elasticity, and more. The goals of this course are to discuss the following topics: classification of PDEs in terms of order, linearity and homogeneity; physical interpretation of canonical PDEs; solution techniques, including separation of variables, series solutions, integral transforms, and the method of characteristics.

Requirements/Evaluation: Evaluation will be based on homework, projects, and exams.

Prerequisites: MATH 150-151; MATH/PHYS 210 or MATH 309

Enrollment Limit: 20

Enrollment Preferences: Mathematics and Physics majors.

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: This is an advanced mathematics class dedicated to the study of partial differential equations (PDEs). These equations are the most important mathematical tools for the study of complex physical phenomena such as waves and fluids (including both air and water), heat transfer, electromagnetism, and finance.

Spring 2025

LEC Section: 01 TR 11:20 am - 12:35 pm Bhagya Athukorallage

MATH 457 (S) Partition Theory (QFR)

The partitions of a positive integer are the different ways of writing it as a sum of positive integers. For example, 5 has seven partitions, three of which are $5=1+1+1+1+1$, $5=2+3$, and $5=5$. (Can you find the rest?) Partition theory is a rich area of combinatorics with applications to algebra and mathematical physics. In this class we will focus on enumerative and bijective methods to answer questions such as: How can we calculate the number of partitions of a number efficiently? Why is the number of partitions of N into strictly odd numbers always the same as the number of its partitions into distinct numbers? Why does a 2-dimensional partition look like a stack of cubes, and what does that have to do with tilings?

Requirements/Evaluation: Written homework; Written/Oral Exams; Project/Presentation

Prerequisites: A course in abstract algebra such as MATH 355, or permission of instructor.

Enrollment Limit: 25

Enrollment Preferences: Priority given to Junior and Seniors, and according to previous experience with subject.

Expected Class Size: 10

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: This is an advanced course in mathematics.

Not offered current academic year

MATH 481 (S) Measure theory and Hilbert spaces (QFR)

How large is the unit square? One might measure the number of individual points in the square (uncountably infinite), the area of the square (1), or the dimension of the square (2). But what about for more complicated sets, e.g., the set of all rational points in the unit square? What's the area of this set? What's the dimension? In this course we'll come up with precise ways to measure size---length, area, volume, dimension, etc.---that apply to a broad array of sets. Along the way we'll encounter Lebesgue measure and Lebesgue integration, Hausdorff measure and fractals, space-filling curves and the Banach-Tarski paradox. We will also investigate Hilbert spaces, mathematical objects that combine the tidiness of linear algebra with the power of analysis and are fundamental to the study of differential equations, functional analysis, harmonic analysis, and ergodic theory, and also apply to fields like quantum mechanics and machine learning. This material provides excellent preparation for graduate studies in mathematics, statistics and economics.

Requirements/Evaluation: Problem sets, exams, an expository essay

Prerequisites: At least one previous course that has Math 350 or 351 as a prerequisite (eg Math 374, 383, 401, 404, 408, 420, 426, 485), or permission of instructor.

Enrollment Limit: 20

Enrollment Preferences: Juniors and seniors.

Expected Class Size: 10

Grading: no pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: It's math.

Not offered current academic year

MATH 493 (F)(S) Senior Honors Thesis: Mathematics

Mathematics senior honors thesis; this is part of a full-year thesis (493-494). Each student carries out an individual research project under the direction of a faculty member that culminates in a thesis. See description under *The Degree with Honors in Mathematics*.

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3)

Fall 2024

HON Section: 01 TBA Cesar E. Silva

Spring 2025

HON Section: 01 TBA Cesar E. Silva

MATH 494 (S) Senior Honors Thesis: Mathematics

Mathematics senior honors thesis; this is part of a full-year thesis (493-494). Each student carries out an individual research project under the direction of a faculty member that culminates in a thesis. See description under *The Degree with Honors in Mathematics*.

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3)

Not offered current academic year

MATH 497 (F)(S) Independent Study: Mathematics

Directed 400-level independent study in Mathematics.

Prerequisites: permission of department

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3)

Fall 2024

IND Section: 01 TBA Cesar E. Silva

Spring 2025

IND Section: 01 TBA Cesar E. Silva

MATH 498 (S) Independent Study: Mathematics

Directed 400-level independent study in Mathematics.

Prerequisites: permission of department

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3)

Not offered current academic year

MATH 499 (F)(S) Senior Colloquium

Mathematics senior colloquium. Meets every week for two hours both fall and spring. Senior majors must participate at least one hour a week. This colloquium is in addition to the regular four semester-courses taken by all students.

Class Format: colloquium

Grading: non-graded

Distributions: No divisional credit

Fall 2024

LEC Section: 01 MR 1:10 pm - 2:25 pm Julie C. Blackwood

LEC Section: 02 W 1:10 pm - 3:50 pm Julie C. Blackwood

Spring 2025

LEC Section: 01 MR 1:10 pm - 2:25 pm Julie C. Blackwood

LEC Section: 02 W 1:10 pm - 3:50 pm Julie C. Blackwood

Winter Study -----

MATH 30 (W) Senior Project: Mathematics

To be taken by candidates for honors in Mathematics other than by thesis route.

Class Format: honors project

Grading: pass/fail only

Not offered current academic year

MATH 31 (W) Senior Thesis: Mathematics

To be taken by students registered for Mathematics 493-494.

Class Format: thesis

Grading: pass/fail only

Not offered current academic year

MATH 99 (W) Independent Study: Mathematics

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study

Grading: pass/fail only

Not offered current academic year

MATHEMATICS AND STATISTICS (Div III)

STATISTICS

Chair of the Department of Mathematics and Statistics: C. Carlisle and Margaret Tippit Professor of Statistics, Richard De Veaux

- Colin C. Adams, Thomas T. Read Professor of Mathematics
- Palak Arora, Visiting Assistant Professor of Mathematics
- Christina Athanasouli, Assistant Professor of Mathematics
- Bhagya Athukorallage, Visiting Assistant Professor of Mathematics
- Julie C. Blackwood, Associate Professor of Mathematics; on leave Spring 2024
- Xizhen Cai, Assistant Professor of Statistics
- Duncan A. Clark, Assistant Professor of Statistics
- Daniel Condon, Visiting Assistant Professor of Mathematics
- Richard D. De Veaux, C. Carlisle and Margaret Tippit Professor of Statistics; on leave 2023-2024
- Thomas A. Garrity, Webster Atwell Class of 1921 Professor of Mathematics
- Leo Goldmakher, Associate Professor of Mathematics
- Pamela E. Harris, Associate Professor of Mathematics; on leave 2023-2024
- Stewart D. Johnson, Professor of Mathematics
- Susan R. Loepp, William R. Kenan, Jr. Professor of Mathematics; on leave 2023-2024
- Steven J. Miller, Professor of Mathematics
- Ralph E. Morrison, Associate Professor of Mathematics; on leave 2023-2024
- Anna C. Neufeld, Assistant Professor of Statistics
- Shaoyang Ning, Assistant Professor of Statistics
- Allison Pacelli, Professor of Mathematics
- Lori A. Pedersen, Lecturer in Mathematics
- Anna M. Plantinga, Assistant Professor of Statistics
- Norean R. Sharpe, Visiting Professor of Statistics
- Cesar E. Silva, Chair & Hagey Family Professor of Mathematics
- Mihai Stoiciu, Professor of Mathematics; on leave Fall 2023
- Ivo Terek, Visiting Assistant Professor of Mathematics
- Elizabeth M. Upton, Assistant Professor of Statistics; on leave 2023-2024

MAJOR IN STATISTICS

The major in Statistics is designed to meet three goals: to introduce some of the central ideas of information and data science, to develop problem-solving ability by teaching students to combine creative thinking with rigorous reasoning, and to develop interdisciplinary skills by applying statistics to an application area of interest.

REQUIREMENTS (10 courses plus colloquium)

The major in Statistics consists of ten courses plus a colloquium requirement. The major includes courses in mathematics, computer science and statistics. Students interested in continuing their study of statistics in graduate school should strongly consider taking Math 350/351 in addition to the other requirements.

Mathematics (2 courses)

MATH 150 or 151 Multivariable Calculus or equivalent high school course

MATH 250 Linear Algebra

Except in unusual circumstances, students planning to major in statistics should complete the calculus sequence (MATH 130, 140, 150/151) before the spring of the sophomore year, at the latest. MATH 150 is a prerequisite for STAT 201 and MATH 250 is a prerequisite for STAT 346.

Computer Science (1 course)

CSCI 134 Intro to Computer Science or CSCI 135 Diving into the Deluge of Data or CSCI 136 Data Structures and Advanced Programming or some other course in the Computer Science Department with prior approval of the Math/Stat department.

Core Courses (4 courses)

STAT 201 Statistics and Data Analysis, STAT 202 Introduction to Statistical Modeling or STAT 302 Applied Statistical Modeling

STAT 346 Regression and Forecasting

STAT 341 Probability

STAT 360 Inferential Statistics

Continuation (2 courses)

Any two courses among the 300 or 400 level courses in the department with a STAT prefix.

Capstone Course (1 course)

The capstone course is a 400-level STAT course taken in the senior year. Although the specific methodological emphasis of the course may vary from year to year, an in-depth project with both a written report and an oral presentation is typically part of the capstone course.

Pass/Fail policies during the Academic Year 2020-2021

Information about the Department of Mathematics and Statistics Pass/Fail policies during the Academic Year 2020-2021 can be found [here](#).

Colloquium Requirement

Participation in the Department Colloquium, in which each senior major presents a talk on a mathematical or statistical topic of their choice. Each major must also attend at least 20 colloquia (15 during the Academic Year 2020-2021), and up to 5 attendances may be counted in their junior year. Up to 5 colloquia in mathematics or computer science may also be counted. Students engaged in study away may petition the department in advance to count up to 5 suitable colloquia attendances from their study away program.

PLACEMENT

Students with an AP Stat score of 5 or 4 are placed in the advanced introductory course Stat 202.

NOTES

Substitutions, Study Abroad, and Transfer Credit: In some cases, and with prior permission of the Mathematics and Statistics Department, appropriate courses from other institutions may be substituted for the application and continuation requirements, but at least eight courses must be taken from the Department of Mathematics and Statistics at Williams.

These can, with prior permission, include courses taken away. Students with transfer credit should contact the department about special arrangements.

Double Counting: No course may count towards two different majors.

Early Senior Capstone Course: In exceptional circumstances, with the prior permission of the department, a student may be allowed to satisfy the Senior Capstone Course requirement in the junior year, provided that the student has completed at least three 300-level statistics courses before enrolling in the capstone course.

Planning Courses: Core courses are normally offered every year. Other 300 and 400 level statistics courses are offered on an irregular basis. Students should check with the department before planning far into the future.

Course Admission: Courses are normally open to all students meeting the prerequisites, subject to any course caps. Students with questions about the level at which courses are conducted are invited to consult department faculty.

FAQ

Students MUST contact departments/programs BEFORE assuming study away credit will be granted toward the major or concentration.

Can your department or program typically pre-approve courses for major/concentration credit?

Yes, in many cases, though students should be sure to contact the department.

What criteria will typically be used/required to determine whether a student may receive major/concentration credit for a course taken

while on study away?

Course title and description, and complete syllabus including readings/assignments.

Does your department/program place restrictions on the number of major/concentration credits that a student might earn through study away?

No.

Does your department/program place restrictions on the types of courses that can be awarded credit towards your major?

Yes. They have to be approved MATH/STAT courses.

Are there specific major requirements that cannot be fulfilled while on study away?

Yes. Colloquium requirement, Senior Seminar requirement.

Are there specific major requirements in your department/program that students should be particularly aware of when weighing study away options? (Some examples might include a required course that is always taught in one semester, laboratory requirements.)

Yes. The highly cumulative structure of the major.

Give examples in which students thought or assumed that courses taken away would count toward the major or concentration and then learned they wouldn't:

None to date.

THE DEGREE WITH HONORS IN STATISTICS

The degree with honors in Statistics is awarded to the student who has demonstrated outstanding intellectual achievement in a program of study which extends beyond the requirements of the major. The principal considerations for recommending a student for the degree with honors will be: Mastery of core material and skills, breadth and, particularly, depth of knowledge beyond the core material, ability to pursue independent study of statistics, originality in methods of investigation, and, where appropriate, creativity in research.

An honors program normally consists of two semesters (STAT 493 and 494) and a winter study (WSP 031) of independent research, culminating in a thesis and a presentation. During the Academic Year 2020-2021 the winter study requirement for the honors program in Statistics is waved. One of STAT 493 or STAT 494 can count as a continuation course, but not both. Neither counts as the 400-level senior capstone course.

An honors program in actuarial studies requires significant achievement on four appropriate examinations of the Society of Actuaries.

Highest honors will be reserved for the rare student who has displayed exceptional ability, achievement or originality. Such a student usually will have written a thesis or pursued actuarial honors. In all cases, the award of honors and highest honors is the decision of the Department.

STAT 101 (F)(S) Elementary Statistics and Data Analysis (QFR)

It is impossible to be an informed citizen in today's world without an understanding of data. Whether it is opinion polls, unemployment rates, salary differences between men and women, the efficacy of vaccines, etc, we need to be able to interpret and gain information from statistics. This course will introduce the common methods used to analyze and present data with an emphasis on interpretation and informed decision making.

Requirements/Evaluation: weekly homework, quizzes, exams, and a project

Prerequisites: MATH 102 (or demonstrated proficiency on a diagnostic test)

Enrollment Limit: 50

Enrollment Preferences: juniors and seniors

Expected Class Size: 35

Grading: yes pass/fail option, yes fifth course option

Unit Notes: Students with MATH150 but no statistics should enroll in STAT201. Students with AP Stat 4/5 or STAT 101/161 should enroll in STAT 202.

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: It is a quantitative course.

Attributes: COGS Related Courses PHLH Statistics Courses

LEC Section: 01 MWF 11:00 am - 11:50 am Mihai Stoiciu

Spring 2025

LEC Section: 01 MWF 9:00 am - 9:50 am Anna M. Plantinga

STAT 161 (F)(S) Introductory Statistics for Social Science (QFR)

This course will cover the basics of modern statistical analysis with a view toward applications in the social sciences. Topics include exploratory data analysis, linear regression, basic statistical inference, and elements of probability theory. The course focuses on the application of statistical tools to solve problems, to make decisions, and the use of statistical thinking to understand the world.

Requirements/Evaluation: Weekly homework, quizzes, two midterms and a final exam (midterms include take-home components), and a data analysis project. Students will need to become familiar with the statistical software STATA.

Prerequisites: MATH 130 (or equivalent); not open to students who have completed STAT 101 or equivalent

Enrollment Limit: 40

Enrollment Preferences: Economics majors, sophomores

Expected Class Size: 40

Grading: yes pass/fail option, no fifth course option

Unit Notes: Students with calculus background should consider STAT 201. Students without any calculus background should consider STAT 101. Students with AP Stat 4 or 5 should consider Stat 202. Please refer to the placement chart on the Math&Stat department website for more information.

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: Reasoning with data

Attributes: PHLH Statistics Courses

Fall 2024

LEC Section: 01 MWF 9:00 am - 9:50 am Duncan A. Clark

LEC Section: 02 MWF 11:00 am - 11:50 am Duncan A. Clark

Spring 2025

LEC Section: 01 MWF 10:00 am - 10:50 am Duncan A. Clark

LEC Section: 02 MWF 12:00 pm - 12:50 pm Duncan A. Clark

STAT 197 (F) Independent Study: Statistics

Directed 100-level independent study in Statistics.

Requirements/Evaluation: decided by the department

Prerequisites: permission of department

Enrollment Limit: 20

Enrollment Preferences: decided by the department

Expected Class Size: 1

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3)

Not offered current academic year

STAT 198 (S) Independent Study: Statistics

Directed 100-level independent study in Statistics.

Requirements/Evaluation: decided by the department

Prerequisites: permission of department

Enrollment Limit: 20

Enrollment Preferences: decided by the department

Expected Class Size: 1

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3)

Not offered current academic year

STAT 201 (F)(S) Statistics and Data Analysis (QFR)

Statistics can be viewed as the art and science of turning data into information. Real world decision-making, whether in business or science, is often based on data and the perceived information it contains. Sherlock Holmes, when prematurely asked the merits of a case by Dr. Watson, snapped back, "Data, data, data! I can't make bricks without clay." In this course, we will study the basic methods by which statisticians attempt to extract information from data. These will include many of the standard tools of statistical inference such as hypothesis testing, confidence intervals, and linear regression as well as exploratory and graphical data analysis techniques. This is an accelerated introductory statistics course that involves computational programming and incorporates modern statistical techniques.

Requirements/Evaluation: weekly homework and projects, midterm exams, and a final exam.

Prerequisites: MATH 150 or equivalent; not open to students who have completed STAT 101 or STAT 161 or equivalent

Enrollment Limit: 40

Enrollment Preferences: Prospective Statistics majors, students for whom the course is a major prerequisite, and seniors

Expected Class Size: 40

Grading: yes pass/fail option, yes fifth course option

Unit Notes: Students with AP Stat 4/5 or STAT 101/161 should enroll in STAT 202. Students with no calc or stats background should enroll in STAT 101. Students with MATH 140 but no statistics should enroll in STAT 161.

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: Students will learn to choose, carry out, interpret, and communicate analyses of data.

Attributes: COGS Related Courses PHLH Statistics Courses

Fall 2024

LEC Section: 01 TF 1:10 pm - 2:25 pm Elizabeth M. Upton

Spring 2025

LEC Section: 01 TF 1:10 pm - 2:25 pm Elizabeth M. Upton

STAT 202 (F)(S) Introduction to Statistical Modeling (QFR)

Data come from a variety of sources: sometimes from planned experiments or designed surveys, sometimes by less organized means. In this course we'll explore the kinds of models and predictions that we can make from both kinds of data, as well as design aspects of collecting data. We'll focus on model building, especially multiple regression, and talk about its potential to answer questions about the world -- and about its limitations. We'll emphasize applications over theory and analyze real data sets throughout the course.

Requirements/Evaluation: Homework problems; quizzes; exams; a final project (on a topic that interests you!). Participation matters! Engagement with your peers is an important part of learning, of being a statistician in the Real World...and of your evaluation in this course. While your assignments will be submitted (and graded) individually, you'll be responsible for giving and receiving peer feedback, contributing to class discussions, and working together with classmates on practice problems.

Prerequisites: MATH 140 and STAT 101/161/201/AP Statistics 4/5, or permission of instructor.

Enrollment Limit: 40

Enrollment Preferences: Prospective Statistics majors and more senior students

Expected Class Size: 25

Grading: yes pass/fail option, yes fifth course option

Unit Notes: Students with a 4 on the AP Stats exam should contact the department for proper placement. Students with STAT 201 are strongly encouraged to take STAT 346 or other 300-level statistics electives.

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: This course uses mathematical tools and computing programs to create models, make predictions, assess uncertainty, and describe data. We'll also emphasize choosing appropriate mathematical tools and interpreting their results in a real-world context.

Attributes: PHLH Statistics Courses

Fall 2024

LEC Section: 01 TR 8:30 am - 9:45 am Anna C. Neufeld

LEC Section: 02 TR 9:55 am - 11:10 am Anna C. Neufeld

Spring 2025

LEC Section: 01 TR 8:30 am - 9:45 am Anna C. Neufeld

LEC Section: 02 TF 1:10 pm - 2:25 pm Xizhen Cai

STAT 297 (F) Independent Study: Statistics

Directed 200-level independent study in Statistics.

Requirements/Evaluation: decided by the department

Prerequisites: permission of department

Enrollment Limit: 20

Enrollment Preferences: decided by the department

Expected Class Size: 1

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3)

Not offered current academic year

STAT 298 (S) Independent Study: Statistics

Directed 200-level independent study in Statistics.

Requirements/Evaluation: decided by the department

Prerequisites: permission of department

Enrollment Limit: 20

Enrollment Preferences: decided by the department

Expected Class Size: 1

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3)

Not offered current academic year

STAT 335 (S) Introduction to Biostatistics and Epidemiology (QFR)

Epidemiology is the study of disease and disability in human populations, while biostatistics focuses on the development and application of statistical methods to address questions that arise in medicine, public health, or biology. This course will begin with epidemiological study designs and core concepts in epidemiology, followed by key statistical methods in public health research. Topics will include multiple regression, analysis of categorical data (two sample methods, sets of 2x2 tables, RxC tables, and logistic regression), survival analysis (Cox proportional hazards model), and if time permits, a brief introduction to regression with correlated data.

Requirements/Evaluation: Evaluation will be primarily based on weekly assignments (regular homework or mini-projects), two midterm exams, and a final exam.

Prerequisites: Stat 201 or Stat 202, or permission of instructor (prior experience should include a working understanding of multiple linear regression, the basics of statistical inference, and R).

Enrollment Limit: 20

Enrollment Preferences: Statistics majors and prospective majors who have not yet taken Stat 346; public health concentrators

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: Students will learn how to choose, implement, and interpret statistical analyses relevant to public health studies.

Attributes: PHLH Statistics Courses

Spring 2025

LEC Section: 01 MWF 12:00 pm - 12:50 pm Anna M. Plantinga

STAT 341 (F)(S) Probability (QFR)

Cross-listings: MATH 341

Secondary Cross-listing

The historical roots of probability lie in the study of games of chance. Modern probability, however, is a mathematical discipline that has wide applications in a myriad of other mathematical and physical sciences. Drawing on classical gaming examples for motivation, this course will present axiomatic and mathematical aspects of probability. Included will be discussions of random variables (both discrete and continuous), distribution and expectation, independence, laws of large numbers, and the well-known Central Limit Theorem. Many interesting and important applications will also be presented, including some from classical Poisson processes, random walks and Markov Chains.

Requirements/Evaluation: homework, classwork, and exams

Prerequisites: MATH 150 and MATH 250 or permission of the instructor

Enrollment Limit: 50

Enrollment Preferences: Priority will be given to Mathematics majors and to Statistics Majors.

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

STAT 341(D3) MATH 341(D3)

Quantitative/Formal Reasoning Notes: This is a 300-level Math/Stat course.

Fall 2024

LEC Section: 01 MWF 12:00 pm - 12:50 pm Mihai Stoiciu

Spring 2025

LEC Section: 01 TR 9:55 am - 11:10 am Steven J. Miller

STAT 342 (S) Introduction to Stochastic Processes (QFR)

Stochastic processes are mathematical models for random phenomena evolving in time or space. Examples include the number of people in a queue at time t or the accumulated claims paid by an insurance company in an interval of time t . This course introduces the basic concepts and techniques of stochastic processes used to construct models for a variety of problems of practical interest. The theory of Markov chains will guide our discussion as we cover topics such as martingales, random walks, Poisson process, birth and death processes, and Brownian motion.

Requirements/Evaluation: weekly homework/labs, classwork, and exams

Prerequisites: STAT 341

Enrollment Limit: 30

Enrollment Preferences: senior Statistics majors

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: This is a statistics class with a focus on mathematical skills and translating real world phenomena into mathematical descriptions.

Spring 2025

LEC Section: 01 TF 2:35 pm - 3:50 pm Elizabeth M. Upton

STAT 344 (S) Statistical Design of Experiments (QFR)

When you hear the word experiment you might be picturing white lab coats and pipettes, but businesses, especially e-commerce, are constantly experimenting as well. How do you get the most out of both scientific and business investigations? By doing the right experiment in the first place. We'll explore the techniques used to plan experiments that are both efficient and statistically sound. We'll learn how to analyze the data that come from these experiments and the conclusions we can draw from that analysis. We'll look at both classical tools like fractional factorial designs as well as optimal design, and see how these two frameworks differ in their philosophy and in what they can do. Throughout the course, we'll make extensive use of both R and JMP software to work with real-world data.

Requirements/Evaluation: Homework problems--both individual and in groups, midterm, final, and projects (on topics that interest you!).

Prerequisites: STAT 161 or 201 or 202, or equivalent, and Math 140 or equivalent, or permission of instructor

Enrollment Limit: 20

Enrollment Preferences: Statistics majors, seniors, juniors, sophomores, first years

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: This course uses mathematical tools and computing programs to design experiments, analyze their results, and assess their effectiveness. We'll also emphasize choosing appropriate mathematical tools and interpreting their results in a real-world context.

Spring 2025

LEC Section: 01 MWF 10:00 am - 10:50 am Richard D. De Veaux

STAT 346 (F)(S) Regression Theory and Applications (QFR)

This course focuses on the building of empirical models through data in order to predict, explain, and interpret scientific phenomena. Regression modeling is the most widely used method for analyzing and predicting a response data and for understand the relationship with explanatory variables. This course provides both theoretical and practical training in statistical modeling with particular emphasis on simple linear and multiple regression, using R to develop and diagnose models. The course covers the theory of multiple regression and diagnostics from a linear algebra perspective with emphasis on the practical application of the methods to real data sets. The data sets will be taken from a wide variety of disciplines.

Requirements/Evaluation: Weekly homework, quizzes, theory and data analysis exams, and final course project.

Prerequisites: MATH/STAT 341, MATH 250, and at least one of STAT 201 or 202. Or permission of the instructor.

Enrollment Limit: 30

Enrollment Preferences: Statistics Majors

Expected Class Size: 20

Grading: yes pass/fail option, no fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: This course prepares students in the use of quantitative methods for the modeling, prediction and understanding of scientific phenomena.

Fall 2024

LEC Section: 01 TR 9:55 am - 11:10 am Xizhen Cai

Spring 2025

STAT 355 (F) Multivariate Statistical Analysis (QFR)

To better understand complex processes, we study how variables are related to one another and how they work in combination. In addition, we want to make inferences about more than one variable at a time. Elementary statistical methods might not apply. In this course, we study the tools and the intuition that are necessary to analyze and describe such datasets with more than multiple variables. Topics covered will include data visualization techniques for data sets with more variables, clustering algorithms, parametric and non-parametric techniques to estimate joint distributions, techniques for combining variables, performing dimension reduction, and making inferences.

Requirements/Evaluation: Homework, projects, quizzes, and exams.

Prerequisites: MATH 250, and STAT 346 or permission of instructor

Enrollment Limit: 15

Enrollment Preferences: Juniors/seniors

Expected Class Size: 10

Grading: yes pass/fail option, no fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: It is an advanced statistics class with prerequisites that are QFR courses

Fall 2024

LEC Section: 01 TF 1:10 pm - 2:25 pm Xizhen Cai

STAT 356 (F) Time Series Analysis (QFR)

Time series -- data collected over time -- crop up in applications from economics to engineering to transit. But because the observations are generally not independent, we need special methods to investigate them. This course will include exploratory methods and modeling for time series, including descriptive methods and checking for significance, and a foray into the frequency domain. We will emphasize applications to a variety of real data, explored using R.

Requirements/Evaluation: Evaluation is primarily based on quizzes and projects (on topics that interest you!). You'll be given the opportunity to assess your own work and resubmit/reattempt assignments as you gain mastery of a topic. Participation matters! Engagement with your peers is an important part of learning, of being a statistician in the Real World...and of your evaluation in this course. While most assignments will be submitted (and graded) individually, you'll be responsible for giving and receiving peer feedback, contributing to live and online discussions, and working together with classmates on practice problems.

Prerequisites: STAT 346 (may be taken concurrently) or permission of instructor

Enrollment Limit: 15

Enrollment Preferences: Statistics majors, seniors

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: This course uses mathematical tools and computing programs to create models, make predictions, assess uncertainty, and describe data. We'll also emphasize choosing appropriate mathematical tools and interpreting their results in a real-world context.

Not offered current academic year

STAT 360 (F) Statistical Inference (QFR)

How do we estimate unknown parameters and express the uncertainty we have in our estimate? Is there an estimator that works best? Many topics from introductory statistics such as random variables, the central limit theorem, point and interval estimation and hypotheses testing will be revisited and put on a more rigorous mathematical footing. The focus is on maximum likelihood estimators and their properties. Bayesian and computer intensive resampling techniques (e.g., the bootstrap) will also be considered.

Requirements/Evaluation: Homework, Quizzes, Exams

Prerequisites: MATH 250, STAT 201 or 202, STAT 341

Enrollment Limit: 15

Enrollment Preferences: Statistics majors

Expected Class Size: 15

Grading: no pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: A rigorous mathematical course laying the foundation for reasoning with data

Fall 2024

LEC Section: 01 MWF 10:00 am - 10:50 am Richard D. De Veaux

STAT 365 (S) Bayesian Statistics (QFR)

The Bayesian approach to statistical inference represents a reversal of traditional (or frequentist) inference, in which data are viewed as being fixed and model parameters as unknown quantities. Interest and application of Bayesian methods have exploded in recent decades, being facilitated by recent advances in computational power. We begin with an introduction to Bayes' Theorem, the theoretical underpinning of Bayesian statistics which dates back to the 1700's, and the concepts of prior and posterior distributions, conjugacy, and closed-form Bayesian inference. Building on this, we introduce modern computational approaches to Bayesian inference, including Markov chain Monte Carlo (MCMC), Metropolis-Hastings sampling, and the theory underlying these simple and powerful methods. Students will become comfortable with modern software tools for MCMC using a variety of applied hierarchical modeling examples, and will use R for all statistical computing.

Requirements/Evaluation: weekly homework and exams

Prerequisites: MATH/STAT 341 and STAT 346, or permission of instructor

Enrollment Limit: 20

Enrollment Preferences: juniors and seniors, Statistics majors, students who have taken STAT 360

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: This course utilizes mathematics and computer-based tools for the Bayesian approach for analyzing data and making statistical inferences.

Not offered current academic year

STAT 372 (S) Longitudinal Data Analysis (QFR)

This course explores modern statistical methods for drawing scientific inferences from longitudinal data, i.e., data collected repeatedly on experimental units over time. The independence assumption made for most classical statistical methods does not hold with this data structure because we have multiple measurements on each individual. Topics will include linear and generalized linear models for correlated data, including marginal and random effect models, as well as computational issues and methods for fitting these models. As time permits, we will also investigate joint modeling of longitudinal and time-to-event data. We will consider many applications in the social and biological sciences.

Requirements/Evaluation: Weekly homework, midterm exams, a final exam, and a data analysis project

Prerequisites: STAT 346 (and an appropriate introductory statistics course, typically STAT 201 or 202)

Enrollment Limit: 20

Enrollment Preferences: junior and senior Statistics majors

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: The course will cover a variety of statistical analysis methods for longitudinal data.

Attributes: PHLH Statistics Courses

Not offered current academic year

STAT 397 (F) Independent Study: Statistics

Directed independent study in Statistics.

Prerequisites: permission of department

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3)

Not offered current academic year

STAT 398 (S) Independent Study: Statistics

Directed independent study in Statistics.

Prerequisites: permission of department

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3)

Not offered current academic year

STAT 440 (S) Categorical Data Analysis (QFR)

This course focuses on methods for analyzing categorical response data. Traditional tools of statistical data analysis for continuous response data are not designed to handle such data and pose inappropriate assumptions. We will develop methods specifically designed to address the discrete nature of the observations and consider many applications in the social and biological sciences as well as in medicine, engineering and economics. The first part of the course will discuss statistical inference for parameters of categorical distributions and arising in contingency tables. The longer second part will focus on statistical modeling via generalized linear models for binary, multinomial, ordinal and count response variables, using maximum likelihood.

Requirements/Evaluation: Class participation and performance on exams, homework, and a project.

Prerequisites: STAT 346 and STAT 360

Enrollment Limit: 15

Enrollment Preferences: seniors and statistics majors

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: Arguing with data.

Attributes: PHLH Statistics Courses

Not offered current academic year

STAT 442 (S) Statistical Learning and Data Mining (QFR)

In both science and industry today, the ability to collect and store data can outpace our ability to analyze it. Traditional techniques in statistics are often unable to cope with the size and complexity of today's data bases and data warehouses. New methodologies in Statistics have recently been developed, designed to address these inadequacies, emphasizing visualization, exploration and empirical model building at the expense of traditional hypothesis testing. In this course we will examine these new techniques and apply them to a variety of real data sets.

Class Format: Students cannot take both STAT 315 and STAT 442. Only one of the two can be taken for credit.

Requirements/Evaluation: class participation, weekly homework, exams and an end-of-term project

Prerequisites: MATH/STAT 341 and STAT 346, or permission of instructor

Enrollment Limit: 20

Enrollment Preferences: Statistics majors, juniors and seniors. Students cannot take both STAT 315 and STAT 442. Only one of the two can be taken for credit.

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: This is an advanced statistics class involving theory and application of statistical methods to data.

Spring 2025

LEC Section: 01 MR 2:35 pm - 3:50 pm Anna C. Neufeld

STAT 458 (F) Generalized Linear Models- Theory and Applications (QFR)

This course will explore generalized linear models (GLMs)--the extension of linear models, discussed in Stat346, to response variables that have specific non-normal distributions, such as counts and proportions. We will consider the general structure and theory of GLMs and see their use in a range of applications. As time permits, we will also examine extensions of these models for clustered data such as mixed effects models and generalized estimating equations.

Requirements/Evaluation: Weekly homework consisting of theoretical exercises and data analyses carried out in R. Short frequent quizzes and one midterm (with an in-class and take-home component). Final project and final exam.

Prerequisites: STAT 346, or permission of instructor

Enrollment Limit: 20

Enrollment Preferences: Seniors and Statistics majors

Expected Class Size: 10

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: This is an intensive statistics course, involving theoretical and mathematical reasoning as well as the application of mathematical ideas to data using software.

Fall 2024

LEC Section: 01 TF 2:35 pm - 3:50 pm Elizabeth M. Upton

STAT 465 (S) Bayesian Statistics (QFR)

Prior knowledge being constantly updated by empirical observations -- the essence of Bayesian thinking provides a natural, intuitive, and more importantly, mathematically sounded, probabilistically principled way to characterize the process of learning. With some of its key ideas formulated based on Bayes' Theorem dating back to 18th century, Bayesian inference is one of oldest schools of statistics (more than a century earlier than the Frequentist!). Yet it was not until the recent developments in sampling algorithms and computational powers that Bayesian inference gained its revival. Bayesian, and Bayesian-based methods, with their flexibilities in modeling (generative) process of data, interpretability with posterior probability statements, and coherent principles to incorporate empirical evidence a priori, have played key roles in modern data analysis, especially for those "big data" with enhanced complexity and connectivity. This course is designed to provide students a comprehensive understanding to what is Bayesian and the how's and why's. Students will be introduced to classic Bayesian models, basic computational algorithms/methods for Bayesian inference, as well as their applications in various fields, and comparisons with classic Frequentist methods. As Bayesian inference finds its roots and merits particularly in application, this course puts great emphasis on enhancing students' skills in statistical computation (mostly with R) and data analysis.

Requirements/Evaluation: Homework, exams, and project

Prerequisites: MATH/STAT 341, STAT 346, and STAT 360, or permission of instructor

Enrollment Limit: 20

Enrollment Preferences: seniors, Statistics majors

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: This course utilizes mathematics and computer-based tools for the Bayesian approach for analyzing data and making statistical inferences.

Not offered current academic year

STAT 493 (F)(S) Senior Thesis: Statistics

Each student carries out an individual research project under the direction of a faculty member that culminates in a thesis. See description under *The Degree with Honors in Statistics*.

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3)

Fall 2024

HON Section: 01 TBA Richard D. De Veaux

Spring 2025

HON Section: 01 TBA Richard D. De Veaux

STAT 494 (S) Senior Thesis: Statistics

Each student carries out an individual research project under the direction of a faculty member that culminates in a thesis. See description under *The Degree with Honors in Statistics*.

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3)

Not offered current academic year

STAT 497 (F)(S) Independent Study: Statistics

Directed independent study in Statistics.

Prerequisites: permission of department

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3)

Fall 2024

IND Section: 01 TBA Richard D. De Veaux

Spring 2025

IND Section: 01 TBA Richard D. De Veaux

STAT 498 (S) Independent Study: Statistics

Directed independent study in Statistics.

Prerequisites: permission of department

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3)

Not offered current academic year

STAT 499 (F)(S) Statistics Colloquium

Statistics senior colloquium. Meets every week for an hour both fall and spring. Senior statistics majors must participate. This colloquium is in addition to the regular four semester-courses taken by all students.

Requirements/Evaluation: delivering a passing talk and participation throughout the year

Prerequisites: Statistics majors must take the colloquium in their senior year

Enrollment Limit: none

Enrollment Preferences: none

Expected Class Size: 25

Grading: non-graded

Distributions: (D3)

Fall 2024

SEM Section: 01 W 1:10 pm - 3:50 pm Richard D. De Veaux

Spring 2025

SEM Section: 01 W 1:10 pm - 3:50 pm Richard D. De Veaux

Winter Study -----

STAT 30 (W) Senior Project: Statistics

To be taken by candidates for honors in Statistics other than by thesis route.

Class Format: senior project

Grading: pass/fail only

Not offered current academic year

STAT 31 (W) Senior Honors Thesis

Statistics senior honors thesis.

Class Format: thesis

Grading: pass/fail only

Not offered current academic year

STAT 99 (W) Indep Study: Statistics

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study

Grading: pass/fail only

Not offered current academic year

MUSIC (Div I)

Chair: Ed Gollin, Professor of Music

- Kris Allen, Lyell B. Clay Artist in Residence in Jazz Activities/Lecturer in Music, Director of the Jazz Ensemble
- Corinna S. Campbell, Associate Professor of Music (on leave Spring 2025)
- Elizabeth Elmi, Assistant Professor of Music
- Matthew A. Gold, Artist in Residence in Percussion and Contemporary Music Performance
- Ed Gollin, Chair and Professor of Music
- Wang Guowei, Artist in Residence in Chinese Music Performance and Director of the Williams College Chinese Music Ensemble
- Joanna Kurkowicz, Lyell B. Clay Artist in Residence, Violin and Concertmaster, Berkshire Symphony
- Anna C. Lenti, Lyell B. Clay Artist in Residence and Director of Choral/Vocal Activities, Lecturer in Music
- James K. Mitchell, Arthur Levitt, Jr. '52 Artist-in-Residence (2024-25)
- Tendai Muparutsa, Artist in Residence in African Music Performance, Lecturer in Music, Director of Zambezi, Co-Director of Kusika
- Ileana Perez Velazquez, Professor of Music (on leave Spring 2025)
- Daniel E. Prindle, Lecturer in Music
- Tim Pyper, Lecturer in Music, Artist Associate in Organ, Harpsichord and Piano, College Organist
- W. Anthony Sheppard, Marylin & Arthur Levitt Professor of Music
- Doris J. Stevenson, Lyell B. Clay Artist in Residence, Piano
- Zachary Wadsworth, Associate Professor of Music
- Sonja G. Wermager, Visiting Assistant Professor of Music (2024-25)

COURSES AND COURSE-NUMBERING

100-level courses are introductory in nature. They aim to acquaint students with a variety of topics in music, ranging from the materials of music (introductory music theory and musicianship) to various musical cultures (African, American, Asian, Caribbean, and European) and styles within those cultures (classical, folk, and popular). Most 100-level courses are designed for the general student and have no prerequisites; they assume no prior musical training, and are open to all students interested in increasing their understanding and appreciation of music. Two exceptions are the specific 100-level music-theory courses that fulfill the Music Theory and Musicianship/Materials and Structures requirement for the music major (MUS 103 and 104): these courses require a working knowledge of musical notation. MUS 103 and 104 are geared to potential majors and students with strong instrumental or vocal background, and are particularly suitable for first-year students interested in taking more advanced courses in music. Students without previous theory and aural skills training are encouraged to enroll in MUS 102, which also counts toward the Materials and Structures requirement of the major for students in the class of 2028 and later.

200-level courses offer students the opportunity to explore a range of more specialized musical topics, from performance, technology, and musicianship-based classes to courses focused on specific styles, periods, composers, and examinations of meaning in music. Most regular 200-level courses have no prerequisites but do require the ability to read music, and are usually open to all students who can do so, regardless of class year. Some 200-level tutorials and writing intensive courses have no prerequisites and do not require the ability to read music, but the workload and more advanced approach to the subject matter makes these courses best suited to sophomores, juniors, and seniors. For students in class years 2025, 2026 and 2027, the two 200-level courses that complete the music theory requirements for the music major (MUS 201 and 202) have prerequisites; these courses are geared to potential majors, majors, and students with strong instrumental or vocal background.

300-level courses are designed for sophomores, juniors, and seniors with a background in instrumental or vocal performance and fluency in reading musical notation to focus on specialized topics. Some 300-level courses are experiential in nature, including performance-based coursework in conducting, composition, arranging, orchestration, and improvisation. Others are advanced courses in music theory and analysis, musicology, or ethnomusicology, taught in a seminar context that emphasizes original research and analysis.

400-level courses are intended for advanced juniors and seniors, usually music majors, wishing to pursue thesis, independent study, or small seminar coursework in composition, theory and analysis, musicology, ethnomusicology, or performance, under the guidance of an individual faculty advisor.

MAJOR (Class of 2028 and beyond)

A minimum of nine courses are required for the major, as detailed below.

MUSICAL MATERIALS AND STRUCTURES:

Four courses are required, which must include MUS 103 and MUS 104. The other two courses may be selected from any of the department's offerings in music theory and analysis, jazz theory and arranging, composition and electronic music.

[MUS 102\(F, S\) LEC Introduction to Music Theory](#)

Taught by: [Ed Gollin, Tim Pyper](#)

[Catalog details](#)

[MUS 103\(F\) LEC Music Theory and Musicianship I](#)

Taught by: [Zachary Wadsworth](#)

[Catalog details](#)

[MUS 104\(S\) LEC Music Theory and Musicianship I](#)

Taught by: [Zachary Wadsworth](#)

[Catalog details](#)

[MUS 110 SEM Electronic Music Genres, a Creative Approach](#)

Taught by: [Ileana Perez Velazquez](#)

[Catalog details](#)

[MUS 201\(F\) LEC Music Theory and Musicianship II](#)

Taught by: [Ileana Perez Velazquez](#)

[Catalog details](#)

[MUS 202\(S\) LEC Music Theory and Musicianship II](#)

Taught by: [Ed Gollin](#)

[Catalog details](#)

[MUS 205\(F, S\) SEM Composition I](#)

Taught by: [Ileana Perez Velazquez, Zachary Wadsworth](#)

[Catalog details](#)

[MUS 206\(F, S\) SEM Composition II](#)

Taught by: [Ileana Perez Velazquez, Zachary Wadsworth](#)

[Catalog details](#)

[MUS 250\(F\) SEM The Musical Language of Louis Armstrong](#)

Taught by: [Kris Allen](#)

[Catalog details](#)

[MUS 252 / AFR 242 LEC Introduction to the Music of John Coltrane](#)

Taught by: [Kris Allen](#)

[Catalog details](#)

[MUS 254 / AFR 254 SEM Bebop: The \(R\)evolution of Modern Jazz](#)

Taught by: [Kris Allen](#)

[Catalog details](#)

[MUS 307\(F, S\) SEM Composition III](#)

Taught by: [Ileana Perez Velazquez, Zachary Wadsworth](#)

[Catalog details](#)

[MUS 308\(F, S\) SEM Composition IV](#)

Taught by: [Ileana Perez Velazquez, Zachary Wadsworth](#)

[Catalog details](#)

MUSIC AND CULTURE:

Four courses are required which must satisfy one of the following three options (the three historical periods referred to below are: pre-1750; 1750 to 1900; 1900 to the present):

Option 1:

Two courses in Ethnomusicology (at least one at the 200-level or higher)

Two courses in Music History (one in any two of the three historical periods and at least one at the 200-level or higher)

Option 2:

Three courses in Music History (one in each of the three historical periods and at least one at the 200-level or higher)

One course in Ethnomusicology

Option 3:

Three courses in Ethnomusicology (at least one at the 200-level or higher)

One course in Music History pre-1900:

Music History: Pre-1750:

[MUS 133 / GBST 132\(S\) SEM Musics of the Spanish Colonial Empire, ca. 1500-1800](#)

Taught by: [Elizabeth Elmi](#)

[Catalog details](#)

[MUS 172 SEM Early Modern Music and Spectacle](#)

Taught by: [Elizabeth Elmi](#)

[Catalog details](#)

[MUS 231\(F\) LEC Music in History I: Music and Culture from Antiquity to 1750](#)

Taught by: [Elizabeth Elmi](#)

[Catalog details](#)

[MUS 234 LEC Soundscapes of Renaissance Europe](#)

Taught by: Benjamin Ory

[Catalog details](#)

[MUS 235 / GBST 231 TUT Music in the Global Middle Ages, ca. 500-1500](#)

Taught by: [Elizabeth Elmi](#)

[Catalog details](#)

Music History: 1750-1900:

[MUS 165 LEC Mozart](#)

Taught by: [Marjorie Hirsch](#)

[Catalog details](#)

[MUS 232\(S\) LEC Music in History II: Classical and Romantic Music](#)

Taught by: TBA

[Catalog details](#)

Music History: 1900-present:

[AMST 366 / AAS 316 Music in Asian American History](#)

Taught by: [W. Anthony Sheppard](#)

[Catalog details](#)

[MUS 119\(F\) LEC Rock and Roll Revolutions, 1950-1999](#)

Taught by: [W. Anthony Sheppard](#)

[Catalog details](#)

[MUS 150 / THEA 150 LEC The Broadway Musical](#)

Taught by: [W. Anthony Sheppard](#)

[Catalog details](#)

[MUS 151\(S\) LEC History of Jazz](#)

Taught by: [Kris Allen](#)

[Catalog details](#)

[MUS 233\(F\) LEC Music in History III: Art Music Since 1900](#)

Taught by: [W. Anthony Sheppard](#)

[Catalog details](#)

[MUS 238\(S\) LEC Music in Modernism](#)

Taught by: [W. Anthony Sheppard](#)

[Catalog details](#)

[MUS 239 / LEAD 239 LEC Music in the Global Cold War](#)

Taught by: [W. Anthony Sheppard](#)

[Catalog details](#)

Ethnomusicology:

[ARAB 214 / MUS 214 / COMP 270 SEM Divas and Dervishes: Introduction to Modern Arab Music and Performance](#)

Taught by: [Nicholas R Mangialardi](#)

[Catalog details](#)

[DANC 201 / AFR 201 / MUS 220\(F\) STU African Dance and Percussion](#)

Taught by: [Sandra Burton](#), [Tendai Muparutsa](#)

[Catalog details](#)

[DANC 202 / AFR 206 / MUS 221\(S\) STU African Dance and Percussion](#)

Taught by: [Sandra Burton](#), [Tendai Muparutsa](#)

[Catalog details](#)

[MUS 111 LEC Music in Global Circulation](#)

Taught by: [Corinna Campbell](#)

[Catalog details](#)

[MUS 112 / ASIA 112\(S\) LEC Musics of Asia](#)

Taught by: [W. Anthony Sheppard](#)
[Catalog details](#)
[MUS 120 / AFR 113 LEC Musics of Africa](#)

Taught by: [Corinna Campbell](#)
[Catalog details](#)
[MUS 125 / DANC 125\(F\) SEM Music and Social Dance in Latin America](#)

Taught by: [Corinna Campbell](#)
[Catalog details](#)
[MUS 177 / WGSS 177 SEM Gender and Sexuality in Music](#)

Taught by: [Corinna Campbell](#)
[Catalog details](#)
[MUS 211 / ANTH 211\(F\) SEM Music, Nationalism, and Popular Culture](#)

Taught by: [Corinna Campbell](#)
[Catalog details](#)
[MUS 323 / THEA 321 / DANC 323 SEM Arts Organizing in Africa and the Diaspora](#)

Taught by: [Corinna Campbell](#)
[Catalog details](#)

MUSICAL PERFORMANCE:

Majors are required to participate in faculty-directed departmental ensembles for at least four semesters, and enroll in partial credit music lessons for at least two semesters.

CAPSTONE:

Any 400-level seminar, 400-level Independent Study course, or second semester of a year-long Honors Thesis course. The capstone requirement may be satisfied in either the Junior or Senior years.

MAJOR (*Class of 2025, 2026 and 2027*)

A minimum of ten courses are required for the major, as detailed below.

Four courses in Music Theory and Musicianship to be taken in sequence:

- Music 103
- Music 104a (Music Theory and Musicianship I) or Music 104b (Jazz Theory and Improvisation I)
- Music 201
- Music 202

Three courses in European and American Music History:

- Music 231
- Music 232
- Music 233

Majors may choose to replace a maximum of one of these three specific courses with a course in music history covering aspects of the same period. The courses that may substitute for MUS 231, 232, and 233 are listed below:

- Music 231: 133, 164, 172, 234, 235 or 261
- Music 232: 143, 146, 165, or 166
- Music 233: 118, 119, 138, 150, 151, 238, 239, 244, 251, 252, 254, or 316

One course in World Music/Ethnomusicology from the following:

Two electives:

One must be taken in the senior year and at the 400-level to serve as a capstone course. The second semester of a year-long honors thesis, MUS 494, will satisfy the 400-level elective requirement; for students in the class of 2024 and subsequent years, Advanced Musical Performance, MUS 491 or 492, will not satisfy the 400-level capstone elective. The other elective may be fulfilled in any semester by any Music course but must be taken in addition to courses selected to satisfy the history, theory, and world music/ethnomusicology requirements detailed above.

Performance:

Majors are required to participate in faculty-directed departmental ensembles for at least four semesters.

Majors must enroll in partial credit music lessons for at least two semesters.

THE DEGREE WITH HONORS IN MUSIC

Three routes provide the opportunity for honors or highest honors consideration in the Music major:

Composition: A Composition thesis must include one major work completed during the senior year supported by a 10- to 15-page discussion of the student's work or analysis of a major 20th century or contemporary work. The student's general portfolio of compositions completed during the junior and senior years will also be considered in determining honors.

Performance: A Performance thesis must include an honors recital given during the spring of the senior year supported by a 15- to 20-page discussion of one or more of the works performed. The student's general performance career will also be considered in determining honors.

History, Theory and Analysis, or Ethnomusicology: A written Historical, Theoretical/Analytical, or Ethnomusicological thesis between 65 and 80 pages in length. A written thesis should offer new insights based on original research. A public oral thesis defense is also required.

In order for a thesis proposal to be approved, a student must have at least a 3.3 GPA in Music courses (this GPA must be maintained in order to receive honors), and must have demonstrated outstanding ability and experience through coursework and performance in the proposed thesis area. Students are encouraged to seek the advice of their potential thesis advisor early in the junior year and no later than the first month of the second semester. A 1- to 2-page proposal written in consultation with the faculty advisor must be received by the Music chair by the end of spring break.

Honors candidates must enroll in Music 493(F)-W31-494(S) during their senior year. A student who is highly qualified for honors work, but is unable to pursue a year-long project for compelling reasons, may petition the department for permission to pursue a WS/one-semester thesis. The standards for evaluating such a thesis remain the same. Completed thesis is due by April 15.

LESSONS

Courses in individual vocal or instrumental instruction are fully subsidized for all students. (See Music 281-288 and Advanced Musical Performance 391, 392, 491, 492). For further information, check the Music Department webpage or contact the Department of Music.

STUDY ABROAD

One study abroad course may satisfy the one free elective requirement for the major, if approved by the department. A second study abroad course might satisfy any one of the specific required courses if the proposed course is clearly equivalent and if the substitution is approved by the department. Majors planning to study abroad should meet with the department chair to propose specific study abroad courses that might be approved to satisfy major requirements under this policy. No more than two courses taken abroad may count toward the major. Music lesson courses and ensemble participation pursued while studying abroad may count toward the performance requirements with approval of the department.

MUS 101 (F) Listening to Music: An Introduction to the Western Classical Tradition

When you listen to music -- on your phone or computer, on the radio, at a concert -- how much do you really hear? This course refines students' listening skills through study of the major composers, styles, and genres of the Western classical tradition. We will explore music from the Baroque, Classical, Romantic, and Modern eras, including works by Bach, Mozart, Beethoven, Chopin, Tchaikovsky, Brahms, Stravinsky, and other composers. Genres to be covered include the symphony, string quartet, sonata, opera, song, and choral music.

Requirements/Evaluation: Grades will be based on weekly GLOW posts, two 2-3 page concert reports, a quiz, and two exams.

Prerequisites: none; intended for non-major students with little or no formal training in music

Enrollment Limit: 19

Enrollment Preferences: first-years, sophomores and any student who expresses a strong interest in the course

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Fall 2024

LEC Section: 01 TR 8:30 am - 9:45 am

MUS 102 (F)(S) Introduction to Music Theory

The course presents an introduction to the materials and structures of music. Through a variety of applied and theoretical exercises and projects, students will develop an understanding of the elements of music (e.g. pitch, scales, triads, rhythm, meter, and their notation) and explore their combination and interaction in the larger-scale organization of works of classical, jazz and popular music (i.e. harmony, counterpoint, form, rhetoric). Practical musicianship skills will be developed through singing, keyboard, and rhythmic exercises in lecture, and through dictation and sight-singing exercises in a weekly aural-skills lab.

Requirements/Evaluation: regular worksheets (1-2 pages), written and applied quizzes, model composition projects, midterm and final exam, participation

Prerequisites: none

Enrollment Limit: 16

Enrollment Preferences: first- and second-year students

Expected Class Size: 16

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Attributes: MUS Materials and Structures

Fall 2024

LEC Section: 01 TR 8:30 am - 9:45 am Ed Gollin

LAB Section: 02 MWF 9:00 am - 9:50 am Daniel E. Prindle

LAB Section: 03 MWF 12:00 pm - 12:50 pm Daniel E. Prindle

Spring 2025

LEC Section: 01 TR 8:30 am - 9:45 am Tim Pyper

LAB Section: 02 MWF 9:00 am - 9:50 am , Daniel E. Prindle

LAB Section: 03 MWF 12:00 pm - 12:50 pm , Daniel E. Prindle

MUS 103 (F) Music Theory and Musicianship I

Students in MUS 103 study some materials, structures, and procedures of tonal music, with a particular emphasis on subjects like tertian harmony, voice leading, counterpoint, rhythm, and form. Baroque chorales will serve as a central resource for this study, as will musical examples from a variety of times and places. Through a combination of keyboard harmony exercises, sight singing, dictation, analysis of musical scores, written exercises, and emulation composition projects, students will develop an intellectual, aural, and embodied understanding of tonal music. *MUS 103 is designed for potential music majors and for students with prior experience interacting with notated music. Students should consult the music department website for information about music theory placement.*

Class Format: In addition to the two lecture meetings each week, the class requires three weekly lab meetings (for keyboard skills, music writing skills, and aural skills).

Requirements/Evaluation: weekly written work, written and applied quizzes, and midyear and final emulation composition projects

Prerequisites: MUS 102, music theory placement test, or satisfactory performance on an Advanced Placement Examination

Enrollment Limit: 16

Enrollment Preferences: first-years, potential Music majors, and those with strong musicianship backgrounds

Expected Class Size: 16

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Attributes: MUS Materials and Structures

Fall 2024

LEC Section: 01 TR 11:20 am - 12:35 pm Zachary Wadsworth

LAB Section: 02 MWF 10:00 am - 10:50 am Zachary Wadsworth, Tim Pyper, Daniel E. Prindle

LAB Section: 03 MWF 11:00 am - 11:50 am Tim Pyper, Daniel E. Prindle, Zachary Wadsworth

MUS 104 (S) Music Theory and Musicianship I

Music 104 continues and expands the study of tonal music begun in Music 103, focusing particularly on counterpoint, seventh and ninth chords, larger musical forms, and chromatic harmony. The study of these topics is reinforced by musical analysis, written exercises, and emulation composition projects, as well as by applied musicianship work that includes exercises in sight singing, dictation, and keyboard harmony. *MUS 104 is designed for potential music majors and for students with prior experience interacting with notated music. Students should consult the music department website for information about music theory placement.*

Class Format: lecture two days a week; lab meetings (for keyboard skills, music writing skills, and ear training) three days a week

Requirements/Evaluation: weekly written work, written and applied quizzes, and midterm and final emulation composition projects

Prerequisites: MUS 103 or music theory placement test

Enrollment Limit: 16

Enrollment Preferences: first-year students, potential or declared Music majors, and those with strong musicianship backgrounds

Expected Class Size: 16

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Attributes: MUS Materials and Structures

Spring 2025

LEC Section: 01 TR 11:20 am - 12:35 pm Zachary Wadsworth

LAB Section: 02 MWF 10:00 am - 10:50 am Zachary Wadsworth, Tim Pyper, Daniel E. Prindle

LAB Section: 03 MWF 11:00 am - 11:50 am Zachary Wadsworth, Tim Pyper, Daniel E. Prindle

MUS 105 (S) Jazz Theory and Improvisation I

Cross-listings: AFR 212

Primary Cross-listing

The theory and application of basic harmonic structures and rhythmic language used in jazz performance. An introductory level course to the practice of jazz improvisation. Blues forms, modal compositions, diatonic progressions, secondary and substitute dominant chords, modulations. This is a performance practice course appropriate for students with basic skill on their instrument and some theoretical knowledge including all key signatures, major/minor keys and modes, intervals, triads and basic seventh chords and their functions within keys. Vocalists and drummers will be encouraged to study the piano; all students will complete jazz-specific piano and percussion lab assignments. Pianists, guitarists and bassists should be able to sight read chords on a jazz lead sheet.

Class Format: alternates between lecture style exposition of theoretical topics and a master class where students will perform and be evaluated on assigned repertoire

Requirements/Evaluation: Weekly assignments, (e.g. performance of exercises and repertoire, analysis) a midterm, a transcription project and the end of semester concert. Jazz piano and drum labs. Assignments from aural skills labs.

Prerequisites: MUS 103 or permission of instructor; musical literacy required as per above description; private study on student's individual instruction strongly encouraged

Enrollment Limit: 12

Enrollment Preferences: Prospective Music majors, then Jazz Ensemble members, then Music majors

Expected Class Size: 12

Grading: no pass/fail option, yes fifth course option

Unit Notes: this course will share aural skills labs (but not piano labs) with MUS 104a; students considering taking this course should consult the lab times and plan their schedules accordingly

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 212(D2) MUS 105(D1)

Attributes: EXPE Experiential Education Courses

Not offered current academic year

MUS 106 (S) Skills for Singing

Skills for Singing is a course designed for students who wish to develop their skills in vocal technique and reading music. Students will be given an introduction to vocal technique and physiology through vocalises, repertoire, analysis, and studio class sessions. They will engage in group singing and solo presentation in a collaborative, master-class setting. They will also build knowledge of western music notation through basic music theory, score-reading, and sight-singing. Upon completion of the class, interested students will have established the foundational skills necessary to sing more confidently in both solo and ensemble environments.

Requirements/Evaluation: Reading and listening assignments, daily sight-singing practice and vocal exercises, music theory written assignments, musical preparation of solos, final presentation of prepared solo as part of a class recital.

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: Interested students will be asked to submit answers to a short survey regarding their experience and goals. Preference given to underclassmen and those who have auditioned unsuccessfully for choir and/or voice lessons.

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Spring 2025

SEM Section: 01 MWF 11:00 am - 11:50 am Anna C. Lenti

MUS 110 (S) Electronic Music Genres, a Creative Approach

In this course, students will study the theoretical and practical fundamentals of audio technology, MIDI production, sound design, and interactive composition. Students are not required to have any background in Music Technology. We will start by covering the basics of Electronic Music but the class will move at a fast pace covering more advance subjects in a short period of time. We will go over concepts of Physics acoustic, MIDI (sequencing, etc), Sound editing, Digital Signal Processing Effects, Sound Synthesis, and Interactive electronic music composition using Ableton Live, Max4Live, as well as Max MSP for students to learn how to program their own virtual synthesizers and/ or algorithmic composition to create interactive music in real time. Electronic Music Composition is a central part of the class. Students can choose any aesthetic of their choice for the composition projects, since the the focus of the class is on teaching students the technological tools to create the music of their choice. Students will be encouraged to mix different styles of music creating fusion.

Requirements/Evaluation: Four fusion composition projects and weekly presentation of students mini-projects focused on the electronic music techniques studied in class, and based on student research of musical styles chosen for their projects.

Prerequisites: One of the following: MUS 102, MUS 103, or permission of instructor for those students that have taken music lessons in their previous school: please contact iperez@williams.edu

Enrollment Limit: 8

Enrollment Preferences: Music majors, students with previous experience in Music.

Expected Class Size: 8

Grading: no pass/fail option, yes fifth course option

Distributions: (D1)

Not offered current academic year

MUS 111 (F) Music in Global Circulation (DPE)

This course introduces a variety of musical genres and practices from around the world, alongside a discussion of the processes and politics of their global circulation. Through learning about a combination of contemporary styles and longstanding musical traditions spanning a broad geographical range, students will develop a working knowledge of musical terms, concepts, and influential musicians. Beyond engaging with music's sound and structure, we will address its capacity to express personal and group identity, and its ability to both reflect and shape broader social ideas and

circumstances. In particular, we will consider music's global circulation, and how its contents and meanings reflect those processes. Genres covered in the course vary intermittently but often include: "throat singing" genres in Tuva and Sardinia, Zimbabwean mbira and Chimurenga music, Argentine Tango, Ghanaian azonto and highlife, Balinese gamelan, and North Indian classical music. No prior musical training is required.

Requirements/Evaluation: class attendance and participation, regular short assignments/study questions, three 5-7 page written assignments, and an 8-10 page final paper

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: current or prospective majors in Music, upperclassmen.

Expected Class Size: 20

Grading: no pass/fail option, yes fifth course option

Distributions: (D1) (DPE)

Difference, Power, and Equity Notes: Not only are students exposed to a wide range of musical material from across the globe, they also consider how music becomes meaningful and powerful in light of local contexts and the politics of circulation. Discussions and written assignments address issues including gender identity, economic disparity, the politics of cultural preservation, and music's potential in situations of political unrest.

Attributes: MUS World Music/Ethnomusicology

Not offered current academic year

MUS 112 (S) Musics of Asia

Cross-listings: ASIA 112

Primary Cross-listing

This course offers an introduction to the great diversity of Asian music. Our survey will span from East Asia (China, Korea, and Japan) to Southeast Asia (Thailand and Indonesia) to the Indian subcontinent, Central Asia (Tibet and Afghanistan), to the Middle East (Iran and the Arabian peninsula), and will end with the extension of Asian music across North Africa and into Eastern Europe. Within this broad survey, we will focus on selected and representative musical cultures and genres. In each section of the course, aspects of cultural context (including music's function in religious life and its relationship to the other arts), will be emphasized. While our focus will be on the traditional and classical musics of these cultures, we will also consider the current musical scene. Encounters with this music will include attendance at live performances when possible.

Class Format: lecture/discussion

Requirements/Evaluation: evaluation will be based on four tests and two papers

Prerequisites: none; no musical experience necessary

Enrollment Limit: 20

Enrollment Preferences: if overenrolled preference will be given to sophomores and juniors

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

MUS 112(D1) ASIA 112(D1)

Attributes: GBST East Asian Studies MUS Ethnomusicology

Spring 2025

LEC Section: 01 MR 1:10 pm - 2:25 pm W. Anthony Sheppard

MUS 119 (F) Rock and Roll Revolutions, 1950-1999

This course will trace the history of rock music from the 1950s to the end of the 20th century, focusing on those musicians who revolutionized the genre in various periods. Such "revolutions" are discovered in the use of new sounds and musical forms, in the relationship between lyrics and musical setting, and in the conception of rock's role in society. Three objectives will underpin our studies: to develop listening skills with music that one often hears, but perhaps rarely listens to intently; to determine in what ways popular music can be interpreted as reflecting and shaping its cultural context,

particularly in terms of race and gender; and to encounter the work of several of the more innovative musicians in the history of rock.

Requirements/Evaluation: evaluation will be based on two tests, two papers, and a final exam

Prerequisites: no musical background assumed

Enrollment Limit: 80

Enrollment Preferences: random selection

Expected Class Size: 80

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Attributes: MUS Music History: 1900-Present

Fall 2024

LEC Section: 01 TR 9:55 am - 11:10 am W. Anthony Sheppard

MUS 120 (F) Musics of Africa

Cross-listings: AFR 113

Primary Cross-listing

This course introduces musical traditions spanning the geographical breadth of continental Africa. We will prioritize hands-on experience and musical practice, critical listening, and deep social and political contextualization as strategies of musical engagement. Following an introductory exploration of overarching aesthetic and social trends in African musical practice, the course will then focus on 3-4 geographically rooted case studies, allowing us to discuss how different musical practices and subcultures (featuring traditional, contemporary, and popular forms) interrelate in a musical soundscape. The geographical focus of the case studies may vary but previous case studies have included: Ghana, Zimbabwe, Ethiopia, Egypt, Mali and the Democratic Republic of Congo.

Class Format: discussion

Requirements/Evaluation: grade based on attendance and participation, one synthesizing assignment at the end of each unit (for instance a 5-7 pg. paper, a podcast or performance-oriented assignment, an album review or curated listening list) and an 8-10pg final paper.

Prerequisites: no prerequisites: prior musical background is not essential for this class

Enrollment Limit: 20

Enrollment Preferences: current or prospective majors in Music and Africana Studies, seniors.

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 113(D2) MUS 120(D1)

Attributes: GBST African Studies MUS World Music/Ethnomusicology

Not offered current academic year

MUS 125 (F) Music and Social Dance in Latin America (DPE)

Cross-listings: DANC 125

Primary Cross-listing

This course offers a full-spectrum introduction to a number of Latin American social dance forms, including samba, salsa, tango, and the Suriname Maroon genre, awasa. Through critical listening and viewing assignments, performance workshops, and readings from disciplines spanning ethnomusicology, anthropology, dance studies, Latin American studies and history, students will combine a technical understanding of the musical and choreographic features of these genres with a consideration of their broader contexts and social impact. Among the questions that will drive class discussions are: How do sound and movement interrelate? What aspects of gender, sexuality, class, race and ethnicity arise in the performance and consumption of Latin American genres of social dance? How do high political, economic, and personal stakes emerge through activities more commonly associated with play and leisure? This class is driven by academic inquiry into these various social dance practices; it does not prioritize

gaining performance skills in the genres discussed. While there will be experiential components included throughout the course (for instance music or dance workshops), the majority of the class will be conducted in a discussion/seminar format. While the ability to read musical notation is helpful, it is not required.

Class Format: seminar/studio

Requirements/Evaluation: Regular short assignments, three 5-7 page papers, final project or paper (10-12pgs)

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: upperclassmen, majors in music, dance, Latino/a studies.

Expected Class Size: 20

Grading: no pass/fail option, yes fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

MUS 125(D1) DANC 125(D1)

Difference, Power, and Equity Notes: Together, the music and dance genres discussed here indicate the diversity of social dance practices within Latin America, broadly conceived. Each unit of the course delves into aspects of political, historical, and cultural context and their resonance within the realm of music and dance. Specific attention is paid to racial and intercultural aspects each genre's formulation, practice, and circulation, as well as the politics of representation in embodied expression.

Attributes: GBST Latin American Studies MUS Ethnomusicology

Fall 2024

SEM Section: 01 MWF 8:30 am - 9:45 am Corinna S. Campbell

MUS 133 (S) Musics of the Spanish Colonial Empire, ca. 1500-1800 (DPE)

Cross-listings: GBST 132

Primary Cross-listing

With territories around the globe from the Americas to the Philippines to portions of Western Europe, the Spanish colonial empire was, at its height, one of the largest and most expansive in history. This course explores the myriad ways in which Spanish colonial powers influenced, interacted with, and reacted to the musical cultures of the colonized and how indigenous and/or colonized peoples persisted in asserting their musical voices over the course of several centuries--from the time of the Spanish arrival in the Americas (as well as southern Italy and the East Indies) during the fifteenth and sixteenth centuries to the empire's eventual decline in the nineteenth century. We will begin by defining the concepts of "colonialism" and "imperialism" in order to understand how such political and socio-economic power structures developed and attempted to exert control and influence over subjugated populations--and consequently over their music. From there, we will investigate some of the musical developments and repertoires that resulted from these efforts through a series of modules on various territories colonized by Spain, including the Spanish territories of Naples/southern Italy, New Spain, and the Philippines. Coursework will include discussion-based and written responses to weekly readings and listening assignments and small group presentations on a Spanish colonized space not covered in one of the central course modules. The ability to read musical notation is not required.

Class Format: Lecture-discussion

Requirements/Evaluation: Attendance/participation; weekly discussion-leading and informal written forum responses to assigned materials; two close reading/listening papers; and a final collaborative presentation project to be conducted in small groups

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: Preference given to first years and sophomores

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

GBST 132(D2) MUS 133(D1)

Difference, Power, and Equity Notes: The course explores how political and socio-economic power structures exerted control and influence over subjugated populations in the Spanish colonial empire--and consequently over their music, and examines the myriad ways in which Spanish colonial powers influenced, interacted with, and reacted to the musical cultures of the colonized and how indigenous and/or colonized peoples persisted in asserting their musical voices over the course of several centuries

Attributes: MUS Music History: Pre-1750

Spring 2025

SEM Section: 01 TR 9:55 am - 11:10 am Elizabeth G. Elmi

MUS 141 (F) Opera

Cross-listings: THEA 141

Primary Cross-listing

An introduction to the history of opera, from the genre's birth c. 1600 to the present. At various points in its 400-year development, opera has been considered the highest synthesis of the arts, a vehicle for the social elite, or a form of popular entertainment. Opera's position in European cultural history will be a primary focus of our inquiry. We will also study the intriguing relationship between text and music, aspects of performance and production, and the artistic and social conventions of the operatic world. The multidimensional nature of opera invites a variety of analytical and critical perspectives, including those of music analysis, literary studies, feminist interpretations, and political and sociological approaches. Works to be considered include operas by Monteverdi, Lully, Charpentier, Handel, Gluck, Mozart, Rossini, Donizetti, Verdi, Wagner, Bizet, Puccini, Strauss, Berg, Britten, Glass, and Adams.

Class Format: discussion

Requirements/Evaluation: a midterm, a brief paper, an 8-page paper, and a final exam

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: Students with experience in music and/or theater studies.

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

THEA 141(D1) MUS 141(D1)

Not offered current academic year

MUS 143 (F) The Symphony

This course traces the European symphonic tradition from the late eighteenth century through the mid-twentieth century, focusing on works by Mozart, Haydn, Beethoven, Berlioz, Liszt, Mendelssohn, Schumann, Brahms, Dvorak, Mahler, Strauss, and Shostakovich. We will examine developments in musical form and harmony, social contexts for listening, and contemporary aesthetic debates about the nature of genius, the idea of musical tradition, and the narrative capacity of instrumental music.

Class Format: lecture/discussion

Requirements/Evaluation: students will be evaluated on three 3- to 5-page essays, two exams, and short weekly assignments, ability to read music not required

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: first-years and sophomores

Expected Class Size: 10

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Not offered current academic year

MUS 149 (F) The Language of Film Music

Filmmakers have relied on music from the earliest days of silent movies (often accompanied by live musical performance) to our present age of slickly-produced online video. Along the way, trends have arisen (and have been artfully thwarted) in countless film scores, whether constructed from preexisting works or specially crafted by composers like Max Steiner, Duke Ellington, Bernard Herrmann, John Williams, James Horner, Mica Levi, or Björk. In this class, we will look at and listen to films from different times and places, observing which techniques evolved, which have changed very little, and considering when an idea is borrowed and when it might actually be new. We will also discuss the impact this language has on the experience of the viewer, and how film music functions in the wider culture. Assignments will consist of listening/viewing, responding in writing, and re-interpreting film clips with music you will compose or borrow.

Requirements/Evaluation: Evaluations include: several short writing and creative assignments, two quizzes, a midterm essay, and a final creative project.

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: juniors and seniors, or students with experience studying film

Expected Class Size: 25

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Attributes: FMST Core Courses

Fall 2024

LEC Section: 01 MR 2:35 pm - 3:50 pm Zachary Wadsworth

MUS 150 (S) The Broadway Musical (DPE)

Cross-listings: THEA 150

Primary Cross-listing

Named for a specific road but enjoying a global impact, the Broadway musical has intersected with multiple styles and societal concerns over the past century. In this course, we explore the American musical theater's roots and relationship to opera, operetta, vaudeville, minstrelsy, and Tin Pan Alley. Traveling through the genre's history, we will encounter a wide range of musical styles, including ragtime, jazz, rock, and hip hop, and will explore several genre transformations, such as movies made into musicals and musicals into movies. We will develop a range of analytical skills as we investigate connections between choreography, lyrics, music, staging, and production. Throughout the semester, we will consider the genre's representations and reflections of ethnicity, race, sexuality, and class. The syllabus includes representative works by Gilbert and Sullivan, Cohan, Gershwin, Kern, Weill, Rodgers and Hammerstein, Lerner and Loewe, Bernstein, Sondheim, Lloyd Webber, Tesori, and Miranda, with particular focus on such works as Showboat, Oklahoma!, Guys and Dolls, West Side Story, Hair, Rent, and Hamilton.

Class Format: discussion

Requirements/Evaluation: a midterm, a brief paper, an 8-page paper, and a final exam

Prerequisites: none

Enrollment Limit: 30

Enrollment Preferences: Seniors and Juniors and music majors.

Expected Class Size: 30

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

THEA 150(D1) MUS 150(D1)

Difference, Power, and Equity Notes: We will develop skills aimed at analyzing and interpreting how perceptions of race, gender, and class shaped, and were shaped by, Broadway. We will consider the extent to which, for example, blackface minstrelsy and ethnic-based humor persisted and how specific musicals aimed to engage with critical social and political issues throughout the genre's history. Musicals have played a major role in the contested and ongoing endeavor to define "America."

Not offered current academic year

MUS 151 (S) History of Jazz

"There are only three things that America will be remembered for 200 years from now when they study the civilization: The Constitution, Jazz Music and Baseball. These are the three most beautiful things this culture's ever created."--(Gerald Early) Jazz is the most common name for a great African American Art form that still defies definition. Over the past century this elastic tradition has laid down firm roots for numerous other American and World musics, while itself in the throes of a seemingly permanent identity crisis. Jazz is perennially declared dead or dying yet consistently summoned by advertisers to lend vitality and sex appeal to liquor or automobiles. By any name and regardless of its health status, jazz has a rich history of conservative innovators, at once restless and reverent, who made fascinating leaps of creativity out of inspiration or necessity. This "listening intensive" class will look at the past century of jazz music through ideas, "what-if" questions and movements that changed the way the music was created, presented and perceived. Both musical concepts (such as syncopation and cross instrumental-influence) and cultural connections (racial, technological and economic) will be examined, giving us freedom to link similar kinds of musical thought across disparate settings and decades. Our inquiry will include (but not be limited to) the lives and music of Louis Armstrong, Fletcher Henderson, Mary Lou Williams, Duke Ellington, Charlie Parker, Thelonious Monk, Dizzy Gillespie, Art Blakey, John Lewis, Miles Davis, John Coltrane, and Wayne Shorter.

Requirements/Evaluation: Regular reading and listening assignments; 4 quizzes, midterm, final, one 5-6 page paper

Prerequisites: none

Enrollment Limit: 30

Enrollment Preferences: Music Majors

Expected Class Size: 30

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Attributes: AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora MUS Music History: 1900-Present

Spring 2025

LEC Section: 01 TR 11:20 am - 12:35 pm Kris Allen

MUS 165 (F) Mozart

This course will examine the extraordinary life and musical genius of Wolfgang Amadeus Mozart. Through lectures, discussion, readings, and guided listening, students will gain appreciation of Mozart's classical compositional style and familiarity with many of his greatest works. Among the topics we will explore are Mozart's pivotal position as a musician in Viennese society; his childlike nature and exquisite artistry; his relationship with his domineering father Leopold; his ties to Haydn and Beethoven; and the myths about Mozart, including that he was murdered by Salieri, that arose in the over two centuries since his death.

Class Format: discussion

Requirements/Evaluation: class participation, two 5-6 page papers, a midterm exam, and a final exam

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: students with demonstrated interest in music

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Not offered current academic year

MUS 172 (F) Early Modern Music and Spectacle

Nuns, shepherds, demi-gods, tyrants, warriors, angels, and saints. No matter what story you tell, spectacle is never just spectacle. Whether in an opera, a pageant, or a comic play, the costumes, stage machinery, and visual effects are deeply encoded with political, religious, and cultural meanings. In this course, we will explore how music and spectacle worked together to create complex layers of meaning in various cultural contexts

throughout the late medieval and early modern world (ca. 1400-1750). In doing so, we will consider how the magnificent representations of aristocratic, imperial, and colonial power central to such dramatic performances reveal wider cultural issues of gender, race, and religion. The course structure will follow a series of thematic modules, each addressing several case studies, on topics such as colonial power, women and madness, religious fervor, political propaganda, and patronage. Each week, students will take an active role in analyzing, discussing, and presenting on these topics and their related case studies both in and outside of class. For the final project, students will work in groups to develop fictional podcast interviews between historical spectators of an early modern musical-dramatic performance of their choosing. The ability to read musical notation is not required

Class Format: lecture-discussion

Requirements/Evaluation: Attendance/participation; weekly discussion-leading and written informal forum responses to assigned materials; two close reading/listening papers; and a semester-long group podcasting project

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: preference given to first years and sophomores

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Not offered current academic year

MUS 176 (F) Protest Song

What's in a song? And how might it connect to our disparate cultures, politics, and identities? Throughout history, the genre of song has been a compelling mode of self-expression. It encodes specific elements of identity, emotion, history, and culture by combining the power of lyric poetry with that of the human voice. It is no wonder, then, that it has also functioned as a primary vehicle for expressions of political resistance, protest, and dissent within a range of socio-cultural movements around the world. In this course, we will consider the fundamental question of what makes a song a protest song. We will begin by defining key ideas of resistance and protest within music more broadly. We will then go on to consider what kinds of socio-political meaning can be encoded within a song through its lyrics, musical composition, and performance style. To that end, the class will spend the semester investigating a series of case studies from around the world in historical context, including examples from southern Italy, Mexico, South Korea, Egypt, Ireland, South Africa, and the United States. Examples will include songs by well-known figures such as Big Mama Thornton, Janis Joplin, Kendrick Lamar, Bob Dylan, Umm Kulthum, and Roberto Murolo, as well as anonymous examples from traditions like the Mexican *son jarocho*, African American spiritual, Irish rebel song, classic Neapolitan song, and South Korean protest song. In addition to weekly reading and listening assignments, students will spend the semester creating curated playlists of songs associated with socio-cultural movements of political protest, resistance, and/or dissent to be presented and discussed during the final week of class.

Class Format: lecture-discussion

Requirements/Evaluation: Attendance/participation; weekly discussion-leading and informal written forum responses to assigned materials; two close reading/listening papers; and a curated playlist of songs with accompanying liner notes to be presented and discussed during the final week of class.

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: Preference given to first years and sophomores

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Fall 2024

LEC Section: 01 TR 9:55 am - 11:10 am Elizabeth G. Elmi

MUS 177 (S) Gender and Sexuality in Music (DPE)

Cross-listings: WGSS 177

Primary Cross-listing

This course explores key themes in the expression of gender and sexuality through music. It draws from primarily 21st century examples, across cultures and genres, ranging from pop boy bands to Indian bhangra dance to the musical avant-garde. Themes will include: communicating gendered ideals, dance and embodiment, transgressive performances, biography and subjectivity, intersectionality, music and sexual violence, and marketing. We will explore the ways that ideas and identities related to sex and gender are formulated and mobilized in music's performance and consumption. Inevitably, issues of sound and stagecraft intersect with factors such as race, age, and class, further informing these experiences. Students will consider their own processes of identifying and interpreting expressions of gender and sexuality in sound and movement, and contemplate the role of culture and society in informing those interpretations.

Requirements/Evaluation: attendance/participation, intermittent GLOW posts and short assignments (2 pgs or less), midterm project, and either a 12-page final paper or a project with supplementary paper (length to be determined in consultation with the instructor).

Prerequisites: open to all students; familiarity with musical terminology is helpful but not required

Enrollment Limit: 20

Enrollment Preferences: WGSS and MUSC majors/prospective majors

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

MUS 177(D1) WGSS 177(D2)

Difference, Power, and Equity Notes: This course critically examines the ways in which music constructs and reflects gendered and sexual identities in intersectional space. We discuss how normative viewpoints come to be accepted and interpreted as 'natural,' and how musicians and audiences have maneuvered within and against those socio-political expectations. Music and readings span a wide range of sources--elite, popular, counter-cultural; from Euro-American sources to genres hailing from Brazil, Korea, and India.

Attributes: MUS World Music/Ethnomusicology

Not offered current academic year

MUS 179 (S) James Baldwin's Song

Cross-listings: AFR 128 / COMP 129

Secondary Cross-listing

"It is only in his music [. . .] that the Negro in America has been able to tell his story. It is a story which otherwise has yet to be told and which no American is prepared to hear," wrote James Baldwin in *Notes of a Native Son* in 1955. In this course, we strive to listen more closely to racialized experience through James Baldwin's musical literature. Through analysis and creation of music, we hope to better understand cultural difference and collective humanity. In this course, we closely analyze James Baldwin's use of song names, creation of musician characters, and replication of musical elements in his writing. Baldwin's musical word play crosses historical and genre boundaries. So we will explore texts from his early to late career, such as the gospel music of his youth in the semi-autobiographical novel *Go Tell It on the Mountain*, the metaphor of the blues in the play written during the civil-rights movement *Blues for Mr. Charlie*, the jazz musician protagonist in "Sonny's Blues" written after World War II in Paris, and his only musical recording in *A Lover's Question* set down near the end of his life. In addition to closely analyzing James Baldwin's attention to music throughout his literature, students will learn basic music writing and production skills. The tutorial will draw on a range of musical resources, including playlists, music workshops, guest lectures and performances. All of these resources will guide students to a more attuned hearing not only of music but also of the African American experience it reflects. By the end of the course, students will have written several short 1-2 page close analysis essays and song lyrics. For their final project, students will produce an original song based on key insights from the course. No musical experience is required, though an openness to learn and practice songwriting is expected.

Requirements/Evaluation: Several short 1-2 page close analysis essays of Baldwin's work, oral peer feedback presentations, song lyrics, and an original song composition for the final project

Prerequisites: None

Enrollment Limit: 10

Enrollment Preferences: This course is specifically for first-year students and they will receive preference in this class; a statement of interest will be solicited from pre-registrants.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

MUS 179(D1) AFR 128(D2) COMP 129(D1)

Attributes: AFR Core Electives

Spring 2025

TUT Section: T1 TBA Rashida K. Braggs

MUS 183 (F) Stage Direction for Opera and Musical Theatre

Cross-listings: THEA 183

Primary Cross-listing

The course provides an overview of the fundamentals of stage direction for opera and musical theatre. Students will develop an understanding of the basic principles of design and the process necessary for developing an approach to directing a production. They will explore the work of stage directors whose output has been particularly influential and learn about a variety of approaches to process and rehearsal technique. Repertoire studied will include a range of opera and musical theatre from the beginning of the form to its current trends and a broad variety of directorial approaches from traditional to concept productions. Students will complete the process of developing a concept/approach for a production with a title of their choosing.

Class Format: Hybrid lecture/studio format

Requirements/Evaluation: Students will complete the process of developing a concept/approach for a production with a title of their choosing.

Prerequisites: none

Enrollment Limit: 24

Enrollment Preferences: Music and Theatre majors

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

MUS 183(D1) THEA 183(D1)

Fall 2024

LEC Section: 01 TF 2:35 pm - 3:50 pm James K. Mitchell

MUS 201 (F) Music Theory and Musicianship II

Music 201 continues to greater degrees the study of music techniques from the common practice period by means of analysis, composition, written exercises, sight-singing, and dictation. We will expand our understanding of chromaticism. We will learn how chromaticism is used as a voice-leading tool, and how it participates in music even at deeper levels of the structure. We will learn about innovations that occurred from the 19th century through the beginning of the 20th century and will trace the origins for these new harmonic tendencies. We will also learn how composers create larger formal structures.

Class Format: In addition to the scheduled lecture block, the class requires a weekly aural-skills meeting, to be scheduled in the first week of class. The one-on-one meeting will take place with a lab instructor for approximately 10-15 minutes

Requirements/Evaluation: homework, theory quizzes, analysis papers, compositional projects, final project, class attendance, preparation, participation, and on the results of the lab portion of the class

Prerequisites: MUS 104

Enrollment Limit: 12

Enrollment Preferences: Music majors and potential Music majors

Expected Class Size: 12

Grading: no pass/fail option, yes fifth course option

Distributions: (D1)

Attributes: MUS Materials and Structures

Fall 2024

LEC Section: 01 TR 11:20 am - 12:35 pm Ileana Perez Velazquez

LAB Section: 02 MWF 12:00 pm - 12:50 pm Ileana Perez Velazquez

MUS 202 (S) Music Theory and Musicianship II

Music 202 examines the materials and structures of atonal and post-tonal music from the 20th and 21st centuries, and it develops musicianship skills to aid in the perception and performance of these materials and structures. Topics include set theory, serial techniques, referential collections, post-tonal pitch centrality, new rhythmic and metric techniques, new formal structures, and the intersection of tonal and contextual structure.

Class Format: This course has two lecture meetings per week.

Requirements/Evaluation: short analysis and composition assignments, quizzes, a final analysis paper (5 pages) and presentation.

Prerequisites: MUS 201 or permission of instructor

Enrollment Limit: 14

Enrollment Preferences: Music majors

Expected Class Size: 12

Grading: no pass/fail option, yes fifth course option

Distributions: (D1)

Attributes: MUS Materials and Structures

Spring 2025

LEC Section: 01 TR 11:20 am - 12:35 pm Ed Gollin

MUS 205 (F)(S) Composition I

Beginning courses in musical composition. Size and number of required projects will vary from 3 to 5. A group meeting per week will deal with the presentation, performance, and critique of the student's work in progress, analysis of models for composition, and discussion of topics in composition. There will be a weekly individual meeting with the instructor to discuss each student's progress. Students must also be available for performances and reading of work outside normal class time, and the instructor and students will work together to ensure that all work written during the semester is heard/performed.

Requirements/Evaluation: completion of assignments, quality and timeliness of composition projects, attendance, and class participation

Prerequisites: MUS 104 or permission of instructor

Enrollment Limit: 5

Enrollment Preferences: Music majors; consideration of non-majors based on qualifications and experience

Expected Class Size: 5

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Attributes: EXPE Experiential Education Courses MUS Materials and Structures

Fall 2024

SEM Section: 01 MR 1:10 pm - 2:25 pm Ileana Perez Velazquez

Spring 2025

SEM Section: 01 MR 2:35 pm - 3:50 pm Zachary Wadsworth

MUS 206 (F)(S) Composition II

Beginning courses in musical composition. Size and number of required assignments will vary from 3 to 5 in addition to a possible full semester composition project. A group meeting per week will deal with the presentation, performance, and critique of the student's work in progress, analysis of models for composition, and discussion of topics in composition. There will be a weekly individual meeting with the instructor to discuss each student's progress. Students must also be available for performances and reading of work outside normal class time, and the instructor and students will work together to ensure that all work written during the semester is actually heard/performed.

Requirements/Evaluation: completion of assignments, quality and timeliness of composition projects, attendance, and class participation

Prerequisites: MUS 205

Enrollment Limit: 5

Enrollment Preferences: Music majors; consideration of non-majors based on qualifications and experience

Expected Class Size: 5

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Attributes: EXPE Experiential Education Courses MUS Materials and Structures

Fall 2024

SEM Section: 01 MR 1:10 pm - 2:25 pm Ileana Perez Velazquez

Spring 2025

SEM Section: 01 MR 2:35 pm - 3:50 pm Zachary Wadsworth

MUS 211 (F) Music, Nationalism, and Popular Culture (DPE)

Cross-listings: ANTH 211

Primary Cross-listing

This course surveys the manner, function, and contexts through which sound and ideas of national belonging are linked. We will consider influential and iconic musicians (e.g. Umm Kalthoum, Amalia Rodriguez, Bob Marley, Carlos Gardel), international forums for the expression of national sentiment (the Olympics, World Cup, and Eurovision competitions), and a wide range of instruments, genres, and anthems that are strong conduits for national sentiment. Drawing on the work of critical theorists including Benedict Anderson, Michael Herzfeld, and Homi K. Bhabha, we will pursue a number of analytical questions: What parallels exist between musical and political structure? How do nations adjust as their policies and demographics change? How are cultural forms implicated in postcolonial nation building projects? What marginal populations or expressive forms are included, excluded, or appropriated in the formation of national identity? Finally, what differences emerge as we change our focus from a national to an international perspective, or from officially endorsed representations of national culture to unofficial popular forms of entertainment?

Requirements/Evaluation: Class participation, regular short (1 page) written responses, two 5- to 6-page papers, a Final Paper/Project

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: Upperclass students and music majors

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

MUS 211(D1) ANTH 211(D2)

Difference, Power, and Equity Notes: Owing to its global focus and attention to power and privilege in political and musical structures, this course meets the DPE requirement. Topics include the use of music for social control and subversion in Mobutu's Zaire, its affective power in U.S. campaign ads, and the ways in which constructions of 'folk music' impact power differentials in a national political structure. Assignments help students develop an awareness of the specific strategies whereby music mobilizes national ideologies.

Attributes: AMST Arts in Context Electives MUS Ethnomusicology

Fall 2024

MUS 214 (S) Divas and Dervishes: Introduction to Modern Arab Music and Performance (DPE) (WS)

Cross-listings: COMP 270 / ARAB 214

Secondary Cross-listing

From Sufi rituals to revolutionary uprisings, music has long played a central role in the social, political, and religious life of the Arab world. This is especially audible in the modern era, when new technologies and institutions began to record, amplify, and broadcast the region's sounds, preserving centuries-old traditions while also producing new forms of popular music. This course introduces students to Arab musical genres and practices as they developed from the late nineteenth century. We will cover a broad geographical range, exploring the classical Andalusian repertoires of Algeria, ecstatic dervish chants in Egypt, patriotic pop tunes from Lebanon, and other topics. To highlight connections between musical traditions as well as their unique local features, we will ask questions such as: What can music tell us about interactions between sacred and secular life? How is music used to define social groups and negotiate identity, gender, and class? Which musical characteristics are associated with Arab "heritage" and "modernity," and how are these performed? In what ways does music shape everyday life in the Arab world? Class sessions and discussion will be based on academic readings and at-home listening assignments. No previous knowledge of Arabic or Arab music are required.

Requirements/Evaluation: In-class participation, short essays (1 page) every two weeks, midterm presentation, and a final paper (12-14 pages).

Prerequisites: None

Enrollment Limit: 19

Enrollment Preferences: Arabic Studies and Music majors

Expected Class Size: 10

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 270(D1) MUS 214(D1) ARAB 214(D1)

Writing Skills Notes: Students will develop their writing skills by submitting one-page unit responses every two weeks and a final paper of 12-14 pages on a topic of their choice. Students will receive feedback on each writing assignment and have opportunities for multiple drafts and peer review during the semester.

Difference, Power, and Equity Notes: Through the lens of music, this course critically examines modern Arab society and power dynamics related to politics, gender, race, and class.

Not offered current academic year

MUS 217 (S) Hip Hop Culture (DPE) (WS)

Cross-listings: AMST 222 / ENGL 221 / AFR 222

Secondary Cross-listing

The course examines how young people of color created hip hop culture in the postindustrial ruins of New York City, a movement that would eventually grow into a global cultural industry. Hip hop music producers have long practiced "diggin' in the crates"--a phrase that denotes searching through record collections to find material to sample. In this course, we will examine the material and technological history of hip hop culture, with particular attention to hip hop's tendency to sample, remix, mash-up, and repurpose existing media artifacts to create new works or art. We will use a media archaeological approach to examine the precise material conditions that first gave rise to graffiti art, deejaying, rapping, and breakdancing, and to analyze hip hop songs, videos, and films. Media archaeology is a critical and artistic practice that seeks to interpret the layers of significance embedded in cultural artifacts. How does hip hop archaeology remix the past, the present, and the future? How do the historical, political, and cultural coding of hip hop artifacts change as they increasingly become part of institutional collections, from newly established hip hop archives at Cornell and Harvard to the Smithsonian National Museum of African American History and Culture?

Requirements/Evaluation: Four papers, project with presentation, and a final exam.

Prerequisites: None

Enrollment Limit: 19

Enrollment Preferences: AMST majors or prospective majors

Expected Class Size: 19

Grading: no pass/fail option, yes fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 222(D2) ENGL 221(D1) AFR 222(D2) MUS 217(D1)

Writing Skills Notes: Students in this course develop a capacity to write generative arguments in an interdisciplinary scholarly context. Students will receive feedback not only on structure, substance, and style, but also on how to best build a line of inquiry, how to gather high-quality evidence, and how to make one's thinking productively intersect with more than one scholarly or creative field.

Difference, Power, and Equity Notes: This course requires students to use an effective descriptive and critical vocabulary to discuss and analyze artifacts of hip hop culture, with attention to race, gender, class, sexuality, and other categories of social difference. They must understand the material, technological, historical, and cultural contexts that gave rise to hip hop culture, and proficiently synthesize scholarly perspectives related to the formation and transformations of hip hop from the early 70s to the early 21st cent.

Attributes: AFR Culture, Performance, and Popular Technologies AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora

Spring 2025

SEM Section: 01 TR 11:20 am - 12:35 pm Brian Murphy

MUS 220 (F) African Dance and Percussion

Cross-listings: DANC 201 / AFR 201

Secondary Cross-listing

We will examine two forms that embody continuity of tradition or the impact of societal, political or economic change. Lamban was created by the Djeli, popularly called Griots served many roles in the kingdoms of Ghana and Old Mali from the 12th century to current times. This dance and music form continues as folklore in modern day Guinea, Senegal, Mali and The Gambia where it is practiced by the Mandinka people. Bira is an ancient and contemporary spiritual practice of Zimbabwe's Shona people. While these forms are enduring cultural practices, Kpanlogo from the modern West African state of Ghana represents the post-colonial identity of this nation's youth and their aspirations for independence at the end of the 1950s. We will also consider the introduction of these forms outside of their origin. This course can be taken for academic and/or PE credit.

Class Format: Class hours will be used to learn and use the dance and music of at least two forms including historical context, and individual or group performance project. When possible, our process will include guest artists and field trips to see live performances. As well as use of the archives at Jacob's Pillow Dance Festival, Sawyer Library and the art collection at Williams College Museum of Art.

Requirements/Evaluation: Discussion of assignments, semester long group performance project rooted in the materials taught. Students enrolled for PE credit are responsible only for the performance-based projects

Prerequisites: none

Enrollment Limit: 16

Enrollment Preferences: Students who have taken a 100 level dance course or DANC 202; have experience in a campus-based performance ensemble; or have permission of the instructors

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

DANC 201(D1) AFR 201(D2) MUS 220(D1)

Attributes: AFR Culture, Performance, and Popular Technologies GBST African Studies MUS Ethnomusicology

Fall 2024

STU Section: 01 MR 1:10 pm - 3:50 pm Sandra L. Burton, Tendai Muparutsa

MUS 221 (S) African Dance and Percussion

Cross-listings: DANC 202 / AFR 206

Secondary Cross-listing

Before the 20th century, the African continent was the source of dance and music that influenced new forms rooted on and off the continent. These forms are shaped by the impact of religion, colonialism, national political movements, travel, immigration, and the continuing emergence of technology. In South Africa, the labor conditions of miners instigated the creation of Isicathulo, Gum boots, and in Brazil the history of colonialism is a factor that anchors Samba as a sustaining cultural and socioeconomic force. The birth of Hip Hop in the 20th century finds populations across the globe using its music, dance, lyrics, and swagger as a vehicle for individual and group voice. Hip Hop thrives as a cultural presence in most countries of the African continent and in the Americas. We will examine the factors that moved this form from the Bronx, New York, to Johannesburg, South Africa, and Rio, Brazil. We will examine at least two of these forms learning dance and music technique and composition material that will inform their practice. Each of these genres generated physical practices, new and enduring communities while continuing to embody specific histories that have moved beyond their place of origin. What is their status in this century?

Class Format: Class hours will be used to learn and use the dance and music of at least two forms including historical context, and individual or group performance project. When possible, our process will include guest artists and field trips to see live performances. As well as use of the archives at Jacob's Pillow Dance Festival, Sawyer Library and the art collection at Williams College Museum of Art.

Requirements/Evaluation: Discussion of assignments, semester long group performance project rooted in the materials taught. Students enrolled for PE credit are responsible only for the performance-based projects

Prerequisites: none

Enrollment Limit: 16

Enrollment Preferences: students who have taken DANC 107 ,108 or DANC 201; have experience in a campus based performance ensemble; or have permission of the instructors

Expected Class Size: 10

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

DANC 202(D1) AFR 206(D2) MUS 221(D1)

Attributes: AFR Culture, Performance, and Popular Technologies GBST African Studies MUS Ethnomusicology

Spring 2025

STU Section: 01 MR 1:10 pm - 3:50 pm Sandra L. Burton, Tendai Muparutsa

MUS 231 (F) Music in History I: Music and Culture from Antiquity to 1750

This course explores over 1500 years of music-making in (and around) Europe and the Americas from antiquity to 1750 through an investigation of significant musical styles, forms, and theories in cultural and historical context. Our primary inquiry will be to consider how and why these musical styles and forms were created and circulated--through both oral performance and the written medium--by considering the major historical, cultural, technological, and aesthetic issues surrounding them. We will further contextualize these developments within a deeper consideration of the political, religious, racial, and gender-based interactions and divisions throughout history. In doing so, the course introduces the modern study of music history, sampling a broad range of recent scholarship reflecting an array of critical approaches to the study of early music in our own day. Weekly coursework will include readings on music historical topics, as well as listening and score analysis of key repertory in modern transcription. Assessments will take place throughout the semester through listening/score quizzes, exams, primary source presentations, and a research-based essay project focused on repertories and practices outside of the traditional musical canon.

Class Format: lecture-discussion

Requirements/Evaluation: Requirements/evaluation: Attendance/participation; 3-4 short quizzes; midterm and final exams; and a research-based essay project

Prerequisites: ability to read music; open to qualified non-majors with the permission of instructor

Enrollment Limit: 15

Enrollment Preferences: music majors, those planning to major in music, and any student with a strong background and interest in music.

Expected Class Size: 8

Grading: yes pass/fail option, yes fifth course option

Unit Notes: Required course for Music majors. Music majors may not take MUS 231 as pass/fail if they are using it to fulfill the Medieval/Renaissance/Baroque music history requirement for the music major.

Distributions: (D1)

Attributes: MUS Music History: Pre-1750

Fall 2024

LEC Section: 01 MR 1:10 pm - 2:25 pm Elizabeth G. Elmi

MUS 232 (S) Music in History II: Classical and Romantic Music

MUS 232 traces the development of Western art music from 1750 to 1900. Through listening, reading, and score analysis, we will study a broad range of composers and genres, Classical and Romantic aesthetics, and connections between music and political, philosophical, social, and cultural developments of the period. Composers include Haydn, Mozart, Beethoven, Schubert, Robert Schumann, Clara Schumann, Fanny Mendelssohn Hensel, Berlioz, Chopin, Liszt, Verdi, Wagner, Brahms, Tchaikovsky, Mahler, and others. Some of the topics we will discuss include the changing role of composers in society, music's relationship to the other arts, challenges faced by female composers, controversies surrounding music and meaning, the interaction of music and drama in opera, and musical nationalism.

Class Format: lecture-discussion; the class will meet on Mondays and Wednesdays

Requirements/Evaluation: class participation, two 5-6 page papers, GLOW posts, midterm and final exams

Prerequisites: ability to read music

Enrollment Limit: 15

Enrollment Preferences: Music majors, those planning to major, and any student with a strong interest in music

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Attributes: MUS Music History: 1750-1900

Spring 2025

LEC Section: 01 MWF 11:00 am - 12:15 pm

MUS 233 (F) Music in History III: Art Music Since 1900

A historical survey of European and American art music from the early twentieth century to the present. Encounters with this music often challenge our ears and musical minds and require us to reconsider fundamental conceptions of music itself. Throughout the course, we will pursue a contextual approach and will investigate this music in relation to contemporary developments in the other arts, to popular musical styles, and to global intersections. We will carefully consider the ways in which evolving conceptions of race, ethnicity, and gender shaped this music history. Topics and styles will include: modernism (atonal expressionism, twelve-tone techniques, neoclassicism); new technologies (electronic, multimedia, digital); the impact of jazz at home and abroad; American experimentalism; postmodernism (minimalism, neoromanticism); nationalism (Eastern European, Latin American, East Asian); and the impact of geopolitics on musical composition (totalitarianism; World War II; Cold War).

Class Format: discussion

Requirements/Evaluation: class participation, two papers, a midterm, and a final exam

Prerequisites: ability to read music

Enrollment Limit: 15

Enrollment Preferences: Music majors or students with some musical background.

Expected Class Size: 10

Grading: yes pass/fail option, yes fifth course option

Unit Notes: required course for Music majors

Distributions: (D1)

Attributes: MUS Music History: 1900-Present

Fall 2024

LEC Section: 01 MW 11:00 am - 12:15 pm W. Anthony Sheppard

MUS 234 (F) Soundscapes of Renaissance Europe

What was the sonic experience of living in late-medieval and early-modern Europe? This course will explore the sights and sounds of daily life for cultural elites as well as the average urban resident. Although it is often vocal polyphony that first comes to mind when thinking about Renaissance music, acoustic environments were complex, noisy, and diverse. This course aims to reflect that heterogeneity: topics include bells, processions, music and architecture, instrumental music, plainchant, visual depictions of music-making, and uses of music to project power, as well as sacred and secular vocal polyphony. Students will zoom in on cities, courts, and churches, especially the musical centers of Bruges, Florence, Ferrara, the Imperial Court of Holy Roman Emperor Charles V, and Bavaria. The course will examine music by some of the most important composers of the era, including Guillaume Du Fay, Josquin des Prez, Philippe Verdelot, Nicolas Gombert, and Orlando di Lasso.

Class Format: Meeting twice per week. Class discussion will be central to this course.

Requirements/Evaluation: in-class preparation and participation, short mid-term paper, final presentation, and final paper

Prerequisites: ability to read musical notation

Enrollment Limit: 20

Enrollment Preferences: music majors, those planning to major in music, or any student with a strong interest in music or Renaissance Europe

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Not offered current academic year

MUS 235 (S) Music in the Global Middle Ages, ca. 500-1500 (WS)

Cross-listings: GBST 231

Primary Cross-listing

Spanning 1000 years, the period encompassing the Middle Ages (ca. 500-1500) was a time of experimentation, exploration, and growing interconnection around the world. From economic expansions to developing trade routes and from violent religious crusades to flourishing universities, cities, and courts, opportunities for cultural investment and exchange among regions in Western Europe, North Africa, and Central and East Asia were plentiful, if not always peaceful. In this seminar, we will consider how a global historical perspective shifts our understanding of music in the Middle Ages from one based on hegemonic European progress in isolation to one that reveals a multitude of influences, interactions, and interconnections among people of various cultures, races, and religions both within and outside of the European continent. In this tutorial, we will investigate a series of case studies in order to address how and where these global interconnections took place and what musical practices flourished as a result. We will give special consideration to the following topics: orality and literacy, race and difference, the politics of religion, economic power, and manuscript culture. In grappling with these topics, students will engage in weekly readings on musical and broader historical topics, listening and score analysis of key repertory in modern transcription, and study of original notation through manuscript facsimiles.

Requirements/Evaluation: Students will write and present a 5- to 6-page paper every other week and a 1-2 page response to their partner's paper in the alternate weeks. Evaluation will be based on five papers/presentations, and five responses.

Prerequisites: Ability to read music, or permission of instructor

Enrollment Limit: 10

Enrollment Preferences: Any student who expresses a strong interest in the course

Expected Class Size: 6

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

MUS 235(D1) GBST 231(D2)

Writing Skills Notes: In this tutorial course, students will write and present a 5- to 6-page paper every other week (five papers total) and a 1- to 2-page response to their partner's paper in the alternate weeks (five responses total). Through discussion in the tutorial sessions and comments on the papers, the course will place strong emphasis on developing students' critical thinking and writing skills.

Not offered current academic year

MUS 238 (S) Music in Modernism (WS)

The synthesis of the arts was a primary pursuit of modernist composers, artists, choreographers, and writers. Seeking either to realize Wagner's "total work of art" in the theater, or to uncover the more general correspondences celebrated by Baudelaire, modernists consistently looked beyond their own media. Collaborations on works of "total theater" were common: Satie, Cocteau, Massine, Picasso; Brecht, Hindemith, Weill; Stravinsky, Nijinsky, Bakst; Claudel, Honegger, Rubinstein. Modernists explored new connections between music and color (Scriabin, Kandinsky), music and literature (Joyce, Mann), and music and dance (Duncan, Graham). Occasionally, modernists attempted to unite the arts on their own: Schoenberg painted, Pound composed, and Kokoschka wrote. Our focus will be on those works of music, art, dance, and literature that explored new relationships between the arts. One goal will be to investigate whether specific equivalents exist between techniques of modernist painting, poetics, choreography, and composition. Aware of the risks and rewards of interdisciplinary study, we will attempt our own theories of artistic synthesis. This course is designed to bring multiple perspectives to the study of music in modernism.

Class Format: discussion

Requirements/Evaluation: Three papers (6, 8, and 12 pages in length) and engaged class participation. Outlines and drafts of two of the papers will be required. Students will receive detailed comments on each paper, allowing them to build upon those comments in subsequent writing assignments.

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: If overenrolled, preference will be given to sophomores and juniors.

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (WS)

Writing Skills Notes: Three papers (6, 8, and 12 pages in length) and engaged class participation. Outlines and drafts of two of the papers will be required. Students will receive detailed comments on each paper, allowing them to build upon those comments in subsequent writing assignments.

Attributes: MUS Music History: 1900-Present

Spring 2025

LEC Section: 01 TR 9:55 am - 11:10 am W. Anthony Sheppard

MUS 239 (S) Music in the Global Cold War (WS)

Cross-listings: LEAD 239

Primary Cross-listing

Throughout the Cold War (1947-1991), music was deployed as a weapon, as a source of nationalist and ideological inspiration, as a form of political protest and resistance, and as propaganda. Music both echoed and helped shape political views and, therefore, prompted various forms of regulation and censorship (McCarthyism in the U.S.; the Union of Soviet Composers). To counter Soviet claims of American cultural inferiority and racism, the U.S. sponsored numerous musical diplomacy efforts showcasing both jazz (Armstrong; Ellington; Brubeck) and classical musicians and composers (Bernstein; American orchestras). Cold War politics and the threat of nuclear war influenced musical styles (Copland; Soviet Socialist Realism; the popular American folk music revival; serialism; rock behind the Iron Curtain), specific musical events (Tokyo East West Music Encounter; concerts celebrating the fall of the Berlin Wall), and individual careers (Shostakovich; Robeson; Van Cliburn). To investigate music's political roles and capacity for expressing communist and democratic capitalist ideologies, we will adopt a case study approach. The Cold War was a global political and, frequently, militaristic struggle. Though our focus will be on music in the U.S.S.R. and U.S.A., we will also consider musical developments impacted by the Cold War throughout Western and Eastern Europe, in Latin America, and in East Asia.

Class Format: Class discussion will be central to this course.

Requirements/Evaluation: 20% = Participation; 20% = Paper #1, 5-6 pages; 25% = Paper #2, 8 pages; 35% = Paper #3, 12 pages, due during exam period

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Students with relevant experience in Political Science, History, or Music studies.

Expected Class Size: 16

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

MUS 239(D1) LEAD 239(D2)

Writing Skills Notes: Students will write three papers during the semester: a 6 page, 8 page, and a 12 page paper. Drafts of papers 2 and 3 will be required prior to the due dates listed below. This is a "writing skills" course. Students will receive detailed comments on each paper, allowing them to build upon those comments in subsequent writing assignments.

Not offered current academic year

MUS 250 (F) The Musical Language of Louis Armstrong

"You know you can't play anything on a horn that Louis hasn't played"- Miles Davis 1958 The study of jazz language inevitably involves back-scrolling through generations of progenitorial influence, and most of these paths lead back to Louis Daniel Armstrong 1901-1971. Arguably the most historically important musician in American and modern world history, Armstrong is widely credited as being responsible for popularizing the concept of the jazz "solo," as well as marrying the materials and performance traditions of the Blues and American popular song, and forever changing the aesthetic of vocal performance across a wide swath of Black American genres. By virtue of being so studied and imitated, his personal musical vocabulary as a trumpeter and vocalist can be seen to have informed all jazz music that followed in his wake, from stride piano and early big band arrangements to Parker, Davis, Coltrane etc. More than any other individual, his rhythmic language exemplifies the popular but definition-resistant language of "Swing." This listening and performance intensive seminar will be an opportunity for committed students of jazz music to absorb this language in a focused way. Seminar meetings are anchored by weekly transcription projects sung and played individually and collectively, informed by occasional lectures and readings from biographical, but also and especially Armstrong's own voluminous autobiographical writings. We will focus in particular on the "Rosetta Stone" of jazz recordings, the Hot Fives and Hot Sevens sessions of 1925-29, and in so doing also study the work of selected Armstrong collaborators of the period including Earl Hines, Johnny Dodds, Lil Hardin Armstrong and Kid Ory. We will also cover earlier periods of his career, with ensembles led by King Oliver and Fletcher Henderson, and study the work of other significant early jazz soloists who performed with and mutually evidenced influence on/by Armstrong including Sidney Bechet, Bessie Smith, Fats Waller, and Coleman Hawkins.

Requirements/Evaluation: Weekly Performance of transcription projects, final exam

Prerequisites: Permission of Instructor

Enrollment Limit: 10

Enrollment Preferences: Music Majors, Jazz Ensemble Members

Expected Class Size: 10

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Attributes: MUS Materials and Structures

Fall 2024

SEM Section: 01 W 1:10 pm - 3:50 pm Kris Allen

MUS 252 (F) Introduction to the Music of John Coltrane

Cross-listings: AFR 242

Primary Cross-listing

This course offers the serious music student an opportunity to study the unique body of work produced by saxophonist and composer John Coltrane (1926-1967). The course traces the evolution of Coltrane's compositional and performance styles in the context of the musical and cultural environment in which they developed. Emphasis placed on Coltrane's musical style, representing a unique synthesis of influences, including jazz, world, and European Classical music and spirituality. Substantial listening and reading assignments, including a biography and related criticism, as well as detailed score analysis and study, are required.

Requirements/Evaluation: in-class participation including small quizzes, midterm, class presentation, and final paper

Prerequisites: MUS 103 and/or 203 strongly recommended; musical literacy sufficient to deal with the material and /or permission of instructor

Enrollment Limit: 19

Enrollment Preferences: musically literate students and Music majors

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 242(D2) MUS 252(D1)

Attributes: AMST Arts in Context Electives

Not offered current academic year

MUS 254 (S) Bebop: The (R)evolution of Modern Jazz

Cross-listings: AFR 254

Primary Cross-listing

In the 1940s, Jazz turned a corner, transitioning from the functional and popular music of the swing era to the increasingly complex art music known as bebop. The practitioners of this new sub-genre were seen not as showmen or entertainers, but (in the words of poet Ralph Ellison) as "frozen faced introverts, dedicated to chaos." This music was simultaneously old and new, a musical evolution interpreted through the lens of cultural revolution. This class will survey the lives, music and continuing impact of bebop's most pivotal figures: Charlie Parker, Thelonious Monk, Dizzy Gillespie, Bud Powell and Kenny Clarke among many others. Through score study, guided listening and performance, the class will examine the melodic, harmonic and rhythmic innovations associated with this pivotal era in jazz history. We will evaluate, compare and contrast examples of contemporary theoretical scholarship concerning this musical vocabulary and its evolution. Intersections between the music and parallel artistic, social and political movements will also be addressed.

Requirements/Evaluation: weekly reading, listening, musical memorization and performance. Short written responses to discussion prompts and participation in class discussion; quizzes on assigned readings and listening, and final exam

Prerequisites: MUS 104b or permission of instructor, instrumental or vocal proficiency.

Enrollment Limit: 12

Enrollment Preferences: Music majors, Jazz Ensemble members, Africana Studies concentrators

Expected Class Size: 10

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 254(D2) MUS 254(D1)

Attributes: AMST Arts in Context Electives

Not offered current academic year

MUS 281 (F)(S) Individual Vocal and Instrumental Instruction

Individual vocal or instrumental lessons offered as a partial credit fifth course. Students are encouraged to take this course for a letter grade. (Note: partial credit music lessons taken pass/fail do not count as one of the three pass/fail options available to students for regular semester courses.)

Students are required to prepare for 10 lessons during the semester with a minimum expectation of one hour practice per day and to perform publicly on at least one departmental studio recital during the semester. Lessons are scheduled TBA based upon instructor schedule. Make-up lessons are given at the discretion of the instructor. Students taking courses in individual vocal or instrumental instruction must agree to meet the 10-week lesson commitment. There is no registration via Williams Student Records. To register for the course, a student must first contact the appropriate teacher; they may do this using the inquiry form. The inquiry form, an outline of the registration process, and the lesson registration deadlines are available on the Music Department website at <https://music.williams.edu/courses/#individual-vocal-and-instrumental-instruction>. Students will be reassigned to course numbers 281-288 based on the number of semesters of instruction already taken in one particular section. Specific instrument or voice sections are as follows: 01 Bassoon, 02 Cello, 03 Clarinet, 04 Bass, 05 Flute, 06 Guitar, 07 Harpsichord, 08 Horn, 09 Jazz Piano, 10 Oboe, 11 Organ, 12 Percussion, 13 Piano, 14 Classical Saxophone, 15 Trumpet, 16 Viola, 17 Violin, 18 Voice, 19 Jazz Bass, 20 Jazz Vocal, 21 Trombone, 22 Harp, 23 Jazz Drum, 24 Jazz Saxophone, 25 Jazz Trumpet, 26 Euphonium, 27 Tuba, 28 African Drumming, 29 Jazz Guitar, 30 Mbira, 31 Vocal/Songwriting, 32

Jazz Trombone 33 Sitar, 34 Tabla, 35 Erhu, 36 Yangqin, 37 Zheng, 38 Liuqin/Pipa, 39 Zhongruan

Requirements/Evaluation: Lesson preparation, public performance, and progress throughout the semester.

Prerequisites: permission of the individual instructor; enrollment limits apply to each section based upon studio space and student qualifications

Enrollment Limit: none

Enrollment Preferences: none

Expected Class Size: NA

Grading: yes pass/fail option, half credit fifth course option

Unit Notes: Enrollment in more than one studio must be approved each semester by the chair beforehand.

Distributions: No divisional credit

Fall 2024

LSN Section: 01 TBA Ed Gollin

Spring 2025

LSN Section: 01 TBA Ed Gollin

MUS 291 (F)(S) Chamber Music Workshop

Classical and Jazz Chamber Music and other small departmental ensembles (including Chamber Choir, Percussion Ensemble, Chinese Ensemble, and Brass Ensemble) coached by faculty on a weekly basis culminating in a performance. Offered as a partial credit fifth course that can only be taken on a pass/fail basis. Students in ad hoc groups organized each semester by the director of the chamber music or jazz programs are required to prepare for 10 one-hour coaching sessions during the semester. It is recommended that each group rehearse a minimum of 2 hours each week in preparation of the coaching. Each ensemble is responsible for keeping a weekly log of rehearsal times and attendance. The logs are to be handed in to the coaches at the end of the semester. In addition, students are expected to practice the assigned music individually and are required to perform on the Classical or Jazz Chamber Music concert at the end of the semester. The ensembles will be organized based on skill levels and the instruments represented. To register for the course, a student must contact the Chamber Music Performance Coordinator. If you are accepted into a chamber group the instructor will send you a link to an online form to complete registration. The Music Department will submit the registration to the Registrar's Office. It is not possible for the student to register directly through PeopleSoft. Students will be assigned to course numbers 291-298 based on the number of semesters of instruction already taken in one particular section.

Class Format: partial credit fifth course

Requirements/Evaluation: preparation for weekly coachings

Prerequisites: Permission of the Chamber Music Staff; enrollment limits will depend upon instructor availability. Enrollment in more than one chamber group must be approved by the chair.

Enrollment Limit: 12

Enrollment Preferences: Preference given to more advanced students, to be determined by audition as necessary.

Expected Class Size: 12

Grading: pass/fail option only

Unit Notes: The deadlines for registration follow: Fall (291) -- Registration Deadline: By the end of Add/Drop period and Spring (291) -- Registration Deadline: By the end of Add/Drop period. Registration for Chamber Music must be completed during the drop/add period of each semester. It is recommended that students wishing to take Chamber Music instruction in the fall semester attend the Music Department open house. Open to first year students.

Distributions: No divisional credit

Fall 2024

LSN Section: 01 TBA Ed Gollin

Spring 2025

LSN Section: 01 TBA Ed Gollin

MUS 307 (F)(S) Composition III

Advanced individual instruction in composition. Projects will be initiated largely by the students with guidance from the instructor. Student is responsible for arranging performance of their own work. Student may enroll for up to four semesters by taking these courses in sequence, with the lower numbered course being the prerequisite for the next higher numbered course. May not be taken in conjunction with Music 493 or 494, the honors courses in composition.

Requirements/Evaluation: satisfactory completion of student-initiated projects

Prerequisites: MUS 205, MUS 206, and permission of instructor

Enrollment Limit: 3

Enrollment Preferences: Music majors

Expected Class Size: 2

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Attributes: MUS Materials and Structures

Fall 2024

SEM Section: 01 TBA Ileana Perez Velazquez

Spring 2025

SEM Section: 01 TBA Zachary Wadsworth

MUS 308 (F)(S) Composition IV

Advanced individual instruction in composition. Projects will be initiated largely by the students with guidance from the instructor. Student is responsible for arranging performance of their own work. Student may enroll for up to four semesters by taking these courses in sequence, with the lower numbered course being the prerequisite for the next higher numbered course. May not be taken in conjunction with Music 493 or 494, the honors courses in composition.

Requirements/Evaluation: satisfactory completion of student-initiated projects

Prerequisites: MUS 205, MUS 206, MUS 307, and permission of instructor

Enrollment Limit: 3

Enrollment Preferences: Music majors

Expected Class Size: 2

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Attributes: MUS Materials and Structures

Fall 2024

SEM Section: 01 TBA Ileana Perez Velazquez

Spring 2025

SEM Section: 01 TBA Zachary Wadsworth

MUS 316 (F) Music in Asian American History (DPE) (WS)

Cross-listings: AAS 316

Primary Cross-listing

Is "Asian American music" all music made by Asian Americans, music by Asian Americans specifically drawing on Asian heritage, or music engaging with Asian American issues? This course embraces all three definitions and the full diversity of Asian American musical experience. We will study the historical soundscapes of immigrant communities (Chinese opera in North America; Southeast Asian war refugees) and how specific traumatic political events shaped musical life (Japanese American internment camps). We will encounter works by major classical composers (Chou Wen-Chung; Chen Yi; Tan Dun; Bright Sheng) and will investigate the careers and reception of prominent classical musicians (Midori; Seiji Ozawa; Yo-Yo Ma). Afro-Asian

fusions, inspired by civil rights protest movements, manifested in jazz (Jon Jang; Fred Ho; Anthony Brown; Hiroshima; Vijay Iyer) and hip hop (MC Jin; Awkwafina; Desi rappers). Asian Americans have been active in popular music at home and abroad (Don Ho; Yoko Ono; Wang Leehom; Mitski). Finally, we will investigate communal forms of Asian American music making that have crossed racialized and gendered boundaries (taiko drumming; Indonesian gamelan; belly dance; Suzuki method). This seminar is designed to develop research skills, as we pursue original fieldwork, archival research, and oral history interviews.

Requirements/Evaluation: Active class participation; two short papers (5-6 pp.) and a research term paper (12-15 pp.).

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: Students with curricular experience in Asian American history or music studies.

Expected Class Size: 10

Grading: no pass/fail option, yes fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

MUS 316(D1) AAS 316(D1)

Writing Skills Notes: Students will write three papers during the semester: two 5-6 page papers and a 12-15 page research paper, written in stages. Students will receive detailed comments on each paper and at each stage of the research paper process, allowing them to build upon those comments in subsequent writing assignments.

Difference, Power, and Equity Notes: Political and cultural forces of exclusion not only determined Asian American musical participation in American music history but have shaped Asian American styles of music. We will study the history of Asian American political struggles as they have intersected with music and how Asian Americans have at certain points sought allegiance through music with other marginalized groups. We will explore as well popular media representations of Asian American musicians revealing race-based assumptions.

Not offered current academic year

MUS 323 (S) Arts Organizing in Africa and the Diaspora (DPE)

Cross-listings: DANC 323 / THEA 321

Primary Cross-listing

At the heart of this class is the question, how do artists and organizations use the performing arts to effect social change in their communities? Drawing from a number of case studies from throughout Africa and the African Diaspora, we will first endeavor to understand and contextualize issues related to education, social uplift, the environment, and the economy as they relate to specific communities. We will then examine how a series of organizations (from grassroots campaigns to multinational initiatives) utilize the performing arts in response to those issues. Among the issues we will discuss at length are: -How do performers and organizations navigate the interplay between showcasing the performance talents of individuals and groups and foregrounding an issue or cause? More broadly, what dilemmas emerge as social and aesthetic imperatives intermingle? -What are the dynamics between people acting on a local level within their communities and their various international partnerships and audiences? -How can government or NGO sponsorship help and/or hinder systemic change? By the end of the semester, students will be equipped with conceptual frameworks and critical vocabularies that can help them ascertain the functions of performance within larger organizations and in service to complex societal issues. Throughout the course, we will watch and listen to a variety of performances from traditional genres to hip-hop, however this class is less about learning to perform or analyze any particular genre than it is about thinking through how performance is used as a vehicle for social change. Case studies will include youth outreach and uplift in Tanzania through the United African Alliance, campaigns to promote girls' education in Benin and Zimbabwe, community-wide decolonizing initiatives through the Yole!Africa Center in the Democratic Republic of Congo, and the cultural reclamation of a mining town in Suriname through the arts organization, Stichting Kibii.

Requirements/Evaluation: Four case study profiles, midterm essay (5-7pages), and a final project. Regular participation in class discussion.

Prerequisites: None

Enrollment Limit: 15

Enrollment Preferences: If the course exceeds the maximum enrollment, selection will be made based on students explanations for why they want to take the class.

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

DANC 323(D1) THEA 321(D1) MUS 323(D1)

Difference, Power, and Equity Notes: This course interrogates on a fundamental level issues of power and equity. Using the performing arts as a critical lens, we discuss a series of social and environmental challenges that communities of African descent face. These are in direct dialogue with global systems of power and economic factors. Issues include: environment, education, local communities' interactions with multinational corporations, and representational politics in performance.

Attributes: MUS World Music/Ethnomusicology

Not offered current academic year

MUS 381 (S) Choral Conducting

The purpose of this course is to become fully acquainted with the fundamentals of conducting gesture, score study, and rehearsal technique as it relates to the choral rehearsal. Using the class as the primary practice choir, students will learn to express specific musical ideas and concepts through conducting patterns and body language, and will develop fluency and ease in these mediums through the study of varied repertoire and techniques. Regular videotaping of conducting sessions will provide opportunities for students to study themselves. Repertoire will include a broad survey of works from the early Renaissance to early 21st century, accompanied and a cappella, and issues of conducting ensembles at various skill levels will be addressed.

Class Format: coaching sessions

Requirements/Evaluation: regular conducting assignments and final projects

Prerequisites: MUS 103 and 104

Enrollment Limit: 8

Enrollment Preferences: upperclass students

Expected Class Size: 4

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Not offered current academic year

MUS 391 (F)(S) Advanced Musical Performance

Individual Instruction in instrumental and vocal lessons offered at the advanced level as a regular full credit course. Intended primarily for music majors, full credit lessons must be approved by the entire music faculty. Students are expected to have demonstrated a high level of accomplishment on their instrument/voice, through at least 4 semesters of partial-credit study with their instructor. MUS 391, 392, 491, 492 must be taken as a graded course and it is strongly recommended that it be taken only as part of a four-course load; the numbers 391, 392, 491, 492 should be used for four sequence courses in the same instrument; if a different instrument is elected, the numbering sequence should start again at 391; numbers are selected without regard to semester taken or class year of student. To register for the course, a student and their instructor must submit an application to the assistant to the department chair by the Tuesday before the first Friday of the semester. Forms for full credit lessons can be obtained from a student's instructor, or from the assistant to the chair. Information on the registration process is available on the music Department website <https://music.williams.edu/courses> under "Advanced Musical Performance."

Class Format: individual instruction

Requirements/Evaluation: Lesson preparation, public performance, and progress throughout the semester.

Prerequisites: Intended primarily for music majors. Students should have at least 4 semesters of partial-credit study with their instructor. Completed application, registration and instructor recommendation due by the Tuesday before the first Friday of the semester.

Enrollment Limit: none

Enrollment Preferences: Permission of the instructor and music faculty. Students are expected to have demonstrated a high level of accomplishment on their instrument/voice, through at least 4 semesters of partial-credit study with their instructor.

Expected Class Size: NA

Grading: no pass/fail option, yes fifth course option

Unit Notes: Music majors may register for a total of four semesters, non-majors may register for two semesters. A student must submit an application and registration/billing form for each semester. MUS 391, 392, 491, 492 must be taken as a graded course and it is strongly recommended that it be

taken only as part of a four-course load.

Distributions: (D1)

Fall 2024

IND Section: 01 TBA Ed Gollin

Spring 2025

IND Section: 01 TBA Ed Gollin

MUS 392 (F)(S) Advanced Musical Performance

Individual Instruction in instrumental and vocal lessons offered at the advanced level as a regular full credit course. Intended primarily for music majors, full credit lessons must be approved by the entire music faculty. Students are expected to have demonstrated a high level of accomplishment on their instrument/voice, through at least 4 semesters of partial-credit study with their instructor. MUS 391, 392, 491, 492 must be taken as a graded course and it is strongly recommended that it be taken only as part of a four-course load; the numbers 391, 392, 491, 492 should be used for four sequence courses in the same instrument; if a different instrument is elected, the numbering sequence should start again at 391; numbers are selected without regard to semester taken or class year of student. To register for the course, a student and their instructor must submit an application to the assistant to the department chair by the Tuesday before the first Friday of the semester. Forms for full credit lessons can be obtained from a student's instructor, or from the assistant to the chair. Information on the registration process is available on the music Department website <https://music.williams.edu/courses> under "Advanced Musical Performance."

Class Format: individual instruction

Requirements/Evaluation: Lesson preparation, public performance, and progress throughout the semester.

Prerequisites: Intended primarily for music majors. Students should have at least 4 semesters of partial-credit study with their instructor. Completed application, registration and instructor recommendation due by the Tuesday before the first Friday of the semester.

Enrollment Limit: none

Enrollment Preferences: Permission of the instructor and music faculty. Students are expected to have demonstrated a high level of accomplishment on their instrument/voice, through at least 4 semesters of partial-credit study with their instructor.

Expected Class Size: NA

Grading: no pass/fail option, yes fifth course option

Unit Notes: Music majors may register for a total of four semesters, non-majors may register for two semesters. A student must submit an application and registration/billing form for each semester. MUS 391, 392, 491, 492 must be taken as a graded course and it is strongly recommended that it be taken only as part of a four-course load.

Distributions: (D1)

Fall 2024

IND Section: 01 TBA Ed Gollin

Spring 2025

IND Section: 01 TBA Ed Gollin

MUS 475 (S) Hearing Through Seeing: Music and Visuality (WS)

We hear music, but seldom is the experience purely aural -- the visual also plays a crucial role. Sound and sight converge when we observe musicians performing in concert venues, patterns of notes and rhythms on the musical score, pictures and text on album and sheet music covers, moving images on screens in films, music videos, and video games. A programmatic work conjures specific images, even whole narratives, in our "mind's eye," or imagination. A work of absolute music, such as a fugue or symphony, can do so as well, although what we envision here may be largely abstract. With hybrid genres, such as opera, musical theater, and dance, the musical and the visual jointly command our attention, often in a spectacular display. This seminar explores myriad ways that "seeing" mediates our experience of hearing, making, and understanding music. We will examine a broad range of topics, including synesthesia; visuality in performance and interpretation; visual metaphors such as line, color, and space in music analysis and criticism; music and representation; intersections between music and painting, sculpture, and architecture; operatic staging; illuminated music manuscripts; eye music and graphic notation; and sound and image in digital media.

Class Format: Students will give presentations on the subjects of their papers.

Requirements/Evaluation: evaluation will be based on three 5-6 page papers, three presentations, and class participation

Prerequisites: ability to read music

Enrollment Limit: 8

Enrollment Preferences: junior and senior music majors, and any student with a demonstrated interest in music

Expected Class Size: 8

Grading: no pass/fail option, yes fifth course option

Unit Notes: satisfies the 400-level course requirement for the music major

Distributions: (D1) (WS)

Writing Skills Notes: Students will write three 5-6 page papers and will receive detailed feedback on their writing.

Not offered current academic year

MUS 476 (S) Orality and Literacy in Historical Musical Practice (WS)

Music is an inherently oral/aural, ephemeral art form. Music history is reliant upon, and tends to privilege, its symbolic rendering in fixed notation. Yet, notated music--described by musicologist Nino Pirrotta as "the visible tip of an iceberg... seven-eighths of [which] remain submerged"--tells only a fraction of the story we seek to understand when studying musics of the past. In this seminar, we will address the unique challenges of studying the relationship between orality and literacy in historical musical practice. We will begin by considering the creative role of memory and embodied ritual in oral musical performance and transmission, as well as the ways in which various cultures have attempted to preserve such practices and the inherently transformative process they undergo when fixed in notation. We will then explore the range of theories and methodologies that scholars and performers have taken in approaching oral musical practices of the past in relation to varying levels of textual and musical literacy. Topics may include studies of epic poetry, jazz improvisation, medieval plainchant, troubadour song, improvised counterpoint, *son mexicano*, Neapolitan lyric song and dance, Ethiopian Christian chant, medieval and early modern instrumental music practices, Arab-Andalusian music, music in the *commedia dell'arte*, and various examples of contrafacture. Over the course of the semester, students will develop and present their own independent research aimed at producing a collaborative mock conference/performance as a final project for the class.

Requirements/Evaluation: evaluation will be based on three 5-6 page papers, three presentations, a final collaborative conference/performance, and class participation

Prerequisites: ability to read music

Enrollment Limit: 8

Enrollment Preferences: junior and senior music majors, and any student with a demonstrated interest in music

Expected Class Size: 8

Grading: no pass/fail option, yes fifth course option

Unit Notes: satisfies the 400-level course requirement for the music major

Distributions: (D1) (WS)

Writing Skills Notes: Students will write three 5-6 page papers and will receive detailed feedback on their writing.

Spring 2025

SEM Section: 01 W 1:10 pm - 3:50 pm Elizabeth G. Elmi

MUS 491 (F)(S) Advanced Musical Performance

Individual Instruction in instrumental and vocal lessons offered at the advanced level as a regular full credit course. Intended primarily for music majors, full credit lessons must be approved by the entire music faculty. Students are expected to have demonstrated a high level of accomplishment on their instrument/voice, through at least 4 semesters of partial-credit study with their instructor. MUS 391, 392, 491, 492 must be taken as a graded course and it is strongly recommended that it be taken only as part of a four-course load; the numbers 391, 392, 491, 492 should be used for four sequence courses in the same instrument; if a different instrument is elected, the numbering sequence should start again at 391; numbers are selected without regard to semester taken or class year of student. To register for the course, a student and their instructor must submit an application to the assistant to the department chair by the Tuesday before the first Friday of the semester. Forms for full credit lessons can be obtained from a student's instructor, or from the assistant to the chair. Information on the registration process is available on the music Department website

<https://music.williams.edu/courses> under "Advanced Musical Performance."

Class Format: individual instruction

Requirements/Evaluation: Lesson preparation, public performance, and progress throughout the semester.

Prerequisites: Intended primarily for music majors. Students should have at least 4 semesters of partial-credit study with their instructor. Completed application, registration and instructor recommendation due by the Tuesday before the first Friday of the semester.

Enrollment Limit: none

Enrollment Preferences: Permission of the instructor and music faculty. Students are expected to have demonstrated a high level of accomplishment on their instrument/voice, through at least 4 semesters of partial-credit study with their instructor.

Expected Class Size: NA

Grading: no pass/fail option, yes fifth course option

Unit Notes: Music majors may register for a total of four semesters, non-majors may register for two semesters. A student must submit an application and registration/billing form for each semester. MUS 391, 392, 491, 492 must be taken as a graded course and it is strongly recommended that it be taken only as part of a four-course load.

Distributions: (D1)

Fall 2024

IND Section: 01 TBA Ed Gollin

Spring 2025

IND Section: 01 TBA Ed Gollin

MUS 492 (F)(S) Advanced Musical Performance

Individual Instruction in instrumental and vocal lessons offered at the advanced level as a regular full credit course. Intended primarily for music majors, full credit lessons must be approved by the entire music faculty. Students are expected to have demonstrated a high level of accomplishment on their instrument/voice, through at least 4 semesters of partial-credit study with their instructor. MUS 391, 392, 491, 492 must be taken as a graded course and it is strongly recommended that it be taken only as part of a four-course load; the numbers 391, 392, 491, 492 should be used for four sequence courses in the same instrument; if a different instrument is elected, the numbering sequence should start again at 391; numbers are selected without regard to semester taken or class year of student. To register for the course, a student and their instructor must submit an application to the assistant to the department chair by the Tuesday before the first Friday of the semester. Forms for full credit lessons can be obtained from a student's instructor, or from the assistant to the chair. Information on the registration process is available on the music Department website <https://music.williams.edu/courses> under "Advanced Musical Performance."

Class Format: individual instruction

Requirements/Evaluation: Lesson preparation, public performance, and progress throughout the semester.

Prerequisites: Intended primarily for music majors. Students should have at least 4 semesters of partial-credit study with their instructor. Completed application, registration and instructor recommendation due by the Tuesday before the first Friday of the semester.

Enrollment Limit: none

Enrollment Preferences: Permission of the instructor and music faculty. Students are expected to have demonstrated a high level of accomplishment on their instrument/voice, through at least 4 semesters of partial-credit study with their instructor.

Expected Class Size: NA

Grading: no pass/fail option, yes fifth course option

Unit Notes: Music majors may register for a total of four semesters, non-majors may register for two semesters. A student must submit an application and registration/billing form for each semester. MUS 391, 392, 491, 492 must be taken as a graded course and it is strongly recommended that it be taken only as part of a four-course load.

Distributions: (D1)

Fall 2024

IND Section: 01 TBA Ed Gollin

Spring 2025

IND Section: 01 TBA Ed Gollin

MUS 493 (F)(S) Senior Thesis: Music

Music senior thesis; this is part of a full-year thesis (493-494). Required for all students approved for thesis work in music. Please refer to "The Degree with Honors in Music" for deadlines and other requirements.

Requirements/Evaluation: Please refer to "The Degree with Honors in Music" on the Music Department website for requirements.

Prerequisites: permission of department

Enrollment Limit: none

Enrollment Preferences: Only Music Majors with a minimum gpa of 3.3

Expected Class Size: NA

Grading: no pass/fail option, yes fifth course option

Distributions: (D1)

Fall 2024

HON Section: 01 TBA Ed Gollin

Spring 2025

HON Section: 01 TBA Ed Gollin

MUS 494 (F)(S) Senior Thesis: Music

Music senior thesis; this is part of a full-year thesis (493-494). Required for all students approved for thesis work in music. Please refer to "The Degree with Honors in Music" for deadlines and other requirements.

Requirements/Evaluation: Please refer to "The Degree with Honors in Music" on the Music Department website for requirements.

Prerequisites: permission of department

Enrollment Limit: none

Enrollment Preferences: Only Music Majors with a minimum gpa of 3.3

Expected Class Size: NA

Grading: no pass/fail option, yes fifth course option

Distributions: (D1)

Fall 2024

HON Section: 01 TBA Ed Gollin

Spring 2025

HON Section: 01 TBA Ed Gollin

MUS 497 (F)(S) Independent Study: Music

All independent study proposals must be approved by the entire music faculty. Proposals must be completed and signed by faculty sponsor, and submitted to department chair, by the day PRIOR to the first day of classes of the semester. No proposals will be accepted or considered if this deadline is missed. Proposals for full-year projects must be complete at the beginning of the fall semester.

Requirements/Evaluation: Undefined - specific to the proposal

Prerequisites: permission of department

Enrollment Limit: none

Enrollment Preferences: none

Expected Class Size: NA

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Fall 2024

IND Section: 01 TBA Ed Gollin

Spring 2025

IND Section: 01 TBA Ed Gollin

MUS 498 (F)(S) Independent Study: Music

All independent study proposals must be approved by the entire music faculty. Proposals must be completed and signed by faculty sponsor, and submitted to department chair, by the day PRIOR to the first day of classes of the semester. No proposals will be accepted or considered if this deadline is missed. Proposals for full-year projects must be complete at the beginning of the fall semester.

Requirements/Evaluation: Undefined - specific to the proposal

Prerequisites: permission of department

Enrollment Limit: none

Enrollment Preferences: none

Expected Class Size: NA

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Fall 2024

IND Section: 01 TBA Ed Gollin

Spring 2025

IND Section: 01 TBA Ed Gollin

Winter Study -----

MUS 31 (W) Senior Thesis: Music

To be taken by students registered for Music 493-494.

Class Format: thesis

Grading: pass/fail only

Not offered current academic year

MUS 99 (W) Independent Study: Music

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study

Grading: pass/fail only

Distributions: (D1)

Not offered current academic year

NEUROSCIENCE (Div III)

Chair: Professor Tim Lebestky

Advisory Committee

- Matt E. Carter, Associate Professor of Biology; Faculty Director, Rice Center for Teaching; affiliated with: Biology, Neuroscience
- Victor A. Cazares, Assistant Professor of Psychology; affiliated with: Psychology, Neuroscience; on leave 2023-2024
- Amie A. Hane, Professor of Psychology; affiliated with: Psychology, Public Health, Neuroscience; on leave Spring 2024
- Tim J. Lebestky, Associate Professor of Biology, Chair of Neuroscience Program; affiliated with: Biology, Neuroscience
- Martha J. Marvin, Lecturer in Neuroscience
- Shivon A. Robinson, Assistant Professor of Psychology; affiliated with: Psychology, Neuroscience
- Noah J. Sandstrom, Chair and Professor of Psychology; affiliated with: Psychology, Neuroscience
- Heather Williams, William Dwight Whitney Professor of Biology; affiliated with: Biology, Neuroscience

Neuroscience is a rapidly growing interdisciplinary field concerned with understanding the relationship between brain, mind, and behavior. The interdisciplinary nature of the field is apparent when surveying those who call themselves neuroscientists. Among these are anatomists, physiologists, chemists, psychologists, philosophers, molecular biologists, computer scientists, linguists, and ethologists. The areas that neuroscience addresses are equally diverse and range from physiological and molecular studies of single neurons, to investigations of how systems of neurons produce phenomena such as vision and movement, to the study of the neural basis of complex cognitive phenomena such as memory, language, and consciousness. Applications of neuroscience research are rapidly growing and include the development of drugs to treat neurodegenerative disorders such as Alzheimer's disease and Parkinson's disease, the use of noninvasive techniques for imaging the human brain such as fMRI and near infrared optical imaging, and the development of methods for repair of the damaged human brain such as the use of brain explants and implants. Combining this wide range of approaches and research methods to study a single remarkably complex organ—the brain—and the behavioral outcomes of its activity requires a unique interdisciplinary approach. The Neuroscience Program is designed to provide students with the opportunity to explore this approach.

THE PROGRAM

The program in neuroscience consists of seven courses: The Cell (Biology 101); Introductory Psychology (Psychology 101); Neuroscience (Neuroscience 201); Topics in Neuroscience (Neuroscience 401); and three electives. Either Biology 101 or Psychology 101 must be taken prior to enrolling in the core course, Neuroscience (Neuroscience 201), which is the foundational neuroscience course and provides the background for upper-level electives in the concentration. Ideally, Neuroscience is taken the fall of the sophomore year. Electives are designed to provide in-depth coverage of specific areas within the field and many electives include laboratory experiences. At least one elective course is required from those designated as Group A (Neuroscience courses cross-listed with Biology). At least one elective course is required from those designated as Group B (Neuroscience courses cross-listed with Psychology). A third required elective may come from Group A or Group B offerings or it may come from Group C which consists of courses that are not cross-listed with neuroscience but include significant neuroscience content. Students may also petition the advisory committee to consider courses that are not listed among these groups including neuroscience-related courses that may be taken while studying abroad. Topics in Neuroscience (Neuroscience 401) is designed to provide an integrative culminating experience and is taken by all senior concentrators during the senior year.

Required Courses

[BIOL 101\(F\) LEC The Cell](#)

Taught by: [Pei-Wen Chen](#), [Caitlyn Bowman-Cornelius](#)
[Catalog details](#)

[NSCI 201 / BIOL 212 / PSYC 212\(F\) LEC Neuroscience](#)

Taught by: [Shivon Robinson](#), [Charlotte Barkan](#)
[Catalog details](#)

[NSCI 401\(F\) SEM Topics in Neuroscience](#)

Taught by: [Matt Carter](#)
[Catalog details](#)

[PSYC 101\(F, S\) LEC Introductory Psychology](#)

Taught by: [Noah Sandstrom](#), [Marlene Sandstrom](#), [Nate Kornell](#), [Madison Sewell](#), [Jeremy Cone](#), [jdc2 Sandstrom](#), nsandstr Smith

[Catalog details](#)

Students can ask the Neuroscience Program Chair whether courses not listed here might count as electives.

Elective Courses

Three elective courses are required. At least one elective must be from Group A and at least one elective must be from Group B. The third elective may come from Group A, Group B, or Group C. Students may also consult the Chair to consider courses that are not listed among these groups including neuroscience-related courses that may be taken while studying abroad.

Group A

[BIOL 209 / NSCI 209\(F\) TUT Animal Communication](#)

Taught by: [Heather Williams](#)

[Catalog details](#)

[BIOL 312 / NSCI 312 LEC Sensory Biology](#)

Taught by: [Heather Williams](#)

[Catalog details](#)

[BIOL 314 / NSCI 324\(S\) LEC Neuroethology](#)

Taught by: [Charlotte Barkan](#)

[Catalog details](#)

[BIOL 407 / NSCI 347 SEM Neurobiology of Emotion](#)

Taught by: [Tim Lebestky](#)

[Catalog details](#)

[BIOL 437\(F\) SEM Neural Flexibility: plasticity, modulation and evolution](#)

Taught by: [Charlotte Barkan](#)

[Catalog details](#)

Group B

[PSYC 312 / NSCI 322\(S\) SEM From Order to Disorder\(s\): The Role of Genes & the Environment in Psychopathology](#)

Taught by: [Victor Cazares](#)

[Catalog details](#)

[PSYC 313 / NSCI 313\(F\) SEM Opioids and the Opioid Crisis: The Neuroscience Behind an Epidemic](#)

Taught by: [Shivon Robinson](#)

[Catalog details](#)

[PSYC 314 / NSCI 314 SEM Learning and Memory in Health and Disease](#)

Taught by: Shannon Moore

[Catalog details](#)

[PSYC 316 / NSCI 316 SEM Neuroscience of Decision-Making](#)

Taught by: [Yunshu Fan](#)

[Catalog details](#)

[PSYC 319 / NSCI 319 / STS 319\(S\) TUT Neuroethics](#)

Taught by: [Noah Sandstrom](#)

[Catalog details](#)

Group C

[BIOL 204\(S\) LEC Animal Behavior](#)

Taught by: [Manuel Morales](#)

[Catalog details](#)

[BIOL 421 TUT Thermoregulation: From Molecules to Organisms](#)

Taught by: [Steven Swoap](#)

[Catalog details](#)

[PSYC 335\(F\) SEM Early Experience and the Developing Infant](#)

Taught by: [Amie Hane](#)

[Catalog details](#)

[PSYC 351 SEM Clinical Neuropsychology](#)

Taught by: Anna Miley Akerstedt

[Catalog details](#)

THE DEGREE WITH HONORS IN NEUROSCIENCE

The degree with honors in Neuroscience provides students with the opportunity to undertake an original research project under the supervision of one or more of the Neuroscience faculty. In addition to completing the requirements of the Neuroscience Program, candidates for an honors degree

must enroll in Neuroscience 493-W31-494 and write a thesis based on an original research project. Presentation of a thesis, however, should not be interpreted as a guarantee of a degree with honors. Students interested in pursuing a degree with honors should contact the Neuroscience Advisory Committee by winter study of their junior year.

STUDY ABROAD

FAQ

Students MUST contact departments/programs BEFORE assuming study away credit will be granted toward the major or concentration.

Can your department or program typically pre-approve courses for major/concentration credit?

Yes, in some cases, if appropriate course information is available in advance (e.g. syllabi and/or course descriptions). Securing syllabi is often difficult, so a discussion with the program Chair is certainly necessary. Under no circumstances should a student assume that a course taken at another institution will count toward the concentration.

What criteria will typically be used/required to determine whether a student may receive major/concentration credit for a course taken while on study away?

The program Chair and advisory committee will consider the course title, course description, and complete syllabus, including readings/assignments. Exams or other written work will also be considered. Written work may be requested if the course description suggests that it is only tangentially related to the field of neuroscience. Written work would, therefore, need to demonstrate that there was sufficient emphasis on neuroscience material.

Does your department/program place restrictions on the number of major/concentration credits that a student might earn through study away?

Yes. Generally there is a maximum of 2 credits that can be completed through a study abroad program.

Does your department/program place restrictions on the types of courses that can be awarded credit towards your major?

No.

Are there specific major requirements that cannot be fulfilled while on study away?

Yes. NSCI 201 and NSCI 401 can not generally be completed abroad. NSCI should be taken during the sophomore year if possible and includes a laboratory component that is rarely comparable in study abroad courses.

Are there specific major requirements in your department/program that students should be particularly aware of when weighing study away options? (Some examples might include a required course that is always taught in one semester, laboratory requirements.)

NSCI 201 is only taught during the fall semester. As such, students planning to study away should plan to take it during the sophomore year.

Give examples in which students thought or assumed that courses taken away would count toward the major or concentration and then learned they wouldn't:

Some students (rarely) have failed to discuss the course in advance of their study abroad experiences. They may also have assumed that approval of a course by another department (e.g., Biology or Psychology) would necessarily mean that they would receive Neuroscience credit for the course. This is not necessarily the case.

NSCI 201 (F) Neuroscience

Cross-listings: BIOL 212 / PSYC 212

Primary Cross-listing

This course is designed to give an overview of the field of neuroscience progressing from a molecular level onwards to individual neurons, neural circuits, and ultimately regulated output behaviors of the nervous system. Topics include a survey of the structure and function of the nervous system, basic neurophysiology and neurochemistry, development, learning and memory, sensory and motor systems, and clinical disorders. Throughout the course, many examples from current research in neuroscience are used to illustrate the concepts being considered. The lab portion of the course will emphasize a) practical hands-on exercises that amplify the material presented in class; b) interpreting and analyzing data; c) presenting the results in written form and placing them in the context of published work; and d) reading and critiquing scientific papers.

Requirements/Evaluation: Evaluation will be based on participation in discussion groups, exercises, problem sets and quizzes performed in small groups, lab reports, midterm exams, and a final exam.

Prerequisites: PSYC 101 or BIOL 101; open to first-year students only with permission of instructor

Enrollment Limit: 72

Enrollment Preferences: Sophomores and Biology and Psychology majors

Expected Class Size: 72

Grading: yes pass/fail option, no fifth course option

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

BIOL 212(D3) NSCI 201(D3) PSYC 212(D3)

Attributes: COGS Interdepartmental Electives NSCI Required Courses PSYC 200-level Courses

Fall 2024

LEC Section: 01 TR 9:55 am - 11:10 am Shivon A. Robinson, Charlotte L. Barkan

LAB Section: 02 M 1:00 pm - 4:00 pm Martha J. Marvin

LAB Section: 03 T 1:00 pm - 4:00 pm Martha J. Marvin

LAB Section: 04 W 1:00 pm - 4:00 pm Martha J. Marvin

NSCI 209 (F) Animal Communication (WS)

Cross-listings: BIOL 209

Secondary Cross-listing

Animal communication systems come in as many varieties as the species that use them. What they have in common are a sender that encodes information into a physical signal and a receiver that senses the signal, extracts the information, and adjusts its subsequent behavior accordingly. This tutorial will consider all aspects of communication, using different animal systems to explore different aspects of the biology of signaling. Topics will include the use of syntax to carry meaning in chickadee calls, synchronous signaling by fireflies, gestural communication by primates, long-distance chemical attractants that allow male moths to find the object of their desire, and cultural evolution within learned signaling systems.

Requirements/Evaluation: evaluation will be based on five 5-page papers, five short response papers, and the student's effectiveness in tutorial discussions.

Prerequisites: BIOL 101 and 102; open to sophomores, juniors, and seniors

Enrollment Limit: 10

Enrollment Preferences: Biology majors and Neuroscience concentrators who need a Biology elective to complete the concentration; then sophomores.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

NSCI 209(D3) BIOL 209(D3)

Writing Skills Notes: This course is a tutorial, and each student will write five position papers and five response papers. Extensive feedback will be provided; students will be required to rewrite one position paper, and may rewrite any of them.

Attributes: COGS Related Courses NSCI Group A Electives

Fall 2024

TUT Section: T1 TBA Heather Williams

NSCI 312 (F) Sensory Biology

Cross-listings: BIOL 312

Secondary Cross-listing

How do animals sense properties of the physical world? How do they convert physical or chemical energy to a signal within a cell that carries

information? How is that information represented? What are the limits on what can be sensed? We will look for answers to these questions by investigating the molecular and cellular mechanisms of sensory transduction and how these mechanisms constrain the types of information that the nervous system encodes and processes. We will also ask how natural selection shapes the type of sensory information that animals extract from the world, and what adaptations allow some species to have "special" senses. Some of the examples we will consider are: bat echolocation (hair cells in the ear), detecting visual motion (amacrine cells in the mammalian retina), the constant reshaping of the olfactory system (chemical mapping of odors), what makes a touch stimulus noxious, and enhanced color vision (in birds, bees, and shrimp). Laboratory exercises will focus on the nematode *C. elegans*, an important model system, to explore and extend how we understand touch, temperature sensation, chemosensation, and light sensation.

Requirements/Evaluation: Four take-home exams, an independent group research project (proposal, followed by results/discussion), presentation about a non-standard sensory system, many short online quizzes, and lab + class participation.

Prerequisites: BIOL 101 and either BIOL 212/NSCI 201 or BIOL 205

Enrollment Limit: 24

Enrollment Preferences: Preference to senior Biology majors who need a 300-level course; then to senior Neuroscience concentrators who need a Group A elective; then to Biology majors. Not open to students who have taken Biology 213.

Expected Class Size: 20

Grading: no pass/fail option, no fifth course option

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

NSCI 312(D3) BIOL 312(D3)

Attributes: BIMO Interdepartmental Electives NSCI Group A Electives

Not offered current academic year

NSCI 313 (F) Opioids and the Opioid Crisis: The Neuroscience Behind an Epidemic

Cross-listings: PSYC 313

Secondary Cross-listing

Opioid misuse, including addiction, has emerged as a major health epidemic in the United States. This course will explore the science of opioids as well as the historical and societal context surrounding their use. We will examine the neurobiological mechanisms through which opioids interact with pain pathways and reward circuits within the brain and we will explore how changes in these systems contribute to opioid tolerance, dependence, and addiction. We will consider how genetic, environmental and behavioral factors can powerfully influence these processes. Finally, we will consider alternative approaches to pain management as well as interventions for the treatment of opioid use disorder. Critical evaluation of peer-reviewed primary literature from animal and human studies will serve as a foundation for class discussions. Evaluation will be based on class presentations, participation in discussions and written assignments.

Requirements/Evaluation: class presentations, participation in discussions, three position papers (approximately 2 pages double-spaced), an APA style literature review (approximately 5-7 pages double-spaced), a research proposal (approximately 5-7 pages double spaced) and an oral presentation of the project proposal.

Prerequisites: PSYC 212 (same as BIOL 212 or NSCI 201)

Enrollment Limit: 19

Enrollment Preferences: Psychology majors and Neuroscience concentrators

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

PSYC 313(D3) NSCI 313(D3)

Attributes: NSCI Group B Electives PHLH Biomedical Determinants of Health PSYC Area 1 - Behavioral Neuroscience

Fall 2024

SEM Section: 01 MR 2:35 pm - 3:50 pm Shivon A. Robinson

NSCI 314 (S) Learning and Memory in Health and Disease

Cross-listings: PSYC 314

Secondary Cross-listing

This class will examine the neuroscientific basis of different types of learning and memory (such as declarative memory, motor memory, and associative memory), including the brain circuits, cellular mechanisms, and signaling pathways that mediate these different processes. In addition, we will explore how these processes can be disrupted in different diseases and disorders (such as Alzheimer's disease or post-traumatic stress disorder) and we will discuss the strategies and targets for therapeutic intervention. Class meetings will include a mix of lectures, discussions, and student presentations. Critical evaluation of peer-reviewed studies involving both human and animal models will serve as a foundation for class discussions. Working in small teams, students will also design and conduct an empirical project related to the course material.

Requirements/Evaluation: In-class presentations and participation in discussions, completion of an empirical research project which will include a project proposal (3-5 pages), data collection and analysis, and a final report (10-20 pages) along with a poster presentation.

Prerequisites: PSYC 212/NSCI 201/BIOL 212

Enrollment Limit: 16

Enrollment Preferences: Psychology majors and Neuroscience concentrators

Expected Class Size: 16

Grading: no pass/fail option, no fifth course option

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

NSCI 314(D3) PSYC 314(D3)

Attributes: NSCI Group B Electives PSYC Area 1 - Behavioral Neuroscience PSYC Empirical Lab Course

Not offered current academic year

NSCI 316 (S) Neuroscience of Decision-Making

Cross-listings: PSYC 316

Secondary Cross-listing

Humans are constantly making decisions: big and small, conscious and unconscious. This seminar will explore different aspects of the decision-making process, including (1) the algorithms for decision-making, (2) the neurological basis of decision-making and (3) the psychological, social, and physiological factors that influence our decision-making. We will examine how scientific approaches can help us understand complex social issues related to decision making. For example: how can stereotypes be understood as a failure in belief updating; how does confirmation bias lead to partisanship; and how to think of xenophobia from the "explore-exploit trade-off" perspective? In this course, we will explore how the brain and its neural networks contribute to these phenomena. The laboratory component of the course will introduce the research tools for studying different aspects of decision-making, including experimental paradigms, computational models and methods of analysis. Students will apply these tools to collaboratively design and conduct behavioral experiments and will analyze neural recording data to understand the relationship between neural activity and decision-making behaviors. Over the course of the semester, students will have the opportunity to develop skills in computer programming to better understand computational models and data analysis.

Requirements/Evaluation: Class presentations, participation in discussions, keeping a decision journal, short response papers and laboratory assignments, participation and presentation of empirical laboratory studies.

Prerequisites: PSYC 212 (same as BIOL 212 or NSCI 201) or permission of instructor.

Enrollment Limit: 16

Enrollment Preferences: Psychology majors, Neuroscience concentrators, and Cognitive Science concentrators

Expected Class Size: 16

Grading: no pass/fail option, no fifth course option

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

PSYC 316(D3) NSCI 316(D3)

Attributes: COGS Interdepartmental Electives NSCI Group B Electives PSYC Area 1 - Behavioral Neuroscience PSYC Empirical Lab Course

Not offered current academic year

NSCI 319 (S) Neuroethics (WS)**Cross-listings:** PSYC 319 / STS 319**Secondary Cross-listing**

Neuroscience studies the brain and mind, and thereby some of the most profound aspects of human existence. In the last decade, advances in our understanding of brain function and in our ability to manipulate brain function have raised significant ethical challenges. This tutorial will explore a variety of important neuroethical questions. Potential topics will include pharmacological manipulation of "abnormal" personality; the use of "cosmetic pharmacology" to enhance cognition; the use of brain imaging to detect deception or to understand the ability, personality or vulnerability of an individual; the relationship between brain activity and consciousness; manipulation of memories; the neuroscience of morality and decision making. In addition to exploring these and other ethical issues, we will explore the basic science underlying them.

Requirements/Evaluation: six 5-page position papers and five 2-page response papers as well as participation in discussions**Prerequisites:** PSYC 212 (same as BIOL 212 or NSCI 201); or permission of instructor**Enrollment Limit:** 10**Enrollment Preferences:** Psychology majors and Neuroscience concentrators**Expected Class Size:** 10**Grading:** no pass/fail option, no fifth course option**Distributions:** (D3) (WS)**This course is cross-listed and the prefixes carry the following divisional credit:**

PSYC 319(D3) STS 319(D2) NSCI 319(D3)

Writing Skills Notes: In alternating weeks, each student in a tutorial pair will write a 5-page essay based on the assigned readings. Essays will be discussed during tutorial meetings and written feedback from the professor will be provided for each essay. At the end of the semester, students will choose one of their prior essays to revise as their final submission. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Attributes: NSCI Group B Electives PSYC Area 1 - Behavioral Neuroscience

Spring 2025

TUT Section: T1 TBA Noah J. Sandstrom

NSCI 322 (S) From Order to Disorder(s): The Role of Genes & the Environment in Psychopathology**Cross-listings:** PSYC 312**Secondary Cross-listing**

This course examines how experimental methods in neuroscience can be used to understand the role of nature (genes) and nurture (the environment) in shaping the brain and behavior. In particular, we will explore how neuroscience informs our understanding of psychiatric disorders such as anxiety, depression, and schizophrenia. We will investigate the biological underpinning of these disorders as well as their treatments. Readings will include human studies as well as work based on animal models. Topics will include: the ways in which environmental and genetic factors shape risk and resiliency in the context of psychiatric disease, the neural circuits and peripheral systems that contribute to psychopathology, and the mechanisms through which interventions may act. In the laboratory component of the course, students will gain hands-on experience in using animal models to study complex behavior and their associated neural mechanisms.

Requirements/Evaluation: class presentations, participation in discussions, project proposal (5 pages), empirical project paper (5-7 pages), poster and poster presentation, participation in all phases of the empirical project research experience (experiment design, data collection, data graphing, data analysis) including oral and written presentation of key findings.**Prerequisites:** PSYC 212 (same as BIOL 212 or NSCI 201)**Enrollment Limit:** 16**Enrollment Preferences:** Psychology majors and Neuroscience concentrators**Expected Class Size:** 16**Grading:** no pass/fail option, no fifth course option**Distributions:** (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

PSYC 312(D3) NSCI 322(D3)

Attributes: BIGP Courses NSCI Group B Electives PSYC Area 1 - Behavioral Neuroscience PSYC Empirical Lab Course

Spring 2025

SEM Section: 01 TR 8:30 am - 9:45 am Victor A. Cazares

LAB Section: 02 W 1:00 pm - 4:00 pm Victor A. Cazares

NSCI 324 (S) Neuroethology

Cross-listings: BIOL 314

Secondary Cross-listing

How does an animal experience its environment? What mechanisms allow an animal to select and generate behaviors? In this course we will use a comparative approach to examine how nervous systems have evolved to solve problems inherent to an animal's natural environment. We will discuss how animals sense physical and chemical properties of their surroundings and convert this information to a signal encoded in their brain. We will explore how nervous systems of diverse species are adapted to extract sensory information that is relevant to their survival--such as sound, light, and smell. We will also examine how neural circuits control muscles to generate motor behaviors such as locomotion and vocalization and how sensory information is integrated to influence behavior. To highlight the discovery process, we will read and discuss primary research articles that complement course content. During labs we will use a variety of approaches such as electrophysiology, optogenetics, behavior, and data analysis to understand sensory and motor systems in several different organisms.

Requirements/Evaluation: Participation in class and lab, several take-home exams, independent group research project and presentation, and short written class and lab assignments.

Prerequisites: BIOL 212 or BIOL 205

Enrollment Limit: 24

Enrollment Preferences: Senior, then junior, Biology majors and NSCI concentrators who need a 300-level course or a NSCI elective

Expected Class Size: 24

Grading: no pass/fail option, yes fifth course option

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

BIOL 314(D3) NSCI 324(D3)

Attributes: NSCI Group A Electives

Spring 2025

LEC Section: 01 TR 9:55 am - 11:10 am Charlotte L. Barkan

LAB Section: 02 W 1:00 pm - 3:50 pm Charlotte L. Barkan

LAB Section: 03 R 1:00 pm - 3:50 pm Charlotte L. Barkan

NSCI 347 (S) Neurobiology of Emotion

Cross-listings: BIOL 407

Secondary Cross-listing

Emotion is influenced and governed by a number of neural circuits and substrates, and emotional states can be influenced by memory, cognition, and many external stimuli. We will read and discuss articles about mammalian neuroanatomy associated with emotion as defined by classic lesion studies, pharmacology, electrophysiology, fMRI imaging, knockout and optogenetic mouse studies, for investigating neural circuit function in order to gain an understanding of the central circuits and neurotransmitter systems that are implicated in emotional processing. We will focus initially on the neural circuits involved in fear, as a model for how human and animal emotion and physiology is studied, with special sessions on emotional responses to music and art, as well as discussions about burgeoning neurobiological research into the emotion of disgust. The larger goal of the course is to give students opportunities and experience in critical evaluation and discussion of primary scientific literature, and to develop and refine strategies on how

to use scientific evidence in building arguments in essays.

Requirements/Evaluation: class participation and several short papers

Prerequisites: BIOL212/NSCI201; open to juniors and seniors. Sophomores must get instructor's consent prior to enrolling.

Enrollment Limit: 12

Enrollment Preferences: senior Biology majors who have not taken a 400-level Biology course; then to eligible NSCI concentrators

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

NSCI 347(D3) BIOL 407(D3)

Attributes: BIMO Interdepartmental Electives NSCI Group A Electives

Not offered current academic year

NSCI 397 (F) Independent Study: Neuroscience

Independent study.

Requirements/Evaluation: Determined by individual instructors

Prerequisites: Permission of instructor

Enrollment Limit: none

Enrollment Preferences: Upperclass students

Expected Class Size: NA

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3)

Fall 2024

IND Section: 01 TBA Tim J. Lebestky

NSCI 398 (S) Independent Study: Neuroscience

Independent study.

Requirements/Evaluation: Determined by individual instructors

Prerequisites: Permission of instructor

Enrollment Limit: none

Enrollment Preferences: Upperclass students

Expected Class Size: NA

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3)

Spring 2025

IND Section: 01 TBA Tim J. Lebestky

NSCI 401 (F) Topics in Neuroscience

Neuroscientists explore issues inherent in the study of brain and behavior. The overall objective of this seminar is to create a culminating senior experience in which previous course work in specific areas in the Neuroscience Program can be brought to bear in a synthetic, interdisciplinary approach to understanding complex problems. The specific goals for students in this seminar are to evaluate original research and critically examine the experimental evidence for theoretical issues in the discipline. Topics and instructional formats will vary somewhat from year to year, but in all cases the course will emphasize an integrative approach in which students will be asked to consider topics from a range of perspectives including molecular,

cellular, systems, behavioral and clinical neuroscience. Previous topics have included autism, depression, stress, neurogenesis, novel neuromodulators, language, retrograde messengers, synaptic plasticity, and learning and memory.

Requirements/Evaluation: Participation in class discussion, presentation of research articles, several short papers

Prerequisites: Open only to seniors in the Neuroscience program

Enrollment Limit: 20

Enrollment Preferences: Senior Neuroscience concentrators

Expected Class Size: 20

Grading: no pass/fail option, yes fifth course option

Unit Notes: Required of all senior students in the Neuroscience program

Distributions: (D3)

Attributes: NSCI Required Courses

Fall 2024

SEM Section: 01 W 1:10 pm - 3:50 pm Matt E. Carter

NSCI 493 (F) Senior Thesis: Neuroscience

Neuroscience senior thesis; this is part of a full-year thesis (493-494). Independent research for two semesters and a winter study under the guidance of one or more neuroscience faculty. After reviewing the literature in a specialized field of neuroscience, students design and conduct an original research project, the results of which are reported in a thesis. Senior thesis work is supervised by the faculty participating in the program.

Requirements/Evaluation: Determined by the thesis advisor

Prerequisites: Permission of the thesis advisor

Enrollment Limit: none

Enrollment Preferences: Senior Neuroscience concentrator

Expected Class Size: NA

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3)

Fall 2024

HON Section: 01 TBA Tim J. Lebestky

NSCI 494 (S) Senior Thesis: Neuroscience

Neuroscience senior thesis; this is part of a full-year thesis (493-494). Independent research for two semesters and a winter study under the guidance of one or more neuroscience faculty. After reviewing the literature in a specialized field of neuroscience, students design and conduct an original research project, the results of which are reported in a thesis. Senior thesis work is supervised by the faculty participating in the program.

Requirements/Evaluation: Determined by the thesis advisor

Prerequisites: Permission of the thesis advisor

Enrollment Limit: none

Enrollment Preferences: Senior Neuroscience concentrator

Expected Class Size: NA

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3)

Spring 2025

HON Section: 01 TBA Tim J. Lebestky

Winter Study -----

NSCI 31 (W) Senior Thesis: Neuroscience

To be taken by students registered for Neuroscience 493-494.

Class Format: thesis

Grading: pass/fail only

Not offered current academic year

NSCI 99 (W) Independent Study: Neuroscience

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study

Grading: pass/fail only

Not offered current academic year

PHILOSOPHY (Div II)

Chair: Professor Joseph Cruz

- Melissa J. Barry, Professor of Philosophy
- Joseph L. Cruz, Chair and Professor of Philosophy
- Christian De Leon, Visiting Assistant Professor of Philosophy
- Steven B. Gerrard, Mark Hopkins Professor of Philosophy; on leave Spring 2024
- Keith E. McPartland, Associate Professor of Philosophy
- Bojana Mladenovic, Professor of Philosophy and Director of the Williams-Exeter Programme at Oxford University; affiliated with: Philosophy, Williams-Exeter Programme at Oxford
- Julie A. Pedroni, Lecturer in Philosophy; affiliated with: Philosophy, Center for Environmental Studies
- Shivani Radhakrishnan, Gaius Charles Bolin Fellow in the Department of Philosophy
- Jana Sawicki, Morris Professor of Rhetoric; on leave Spring 2024
- Justin B. Shaddock, Associate Professor of Philosophy

To engage in philosophy is to ask a variety of questions about the world and our place in it—questions that we confront in our everyday lives or that underlie our ordinary practices. What is a good, meaningful, or happy human life (ethics and politics)? What do we owe non-human species and future generations (applied ethics/practical philosophy)? Does god exist? (metaphysics)? What can we know, and what makes a belief or statement true (epistemology)? Are there objective standards for judging works of art? Thus, philosophers also address questions relevant to many disciplines.

The program in philosophy is designed to aid students in thinking about such questions, by acquainting them with influential work in the field, past and present, and by giving them tools to grapple with these issues themselves. The program emphasizes training in clear, critical thinking and in effective writing. Most of our courses are offered as small seminars or tutorials in which students have multiple opportunities to develop skills in reasoning and writing interpretive and critical essays.

MAJOR

The Philosophy major consists of nine semester courses: three required courses and six electives. The required courses are: any 100-level philosophy course, Philosophy 201 (History of Ancient Greek Philosophy) or Philosophy 202 (History of Modern Philosophy), and Philosophy 401 (Senior Seminar). The six electives are structured by a distribution requirement. Students must take at least one course in each of three areas: Contemporary Metaphysics and Epistemology [M&E], Contemporary Value Theory [V], and History [H]. These requirements apply to majors in the Class of 2018 and after.

Courses taught in other departments at Williams or at other institutions will not count toward the distribution requirement (Williams-Exeter tutorials may count, however, with the approval of the Department Chair). Up to two cross-listed courses taught in other departments may count as electives toward the major. No more than one 100-level course may count toward the major (and one 100-level course is required for the major—*no exceptions*).

We recommend the following trajectory through the major:

By the end of the first year, take a 100-level philosophy course (this is typically the first step in the major) and one other philosophy course.

By the end of the second year, complete a 100-level philosophy course, Phil 201 or Phil 202, and at least one other philosophy course. (If you will be away for the whole of your junior year, you should complete at least five courses by the end of the second year, preferably six.)

By the end of the junior year, complete a 100-level philosophy course, Phil 201 or Phil 202, and at least four other philosophy courses.

Other recommendations: take at least one tutorial; distribute your six electives evenly across the three distribution baskets; take a logic course; and take both PHIL 201 and PHIL 202.

The Degree with Honors in Philosophy

The degree with honors in Philosophy is awarded to students who have demonstrated outstanding achievement in a program of study that extends beyond the requirements of the major. This additional required work can take the form either of a senior essay written over one semester plus winter study (maximum 40 pages) or a year-long thesis (maximum 75 pages). Students planning to pursue a degree with honors must first write a brief proposal after having consulted with an advisor, then submit the proposal to the Department in mid-March (before spring break) of the junior year. To be eligible for honors candidates must have GPAs of 3.6 or higher in their courses in philosophy at the end of the junior and senior years. A

recommendation for graduation with honors will be made on the basis of the thoroughness, independence, and originality of the student's written work as well as their performance in a defense that will be organized by their advisor in consultation with the Chair.

STUDY AWAY

[The Williams-Exeter Programme at Oxford \(WEPO\)](#): the first full Oxford philosophy tutorial will count as the equivalent of two full-semester philosophy courses at Williams; the second full Oxford philosophy tutorial will count as the equivalent of one full-semester philosophy course at Williams, for a total of three Williams philosophy courses. Courses must be pre-approved by the Chair of the Philosophy Department, who will also determine which, if any, courses will count toward the philosophy major distribution requirements.

Courses taken in other Study Away programs: Students may petition the Philosophy Department for credit for philosophy courses taken at their Study Away institution. They should consult with the department Chair before they commit to a program. Final determinations will be made on the basis of the course syllabus and the quality of the student's written work for the course. Typically, courses taken while studying away will not fulfill distribution requirements for the philosophy major at Williams.

PHILOSOPHY RELATED COURSES

The following courses offered in other departments, while not cross-listed with Philosophy, may be of interest to philosophy students:

[PSCI 130\(F, S\) SEM Introduction to Political Theory](#)

Taught by: [Laura Ephraim](#), [Mark Reinhardt](#)
[Catalog details](#)

[PSCI 334\(S\) SEM Theorizing Global Justice](#)

Taught by: [Nimu Njoya](#)
[Catalog details](#)

[REL 255 / ANTH 255 / ASIA 255\(F\) LEC Buddhism: Ideas and Practices](#)

Taught by: [Georges Dreyfus](#)
[Catalog details](#)

[REL 301 / SOC 301 / STS 301 / WGSS 302 / COMP 315\(S\) SEM Social Construction](#)

Taught by: [Jason Josephson Storm](#)
[Catalog details](#)

[REL 308 / SOC 308 / STS 308 SEM What is Power?](#)

Taught by: [Jason Josephson Storm](#)
[Catalog details](#)

PHIL 109 (F) Skepticism and Relativism (WS)

Intellectually, we are ready skeptics and relativists. We doubt, we point out that no one can be certain in what she believes, and we are suspicious of declarations of transcendent reason or truth (unless they are our own). Emboldened by our confidence in skeptical arguments, we claim that knowledge is inevitably limited, that it depends on one's perspective, and that everything one believes is relative to context or culture. No domain of inquiry is immune to this destructive skepticism and confident relativism. Science is only "true" for some people, agnosticism is the only alternative to foolish superstition, and moral relativism and, consequently, nihilism are obvious. But is the best conclusion we can come to with respect to our intellectual endeavors that skepticism always carries the day and that nothing at all is true? In this tutorial, we will investigate the nature of skepticism and the varieties of relativism it encourages. Our readings will come primarily from philosophy, but will be supplemented with material from anthropology, physics, psychology, and linguistics. We will look at relativism with respect to reason and truth in general as well as with respect to science, religion, and morality. Along the way, we will need to come to grips with the following surprising fact. With few exceptions, thoroughgoing skepticism and relativism have not been the prevailing views of the greatest minds in the history of philosophy. Were they simply too unsophisticated and confused to understand what is for us the irresistible power of skepticism and relativism? Or might it be that our skepticism and relativism are the result of our own laziness and failure? Of course, this question cannot really be answered, nor is there any value in trying to answer it, and any "answer" will only be "true" for you. Right?

Requirements/Evaluation: participants will present substantial written work in the tutorial every other week, and will be responsible for commenting on their tutorial partner's work.

Prerequisites: none; this tutorial is an appropriate first course in PHIL.

Enrollment Limit: 8

Enrollment Preferences: This tutorial is specifically designed for first-year students, and they will be given absolute preference. Do not write to the instructor indicating a special interest, this will make no difference. If oversubscribed, students will be selected randomly.

Expected Class Size: 8

Grading: no pass/fail option, no fifth course option

Unit Notes: meets 100-level PHIL major requirement

Distributions: (D2) (WS)

Writing Skills Notes: Students will write a tutorial essay every other week and will receive written feedback on composition and structure. Essays later in the semester will reflect the writing lessons of earlier in the semester.

Not offered current academic year

PHIL 110 (F) History of Modern Moral and Political Philosophy (WS)

This course is a survey of 17th-, 18th-, and 19-century moral and political philosophy. We will consider what, if anything, justifies the rules of morality and law, and we will consider the nature, value, and limits of freedom. We will ask whether our individual actions and our social and political structures are based in our self-interested desires, our natural instincts, or our rationality. Authors will include: Hobbes, Locke, Rousseau, Hume, Kant, Smith, Marx, and Mill.

Requirements/Evaluation: Students will write a number of short essays.

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: first-years

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (WS)

Writing Skills Notes: Students will write a series of short essays, developing key skills of philosophical writing, including, most prominently, formulating a thesis and developing an argument. Students will receive feedback on drafts, and be required to substantially revise their papers prior to submission.

Fall 2024

SEM Section: 01 TR 8:30 am - 9:45 am Justin B. Shaddock

PHIL 115 (S) Personal Identity (WS)

Through lectures, discussions, close readings and assigned writings, we will consider a variety of philosophical questions about the nature of persons, and personal identity through time. Persons are subjects of experiences, have thoughts and feelings, motivation and agency; a person is thought of as continuous over time, and as related to, recognized and respected by other persons. Thus, the concept of person plays a significant role in most branches of philosophy, e.g. metaphysics, epistemology, moral and political philosophy, philosophy of mind. Conceptions of person are equally important in science (especially in psychology), law, and the arts. Questions about persons are of central importance for a myriad of our theories and practices, and for the ways in which we live our lives. The aim of this course is to explore and evaluate a number of rival conceptions of persons and personal identity over time. Some of the questions which we will discuss are: What is a person? How do I know that I am one? What constitutes my knowledge of myself as a person, and does that knowledge differ in any significant respect from my knowledge of physical objects and of other people? Our starting and central question will be: **What makes me the particular person that I am, and how is my identity as this individual person preserved over time?** The course will place special emphasis on developing students' intellectual skills in close, analytical reading; reconstructing and evaluating claims and reasons that support them; producing original ideas and arguments, orally and in writing; responding to the claims and arguments presented in texts and in class; and writing clear, polished, well-argued papers.

Requirements/Evaluation: Class attendance, preparedness and participation; additional small group weekly meetings, and reports from these meetings (group members rotate in writing the report); 12 short writing assignments. No final paper and no exam.

Prerequisites: none; open to first year students

Enrollment Limit: 19

Enrollment Preferences: freshmen, sophomores, and philosophy majors who need a 100 level course to satisfy requirement for the major

Expected Class Size: 19

Grading: no pass/fail option, yes fifth course option

Unit Notes: meets 100-level PHIL major requirement

Distributions: (D2) (WS)

Writing Skills Notes: Students will write weekly short assignments (at most 1000 words long), six of which will be letter-graded (but only five best assignments will count for the final grade). All assignments will receive detailed comments on substance as well as on writing skills and strategies.

Spring 2025

SEM Section: 01 MW 7:00 pm - 8:15 pm Bojana Mladenovic

PHIL 116 (S) Mind, Knowledge, and Reality (WS)

This course is an introduction to philosophy through three major themes: The nature of the universe, the existence of gods, and the mind/body problem. Throughout, we will appeal to reason and evidence in forming our best beliefs. Our discussions will range over historical and contemporary works in the Western tradition.

Requirements/Evaluation: active participation; four (5-6 page) essays

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Strong preference given to first-years and sophomores; do not contact the instructor to plead for special enrollment consideration.

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Unit Notes: meets 100-level PHIL major requirement

Distributions: (D2) (WS)

Writing Skills Notes: Students will craft 4 six page essays, and each will receive extensive comments on structure and composition with an eye toward developing skills in philosophical writing.

Spring 2025

SEM Section: 01 MW 7:00 pm - 8:15 pm Joseph L. Cruz

PHIL 117 (S) Arguing about God (WS)

"Faith is a fine invention," according to Emily Dickinson's poem, "when gentlemen can see; but microscopes are prudent in an emergency." This introduction to philosophy will see how far the microscopes of reason and logic can carry us in traditional arguments about the existence and nature of God. We will closely analyze classical arguments by Augustine, Avicenna, Aquinas, Anselm, Maimonides, Descartes, and others. Pascal's wager is a different approach: it argues that even though proof of the existence of God is unavailable, you will maximize your expected utility by believing. We will examine the wager in its original home of Pascal's *Pensees*, and look at William James' related article, "The Will to Believe." The millennia old problem of whether human suffering is compatible with God's perfection is called "the problem of evil." We will examine this issue in Hume's *Dialogues Concerning Natural Religion*, classic sources and contemporary articles. Students should be aware that, in the classic tradition, this class resembles a logic course.

Class Format: seminar

Requirements/Evaluation: 5 short papers

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: first-years and sophomores

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Unit Notes: meets 100-level PHIL major requirement

Distributions: (D2) (WS)

Writing Skills Notes: Five 4 or 5 page papers, evenly spaced throughout the semester. Students will receive timely comments on their writing skills, with suggestions for improvement.

Not offered current academic year

PHIL 118 (S) Meaning, Communication and Society (DPE) (WS)

The primary way we interact with others is through the use of language. We use language to communicate meanings in order to accomplish a variety of goals: to convey information, make requests, establish rules, utilize power, issue protests, and much more. We coordinate our lives through sounds from mouths, signs from hands, and squiggles on paper because somehow sounds, signs, and squiggles have *meanings*. This course is an investigation into how language is used to express meaning, and how such expression can have real interpersonal and societal impact. Using resources from philosophy and linguistics, we will study various ways in which literal and non-literal uses of language influence our social lives. Of particular interest will be how language can be used to establish, reinforce, and resist power relationships involving race and gender.

Requirements/Evaluation: 3-4 papers (6-8 pages) each preceded by a complete draft.

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Preference given to first year students and philosophy majors.

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE) (WS)

Writing Skills Notes: Students will submit papers and drafts that will receive comments on content, writing style, and argument structure. Students will periodically meet with the professor to discuss paper planning and comments on submitted work.

Difference, Power, and Equity Notes: This course has a focus on the role of language in relationships involving power, oppression, and group inclusion between individuals belonging to various socio-political identities.

Attributes: Linguistics

Not offered current academic year

PHIL 119 (F)(S) Why Obey the Law? (WS)

What social and political arrangements are most conducive to fostering human well-being and the common good? What makes governmental authority legitimate? A foundation in reason and morality? Popular sovereignty? Does might make right? We turn first to two of Plato's most famous dialogues, *The Apology* and *The Republic* in which we encounter Socrates' trial for impiety and corrupting the youth, and, Socrates effort to defeat an argument that might makes right, that only the weak agree to obey the law, by envisioning an ideal (non-democratic) city-state ruled by benevolent philosopher-kings. The rest of the course is devoted to figures in the history of modern political philosophy, both defenders and critics of democratic liberalism (egs., Hobbes, Locke, Rousseau, Marx, J.S. Mill, Nietzsche, W.E.B Dubois, etc.). We conclude with contemporary reflections on the fate of democracy today.

Class Format: Class participation will involve individual and group activities meant to give you practice in thinking quickly, working with others, and building arguments.

Requirements/Evaluation: Six pass/fail short response essays of approximately 500 words each in which students write about a particular part of the assigned text (such as explaining what a passage means, drawing connections between different parts of the text, identifying an argument, responding to an argument, etc); two 5-page papers based on prompts; participation.

Prerequisites: None. Open to any student interested in the sources of our current understandings of government, the basis of its authority, and strengths and weaknesses of democracy.

Enrollment Limit: 19

Enrollment Preferences: Majors, first years, and sophomores will normally receive preference if the course over enrolls.

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Unit Notes: meets 100-level Phil major requirement

Distributions: (D2) (WS)

Writing Skills Notes: The professor and the teaching assistant will provide detailed comments on short and longer essays and provide occasional peer review opportunities, handouts and discussions of frequent types of errors, different approaches to writing and drafting, and the importance of editing and seeking the help of writing tutors. I encourage, but do not require, that students make appointments to discuss ideas and drafts with the TA

or me.

Attributes: JLST Interdepartmental Electives LEAD Ethical Issues of Leadership

Fall 2024

SEM Section: 01 TR 11:20 am - 12:35 pm Jana Sawicki

Spring 2025

SEM Section: 01 TR 11:20 am - 12:35 pm Jana Sawicki

PHIL 122 (F) Philosophical Approaches to Contemporary Moral Issues (WS)

In this tutorial we will examine a number of prominent and controversial social issues, using our study of them both as an opportunity to better understand the moral dimensions of those issues in and of themselves, and to consider the ways in which selected classical and contemporary moral theories characterize and address those moral dimensions. Topics will depend to some extent on student interest, but are likely to include concerns that fall under such headings as euthanasia, conscientious eating, abortion, the ethics of protest, and Covid-19. The course will use a case-based approach to examine these issues, and so in most weeks we will (1) read philosophical articles focused on a key concept or set of arguments central to the issue, and (2) consider in detail one morally complex case in which the concept or arguments have special application or relevance. In addition, we will devote several class meetings interspersed throughout the semester to reading foundational sources in ethical theory.

Class Format: Groups of three students (rather than the more conventional two students) will meet weekly with the professor.

Requirements/Evaluation: three tri-weekly tutorial papers and two short papers, oral commentaries, and tutorial discussion

Prerequisites: none; this course is suitable for first-year students

Enrollment Limit: 15

Enrollment Preferences: first-year students, sophomores, Philosophy majors, and those who have previously been dropped from the course for over-enrollment

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

Writing Skills Notes: Students will write three tutorial papers of 5-7 pages in length, one of which they will revise and resubmit, as well as two 2-3 page papers. In each, students will describe and evaluate arguments that appear in the assigned readings, and will develop arguments in support of their own positions. Students will receive written and oral feedback, concentrated particularly in the first half of the semester, to improve their ability to present clear and effective written arguments.

Attributes: JLST Interdepartmental Electives

Not offered current academic year

PHIL 123 (F) Objectivity in Ethics (WS)

Are moral beliefs simply expressions of opinion, or can we construct good arguments on their behalf? In this course we'll examine several influential attempts to provide a rational foundation for morality, along with Nietzsche's wholesale rejection of these efforts. Readings will include work by Plato, Hobbes, Kant, Mill, Nietzsche, and contemporary authors.

Requirements/Evaluation: Participation in discussion; short response papers; four 5-page papers, evenly spaced throughout the semester

Prerequisites: None

Enrollment Limit: 19

Enrollment Preferences: First-years and sophomores, and students who need to fulfill their 100-level requirement for the philosophy major

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Unit Notes: Meets 100-level PHIL major requirement

Distributions: (D2) (WS)

Writing Skills Notes: Four 5-page papers, evenly spaced throughout the semester. Students will receive timely comments on their writing skills, with suggestions for improvement.

Not offered current academic year

PHIL 126 (S) Paradoxes (WS)

There are three grains of sand on my desk. This is unfortunate, but at least there isn't a heap of sand on my desk. That would be really worrisome. On the other hand, there *is* a heap of sand in my backyard. I don't know how exactly how many grains of sand are in this heap, but let's say 100,000. My daughter removes one grain of sand. I don't know why, she just does. It seems like there is still a heap of sand in my backyard. In fact, it seems like you can't change a heap of sand into something that isn't a heap of sand by removing one grain of sand. Right? But now we have a problem. By repeated application of the same reasoning, it seems that even after she removes 99,997 grains of sand--I don't know what she wants with all this sand, but I'm starting to worry about that girl--there is still a heap of sand in my backyard. But three grains isn't enough for a heap. So there is not a heap in my backyard. Now I'm confused. Where did my reasoning go wrong? What we have here is an example of the *sorites* paradox. It is a paradox, because I started with seemingly true statements and used valid reasoning to arrive at contradictory conclusions. We can learn a lot about logic, language, epistemology and metaphysics by thinking through and attempting to resolve paradoxes. In this class, we'll work together to think through some ancient and contemporary paradoxes. We'll also work on writing lucid prose that displays precisely the logical structure of arguments, engages in focused critique of these arguments, and forcefully presents arguments of our own. Other topics could include: Zeno's paradoxes of motion and plurality, the liar's paradox, the surprise-exam paradox, paradoxes of material constitution, *Newcomb's Problem*, and the *Prisoner's Dilemma*.

Requirements/Evaluation: (i) short response papers; (ii) midterm paper (~5-6 pages) (iii) Final term-paper (~10 pages) in multiple drafts; (iv) Active and informed participation in class discussions.

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: First and second year students. Prospective philosophy majors.

Expected Class Size: 15-19

Grading: no pass/fail option, yes fifth course option

Unit Notes: Meets 100-level PHIL major requirement

Distributions: (D2) (WS)

Writing Skills Notes: Students will write a number of short papers. Both the content and the writing will be evaluated. These papers will focus on clear and precise presentation and evaluation of arguments. There will be a midterm paper revising an earlier short paper. There will be a final term-paper written in multiple drafts.

Spring 2025

SEM Section: 01 TF 2:35 pm - 3:50 pm Keith E. McPartland

PHIL 127 (F)(S) Meaning and Value (WS)

What gives an individual life meaning? Pleasure? Success in fulfilling desires? Flourishing in ways distinctive to a rational agent or a human being (including, for example, developing rational capacities and self-mastery, succeeding in worthwhile projects, cultivating relationships, living morally, developing spiritually)? Can we be mistaken about how well our lives are going, or about what has value? What are the main sources of uncertainty here? Does the fact that our lives will end threaten their meaning? How can science contribute to our understanding of these issues? We'll examine these and related questions through historical and contemporary readings. This course aims to teach skills required for good philosophical thinking, including those involved in reading texts closely, reconstructing and evaluating arguments, articulating ideas clearly in discussion, and crafting well-structured and carefully-reasoned papers.

Class Format: Students will meet in trios for this tutorial. We will meet on a fixed weekly schedule agreed to by the instructor and participants.

Requirements/Evaluation: Four lead tutorial papers (5-6 pages in length), seven critiques (2 pages in length), and one rewrite.

Prerequisites: First-years and sophomores only.

Enrollment Limit: 12

Enrollment Preferences: First-years and sophomores, and students who need to fulfill their 100-level requirement for the philosophy major. This tutorial is an appropriate first course in PHIL.

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Unit Notes: This tutorial meets the 100-level PHIL major requirement.

Distributions: (D2) (WS)

Writing Skills Notes: Each student will write a lead tutorial paper (5-6 pages in length) or a peer critique (2 pages) in alternating weeks. The instructor will provide timely comments on writing skills, with suggestions for improvement.

Fall 2024

TUT Section: T1 TBA Melissa J. Barry

Spring 2025

TUT Section: T1 TBA Melissa J. Barry

PHIL 129 (S) Language and the Mind

Cross-listings: COGS 129

Primary Cross-listing

Many animals communicate, but only humans can use language. What is language? Is the ability to learn it specialized, or just a matter of having enough cognitive processing power? Do successes of large language models and AI chat bots confirm or challenge traditional linguistic theory? Does language in any way determine, shape, or enable thought? How sophisticated could a mind without language be? Does knowledge of language require consciousness? In this course we will investigate (a) what makes language stand out from other kinds of communication system and (b) what makes human minds uniquely capable of acquiring language. Drawing on debates about the evolution of language, Chomskyian universal grammar, the computational theory of mind, and more, we will explore the philosophical consequences of our existence as linguistic creatures.

Requirements/Evaluation: Short reading responses (approx. 2 pages) every other week, two exams

Prerequisites: None

Enrollment Limit: 20

Enrollment Preferences: Priority given to first and second years

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

PHIL 129(D2) COGS 129(D2)

Attributes: Linguistics

Not offered current academic year

PHIL 201 (F) History of Ancient Greek Philosophy

Cross-listings: CLAS 203

Primary Cross-listing

Very few people believe that everything is water, that we knew everything before birth, that philosophers ought to rule the state, or that the earth is at the center of the cosmos. Why then should we spend our time studying people who in addition to having these surprising beliefs have been dead for 2500 years? First of all, Greek thinkers, especially Plato and Aristotle, radically shaped the trajectory of western thought in every area of philosophy. No one can have an adequate understanding of western intellectual history without some familiarity with the Greeks, and we might think that an understanding of our intellectual history can deepen our understanding of our own situation. More importantly, many of the thinkers that we will read in this class are simply excellent philosophers, and it is worthwhile for anyone interested in philosophical problems to read treatments of these problems by excellent philosophers. We will begin the course by looking briefly at some of the Presocratic philosophers active in the Mediterranean world of the seventh through fifth centuries BCE, and some of the sophists active in the fifth century. We will then turn to several of Plato's dialogues, examining Plato's portrayal of Socrates and his development of a new and profoundly powerful philosophical conception. Finally, we will examine some of Aristotle's works on metaphysics, epistemology and ethics, considering some of the ways Aristotle's thought responds to that of predecessors.

Requirements/Evaluation: There will be a midterm and final exam. There will also be short writing assignments.

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: Philosophy and Classics Majors.

Expected Class Size: 15-20

Grading: no pass/fail option, yes fifth course option

Unit Notes: Philosophy majors must take either PHIL 201 or PHIL 202 (and are encouraged to take both)

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

CLAS 203(D1) PHIL 201(D2)

Fall 2024

LEC Section: 01 MWF 11:00 am - 12:15 pm Keith E. McPartland

PHIL 202 (S) History of Modern European Philosophy

This course is a survey of 17th- and 18th-century metaphysics and epistemology. Topics will include: What can we know through our senses? Can we know anything through reason alone? What is the mind? What is the body? What is the relationship between the mind and the body? What are space and time? Are we rationally justified in drawing causal inferences? Are we justified in believing in God? Authors will include: Descartes, Spinoza, Leibniz, Locke, Berkeley, Hume, and Kant.

Requirements/Evaluation: 3 mid-term papers, and a final exam

Prerequisites: It is recommended that students have taken a 100-level Philosophy course, though not strictly required.

Enrollment Limit: 15

Enrollment Preferences: Enrollment preference will be given to majors, prospective majors, students who have taken a 100-level PHIL course, and first-years and sophomores.

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Unit Notes: Philosophy majors must take either PHIL 201 or PHIL 202 (and can take both)

Distributions: (D2)

Spring 2025

SEM Section: 01 MR 1:10 pm - 2:25 pm Justin B. Shaddock

SEM Section: 02 TF 1:10 pm - 2:25 pm Justin B. Shaddock

PHIL 203 (F) Logic and Language (QFR)

Logic is the study of reasoning and argument. More particularly, it concerns itself with the differences between good and bad reasoning, between strong and weak arguments. We will examine the virtues and vices of good arguments in both informal and formal systems. The goals of this course are to improve the critical thinking of the students, to introduce them to sentential and predicate logic, to familiarize them with enough formal logic to enable them to read some of the great works of philosophy that use formal logic (such as Wittgenstein's *Tractatus*), and to examine some of the connections between logic and philosophy.

Class Format: discussion

Requirements/Evaluation: a midterm, a final, frequent homework and problem sets

Prerequisites: none

Enrollment Limit: 40/sect

Enrollment Preferences: Philosophy majors, seniors, juniors, sophomores, first-years in that order.

Expected Class Size: 40/sect

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (QFR)

Quantitative/Formal Reasoning Notes: The main part of the course is learning two formal languages of logic: sentential logic and predicate logic

Attributes: Linguistics PHIL Contemp Metaphysics + Epistemology Courses

Not offered current academic year

PHIL 206 (S) Philosophy and Tragedy (WS)

Tragedy and philosophy were two of the finest achievements of classical Athenian civilization, and each attempts to reveal to the reader something fundamental about our shared human condition. The worldview that underlies classical tragedy, however, seems markedly different from the one that we find in classical philosophy. While Plato and Aristotle differ on many points, they share the belief that the cosmos and the human place within it can be understood by rational means. Furthermore, they share the conviction that the most important components of a successful life are within the control of the individual human being. The picture that we find in the works of the tragedians, Aeschylus, Sophocles and Euripides is markedly different. The tragedians emphasize the ways in which the cosmos and our role in it resists any attempt to be understood, and emphasize the ways in which the success or failure of our lives often turns on things completely beyond our control. The view of the tragedians can lead to a thoroughgoing nihilism according to which --the best thing of all [for a human being] is never to have born-but the next best thing is to die soon (Aristotle's *Eudemus* as quoted in Nietzsche's *Birth of Tragedy*; see also Sophocles' *Oedipus at Colonus*)." Despite these rather grim pronouncements, tragic drama has continued to fascinate and educate generations. Furthermore, philosophers have continued to revisit the existential questions vividly raised by Greek tragedy. In this course, we will examine a number of Greek tragedies and philosophical writing on tragedy and the tragic. We will read the *Oresteia* and *Prometheus Bound* by Aeschylus, Sophocles' *Theban Cycle*, and the *Hippolytus*, *Bacchae* and *Philoctetes* by Euripides. As we read through these plays, we will also examine a number of philosophical works about tragedy. We will begin with Aristotle's *Poetics* and will continue with Hume's *Of Tragedy*, Hegel's various writings on tragedy, and Nietzsche's *The Birth of Tragedy*. If possible, we will arrange to see a live performance of a Greek tragedy.

Requirements/Evaluation: five papers, five responses and a final paper in multiple drafts; each week one student will write a paper responding to the week's readings and the other student will write a response to that paper

Prerequisites: none;

Enrollment Limit: 10

Enrollment Preferences: Philosophy and Classics Majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Unit Notes: Satisfies the philosophy department history (H) requirement.

Distributions: (D2) (WS)

Writing Skills Notes: This is a tutorial in which each student will write 5 papers and 5 paper responses. We will spend a good bit of time discussing writing mechanics and skills as we discuss the papers.

Not offered current academic year

PHIL 207 (S) Contemporary Philosophy of Mind

The philosophy of mind has been one of the most active areas of philosophical inquiry over the last century. Whether the mind can be fully understood within a scientific framework has taken on an exciting urgency. In this course we will investigate the the broad topics of consciousness and thought by surveying the many approaches to mind that yield the contemporary debates.

Requirements/Evaluation: weekly two page papers on focused topics and two 8- to 10-page papers

Prerequisites: at least one prior 100- or 200-level PHIL or COGS course

Enrollment Limit: 19

Enrollment Preferences: prospective Philosophy majors and Cognitive Science concentrators

Expected Class Size: 14

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

Attributes: COGS Interdepartmental Electives PHIL Contemp Metaphysics + Epistemology Courses

Not offered current academic year

PHIL 211 (S) Ethics of Public Health (WS)

From questions about contact tracing apps to racial and age disparities in health risk and outcomes, the COVID-19 pandemic has foregrounded the

importance of ethics as a key concern in public health policies and activities. Moreover, the ethical issues that are implicated in responses to the pandemic reflect the range of those manifested across the field of public health as a whole. In this course, we will survey the ethics of public health through the lens of the COVID-19 pandemic, investigating concepts and arguments that are central to the ethics of public health research and practice. For example, we will examine the ethics of disease surveillance, treatment and vaccine research, resource allocation and rationing, compulsion and voluntariness in public health measures, and social determinants of health outcomes, among other topics. To do this, we will need to become familiar with key ethical theories; think deeply about such concepts as privacy, paternalism and autonomy, exploitation, cost-benefit analysis and justice; and compare the function of these concepts in the context of the COVID-19 pandemic with the way they work in responses to other public health concerns.

Requirements/Evaluation: Biweekly 5-7 page papers, oral commentaries, and tutorial discussions.

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: declared and prospective Philosophy majors and Public Health concentrators, students with a specific curricular need for the course, and students with a high level of interest who are unlikely to have an opportunity to take the course in a future term

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Unit Notes: Public Health concentrators may use either PHIL 211T Ethics of Public Health or PHIL 213T Biomedical Ethics to fulfill their 3-elective requirement, but they may not use both courses to do so.

Distributions: (D2) (WS)

Writing Skills Notes: Students will write five biweekly papers of 5-7 pages in length, one of which they will revise and resubmit. In each of the tutorial papers students will describe and evaluate arguments in the assigned readings, and will develop arguments in support of their own ethical positions. Students will receive written and oral feedback, concentrated particularly in the first half of the semester, to improve their ability to present clear and effective written arguments.

Attributes: PHIL Contemporary Value Theory Courses PHLH Bioethics + Interpretations of Health

Not offered current academic year

PHIL 212 (F) Ethics and Reproductive Technologies (WS)

Cross-listings: WGSS 212 / STS 212

Primary Cross-listing

In her groundbreaking book, *The Tentative Pregnancy*, Barbara Katz Rothman writes that "[t]he technological revolution in reproduction is forcing us to confront the very meaning of motherhood, to examine the nature and origins of the mother-child bond, and to replace--or to let us think we can replace--chance with choice." Taking this as our starting point, in this course we will examine a number of conceptual and ethical issues in the use and development of technologies related to human reproduction, drawing out their implications for such core concepts as "motherhood" and "parenthood," family and genetic relatedness, exploitation and commodification, and reproductive rights and society's interests in reproductive activities. Topics will range from consideration of "mundane" technologies such as contraception, abortion, in vitro fertilization (IVF), prenatal genetic screening and testing, and surrogacy, to the more extraordinary, possibly including pre-implantation genetic diagnosis (PGD), post-menopausal reproduction, uterine transplants, and "artificial wombs." Background readings include sources rooted in traditional modes of bioethical analysis as well as those incorporating feminist approaches.

Class Format: discussion

Requirements/Evaluation: active participation in class discussions, three or four short reflection papers, and two longer papers (5-7 and 7-10 pages)

Prerequisites: none, but introductory-level course in PHIL and/or WGSS recommended

Enrollment Limit: 19

Enrollment Preferences: WGSS and PHIL majors (declared or prospective), PHLH and STS concentrators (declared or prospective)

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Unit Notes: meets Contemporary Value Theory requirement only if registration is under PHIL

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 212(D2) PHIL 212(D2) STS 212(D2)

Writing Skills Notes: Students will write periodic short papers (2-3 pages each), a midterm paper (5-7 pages) and a final paper (7-10 pages). Short papers focus on concepts, arguments, and writing skills needed in the midterm and final papers, in which students are expected to describe and evaluate arguments from assigned readings, and to present clear and effective arguments in support of their own ethical positions. Students receive feedback on all papers and have the opportunity to revise midterm and final papers.

Attributes: PHIL Contemporary Value Theory Courses PHLH Bioethics + Interpretations of Health

Fall 2024

LEC Section: 01 TF 2:35 pm - 3:50 pm Julie A. Pedroni

PHIL 213 (S) Biomedical Ethics (WS)

Much like the construction of medical knowledge itself, it is from specific cases that general principles of biomedical ethics arise and are systematized into a theoretical framework, and it is to cases they must return, if they are to be both useful and comprehensible to those making decisions within the biomedical context. In this tutorial we will exploit this characteristic of biomedical ethics by using a case-based approach to examining core concepts of the field. The first portion of the course will be devoted to developing and understanding four moral principles which have come to be accepted as canonical: respect for autonomy, beneficence, nonmaleficence, and justice. The remainder of the course will consider key concepts at the core of medical ethics and central issues for the field, such as privacy and confidentiality, the distinction between killing and "letting die," and therapy vs. research. To this end, each week we will (1) read philosophical material focused on one principle or concept, and (2) consider in detail one bioethics case in which the principle or concept has special application or relevance. In some weeks, students will be asked to choose from a small set which case they would like to address; in others the case will be assigned.

Requirements/Evaluation: bi-weekly papers, oral commentaries, and tutorial discussions

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: PHIL majors, PHLH concentrators, those who have a curricular need for the course, those who have been dropped from the course in previous semesters due to over enrollment

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

Writing Skills Notes: Students will write five tutorial papers of 5-7 pages in length, one of which they will revise and resubmit. In each of the tutorial papers students will describe and evaluate arguments that appear in the assigned readings, and will develop arguments in support of their own ethical positions. Students will receive written and oral feedback, concentrated particularly in the first half of the semester, to improve their ability to present clear and effective written arguments.

Attributes: PHIL Contemporary Value Theory Courses PHLH Bioethics + Interpretations of Health

Spring 2025

TUT Section: T1 TBA Julie A. Pedroni

PHIL 221 (F) Introduction to Formal Linguistics (QFR)

Cross-listings: COGS 224

Secondary Cross-listing

The sentence "Every cookie is chocolate chip and three of them are oatmeal raisin" is a perfectly grammatical sentence of English, but it's self-contradictory. What does it take to realize this fact? One must grasp the meanings of the various parts of the sentence. In particular, one must grasp that "three of them" picks out a subset of the group picked out by "every cookie", and that there's no such thing as a cookie that is both chocolate chip *and* oatmeal raisin. There two ways to understand "Many students took every class". According to one, there is a single group of students that had their hands extremely full this semester. According to the other, every class was well-populated, potentially by different groups. The reason for this is that there are two underlying structures that the original sentence can realize. This course serves as an introduction to formal methods in the scientific study of language. Our goal will be to characterize phenomena like those above with logical and mathematical precision. The focus will be on model-theoretic semantics, the sub-field of linguistics that studies meanings. Along the way we will discuss principles of syntax, the

sub-field that studies sentence structures, and pragmatics, the sub-field that studies inferences of non-literal content. This is a formal course, but no prior logical or mathematical background will be expected. Starting from scratch, students will learn the building blocks of current-day linguistic research. This introduction will be of use to students interested in language from a variety of perspectives, including philosophy, cognitive science, and computer science.

Requirements/Evaluation: Weekly problem sets, plus a final project (paper/presentation/other type, to be discussed with instructor)

Prerequisites: No prerequisites

Enrollment Limit: 20

Enrollment Preferences: Preference given to seniors and philosophy/cognitive science majors.

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

COGS 224(D2) PHIL 221(D2)

Quantitative/Formal Reasoning Notes: This course teaches the fundamentals of the formal analysis of language. Students will learn to provide translation schemes from English to a logical language (typed lambda calculus).

Attributes: COGS Interdepartmental Electives COGS Related Courses Linguistics PHIL Contemp Metaphysics + Epistemology Courses

Not offered current academic year

PHIL 222 (F) Minds, Brains, and Intelligent Behavior: An Introduction to Cognitive Science

Cross-listings: PSYC 222 / COGS 222

Secondary Cross-listing

This course will emphasize interdisciplinary approaches to the study of intelligent systems, both natural and artificial. Cognitive science synthesizes research from cognitive psychology, computer science, linguistics, neuroscience, and contemporary philosophy. Special attention will be given to the philosophical foundations of cognitive science, representation and computation in symbolic and connectionist architectures, concept acquisition, problem solving, perception, language, semantics, reasoning, and artificial intelligence.

Requirements/Evaluation: midterm and final exams, and weekly exercises

Prerequisites: PSYC 101 or any PHIL course or CSCI 134 or permission of instructor; background in more than one of these is recommended.

Enrollment Limit: 25

Enrollment Preferences: sophomore and first-year students, with additional preference given to students who satisfy more of the prerequisites. Do not contact the instructor to plead for special enrollment consideration.

Expected Class Size: 25

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

PHIL 222(D2) PSYC 222(D3) COGS 222(D2)

Attributes: Linguistics PHIL Contemp Metaphysics + Epistemology Courses PSYC 200-level Courses

Fall 2024

LEC Section: 01 TR 11:20 am - 12:35 pm Joseph L. Cruz

PHIL 224 (S) Nietzsche, Marx and Freud (WS)

Nietzsche, Marx and Freud have had a profound influence on literature, philosophy, and critical theories of the 20th and 21st centuries. In this tutorial we will treat them as diagnosticians of modernity who engaged in unveiling illusions and opening up possible alternative human futures. Each questioned the emancipatory effects of dominant understandings of reason and freedom as well as idealist and humanist accounts of moral progress in history; each aimed to liberate human beings from unnecessary suffering. We will focus on questions concerning their distinctive diagnostic and critical methods, the problems they identified, and their respective understandings of religion and modern science.

Class Format: We may also meet in a seminar format once or twice during the semester.

Requirements/Evaluation: Bi-weekly papers, 2-3 page commentaries, and tutorial discussions.

Prerequisites: One of the following: 100-level Philosophy course or permission of instructor. Exposure to history of modern European philosophy and/or intellectual history will be very helpful.

Enrollment Limit: 10

Enrollment Preferences: Philosophy majors or prospective majors and students with background and interest in modern philosophy and critical theories more generally.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

Writing Skills Notes: Students write five or six 5-6 page tutorial papers. Each will receive regular feedback to improve their ability to present clear, well-supported and engaging written arguments and interpretations.

Attributes: PHIL History Courses

Spring 2025

TUT Section: T1 TBA Jana Sawicki

PHIL 225 (S) Existentialism

We will study the philosophical and literary works of Kierkegaard, Nietzsche, Dostoevsky, Tolstoy, Kafka, Sartre, de Beauvoir, and Camus. One of our guiding questions will be: What makes a thinker an "Existentialist"? The answer is not merely that they ask the question, "What gives meaning to a human life?" And, it's not merely that their answer invokes our freedom to determine our own identities. More than this, Existentialists emphasize the subjective relation we bear to our belief systems, moral codes, and personal identities. Existentialists investigate deeply irrational phenomena of human life, including anxiety, boredom, tragedy, melancholy, despair, death, faith, sexuality, love, alienation, hate, sadism, masochism, and authenticity. And, Existentialists express their thought in philosophical treatises as often as in literary works. In this course we will seek to comprehend the dimensions in which Existentialism is a distinctive intellectual tradition.

Class Format: Students will meet in pairs or trios with the instructor for 60 minutes each week.

Requirements/Evaluation: Students will take turns as the lead writer one week, and the respondent the next. The week's lead writer will write a 5- to 6-page essay on the assigned reading, due 36 hours before the meeting. The week's respondent will write a 2-page essay on the leader's essay due at the time of the meeting. At the meetings, both students will present their essays and hold a discussion. Students will be evaluated cumulatively on their essays and contributions to discussion.

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: preference to Philosophy majors

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

Attributes: PHIL History Courses

Not offered current academic year

PHIL 228 (F) Feminist Bioethics (WS)

Cross-listings: WGSS 228 / STS 228

Primary Cross-listing

In this course we will explore the ways in which feminist approaches to moral thinking have influenced both the methodology and the content of contemporary bioethics. The first portion of the course will address the emergence of the "Ethics of Care," critically assessing its origins in feminist theory, its development within the context of the caring professions, and its potential as a general approach to bioethical reasoning. The second portion of the course will use feminist philosophy to inform our understanding of the ways in which gender structures interactions with and within the health care system. To do this we will explore topics that might traditionally be considered "women's issues" in healthcare, such as medicine and body

image (e.g., cosmetic surgery, eating disorders), reproductive and genetic technologies, and research on women and their health care needs. In addition we'll also look at feminist analyses of topics that traditionally have not been regarded as "gendered," such as resource allocation and end of life issues.

Class Format: discussion

Requirements/Evaluation: active participation in class discussions; periodic short papers (2-3 pages); midterm and final paper (5-7 and 7-10 pages, respectively); and one oral presentation

Prerequisites: none, although previous coursework in WGSS is desirable

Enrollment Limit: 19

Enrollment Preferences: prospective and declared majors or concentrators in PHIL, WGSS, STS, and PHLH, especially those who need the course to satisfy major or concentration requirements

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Unit Notes: meets Contemporary Value Theory requirement only if registration is under PHIL

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 228(D2) PHIL 228(D2) STS 228(D2)

Writing Skills Notes: Students will write periodic short papers (2-3 pages each), a midterm paper (5-7 pages) and a final paper (7-10 pages). Short papers focus on concepts, arguments, and writing skills needed in the midterm and final papers, in which students are expected to describe and evaluate arguments from assigned readings, and to present clear and effective arguments in support of their own ethical positions. Students receive feedback on all papers and have the opportunity to revise midterm and final papers.

Attributes: AMST Critical and Cultural Theory Electives JLST Interdepartmental Electives PHIL Contemporary Value Theory Courses PHLH Bioethics + Interpretations of Health

Not offered current academic year

PHIL 231 (F) Ancient Political Thought

Cross-listings: PSCI 231

Secondary Cross-listing

The core activity of this seminar is the careful reading and sustained discussion of selected works by Plato and Aristotle, but we will also engage such other thinkers as Epictetus and Augustine, and, from a political and theoretical point of view, selections from the Hebrew Bible and New Testament. Among the questions that we will address: What is justice? How can it be known and pursued? How is political power generated and exercised? What are the social and ethical prerequisites--and consequences--of democracy? Must the freedom or fulfillment of some people require the subordination of others? Does freedom require leading (or avoiding) a political life? What distinguishes that kind of life from others? What does it mean to be "philosophical" or to think "theoretically" about politics? Although we will attempt to engage the readings on their own terms, we will also ask how the vast differences between the ancient world and our own undercut or enhance the texts' ability to illuminate the dilemmas of political life for us.

Class Format: discussion

Requirements/Evaluation: three 7- to 8-page papers

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: Political Science majors

Expected Class Size: 18

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

PHIL 231(D2) PSCI 231(D2)

Attributes: PSCI Political Theory Courses

Fall 2024

LEC Section: 01 MR 2:35 pm - 3:50 pm Nimu Njoya

PHIL 232 (S) Modern Political Thought

Cross-listings: PSCI 232

Secondary Cross-listing

This course is a chronological survey of major works of political theory from the 16th to the 20th century. In discussions and writing, we will explore the diverse visions of modernity and of politics offered by such thinkers as Machiavelli, Hobbes, Locke, Rousseau, Marx, Mill, and Freud. They help us ask: What is freedom? Who is equal? Who should rule? With what limits and justifications? What form of government best serves the people? Who are the people, anyway? And on what grounds can we justify confidence in our provisional answers to such questions? Class will be primarily driven by discussion, often preceded by brief lectures. Attention to the writing process and developing an authorial voice will be a recurrent focus of our work inside and outside the classroom.

Requirements/Evaluation: three papers of 4-6 pages; class participation; brief informal writing tasks inside and outside of class meetings

Prerequisites: none; open to all

Enrollment Limit: 25

Enrollment Preferences: Political Theory concentrators, then Political Science majors

Expected Class Size: 25

Grading: yes pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

PHIL 232(D2) PSCI 232(D2)

Attributes: PSCI Political Theory Courses

Not offered current academic year

PHIL 236 (S) Contemporary Ethical Theory

This course will examine central questions in normative ethics, including the following: Which features of actions are morally important and why (e.g., their motive, intrinsic nature, or consequences)? Which characteristics of persons give them moral status? How should moral equality be understood, and what is its foundation? When should we give morality priority over personal commitments and relationships, and why? Are we capable of disinterested altruism, or are we motivated solely by self-interest? By which methods should we pursue answers to these questions? We will examine these and related issues by looking in depth at contemporary defenses of consequentialist, deontological, and contractualist theories.

Requirements/Evaluation: Weekly seminar discussion questions; midterm paper (8-10 pages); final paper (10-12 pages)

Prerequisites: At least one previous PHIL course or permission of instructor

Enrollment Limit: 15

Enrollment Preferences: Current and prospective philosophy majors

Expected Class Size: 10-15

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

Attributes: PHIL Contemporary Value Theory Courses

Not offered current academic year

PHIL 239 (S) The Ethics of Artificial Intelligence

Cross-listings: STS 239

Primary Cross-listing

Human beings will someday live alongside artificially intelligent beings who equal or exceed us. The rise of AI will be a tectonic shift for culture, technology, and our fundamental sense of ourselves. When AI is fully realized, it is likely to be amongst the most important things to happen to our species. Some challenges we face are broad and about the future. How can we ensure that AI's will act morally? Is a world with AI's overall better or

worse for us? How do we create legal and policy frameworks that cover a new kind of thinking being? If they are conscious, will AI's have dignity and rights? Other questions are pressing and immediate: Artificial intelligence techniques are used today to help decide whether someone gets a bank loan, is eligible to be released on bail, or in need of particular medical treatment. And right now there are autonomous vehicles deciding how to behave in traffic, and autonomous weapons capable of delivering lethal force. Is it moral for us to pass along these sorts of decisions to AI's? What if they are biased, unbeknownst to us? What if they are more fair? How should we understand intellectual and creative work in an era of generative models that take on some aspects of thought? In this course we will engage ethical questions surrounding the seeming inevitability of AI.

Class Format: mixture of lectures and discussion

Requirements/Evaluation: four short (3- to 4-page) writing assignments and a final essay (8-10 pages)

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: CSCI or PHIL majors or STS or COGS concentrators

Expected Class Size: 25

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

STS 239(D2) PHIL 239(D2)

Attributes: PHIL Contemporary Value Theory Courses

Spring 2025

LEC Section: 01 MW 8:25 pm - 9:40 pm Joseph L. Cruz

PHIL 241 (S) Contemporary Metaphysics

Our focus in this class is going to be on the nature of causation. We make causal judgments constantly in our everyday lives and in scientific contexts. It turns out, however, to be surprisingly difficult to say what causation is. We will begin the course by looking at Hume's and Kant's discussion of causation. We will then turn to a variety of more recent attempts to give a clear characterization of causation. In addition to examining general accounts of causation, we will examine particular problems that come up in thinking about mental causation and causation in indeterministic contexts.

Requirements/Evaluation: one 10 page midterm paper and one 15 page final paper which will involve draft and revision, possible short response papers, and active participation in seminar

Prerequisites: one PHIL course; familiarity with formal logic helpful but not required; or permission of instructor

Enrollment Limit: 15

Enrollment Preferences: Philosophy Majors

Expected Class Size: 10-15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Attributes: PHIL Contemp Metaphysics + Epistemology Courses

Not offered current academic year

PHIL 243 (S) The Philosophy of Higher Education: College Controversies (WS)

What are the purposes of higher education? What are the purposes of liberal arts colleges in America? What should be the goals of Williams College? We will begin examining these questions by studying the history of some controversies in American higher education, and then turn to contemporary controversies such as campus free speech, cancel culture, divestment, decolonization, and admissions criteria.

Class Format: This course is a tutorial. Students will meet in pairs with the instructor one hour per week.

Requirements/Evaluation: A 5- to 7-page paper every other week (6 in all), prepare and present a written critique of their partners' papers in alternate weeks

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: I will be seeking a balance of interests and backgrounds; preference given to students who have taken at least one philosophy course

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

Writing Skills Notes: A 5- to 7-page paper every other week (6 in all), prepare and present a written critique of their partners' papers in alternate weeks, and will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Attributes: PHIL Contemporary Value Theory Courses

Spring 2025

TUT Section: T1 TBA Steven B. Gerrard

PHIL 244 (S) Environmental Ethics (WS)

Cross-listings: ENVI 244

Secondary Cross-listing

What ethical standards should guide our individual and societal choices when those choices affect current and future environmental conditions? This course will introduce students to fundamental concepts, methods, and issues in environmental ethics. Initial tutorial meetings will focus on theoretical materials that will background later discussions and will include classic readings from the environmental ethics literature, among others. Most sessions will pair readings about key concepts with specific cases that raise complex ethical issues, including the concept of moral standing and, e.g., people who do not yet exist, non-human individuals, species, and complex living systems; the concept of moral responsibility and complicity in environmentally damaging practices; the legitimacy of cost-benefit analysis as an environmental policy tool; and the valuation of human lives.

Requirements/Evaluation: five essays (5-7 pages each) and five prepared oral responses to partners' essays; evaluation will be based on essays, oral responses, and quality of discussion

Prerequisites: ENVI 101 or one course in PHIL

Enrollment Limit: 10

Enrollment Preferences: declared and prospective Environmental Studies majors and concentrators

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Unit Notes: meets Value Theory requirement only if registration is under PHIL

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 244(D2) PHIL 244(D2)

Writing Skills Notes: Students will write five tutorial papers of 5-7 pages in length, one of which they will revise and submit at the end of the term. In each of the tutorial papers students will describe and evaluate arguments that appear in the assigned readings, and will develop arguments in support of their own ethical positions. Students will receive written and oral feedback, concentrated particularly in the first half of the semester, to improve their ability to present clear and effective written arguments.

Attributes: ENVI Humanities, Arts + Social Science Electives EVST Culture/Humanities PHIL Contemporary Value Theory Courses

Spring 2025

TUT Section: T1 TBA Julie A. Pedroni

PHIL 245 (S) Mind and Persons in Indian Thought

Cross-listings: ASIA 244 / REL 244

Secondary Cross-listing

In this course, we follow the Indian philosophical conversation concerning the self and the nature of consciousness, particularly as they are found in its

various Yogic traditions. We start with some of the Hindu views about the self and the mind and consider their ethical implications. We then consider a range of Buddhist critiques of these views, focusing more particularly on the Madhyamaka, which radicalizes the critique of the self into a global anti-realist and skeptical stance. We also examine the Yogacara school, which offers a process view of reality focusing on the analysis of experience. We conclude by considering some of the later Hindu holistic views of the self as responses to the Buddhist critique. In this way we come to realize that far from being the irrational foil of "the West," Indian tradition is a rich resource for thinking through some of the central questions that have challenged philosophers in both traditions.

Class Format: discussion

Requirements/Evaluation: full attendance and participation, three short essays (6 pages each)

Prerequisites: none

Enrollment Limit: 18

Enrollment Preferences: selection based on the basis of relevant background

Expected Class Size: 18

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ASIA 244(D2) PHIL 245(D2) REL 244(D2)

Attributes: GBST South + Southeast Asia Studies

Spring 2025

LEC Section: 01 M 7:00 pm - 9:40 pm Georges B. Dreyfus

PHIL 251 (S) Offensive Art

Twenty-four centuries ago Plato argued for censorship of art. In the last century New York City mayor Rudy Giuliani attempted to shut down the Brooklyn Museum "Sensations" exhibit because he claimed it offended Christians, and the Cincinnati Contemporary Arts Center was prosecuted for exhibiting allegedly obscene photographs by Robert Mapplethorpe. Just today (15 February 2022) *The New York Times* removed some solutions from their recently purchased game *Wordle*, saying that words such as "pussy", "slave", and "wench" are "offensive or insensitive". At Williams College a mural was removed from The Log and Herman Rosse's painting "Carnival of Life" was removed from the '62 Center. What should be done about offensive art? What is offensive art? Does it matter who is offended? Does offensive art harm? Is there a difference between being offended and being harmed? Is there a difference between cultural appropriation and cultural appreciation? What are the responsibilities of museum curators and theater producers when presenting art that might offend? Who gets to decide the answer to these questions; indeed, who gets to decide what questions to ask? We will attempt answers by studying classical works (such as Plato's *Republic* and John Stuart Mill's *On Liberty*), contemporary articles, and works of art in various media. *Trigger Warning:* all the works of art studied in this class will be chosen partly because they have offended a significant number of people. You are very likely to be offended by some of the art we discuss. This will be the only trigger warning for the class; if you don't want to be offended then this course is not for you.

Requirements/Evaluation: several short responses (including op-eds on current controversies) and longer final projects (a 12- to 15-page paper or equivalent work in other media)

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: seniors, juniors, then sophomores in that order

Expected Class Size: 25

Grading: yes pass/fail option, yes fifth course option

Materials/Lab Fee: potential additional material costs up to \$50 if individual students opt for final projects in other media

Distributions: (D2)

Attributes: PHIL Contemporary Value Theory Courses

Not offered current academic year

PHIL 272 (S) Free Will and Responsibility (WS)

Cross-listings: JLST 272

Primary Cross-listing

Our practice of holding people responsible seems justified as long as their choices are free. But when does a choice qualify as free? We're all deeply influenced by factors ranging from the general laws of nature to specific features of our genetic endowment and social environment (including religion, political ideology, and advertising). These affect not only our particular choices but also, more fundamentally, who we are and what we value. The key question, then, is whether, and how, agency is possible amidst all of these influences. We'll attempt to answer this question by examining recent philosophical work on the nature of free will and responsibility.

Requirements/Evaluation: Six tutorial papers (5-6 pages in length) and five critiques (2-3 pages in length)

Prerequisites: one PHIL course (or permission of instructor; please email with any questions)

Enrollment Limit: 10

Enrollment Preferences: current and prospective Philosophy majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

PHIL 272(D2) JLST 272(D2)

Writing Skills Notes: Students will write a tutorial paper (5-6 pages in length) every other week, and a peer critique (2-3 pages in length) in alternating weeks, evenly spaced throughout the semester. The instructor will provide timely comments on writing skills, with suggestions for improvement.

Attributes: JLST Theories of Justice/Law PHIL Contemporary Value Theory Courses

Spring 2025

TUT Section: T1 TBA Melissa J. Barry

PHIL 274 (F) Messing with People: The Ethics of Human Experimentation (WS)

The Tuskegee Syphilis Study and Stanley Milgram's Obedience experiments are infamous. Yet, other lesser known experiments are equally important landmarks in research ethics that continue to shape the design, conduct, and regulation of research involving human participants. In this tutorial we'll closely examine a series of contemporary and historical cases of human experimentation (roughly, one case per week) with an eye toward elucidating the moral norms that ought to govern such research. A number of conceptual themes will emerge throughout the course of the term, including notions of exploitation and coercion, privacy and confidentiality, and the balance between public interests and individual rights. The cases will be drawn from different domains of research, including clinical medicine, public health, social and behavioral sciences, and education. Specific issues are likely to include the ethics of placebo research; deception in research; studies of illicit/illegal behavior; genetic research; research involving social media; experimentation with children, pregnant people and fetuses; research involving persons with mental illness, justice and research with marginalized populations, among other topics.

Requirements/Evaluation: evaluations will be based on written work, on biweekly papers, oral commentaries, and tutorial discussions

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: Philosophy majors (declared and prospective); Public Health concentrators (declared and prospective)

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

Writing Skills Notes: Students will write six tutorial papers of 5-7 pages in length, one of which they will revise and resubmit. In each of the tutorial papers students will describe and evaluate arguments that appear in the assigned readings, and will develop arguments in support of their own ethical positions. Students will receive written and oral feedback, concentrated particularly in the first half of the semester, to improve their ability to present clear and effective written arguments.

Attributes: PHIL Contemporary Value Theory Courses PHLH Bioethics + Interpretations of Health

Fall 2024

PHIL 288 (F) Embodiment and Consciousness: A Cross-Cultural Exploration

Cross-listings: REL 288

Secondary Cross-listing

This course examines some of the central questions raised by the study of the consciousness: the place of intentionality, the role of emotions, the relation with the body, the nature of subjectivity, the scope of reflexivity, the nature of perceptual presence, etc. In confronting these difficult questions, we do not proceed purely theoretically but consider the contributions of various observation-based traditions, from Buddhist psychology and meditative practices to phenomenology to neurosciences. We begin by examining some of the central concepts of Buddhist psychology, its treatment of the mind as a selfless stream of consciousness, its examination of the variety of mental factors and its accounts of the relation between cognition and affects. We also introduce the practice of meditation as a way to observe the mind and raise questions concerning the place of its study in the mind-sciences. We pursue this reflection by examining the views of James, Husserl, Sartre and Merleau-Ponty, particularly as they concern the methods for the study of the mind and the relation between consciousness, reflexivity and the body. In this way, we develop a rich array of analytical tools and observational practices to further our understanding of the mind. But we also question the value of these tools based on first person approaches by relating them to the third person studies of the mind. In this way, we come to appreciate the importance of considering the biology on which mental processes are based and the light that this approach throws on the nature of consciousness. We conclude by considering the relation between first and third person studies of the mind, focusing on the concept of the embodied mind as a fruitful bridge between these different traditions.

Requirements/Evaluation: regular practice of meditation, a class presentation, a short essay (6-pages); a long final research paper (15 pages)

Prerequisites: any introduction to philosophy and at least two upper level courses in PHIL, at least one of which meets the Contemporary Metaphysics or Epistemology distribution requirement for the major, no exceptions;

Enrollment Limit: 18

Enrollment Preferences: Religion and Philosophy majors

Expected Class Size: 18

Grading: yes pass/fail option, no fifth course option

Unit Notes: there is no need to email the professor in advance to indicate interest in the course

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

REL 288(D2) PHIL 288(D2)

Attributes: COGS Interdepartmental Electives PHIL Contemp Metaphysics + Epistemology Courses

Not offered current academic year

PHIL 306 (S) The Good Life in Greek and Roman Ethics

Cross-listings: CLAS 306

Primary Cross-listing

Most thoughtful human beings spend a good deal of time musing about how we ought to live and about what counts as a good life for a human being. The philosophers of ancient Greece and Rome were among the first thinkers to develop rigorous arguments in response to such musings. Much of the moral philosophy produced in Greece and Rome remains as relevant today as when it was written. In this course, we will examine some central texts in ancient Greek and Roman moral philosophy. We will begin by reading some of Plato's early dialogues and his *Republic*. We will then turn to Aristotle's *Nicomachean Ethics*. We will then examine writings in the Stoic and Epicurean traditions, as well as Cicero's *On the Ends of Good and Evil*. As we proceed through the course, we will look at the way in which each thinker characterizes happiness, virtue and the relation between the two. We will also pay close attention to the way in which each of these thinkers takes the practice of philosophy to play a key role in our realization of the good human life.

Requirements/Evaluation: several short response pieces; a final paper of 10-15 pages; active participation in seminar discussion

Prerequisites: Phil 201 will be helpful but is not necessary.

Enrollment Limit: 15

Enrollment Preferences: Philosophy majors

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

PHIL 306(D2) CLAS 306(D1)

Attributes: PHIL History Courses

Not offered current academic year

PHIL 312 (F) Philosophical Implications of Modern Physics (QFR)

Cross-listings: PHYS 312 / STS 312

Secondary Cross-listing

Some of the discoveries made by physicists over the last century seem to show that our common sense views are deeply at odds with our most sophisticated and best confirmed scientific theories. The course will present the essential ideas of relativity theory and quantum theory and explore their implications for philosophy. We will ask, for example, what these theories tell us about the nature of space, time, probability and causality.

Requirements/Evaluation: attendance, participation, problem sets, exams, six 1- to 2-page papers and a 12- to 15-page term paper

Prerequisites: MATH 140, high-school physics, and either a 200-level course in PHIL or a 100-level course in PHYS

Enrollment Limit: 20

Enrollment Preferences: Philosophy majors and Physics majors

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

PHYS 312(D3) PHIL 312(D2) STS 312(D2)

Attributes: PHIL Contemp Metaphysics + Epistemology Courses

Not offered current academic year

PHIL 314 (S) Linguistic Meaning and Reference

"The 100th US President will be shorter than Aristotle was" is a sentence that is either true or false, we don't know which. Either way, it's true/false thanks to a special relationship it has to somebody in the far future and to somebody in the distant past. What is the nature of that relation? How does it work? What makes it possible? In this course we will investigate *reference*, a central topic in the philosophy of language. We will discuss competing theories about how different representational types refer, including names (like "Aristotle"), definite descriptions (like "the 100th US President"), indexicals (like "you"), and even non-verbal deixis (like pointing gestures). Of particular interest will be the relation between reference and linguistic meaning. Is reference all there is to meaning, or is there more to what some (or all) referring expressions mean? We'll explore this topic with an eye toward making connections with philosophical questions about the mind--do thoughts refer in the same way that words do? Must a speaker's linguistic reference always match their mental reference?

Requirements/Evaluation: Short reading responses, midterm and final papers (approx. 10 pages)

Prerequisites: At least one philosophy course

Enrollment Limit: 20

Enrollment Preferences: Priority given to philosophy majors and seniors

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Attributes: PHIL Contemp Metaphysics + Epistemology Courses

Not offered current academic year

PHIL 315 (S) Kant's Critique of Pure Reason

Kant's *Critique of Pure Reason* is perhaps the most significant text in the history of philosophy. It puts an end to the Early Modern traditions of

Rationalism and Empiricism, and it stands at the beginning of both the Analytic and Continental traditions in contemporary philosophy. Love it or hate it, you cannot ignore it. In this course, we will study the most important and influential chapters of the *Critique* with the help of some secondary literature.

Requirements/Evaluation: Student will be required to write three 8-10 page papers.

Prerequisites: PHIL 202

Enrollment Limit: 10

Enrollment Preferences: Philosophy majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

Attributes: PHIL History Courses

Not offered current academic year

PHIL 319 (F) Topics in Philosophy of Race: Hegel and Africana Philosophy (DPE)

Cross-listings: AFR 327

Primary Cross-listing

How are individual and social subjects formed, and how do they connect to questions of race? What is the nature of consciousness and how can it be unhappy, false or double? What do we mean when we talk about racial capitalism? This course introduces philosophy students to these and related questions through a parallel reading that brings together 19th century German philosopher Hegel and a tradition of Africana philosophy running through Douglas, Du Bois, Fanon, Gilroy, Hartman and Wynter. While Hegel studies tends to occur in isolation from philosophers in the Africana tradition, many of the above explicitly refer to and take up questions in Hegel. This course argues that by reference to the historically specific modes of subjectivity and sociality that resulted from the Transatlantic Slave Trade and the Haitian Revolution, for instance, we can better understand and address long-standing questions in European Social Philosophy. Topics to be considered include the nature of freedom (both individual and social), the master/slave dialectic and subject constitution, self-consciousness and double consciousness, the stages of history, and racial capitalism

Requirements/Evaluation: Progressive writing assignments including 4 exegetical commentaries, one 5 page paper and one 10-12 page final paper.

Prerequisites: One prior 100 level philosophy course or permission of instructor.

Enrollment Limit: 15

Enrollment Preferences: Preference given to philosophy majors and Africana studies concentrators.

Expected Class Size: 10-15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

PHIL 319(D2) AFR 327(D2)

Difference, Power, and Equity Notes: Course material involves self-conscious and critical engagement with the history of racial subject formation as well as Africana philosophy, and thinking about how power's distribution connects to questions of race.

Attributes: PHIL History Courses

Not offered current academic year

PHIL 321 (S) Introduction to Critical Theory: The Enlightenment and Its Critics (DPE) (WS)

Cross-listings: WGSS 322

Primary Cross-listing

We often associate modern faith in the prospects of universal human dignity, rational autonomy, the rights of man, individual liberty, democracy, open scientific inquiry and social and political progress with the Enlightenment. How can we reconcile this faith with the persistence of domination today? Critical theory aims not merely to understand the "struggles and wishes of the age" as Marx one described it, but with emancipation from domination. Understood in this way, critical theory is identified closely with the intellectual tradition of the Frankfurt School. In this tutorial, will read works in critical theory from the 18th century to the present, some from the Frankfurt tradition, and some not. We will focus on particular topics, examples of which are the following: normative critique, capitalism, authoritarianism, mass culture, enlightenment and reason, progress, violence, the domination of nature,

white supremacy, patriarchy and colonialism.

Class Format: students will work in pairs and meet for 75 minutes each week with the professor

Requirements/Evaluation: Each student will write and present a 5 or 6-page paper every other week and a commentary on their partner's essay on alternate weeks; evaluations are based on written work as well as level of preparation and the quality of intellectual engagement in tutorial meetings

Prerequisites: PHIL 202, Kant course, modern political theory, or permission of instructor

Enrollment Limit: 10

Enrollment Preferences: Philosophy majors and students with background in modern political theory, or other relevant demonstrated background.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

PHIL 321(D2) WGSS 322(D2)

Writing Skills Notes: The tutorial format requires significant writing (six 2500-3000 word papers, and six 1000-1250 word commentaries), weekly commentary on writing, and instructor comments on papers.

Difference, Power, and Equity Notes: In this course power, difference, domination and the prospects of and obstacles to liberatory political struggle are central topics.

Attributes: PHIL History Courses WGSS Theory Courses

Not offered current academic year

PHIL 326 (S) Foucault Now (DPE) (WS)

Cross-listings: WGSS 336

Primary Cross-listing

If we think of Michel Foucault as engaged in writing histories, or genealogies, of his own present designed to undercut the sense of the obviousness of certain practices and ways of thinking, categorizing, and knowing, we can easily imagine that he might now be questioning different aspects of our contemporary "present" than the ones standardly associated with his name, namely, panopticons and surveillance, discipline, criminalization, the biopolitics of health, the normal and the abnormal, etc. In this course we address the question: How is the present we find ourselves living today different from the one that the author Foucault wrote about in the 1960s, 70s and early 80s before his untimely death in 1984? What differentiates today from yesterday? And what present practices and ways of thinking and knowing might be questioned using Foucault's tools, genealogy in particular, for resisting unnecessary constraints on freedom and the perpetuation of unnecessary suffering? What is his legacy today? In this tutorial you will read from a selection of Foucault's texts (books, lectures, interviews) in order to acquire a firm grasp of his method of "critique" and his way of looking at the interconnections between forms of power and the knowledge associated with particular disciplines. We will also read more recent work by Foucault inspired scholars on topics such as the biopolitics of gender, the genealogy of terrorism, the informational person (how we become our data), and neoliberal subjects.

Class Format: I may use a seminar format at least twice during the semester.

Requirements/Evaluation: evaluation will be based on written work (six 5- to 6-page papers, and six 2-3 page commentaries on their partner's papers) as well as the quality and level of preparation and intellectual engagement in our weekly meetings.

Prerequisites: Relevant background in critical theory, social theory, political theory or philosophy.

Enrollment Limit: 10

Enrollment Preferences: I will give preference to philosophy majors and to upper class students with a demonstrated background in critical theories. Some sophomores may be eligible.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 336(D2) PHIL 326(D2)

Writing Skills Notes: This is a tutorial. Students will write five or six 5-6-page papers during the course of the the semester and receive significant feedback on each paper. At the end of each tutorial meeting the student is asked to reflect on how they would approach the paper differently if they

were to rewrite it.

Difference, Power, and Equity Notes: In this course we address power and domination, reflect on the difference between them, and treat power relations as not only an inevitable feature of any society, but as both enabling and constraining. Moreover, we will read material that uses Foucauldian tools to address contemporary issues involving sexism and racism, digital surveillance, and the abolition of prisons.

Attributes: PHIL History Courses

Not offered current academic year

PHIL 328 (F) Kant's Ethics

Although Kant initially planned for his magnum opus to comprise theoretical and practical chapters, his metaphysics and epistemology take up all of his *Critique of Pure Reason* while his ethics is spread out over a series of works--*Groundwork of the Metaphysics of Morals*, *Critique of Practical Reason*, *Religion within the Boundaries of Mere Reason*, and *The Metaphysics of Morals*. These latter writings of Kant's had a tremendous influence on the development of subsequent moral philosophy and indeed set the stage for contemporary discussions of the nature of practical reason, motivation, freedom, and morality. Our seminar will have two aims: (1) to reconstruct the single most compelling moral theory from Kant's various ethical writings, and (2) to trace the influence of Kant's ethics in contemporary philosophy.

Requirements/Evaluation: weekly seminar discussion questions; 8-10-page midterm paper; 12-14-page final paper

Prerequisites: two courses in PHIL (including a 100-level PHIL course; PHIL 201 or 202 recommended); or permission from the instructors

Enrollment Limit: 20

Enrollment Preferences: Philosophy majors

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

Attributes: PHIL History Courses

Fall 2024

SEM Section: 01 TF 1:10 pm - 2:25 pm Melissa J. Barry, Justin B. Shaddock

PHIL 329 (F) Four Challenging Moral Philosophers (DPE) (WS)

Elizabeth Anscombe, Philippa Foot, Amelie Rorty, and Cora Diamond all challenged the prevailing philosophical tenets of their times. Anscombe and Foot resurrected virtue ethics for Anglo-American philosophy and made moral psychology academically respectable. (Foot also invented the infamous trolley car thought experiment.) Rorty challenged the very concept of morality and questioned all moral theory. Diamond investigated the methodology of moral philosophy, paying special attention to the role of literature. In order to hit the ground running, students will be expected to read *The Women Are Up to Something: How Elizabeth Anscombe, Philippa Foot, Mary Midgley, and Iris Murdoch Revolutionized Ethics* by Benjamin J. B. Lipscomb before the first meeting, preferably over the summer.

Requirements/Evaluation: Tutorial papers and rewrites

Prerequisites: At least three PHIL courses, including at least one in moral philosophy.

Enrollment Limit: 10

Enrollment Preferences: Philosophy majors, seniors, juniors in that order

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

Writing Skills Notes: Students will meet with the instructor in pairs for an hour each week; a 5- to 7-page paper every other week (6 in all), prepare and present a written critique of their partners' papers in alternate weeks, and revise and re-write one of their five papers

Difference, Power, and Equity Notes: Our four challenging moral philosophers are all women in a field dominated by men. They all challenged the prevailing philosophical tenets of their times.

Attributes: PHIL Contemporary Value Theory Courses

Not offered current academic year

PHIL 330 (S) Plato (WS)

Cross-listings: CLAS 330

Primary Cross-listing

Plato is one of the most important and influential thinkers in the history of the western tradition. His depiction of the trial and death of Socrates is one of the classics of western literature, and his views on ethics and politics continue to occupy a central place in our discussions 2400 years after they were written. It is, in fact, quite difficult to get through any course of study in the liberal arts without some familiarity with Plato. Nevertheless, comparatively few people realize that the views we commonly think of as "Platonic" represent only one strand in Plato's thought. For example, we commonly attribute to Plato a theory of the Forms on the basis of his claims in the so-called "middle dialogues" (mainly Republic, Phaedo, and Symposium). However, in his philosophically more sophisticated and notoriously difficult later dialogues (such as the Parmenides, Philebus, Sophist and Statesman), Plato engages in radical criticism and revision of his earlier views. In this course, we will spend the first third of the semester attempting to understand the metaphysics and epistemology in Plato's middle dialogues. We will spend the balance of the semester coming to grips with Plato's arguments in the later dialogues. We will read several complete dialogues in translation, and will also read a wide variety of secondary source material.

Class Format: lecture/discussion; this class will be a roughly equal mixture of lectures, student presentations, and seminar discussion

Requirements/Evaluation: students will be expected to prepare a seminar presentation, to write several focused short analytical pieces, and to write a 15- to 20-page term paper in multiple drafts

Prerequisites: PHIL 101, PHIL 102 or permission of instructor; a prior course in logic will be extremely helpful, but is not necessary

Enrollment Limit: 15

Enrollment Preferences: upper-level Philosophy and Classics majors

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

CLAS 330(D1) PHIL 330(D2)

Writing Skills Notes: Instructor will provide regular commentary on papers.

Attributes: PHIL History Courses

Not offered current academic year

PHIL 333 (F) Kant on Beauty, Life, and History

In this course, we will study Kant's theories of aesthetic and teleological judgments. Aesthetic judgments are puzzling, since we call things "beautiful" because they cause us to feel pleasure, and yet we expect others to find the same things beautiful as we do (e.g., the sunset over the Taconic Ridge), while we do not generally expect others to find the same things pleasurable as we do (e.g., your favorite ice cream flavor at Lickety). Teleological judgments are likewise puzzling, since we often explain living things as designed for certain purposes (e.g., the hummingbird's long bill is for accessing nectar deep inside flowers) or as striving for certain goals (e.g., the sunflower turns toward the sun to take in energy), and yet we are committed to a scientific world-view, where nature is governed by mechanistic causal laws. Indeed, we sometimes describe human history as progressive (aiming toward greater rationality, morality, equality, or freedom, e.g.), even though we regard individual humans as free to choose whether to act well or poorly. Our course will consider Kant's attempts to account for these sorts of paradoxical judgments.

Requirements/Evaluation: A midterm and a final essay.

Prerequisites: PHIL 202 is recommended

Enrollment Limit: 20

Enrollment Preferences: Philosophy majors, prospective Philosophy majors

Expected Class Size: 10

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

Attributes: PHIL History Courses

Not offered current academic year

PHIL 335 (S) Contemporary Metaethics

We speak as if moral judgments can be true or false, warranted or unwarranted. But how should objectivity in this domain be understood? Is moral objectivity like scientific objectivity, assuming that we have a clear sense of what that involves? If not, should this concern us? What are other models for understanding moral objectivity? While answers to such questions are implicit in historically important accounts of morality, these issues became the topic of explicit, sustained debate in the twentieth and twenty-first century. Our focus will be on recent influential work in this area. We will examine several different approaches in depth, including realism, constructivism, expressivism, and skepticism.

Class Format: seminar

Requirements/Evaluation: weekly seminar discussion questions; 8-10-page midterm paper; 12-14-page final paper

Prerequisites: two courses in PHIL (including a 100-level PHIL course; PHIL 201 or 202 recommended); or permission from the instructor

Enrollment Limit: 15

Enrollment Preferences: current and prospective Philosophy majors

Expected Class Size: 10-12

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

Attributes: PHIL Contemporary Value Theory Courses

Not offered current academic year

PHIL 336 (F) Political Liberalism and its Critics (WS)

Political liberalism has been both celebrated and lamented. The philosopher John Rawls is widely credited with reviving liberalism in the late 20th century and providing its most persuasive defense. In this tutorial, we'll read portions of Rawls' major works, *A Theory of Justice* and *Political Liberalism*, and trace how his theory evolved in response to an array of critics, including libertarians, perfectionists, communitarians, feminist philosophers, and critical race theorists. Among other things, these critics challenged Rawls' interpretation and defense of the social contract framework, the ideals of freedom and equality, the content of principles of justice, political neutrality about the good, the nature of the self, the division between public and private spheres, and the distinction between ideal and non-ideal theory. We'll examine these criticisms in depth. If time permits, we'll also look briefly at some recent post-Rawlsian debates about the nature of distributive justice (e.g., luck vs. relational egalitarianism, or global justice).

Class Format: This tutorial will meet on a fixed weekly schedule agreed to by the instructor and participants.

Requirements/Evaluation: Six tutorial papers (5-6 pages in length) and six critiques (2-3 pages in length)

Prerequisites: Two previous PHIL courses (including a PHIL 100-level course), or permission of instructor

Enrollment Limit: 10

Enrollment Preferences: Current and prospective philosophy majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

Writing Skills Notes: Students will write a tutorial paper (5-6 pages in length) every other week, and a peer critique (2-3 pages in length) in alternating weeks, evenly spaced throughout the semester. The instructor will provide timely comments on writing skills, with suggestions for improvement.

Attributes: PHIL Contemporary Value Theory Courses

Not offered current academic year

PHIL 337 (S) Justice in Health Care (WS)

Justice is a notoriously complex and elusive philosophical concept, the conditions of which are even more difficult to articulate within real world institutions and contexts than in the abstract. In this course we'll explore justice as a fundamental moral principle and as a desideratum of the US health care system. The first portion of the course will be devoted to considering general theories of justice as well as alternative conceptions of justice specifically within the health care context. While social justice and distributive justice are deeply intertwined in the health care context and we will discuss both, we will focus primarily on the concept of distributive justice. This theoretically oriented work will provide the background for subsequent examination of specific topics, which may include, among others: justice in health care financing and reform; justice in health care rationing and access to health care, with particular attention to the intersections of rationing criteria with gender, sexuality, race, disability, and age; justice in the procurement and allocation of organs for transplantation; obesity and personal responsibility for illness; and justice in medical research, including

"double standards" for research conducted in low resource settings.

Requirements/Evaluation: biweekly papers, oral commentaries, and tutorial discussions

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: PHIL majors, PHLH concentrators, those with curricular need for the course, those who have been dropped from the course in previous semesters due to over enrollment, and those who are unlikely to have an opportunity to take the course in a later term

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

Writing Skills Notes: Students will write six tutorial papers of 5-7 pages in length, one of which they will revise and submit at the end of the term. In each of the tutorial papers students will describe and evaluate arguments that appear in the assigned readings, and will develop arguments in support of their own ethical positions. Students will receive written and oral feedback, concentrated particularly in the first half of the semester, to improve their ability to present clear and effective written arguments.

Attributes: JLST Interdepartmental Electives PHIL Contemporary Value Theory Courses PHLH Bioethics + Interpretations of Health

Not offered current academic year

PHIL 338 (F) Intermediate Logic (QFR)

Cross-listings: MATH 338

Primary Cross-listing

In this course, we will begin with an in-depth study of the theory of first-order logic. We will first get clear on the formal semantics of first-order logic and various ways of thinking about formal proof: natural deduction systems, semantic tableaux, axiomatic systems and sequent calculi. Our main goal will be to prove things about this logical system rather than to use this system to think about ordinary language arguments. In this way the goal of the course is significantly different from that of Logic and Language (PHIL 203). Students who have taken PHIL 203 will have a good background for this class, but students who are generally comfortable with formal systems need not have taken PHIL 203. We will prove soundness and completeness, compactness, the Lowenheim-Skolem theorems, undecidability and other important results about first-order logic. As we go through these results, we will think about the philosophical implications of first-order logic. From there, we will look at extensions of and/or alternatives to first-order logic. Possible additional topics would include: modal logic, the theory of counterfactuals, alternative representations of conditionals, the use of logic in the foundations of arithmetic and Godel's Incompleteness theorems. Student interest will be taken into consideration in deciding what additional topics to cover.

Requirements/Evaluation: problem sets and exams

Prerequisites: some class in which student has studied formal reasoning

Enrollment Limit: 20

Enrollment Preferences: Philosophy majors; juniors and seniors

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

PHIL 338(D2) MATH 338(D3)

Quantitative/Formal Reasoning Notes: This is a class in Formal Logic. PHIL 203 satisfies the QFR requirement. If anything, this class will be significantly more formal.

Attributes: PHIL Contemp Metaphysics + Epistemology Courses

Fall 2024

SEM Section: 01 TF 2:35 pm - 3:50 pm Keith E. McPartland

PHIL 345 (S) Alienation

What does it mean to feel or to be alienated? Wanting things just because other people do? Not being able to identify with our social and political institutions? Or does it mean the narrowing of our activities, becoming workers who carry out tiny parts of broader processes that we can't see and that we can't control? How do ideas of alienation and meaninglessness have to do with ways that social life is organized -- with the capitalist economy, for one, but also with institutions like race and gender? This course traces different views of alienation and its critique that runs through Lukacs, Marx, Fanon, Kierkegaard, Rousseau, de Beauvoir and others. We'll also look at less conventional forms of alienation critique as part of our inquiry: Afrofuturist fiction by Octavia Butler, work on ornamentalism by Anne Anlin Cheng, and films like *A Woman Under the Influence*.

Requirements/Evaluation: Progressive writing assignments including: One argument reconstruction, One 6-8 page paper, commentaries on fellow student work, and one final 10-12 page paper.

Prerequisites: At least one prior philosophy course

Enrollment Limit: 19

Enrollment Preferences: Philosophy majors

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Attributes: PHIL Contemporary Value Theory Courses

Not offered current academic year

PHIL 355 (S) Other Minds

We will discuss, in this course, several different kinds of problems concerning other minds. Our starting point will be the traditional philosophical problem of solipsism - the skeptical challenge to our belief in the existence of other minds. Since I cannot have direct access to anyone else's experiences, how do I know that I am not the only being in the world that has experiences? What gives me the idea that there are others like me? What justifies my application of the same psychological concepts (such as *sad*, *curious*, *intends*, *fears*) to myself *and* to others? How do I check whether the application is correct? Is self-knowledge a different kind of knowledge than knowledge of other minds? After considering these philosophical questions and various answers that have been given to them, we will turn our attention to natural, everyday questions about others. *How* do we manage to understand each other? Do we directly observe each other's psychological lives? Or do we make inferences, or form theories? To what extent can we really know one another, and can we refine and deepen our understanding? Is knowledge of other minds crucial for our ethical practices? Are there people who lack the capacity for such knowledge? If so, are they exempt from at least some of our ethical expectations? Finally, how far can our understanding of others go? For example, how do we understand 'inner lives' of infants, of people with dementia, of people with schizophrenia, or of people without any empathy whatsoever? How do we understand mental lives of non-human animals? For that matter, how do non-human animals understand *us*? Is it true that other minds will always remain unknown and inscrutable to a considerable degree? The literature on other minds is vast and heterogeneous. In addition to a number of philosophical texts, we will be reading in a wide area of contemporary scientific research: on 'mindreading', social cognition, empathy, and on so-called psychopathology. Time permitting, we will also consider the role of narrative fiction (in literature and film) in expanding and deepening our knowledge of other minds.

Requirements/Evaluation: Class attendance, preparedness and participation; Additional small group meetings, and rotating reports from these meetings; Weekly short assignments, oral or written. Some of these will be tutorial-style presentations, followed by comments by another student. A midterm paper, 5-6 pages long; A final paper, 7-8 pages long

Prerequisites: Declared Philosophy major or 4 Philosophy courses (one of which should be a Writing Skills course) or (exceptionally) consent of the instructor

Enrollment Limit: 12

Enrollment Preferences: Philosophy majors

Expected Class Size: 12

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

Attributes: PHIL Contemp Metaphysics + Epistemology Courses

Spring 2025

SEM Section: 01 MR 2:35 pm - 3:50 pm Bojana Mladenovic

PHIL 379 (S) American Pragmatism

Cross-listings: AMST 379

Primary Cross-listing

Along with jazz, pragmatism stands as the greatest uniquely American contribution to world culture. As the music wails in the background, we will study the classic pragmatists: William James, C. S. Peirce, and John Dewey. We will continue with the contemporary inheritors of the tradition: Cornel West, Richard Rorty, and Hilary Putnam. Although it has influenced both analytic and continental philosophy, pragmatism is a powerful third philosophical movement. Always asking what practical difference would it make, our authors investigate the central questions and disputes of philosophy, from epistemology and metaphysics to ethics and religion. Rather than seeing philosophy as an esoteric discipline, the pragmatic philosophers (with the possible exception of Peirce) see philosophy as integral to our culture and see themselves as public intellectuals.

Requirements/Evaluation: final paper, several short assignments

Prerequisites: at least three PHIL courses

Enrollment Limit: 25

Enrollment Preferences: Philosophy and American Studies majors, then seniors and juniors of any major

Expected Class Size: 12-15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

PHIL 379(D2) AMST 379(D2)

Attributes: AMST Critical and Cultural Theory Electives PHIL History Courses TEAC Related Courses

Spring 2025

SEM Section: 01 TR 9:55 am - 11:10 am Steven B. Gerrard

PHIL 390 (S) Discourse Dynamics (WS)

Cross-listings: COGS 390

Secondary Cross-listing

It'd be perfectly natural to say "I might've left the stove on", then check the stove, then say "I didn't leave the stove on". But perform those exact same steps in a different order--check the stove, say "I didn't leave the stove on", then say "I might've left the stove on"--and something's gone quite wrong. Conversation is dynamic--the back and forth exchange of information is a process that grows and adapts to the surrounding context. The order in which you say things matters, and it matters for what you communicate what actions you take and what events happen around you. In this course, we will investigate dynamic communicative phenomena and discuss competing theoretical explanations about how they're interpreted. Of particular interest will be the extent to which discourse dynamics are built into the meanings of linguistic expressions vs. the extent to which they're consequences of our rational cognition. Is a sentence's relation to previously uttered sentences similar to its relation to extra-linguistic events? How much inference goes into interpreting what's said? In pursuing the answers to these questions, we will discuss both classic and contemporary theories from philosophy and linguistics.

Requirements/Evaluation: Four short papers (3-4 pages), take-home midterm paper (5-7) pages, take-home final paper (6-8 pages)

Prerequisites: At least one philosophy or cognitive science course (any level), or permission of instructor.

Enrollment Limit: 19

Enrollment Preferences: Preference given to seniors and philosophy/cognitive science majors, then to students who have taken 200-Level Intro to Formal Linguistics

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

COGS 390(D2) PHIL 390(D2)

Writing Skills Notes: There will be four short papers (3-4 pages each) that will receive written comments on substance, argument structure, and writing style. These will be designed to include sections that, upon revision in light of comments, can be incorporated into the longer midterm and final

papers (5-7 pages and 6-8 pages respectively). Students will be required to meet with the instructor before the midterm and final papers to discuss outlines and revisions of short papers.

Attributes: COGS Interdepartmental Electives COGS Related Courses Linguistics PHIL Contemp Metaphysics + Epistemology Courses

Not offered current academic year

PHIL 401 (F) Senior Seminar--Philosophy in the Public Sphere

In this seminar we will study contemporary philosophers who see themselves as public intellectuals, using various media to engage in the wider world.

Requirements/Evaluation: Weekly short response papers; Class presentation; Final paper.

Prerequisites: Limited to senior philosophy majors.

Enrollment Limit: 25

Enrollment Preferences: The seminar is required of all senior philosophy majors, and limited to them.

Expected Class Size: 8-10

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

Fall 2024

SEM Section: 01 M 7:00 pm - 9:40 pm Steven B. Gerrard

SEM Section: 02 W 1:10 pm - 3:50 pm Steven B. Gerrard

PHIL 491 (F) Senior Essay: Philosophy

This course involves Independent Study under the supervision of a member of the department. The objective is the presentation and writing of a senior essay (maximum 40 pages).

Requirements/Evaluation: Not applicable

Prerequisites: Not applicable

Enrollment Preferences: Not applicable

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

Not offered current academic year

PHIL 493 (F) Senior Thesis: Philosophy

This course involves independent study under the supervision of a member of the department. The objective is the preparation and writing of a senior thesis (maximum 75 pages). This is part of a full-year thesis (493-494).

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

Fall 2024

HON Section: 01 TBA Joseph L. Cruz

PHIL 494 (S) Senior Thesis: Philosophy

This course involves independent study under the supervision of a member of the department. The objective is the preparation and writing of a senior thesis (maximum 75 pages). This is part of a full-year thesis (493-494).

Requirements/Evaluation: Not applicable

Prerequisites: Not applicable

Enrollment Preferences: Not applicable

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

Spring 2025

HON Section: 01 TBA Joseph L. Cruz

PHIL 497 (F) Independent Study: Philosophy

Philosophy independent study.

Requirements/Evaluation: not applicable

Prerequisites: not applicable

Enrollment Preferences: not applicable

Expected Class Size: 0

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Fall 2024

IND Section: 01 TBA Joseph L. Cruz

PHIL 498 (S) Independent Study: Philosophy

Philosophy independent study.

Requirements/Evaluation: Not applicable

Prerequisites: Not applicable

Enrollment Preferences: Not applicable

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Spring 2025

IND Section: 01 TBA Joseph L. Cruz

Winter Study -----

PHIL 30 (W) Senior Essay: Philosophy

Philosophy senior essay.

Class Format: senior essay

Grading: pass/fail only

Not offered current academic year

PHIL 31 (W) Senior Thesis or Essay: Philosophy

To be taken by students registered for Philosophy 491 or 493-494.

Class Format: thesis

Grading: pass/fail only

Not offered current academic year

PHIL 99 (W) Independent Study: Philosophy

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study

Grading: pass/fail only

Not offered current academic year

PHYSICAL EDUCATION, ATHLETICS, AND RECREATION

Chair and Director: Lisa Melendy

- Tomas Adalsteinsson, Assistant Professor of Physical Education and Head Women's Golf Coach
- Hesham Aly, Visiting Assistant Professor of Physical Education and Head Coach of the Men's and Women's Squash Teams
- Kevin M. App, Assistant Professor of Physical Education and Head Men's Basketball Coach
- Alix H. Barrale, Assistant Professor of Physical Education and Head Field Hockey Coach
- Bill Barrale, Assistant Professor of Physical Education, Head Baseball Coach
- Ethan M. Barron, Assistant Professor of Physical Education, Head Men's Track & Field Coach
- Anik A. Cepeda, Assistant Professor of Physical Education and Head Coach of Women's Tennis
- Marshall K. Creighton, Lecturer in Physical Education and Assistant Strength & Conditioning Coach
- Meghan K. Gillis, Assistant Professor of Physical Education and Head Coach of Women's Ice Hockey
- Daniel R. Greenberg, Assistant Professor of Physical Education and Head Coach of Men's Tennis
- Kris Herman, Assistant Professor of Physical Education, Head Softball Coach
- Josh D. Hillman, Lecturer in Physical Education and Head Men's Golf Coach
- Nate D. Hoey, Assistant Professor of Physical Education, Head Women's Track & Field Coach
- Scott D. Honecker, Assistant Professor of Physical Education and Head Coach of Wrestling
- William R. Kangas, Assistant Professor of Physical Education and Head Men's Ice Hockey Coach
- Christi L. Kelsey, Acting Associate Director of Athletics & Assistant Professor of Physical Education and Head Women's Volleyball Coach
- Steven J. Kuster, Assistant Professor of Physical Education and Head Swim Coach
- Alice Lee, Assistant Professor of Physical Education and Head Women's Lacrosse Coach
- Zafi Levy, Assistant Professor of Physical Education and Head Squash Coach
- Scott A. Lewis, Assistant Professor of Physical Education and Associate Director of Outing Club
- Rob Livingstone, Lecturer in Physical Education, Head Strength and Conditioning Coach
- Dusty A. Lopez, Assistant Professor of Physical Education and Head Coach of Women's & Men's Cross Country
- Marc Mandel, Assistant Professor of Physical Education and Head Men's Crew Coach
- Patricia M. Manning, Assistant Professor of Physical Education and Head Women's Basketball Coach
- George M. McCormack, Assistant Professor of Physical Education, Head Men's Lacrosse Coach
- Mark T. McDonough, Lecturer in Physical Education, Assistant Football Coach
- Amber J McHugh, Assistant Professor of Physical Education and Head Alpine Ski Coach
- Lisa M. Melendy, Chair, Director of Athletics and Assistant Professor in Physical Education
- Ramon R. Mignott, Lecturer in Physical Education and Assistant Football Coach
- Carolyn D. Miles, Acting Director of Athletics and Assistant Professor in Physical Education
- Steve Monsulick, Assistant Professor of Physical Education and Head Nordic Ski Coach
- Ben Oliver, Assistant Professor of Physical Education and Director of the Williams Outing Club
- Mark R. Raymond, Assistant Professor of Physical Education and Head Coach of Football
- Sarah Raymond, Assistant Professor of Physical Education and Head Women's Soccer Coach
- Steffen Siebert, Assistant Professor of Physical Education, Head Men's Soccer Coach

- Paula E. Thoms, Assistant Professor of Physical Education and Head Coach of Women's Crew
- Tommy Verdell, Assistant Professor of Physical Education, Associate Athletic Director for Inclusion and Compliance

The instructional Physical Education Program at Williams is an integral part of the student's total educational experience. As a part of the liberal arts concept, the program develops the mind-body relationship, which is dependent upon the proper integration of physical and intellectual capacities. The main objective of the physical education program is to develop in each student an appreciation of physical fitness and wellness, and to expose them to a variety of activities that are suitable for lifetime participation.

Four credits of Physical Education represent one of the requirements for the College degree. There are five physical education units during the year. In the fall academic semester, there are two six-week physical education quarters. Winter Study is another unit, and there are two physical education quarters in the spring academic semester. Two different activities must be completed in the fulfillment of the requirement. Students must complete two physical education credits during the first year, all four physical education credits must be completed by the end of sophomore year if the student wishes to study abroad.

A schedule listing all courses offered is issued to every student before each quarter and Winter Study. Classes may vary according to availability of instructors and interest of students. More information can be found at athletics.williams.edu/physical-education.

The following courses are offered at various times during the year:

Aerobic and Core Conditioning
 Aqua Fitness
 Badminton
 Basketball
 Boot Camp
 Bouldering
 Circuit Training
 Dance (African, Ballet, Modern)
 Futsal/Indoor Soccer
 Golf
 Hiking
 Ice Skating
 Kayaking
 Kettlebells
 Lifeguarding
 Mindfulness
 Mountain Biking
 Muscle Fitness
 Pickle Ball
 Platform Tennis
 Playground Games
 Rape Aggression Defense (RAD)
 Running
 Skiing (Alpine and Cross Country)
 Snowboarding
 Snowshoeing

Soccer

Spikeball

Spinning

Squash

Swim for Fitness

Swimming

Trip Leader training

Telemarking

Tennis

Volleyball

Walk for Fitness

Weight Training

Wellness

Yoga

ASTRONOMY & ASTROPHYSICS (Div III)

Chair: Professor Protik Majumder

- Marek Demianski, Visiting Field Memorial Professor of Astronomy
- Kevin Flaherty, Lecturer in Astronomy and Observatory Supervisor; affiliated with: Astronomy, Physics
- Anne Jaskot, Assistant Professor of Astronomy and Associate of the Hopkins Observatory; affiliated with: Astronomy, Physics
- Protik K. Majumder, Barclay Jermain Professor of Natural Philosophy, Chair of Astronomy; affiliated with: Physics, Astronomy
- Jason E. Young, Visiting Field Memorial Assistant Professor of Astronomy

How long will the Sun shine? How do we discover Earth-like planets among the many exoplanets circling other stars? How did the universe begin and how has it evolved over its 13.8-billion-year history? How do we detect not only light but also gravitational waves from afar? Astronomy is the science that asks and tries to answer questions like these. We have come a long way toward understanding what makes the sky appear as it does and how the Universe behaves. Williams Astronomy courses are for anyone who is interested in learning about the Universe, and who would like to be able to follow new astronomical discoveries as they are made. All courses in Astronomy satisfy the Division III requirement. The Astronomy major and the Astrophysics major, both administered by the Department of Physics and Astronomy, are described below.

The beginning astronomy courses are offered on two levels. Astronomy 101, 102, 104, and 330-range courses are intended primarily for non-science majors and have no prerequisite. Astronomy 111 is designed for students with some exposure to physics. It has a prerequisite of one year of high school physics or permission of the instructor, and a co-requisite of Mathematics 140 or equivalent background in calculus.

Most of the astronomy courses take advantage of our observational and computational facilities including a 24-inch computer-controlled telescope with sensitive electronic detectors, and our own computer network for image processing and data analysis. The Williams Astronomy site can be found at astronomy.williams.edu.

ASTRONOMY MAJOR

The Astronomy major is designed for students with an interest in learning about many aspects of modern astronomy, but who do not choose to take the most advanced physics and math courses of the astrophysics major. It is also appropriate as a second major for students concentrating in another field; in particular, combining an Astronomy major with a related major like Geoscience or Computer Science has been a fruitful path for some of our students. The Astronomy major emphasizes understanding the observed properties of the physical systems that comprise the known Universe, from the Sun and solar system, to the evolution of stars and star clusters, to the Milky Way Galaxy, to external galaxies and clusters of galaxies. Because some knowledge of physics and calculus is necessary to understand many astronomical phenomena, the Astronomy major requires the first two semesters each of the physics and calculus that are also required of Physics majors and Astrophysics majors.

There are several possible routes through the Astronomy major, depending on preparation and interest. Students considering a major in Astronomy should consult with members of the department early and often. A first-year student, if unsure about choosing between Astronomy and Astrophysics, may wish to take not only Astronomy 111 but also Physics 131, 141, or 151 and Mathematics 140 (if necessary) in the fall. Students who might place out of physics courses should read the section on placement under Physics.

Major Requirements for Astronomy

Astronomy 111 Introduction to Astrophysics OR Astronomy 101 Stars: From Suns to Black Holes and either Astronomy 102 The Solar System—Our Planetary Home OR Astronomy 104 The Milky Way Galaxy and the Universe Beyond

Two 200-level Astronomy courses (or additional 400-level Astronomy courses as substitutes)

Two 400-level Astronomy courses

Physics 131 Particles and Waves OR Physics 141 Particles and Waves—Enriched OR equivalent placement

Physics 142 Foundations of Modern Physics or Physics 151 Seminar on Modern Physics

Mathematics 140 Calculus II

Mathematics 150 Multivariable Calculus OR Mathematics 151 Multivariable Calculus OR equivalent placement

The total number of courses required for the Astronomy major is nine. A typical path through the major will begin with Physics 141, which is suitable for students with one year of high school physics and a background in calculus. However, students without high school physics may begin with Physics 131, and students entering with Advanced Placement in physics and/or math may obtain credit toward the major for the equivalent of

Physics 142 and/or Mathematics 150 or 151 taken elsewhere. There are some aspects of astronomy that are closely related to chemistry or geosciences. In recognition of this, certain advanced courses in those departments can be accepted for credit toward the Astronomy major.

THE DEGREE WITH HONORS IN ASTRONOMY

The honors degree in Astronomy will be awarded on the basis of a senior thesis presenting the results of an original observational, experimental, or theoretical investigation carried out by the student under the direction of a faculty member in Astronomy. There are no specific grade requirements (other than College-wide requirements for remaining in good academic standing) for entry into the thesis research program; however, a student wishing to do a thesis should have demonstrated both ability and motivation for independent work in previous courses and in any earlier research involvement. Students doing theses will normally choose a topic and an advisor early in the second semester of their junior year and usually begin their thesis work during the summer. During the senior year, those students whose proposals have been approved will elect two courses and a winter study project in addition to the minimum requirements for the major. Preparation for the thesis will occupy at least one course (Astronomy 493) and the winter study project (Astronomy 031). At the end of the winter study period, the department will decide, in consultation with each student, whether to admit that student to honors candidacy. Both a written thesis and an oral presentation to faculty and fellow students are required. The degree with honors will be awarded to those who meet these requirements with distinction. The degree with highest honors will be awarded to those who fulfill the requirements with unusually high distinction.

The department will be flexible with regard to the number and timing of courses devoted to thesis research within the general guidelines of two courses and a winter study project over and above the minimum major requirements and the written and oral presentations, especially in cases of students with advanced standing and/or summer research experience. Students considering unusual requests are urged to consult with potential advisors or the department chair as early as possible.

ASTROPHYSICS MAJOR

The Astrophysics major is designed for students who want a rigorous introduction to the field, and includes not only those who plan graduate study in astronomy, astrophysics, or a closely related area, but also those interested in a wide variety of careers. Astrophysics alumni are not only astronomers but also computer scientists, geologists, teachers, doctors, lawyers, business school professors, and so on. In recent years, many astrophysics majors have had a second major in fields as wide ranging as mathematics, computer science, geosciences, economics, English, and art history. This major emphasizes the description of the Universe and its constituents in terms of physical processes. Potential Astrophysics majors should consult early with members of the Department of Physics and Astronomy to determine their most appropriate route through the major. An essential ingredient in such students' undergraduate training is experience in physics and mathematics. Therefore, the major normally will begin in the first year a student is at Williams with Physics 131, 141, or 151 and Mathematics 140 or 150 or 151 in the fall. Physics 141 is recommended for students with one year of high school physics and a background in calculus. Students with very good background placing them out of Physics 142 and out of Mathematics 140 may choose to take Physics 201 and Mathematics 150 or 151 instead. Astronomy 111 will often be taken in the fall of the sophomore year; however, many students take it in the fall of their first year at Williams, along with physics and math. Students who might place out of physics courses should read the section on placement under Physics; those who place out of Physics 131 or 141 into Physics 142 or 151 should particularly consider taking Astronomy 111 in the fall of their first year.

In addition to the major courses described below, other courses in geosciences, mathematics, and computer science may also be appropriate.

Major Requirements for Astrophysics

Astronomy 111 Introduction to Astrophysics OR Astronomy 101 Stars: From Suns to Black Holes and either Astronomy 102 The Solar System—Our Planetary Home OR Astronomy 104 The Milky Way Galaxy and the Universe Beyond

Physics 131 Particles and Waves OR Physics 141 Particles and Waves—Enriched OR equivalent placement

Physics 142 Foundations of Modern Physics OR Physics 151 Seminar on Modern Physics

Physics 201 Electricity and Magnetism

Physics 202 Waves and Optics

Physics/Mathematics 210 Mathematical Methods for Scientists

Physics 301 Introductory Quantum Physics

Mathematics 150 Multivariable Calculus OR Mathematics 151 Multivariable Calculus

Three 400-level astronomy courses OR two 400-level astronomy courses and one of the following:

Astronomy 211 Astronomical Observing and Data Analysis

Physics 302 Statistical Physics

Physics 402T Applications of Quantum Mechanics

Physics 405T Electromagnetic Theory

Physics 411T Classical Mechanics;

Physics 418 Gravity

The total number of courses required for the Astrophysics major, an interdisciplinary major, is eleven. Students entering with Advanced Placement in physics and/or mathematics may obtain credit toward the major for the equivalent of Physics 141 and/or Mathematics 140 and/or 150 or 151 taken elsewhere, but at least 8 courses in astronomy, physics, and mathematics must be taken at Williams. There are some aspects of astrophysics that are closely related to chemistry or geosciences. In recognition of this relation, certain advanced courses in those departments can be accepted for credit toward the Astrophysics major on a two-for-one basis. It is not possible to double major in Astrophysics and Physics.

THE DEGREE WITH HONORS IN ASTROPHYSICS

The honors degree in Astrophysics will be awarded on the basis of a senior thesis presenting the results of an original observational, experimental, or theoretical investigation carried out by the student under the direction of a faculty member in Astronomy or Physics. There are no specific grade requirements (other than College-wide requirements for remaining in good academic standing) for entry into the thesis research program; however, a student wishing to do a thesis should have demonstrated both ability and motivation for independent work in previous courses and in any earlier research involvement. Students doing theses will normally choose a topic and an advisor early in the second semester of their junior year and usually begin their thesis work during the summer. During the senior year, those students whose proposals have been approved will elect two courses and a winter study project in addition to the minimum requirements for the major. Preparation for the thesis will occupy at least one course (Astrophysics 493) and the winter study project (Astrophysics 031). At the end of the winter study period, the department will decide, in consultation with each student, whether to admit that student to honors candidacy. Both a written thesis and an oral presentation to faculty and fellow students are required. The degree with honors will be awarded to those who meet these requirements with distinction. The degree with highest honors will be awarded to those who fulfill the requirements with unusually high distinction.

Honors candidates will also be required to attend departmental colloquium talks.

The department will be flexible with regard to the number and timing of courses devoted to thesis research within the general guidelines of two courses and a winter study project over and above the minimum major requirements and the written and oral presentations, especially in cases of students with advanced standing and/or summer research experience. Students considering unusual requests are urged to consult with potential advisors or the department chair as early as possible.

STUDY ABROAD

FAQ

Students **MUST** contact departments/programs **BEFORE** assuming study away credit will be granted toward the major or concentration.

Can your department or program typically pre-approve courses for major/concentration credit?

Yes, in some cases, if appropriate course information is available in advance (e.g. syllabi and/or course descriptions), though students should be sure to contact the department.

What criteria will typically be used/required to determine whether a student may receive major/concentration credit for a course taken while on study away?

Course title and description, and complete syllabus including readings/assignments.

Does your department/program place restrictions on the number of major/concentration credits that a student might earn through study away?

No.

Does your department/program place restrictions on the types of courses that can be awarded credit towards your major?

No.

Are there specific major requirements that cannot be fulfilled while on study away?

No.

Are there specific major requirements in your department/program that students should be particularly aware of when weighing study away options? (Some examples might include a required course that is always taught in one semester, laboratory requirements.)

Yes. PHYS 301, a required course for the Astrophysics major, is only taught in the fall, and is difficult to replicate abroad, especially regarding the lab component.

Give examples in which students thought or assumed that courses taken away would count toward the major or concentration and then

learned they wouldn't:

None to date.

ASTR 101 (F) Stars: From Suns to Black Holes

Have you ever wondered what makes the Sun and stars shine and what they are made of? Do they evolve, and if so, how do they change? What are black holes, and how can they form? How do we find planets around other stars? Astronomy 101, a non-major, general introduction to the part of contemporary astronomy that includes how stars form and die, will provide answers to these questions. We will pay special attention to exciting discoveries made in the past decade. Thousands of exoplanets have been discovered, with their atmospheres being studied in detail by the James Webb Space telescope. For the first time, gravitational waves from merging black holes have been detected. In this course we will discuss the basic methods and instruments used in these and other astronomical observations and what they can teach us about the life cycle of stars. We will discuss what happens at the centers of stars, how stars evolve, and why some stars explode and form neutron stars and black holes. This course is independent of and on the same level as ASTR 102 (solar system) and 104 (galaxies/cosmology); students who have taken these courses are welcome.

Class Format: lecture (two sessions per week), observing sessions (scattered throughout the semester), afternoon labs (five times per semester), and a planetarium demonstration. Planetarium and Roof-Observatory TAs will be available for consultation, in addition to the instructors, throughout the semester.

Requirements/Evaluation: two hour tests, a final exam, an observing portfolio, and lab reports

Prerequisites: none

Enrollment Limit: 48;12/lab

Enrollment Preferences: first and second-year students

Expected Class Size: 30/lec

Grading: yes pass/fail option, no fifth course option

Unit Notes: non-major course

Distributions: (D3)

Fall 2024

LEC Section: 01 TR 9:55 am - 11:10 am

LAB Section: 02 T 1:00 pm - 2:30 pm Kevin Flaherty

LAB Section: 03 T 2:30 pm - 4:00 pm Kevin Flaherty

LAB Section: 04 W 1:00 pm - 2:30 pm Kevin Flaherty

LAB Section: 05 W 2:30 pm - 4:00 pm Kevin Flaherty

ASTR 102 (S) Our Solar System and Others

What makes Earth different from all the other planets? What have NASA's Curiosity and Perseverance on Mars found about that planet's past running water and suitability for life? How has knowledge about Pluto and the outer solar system been transformed by NASA's flybys? Will asteroids or comets collide with the Earth again? What is the new James Webb Space Telescope revealing about exoplanets and their atmospheres? Astronomy 102, a non-major, general introduction to the part of contemporary astronomy that comprises the study of the solar system (and the systems of planets around other stars), will provide answers to these questions and more. We will cover the historical development of humanity's understanding of planetary systems, examining contributions by Copernicus, Galileo, Newton, Einstein, and others and the more recent discoveries of over 4000 exoplanets around stars other than the Sun. The course gives special attention to exciting discoveries of the past few years by space probes and space telescopes such as the Hubble, James Webb, and Kepler/K2/TESS missions. We regularly discuss the latest news briefs and developments in astronomy and relate them to the topics covered in the course. This course is independent of, and on the same level as Astronomy 101 (stars and stellar evolution) and 104 (galaxies and cosmology), and students who have taken those courses are welcome.

Class Format: lecture (two sessions per week), observing sessions (scattered throughout the semester), afternoon labs (five times per semester), and a planetarium demonstration. Planetarium and Roof-Observing TAs will be available for consultation, in addition to the instructors, throughout the semester.

Requirements/Evaluation: two hour tests, a final exam, an observing portfolio, and lab reports

Prerequisites: none

Enrollment Limit: 48;12/lab

Enrollment Preferences: first and second-year students

Expected Class Size: 30/lec

Grading: yes pass/fail option, no fifth course option

Unit Notes: non-major course

Distributions: (D3)

Spring 2025

LEC Section: 01 TR 9:55 am - 11:10 am

LAB Section: 02 T 1:00 pm - 2:30 pm Kevin Flaherty

LAB Section: 03 T 2:30 pm - 4:00 pm Kevin Flaherty

LAB Section: 04 W 1:00 pm - 2:30 pm Kevin Flaherty

LAB Section: 05 W 2:30 pm - 4:00 pm Kevin Flaherty

ASTR 104 (S) The Milky Way Galaxy and the Universe Beyond

How was the Universe created, and how has it evolved to its presently observed structure? This course will start at the Big Bang, the beginning of everything, and move forward from there. About five centuries ago Galileo Galilei used his own primitive telescope to make many astronomical discoveries: observing the moons of the Jupiter, craters on the Moon, and Sun spots to name a few. Galileo also noticed that stars are not spread on the celestial sphere at random but form a disk like structure, which we now call the Milky Way Galaxy -- our cosmic home. Almost a hundred years ago Edwin Hubble discovered that the Universe contains many galaxies and that they are moving away from each other. Hubble discovered that the Universe -- the largest physical object -- expands, so it had a beginning. In this course we will explore the tools and techniques that astronomers use to study stars and galaxies. From the discovery of the Milky Way to the expanding Universe, we will cover the key concepts and discoveries that have shaped our understanding of the cosmos. During recent decades astronomers have made exciting -- and unsettling -- new discoveries: it turns out that most of matter in the Universe does not emit light and most probably is composed of particles of unknown origin, and that the expansion of the Universe is now accelerating, pushed by a mysterious dark energy. At this point, astronomers have evidence to show that at early epochs the Universe was very dense and very hot. This early epoch is called the Big Bang. How the Big Bang happened is not known yet but there are several interesting hypotheses that our Universe could be one of many. This course will introduce important highlights in the observation and interpretation of remarkable astronomical phenomena and explore these many mysteries.

Class Format: lecture (two sessions per week), observing sessions (scattered throughout the semester), afternoon labs (five times per semester), and a planetarium demonstration. Planetarium and Roof-Observatory TAs will be available for consultation, in addition to the instructors, throughout the semester. Current astronomical discoveries will be discussed at the beginning of each class and by email throughout the semester.

Requirements/Evaluation: two hour exams, a final exam, lab reports, and an observing portfolio

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: first-years

Expected Class Size: 15

Grading: yes pass/fail option, no fifth course option

Unit Notes: non-major course

Distributions: (D3)

Not offered current academic year

ASTR 111 (F) Introduction to Astrophysics (QFR)

The science of astronomy spans vast scales of space and time, from individual atoms to entire galaxies and from the universe's beginning to the future fate of our Sun. In this course, we will survey some of the main ideas in modern astrophysics, with an emphasis on the physics of stars and galaxies.

ASTR 111 is the first course in the Astrophysics and Astronomy major sequences. It is also appropriate for students planning to major in one of the

other sciences or mathematics and for others who would like a quantitative introduction that emphasizes the relationship of contemporary physics to astronomy. Topics include gravity and orbits, radiation laws and stellar spectra, physical characteristics of the Sun and other stars, star formation and evolution, black holes, galaxies, the expanding universe, and the Big Bang. Students will also use telescopes to observe stars, nebulae, planets, and galaxies and to make daytime observations of the Sun.

Class Format: The class has weekly afternoon laboratory sessions, which will alternate between 'hands-on' activities and problem-solving/discussion sessions. Nighttime observing sessions will occur throughout the semester.

Requirements/Evaluation: weekly problem sets, two hour-long tests, a final exam, lab reports, and an observing portfolio

Prerequisites: a year of high school Physics, concurrent college Physics, or permission of instructor, and MATH 140 or equivalent

Enrollment Limit: 28; 14/lab

Enrollment Preferences: potential Astronomy majors

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: The course requires regular problem sets and quantitative assignments. The course will emphasize how physical equations explain the observed properties of the universe.

Fall 2024

LEC Section: 01 TR 11:20 am - 12:35 pm Anne Jaskot

LAB Section: 02 M 1:10 pm - 3:50 pm Kevin Flaherty, Anne Jaskot

LAB Section: 03 R 1:10 pm - 3:50 pm Kevin Flaherty, Anne Jaskot

ASTR 206 (S) Astrobiology (QFR)

This course will focus on the development of complex life and its observational signatures, both on Earth and on other worlds. We will first investigate the conditions that have led to the development of complex life on Earth. We will view Earth over time from an outsider's perspective and challenge preconceptions about the basic requirements for life. We will also explore the 'hot spots' in the search for life beyond Earth in our Solar System. Observations in the next decade may reveal biosignatures in the atmospheres of exoplanets. We will learn about these future observations, while also interacting with current research-grade data for other planets and learning about the methods used to constrain the physical conditions on other worlds. Using quantitative models, we will test the stability of Earth-like planets to the variable and potentially hostile conditions of evolving solar systems.

Requirements/Evaluation: weekly problem sets, one paper, two mid-term exams, and a final exam

Prerequisites: Math 130 and at least one prior physical science course (either Astronomy, Physics, Geosciences, or Chemistry), or permission of instructor

Enrollment Limit: 20

Enrollment Preferences: Science majors, with preference given to students majoring in Astronomy, Astrophysics, or Geosciences

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: In this course students will make quantitative comparisons between environmental conditions on Earth, other planetary bodies, and models. The students will also examine observations regarding the detection and characterization of planetary bodies, including contemporary data.

Spring 2025

LEC Section: 01 MR 2:35 pm - 3:50 pm

ASTR 211 (S) Astronomical Observing and Data Analysis (QFR)

How do astronomers make scientific measurements for objects that are light-years away from Earth? This course will introduce the basics of telescopes and observations and will give students hands-on training in the techniques astronomers use to obtain, process, and analyze scientific

data. We will discuss observation planning, CCD detectors, signal statistics, image processing, and photometric and spectroscopic observations. We will begin by focusing on ground-based optical observations and will move on to non-optical observations, both electromagnetic (e.g., radio waves, X-rays) and non-electromagnetic (e.g., gravitational waves, neutrinos). Throughout the course, students will use computational techniques to work with real astronomical data, taken with our 24" telescope and from data archives.

Class Format: discussion, computer lab work, and observing

Requirements/Evaluation: weekly problem sets, lab work, and observing projects

Prerequisites: MATH 150 or 151; prior experience with Unix and computer programming is helpful, but not required

Enrollment Limit: 14

Enrollment Preferences: Astronomy or Astrophysics majors

Expected Class Size: 8

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: The course requires regular problem sets. Labs require computer programming and statistical and graphical analyses of data.

Not offered current academic year

ASTR 220 (S) New Discoveries with the James Webb Space Telescope

Launched in December 2021, the James Webb Space Telescope (JWST) has delivered new views of the universe and is reshaping our understanding of our solar system, planets around other stars, star formation, and galaxies in the early universe. The beautifully detailed images have also generated intense public interest and are often the subject of science articles in the news. Through JWST's new observations, this course will explore both cutting-edge astronomical science and science communication. We will focus on open questions in each of JWST's four themes: Other Worlds, Star Lifecycle, Galaxies Over Time, and Early Universe. We will discuss the science behind these questions, recent discoveries, and how astronomers are using JWST to learn more. We will also learn about astronomical observations, how JWST works, and how astronomers collect and evaluate scientific evidence. Students will discuss how discoveries are communicated to the public, analyze stories in popular media, and create their own versions of public astronomy communications.

Requirements/Evaluation: weekly homework questions and short writing assignments, class participation, mid-term written article, and final project

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: Astronomy/Astrophysics majors and prospective majors, sophomores

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Unit Notes: non-major course

Distributions: (D3)

Spring 2025

LEC Section: 01 MR 1:10 pm - 2:25 pm Anne Jaskot

ASTR 240 (F) Great Astronomers and Their Original Publications (WS)

Cross-listings: STS 240 / LEAD 240

Primary Cross-listing

In this course we will study some of the greatest figures in astronomy and consider their leadership in advancing progress in the field. We will consider their lives and works, especially as represented by original copies of their books and other publications. These great astronomers include: 16th century, Nicolaus Copernicus (heliocentric universe); Tycho Brahe (best pre-telescopic observations); 17th century, Galileo (discoveries with his first astronomical telescope, 1610; sunspots, 1613; *Dialogo*, 1632); Johannes Kepler (laws of planetary motion, 1609, 1619, Rudolphine Tables 1627); Johannes Hevelius and Elisabeth Hevelius (atlases of the Moon and of stars, 1647, and 1687); Isaac Newton (*Principia Mathematica*: laws of universal gravitation and of motion, 1687); 18th century, Edmond Halley (*Miscellanea curiosa*, eclipse maps, 1715, 1724); John Flamsteed and Margaret Flamsteed (*Atlas Coelestis*, 1729); and William Herschel and Caroline Herschel (1781, 1798). Also, from more recent times in which original works are

often articles rather than books: 20th century, Albert Einstein (special relativity, 1905; general relativity, 1916); Marie Curie (radioactivity); Cecilia Payne-Gaposchkin (hydrogen dominating stars, 1929), Edwin Hubble (Hubble's law, 1929); George Ellery Hale (Mt. Wilson Observatory 100" telescope, 1917; Palomar Observatory 200" telescope, 1948), Vera Rubin (dark matter, 1970s); Jocelyn Bell Burnell (pulsar discovery, 1968); and 21st century: Wendy Freedman (Universe's expansion rate, 2000s). First editions will be available in Williams' Chapin Library of rare books, where we will meet in an adjacent classroom. We will also consider how such original materials are collected and preserved, and look at examples from the wider world of rarities, such as a leaf from the Gutenberg Bible (c. 1453) and a Shakespeare First Folio (1623, with a discussion of astronomical references in Shakespeare's plays). The course will be taught in collaboration between an astronomer and a rare-books librarian, with remote lectures by experts from around the world.

Class Format: Meeting on campus in the Chapin Library classroom (Sawyer 452)

Requirements/Evaluation: class participation, two 5-page intermediate papers, and a final 15-page paper; student choice of additional readings from a provided reading list

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: if overenrolled, preference by written paragraph of explanation of why student wants to take the course

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ASTR 240(D3) STS 240(D2) LEAD 240(D2)

Writing Skills Notes: Comments on submitted papers will aid in writing skills

Attributes: LEAD Facets or Domains of Leadership

Not offered current academic year

ASTR 330 (S) The Nature of the Universe

This course is a journey through space and time from the first fractions of a second after the Big Bang to the ultimate fate of the Universe billions of years into the future. Topics include the Big Bang and its remnant cosmic background radiation, cosmic inflation, conditions during the first three minutes, creation of the elements, stellar and galactic black holes, relativity, the detection of gravitational waves, galaxies and quasars, dark matter, and the formation of the large-scale structure of the Universe. We will explore current ideas about the fate of our Universe, including the acceleration of its expansion, and its implications for the end of time. Finally, we will consider the fantastic but serious theoretical proposal that ours is but one of countless universes existing within a *multiverse*.

Class Format: lecture/discussion, three hours per week

Requirements/Evaluation: two midterm exams, a small observing portfolio, occasional quizzes, and a final exam

Prerequisites: none

Enrollment Limit: 48

Enrollment Preferences: open only to juniors and seniors; closed to students who have taken or are taking ASTR 104, and closed to ASTR, ASPH, and PHYS majors; preference given to seniors

Expected Class Size: 25

Grading: yes pass/fail option, no fifth course option

Unit Notes: non-major course; course in the 33X sequence are meant as general education courses for students in all majors

Distributions: (D3)

Not offered current academic year

ASTR 402 (S) Between the Stars: The Interstellar Medium (QFR)

The matter between the stars--the interstellar medium--tells the story of the evolution of galaxies and the stars within them. Stars are accompanied by diffuse matter all through their lifetimes, from their birthplaces in dense molecular clouds, to the stellar winds they eject as they evolve, and to their final fates as they shed their outer layers, whether as planetary nebulae or dazzling supernovae. As these processes go on, they enrich the interstellar medium with the products of the stars' nuclear fusion. Interpreting the emission from this interstellar gas is one of astronomers' most powerful tools to

measure the physical conditions, motions, and composition of our own galaxy and others. In this course we will study the interstellar medium in its various forms, from cold, dense, star-forming molecular clouds to X-ray-emitting bubbles formed by supernovae. We will learn about the physical mechanisms that produce the radiation we observe, including radiative ionization and recombination, collisional excitation of "forbidden" lines, collisional ionization, and synchrotron radiation. Applying our understanding of these processes, we will analyze the physical conditions and chemical compositions of a variety of nebulae. Finally, we will discuss the evolution of interstellar material in galaxies across cosmic time. This course is observing-intensive. Throughout the semester, students will work in small groups to design, carry out, analyze, and critique their own observations of the interstellar medium taken using the rooftop telescope.

Class Format: Tutorial meetings will be scheduled with the professor. Students will also complete observing projects using the rooftop telescope.

Requirements/Evaluation: weekly problem sets, 10-page final paper, and observing projects

Prerequisites: ASTR 111 and PHYS 201 or permission of instructor

Enrollment Limit: 10

Enrollment Preferences: juniors and seniors

Expected Class Size: 6

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: In this course, students will derive quantitative physical formulas, use these equations to calculate and compare physical properties, and generate and analyze graphical representations of data. They will also make and analyze measurements of astronomical data through observing projects.

Spring 2025

TUT Section: T1 TBA Anne Jaskot

ASTR 404 (S) Unsolved Problems in Galaxy Evolution

In this tutorial, we will learn about galaxies and their evolution by focusing on some of the key mysteries astronomers are trying to solve. Questions may include: How do galaxies turn their gas supply into stars? Is there a universal initial mass function for star formation? What is the origin of multiple stellar populations in globular clusters? Why do some galaxies cease star formation? Which galaxies reionized the universe? We will discuss the nature of each unsolved problem, debate the theories proposed to answer it, and consider how future progress might be made.

Requirements/Evaluation: student's papers, responses to the partner's papers, and problem sets

Prerequisites: ASTR 111 and PHYS 142 or 151 or permission of instructor

Enrollment Limit: 10

Enrollment Preferences: Juniors and Seniors

Expected Class Size: 6

Grading: no pass/fail option, no fifth course option

Distributions: (D3)

Not offered current academic year

ASTR 410 (S) Compact Stellar Remnants: White Dwarfs, Neutron Stars and Black Holes

A star is a very interesting, very complicated physical object. Properties of stars and their evolutionary paths depend on an intricate interplay of different physical phenomena with gravity, nuclear interactions, radiation processes and even quantum and relativistic effects playing important roles. Using basic physics we will construct simple models of stars and discuss their evolution, concentrating on the key physical processes that play the dominant role at different evolutionary stages. We will discuss late stages of stellar evolution and concentrate on the basic properties of three possible remnants: white dwarfs, neutron stars and black holes. Radio and X-ray pulsars, supernovae including Type Ia and Gamma Ray Bursts will be discussed as well as observational confirmation of existence of black holes. We will explore extreme conditions existing near neutron stars and black holes and discuss their astrophysical consequences. We will also discuss the recent exciting detection of gravitational waves by the LIGO/VIRGO laser interferometric detectors.

Class Format: discussion three hours per week

Requirements/Evaluation: classroom participation, homework assignments, a midterm exam and a final exam

Prerequisites: PHYS 201 or permission of instructor

Enrollment Limit: 19

Enrollment Preferences: physics, astrophysics, and astronomy majors

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D3)

Not offered current academic year

ASTR 413 (F) Building Stars: A Physical Model of Stellar Structure (QFR)

How does the Sun shine? How does the Sun evolve with time? What physical processes determine the power output of the Sun? In this course we will explore our modern understanding of how stars work, and why they have a range of sizes, temperatures, and luminosities. As we go, we will discuss the laws of physics at work in our Sun and other stars. Over the course of the semester, we will build a working computer model of the Sun using the basic laws of nuclear fusion, radiative transfer, thermal mechanics, and hydrostatic equilibrium.

Class Format: Lectures will include time for computer programming work

Requirements/Evaluation: weekly problem sets, weekly coding homework assignments, two mid-term exams, and a final project

Prerequisites: PHYS 142 or 151, any prior class that makes use of programming, or permission of instructor

Enrollment Limit: 10

Enrollment Preferences: Astronomy, Astrophysics, or Physics majors, with first preference to Astronomy or Astrophysics majors

Expected Class Size: 6

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: In this course, students will use differential equations and numerical coding techniques to test and explore the relationships between physical laws using the Sun and other stars as examples. They will make quantitative comparisons between their calculations and observed stellar properties.

Fall 2024

LEC Section: 01 TR 11:20 am - 12:35 pm

ASTR 493 (F) Senior Research: Astronomy

An original experimental or theoretical investigation is carried out under the direction of a faculty member in Astronomy, as discussed under the heading of the degree with honors in Astronomy above. This is part of a full-year thesis (493-494).

Prerequisites: permission of department

Grading: no pass/fail option, no fifth course option

Distributions: (D3)

Fall 2024

HON Section: 01 TBA David R. Tucker-Smith

ASTR 494 (S) Senior Research: Astronomy

An original experimental or theoretical investigation is carried out under the direction of a faculty member in Astronomy, as discussed under the heading of the degree with honors in Astronomy above. This is part of a full-year thesis (493-494).

Prerequisites: permission of department

Grading: no pass/fail option, no fifth course option

Distributions: (D3)

Spring 2025

HON Section: 01 TBA David R. Tucker-Smith

ASTR 495 (F) Senior Research: Astrophysics

Cross-listings: PHYS 495

Primary Cross-listing

An original experimental or theoretical investigation is carried out under the direction of a faculty member in Astronomy or Physics, as discussed under the heading of the degree with honors in Astrophysics above.

Prerequisites: permission of department

Grading: no pass/fail option, no fifth course option

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

ASTR 495(D3) PHYS 495(D3)

Fall 2024

HON Section: 01 TBA David R. Tucker-Smith

ASTR 496 (S) Senior Research: Astrophysics

Cross-listings: PHYS 496

Primary Cross-listing

An original experimental or theoretical investigation is carried out under the direction of a faculty member in Astronomy or Physics, as discussed under the heading of the degree with honors in Astrophysics above.

Prerequisites: permission of department

Grading: no pass/fail option, no fifth course option

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

ASTR 496(D3) PHYS 496(D3)

Spring 2025

HON Section: 01 TBA David R. Tucker-Smith

ASTR 497 (F) Independent Study: Astronomy or Astrophysics

Astronomy independent study.

Grading: no pass/fail option, no fifth course option

Distributions: (D3)

Fall 2024

IND Section: 01 TBA David R. Tucker-Smith

ASTR 498 (S) Independent Study: Astronomy or Astrophysics (QFR)

Astronomy/Astrophysics independent study, directed by one of the Astronomy faculty: Pasachoff/Jaskot/Flaherty

Requirements/Evaluation: Regular work with the instructor; submitted presentations and papers as agreed upon

Prerequisites: suitable Astronomy/Astrophysics/Physics/Math-Stats-Geosciences/Chemistry courses

Enrollment Limit: 10

Enrollment Preferences: research topic

Expected Class Size: 5

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: Substantial quantitative and formal reasoning are involved

Spring 2025

IND Section: 01 TBA David R. Tucker-Smith

ASTR 499 (F)(S) Physics and Astronomy Colloquium

Cross-listings: PHYS 499

Secondary Cross-listing

Physicists and Astronomers from around the country come to explain their research. Students of Physics and Astronomy at any level are welcome. Registration is not necessary to attend. A non-credit course.

Class Format: colloquium

Requirements/Evaluation: not a for-credit course

Prerequisites: none

Enrollment Limit: none

Enrollment Preferences: none

Grading: non-graded

Unit Notes: registration not necessary to attend

Distributions: No divisional credit

This course is cross-listed and the prefixes carry the following divisional credit:

PHYS 499No divisional credit ASTR 499No divisional credit

Fall 2024

LEC Section: 01 F 2:35 pm - 3:50 pm David R. Tucker-Smith

Spring 2025

LEC Section: 01 F 2:35 pm - 3:50 pm David R. Tucker-Smith

Winter Study -----

ASTR 31 (W) Senior Research: Astronomy

To be taken by students registered for Astronomy 493, 494.

Grading: pass/fail only

Not offered current academic year

ASTR 32 (W) Senior Research: Astrophysics

Cross-listings: PHYS 32

Primary Cross-listing

To be taken by students registered for Astrophysics 495, 496.

Class Format: independent study

Grading: pass/fail only

This course is cross-listed and the prefixes carry the following divisional credit:

PHYS 32ASTR 32

Not offered current academic year

ASTR 99 (W) Independent Study: Astronomy or Astrophysics

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Grading: pass/fail only

Not offered current academic year

ASTRONOMY & ASTROPHYSICS (Div III)

Chair: Professor Protik Majumder

- Marek Demianski, Visiting Field Memorial Professor of Astronomy
- Kevin Flaherty, Lecturer in Astronomy and Observatory Supervisor; affiliated with: Astronomy, Physics
- Anne Jaskot, Assistant Professor of Astronomy and Associate of the Hopkins Observatory; affiliated with: Astronomy, Physics
- Protik K. Majumder, Barclay Jermain Professor of Natural Philosophy, Chair of Astronomy; affiliated with: Physics, Astronomy
- Jason E. Young, Visiting Field Memorial Assistant Professor of Astronomy

How long will the Sun shine? How do we discover Earth-like planets among the many exoplanets circling other stars? How did the universe begin and how has it evolved over its 13.8-billion-year history? How do we detect not only light but also gravitational waves from afar? Astronomy is the science that asks and tries to answer questions like these. We have come a long way toward understanding what makes the sky appear as it does and how the Universe behaves. Williams Astronomy courses are for anyone who is interested in learning about the Universe, and who would like to be able to follow new astronomical discoveries as they are made. All courses in Astronomy satisfy the Division III requirement. The Astronomy major and the Astrophysics major, both administered by the Department of Physics and Astronomy, are described below.

The beginning astronomy courses are offered on two levels. Astronomy 101, 102, 104, and 330-range courses are intended primarily for non-science majors and have no prerequisite. Astronomy 111 is designed for students with some exposure to physics. It has a prerequisite of one year of high school physics or permission of the instructor, and a co-requisite of Mathematics 140 or equivalent background in calculus.

Most of the astronomy courses take advantage of our observational and computational facilities including a 24-inch computer-controlled telescope with sensitive electronic detectors, and our own computer network for image processing and data analysis. The Williams Astronomy site can be found at astronomy.williams.edu.

ASTRONOMY MAJOR

The Astronomy major is designed for students with an interest in learning about many aspects of modern astronomy, but who do not choose to take the most advanced physics and math courses of the astrophysics major. It is also appropriate as a second major for students concentrating in another field; in particular, combining an Astronomy major with a related major like Geoscience or Computer Science has been a fruitful path for some of our students. The Astronomy major emphasizes understanding the observed properties of the physical systems that comprise the known Universe, from the Sun and solar system, to the evolution of stars and star clusters, to the Milky Way Galaxy, to external galaxies and clusters of galaxies. Because some knowledge of physics and calculus is necessary to understand many astronomical phenomena, the Astronomy major requires the first two semesters each of the physics and calculus that are also required of Physics majors and Astrophysics majors.

There are several possible routes through the Astronomy major, depending on preparation and interest. Students considering a major in Astronomy should consult with members of the department early and often. A first-year student, if unsure about choosing between Astronomy and Astrophysics, may wish to take not only Astronomy 111 but also Physics 131, 141, or 151 and Mathematics 140 (if necessary) in the fall. Students who might place out of physics courses should read the section on placement under Physics.

Major Requirements for Astronomy

Astronomy 111 Introduction to Astrophysics OR Astronomy 101 Stars: From Suns to Black Holes and either Astronomy 102 The Solar System—Our Planetary Home OR Astronomy 104 The Milky Way Galaxy and the Universe Beyond

Two 200-level Astronomy courses (or additional 400-level Astronomy courses as substitutes)

Two 400-level Astronomy courses

Physics 131 Particles and Waves OR Physics 141 Particles and Waves—Enriched OR equivalent placement

Physics 142 Foundations of Modern Physics or Physics 151 Seminar on Modern Physics

Mathematics 140 Calculus II

Mathematics 150 Multivariable Calculus OR Mathematics 151 Multivariable Calculus OR equivalent placement

The total number of courses required for the Astronomy major is nine. A typical path through the major will begin with Physics 141, which is suitable for students with one year of high school physics and a background in calculus. However, students without high school physics may begin with Physics 131, and students entering with Advanced Placement in physics and/or math may obtain credit toward the major for the equivalent of

Physics 142 and/or Mathematics 150 or 151 taken elsewhere. There are some aspects of astronomy that are closely related to chemistry or geosciences. In recognition of this, certain advanced courses in those departments can be accepted for credit toward the Astronomy major.

THE DEGREE WITH HONORS IN ASTRONOMY

The honors degree in Astronomy will be awarded on the basis of a senior thesis presenting the results of an original observational, experimental, or theoretical investigation carried out by the student under the direction of a faculty member in Astronomy. There are no specific grade requirements (other than College-wide requirements for remaining in good academic standing) for entry into the thesis research program; however, a student wishing to do a thesis should have demonstrated both ability and motivation for independent work in previous courses and in any earlier research involvement. Students doing theses will normally choose a topic and an advisor early in the second semester of their junior year and usually begin their thesis work during the summer. During the senior year, those students whose proposals have been approved will elect two courses and a winter study project in addition to the minimum requirements for the major. Preparation for the thesis will occupy at least one course (Astronomy 493) and the winter study project (Astronomy 031). At the end of the winter study period, the department will decide, in consultation with each student, whether to admit that student to honors candidacy. Both a written thesis and an oral presentation to faculty and fellow students are required. The degree with honors will be awarded to those who meet these requirements with distinction. The degree with highest honors will be awarded to those who fulfill the requirements with unusually high distinction.

The department will be flexible with regard to the number and timing of courses devoted to thesis research within the general guidelines of two courses and a winter study project over and above the minimum major requirements and the written and oral presentations, especially in cases of students with advanced standing and/or summer research experience. Students considering unusual requests are urged to consult with potential advisors or the department chair as early as possible.

ASTROPHYSICS MAJOR

The Astrophysics major is designed for students who want a rigorous introduction to the field, and includes not only those who plan graduate study in astronomy, astrophysics, or a closely related area, but also those interested in a wide variety of careers. Astrophysics alumni are not only astronomers but also computer scientists, geologists, teachers, doctors, lawyers, business school professors, and so on. In recent years, many astrophysics majors have had a second major in fields as wide ranging as mathematics, computer science, geosciences, economics, English, and art history. This major emphasizes the description of the Universe and its constituents in terms of physical processes. Potential Astrophysics majors should consult early with members of the Department of Physics and Astronomy to determine their most appropriate route through the major. An essential ingredient in such students' undergraduate training is experience in physics and mathematics. Therefore, the major normally will begin in the first year a student is at Williams with Physics 131, 141, or 151 and Mathematics 140 or 150 or 151 in the fall. Physics 141 is recommended for students with one year of high school physics and a background in calculus. Students with very good background placing them out of Physics 142 and out of Mathematics 140 may choose to take Physics 201 and Mathematics 150 or 151 instead. Astronomy 111 will often be taken in the fall of the sophomore year; however, many students take it in the fall of their first year at Williams, along with physics and math. Students who might place out of physics courses should read the section on placement under Physics; those who place out of Physics 131 or 141 into Physics 142 or 151 should particularly consider taking Astronomy 111 in the fall of their first year.

In addition to the major courses described below, other courses in geosciences, mathematics, and computer science may also be appropriate.

Major Requirements for Astrophysics

Astronomy 111 Introduction to Astrophysics OR Astronomy 101 Stars: From Suns to Black Holes and either Astronomy 102 The Solar System—Our Planetary Home OR Astronomy 104 The Milky Way Galaxy and the Universe Beyond

Physics 131 Particles and Waves OR Physics 141 Particles and Waves—Enriched OR equivalent placement

Physics 142 Foundations of Modern Physics OR Physics 151 Seminar on Modern Physics

Physics 201 Electricity and Magnetism

Physics 202 Waves and Optics

Physics/Mathematics 210 Mathematical Methods for Scientists

Physics 301 Introductory Quantum Physics

Mathematics 150 Multivariable Calculus OR Mathematics 151 Multivariable Calculus

Three 400-level astronomy courses OR two 400-level astronomy courses and one of the following:

Astronomy 211 Astronomical Observing and Data Analysis

Physics 302 Statistical Physics

Physics 402T Applications of Quantum Mechanics

Physics 405T Electromagnetic Theory

Physics 411T Classical Mechanics;

Physics 418 Gravity

The total number of courses required for the Astrophysics major, an interdisciplinary major, is eleven. Students entering with Advanced Placement in physics and/or mathematics may obtain credit toward the major for the equivalent of Physics 141 and/or Mathematics 140 and/or 150 or 151 taken elsewhere, but at least 8 courses in astronomy, physics, and mathematics must be taken at Williams. There are some aspects of astrophysics that are closely related to chemistry or geosciences. In recognition of this relation, certain advanced courses in those departments can be accepted for credit toward the Astrophysics major on a two-for-one basis. It is not possible to double major in Astrophysics and Physics.

THE DEGREE WITH HONORS IN ASTROPHYSICS

The honors degree in Astrophysics will be awarded on the basis of a senior thesis presenting the results of an original observational, experimental, or theoretical investigation carried out by the student under the direction of a faculty member in Astronomy or Physics. There are no specific grade requirements (other than College-wide requirements for remaining in good academic standing) for entry into the thesis research program; however, a student wishing to do a thesis should have demonstrated both ability and motivation for independent work in previous courses and in any earlier research involvement. Students doing theses will normally choose a topic and an advisor early in the second semester of their junior year and usually begin their thesis work during the summer. During the senior year, those students whose proposals have been approved will elect two courses and a winter study project in addition to the minimum requirements for the major. Preparation for the thesis will occupy at least one course (Astrophysics 493) and the winter study project (Astrophysics 031). At the end of the winter study period, the department will decide, in consultation with each student, whether to admit that student to honors candidacy. Both a written thesis and an oral presentation to faculty and fellow students are required. The degree with honors will be awarded to those who meet these requirements with distinction. The degree with highest honors will be awarded to those who fulfill the requirements with unusually high distinction.

Honors candidates will also be required to attend departmental colloquium talks.

The department will be flexible with regard to the number and timing of courses devoted to thesis research within the general guidelines of two courses and a winter study project over and above the minimum major requirements and the written and oral presentations, especially in cases of students with advanced standing and/or summer research experience. Students considering unusual requests are urged to consult with potential advisors or the department chair as early as possible.

STUDY ABROAD

FAQ

Students **MUST** contact departments/programs **BEFORE** assuming study away credit will be granted toward the major or concentration.

Can your department or program typically pre-approve courses for major/concentration credit?

Yes, in some cases, if appropriate course information is available in advance (e.g. syllabi and/or course descriptions), though students should be sure to contact the department.

What criteria will typically be used/required to determine whether a student may receive major/concentration credit for a course taken while on study away?

Course title and description, and complete syllabus including readings/assignments.

Does your department/program place restrictions on the number of major/concentration credits that a student might earn through study away?

No.

Does your department/program place restrictions on the types of courses that can be awarded credit towards your major?

No.

Are there specific major requirements that cannot be fulfilled while on study away?

No.

Are there specific major requirements in your department/program that students should be particularly aware of when weighing study away options? (Some examples might include a required course that is always taught in one semester, laboratory requirements.)

Yes. PHYS 301, a required course for the Astrophysics major, is only taught in the fall, and is difficult to replicate abroad, especially regarding the lab component.

Give examples in which students thought or assumed that courses taken away would count toward the major or concentration and then

learned they wouldn't:

None to date.

ASTR 101 (F) Stars: From Suns to Black Holes

Have you ever wondered what makes the Sun and stars shine and what they are made of? Do they evolve, and if so, how do they change? What are black holes, and how can they form? How do we find planets around other stars? Astronomy 101, a non-major, general introduction to the part of contemporary astronomy that includes how stars form and die, will provide answers to these questions. We will pay special attention to exciting discoveries made in the past decade. Thousands of exoplanets have been discovered, with their atmospheres being studied in detail by the James Webb Space telescope. For the first time, gravitational waves from merging black holes have been detected. In this course we will discuss the basic methods and instruments used in these and other astronomical observations and what they can teach us about the life cycle of stars. We will discuss what happens at the centers of stars, how stars evolve, and why some stars explode and form neutron stars and black holes. This course is independent of and on the same level as ASTR 102 (solar system) and 104 (galaxies/cosmology); students who have taken these courses are welcome.

Class Format: lecture (two sessions per week), observing sessions (scattered throughout the semester), afternoon labs (five times per semester), and a planetarium demonstration. Planetarium and Roof-Observatory TAs will be available for consultation, in addition to the instructors, throughout the semester.

Requirements/Evaluation: two hour tests, a final exam, an observing portfolio, and lab reports

Prerequisites: none

Enrollment Limit: 48;12/lab

Enrollment Preferences: first and second-year students

Expected Class Size: 30/lec

Grading: yes pass/fail option, no fifth course option

Unit Notes: non-major course

Distributions: (D3)

Fall 2024

LEC Section: 01 TR 9:55 am - 11:10 am

LAB Section: 02 T 1:00 pm - 2:30 pm Kevin Flaherty

LAB Section: 03 T 2:30 pm - 4:00 pm Kevin Flaherty

LAB Section: 04 W 1:00 pm - 2:30 pm Kevin Flaherty

LAB Section: 05 W 2:30 pm - 4:00 pm Kevin Flaherty

ASTR 102 (S) Our Solar System and Others

What makes Earth different from all the other planets? What have NASA's Curiosity and Perseverance on Mars found about that planet's past running water and suitability for life? How has knowledge about Pluto and the outer solar system been transformed by NASA's flybys? Will asteroids or comets collide with the Earth again? What is the new James Webb Space Telescope revealing about exoplanets and their atmospheres? Astronomy 102, a non-major, general introduction to the part of contemporary astronomy that comprises the study of the solar system (and the systems of planets around other stars), will provide answers to these questions and more. We will cover the historical development of humanity's understanding of planetary systems, examining contributions by Copernicus, Galileo, Newton, Einstein, and others and the more recent discoveries of over 4000 exoplanets around stars other than the Sun. The course gives special attention to exciting discoveries of the past few years by space probes and space telescopes such as the Hubble, James Webb, and Kepler/K2/TESS missions. We regularly discuss the latest news briefs and developments in astronomy and relate them to the topics covered in the course. This course is independent of, and on the same level as Astronomy 101 (stars and stellar evolution) and 104 (galaxies and cosmology), and students who have taken those courses are welcome.

Class Format: lecture (two sessions per week), observing sessions (scattered throughout the semester), afternoon labs (five times per semester), and a planetarium demonstration. Planetarium and Roof-Observing TAs will be available for consultation, in addition to the instructors, throughout the semester.

Requirements/Evaluation: two hour tests, a final exam, an observing portfolio, and lab reports

Prerequisites: none

Enrollment Limit: 48;12/lab

Enrollment Preferences: first and second-year students

Expected Class Size: 30/lec

Grading: yes pass/fail option, no fifth course option

Unit Notes: non-major course

Distributions: (D3)

Spring 2025

LEC Section: 01 TR 9:55 am - 11:10 am

LAB Section: 02 T 1:00 pm - 2:30 pm Kevin Flaherty

LAB Section: 03 T 2:30 pm - 4:00 pm Kevin Flaherty

LAB Section: 04 W 1:00 pm - 2:30 pm Kevin Flaherty

LAB Section: 05 W 2:30 pm - 4:00 pm Kevin Flaherty

ASTR 104 (S) The Milky Way Galaxy and the Universe Beyond

How was the Universe created, and how has it evolved to its presently observed structure? This course will start at the Big Bang, the beginning of everything, and move forward from there. About five centuries ago Galileo Galilei used his own primitive telescope to make many astronomical discoveries: observing the moons of the Jupiter, craters on the Moon, and Sun spots to name a few. Galileo also noticed that stars are not spread on the celestial sphere at random but form a disk like structure, which we now call the Milky Way Galaxy -- our cosmic home. Almost a hundred years ago Edwin Hubble discovered that the Universe contains many galaxies and that they are moving away from each other. Hubble discovered that the Universe -- the largest physical object -- expands, so it had a beginning. In this course we will explore the tools and techniques that astronomers use to study stars and galaxies. From the discovery of the Milky Way to the expanding Universe, we will cover the key concepts and discoveries that have shaped our understanding of the cosmos. During recent decades astronomers have made exciting -- and unsettling -- new discoveries: it turns out that most of matter in the Universe does not emit light and most probably is composed of particles of unknown origin, and that the expansion of the Universe is now accelerating, pushed by a mysterious dark energy. At this point, astronomers have evidence to show that at early epochs the Universe was very dense and very hot. This early epoch is called the Big Bang. How the Big Bang happened is not known yet but there are several interesting hypotheses that our Universe could be one of many. This course will introduce important highlights in the observation and interpretation of remarkable astronomical phenomena and explore these many mysteries.

Class Format: lecture (two sessions per week), observing sessions (scattered throughout the semester), afternoon labs (five times per semester), and a planetarium demonstration. Planetarium and Roof-Observatory TAs will be available for consultation, in addition to the instructors, throughout the semester. Current astronomical discoveries will be discussed at the beginning of each class and by email throughout the semester.

Requirements/Evaluation: two hour exams, a final exam, lab reports, and an observing portfolio

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: first-years

Expected Class Size: 15

Grading: yes pass/fail option, no fifth course option

Unit Notes: non-major course

Distributions: (D3)

Not offered current academic year

ASTR 111 (F) Introduction to Astrophysics (QFR)

The science of astronomy spans vast scales of space and time, from individual atoms to entire galaxies and from the universe's beginning to the future fate of our Sun. In this course, we will survey some of the main ideas in modern astrophysics, with an emphasis on the physics of stars and galaxies.

ASTR 111 is the first course in the Astrophysics and Astronomy major sequences. It is also appropriate for students planning to major in one of the

other sciences or mathematics and for others who would like a quantitative introduction that emphasizes the relationship of contemporary physics to astronomy. Topics include gravity and orbits, radiation laws and stellar spectra, physical characteristics of the Sun and other stars, star formation and evolution, black holes, galaxies, the expanding universe, and the Big Bang. Students will also use telescopes to observe stars, nebulae, planets, and galaxies and to make daytime observations of the Sun.

Class Format: The class has weekly afternoon laboratory sessions, which will alternate between 'hands-on' activities and problem-solving/discussion sessions. Nighttime observing sessions will occur throughout the semester.

Requirements/Evaluation: weekly problem sets, two hour-long tests, a final exam, lab reports, and an observing portfolio

Prerequisites: a year of high school Physics, concurrent college Physics, or permission of instructor, and MATH 140 or equivalent

Enrollment Limit: 28; 14/lab

Enrollment Preferences: potential Astronomy majors

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: The course requires regular problem sets and quantitative assignments. The course will emphasize how physical equations explain the observed properties of the universe.

Fall 2024

LEC Section: 01 TR 11:20 am - 12:35 pm Anne Jaskot

LAB Section: 02 M 1:10 pm - 3:50 pm Kevin Flaherty, Anne Jaskot

LAB Section: 03 R 1:10 pm - 3:50 pm Kevin Flaherty, Anne Jaskot

ASTR 206 (S) Astrobiology (QFR)

This course will focus on the development of complex life and its observational signatures, both on Earth and on other worlds. We will first investigate the conditions that have led to the development of complex life on Earth. We will view Earth over time from an outsider's perspective and challenge preconceptions about the basic requirements for life. We will also explore the 'hot spots' in the search for life beyond Earth in our Solar System. Observations in the next decade may reveal biosignatures in the atmospheres of exoplanets. We will learn about these future observations, while also interacting with current research-grade data for other planets and learning about the methods used to constrain the physical conditions on other worlds. Using quantitative models, we will test the stability of Earth-like planets to the variable and potentially hostile conditions of evolving solar systems.

Requirements/Evaluation: weekly problem sets, one paper, two mid-term exams, and a final exam

Prerequisites: Math 130 and at least one prior physical science course (either Astronomy, Physics, Geosciences, or Chemistry), or permission of instructor

Enrollment Limit: 20

Enrollment Preferences: Science majors, with preference given to students majoring in Astronomy, Astrophysics, or Geosciences

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: In this course students will make quantitative comparisons between environmental conditions on Earth, other planetary bodies, and models. The students will also examine observations regarding the detection and characterization of planetary bodies, including contemporary data.

Spring 2025

LEC Section: 01 MR 2:35 pm - 3:50 pm

ASTR 211 (S) Astronomical Observing and Data Analysis (QFR)

How do astronomers make scientific measurements for objects that are light-years away from Earth? This course will introduce the basics of telescopes and observations and will give students hands-on training in the techniques astronomers use to obtain, process, and analyze scientific

data. We will discuss observation planning, CCD detectors, signal statistics, image processing, and photometric and spectroscopic observations. We will begin by focusing on ground-based optical observations and will move on to non-optical observations, both electromagnetic (e.g., radio waves, X-rays) and non-electromagnetic (e.g., gravitational waves, neutrinos). Throughout the course, students will use computational techniques to work with real astronomical data, taken with our 24" telescope and from data archives.

Class Format: discussion, computer lab work, and observing

Requirements/Evaluation: weekly problem sets, lab work, and observing projects

Prerequisites: MATH 150 or 151; prior experience with Unix and computer programming is helpful, but not required

Enrollment Limit: 14

Enrollment Preferences: Astronomy or Astrophysics majors

Expected Class Size: 8

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: The course requires regular problem sets. Labs require computer programming and statistical and graphical analyses of data.

Not offered current academic year

ASTR 220 (S) New Discoveries with the James Webb Space Telescope

Launched in December 2021, the James Webb Space Telescope (JWST) has delivered new views of the universe and is reshaping our understanding of our solar system, planets around other stars, star formation, and galaxies in the early universe. The beautifully detailed images have also generated intense public interest and are often the subject of science articles in the news. Through JWST's new observations, this course will explore both cutting-edge astronomical science and science communication. We will focus on open questions in each of JWST's four themes: Other Worlds, Star Lifecycle, Galaxies Over Time, and Early Universe. We will discuss the science behind these questions, recent discoveries, and how astronomers are using JWST to learn more. We will also learn about astronomical observations, how JWST works, and how astronomers collect and evaluate scientific evidence. Students will discuss how discoveries are communicated to the public, analyze stories in popular media, and create their own versions of public astronomy communications.

Requirements/Evaluation: weekly homework questions and short writing assignments, class participation, mid-term written article, and final project

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: Astronomy/Astrophysics majors and prospective majors, sophomores

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Unit Notes: non-major course

Distributions: (D3)

Spring 2025

LEC Section: 01 MR 1:10 pm - 2:25 pm Anne Jaskot

ASTR 240 (F) Great Astronomers and Their Original Publications (WS)

Cross-listings: STS 240 / LEAD 240

Primary Cross-listing

In this course we will study some of the greatest figures in astronomy and consider their leadership in advancing progress in the field. We will consider their lives and works, especially as represented by original copies of their books and other publications. These great astronomers include: 16th century, Nicolaus Copernicus (heliocentric universe); Tycho Brahe (best pre-telescopic observations); 17th century, Galileo (discoveries with his first astronomical telescope, 1610; sunspots, 1613; *Dialogo*, 1632); Johannes Kepler (laws of planetary motion, 1609, 1619, Rudolphine Tables 1627); Johannes Hevelius and Elisabeth Hevelius (atlases of the Moon and of stars, 1647, and 1687); Isaac Newton (*Principia Mathematica*: laws of universal gravitation and of motion, 1687); 18th century, Edmond Halley (*Miscellanea curiosa*, eclipse maps, 1715, 1724); John Flamsteed and Margaret Flamsteed (*Atlas Coelestis*, 1729); and William Herschel and Caroline Herschel (1781, 1798). Also, from more recent times in which original works are

often articles rather than books: 20th century, Albert Einstein (special relativity, 1905; general relativity, 1916); Marie Curie (radioactivity); Cecilia Payne-Gaposchkin (hydrogen dominating stars, 1929), Edwin Hubble (Hubble's law, 1929); George Ellery Hale (Mt. Wilson Observatory 100" telescope, 1917; Palomar Observatory 200" telescope, 1948), Vera Rubin (dark matter, 1970s); Jocelyn Bell Burnell (pulsar discovery, 1968); and 21st century: Wendy Freedman (Universe's expansion rate, 2000s). First editions will be available in Williams' Chapin Library of rare books, where we will meet in an adjacent classroom. We will also consider how such original materials are collected and preserved, and look at examples from the wider world of rarities, such as a leaf from the Gutenberg Bible (c. 1453) and a Shakespeare First Folio (1623, with a discussion of astronomical references in Shakespeare's plays). The course will be taught in collaboration between an astronomer and a rare-books librarian, with remote lectures by experts from around the world.

Class Format: Meeting on campus in the Chapin Library classroom (Sawyer 452)

Requirements/Evaluation: class participation, two 5-page intermediate papers, and a final 15-page paper; student choice of additional readings from a provided reading list

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: if overenrolled, preference by written paragraph of explanation of why student wants to take the course

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ASTR 240(D3) STS 240(D2) LEAD 240(D2)

Writing Skills Notes: Comments on submitted papers will aid in writing skills

Attributes: LEAD Facets or Domains of Leadership

Not offered current academic year

ASTR 330 (S) The Nature of the Universe

This course is a journey through space and time from the first fractions of a second after the Big Bang to the ultimate fate of the Universe billions of years into the future. Topics include the Big Bang and its remnant cosmic background radiation, cosmic inflation, conditions during the first three minutes, creation of the elements, stellar and galactic black holes, relativity, the detection of gravitational waves, galaxies and quasars, dark matter, and the formation of the large-scale structure of the Universe. We will explore current ideas about the fate of our Universe, including the acceleration of its expansion, and its implications for the end of time. Finally, we will consider the fantastic but serious theoretical proposal that ours is but one of countless universes existing within a *multiverse*.

Class Format: lecture/discussion, three hours per week

Requirements/Evaluation: two midterm exams, a small observing portfolio, occasional quizzes, and a final exam

Prerequisites: none

Enrollment Limit: 48

Enrollment Preferences: open only to juniors and seniors; closed to students who have taken or are taking ASTR 104, and closed to ASTR, ASPH, and PHYS majors; preference given to seniors

Expected Class Size: 25

Grading: yes pass/fail option, no fifth course option

Unit Notes: non-major course; course in the 33X sequence are meant as general education courses for students in all majors

Distributions: (D3)

Not offered current academic year

ASTR 402 (S) Between the Stars: The Interstellar Medium (QFR)

The matter between the stars--the interstellar medium--tells the story of the evolution of galaxies and the stars within them. Stars are accompanied by diffuse matter all through their lifetimes, from their birthplaces in dense molecular clouds, to the stellar winds they eject as they evolve, and to their final fates as they shed their outer layers, whether as planetary nebulae or dazzling supernovae. As these processes go on, they enrich the interstellar medium with the products of the stars' nuclear fusion. Interpreting the emission from this interstellar gas is one of astronomers' most powerful tools to

measure the physical conditions, motions, and composition of our own galaxy and others. In this course we will study the interstellar medium in its various forms, from cold, dense, star-forming molecular clouds to X-ray-emitting bubbles formed by supernovae. We will learn about the physical mechanisms that produce the radiation we observe, including radiative ionization and recombination, collisional excitation of "forbidden" lines, collisional ionization, and synchrotron radiation. Applying our understanding of these processes, we will analyze the physical conditions and chemical compositions of a variety of nebulae. Finally, we will discuss the evolution of interstellar material in galaxies across cosmic time. This course is observing-intensive. Throughout the semester, students will work in small groups to design, carry out, analyze, and critique their own observations of the interstellar medium taken using the rooftop telescope.

Class Format: Tutorial meetings will be scheduled with the professor. Students will also complete observing projects using the rooftop telescope.

Requirements/Evaluation: weekly problem sets, 10-page final paper, and observing projects

Prerequisites: ASTR 111 and PHYS 201 or permission of instructor

Enrollment Limit: 10

Enrollment Preferences: juniors and seniors

Expected Class Size: 6

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: In this course, students will derive quantitative physical formulas, use these equations to calculate and compare physical properties, and generate and analyze graphical representations of data. They will also make and analyze measurements of astronomical data through observing projects.

Spring 2025

TUT Section: T1 TBA Anne Jaskot

ASTR 404 (S) Unsolved Problems in Galaxy Evolution

In this tutorial, we will learn about galaxies and their evolution by focusing on some of the key mysteries astronomers are trying to solve. Questions may include: How do galaxies turn their gas supply into stars? Is there a universal initial mass function for star formation? What is the origin of multiple stellar populations in globular clusters? Why do some galaxies cease star formation? Which galaxies reionized the universe? We will discuss the nature of each unsolved problem, debate the theories proposed to answer it, and consider how future progress might be made.

Requirements/Evaluation: student's papers, responses to the partner's papers, and problem sets

Prerequisites: ASTR 111 and PHYS 142 or 151 or permission of instructor

Enrollment Limit: 10

Enrollment Preferences: Juniors and Seniors

Expected Class Size: 6

Grading: no pass/fail option, no fifth course option

Distributions: (D3)

Not offered current academic year

ASTR 410 (S) Compact Stellar Remnants: White Dwarfs, Neutron Stars and Black Holes

A star is a very interesting, very complicated physical object. Properties of stars and their evolutionary paths depend on an intricate interplay of different physical phenomena with gravity, nuclear interactions, radiation processes and even quantum and relativistic effects playing important roles. Using basic physics we will construct simple models of stars and discuss their evolution, concentrating on the key physical processes that play the dominant role at different evolutionary stages. We will discuss late stages of stellar evolution and concentrate on the basic properties of three possible remnants: white dwarfs, neutron stars and black holes. Radio and X-ray pulsars, supernovae including Type Ia and Gamma Ray Bursts will be discussed as well as observational confirmation of existence of black holes. We will explore extreme conditions existing near neutron stars and black holes and discuss their astrophysical consequences. We will also discuss the recent exciting detection of gravitational waves by the LIGO/VIRGO laser interferometric detectors.

Class Format: discussion three hours per week

Requirements/Evaluation: classroom participation, homework assignments, a midterm exam and a final exam

Prerequisites: PHYS 201 or permission of instructor

Enrollment Limit: 19

Enrollment Preferences: physics, astrophysics, and astronomy majors

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D3)

Not offered current academic year

ASTR 413 (F) Building Stars: A Physical Model of Stellar Structure (QFR)

How does the Sun shine? How does the Sun evolve with time? What physical processes determine the power output of the Sun? In this course we will explore our modern understanding of how stars work, and why they have a range of sizes, temperatures, and luminosities. As we go, we will discuss the laws of physics at work in our Sun and other stars. Over the course of the semester, we will build a working computer model of the Sun using the basic laws of nuclear fusion, radiative transfer, thermal mechanics, and hydrostatic equilibrium.

Class Format: Lectures will include time for computer programming work

Requirements/Evaluation: weekly problem sets, weekly coding homework assignments, two mid-term exams, and a final project

Prerequisites: PHYS 142 or 151, any prior class that makes use of programming, or permission of instructor

Enrollment Limit: 10

Enrollment Preferences: Astronomy, Astrophysics, or Physics majors, with first preference to Astronomy or Astrophysics majors

Expected Class Size: 6

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: In this course, students will use differential equations and numerical coding techniques to test and explore the relationships between physical laws using the Sun and other stars as examples. They will make quantitative comparisons between their calculations and observed stellar properties.

Fall 2024

LEC Section: 01 TR 11:20 am - 12:35 pm

ASTR 493 (F) Senior Research: Astronomy

An original experimental or theoretical investigation is carried out under the direction of a faculty member in Astronomy, as discussed under the heading of the degree with honors in Astronomy above. This is part of a full-year thesis (493-494).

Prerequisites: permission of department

Grading: no pass/fail option, no fifth course option

Distributions: (D3)

Fall 2024

HON Section: 01 TBA David R. Tucker-Smith

ASTR 494 (S) Senior Research: Astronomy

An original experimental or theoretical investigation is carried out under the direction of a faculty member in Astronomy, as discussed under the heading of the degree with honors in Astronomy above. This is part of a full-year thesis (493-494).

Prerequisites: permission of department

Grading: no pass/fail option, no fifth course option

Distributions: (D3)

Spring 2025

HON Section: 01 TBA David R. Tucker-Smith

ASTR 495 (F) Senior Research: Astrophysics

Cross-listings: PHYS 495

Primary Cross-listing

An original experimental or theoretical investigation is carried out under the direction of a faculty member in Astronomy or Physics, as discussed under the heading of the degree with honors in Astrophysics above.

Prerequisites: permission of department

Grading: no pass/fail option, no fifth course option

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

ASTR 495(D3) PHYS 495(D3)

Fall 2024

HON Section: 01 TBA David R. Tucker-Smith

ASTR 496 (S) Senior Research: Astrophysics

Cross-listings: PHYS 496

Primary Cross-listing

An original experimental or theoretical investigation is carried out under the direction of a faculty member in Astronomy or Physics, as discussed under the heading of the degree with honors in Astrophysics above.

Prerequisites: permission of department

Grading: no pass/fail option, no fifth course option

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

ASTR 496(D3) PHYS 496(D3)

Spring 2025

HON Section: 01 TBA David R. Tucker-Smith

ASTR 497 (F) Independent Study: Astronomy or Astrophysics

Astronomy independent study.

Grading: no pass/fail option, no fifth course option

Distributions: (D3)

Fall 2024

IND Section: 01 TBA David R. Tucker-Smith

ASTR 498 (S) Independent Study: Astronomy or Astrophysics (QFR)

Astronomy/Astrophysics independent study, directed by one of the Astronomy faculty: Pasachoff/Jaskot/Flaherty

Requirements/Evaluation: Regular work with the instructor; submitted presentations and papers as agreed upon

Prerequisites: suitable Astronomy/Astrophysics/Physics/Math-Stats-Geosciences/Chemistry courses

Enrollment Limit: 10

Enrollment Preferences: research topic

Expected Class Size: 5

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: Substantial quantitative and formal reasoning are involved

Spring 2025

IND Section: 01 TBA David R. Tucker-Smith

ASTR 499 (F)(S) Physics and Astronomy Colloquium

Cross-listings: PHYS 499

Secondary Cross-listing

Physicists and Astronomers from around the country come to explain their research. Students of Physics and Astronomy at any level are welcome. Registration is not necessary to attend. A non-credit course.

Class Format: colloquium

Requirements/Evaluation: not a for-credit course

Prerequisites: none

Enrollment Limit: none

Enrollment Preferences: none

Grading: non-graded

Unit Notes: registration not necessary to attend

Distributions: No divisional credit

This course is cross-listed and the prefixes carry the following divisional credit:

PHYS 499No divisional credit ASTR 499No divisional credit

Fall 2024

LEC Section: 01 F 2:35 pm - 3:50 pm David R. Tucker-Smith

Spring 2025

LEC Section: 01 F 2:35 pm - 3:50 pm David R. Tucker-Smith

Winter Study -----

ASTR 31 (W) Senior Research: Astronomy

To be taken by students registered for Astronomy 493, 494.

Grading: pass/fail only

Not offered current academic year

ASTR 32 (W) Senior Research: Astrophysics

Cross-listings: PHYS 32

Primary Cross-listing

To be taken by students registered for Astrophysics 495, 496.

Class Format: independent study

Grading: pass/fail only

This course is cross-listed and the prefixes carry the following divisional credit:

PHYS 32ASTR 32

Not offered current academic year

ASTR 99 (W) Independent Study: Astronomy or Astrophysics

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Grading: pass/fail only

Not offered current academic year

PHYSICS (Div III)

Chair: Professor David Tucker-Smith

- Daniel P. Aalberts, Kennedy P. Richardson '71 Professor of Physics; affiliated with: Physics, BiGP (Bioinformatics, Genomics, and Proteomics); on leave Spring 2024
- Charlie Doret, Associate Professor of Physics
- Kevin Flaherty, Lecturer in Astronomy and Observatory Supervisor; affiliated with: Astronomy, Physics
- Graham K. Giovanetti, Assistant Professor of Physics; on leave Fall 2023
- Anne Jaskot, Assistant Professor of Astronomy and Associate of the Hopkins Observatory; affiliated with: Astronomy, Physics
- Katharine E. Jensen, Assistant Professor of Physics
- Catherine Kealhofer, Assistant Professor of Physics; on leave Fall 2023
- Protik K. Majumder, Barclay Jermain Professor of Natural Philosophy, Chair of Astronomy; affiliated with: Physics, Astronomy
- Betul Pamuk, Assistant Professor of Physics
- Frederick W. Strauch, William Edward McElfresh Professor of Physics
- David R. Tucker-Smith, Chair and Halvorsen Professor for Distinguished Teaching and Research of Physics

What is light? How does a laser work? What is a black hole? What are the fundamental building blocks of the universe? Physics majors and Astrophysics majors study these and related questions to understand the physical world around us, from the very small to the very large. A physics student practices the experimental methods used to learn about this world and explores the mathematical techniques and theories developed to explain these physical phenomena. A Physics major or Astrophysics major serves as preparation for further work in physics, astrophysics, applied physics, other sciences, engineering, medical research, science teaching and writing, and other careers involving critical thinking, problem-solving, and insight into the fundamental principles of nature.

ASTRONOMY AND ASTROPHYSICS MAJORS

The Department of Physics and Astronomy offers three distinct majors, in Physics, Astrophysics, and Astronomy. [More information about the Astrophysics and Astronomy majors can be found on the Astronomy site.](#)

PHYSICS MAJOR

Introductory Courses

Students considering a major in physics should take both physics and mathematics as first-year students. Students typically begin with Physics 141 and Mathematics 150 or 151 (multivariable calculus); students who wish to begin with Physics 131 should consult with the department.

Physics 131 Introduction to Mechanics. This is designed as a first course in physics. It is suitable for students who either have not had physics before or have had some physics but are not comfortable solving "word problems" that require calculus.

Physics 141 Mechanics and Waves. Students in this course should have solid backgrounds in science and calculus, either from high school or college, including at least a year of high school physics.

The Department of Mathematics will place students in the appropriate introductory calculus course. The physics major sequence courses all make use of calculus at increasingly sophisticated levels. Therefore, students considering a Physics major should continue their mathematical preparation without interruption through the introductory calculus sequence (Mathematics 130, 140, and 150 or 151). Students are encouraged to take Physics 210 as early as possible.

ADVANCED PLACEMENT

Students with unusually strong backgrounds in calculus and physics may place out of Physics 141 and either: 1) begin with the special seminar course Physics 151 in the fall (typically followed by Physics 210 in the spring), or 2) begin with Physics 142 in the spring (possibly along with Physics 210). Students may take either 151 or 142 but not both. On rare occasions a student with an exceptional background will be offered the option of enrolling in Physics 201.

Placement is based on AP scores, consultation with the department, and results of a placement exam administered during First Days. The exam can also be taken later in the year by arrangement with the department chair. The exam covers classical mechanics, basic wave phenomena, and includes some use of calculus techniques.

REQUIREMENTS FOR THE MAJOR

A total of ten courses, nine in physics and one in mathematics, are required to complete the Physics major.

Required Physics Sequence Courses (7)

Physics 141 Mechanics and Waves

Physics 142 Foundations of Modern Physics

or Physics 151 Seminar in Modern Physics

Physics 201 Electricity and Magnetism

Physics 202 Waves and Optics

Physics 210 Mathematical Methods for Scientists

Physics 301 Quantum Physics

Physics 302 Statistical Mechanics and Thermodynamics

Required Mathematics Course (1)

Mathematics 150 or 151 Multivariable Calculus

Students entering with Advanced Placement in mathematics may obtain credit toward the major for the equivalent Mathematics 150 or 151 taken elsewhere.

Elective Courses (2)

At least two more physics courses above the 100 level (or other approved courses as noted below) must be taken, bringing the total number of courses for the major to ten.

Students who place out of Physics 141 must substitute one additional elective course, for a total of ten courses.

Students who place out of both Physics 141 and 142 and begin their studies in Physics 201 must substitute one additional elective course, for a total of nine courses.

Options

- Mathematics 209 or 309 may substitute for Physics 210.
- Astronomy 111 may count in place of Physics 141 if a student places out of 141 (see "advanced placement" above).
- An additional Astronomy or Astrophysics course above the introductory level that is acceptable for the astrophysics major may be counted.
- Two approved Division III courses may be substituted for one Physics course. Approval is on an individual basis at the discretion of the department chair.
- Honors work is in addition to completion of the basic major so Physics 493 and 494 do not count towards the ten courses in the major.

PREPARATION FOR ADVANCED STUDY

Students who wish to do graduate work in physics, astrophysics, or engineering should elect courses in both physics and mathematics beyond the minimum major requirements. The first-year graduate school curriculum in physics usually includes courses in quantum mechanics, electromagnetic theory, and classical mechanics that presuppose intermediate level study of these subjects as an undergraduate. Therefore, students planning graduate work in physics should elect all of the following courses:

Physics 402T Applications of Quantum Mechanics

Physics 405T Electromagnetic Theory

Physics 411T Classical Mechanics

ADVISING

Both majors and non-majors are encouraged to consult with the department chair or course instructors about course selections or other matters.

THE DEGREE WITH HONORS IN PHYSICS

The degree with honors in Physics will be awarded on the basis of a senior thesis presenting the results of a substantial experimental or theoretical investigation carried out under the direction of a faculty member in the department. There is no rigid grade point average required for admission to the program or for the awarding of the degree with honors, but it is normally expected that honors students will maintain at least a B

average in physics and mathematics. Students will normally apply for admission to the program early in the spring of their junior year and during senior year these students will normally elect Physics 493, W31, and 494 in addition to the usual requirements for the major. At the end of winter study, the department will decide whether the student will be admitted to honors candidacy. Both a written thesis and a colloquium presentation of the results are required. The degree with honors will be awarded to those who meet these requirements with distinction. The degree with highest honors will be awarded to those who fulfill them with unusually high distinction.

Honors candidates will also be required to attend departmental colloquium talks.

STUDY ABROAD

The physics community is international in scope and a career in physics (or a related field) can provide many opportunities for travel and contact with individuals from outside the United States. The physics major at Williams is a carefully structured four-year program designed to prepare students who are so inclined for graduate study at leading research institutions. While it is possible to complete the major requirements in three years, such a major will not usually not lead to further study in the field. With careful early planning on the part of a student, and close consultation with the department chair, it is possible to complete a strong major and still study abroad provided the foreign institution can provide courses which reasonably substitute or supplement those in the Williams major program. Students MUST contact departments/programs BEFORE assuming study away credit will be granted toward the major or concentration.

Here are answers to frequently asked questions related to study abroad:

Can your department or program typically pre-approve courses for major/concentration credit?

Yes, in many cases, though students should be sure to contact the department.

What criteria will typically be used/required to determine whether a student may receive major/concentration credit for a course taken while on study away?

Course title and description.

Does your department/program place restrictions on the number of major/concentration credits that a student might earn through study away?

No.

Does your department/program place restrictions on the types of courses that can be awarded credit towards your major?

No.

Are there specific major requirements that cannot be fulfilled while on study away?

No.

Are there specific major requirements in your department/program that students should be particularly aware of when weighing study away options? (Some examples might include a required course that is always taught in one semester, laboratory requirements.)

Yes. The laboratory component of Physics 301 serves as our "advanced lab course." Students often cannot get equivalent experience abroad and must take this when they return senior year (non-credit). Unless there has been a recent change, our own Oxford Program is one place students cannot get lab experience.

OPTIONS FOR NON-MAJORS

Many students want to take a self-contained and rigorous full-year survey of physics. For such students, the most appropriate sequence will be either Physics 131 or Physics 141 followed by Physics 132, depending on the student's background in science and mathematics (see Introductory Courses above). Either of these sequences satisfies the physics requirement for medical school.

The department also offers one-semester courses designed for non-majors, including Physics 107, Physics 108, and Physics 109.

PHYS 108 (S) Energy Science and Technology (QFR)

Cross-listings: ENVI 108

Primary Cross-listing

Energy use has skyrocketed in the United States and elsewhere in the world, causing significant economic and political shifts, as well as concerns for the environment. This course will address the physics and technology of energy generation, consumption, and conservation. It will cover a wide range of energy sources, including fossil fuels, hydropower, solar energy, wind energy, and nuclear energy. We will discuss energy use in transportation, manufacturing, building heating and lighting, and energy storage. Students will learn to compare the efficiencies and environmental impacts of various

energy sources and uses.

Class Format: Two meetings per week. Some weeks that means two lectures. Other weeks, that means one lecture plus one lab, with the class divided between two lab sections.

Requirements/Evaluation: weekly assignments, two hour tests, and a final project culminating in an oral presentation to the class and a 10-page paper; all of these will be substantially quantitative

Prerequisites: high school physics, high school chemistry, and mathematics at the level of MATH 130

Enrollment Limit: 10 per lab

Enrollment Preferences: non-physics majors

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 108(D3) PHYS 108(D3)

Quantitative/Formal Reasoning Notes: problems sets, exams, and projects will all have a quantitative aspects.

Attributes: ENVI Natural World Electives

Spring 2025

LEC Section: 01 MR 1:10 pm - 2:25 pm Protik K. Majumder

LAB Section: 02 R 1:10 pm - 2:25 pm Protik K. Majumder

LAB Section: 03 R 2:25 pm - 3:50 pm Protik K. Majumder

PHYS 109 (S) Sound, Light, and Perception (QFR)

Light and sound allow us to perceive the world around us, from appreciating music and art to learning the details of atomic structure. Because of their importance in human experience, light and sound have long been the subject of scientific inquiry. How are sound and light related? How do physiology and neural processing allow us to hear and see the world around us? What are the origins of color and musical pitch? This course introduces the science and technology of light and sound to students not majoring in physics. We will start with the origins of sound and light as wave phenomena, and go on to topics including color, the optics of vision, the meaning of musical pitch and tone, and the physical basis of hearing. We will also discuss some recent technological applications of light, such as lasers and optical communications. The class will meet for two 75-minute periods each week for a variable mixture of lecture, discussion, and hands-on, interactive experiments.

Class Format: The two weekly class sections will be located in a space suitable for both lecture and hands-on laboratory-style work

Requirements/Evaluation: class participation, problem sets, in-class midterm, oral presentations, and a final exam, all with a quantitative component

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: non-science majors

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: This class will have frequent problem sets requiring substantial quantitative reasoning

Not offered current academic year

PHYS 131 (F) Introduction to Mechanics (QFR)

We focus first on the Newtonian mechanics of point particles: the relationship between velocity, acceleration, and position; the puzzle of circular motion; forces, Newton's laws, and gravitation; energy and momentum; and the physics of vibrations. Then we turn to the basic properties of waves, such as interference and refraction, as exemplified by sound and light waves. We also study the optics of lenses, mirrors and the human eye. This course is not intended for students who have successfully completed an AP physics course in high school.

Requirements/Evaluation: exams, labs, and weekly problem sets, all of which have a substantial quantitative component

Prerequisites: MATH 130; students who scored 4 or 5 on an AP physics exam, or 6 or 7 on the IB Physics HL exam may not take this course and are encouraged to take PHYS 141 instead

Enrollment Limit: 24 per lab

Enrollment Preferences: seniority

Expected Class Size: 60

Grading: yes pass/fail option, yes fifth course option

Unit Notes: PHYS 131 can lead to either PHYS 132 (for students wanting a one-year survey of physics) or PHYS 142 (for students considering a Physics or Astrophysics major)

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: This class will have weekly problem sets requiring substantial quantitative reasoning

Fall 2024

LEC Section: 01 MWF 11:00 am - 11:50 am Graham K. Giovanetti

LAB Section: 02 M 1:00 pm - 4:00 pm Graham K. Giovanetti

LAB Section: 03 T 1:00 pm - 4:00 pm Graham K. Giovanetti

PHYS 132 (S) Electromagnetism and the Physics of Matter (QFR)

This course is intended as the second half of a one-year survey of physics with some emphasis on applications to medicine. In the first part of the semester we will focus on electromagnetic phenomena. We will introduce the concept of electric and magnetic fields and study in detail the way in which electrical circuits and circuit elements work. The deep connection between electric and magnetic phenomena is highlighted with a discussion of Faraday's Law of Induction. Following our introduction to electromagnetism we will discuss some of the most central topics in twentieth-century physics, including Einstein's theory of special relativity and some aspects of quantum theory. We will end with a treatment of nuclear physics, radioactivity, and uses of radiation.

Class Format: lecture three hours per week, laboratory three hours approximately every other week, and conference section 1 hour approximately every other week

Requirements/Evaluation: weekly problem sets, labs, quizzes and exams

Prerequisites: PHYS 131 or 141 or permission of instructor, and MATH 130 (formerly 103)

Enrollment Limit: 22 per lab

Enrollment Preferences: sophomores

Expected Class Size: 60

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: Significant homework, exams, quizzes requiring mathematical and physical reasoning.

Spring 2025

LEC Section: 01 MWF 11:00 am - 11:50 am Catherine Kealhofer

LAB Section: 02 M 1:00 pm - 4:00 pm Catherine Kealhofer

LAB Section: 03 T 1:00 pm - 4:00 pm Catherine Kealhofer

PHYS 141 (F) Mechanics and Waves (QFR)

This is the typical first course for a prospective physics major. It covers most of the same topics as PHYS 131, but with a higher level of mathematical sophistication. It is intended for students with solid backgrounds in the sciences, either from high school or college, who are comfortable with basic calculus.

Class Format: lecture, three hours per week; laboratory, three hours approximately every other week; conference section, 1.5 hours approximately every other week

Requirements/Evaluation: weekly problem sets, labs, two 1-hour exams, and a final exam, all of which have a substantial quantitative component

Prerequisites: High school physics (strongly recommended) and MATH 130 or equivalent placement, or permission of the instructor. High school physics at the AP, IB, or equivalent level is neither required nor expected.

Enrollment Limit: 24 per lab

Enrollment Preferences: first-year students and science majors

Expected Class Size: 40

Grading: yes pass/fail option, yes fifth course option

Unit Notes: PHYS 141 can lead to either PHYS 132 (for students wanting a one-year survey of physics) or PHYS 142 (for students considering a Physics or Astrophysics major)

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: This course consists of lectures, problem-solving conferences, lab exercises, problem sets and exams, all of which have a substantial quantitative component.

Fall 2024

LEC Section: 01 MWF 11:00 am - 11:50 am Betul Pamuk

LAB Section: 02 M 1:00 pm - 4:00 pm Betul Pamuk

LAB Section: 03 T 1:00 pm - 4:00 pm Betul Pamuk

PHYS 142 (S) Foundations of Modern Physics (QFR)

Newtonian Mechanics, spectacular as it is in describing planetary motion and a wide range of other phenomena, only hints at the richness of behaviors seen in the universe. Special relativity, which extends physics into the realm of high speeds and high energies, requires we rethink our basic notions of space and time. Quantum mechanics successfully describes atoms, molecules, and solids while at the same time calling into question our expectation of what can be predicted by a physical theory. Statistical physics reveals new behaviors that emerge when many particles are present in a system. This course will survey ideas from each of these three arenas, and can serve either as a terminal course for those seeking to complete a year of physics or as the basis for future advanced study of these topics.

Class Format: lecture, three hours weekly; laboratory, 2-3 hours most weeks, alternating between 'hands-on' sessions and problem-solving/discussion sessions

Requirements/Evaluation: weekly homework, labs, two hour tests, and a final exam, all of which have a substantial quantitative component

Prerequisites: PHYS 141 and MATH 130, or equivalent; PHYS 131 may substitute for PHYS 141 with the permission of instructor; students may not take both PHYS 142 and PHYS 151

Enrollment Limit: 14/L

Enrollment Preferences: first-year students

Expected Class Size: 30

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: Heavily problem-solving focused, involving algebraic manipulations, single-variable calculus, generating and reading graphs, etc.

Spring 2025

LEC Section: 01 MWF 11:00 am - 11:50 am Graham K. Giovanetti

LAB Section: 02 M 1:00 pm - 4:00 pm Graham K. Giovanetti

LAB Section: 03 T 1:00 pm - 4:00 pm Graham K. Giovanetti

PHYS 151 (F) Seminar in Modern Physics (QFR)

Newtonian Mechanics, spectacular as it is in describing planetary motion and a wide range of other phenomena, only hints at the richness of behaviors seen in the universe. Special relativity has extended physics into the realm of high speeds and high energies and requires us to rethink our basic notions of space and time. Quantum mechanics successfully describes atoms, molecules, and solids while at the same time calling into question our

notions of what can be predicted by a physical theory. Statistical physics reveals new behaviors that emerge when many particles are present in a system. This course covers the same core material as PHYS 142 but in a small seminar format for students with strong prior preparation in physics.

Class Format: lecture/discussions plus one 3-hour lab per week

Requirements/Evaluation: class participation, weekly lab assignments, weekly problem sets, exams

Prerequisites: placement by the department (see "advanced placement" section in the description about the department). Students may take either PHYS 142 or PHYS 151 but not both

Enrollment Limit: 18

Enrollment Preferences: first-years

Expected Class Size: 16

Grading: yes pass/fail option, yes fifth course option

Unit Notes: this is a small seminar designed for first-year students who have placed out of PHYS 141

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: all assignments in the course have a substantial quantitative component

Fall 2024

LEC Section: 01 MWF 11:00 am - 12:15 pm Catherine Kealhofer

LAB Section: 02 T 1:00 pm - 4:00 pm Catherine Kealhofer

PHYS 201 (F) Electricity and Magnetism (QFR)

The classical theory of electricity and magnetism is very rich yet it can be written in a remarkably succinct form using Maxwell's equations. This course is an introduction to electricity and magnetism and their mathematical description, connecting electric and magnetic phenomena via the special theory of relativity. Topics include electrostatics, magnetic fields, electromagnetic induction, DC and AC circuits, and the electromagnetic properties of matter. The laboratory component of the course is an introduction to electronics where students will develop skills in building and debugging electrical circuits.

Class Format: lecture, three hours per week; laboratory, three hours per week

Requirements/Evaluation: problem sets, labs/conference section assignments, two midterms, and a final exam, all of which have a substantial quantitative component

Prerequisites: PHYS 142 OR 151; MATH 150 or 151; with a preference for MATH 151

Enrollment Limit: 10 per lab

Enrollment Preferences: prospective physics majors, then by seniority

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: This course involves significant problem-solving and mathematical analysis of phenomena using calculus, numerical methods, and other quantitative tools.

Fall 2024

LEC Section: 01 MWF 10:00 am - 10:50 am David R. Tucker-Smith

LAB Section: 02 W 1:00 pm - 4:00 pm David R. Tucker-Smith

LAB Section: 03 R 1:00 pm - 4:00 pm David R. Tucker-Smith

PHYS 202 (S) Vibrations, Waves and Optics (QFR)

Waves and oscillations characterize many different physical systems, including vibrating strings and springs, waves at the beach, or those that we hear as sound or see as light. Quantum mechanics describes particles with wave functions, and gravitational waves distort the very fabric of the universe. Despite these diverse settings, waves exhibit several common characteristics, so understanding of a few simple systems can provide insight into a wide array of phenomena. In this course we begin with the study of oscillations of simple systems with only a few degrees of freedom. We then

move on to study transverse and longitudinal waves in continuous media in order to gain a general description of wave behavior. We conclude with a focus on electromagnetic waves and in particular on optical examples of wave phenomena such as interference, diffraction, and lasers. Throughout the course we will introduce and develop mathematical tools which will continue to see use in higher-level physics.

Class Format: lecture, three hours per week; laboratory, three hours per week

Requirements/Evaluation: problem sets, labs, midterm examinations, and a final exam, all of which have a substantial quantitative component

Prerequisites: PHYS 201; co-requisite: PHYS/MATH 210 or MATH 309 or permission of instructor

Enrollment Limit: 30

Enrollment Preferences: sophomores

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: Weekly problem sets and laboratories which develop and use quantitative skills.

Spring 2025

LEC Section: 01 MWF 10:00 am - 10:50 am Katharine E. Jensen

LAB Section: 02 W 1:00 pm - 4:00 pm Frederick W. Strauch

LAB Section: 03 R 1:00 pm - 4:00 pm Frederick W. Strauch

PHYS 210 (S) Mathematical Methods for Scientists (QFR)

Cross-listings: MATH 210

Primary Cross-listing

This course covers a variety of mathematical methods used in the sciences, focusing particularly on the solution of ordinary and partial differential equations. In addition to calling attention to certain special equations that arise frequently in the study of waves and diffusion, we develop general techniques such as looking for series solutions and, in the case of nonlinear equations, using phase portraits and linearizing around fixed points. We study some simple numerical techniques for solving differential equations. An optional session in Mathematica will be offered for students who are not already familiar with this computational tool.

Class Format: three hours per week

Requirements/Evaluation: several exams and weekly problem sets, all of which have a substantial quantitative component

Prerequisites: MATH 150 or 151 and familiarity with Newtonian mechanics at the level of PHYS 131

Enrollment Limit: 50

Enrollment Preferences: sophomores and juniors

Expected Class Size: 30

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

PHYS 210(D3) MATH 210(D3)

Quantitative/Formal Reasoning Notes: This course will have weekly problem sets using advanced calculus methods

Spring 2025

LEC Section: 01 TR 9:55 am - 11:10 am Frederick W. Strauch

PHYS 234 (S) Introduction to Materials Science (QFR)

Cross-listings: GEOS 234

Primary Cross-listing

Materials Science is the study of how the microscopic structure of materials--whether steel, carbon fiber, glass, wood, plastic, or

mayonnaise--determines their macroscopic mechanical, thermal, electric, and other properties. Topics of this course include classifying materials; material structure; thermodynamics and phase transformations; material properties and testing; how solids bend, flow, and ultimately break; and how to choose the right material for design applications. Materials Science is a highly interdisciplinary field and as a result the course prerequisites are broad but also flexible. Interested students who are unsure about their preparation are strongly encouraged to contact the instructor.

Class Format: lecture (3 hours per week) plus three to four small-group laboratory sessions throughout the semester (to be scheduled with instructor)

Requirements/Evaluation: weekly problem sets, class participation, and midterm and final exams, all of which have a substantial quantitative component

Prerequisites: high school physics and chemistry, preferably at the AP level, and MATH 140 or AP Calculus (BC), and one 200-level PHYS, CHEM, or GEOS course; or permission of instructor

Enrollment Limit: 20

Enrollment Preferences: based on students' scientific background and seniority

Expected Class Size: 10

Grading: yes pass/fail option, yes fifth course option

Unit Notes: This course does not count toward the Geosciences major.

Distributions: (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

PHYS 234(D3) GEOS 234(D3)

Quantitative/Formal Reasoning Notes: Weekly problem sets and exams all have a substantial quantitative component.

Attributes: MTSC Courses

Spring 2025

LEC Section: 01 MR 2:35 pm - 3:50 pm Katharine E. Jensen

PHYS 301 (F) Quantum Physics (QFR)

This course serves as a one-semester introduction to the formalism, and phenomenology of quantum mechanics, beginning with a discussion of the Schrodinger wave equation, the concept of matter waves, and wave-packets. With this introduction as background, we will continue our discussion with a variety of one-dimensional problems such as the particle-in-a-box and the harmonic oscillator. We then extend this work to systems in two and three dimensions, including a detailed discussion of the structure of the hydrogen atom. Along the way we will develop connections between mathematical formalism and physical predictions of the theory. Finally, we conclude the course with a discussion of angular momentum and spins, with applications to atomic physics, entanglement, and quantum information.

Class Format: lecture, three hours per week; laboratory, three hours per week

Requirements/Evaluation: weekly problem sets, laboratory reports / write-ups, a midterm exam, and final exam, all of which have a substantial quantitative component

Prerequisites: PHYS 202 and PHYS/MATH 210 or MATH 309

Enrollment Limit: 8 per lab

Enrollment Preferences: physics majors

Expected Class Size: 24

Grading: yes pass/fail option, no fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: Phys 301 relies heavily upon mathematics and quantitative reasoning in all elements, including problem sets, examinations, and laboratories.

Fall 2024

LEC Section: 01 MWF 9:00 am - 9:50 am Charlie Doret

LAB Section: 02 M 1:00 pm - 4:00 pm Charlie Doret, Frederick W. Strauch

LAB Section: 03 W 1:00 pm - 4:00 pm Charlie Doret, Frederick W. Strauch

PHYS 302 (S) Statistical Mechanics & Thermodynamics (QFR)

Macroscopic objects are made up of huge numbers of fundamental particles interacting in simple ways--obeying the Schrödinger equation, Newton's and Coulomb's Laws--and these objects can be described by macroscopic properties like temperature, pressure, magnetization, heat capacity, conductivity, etc. In this course we will develop the tools of statistical physics, which will allow us to predict the cooperative phenomena that emerge in large ensembles of interacting particles. We will apply those tools to a wide variety of physical questions, including the behavior of gases, polymers, heat engines, biological and astrophysical systems, magnets, and electrons in solids.

Class Format: lecture/discussion three hours per week and weekly laboratory work

Requirements/Evaluation: weekly problem sets and labs, plus exams, all of which have a substantial quantitative component

Prerequisites: required: PHYS 201, PHYS/MATH 210 or MATH 309; recommended: PHYS 202, PHYS 301

Enrollment Limit: 14 per lab

Enrollment Preferences: physics majors

Expected Class Size: 25

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: weekly problem sets, exams, and labs, all of which have a substantial quantitative component

Spring 2025

LEC Section: 01 MWF 8:30 am - 9:45 am Daniel P. Aalberts

LAB Section: 02 W 1:10 pm - 3:50 pm Daniel P. Aalberts

LAB Section: 03 R 1:10 pm - 3:50 pm Daniel P. Aalberts

PHYS 312 (F) Philosophical Implications of Modern Physics (QFR)

Cross-listings: PHIL 312 / STS 312

Primary Cross-listing

Some of the discoveries made by physicists over the last century seem to show that our common sense views are deeply at odds with our most sophisticated and best confirmed scientific theories. The course will present the essential ideas of relativity theory and quantum theory and explore their implications for philosophy. We will ask, for example, what these theories tell us about the nature of space, time, probability and causality.

Requirements/Evaluation: attendance, participation, problem sets, exams, six 1- to 2-page papers and a 12- to 15-page term paper

Prerequisites: MATH 140, high-school physics, and either a 200-level course in PHIL or a 100-level course in PHYS

Enrollment Limit: 20

Enrollment Preferences: Philosophy majors and Physics majors

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

PHYS 312(D3) PHIL 312(D2) STS 312(D2)

Attributes: PHIL Contemp Metaphysics + Epistemology Courses

Not offered current academic year

PHYS 314 (S) Controlling Quanta (QFR)

This course will explore modern developments in the control of individual quantum systems. Topics covered will include basic physical theories of atoms coupled to photons, underlying mathematical tools (including Lie algebras and groups), and computational methods to simulate and analyze quantum systems. Applications to quantum computing, teleportation, and experimental metaphysics (Bell's inequality) will also be discussed.

Requirements/Evaluation: tutorial preparation and participation, weekly problem sets/papers, and a final project

Prerequisites: PHYS/MATH 210 or MATH 209 or MATH 250

Enrollment Limit: 10

Enrollment Preferences: sophomores and junior Physics majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: This course involves weekly problems sets involving linear algebra, calculus, and other mathematical methods.

Not offered current academic year

PHYS 315 (F) Computational Biology (QFR)

Cross-listings: CSCI 315

Primary Cross-listing

This course will provide an overview of Computational Biology, the application of computational, mathematical, statistical, and physical problem-solving techniques to interpret the rapidly expanding amount of biological data. Topics covered will include database searching, DNA sequence alignment, clustering, RNA structure prediction, protein structural alignment, methods of analyzing gene expression, networks, and genome assembly using techniques such as string matching, dynamic programming, hidden Markov models, and statistics.

Requirements/Evaluation: weekly Python programming assignments, code reviews, problem sets, plus a few quizzes and a final project

Prerequisites: programming experience (e.g., CSCI 136) and mathematics (PHYS/MATH 210 or MATH 150) and physical science (PHYS 142/151, or CHEM 101/15X), or permission of instructor

Enrollment Limit: 10

Enrollment Preferences: if over-enrolled, a questionnaire will be circulated

Expected Class Size: 8

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

CSCI 315(D3) PHYS 315(D3)

Quantitative/Formal Reasoning Notes: problem sets and programming assignments

Attributes: BIGP Courses

Fall 2024

LEC Section: 01 MR 2:35 pm - 3:50 pm Daniel P. Aalberts

PHYS 319 (S) Integrative Bioinformatics, Genomics, and Proteomics Lab (QFR)

Cross-listings: BIOL 319 / CHEM 319 / CSCI 319 / MATH 319

Secondary Cross-listing

What can computational biology teach us about cancer? In this lab-intensive experience for the Genomics, Proteomics, and Bioinformatics program, computational analysis and wet-lab investigations will inform each other, as students majoring in biology, chemistry, computer science, mathematics/statistics, and physics contribute their own expertise to explore how ever-growing gene and protein data-sets can provide key insights into human disease. In this course, we will take advantage of one well-studied system, the highly conserved Ras-related family of proteins, which play a central role in numerous fundamental processes within the cell. The course will integrate bioinformatics and molecular biology, using database searching, alignments and pattern matching, and phylogenetics to reconstruct the evolution of gene families by focusing on the gene duplication events and gene rearrangements that have occurred over the course of eukaryotic speciation. By utilizing high through-put approaches to investigate genes involved in the inflammatory and MAPK signal transduction pathways in human colon cancer cell lines, students will uncover regulatory mechanisms that are aberrantly altered by siRNA knockdown of putative regulatory components. This functional genomic strategy will be coupled with

independent projects using phosphorylation-state specific antisera to test our hypotheses. Proteomic analysis will introduce the students to de novo structural prediction and threading algorithms, as well as data-mining approaches and Bayesian modeling of protein network dynamics in single cells. Flow cytometry and mass spectrometry may also be used to study networks of interacting proteins in colon tumor cells.

Class Format: The lab for this course will meet for two afternoons per week. Some lab sessions will be shorter than 3 hours.

Requirements/Evaluation: lab participation, several short homework assignments, one lab report, a programming project, and a grant proposal

Prerequisites: BIOL 202; students who have not taken BIOL 202 but have taken BIOL 101 and a CSCI course, or CSCI/PHYS 315, may enroll with permission of instructor. No prior computer programming experience is required.

Enrollment Limit: 12

Enrollment Preferences: seniors, then juniors, then sophomores

Expected Class Size: 12

Grading: yes pass/fail option, no fifth course option

Distributions: (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

BIOL 319(D3) CHEM 319(D3) CSCI 319(D3) PHYS 319(D3) MATH 319(D3)

Quantitative/Formal Reasoning Notes: Through lab work, homework sets and a major project, students will learn or further develop their skills in programming in Python, and about the basis of Bayesian approaches to phylogenetic tree estimation.

Attributes: BIGP Courses BIMO Interdepartmental Electives

Not offered current academic year

PHYS 321 (S) Introduction to Particle Physics (QFR)

The Standard Model of particle physics incorporates special relativity, quantum mechanics, and almost all that we know about elementary particles and their interactions. This course introduces some of the main ideas and phenomena associated with the Standard Model. After a review of relativistic kinematics, we will learn about symmetries in particle physics, relativistic wave equations, elements of quantum field theory, Feynman diagrams, and selected applications of quantum electrodynamics, the weak interactions, and quantum chromodynamics. We will conclude with a discussion of spontaneous symmetry breaking and the Higgs mechanism.

Requirements/Evaluation: weekly problem sets, a midterm exam, and a final exam

Prerequisites: PHYS 301

Enrollment Limit: 20

Enrollment Preferences: By seniority

Expected Class Size: 10

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: Exams and problem sets all have a significant quantitative component.

Spring 2025

LEC Section: 01 TR 11:20 am - 12:35 pm David R. Tucker-Smith

PHYS 402 (S) Applications of Quantum Mechanics (QFR)

This course will explore a number of important topics in the application of quantum mechanics to physical systems, including perturbation theory, the variational principle and the semiclassical interaction of atoms and radiation. The course will finish up with three weeks on quantum optics including an experimental project on non-classical interference phenomena. Applications and examples will be taken mostly from atomic physics with some discussion of solid state systems.

Requirements/Evaluation: weekly problem sets, tutorial participation, presentations, and a final exam, all of which have a substantial quantitative component

Prerequisites: PHYS 301

Enrollment Limit: 10 per sec

Enrollment Preferences: Physics and Astrophysics Majors

Expected Class Size: 16

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: This course has weekly problem sets, all of which have a substantial quantitative component.

Spring 2025

TUT Section: T1 F 1:10 pm - 2:25 pm Betul Pamuk

PHYS 405 (F) Electromagnetic Theory (QFR)

This course builds on the material of Physics 201, and explores the application of Maxwell's Equations to understand a range of topics including electric fields and matter, magnetic materials, light, and radiation. As we explore diverse phenomena, we will learn useful approximation techniques and beautiful mathematical tools. In addition to weekly tutorial meetings, the class will meet once a week as a whole to introduce new material.

Class Format: Class will meet once as a whole to introduce new material and for informal discussion.

Requirements/Evaluation: weekly problem sets, tutorial participation, presentations, and a final exam or final project, all of which have a substantial quantitative component

Prerequisites: PHYS 202 and PHYS/MATH 210 or MATH 209 or MATH 309

Enrollment Limit: 30

Enrollment Preferences: Preference will be given to physics and astrophysics majors.

Expected Class Size: 18

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: Physics courses are all heavily dependent on QFR skills. Phys 405 will feature extensive use of vector calculus and differential equations while also asking students to develop facility with approximation techniques in solving complex problems throughout the semester.

Not offered current academic year

PHYS 411 (F) Classical Mechanics (QFR)

This course will explore advanced topics in classical mechanics. Central ideas include the calculus of variations, the Lagrangian and Hamiltonian formulations of mechanics, phase space, central-force motion, non-inertial reference frames (including implications for physics on a rotating Earth), rigid-body rotations, and non-linear dynamics & chaos, with additional topics from continuum and fluid mechanics as time permits. Numerical and perturbative techniques will be developed and used extensively. We will also examine the ways in which classical mechanics informs other fields of physics. In addition to weekly tutorial meetings the class will meet weekly as a whole to introduce and discuss new material.

Requirements/Evaluation: weekly problem sets, tutorial participation, presentations, a final project, and a final exam, all of which have a substantial quantitative component

Prerequisites: PHYS 202 and PHYS/MATH 210 or MATH 309

Enrollment Limit: 30

Enrollment Preferences: majors

Expected Class Size: 24

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: weekly problem sets requiring substantial quantitative reasoning using analytical and numerical methods.

Fall 2024

TUT Section: T1 F 1:10 pm - 2:25 pm Katharine E. Jensen, Frederick W. Strauch

PHYS 418 (S) Gravity (QFR)

This course is an introduction Einstein's theory of general relativity. We begin with a review of special relativity, emphasizing geometrical aspects of Minkowski spacetime. Working from the equivalence principle, we then motivate gravity as spacetime curvature, and study in detail the Schwarzschild geometry around a spherically symmetric mass. After this application, we use tensors to develop Einstein's equation, which describes how energy density curves spacetime. With this equation in hand we study the Friedmann-Robertson-Walker geometries for an expanding universe, and finally, we linearize Einstein's equation to develop the theory of gravitational waves.

Requirements/Evaluation: weekly problem sets, a midterm exam, and a final exam, all of which have a substantial quantitative component

Prerequisites: PHYS 301 or PHYS 405 or PHYS 411, or permission of instructor

Enrollment Limit: none

Enrollment Preferences: none

Expected Class Size: 10

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: All problem sets and exams will have a substantial quantitative component.

Not offered current academic year

PHYS 451 (F) Condensed Matter Physics (QFR)

Condensed matter physics is an important area of current research and serves as the basis for modern electronic technology. We plan to explore the physics of metals, insulators, semiconductors, superconductors, and photonic crystals, with particular attention to structure, thermal properties, energy bands, and electronic properties.

Requirements/Evaluation: weekly readings and problem sets, and exams

Prerequisites: PHYS 301 (may be taken simultaneously); or permission of instructor

Enrollment Limit: 10

Enrollment Preferences: Physics majors

Expected Class Size: 6

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: serious problem sets

Attributes: MTSC Courses

Fall 2024

SEM Section: 01 MR 1:10 pm - 2:25 pm Daniel P. Aalberts

PHYS 493 (F) Senior Research: Physics

An original experimental or theoretical investigation is carried out under the direction of a faculty member in Physics, as discussed above under the heading of *The Degree with Honors in Physics*.

Requirements/Evaluation: presentation and preparation of thesis

Prerequisites: permission of department; senior course

Enrollment Limit: 20

Enrollment Preferences: senior majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D3)

Fall 2024

HON Section: 01 TBA David R. Tucker-Smith

PHYS 494 (S) Senior Research: Physics

An original experimental or theoretical investigation is carried out under the direction of a faculty member in Physics, as discussed above under the heading of *The Degree with Honors in Physics*.

Prerequisites: permission of department; senior course

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3)

Spring 2025

HON Section: 01 TBA David R. Tucker-Smith

PHYS 495 (F) Senior Research: Astrophysics

Cross-listings: ASTR 495

Secondary Cross-listing

An original experimental or theoretical investigation is carried out under the direction of a faculty member in Astronomy or Physics, as discussed under the heading of the degree with honors in Astrophysics above.

Prerequisites: permission of department

Grading: no pass/fail option, no fifth course option

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

ASTR 495(D3) PHYS 495(D3)

Fall 2024

HON Section: 01 TBA David R. Tucker-Smith

PHYS 496 (S) Senior Research: Astrophysics

Cross-listings: ASTR 496

Secondary Cross-listing

An original experimental or theoretical investigation is carried out under the direction of a faculty member in Astronomy or Physics, as discussed under the heading of the degree with honors in Astrophysics above.

Prerequisites: permission of department

Grading: no pass/fail option, no fifth course option

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

ASTR 496(D3) PHYS 496(D3)

Spring 2025

HON Section: 01 TBA David R. Tucker-Smith

PHYS 497 (F) Independent Study: Physics

Physics independent study.

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3)

Fall 2024

IND Section: 01 TBA David R. Tucker-Smith

PHYS 498 (S) Independent Study: Physics

Physics independent study.

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3)

Spring 2025

IND Section: 01 TBA David R. Tucker-Smith

PHYS 499 (F)(S) Physics and Astronomy Colloquium

Cross-listings: ASTR 499

Primary Cross-listing

Physicists and Astronomers from around the country come to explain their research. Students of Physics and Astronomy at any level are welcome. Registration is not necessary to attend. A non-credit course.

Class Format: colloquium

Requirements/Evaluation: not a for-credit course

Prerequisites: none

Enrollment Limit: none

Enrollment Preferences: none

Grading: non-graded

Unit Notes: registration not necessary to attend

Distributions: No divisional credit

This course is cross-listed and the prefixes carry the following divisional credit:

PHYS 499No divisional credit ASTR 499No divisional credit

Fall 2024

LEC Section: 01 F 2:35 pm - 3:50 pm David R. Tucker-Smith

Spring 2025

LEC Section: 01 F 2:35 pm - 3:50 pm David R. Tucker-Smith

Winter Study -----

PHYS 22 (W) Research Participation

Several members of the department will have student projects available dealing with their own research or that of current senior thesis students. Approximately 35 hours per week of study and actual research participation will be expected from each student.

Class Format: to be arranged with instructor

Requirements/Evaluation: students will be required to keep a notebook and write a 5-page paper summarizing their work

Prerequisites: permission of instructor

Enrollment Limit: 1-2

Enrollment Preferences: permission of instructor

Grading: pass/fail only

Not offered current academic year

PHYS 31 (W) Senior Research: Physics

To be taken by students registered for Physics 493, 494.

Class Format: thesis

Grading: pass/fail only

Not offered current academic year

PHYS 32 (W) Senior Research: Astrophysics

Cross-listings: ASTR 32

Secondary Cross-listing

To be taken by students registered for Astrophysics 495, 496.

Class Format: independent study

Grading: pass/fail only

This course is cross-listed and the prefixes carry the following divisional credit:

PHYS 32ASTR 32

Not offered current academic year

PHYS 99 (W) Independent Study: Physics

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study

Grading: pass/fail only

Not offered current academic year

POLITICAL ECONOMY (Div II)

Chair: Professor Darel E. Paul

Advisory Committee

- Jon M. Bakija, Chair of Economics and W. Van Alan Clark '41 Third Century Professor in the Social Sciences
- William M. Gentry, Carl Van Duyne Professor of Economics
- Cathy M. Johnson, James Phinney Baxter III Professor of Political Science; on leave Fall 2023
- Sara LaLumia, David A. Wells Professor of Economics
- James E. Mahon, Woodrow Wilson Professor of Political Science
- Nicole E. Mellow, Chair and Ephraim Williams Professor of Political Science; affiliated with: Political Science, Leadership Studies
- Darel E. Paul, Professor of Political Science, Chair of Political Economy Program; affiliated with: Political Science, Political Economy
- Sidney A. Rothstein, Assistant Professor of Political Science; on leave 2023-2024
- Lara D. Shore-Sheppard, Dean of the Faculty, Kimberly A. '96 and Robert R. '62 Henry Professor of Economics; affiliated with: Dean of the Faculty's Office, Economics
- Anand V. Swamy, Chair of the Executive Committee for the Center for Development Economics and The Willmott Family Third Century Professor of Economics; affiliated with: Economics, Center for Development Economics
- Owen Thompson, Associate Professor of Economics
- David J. Zimmerman, Professor of Economics and Orrin Sage Professor of Political Economy

Political Economy at Williams is the study of political and economic forces as they combine to produce public policy. These outputs of the political system are shaped by social forces, nongovernmental organizations, state institutions, markets, knowledge structures, political ideologies, normative goals, and moral values. Policy analysis seeks to both understand and evaluate public policies in their formulation, implementation, and effectiveness. The study of public policy is inherently interdisciplinary, and the Political Economy Program self-consciously incorporates the central analytical approaches of both Political Science and Economics, seeking to surmount the sometimes artificial barriers of specialization that may characterize a single discipline.

The Political Economy major takes students from introductory courses in Economics and Political Science all the way to a senior year group project of independent student research and concrete policy proposals. Three introductory courses and four electives in these two fields complement four courses peculiar to the Political Economy major. Three of these four — POEC 250, POEC 401 and POEC 402 — are taught jointly by a political scientist and an economist, and the major's culmination is a public presentation of student senior policy projects. As part of these projects, the major includes (within POEC 402) a class trip to Washington, DC during the first Sunday through Wednesday of spring break. All majors are required to participate in this trip. Given the program's public policy orientation, majors must also have an active learning experience (such as an internship or a public policy-related winter study course) to fulfill an experiential education requirement.

MAJOR

The Political Economy major requires students to complete eleven (11) courses: three introductory courses in Economics and Political Science; one empirical methods course; three courses specific to the Political Economy Program; and four electives. The electives are organized into two categories — 'skills' courses and 'depth' courses — and must be completed across the major's two foundational departments. Finally, all majors are required to fulfill an experiential education requirement, the purpose of which is to get students out into the world interacting with people in cases where the stakes are real. This often involves some element of community service, participation in the political process, or taking part in the making of or analysis of public policy beyond a purely academic engagement. This requirement is usually fulfilled through an internship or a winter study course, and must be approved by the chair prior to the student taking POEC 402 in the spring of senior year.

Three Introductory Courses

1. ECON 110: Principles of Microeconomics
2. ECON 120: Principles of Macroeconomics
3. PSCI 110: Introduction to American Politics

One Empirical Methods Course

4. POEC 253: Empirical Methods in Political Economy or ECON 255: Econometrics

Three Political Economy Program Courses

5. POEC 250: Economic Liberalism and Its Critics
6. POEC 401: Contemporary Problems in Political Economy
7. POEC 402: Political Economy of Public Policy Issues

Four Elective Courses

8. One ECON skills elective
9. One PSCI skills elective
10. One PSCI depth elective
11. One PSCI or ECON depth elective

Majors are required to take four electives, two each in two different categories across the two foundational departments of Economics and Political Science.

The first category is "skills" electives. Students are required to take two such electives. One must be a course in Economics that develops the econometric analytic skills of the student. The other must be a course in Political Science that develops the social science research skills of the student.

The second category is "depth" electives. Students are required to take two such electives on topics related to public policy in courses that are neither survey nor introductory. One must be a course in Political Science. The other may be taken in either Political Science or Economics.

Below are the courses that currently fulfill the "skills" and "depth" elective requirements. Note that all "skills" electives are simultaneously "depth" electives, but obviously students may not 'double count' a single course as fulfilling two distinct major requirements.

SKILLS ELECTIVES

[ECON 230\(S\) LEC The Economics of Health and Health Care](#)

Taught by: [Shyam Raman](#)

[Catalog details](#)

[ECON 233\(S\) LEC Behavioral Economics and Public Policy](#)

Taught by: [Matthew Chao](#)

[Catalog details](#)

[ECON 257\(F\) LEC Economic Perspectives on Racial Inequality](#)

Taught by: [Owen Thompson](#)

[Catalog details](#)

[ECON 348 / ECON 548 LEC Human Capital and Development](#)

Taught by: [Owen Ozier](#)

[Catalog details](#)

[ECON 350\(S\) SEM Household Finance](#)

Taught by: [David Love](#)

[Catalog details](#)

[ECON 355 LEC Financial Crises, Credit Cycles, and Macroeconomic Policies](#)

Taught by: Andrew Hessler

[Catalog details](#)

[ECON 357 TUT The Economics of Higher Education](#)

Taught by: [David Zimmerman](#)

[Catalog details](#)

[ECON 360 LEC Monetary Economics](#)

Taught by: [Kenneth Kuttner](#)

[Catalog details](#)

[ECON 367\(S\) LEC The Political Economy of Social Insurance](#)

Taught by: [Shyam Raman](#)

[Catalog details](#)

[ECON 368 LEC Public Economics and Fiscal Policies](#)

Taught by: Asa Hansson

[Catalog details](#)

[ECON 377 LEC Inspiration/Perspiration: The Economics of Innovation](#)

Taught by: [Steven Nafziger](#)

[Catalog details](#)

[ECON 378 LEC Long-Run Comparative Development](#)

Taught by: [Quamrul Ashraf](#)

[Catalog details](#)

[ECON 381 / ECON 571\(S\) LEC Global Health Policy Challenges](#)

Taught by: [Susan Godlonton](#)

[Catalog details](#)

[ECON 382 TUT Gentrification and Neighborhood Change](#)

Taught by: [Stephen Sheppard](#)

[Catalog details](#)

[ECON 453 SEM Research and Methods in Applied Microeconomics](#)

Taught by: [Owen Thompson](#)

[Catalog details](#)

[ECON 456 SEM Income Distribution](#)

Taught by: [Sara LaLumia](#)

[Catalog details](#)

[ECON 465 SEM Pollution and Labor Markets](#)

Taught by: [Matthew Gibson](#)

[Catalog details](#)

[ECON 477 / ENVI 376 / CAOS 477\(F\) SEM Economics of Environmental Behavior](#)

Taught by: [Sarah Jacobson](#)

[Catalog details](#)

[ECON 504\(F\) SEM Public Economics in Developing Countries](#)

Taught by: [Jon Bakija](#)

[Catalog details](#)

[ECON 508 / ECON 308 TUT Skills for a Modern Economy and How to Pay for Them](#)

Taught by: [David Evans](#)

[Catalog details](#)

[ECON 510 / ECON 352\(S\) LEC Financial Development and Regulation](#)

Taught by: [Burak Uras](#)

[Catalog details](#)

[ECON 514 / ECON 389\(S\) SEM Tax Policy in Global Perspective](#)

Taught by: [Jon Bakija](#)

[Catalog details](#)

[ECON 523 / ECON 379\(S\) SEM Program Evaluation for International Development](#)

Taught by: [Pamela Jakiela](#)

[Catalog details](#)

[ECON 538 TUT Resilience and Macroeconomic Policy](#)

Taught by: [Ralph Chami](#)

[Catalog details](#)

[LEAD 425 / PSCI 357\(S\) SEM Senior Seminar: Leadership and the Anxieties of Democracy](#)

Taught by: [Mason Williams](#)

[Catalog details](#)

[PSCI 310 / LEAD 332 SEM New York City Politics: The Urban Crisis to the Pandemic](#)

Taught by: [Mason Williams](#)

[Catalog details](#)

[PSCI 311 / LEAD 311 SEM Congress](#)

Taught by: [Cathy Johnson](#)

[Catalog details](#)

[PSCI 315 / LEAD 315\(S\) SEM Parties in American Politics](#)

Taught by: [Nicole Mellow](#)

[Catalog details](#)

[PSCI 316\(F\) SEM Policy Making Process](#)

Taught by: [Cathy Johnson](#)

[Catalog details](#)

[PSCI 321 SEM Immigration Politics in the U.S.](#)

Taught by: [Matthew Tokeshi](#)

[Catalog details](#)

[PSCI 353\(S\) SEM What is Democracy?](#)

Taught by: [Michael MacDonald](#)

[Catalog details](#)

[PSCI 380 / SOC 390\(S\) SEM Sex Marriage Family](#)

Taught by: [Darel Paul](#)

[Catalog details](#)

[PSCI 381 SEM The Conservative Welfare State](#)

Taught by: [Darel Paul](#)

[Catalog details](#)

DEPTH ELECTIVES

[CAOS 351 / PSCI 319 / ENVI 351\(F, S\) SEM Marine Policy](#)

Taught by: TBA

[Catalog details](#)

[ECON 204 / ENVI 234 / ECON 507 LEC Global Poverty and Economic Development](#)

Taught by: [Pamela Jakiela](#)
[Catalog details](#)
[ECON 205 SEM Public Economics](#)

Taught by: [William Gentry](#)
[Catalog details](#)
[ECON 213 / CAOS 213 / ENVI 213\(S\) LEC Introduction to Environmental and Natural Resource Economics](#)

Taught by: [Sarah Jacobson](#)
[Catalog details](#)
[ECON 214 / ENVI 212 TUT The Economics and Ethics of CO2 Offsets](#)

Taught by: [Ralph Bradburd](#)
[Catalog details](#)
[ECON 215 / CAOS 216 / GBST 315\(F\) LEC Globalization](#)

Taught by: [Will Olney](#)
[Catalog details](#)
[ECON 216 TUT Global Crises and Socio-Economic Policies](#)

Taught by: [Michael Samson](#)
[Catalog details](#)
[ECON 220 LEC We Hold These Truths: Growth, Change, and Struggle in American Economic History](#)

Taught by: [Steven Nafziger](#)
[Catalog details](#)
[ECON 229\(F\) SEM Law and Economics](#)

Taught by: [William Gentry](#)
[Catalog details](#)
[ECON 230\(S\) LEC The Economics of Health and Health Care](#)

Taught by: [Shyam Raman](#)
[Catalog details](#)
[ECON 231 LEC The Economics of Inequality](#)

Taught by: [Katie Gutierrez](#)
[Catalog details](#)
[ECON 232\(S\) LEC Financial Markets, Institutions and Policies](#)

Taught by: [TBA](#)
[Catalog details](#)
[ECON 233\(S\) LEC Behavioral Economics and Public Policy](#)

Taught by: [Matthew Chao](#)
[Catalog details](#)
[ECON 240 / ASIA 241 TUT Colonialism and Underdevelopment in South Asia](#)

Taught by: [Anand Swamy](#)
[Catalog details](#)
[ECON 257\(F\) LEC Economic Perspectives on Racial Inequality](#)

Taught by: [Owen Thompson](#)
[Catalog details](#)
[ECON 348 / ECON 548 LEC Human Capital and Development](#)

Taught by: [Owen Ozier](#)
[Catalog details](#)
[ECON 350\(S\) SEM Household Finance](#)

Taught by: [David Love](#)
[Catalog details](#)
[ECON 355 LEC Financial Crises, Credit Cycles, and Macroeconomic Policies](#)

Taught by: [Andrew Hessler](#)
[Catalog details](#)
[ECON 357 TUT The Economics of Higher Education](#)

Taught by: [David Zimmerman](#)
[Catalog details](#)
[ECON 360 LEC Monetary Economics](#)

Taught by: [Kenneth Kuttner](#)
[Catalog details](#)
[ECON 368 LEC Public Economics and Fiscal Policies](#)

Taught by: [Asa Hansson](#)
[Catalog details](#)
[ECON 377 LEC Inspiration/Perspiration: The Economics of Innovation](#)

Taught by: [Steven Nafziger](#)
[Catalog details](#)
[ECON 378 LEC Long-Run Comparative Development](#)

Taught by: [Quamrul Ashraf](#)
[Catalog details](#)
[ECON 381 / ECON 571\(S\) LEC Global Health Policy Challenges](#)

Taught by: [Susan Godlonton](#)
[Catalog details](#)
[ECON 382 TUT Gentrification and Neighborhood Change](#)

Taught by: Stephen Sheppard
[Catalog details](#)
[ECON 453 SEM Research and Methods in Applied Microeconomics](#)

Taught by: [Owen Thompson](#)
[Catalog details](#)
[ECON 456 SEM Income Distribution](#)

Taught by: [Sara LaLumia](#)
[Catalog details](#)
[ECON 465 SEM Pollution and Labor Markets](#)

Taught by: [Matthew Gibson](#)
[Catalog details](#)
[ECON 477 / ENVI 376 / CAOS 477\(F\) SEM Economics of Environmental Behavior](#)

Taught by: [Sarah Jacobson](#)
[Catalog details](#)
[ECON 504\(F\) SEM Public Economics in Developing Countries](#)

Taught by: [Jon Bakija](#)
[Catalog details](#)
[ECON 508 / ECON 308 TUT Skills for a Modern Economy and How to Pay for Them](#)

Taught by: David Evans
[Catalog details](#)
[ECON 510 / ECON 352\(S\) LEC Financial Development and Regulation](#)

Taught by: [Burak Uras](#)
[Catalog details](#)
[ECON 514 / ECON 389\(S\) SEM Tax Policy in Global Perspective](#)

Taught by: [Jon Bakija](#)
[Catalog details](#)
[ECON 516 / ECON 366\(S\) SEM International Trade and Development](#)

Taught by: [Will Olney](#)
[Catalog details](#)
[ECON 523 / ECON 379\(S\) SEM Program Evaluation for International Development](#)

Taught by: [Pamela Jakiela](#)
[Catalog details](#)
[ECON 538 TUT Resilience and Macroeconomic Policy](#)

Taught by: [Ralph Chami](#)
[Catalog details](#)
[ENVI 269 / CAOS 269\(F\) LEC Environmental Law and Policy](#)

Taught by: [Lindi von Mutius](#)
[Catalog details](#)
[ENVI 387 / CAOS 387 / ECON 522 Economics of Climate Change](#)

Taught by: [Matthew Gibson](#)
[Catalog details](#)
[GBST 218 / CAOS 218 Capital and Coercion](#)

Taught by: [Ashok Rai](#)
[Catalog details](#)
[LEAD 425 / PSCI 357\(S\) SEM Senior Seminar: Leadership and the Anxieties of Democracy](#)

Taught by: [Mason Williams](#)
[Catalog details](#)
[PSCI 208\(F\) SEM Wealth in America](#)

Taught by: [Cathy Johnson](#)
[Catalog details](#)
[PSCI 209 / WGSS 209 SEM Poverty in America](#)

Taught by: [Cathy Johnson](#)
[Catalog details](#)
[PSCI 215 / LEAD 215\(S\) SEM Race and Inequality in the American City](#)

Taught by: [Mason Williams](#)
[Catalog details](#)
[PSCI 216 / LEAD 216 LEC American Constitutionalism I: Structures of Power](#)

Taught by: [Justin Crowe](#)
[Catalog details](#)
[PSCI 217 / LEAD 217\(S\) LEC American Constitutionalism II: Rights and Liberties](#)

Taught by: [Justin Crowe](#)
[Catalog details](#)
[PSCI 224\(F\) SEM Neo-liberalism: What Is It and Why Does It Matter?](#)

Taught by: [Michael MacDonald](#)
[Catalog details](#)
[PSCI 228 LEC International Organization](#)

Taught by: [Cheryl Shanks](#)
[Catalog details](#)
[PSCI 229 LEC Global Political Economy](#)

Taught by: [Darel Paul](#)
[Catalog details](#)
[PSCI 241 / SOC 241 SEM Meritocracy](#)

Taught by: [Darel Paul](#)
[Catalog details](#)
[PSCI 246 SEM Introduction to Capitalism](#)

Taught by: [Sidney Rothstein](#)
[Catalog details](#)
[PSCI 247 / ASIA 249 LEC Political Power in Contemporary China](#)

Taught by: [George Crane](#)
[Catalog details](#)
[PSCI 252 LEC Campaigns and Elections](#)

Taught by: [Matthew Tokeshi](#)
[Catalog details](#)
[PSCI 253 LEC The Tragedy of Venezuela](#)

Taught by: [James Mahon](#)
[Catalog details](#)
[PSCI 280 TUT Silicon Valley: Digital Transformation and Democracy](#)

Taught by: [Sidney Rothstein](#)
[Catalog details](#)
[PSCI 290 / LEAD 290\(F\) TUT How Change Happens in American Politics](#)

Taught by: [Nicole Mellow](#)
[Catalog details](#)
[PSCI 310 / LEAD 332 SEM New York City Politics: The Urban Crisis to the Pandemic](#)

Taught by: [Mason Williams](#)
[Catalog details](#)
[PSCI 311 / LEAD 311 SEM Congress](#)

Taught by: [Cathy Johnson](#)
[Catalog details](#)
[PSCI 315 / LEAD 315\(S\) SEM Parties in American Politics](#)

Taught by: [Nicole Mellow](#)
[Catalog details](#)
[PSCI 316\(F\) SEM Policy Making Process](#)

Taught by: [Cathy Johnson](#)
[Catalog details](#)
[PSCI 321 SEM Immigration Politics in the U.S.](#)

Taught by: [Matthew Tokeshi](#)
[Catalog details](#)
[PSCI 353\(S\) SEM What is Democracy?](#)

Taught by: [Michael MacDonald](#)
[Catalog details](#)
[PSCI 380 / SOC 390\(S\) SEM Sex Marriage Family](#)

Taught by: [Darel Paul](#)
[Catalog details](#)
[PSCI 381 SEM The Conservative Welfare State](#)

Taught by: [Darel Paul](#)
[Catalog details](#)
[PSCI 387 SEM The Firm](#)

Taught by: [Sidney Rothstein](#)
[Catalog details](#)

CREDIT FOR COURSEWORK DONE ELSEWHERE

The three core Political Economy Program courses (POEC 250, 401, and 402) must be completed at Williams without exception. Students are strongly encouraged to complete the empirical methods course (POEC 253 or ECON 255) and PSCI 110 at Williams, as versions of these courses offered elsewhere are usually highly imperfect substitutes that will not provide adequate preparation for the senior seminars; students may in rare cases be able to complete either of these requirements during study at another college or university (e.g. during study abroad), but only with prior permission from the chair.

The four electives may be completed during study at another college or university (e.g. during study abroad) with permission of the chair. In

general, it is much easier to satisfy the “depth” electives abroad than the “skills” electives as the “skills” electives are based on pedagogy as well as subject matter. The policy of the Program is to grant credit for one course per semester abroad and two courses per year abroad. In extraordinary circumstances, credit for three courses for an entire year abroad may be granted with permission of the chair. Credit for A levels and IB exams in Economics and for introductory microeconomics and macroeconomics classes taken at other colleges and universities (subject to approval by the Economics department study away coordinator) is given consistent with the current policy of the Economics Department.

Students who score a 5 on the AP exam in Microeconomics or Macroeconomics may receive credit towards the major for the cognate introductory economics course(s). Students whose Economics Department placement exam scores allow them to place out of ECON 110 and/or ECON 120 may also receive credit towards the major for the corresponding class. No substitute higher-level coursework is required for majors receiving credit in this way (thus effectively reducing the number of required courses from 11 to 10 or 9). Students may not substitute AP credit for PSCI 110.

RECOMMENDED PROGRESSION THROUGH THE REQUIRED MAJOR COURSES

First-years who are considering a Political Economy major should take the three introductory classes in their first year at Williams: [1] ECON 110 Principles of Microeconomics; [2] ECON 120 Principles of Macroeconomics; and [3] PSCI 110 Introduction to American Politics. ECON 110 is a pre-requisite for POEC 253 and ECON 255 while ECON 110 & 120 are pre-requisites for POEC 250, POEC 401, POEC 402, and nearly all ECON electives in the major. PSCI 110 is a pre- or co-requisite for POEC 250, and is a pre-requisite for POEC 401 and POEC 402. PSCI 110 should ideally be taken in the first year and must be taken no later than sophomore year. Most importantly, upper class students are not admitted to the course. Please note that by College rule, students may take only their first course in the major pass/fail.

Prospective Political Economy majors should also ensure that their math coursework is sufficient. MATH 130 (Calculus I) or the equivalent is a prerequisite for the POEC methodology requirement (POEC 253 or ECON 255). Students might also consider taking STAT 161 or STAT 201 in their first year as that would give them the option of taking ECON 255 as sophomores or juniors.

Majors will ideally take POEC 250 in their sophomore year. POEC 401, taken fall of senior year, requires POEC 253 or ECON 255 as a prerequisite, so the methodology requirement must be completed in the sophomore or junior year. Note that both POEC 250 and POEC 253 are offered only once per year in the fall semester. Students should also get started on their electives during sophomore and junior years.

THE DEGREE WITH HONORS IN POLITICAL ECONOMY

Due to the special demands of this interdisciplinary major, the only route to honors in Political Economy is the thesis. Seniors may pursue the honors thesis course (Political Economy 493-W31) during the fall semester and winter study period. The third course contributing to such an honors program would normally be an elective in Political Science or Economics taken during the junior year. This course, which may be one of the required electives, must be closely related, indeed must prepare the ground for the honors thesis.

Juniors in the Political Economy major with a minimum 3.5 GPA in the program may apply for the honors thesis program by means of a written proposal submitted to the chair by mid-April. Written guidelines for such proposals are available on the program website. The proposal should have been discussed with at least two faculty members, and at least one faculty advisor from each discipline must be solicited by the student prior to submission of the proposal.

Final decisions about admission to the honors program will be made in late May after spring grades become available.

To achieve the degree with honors in Political Economy, the thesis must be completed by the end of winter study period and be judged of honors quality by a committee consisting of the two advisors and a third reader. A thesis judged to be of particular distinction will qualify its author for the degree with highest honors.

STUDY ABROAD

Despite the fact that Political Economy requires more courses than the typical major, many Political Economy majors go abroad. Typically the major credits obtained abroad are the electives. Since POEC 250 and POEC 253 are only offered in the fall, students considering spending only one semester abroad typically find spring to be the better choice. Nonetheless, many majors study away for the fall or the whole year. If you expect to be away during the fall of your junior year, it is critical that you either: (a) take POEC 253 fall of your sophomore year; or (b) complete MATH 130 as well as STAT 161 or 201 early enough that you can take ECON 255 (which is offered every semester) before the end of junior year. In addition, if you expect to be away fall of junior year, it is a good idea to take POEC 250 fall of sophomore year.

TRANSITIONING TO THE NEW MAJOR STRUCTURE

Students in the graduating classes of 2025 and 2026 may receive major credit for courses taken under the old major structure that are no longer granted credit under the new major structure. This includes: the former PSCI 202, 203 and 204 which will be credited to majors as a “depth” elective; and any elective granted credit at the time of enrollment regardless of its current elective category status. All majors regardless of graduation year are required to complete two Political Science electives and one Economics elective, with the fourth elective coming from either department—i.e. they must abide by the departmental distribution of electives in the new major structure.

FAQ

Students **MUST** contact departments/programs **BEFORE** assuming study away credit will be granted toward the major or concentration.

Can your department or program typically pre-approve courses for major/concentration credit?

Yes, in some cases, if appropriate course information is available in advance (e.g. syllabi and/or course descriptions), though students should be sure to contact the program chair.

What criteria will typically be used/required to determine whether a student may receive major/concentration credit for a course taken while on study away?

Course title and description for "depth" electives. A full syllabi is generally required for "skills" electives.

Does your department/program place restrictions on the number of major/concentration credits that a student might earn through study away?

There is an effective limit of 2-3.

Does your department/program place restrictions on the types of courses that can be awarded credit towards your major?

Yes. Only Economics or Political Science courses can be awarded credit, and they must satisfy one of the elective categories (or in rarer cases one of the ECON or PSCI intro requirements).

Are there specific major requirements that cannot be fulfilled while on study away?

Yes.

Are there specific major requirements in your department/program that students should be particularly aware of when weighing study away options? (Some examples might include a required course that is always taught in one semester, laboratory requirements.)

Yes. The POEC major requires 3 specific POEC courses (250, 401, and 402), and one empirical methods course (POEC 253 or ECON 255). The POEC courses are only offered in a single semester (fall for 250, 253, and 401 and spring for 402), and 401 and 402 must be taken in the senior year. 253 can be replaced with ECON 255, which is offered in fall or spring, but ECON 255 has an additional prerequisite of STAT 161, STAT 201, or STAT 202. Studying abroad in POEC requires careful planning.

POEC 250 (F) Economic Liberalism and Its Critics

Cross-listings: PSCI 238 / ECON 299

Primary Cross-listing

Economic liberalism holds that society is better off if people enjoy economic freedom. Its critics point to what they believe this position ignores or what it wrongly assumes, and hence, how it would make bad policy. This course explores the relationship between politics and economics by surveying influential works of political economy. Its first part examines major thinkers in relation to the historical development of capitalism in Western Europe and the United States: the classical liberalism of Adam Smith, Karl Marx's revolutionary socialism, and the reformist ideas of John Maynard Keynes. The second part considers mid-20th-century writers who revise and critique economic liberalism from a variety of perspectives, including Joseph Schumpeter, Friedrich Hayek, Milton Friedman, Ronald Coase, Arthur Okun, and Albert O. Hirschman. The third part surveys significant topics relevant to the themes of the course, with applications to current public policy issues, such as: power relations and autonomy in the workplace; asymmetric information and social insurance; economic inequality and distributive justice; equality of opportunity; the economics of health care; positional goods and the moral foundations of capitalism; social media and addiction; economic nationalism; behavioral economics; climate change and intergenerational equity; finance and financial crises; and rent-seeking. The combination of the historical focus of the early part of the course with discussion of modern policy issues and debates in the latter part of the course permits you to appreciate the ongoing dialogue between classical and contemporary views of political economy.

Class Format: This course uses a flipped classroom approach. Before each class meeting, students watch a lecture video, and (at least six times) write an essay relating to the assigned reading and video. In-person class time is devoted primarily to Socratic discussion.

Requirements/Evaluation: six short essays and a final exam

Prerequisites: ECON 110 and 120 or equivalent; PSCI 110 (formerly PSCI 201; may be taken concurrently with POEC 250); open to non-majors

Enrollment Limit: 30

Enrollment Preferences: Political Economy majors and sophomores intending a Political Economy major

Expected Class Size: 25

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

POEC 250(D2) PSCI 238(D2) ECON 299(D2)

Attributes: AMST Critical and Cultural Theory Electives POEC Required Courses

Fall 2024

SEM Section: 01 MR 2:35 pm - 3:50 pm James E. Mahon, William M. Gentry

POEC 253 (F) Empirical Methods in Political Economy (WS) (QFR)

This course introduces students to common empirical tools used in policy analysis and implementation. Students will develop skills in statistical literacy to become critical consumers of public policy-relevant research. The emphasis in the course is split between an intuitive understanding of statistical foundations, and applications in data visualization and science communication. Through hands-on work with data and critical assessment of existing empirical social scientific research, students will develop the ability to choose and employ the appropriate tool for a particular research problem, and to understand the limitations of the techniques. Topics to be covered include basic principles of probability; effective data visualization; statistical inference and hypothesis testing; and multiple regression analysis. A particular focus will be placed on understanding causality, the challenges of estimating causal relationships, and the design of evidence-based policy. Throughout the course, the focus will be on public policy applications relevant to the fields of political science, sociology, and public health, as well as to economics.

Requirements/Evaluation: Problem sets, group project, midterm exam, final exam

Prerequisites: MATH 130 or its equivalent; one course in ECON; not open to students who have taken ECON 255

Enrollment Limit: 20

Enrollment Preferences: Political Economy majors, Environmental Policy majors and sophomores

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Unit Notes: does not satisfy the econometrics requirement for the Economics major; POEC 253 cannot be substituted for ECON 255, or count as an elective towards the Economics major

Distributions: (D2) (WS) (QFR)

Writing Skills Notes: Students will write 3 coding-intensive data briefs over the course of the semester. Creation of original exhibits from publicly accessible data, use of citation management systems, and clarity in technical writing will be emphasized.

Quantitative/Formal Reasoning Notes: The course teaches econometrics, i.e. statistics as economists use it, with applications in economics, political science, and other fields.

Attributes: POEC Required Courses

Fall 2024

LEC Section: 01 TR 8:30 am - 9:45 am Shyam Raman

POEC 397 (F) Independent Study: Political Economy

Open to juniors or seniors majoring in Political Economy, with approval of a faculty supervisor and the chair.

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Fall 2024

IND Section: 01 TBA Darel E. Paul

POEC 398 (S) Independent Study: Political Economy

Open to juniors or seniors majoring in Political Economy, with approval of a faculty supervisor and the chair.

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Spring 2025

IND Section: 01 TBA Darel E. Paul

POEC 401 (F) Contemporary Problems in Political Economy

This course examines contemporary problems in political economy at and across diverse spatial scales. Using both Economics and Political Science methods of analysis, students will study the way societies respond to the myriad risks facing its citizens. The goal of this course is both to build upon theoretical debates encountered in POEC 250 as well as to prepare students for the public policy analysis they will do in POEC 402.

Requirements/Evaluation: two 7-10 page papers; multiple in-class group presentations; class participation

Prerequisites: ECON 110 and 120; PSCI 110 (formerly 201); POEC 253 or ECON 255 or equivalent, or permission of instructor; open to non-majors

Enrollment Limit: 20

Enrollment Preferences: Political Economy majors

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Unit Notes: required for the Political Economy major

Distributions: (D2)

Attributes: POEC Required Courses

Fall 2024

SEM Section: 01 TF 1:10 pm - 2:25 pm Darel E. Paul, David J. Zimmerman

POEC 402 (S) Political Economy of Public Policy Issues

In this course, students form groups that conduct a political and economic analysis of a public policy issue of their choosing. They do extensive reading, conduct interviews in Washington, D.C. (during spring recess), write a major report on their findings and recommendations, and present and defend their findings in a public talk. Students visit Washington, D.C. Sunday night through Wednesday of the first week of spring vacation to conduct interviews relating to their group projects. This is a course requirement.

Class Format: student presentations

Requirements/Evaluation: group policy projects including an 80- to 100-page paper and 2-hour presentation

Prerequisites: POEC 250; POEC 253 or ECON 255; POEC 401; open only to Political Economy majors

Enrollment Limit: 20

Enrollment Preferences: open only to Political Economy majors

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Unit Notes: required for the Political Economy major

Distributions: (D2)

Attributes: POEC Required Courses

Spring 2025

SEM Section: 01 TR 11:20 am - 12:35 pm Sidney A. Rothstein, Owen Thompson

POEC 493 (F) Honors Thesis: Political Economy

Due to the special demands of this interdisciplinary major, the only route to honors in Political Economy is the thesis, a substantial and original work of scholarship. Students pursue the honors thesis course (Political Economy 493-W31) during the fall semester and winter study period. They work closely with two faculty advisors -- one in Economics, one in Political Science -- throughout the thesis process.

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

Fall 2024

HON Section: 01 TBA Darel E. Paul

Winter Study -----

POEC 31 (W) Honors Thesis: Political Economy

To be taken by students registered for Political Economy 493.

Class Format: thesis

Grading: pass/fail only

Not offered current academic year

POEC 99 (W) Independent Study: Political Economy

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study

Grading: pass/fail only

Not offered current academic year

POLITICAL SCIENCE (Div II)

Chair: Professor Nicole Mellow

- Da'Von A. Boyd, Gaius Charles Bolin Fellow in Political Science
- George T. Crane, Edward S. Greenbaum 1910 Professor in Political Science
- Justin Crowe, Chair of Leadership Studies and Professor of Political Science; affiliated with: Political Science, Leadership Studies
- Laura D. Ephraim, Associate Professor of Political Science; on leave Fall 2023
- Galen E Jackson, Assistant Professor of Political Science
- Joy A. James, Ebenezer Fitch Professor of Humanities; affiliated with: Humanities, Political Science; on leave Spring 2024
- Cathy M. Johnson, James Phinney Baxter III Professor of Political Science; on leave Fall 2023
- Michael D. MacDonald, Frederick L. Schuman Professor of International Relations
- James E. Mahon, Woodrow Wilson Professor of Political Science
- James McAllister, Fred Greene Third Century Professor of Political Science; affiliated with: Political Science, Leadership Studies
- Nicole E. Mellow, Chair and Ephraim Williams Professor of Political Science; affiliated with: Political Science, Leadership Studies
- Natasha Murtaza, Visiting Assistant Professor of Political Science
- Nimu Njoya, Lecturer in Political Science
- Darel E. Paul, Professor of Political Science, Chair of Political Economy Program; affiliated with: Political Science, Political Economy
- Mark T. Reinhardt, Class of 1956 Professor of American Civilization; affiliated with: Political Science, American Studies; on leave 2023-2024
- Neil Roberts, Associate Dean of the Faculty, John B. McCoy and John T. McCoy Professor of Africana Studies and Faculty Affiliate in Political Science and Religion; affiliated with: Dean of the Faculty's Office, Africana Studies, Religion, Political Science
- Sidney A. Rothstein, Assistant Professor of Political Science; on leave 2023-2024
- Cheryl Shanks, Professor of Political Science; on leave Fall 2023
- Matthew Tokeshi, Assistant Professor of Political Science
- Mason B. Williams, Associate Professor of Leadership Studies and Political Science; affiliated with: Leadership Studies, Political Science

Political science is interested in the question of power—how it is created, exercised, justified, and challenged to engage in problem solving, facilitate citizen action, and participate in world-making. Political scientists study democracy, war, group conflicts, law, rights, wealth distribution, and authority, as well as the individuals, institutions, and social forces that shape them. As a social science, the study of politics considers both the dynamics and ethics of power, which in turn involves conceptions of community, identity, justice, and citizenship. The effort to understand politics aims not only to describe and explain, but also to improve collective life. To this end, the Political Science Department strives to cultivate in its students the habits and skills of clear thought, rigorous analysis, and effective argumentation in writing and speech.

The Political Science major requires nine courses. Traditionally, students organize their major through the subfields that structure the discipline of political science (American politics, international relations, political theory, and comparative politics). Occasionally, students propose and develop individual concentrations that reflect their particular interests, regardless of subfields.

MAJOR

Subfield Concentration Route: Upon declaring a major, students choose one subfield: American politics, international relations, political theory, or comparative politics. The subfield concentration draws at least four (4) of the nine courses from one subfield including the appropriate core course from 110-140, two electives of the student's choice at the 200 or 300 level and the senior seminar in the student's subfield. Students selecting political theory as their subfield concentration must take Political Science 231 or Political Science 232 as one of their four subfield courses, in addition to taking Political Science 130 and prior to taking Political Science 430. With permission of the department chair, students may take a senior seminar in a different subfield, providing they take a third elective in the subfield of concentration. In addition, students must take courses in two subfields outside the subfield of concentration to satisfy the breadth requirement (all methods courses also count toward the breadth requirement). The faculty advisor must approve the student plan. Students must take at least one 300-level course and one 300- or 400-level research (R) course to complete the major.

(Many senior seminars are also research courses but, especially in political theory, not all are.) In addition, no more than two 100-level elective courses (courses outside of the 110-140 core courses) can count toward the major.

Individual Concentration Route: In rare circumstances, students may devise a concentration of their own. In this event, the student prepares a curricular plan in consultation with a faculty advisor, explaining the nature of the concentration, why it cannot be accommodated in the traditional subfield structure, and the courses the student will take. The individual concentration also requires nine (9) courses, with at least five (5) thematically linked courses constituting the concentration. Of these five courses, one is from the 110-140 core courses, three are electives at the 200 or 300 level, and one is a senior seminar. In addition, students pursuing an individual concentration must take at least two other courses that illustrate breadth in political science. To complete the requirement, the student has their choice of any two other courses within the Political Science Department. The faculty advisor and the department chair must approve the student plan. Students must take at least one 300-level course and one 300- or 400-level research course to complete the major. (Many senior seminars are also research courses but, especially in political theory, not all are.) In addition, no more than two 100-level elective courses (courses outside of the 110-140 core courses) can count toward the major.

ADVISEMENT

When a student chooses to major in Political Science (usually at the end of the sophomore year), they may register with any Political Science faculty member. The registering faculty member will ask for preferences for a permanent faculty advisor and an effort will be made to match students with their preferred advisor though this cannot be guaranteed. In all cases, students will be paired by the beginning of junior year with an advisor who will continue with them through graduation.

COURSE NUMBERING

The course numbering used by the Political Science Department reflects the format and specialization of a course. The 100-level courses are divided between our core courses and electives. The core courses, numbered from 110-140, serve as introductions both to the substance of politics and the subfields organizing the study of politics. The introductory subfield course must be completed before the senior year and preferably before junior year. The 100-level electives are designed to address political topics from multiple subfield perspectives; many are seminars designed for first-year students. The 200-level courses are electives that delve into political processes, problems, and philosophies, typically within one of the four subfields though occasionally in ways that cut across subfields. 100-level and 200-level courses have no prerequisites. 300-level courses are more specialized seminars and have prerequisites. 400-level courses are senior seminars offered for students in the major; senior seminars also are open to juniors and to non-majors if space permits. In general, the main subfield of non-core courses can be read from the middle digit of the course number: 0, 1 or 5 for American politics; 2 or 6 for international relations; 3 or 7 for political theory; 4 or 8 for comparative politics. Because the relevant course number may not be available, and as some courses may not fit the subfields or may fit multiple subfields, please check the "attributes" entry to confirm how the course is categorized by the department.

WINTER STUDY PROJECT

The department welcomes relevant WSP 99 proposals that can make important contributions to the student's understanding of public affairs and politics. Majors, seniors, and students without previous WSP 99 experience have preference.

THE JUNIOR YEAR ABROAD

A major in Political Science can be readily and usefully combined with study off-campus. Generally, only one course taken per semester abroad in a program approved by the College may be counted toward the requirements for a degree in Political Science.

FAQ

Students **MUST** contact departments/programs **BEFORE** assuming study away credit will be granted toward the major or concentration.

Can your department or program typically pre-approve courses for major/concentration credit?

Yes, in many cases, though students should be sure to contact the department.

What criteria will typically be used/required to determine whether a student may receive major/concentration credit for a course taken while on study away?

Course title and description, though sometimes a syllabus may be needed. How much we need may depend on our familiarity with the institution or program.

Does your department/program place restrictions on the number of major/concentration credits that a student might earn through study away?

Yes. Typically we allow not more than one course per semester, or two per year, to count for major credit.

Does your department/program place restrictions on the types of courses that can be awarded credit towards your major?

No, although this depends on the course. If, after considering description and institution, we feel it is not rigorous enough, we will not count it.

Are there specific major requirements that cannot be fulfilled while on study away?

Yes. We do not allow the senior seminar requirement, nor the research requirement, to be fulfilled by study abroad.

Are there specific major requirements in your department/program that students should be particularly aware of when weighing study away options? (Some examples might include a required course that is always taught in one semester, laboratory requirements.)

No. One such required course (either Ancient or Modern Political Thought for those specializing in political theory within the major) can be fulfilled by an appropriate study abroad course.

Give examples in which students thought or assumed that courses taken away would count toward the major or concentration and then learned they wouldn't:

When issues arise that's almost always because the student did not keep department adequately informed of evolving plans.

PREPARATION FOR GRADUATE STUDY

The Department recommends that students contemplating graduate school, especially if they plan to study fields outside of political theory, take a course in research methods, such as PSCI 493, and/or a class in quantitative methods, such as POEC 253.

THE DEGREE WITH HONORS IN POLITICAL SCIENCE

To become a candidate for honors, the student must apply in the second semester of their junior year for PSCI 493(F), the Senior Thesis Research Design Seminar, by (1) submitting a "statement of interest and qualifications" and (2) having a record of academic excellence in Political Science, generally a major GPA of 3.5 or above. Accepted students who write a successful thesis research proposal in PSCI 493 will then be invited to continue on to PSCI 494(S), Senior Thesis Research and Writing Workshop. Also required for these students is participation in the senior thesis winter study course (PSCI 31). The fall and spring semester senior thesis courses are in addition to the required nine (9) courses for the major. Additional details can be found at the department website.

PSCI 110 (F)(S) Introduction to American Politics: Power, Politics, and Democracy in America

Begun as an experiment over 200 years ago, the United States has grown into a polity that is simultaneously praised and condemned, critiqued and mythologized, modeled by others and remodeled itself. This course introduces students to the dynamics and tensions that have animated the American political order and that have nurtured these conflicting assessments. Topics include the founding of the American system and the primary documents (the Declaration of Independence, the Constitution, and the Federalist Papers), the primary institutions of national government then and now (Congress, the presidency, and the Supreme Court), and the politics of policy-making in the United States. We study structures, processes, key events, and primary actors that have shaped American political development. In investigating these topics, we explore questions such as these: How is power allocated? What produces political change? Is there a trade-off between democratic accountability and effective governance? How are tensions between liberty and equality resolved? Do the institutions produce good policies, and how do we define what is good?

Requirements/Evaluation: depending on the section, some combination of response papers, short-to-medium papers, multimedia projects (podcasts, videos), exams, discussion groups, and class participation

Prerequisites: this is an introductory course, open to first-year students and sophomores; juniors and seniors may enroll only with the permission of instructor and under special circumstances

Enrollment Limit: 30

Enrollment Preferences: first-years and sophomores

Expected Class Size: 30

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

Attributes: JLST Interdepartmental Electives POEC Required Courses PSCI American Politics Courses

Fall 2024

LEC Section: 01 MR 1:10 pm - 2:25 pm Justin Crowe

Spring 2025

LEC Section: 01 TF 1:10 pm - 2:25 pm Matthew Tokeshi

PSCI 120 (F)(S) Introduction to International Relations: World Politics

This course provides an overview of the central theories, concepts and debates in international relations. Students evaluate competing answers to

central questions in the field: What are the implications of an anarchic political structure for order and justice in world politics? What are the primary causes of international war and conflict? Are there necessary conditions for peace and stability? What role do moral and legal considerations play in world politics? How has globalization changed the way that the international system operates?

Requirements/Evaluation: Depending on the semester and instructor, some combination of essays, a midterm paper, one or two short response papers, a group project and presentations, a podcast, and an in-person final exam.

Prerequisites: This is an introductory course, open to first-year students and sophomores; juniors and seniors may enroll only with the permission of instructor and under special circumstances.

Enrollment Limit: 25

Enrollment Preferences: first-year students and sophomores

Expected Class Size: 25

Grading: no pass/fail option, yes fifth course option

Unit Notes: International relations subfield

Distributions: (D2)

Attributes: PSCI International Relations Courses

Fall 2024

LEC Section: 01 TF 1:10 pm - 2:25 pm James McAllister

LEC Section: 02 TF 2:35 pm - 3:50 pm James McAllister

Spring 2025

LEC Section: 01 TR 8:30 am - 9:45 am Cheryl Shanks

PSCI 130 (F)(S) Introduction to Political Theory

Is politics war by other means? Is it merely a practical way to meet our needs? Or is it, rather, the activity through which citizens pursue justice and the good life? And what is justice? How can it be established and secured? Where does it apply? To whom? What are the powers and obligations of citizenship? Who decides? On what basis? Political theory addresses questions such as these as it investigates the fundamental problems of how people can, do, and ought to live together. The questions have sparked controversy since the origins of political thinking; the answers remain controversial now. This course addresses the controversies, drawing examples from struggles over such matters as racism, colonialism, revolution, political founding, economic order, and the politics of sex and gender, while focusing on major works of ancient, modern, and contemporary theory by such authors as Plato, Aristotle, Machiavelli, Hobbes, Rousseau, Mill, Marx, Nietzsche, Beauvoir, Arendt, Fanon, Rawls, Foucault, and Young. Themes may include power, authority, freedom, justice, equality, democracy, neoliberalism, feminism, and violence, though the emphases will vary from semester to semester.

Requirements/Evaluation: Three papers, class participation, and occasional informal writing/Glow posts. The spring 2025 sections may include a podcast option and a final exam.

Prerequisites: none; this is an introductory course, open to all, including first-year students

Enrollment Limit: 25

Enrollment Preferences: first-years and sophomores

Expected Class Size: 25

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

Attributes: LEAD Ethical Issues of Leadership PHIL Related Courses PSCI Political Theory Courses

Fall 2024

SEM Section: 01 MW 11:00 am - 12:15 pm Laura D. Ephraim

Spring 2025

SEM Section: 01 TR 8:30 am - 9:45 am Mark T. Reinhardt

SEM Section: 02 TR 9:55 am - 11:10 am Mark T. Reinhardt

PSCI 140 (F) Introduction to Comparative Politics

The comparative study of politics looks mainly at what goes on *inside* countries, the domestic dynamics of power, institutions, and identities. This class considers analytic concepts central to the study of politics generally--the state, legitimacy, democracy, authoritarianism, clientelism, nationalism--to comprehend political processes and transformations in various parts of the world. Themes include: Where does political power come from? Does economic development drive political change, or the other way around? What is democracy, how does it arise, and how might it fail? How does international war leave its mark on domestic politics? How do religion and politics interact? Materials include classic texts, recent theoretical works, journalism, commentary, fiction, and a variety of sources related to current events around the world.

Class Format: directed discussion

Requirements/Evaluation: Three 3-page papers, a short interpretive exercise, and a short final exam

Prerequisites: none

Enrollment Limit: 30

Enrollment Preferences: first-years and sophomores

Expected Class Size: 25

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

Attributes: PSCI Comparative Politics Courses

Fall 2024

LEC Section: 01 MW 11:00 am - 12:15 pm James E. Mahon

PSCI 146 (S) The world of wealth and work: An introduction to the politics of capitalism (DPE)

From the Googleplex to derelict factories in Ohio, from our personal lives to the halls of high politics, from the sugar fields of Brazil to the corner offices of Wall Street, we are all navigating the same system: capitalism. This course will give students a map. Drawing on political science and political economy, we will ask fundamental questions about capitalism: Why are some parts of the world so much richer than others? Is sustainable economic growth possible? Why do some jobs pay more than others? Why do some things cost money but other things are free? What is the relationship between economic exploitation and race, gender, and other identities? Why are we working all the time? Can a democratic society have a capitalist economy? Students will explore these questions and engage themes central to the study of capitalism, including financialization, intersectionality, racial order, neoliberalism, class, contradiction, and accumulation. The course is designed for first-year students, especially those who have taken one or fewer political science courses.

Requirements/Evaluation: Class participation; regular reading responses; two short papers; two presentations; final exam

Prerequisites: None

Enrollment Limit: 30

Enrollment Preferences: First-years and sophomores

Expected Class Size: 25

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: This course revolves around relationships of power in capitalism. We explore how those relationships interact with questions of difference and norms of equity.

Attributes: PSCI Comparative Politics Courses

Spring 2025

LEC Section: 01 MWF 11:00 am - 12:15 pm Sidney A. Rothstein

PSCI 155 (F) Visionaries, Pragmatists, and Demagogues: An Introduction to Leadership Studies

Cross-listings: LEAD 155

Secondary Cross-listing

This course introduces students to the major issues in the study of leadership, a central concept in the study of politics. The first part of the course will examine key theoretical problems that have occupied political thinkers from Plato and Confucius to Machiavelli and the American framers: What makes a leader successful? What kinds of regimes best serve to encourage good leaders and to constrain bad ones? What is the relationship between leadership and morality--can the ends justify the means? What functions does leadership fill, and what challenges do leaders face, in modern democratic states? The second half of the course will look at leaders in action, charting the efforts of politicians, intellectuals, and grassroots activists to shape the worlds in which they live. Case studies will include antislavery politics and the American Civil War; the global crises of the 1930s and 1940s; and the social movements of the 1960s and 1970s. In addition to active class participation, students will be expected to write a 5-page proposal for a research paper on a leader of their choice, a 10-page research paper, an in-class midterm exam, and a cumulative, in-class final exam.

Requirements/Evaluation: active class participation, 5-page research proposal, 10-page research paper, in-class midterm exam, and a cumulative in-class final exam

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: first-year students and sophomores

Expected Class Size: 25

Grading: no pass/fail option, no fifth course option

Unit Notes: subfield open in Political Science major

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

LEAD 155(D2) PSCI 155(D2)

Attributes: LEAD American Domestic Leadership

Fall 2024

SEM Section: 01 TF 2:35 pm - 3:50 pm Mason B. Williams

PSCI 158 (F) Power to the People?

Popular unrest. The resurgence of authoritarian styles and practices in politics. Democratic collapse. Political tumult around the globe in recent decades has put elites, and others, on edge as young democracies have collapsed and longer standing ones appear to be stumbling. In the United States, basic stability and democratic expansion have been accompanied by increasing citizen distrust of institutions, growing social divisions, contestation over basic citizenship rights, and political violence. The pandemic, related economic distress, social protests and insurrection have only sharpened the precarious state of U.S. democracy. Acute observers have long seen the U.S. as a harbinger of the promise and peril of modern democracies. What is the fate of democracy in the U.S.? What does that portend, if anything, for other democracies, or for the general principle of popular sovereignty--the idea that the people govern themselves? We investigate these and related questions, primarily through active, project-based group research activities, guided by political theory and empirical research in the social sciences. Our investigation will include substantial class-time collaboration with a similarly structured undergraduate course taught by a sociologist at Johns Hopkins University and may include an optional weekend research trip.

Requirements/Evaluation: active class participation, three 4-page essays, multiple group assignments, and class presentations

Prerequisites: first-year students

Enrollment Limit: 14

Enrollment Preferences: first-year students

Expected Class Size: 14

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

Attributes: EXPE Experiential Education Courses PSCI American Politics Courses

Not offered current academic year

PSCI 160 (F) Refugees in International Politics (DPE) (WS)

Globally, refugees seem to create, and be caught up in, chronic crisis. This course evaluates how this can be--how a crisis can be chronic, and for whom this chronic crisis is a solution. We investigate who refugees are, in international law and popular understanding; read refugee stories; examine international and national laws distinguishing refugees from other categories of migrants; evaluate international organizations' roles in managing population displacement; look at the way that images convey stereotypes and direct a type of aid; consider refugee camps in theory and example; and reflect on what exclusion, integration, and assimilation mean to newcomers and host populations. In whose interest is the prevailing system? Who might change it, and how?

Requirements/Evaluation: Ten essays: five lead, five response. The first two weeks' essay grades will be unrecorded.

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: first-year students, to be selected randomly from list of those enrolled.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

Writing Skills Notes: In addition to writing every week, students will have a chance work on specific skills cumulatively.

Difference, Power, and Equity Notes: This course examines the way in which home states categorize people and oppress some, producing refugees; the way that host states categorize people and oppress some, using immigration to shore up the prevailing ethnic hierarchy; and why we worry about some of these categories of oppression more than others.

Attributes: PSCI International Relations Courses

Fall 2024

TUT Section: T1 TBA Cheryl Shanks

PSCI 208 (F) Wealth in America (WS)

The pursuit of wealth is an important feature of American political identity, captured by the ideas of the American dream and the Protestant work ethic. The accumulation of wealth has been lauded as both a worthy individual activity and a vital component of the nation's public interest. Yet inequality in wealth may conflict with the political equality necessary for democratic governance and public trust, leading to concerns that we are sacrificing community, fairness, and opportunity for the benefit of a small portion of the population. This course focuses on questions about the public value of wealth and its accumulation, which have become more pressing now that the richest one percent of Americans own about 40 percent of privately held wealth. Some readings will be historical, particularly those focusing on American political thought and the politics of the Gilded Age. Most readings will focus on contemporary political debates about the accumulation, concentration, and redistribution of wealth.

Requirements/Evaluation: four 5-page papers and a final 10-page paper that is a revision and extension of a short paper

Prerequisites: none; not suitable for first-year students

Enrollment Limit: 19

Enrollment Preferences: Political Science majors with concentration in American politics and Political Economy majors

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Unit Notes: American concentration

Distributions: (D2) (WS)

Writing Skills Notes: Four 5-page papers, peer review, and a revision of extension of one of these papers into a 10-page paper at the end of the semester. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Attributes: POEC Depth PSCI American Politics Courses

Fall 2024

SEM Section: 01 MR 2:35 pm - 3:50 pm Cathy M. Johnson

PSCI 209 (F) Poverty in America

Cross-listings: WGSS 209

Primary Cross-listing

Although some protest that the U.S. is heading toward European-style socialism, social welfare programs in the U.S. differ in important ways from those in other wealthy and democratic nations. This course focuses on the adoption and development of policies to address poverty and inequality in the U.S. The issues we will explore include: What is poverty, and how do Americans perceive its dangers to individuals as well as the political community? What economic, historical, and sociological theories have been advanced to explain poverty? Why has the U.S. adopted some approaches to reduce poverty but not others? What enduring political conflicts have shaped the U.S. welfare state?

Requirements/Evaluation: class participation, two or three short papers, and a final paper

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: Political Science, Political Economy, and Women's, Gender and Sexuality Studies majors and concentrators in Public Health

Expected Class Size: 20

Grading: yes pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

PSCI 209(D2) WGSS 209(D2)

Attributes: PHLH Decision-Making by Institutions + Individuals PHLH Social Determinants of Health POEC U.S. Political Economy + Public Policy Course PSCI American Politics Courses

Not offered current academic year

PSCI 211 (S) Do the People Govern? U.S. Public Opinion and Mass Political Behavior

America's founding documents explicitly state that the will of the people is the authority upon which our government rests. But do the people actually govern, and should they? Pessimists point out that most Americans know very little about politics and lack coherent political views, are easily manipulated by media and campaigns, and are frequently ignored by public officials anyway. Optimists counter that, even if individuals are often ignorant and/or confused about politics, in the aggregate, the public sends a coherent signal to public officials, who usually carry out the public's general wishes. In addition to engaging this debate about what the public thinks about politics, we will also explore how people behave in the political realm. What are the forces that shape whether citizens pay attention to politics, vote, work on campaigns, protest, or engage in other types of political action? How do resource gaps tied to inequalities in society (such as race, class, and gender) influence political behavior? And how do institutions such as the media and campaigns encourage or discourage it?

Requirements/Evaluation: class participation, one to two short papers (5-7 pages), one medium paper (8-12 pages), an oral presentation, and a final exam

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: Political Science majors

Expected Class Size: 20

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

Attributes: PSCI American Politics Courses

Spring 2025

LEC Section: 01 MR 2:35 pm - 3:50 pm Matthew Tokeshi

PSCI 212 (S) From Tocqueville to Trump: Leadership and the Making of American Democracy (DPE)

Cross-listings: LEAD 205

Secondary Cross-listing

America's founders didn't mean to create a democracy as we would now understand the term. But since the Revolution, leaders have been fighting to make real for all Americans the promise of government of, by, and for the people. In this course, we will look at how leaders have marshaled ideas, social movements, and technological changes to expand the scope of American democracy--and the reasons they have sometimes failed. We will examine how founders such as Benjamin Franklin and James Madison envisioned the relation between the people and the government; how workers, African Americans, and women fought to participate in American politics; and how globalization, polarization, and inequality are straining American democracy and political leadership in the 21st century. We will examine leadership to better understand American democracy--and vice versa. We will ask: What explains why some leaders have succeeded where others have failed? Have some periods of American democratic politics been more amenable to particular kinds of leadership than others? What makes American political leadership distinctive in international comparison? Who, exactly, has been permitted to participate in American politics, and on what terms? How has the relation between the governors and the governed changed over time, and what factors and events have shaped those relations? How has America's democratic experiment compared with (and interacted with) democracy elsewhere in the world? Is America really a democracy at all?

Requirements/Evaluation: 5-page document analysis, 10-page review essay, midterm and final in-class exams

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: Leadership Studies concentrators and Political Science majors

Expected Class Size: 25

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

PSCI 212(D2) LEAD 205(D2)

Difference, Power, and Equity Notes: Using conceptual tools drawn from political science and history, it offers students a deep understanding of the roots of contemporary issues of difference, power, and equity in American public life as well as a better sense of how and why power relations and modes of inclusion/exclusion are subject to change.

Attributes: LEAD American Domestic Leadership LEAD Facets or Domains of Leadership PSCI American Politics Courses

Not offered current academic year

PSCI 213 (F) Mass Media and American Politics

According to recent estimates, the average American spends 11 hours per day consuming media--that is, watching television and movies, reading print sources, listening to music, radio, and podcasts, and scrolling social media. How does all of that media consumption influence the American political system? Scholars, practitioners, and observers of American politics have debated whether the net effect is positive or negative. Critics argue that today's media is shallow and uninformative, a vector of misinformation, and a promoter of extremism and violence. Some defenders argue that the media is a convenient scapegoat for problems that are endemic to human societies, while others claim that it actually facilitates political action aimed at addressing long-ignored injustices. In addition to addressing this important question about the health of American democracy, students will learn how the traditional media and social media influences Americans' political attitudes and behaviors. Among the topics we will discuss are the incentives, norms, and practices of news-making organizations; how politicians try to sway the public during campaigns; how the media covers campaigns; and how the media influences Americans' racial attitudes.

Requirements/Evaluation: two short (4-5 page) papers, one non-written assignment roughly equivalent to a 8-12 page paper in terms of workload, a final exam, and class participation

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: Political science majors

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

Attributes: PSCI American Politics Courses

Not offered current academic year

PSCI 214 (S) Racial and Ethnic Politics in America

Cross-listings: AAS 214

Primary Cross-listing

Arguably, the dominant discourse in American politics today is about race. Race is connected to salient issues like immigration and police conduct; to politicians across the political spectrum; and (some argue) to virtually everything in American politics, including fundamental concepts that have no manifest racial content, like partisanship and the size and scope of government. We will evaluate the role of race as it relates to public opinion, political behavior, campaigns, political institutions, and public policy debates, with special attention devoted to the nature of racial attitudes. Most of the course will focus on the historical and contemporary relations between whites and African Americans, but we will also explore topics involving other pan-ethnic communities, particularly Latinos and Asian Americans.

Requirements/Evaluation: class participation, one to two short papers (5-7 pages), one medium paper (8-12 pages), an oral presentation, and a final exam

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: poli sci majors first, seniors second, juniors third, sophomores fourth

Expected Class Size: 15

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

PSCI 214(D2) AAS 214(D2)

Attributes: AAS Non-Core Electives PSCI American Politics Courses

Not offered current academic year

PSCI 215 (S) Race and Inequality in the American City (DPE)

Cross-listings: LEAD 215

Primary Cross-listing

In the past half-century, American cities have gotten both much richer and much poorer. The making of "luxury cities" has gone hand-in-hand with persistent, concentrated poverty, extreme racial segregation, mass incarceration, and failing public services-social problems borne primarily by people of color. This course will examine the political underpinnings of inequality in American cities, with particular attention to the racialization of inequality. Among the topics we will cover are: the structures of urban political power; housing and employment discrimination; the War on Crime and the War on Drugs (and their consequence, mass incarceration); education; and gentrification. We will ask: How have city leaders and social movements engaged with urban problems? How have they tried to make cities more decent, just, and sustainable? Under what circumstances has positive leadership produced beneficial outcomes, and in what circumstances has it produced perverse outcomes? We will engage primarily with political science, but also with scholarship in other disciplines, including sociology, history, geography, and legal studies, all of which share an interest in the questions we will be exploring. Students will leave this course with a deeper understanding of contemporary urban problems, a knowledge of the political structures within which those problems are embedded, and a better sense of the challenges and opportunities leaders face in contemporary urban America.

Requirements/Evaluation: class participation; several short essays and a longer paper with presentation

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: Political Science majors and Leadership Studies concentrators

Expected Class Size: 25

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

LEAD 215(D2) PSCI 215(D2)

Difference, Power, and Equity Notes: Deploying historical and social-scientific analysis, this course seeks to help students understand the historical roots and political underpinnings of unequal access to social goods in American cities, with particular attention to the racialization of inequality, compound deprivation, and unearned advantage.

Attributes: GBST Urbanizing World LEAD Facets or Domains of Leadership POEC Depth PSCI American Politics Courses

Spring 2025

SEM Section: 01 TF 2:35 pm - 3:50 pm Mason B. Williams

PSCI 216 (S) American Constitutionalism I: Structures of Power

Cross-listings: LEAD 216

Primary Cross-listing

How has the American Constitution been debated and understood over time? What is the relationship between constitutional and political change?

This course examines the historical development of American constitutional law and politics from the Founding to the present. Our focus is on structures of power -- the limits on congressional lawmaking, growth of presidential authority, establishment of judicial review, conflicts among the three branches of the federal government, and boundaries between the federal and state and local governments. The specific disputes under these rubrics range from secession to impeachment, gun control to child labor, waging war to spurring commerce; the historical periods to be covered include the Marshall and Taney Court years, the Civil War and Reconstruction, the Progressive Era, the New Deal, the Warren Court, and the contemporary conservative ascendancy. Readings are drawn from Supreme Court opinions, presidential addresses, congressional debates and statutes, political party platforms, key tracts of American political thought, and secondary scholarship on constitutional development. Throughout the semester, our goal will be less to remember elaborate doctrinal rules and multi-part constitutional "tests" than to understand the changing nature of, and changing relationship between, constitutional power and constitutional meaning in American history.

Class Format: discussion

Requirements/Evaluation: three essays (3-4 pages, 5-6 pages, 7-8 pages), a two-part final exam, and class participation

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: Political Science majors

Expected Class Size: 18

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

LEAD 216(D2) PSCI 216(D2)

Attributes: JLST Interdepartmental Electives LEAD Facets or Domains of Leadership POEC Depth PSCI American Politics Courses

Not offered current academic year

PSCI 217 (S) American Constitutionalism II: Rights and Liberties

Cross-listings: LEAD 217

Primary Cross-listing

How has the American Constitution been debated and understood over time? What is the relationship between constitutional and political change?

This course examines the historical development of American constitutional law and politics from the Founding to the present. Our focus is on rights and liberties -- freedom of speech and religion, property, criminal process, autonomy and privacy, and equality. The specific disputes under these rubrics range from abortion to affirmative action, hate speech to capital punishment, school prayer to same-sex marriage; the historical periods to be covered include the early republic, the ante-bellum era, the Civil War and Reconstruction, World Wars I and II, the Warren Court, and contemporary America. Readings are drawn from Supreme Court opinions, presidential addresses, congressional debates and statutes, political party platforms, key tracts of American political thought, and secondary scholarship on constitutional development. Throughout the semester, our goal will be less to remember elaborate doctrinal rules and multi-part constitutional "tests" than to understand the changing nature of, and changing relationship between, constitutional rights and constitutional meaning in American history.

Requirements/Evaluation: three essays (3-4 pages, 5-6 pages, 7-8 pages), a two-part final exam, and class participation

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: Political Science majors

Expected Class Size: 18

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

PSCI 217(D2) LEAD 217(D2)

Attributes: JLST Interdepartmental Electives LEAD Facets or Domains of Leadership POEC Depth PSCI American Politics Courses

Spring 2025

LEC Section: 01 MWF 11:00 am - 12:15 pm Justin Crowe

PSCI 218 (S) The American Presidency

Cross-listings: LEAD 218

Primary Cross-listing

Impeachments. Investigations. Polarization. Did Donald Trump's tenure fundamentally alter the institution of the presidency? Or are its most significant features enduring? To study the presidency is to study human nature and individual personality, but also constitution and institution, rules and norms, bureaucracy and administration, strategy and contingency. This course examines the problems and paradoxes that attend the exercise of the most powerful political office in the world's oldest democracy: Can an executive office be constructed with sufficient energy to govern and also be democratically accountable? What are the limits on presidential power and what are the expectations of presidential performance? How much do we attribute the shaping of politics and policy outcomes to the agency of the individual in the office and to what extent are they the result of underlying structural, cultural, and institutional factors? How is the office and purpose of the presidency affected by an economic order predicated on private capital? By the character of the occupant? To answer these questions, we examine topics such as presidential selection; the bases of presidential power; character and leadership; inter-branch interactions; party, social movement, and interest group relations; and media interactions. Attention will focus largely on the modern, twentieth and twenty-first century, presidency, though older historical examples will also be used to help us gain perspective on how the presidency has changed over time and what the implications are for democratic governance.

Class Format: The course will feature both seminar discussion and several small group research projects.

Requirements/Evaluation: three 5 to 7-page papers, small group projects, oral presentations, and class participation involving weekly writing

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: Political Science majors and Leadership studies concentrators

Expected Class Size: 25

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

LEAD 218(D2) PSCI 218(D2)

Attributes: LEAD American Domestic Leadership LEAD Facets or Domains of Leadership PSCI American Politics Courses

Not offered current academic year

PSCI 221 (F) Cold War Intellectuals: Civil Rights, Writers and the CIA (DPE)

Cross-listings: LEAD 220 / INTR 220 / AMST 201 / AFR 224

Secondary Cross-listing

This weekly tutorial has alternating primary and secondary writers (5pages/2pages). In weekly one-hour sessions, students read their work aloud followed by dialogue and critique. Primary papers are due to respondent/professor 48hrs before the tutorial meets; response papers are emailed to the professor 2hours before the weekly tutorial meets. Readings include: *We Charge Genocide*; Williams J. Maxwell, *F. B. Eyes: How J. Edgar Hoover's Ghostreaders Framed African American Literature*; Chalmers Johnson, *Blowback: The Costs and Consequences of American Empire*; Hugh Wilford, *The Mighty Wurlitzer: How the CIA Played America*; "Part III Supervision and Control of the CIA," *Rockefeller Commission Report*; *Malcolm X Speaks*; Sam Greenlee, *The Spook Who Sat By the Door*; and, *The Murder of Fred Hampton*. The tutorial is open to all students.

Requirements/Evaluation: Attend all classes; submit completed papers 24hours before seminar meets.

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: Juniors and Seniors.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

LEAD 220(D2) INTR 220(D2) AMST 201(D2) PSCI 221(D2) AFR 224(D2)

Difference, Power, and Equity Notes: This tutorial examines the Cold War between the US and the USSR and attempts to use intellectuals to shape and promote the objectives of powerful state entities. The power struggle between the two "superpowers" impacted cultural production and authors. Some of those authors influenced or enlisted into the Cold War sought equity and equality for their communities and eventually fought against the very political powers that employed them.

Not offered current academic year

PSCI 222 (F) International Relations in the Cyber Age

This is a class about international politics in the age of cyberweapons. At a general level, it focuses on a set of core conceptual questions: How has the advent of cyberweapons changed how international politics works? Are cyberweapons that target critical infrastructure similar to nuclear weapons, or is that comparison fundamentally flawed? Do concerns about information security alter states' most basic political calculations? How can we expect cyberweapons to shape the future of warfare, intelligence, and security competition? How effective are strategies like cross-domain deterrence? Should the world try to regulate the use of these technologies and, if so, how exactly? The course begins with several sessions that provide a technical overview of key information security concepts and an examination of some prominent hacks. In addition, the beginning of the course will include several classes on the theoretical implications of the advent of the cyber age, as well as a brief historical overview of information security in the post-World War II period. From there, the course will cover a number of important topics and case studies, such as Stuxnet, NotPetya, cyber espionage, intellectual property theft, threats to critical infrastructure, misinformation, propaganda, election interference, the potential implications of quantum computing, and the prospects for the establishment of an international cyber arms control regime. In general, the course will focus on competition between some of the world's premier cyber powers, such as China, Iran, Israel, North Korea, Russia, and the United States.

Requirements/Evaluation: Class participation; Two analytical essays, 6-7 pages in length; Final exam

Prerequisites: None

Enrollment Limit: 25

Enrollment Preferences: Political Science majors, IR subfield

Expected Class Size: 20

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

Attributes: PSCI International Relations Courses

Not offered current academic year

PSCI 223 (F) International Law

International law embodies the rules that govern the society of states. It spells out who can be a sovereign state and how to become one, what states can do, what they cannot do, and who can punish transgressions. It also creates status for other actors, such as international organizations, soldiers, national liberation movements, refugees, terrorists, transnational air and sea shipping companies, and multinational corporations. International law is similar to domestic law, with one very crucial difference: it is not enforced by a centralized, sovereign state. There is no world government. In most other respects, it is the same: it protects the status quo, maintaining the unequal distribution of power among its members; it spells out legitimate and illegitimate ways of resolving conflicts of interest; it is biased toward the powerful and legitimates their interests; it tells its members how to act to coordinate their interests and minimize direct conflict; some of it is purely aspirational, some of it necessary for survival. Like domestic law, it is enforced only some of the time, and then against the weak more than the strong. Yet, law is still where we look for justice and, perhaps, for power to be tamed.

Requirements/Evaluation: Weekly quizzes, Glow posts, two papers on assigned topics, two group projects (video, audio, or paper)

Prerequisites: None, although those who have not taken introduction to international relations at Williams will be required to review one lecture ppt,

then pass a basic quiz based on it by the end of the first week.

Enrollment Limit: 25

Enrollment Preferences: Political Science majors

Expected Class Size: 25

Grading: no pass/fail option, yes fifth course option

Unit Notes: International relations subfield

Distributions: (D2)

Attributes: JLST Interdepartmental Electives PSCI International Relations Courses

Fall 2024

LEC Section: 01 TF 1:10 pm - 2:25 pm Cheryl Shanks

PSCI 224 (F) Neo-liberalism: What Is It and Why Does It Matter?

We live in the era of neo-liberalism. But what does this mean? This course will focus on neo-liberalism in comparative perspective, looking mainly at the US and Europe. It will consider how neo-liberalism is defined, the role of states in making and maintaining neo-liberalism, the centrality of markets to neo-liberal conceptions, and the kinds of politics that produced and are produced by neo-liberalism. Economically, the course will look at the institutional configuration of neo-liberalism, changes in economies, growing inequality, the financial crises, and prevalence of debt. Politically, the course will address changes in the role of government, what governments do and do not do, the growing influence of financial interests, the role of identities in mobilizing support for and legitimating governments, and the impact of these developments on the status of citizenship and democracy.

Requirements/Evaluation: three papers: one 3-page, one 5-page, and one 10-page paper

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: Political Science majors

Expected Class Size: 20

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

Attributes: POEC Depth PSCI Comparative Politics Courses PSCI International Relations Courses

Fall 2024

SEM Section: 01 TR 9:55 am - 11:10 am Michael D. MacDonald

PSCI 225 (S) International Security

Cross-listings: LEAD 225

Primary Cross-listing

This is a course about war and peace. It deals with some of the most foundational questions that concern scholars of security studies: What accounts for great power conflict and cooperation? Is intense security competition between major states inevitable, or can they get along, provided their main interests are protected? Does the structure of the international system necessarily cause conflict? Do particularly aggressive states? Can wars occur "by accident"? When and why do states choose to use military force? What role does statecraft play in matters of war and peace? How do nuclear weapons affect great power politics? The course will consider these questions from an interdisciplinary perspective that combines political science concepts with an historical approach to the evidence. The bulk of the course deals with the major events in the history of great power politics, such as the causes and conduct of World War I and World War II; the origins and course of the Cold War; the nuclear revolution; and the post-Cold War period. The course concludes with an examination of a number of major contemporary policy debates in security studies.

Requirements/Evaluation: class participation, two 6- to 8-page papers, final

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: Political Science majors

Expected Class Size: 20

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

LEAD 225(D2) PSCI 225(D2)

Attributes: GBST Borders, Exiles + Diaspora Studies LEAD American Foreign Policy Leadership PSCI International Relations Courses

Not offered current academic year

PSCI 226 (S) Nuclear Weapons and World Politics

Cross-listings: LEAD 226

Primary Cross-listing

This is a course about international politics in the nuclear age. The class will address a combination of conceptual, empirical, and policy questions, such as: Have nuclear weapons had a "revolutionary" effect on world politics, such that, fundamentally, international relations no longer works in more or less the same way that it did before the advent of nuclear weapons in 1945? Do nuclear weapons have an essentially stabilizing or destabilizing effect? How, if at all, do nuclear weapons affect how political disputes run their course? How significant of a threat are concerns like nuclear proliferation, nuclear terrorism, and nuclear accidents? How does a state's nuclear posture affect basic political outcomes? Is it possible to return to a world without nuclear weapons? The course will focus on these questions using an interdisciplinary perspective that leverages political science concepts, historical case studies, and contemporary policy debates to generate core insights. It will not only survey the history of the nuclear age--and of individual countries' nuclear development--but also grapple with important contemporary policy dilemmas in the nuclear realm.

Requirements/Evaluation: class participation; two 6-8 page papers; short in-class presentations; final exam

Prerequisites: PSCI 202 or a significant amount of other PSCI coursework

Enrollment Limit: 25

Enrollment Preferences: Preference to students majoring in political science, particularly in the international relations subfield, and/or doing a concentration in leadership studies

Expected Class Size: 20-25

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

PSCI 226(D2) LEAD 226(D2)

Attributes: PSCI International Relations Courses

Spring 2025

LEC Section: 01 M 7:00 pm - 9:40 pm James McAllister, Galen E Jackson

PSCI 227 (F) International Relations of the Middle East

Cross-listings: LEAD 227

Primary Cross-listing

This is a course about the Middle East in international politics. The structure of the course combines political science concepts with a detailed survey of the region's diplomatic history. The basic format of the course will be to combine brief lectures--either posted on the class website beforehand or given at the start of each class--with an in-depth discussion of each class session's topic. The goal of these discussions is to generate debates over the conceptual, historical, and policy significance of the subjects that we cover. Specifically, the first section of the course will cover the emergence of the Persian Gulf as an area of strategic importance in international politics; U.S. policy toward Saudi Arabia and Iran after World War II; the origins of the Arab-Israeli dispute; the June 1967 and October 1973 Middle East conflicts; Egyptian-Israeli peace; the Iranian Revolution and the Iran-Iraq War; the 1991 Persian Gulf War and its consequences; and the rise of Al Qaeda, Hezbollah, and Hamas. The second part of the course focuses on the Iraq War and its consequences; the rise of ISIS; the Arab Spring; Turkey's changing foreign relations; and the war in Syria. The last section of the course covers contemporary policy challenges confronting the Middle East.

Requirements/Evaluation: class participation, two 6- to 8-page papers, final

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: Political Science majors with an International Relations concentration, History majors

Expected Class Size: 20-25

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

LEAD 227(D2) PSCI 227(D2)

Attributes: GBST Middle Eastern Studies PSCI International Relations Courses

Fall 2024

LEC Section: 01 TR 11:20 am - 12:35 pm Galen E Jackson

PSCI 228 (S) International Organization

Tens of thousands of international organizations populate our world. IGOs, whose members are sovereign states, range from the Nordic Association for Reindeer Research to NATO and the UN; INGOs, whose members are private groups and individuals, include the International Seaweed Association as well as Doctors Without Borders and Human Rights Watch. We will investigate theories about where they come from, what they do, and to whom they matter, and explore controversies surrounding their agency, legitimacy, efficiency, and accountability. We cover the history, structures and functions of international organizations using case studies.

Requirements/Evaluation: two short papers, a presentation, one longer paper, one group project.

Prerequisites: none, but the introduction to international politics (202) is strongly recommended. If you have not taken that, you will need to go through a four-hour online tutorial I have set up by the end of our first week. Open to first-year students

Enrollment Limit: 25

Enrollment Preferences: Political Science majors, Political Economy majors, Public Health concentrators

Expected Class Size: 25

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

Attributes: PHLH Decision-Making by Institutions + Individuals POEC Depth PSCI International Relations Courses

Not offered current academic year

PSCI 229 (S) Global Political Economy

This course offers a broad introduction to the contemporary global political economy, emphasizing the inherent and inseparable intertwining of politics and economics, power and wealth, the state and the market. The core of the course is made up of analyses of global trade, global finance, natural resources, and migration, with special attention to subjects such as free trade, currency wars, and border walls. Four class debates will focus general concepts on a specific topic: the global implications of the Russo-Ukrainian War. We conclude the course with a look toward the future of global capitalism and of the liberal world order.

Requirements/Evaluation: two 2000-2500 word papers, in-class debate, final exam, class participation

Prerequisites: none

Enrollment Limit: 35

Enrollment Preferences: Political Science and Political Economy majors and prospective majors

Expected Class Size: 30

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

Attributes: ENVI Environmental Policy GBST Economic Development Studies MAST Interdepartmental Electives POEC International Political Economy Courses PSCI International Relations Courses

Not offered current academic year

PSCI 231 (F) Ancient Political Thought

Cross-listings: PHIL 231

Primary Cross-listing

The core activity of this seminar is the careful reading and sustained discussion of selected works by Plato and Aristotle, but we will also engage such other thinkers as Epictetus and Augustine, and, from a political and theoretical point of view, selections from the Hebrew Bible and New Testament. Among the questions that we will address: What is justice? How can it be known and pursued? How is political power generated and exercised? What are the social and ethical prerequisites--and consequences--of democracy? Must the freedom or fulfillment of some people require the subordination of others? Does freedom require leading (or avoiding) a political life? What distinguishes that kind of life from others? What does it mean to be "philosophical" or to think "theoretically" about politics? Although we will attempt to engage the readings on their own terms, we will also ask how the vast differences between the ancient world and our own undercut or enhance the texts' ability to illuminate the dilemmas of political life for us.

Class Format: discussion

Requirements/Evaluation: three 7- to 8-page papers

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: Political Science majors

Expected Class Size: 18

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

PHIL 231(D2) PSCI 231(D2)

Attributes: PSCI Political Theory Courses

Fall 2024

LEC Section: 01 MR 2:35 pm - 3:50 pm Nimu Njoya

PSCI 232 (S) Modern Political Thought

Cross-listings: PHIL 232

Primary Cross-listing

This course is a chronological survey of major works of political theory from the 16th to the 20th century. In discussions and writing, we will explore the diverse visions of modernity and of politics offered by such thinkers as Machiavelli, Hobbes, Locke, Rousseau, Marx, Mill, and Freud. They help us ask: What is freedom? Who is equal? Who should rule? With what limits and justifications? What form of government best serves the people? Who are the people, anyway? And on what grounds can we justify confidence in our provisional answers to such questions? Class will be primarily driven by discussion, often preceded by brief lectures. Attention to the writing process and developing an authorial voice will be a recurrent focus of our work inside and outside the classroom.

Requirements/Evaluation: three papers of 4-6 pages; class participation; brief informal writing tasks inside and outside of class meetings

Prerequisites: none; open to all

Enrollment Limit: 25

Enrollment Preferences: Political Theory concentrators, then Political Science majors

Expected Class Size: 25

Grading: yes pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

PHIL 232(D2) PSCI 232(D2)

Attributes: PSCI Political Theory Courses

Not offered current academic year

PSCI 234 (S) Freedom

We all want to be free--at least most of us say we do. The desire for political freedom is as old as the ancient world and as new as today's movements and liberation struggles. But what do we mean when we claim to want freedom? What institutions and social conditions make political freedom possible? For instance, do the claims of individual freedom conflict with those of community? With equality? With authority? Does freedom make us happy? Is it what we *really* want? And if it is, will we find it by engaging or turning away from politics? This course confronts these questions through readings drawn from a variety of classic and contemporary sources, including works of fiction, autobiography, journalism, law, philosophy and political theory, and social science. Our discussions will address such topics as activism and stoicism; equality and economic freedom; sexual freedom and gender politics; freedom of speech and religion; citizenship, migration, and cosmopolitanism; racism and colonialism; mass incarceration; and the uses and limits of state power. This course is part of a joint program between Williams' Center for Learning in Action and the Berkshire County Jail in Pittsfield, MA. The class will be composed equally of nine Williams students and nine inmates and will be held at the jail. An important goal of the course is to encourage students from different backgrounds to think together about issues of common human concern. Transportation will be provided by the college. *Please note the atypical class hours, T. 4:45-8:30 pm*

Requirements/Evaluation: Class attendance and active participation, short essays, and a final paper.

Prerequisites: Not open to first-year students.

Enrollment Limit: 9

Enrollment Preferences: Final selection will be made on the basis of statements of interest solicited after pre-registration, and interviews with the instructor.

Expected Class Size: 9

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

Attributes: JLST Interdepartmental Electives PSCI Political Theory Courses

Not offered current academic year

PSCI 236 (S) Feminist Legal Theory (DPE)

Cross-listings: WGSS 236

Primary Cross-listing

What can a critical analysis of gender and sexuality bring to the study of law, constitutions, legal interpretation, and the task of judging? Well-known contributions by feminist theorists include the conceptualization and critique of anti-discrimination frameworks, the legal analysis of intersecting systems of social subordination (particularly gender, race, class, sexuality, disability), and the theorization of "new" categories of rights (e.g. sexuate rights). Accompanying these interventions in the legal field is a deep and sustained inquiry into the subject of law: Who can appear before the law as the proper bearer of civil and human rights? What kinds of violations and deprivations can be recognized as harms in need of redress? Who gets to make these judgments, and according to what rules? While our examples will be drawn mainly from family law, the regulation of sex/reproduction, and workplace discrimination, the main task of this course will be to deepen our understanding of how the subject of law is constituted. Illustrative cases to aid our inquiry will be drawn primarily from the USA and Canada, with additional examples from India, South Africa, and possibly European law. Theorists we read will represent many kinds of feminist work that intersect with the legal field, including academic studies in political theory, philosophy, and cultural theory, along with contributions from community organizers engaged in anti-violence work and social justice advocacy.

Requirements/Evaluation: One oral presentation; three 6-8 page papers; regular class participation.

Prerequisites: None.

Enrollment Limit: 25

Enrollment Preferences: Preference will be given to PSCI and WGSS majors and JLST concentrators.

Expected Class Size: 25

Grading: yes pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 236(D2) PSCI 236(D2)

Difference, Power, and Equity Notes: The course analyzes the relationship between the legal system and social distributions of power, focusing on

the way that inequalities based on gender, race, class and other forms of social stratification either enhance or limit individuals' access to legal protection and legal remedies.

Attributes: JLST Interdepartmental Electives PSCI Political Theory Courses

Not offered current academic year

PSCI 238 (F) Economic Liberalism and Its Critics

Cross-listings: POEC 250 / ECON 299

Secondary Cross-listing

Economic liberalism holds that society is better off if people enjoy economic freedom. Its critics point to what they believe this position ignores or what it wrongly assumes, and hence, how it would make bad policy. This course explores the relationship between politics and economics by surveying influential works of political economy. Its first part examines major thinkers in relation to the historical development of capitalism in Western Europe and the United States: the classical liberalism of Adam Smith, Karl Marx's revolutionary socialism, and the reformist ideas of John Maynard Keynes. The second part considers mid-20th-century writers who revise and critique economic liberalism from a variety of perspectives, including Joseph Schumpeter, Friedrich Hayek, Milton Friedman, Ronald Coase, Arthur Okun, and Albert O. Hirschman. The third part surveys significant topics relevant to the themes of the course, with applications to current public policy issues, such as: power relations and autonomy in the workplace; asymmetric information and social insurance; economic inequality and distributive justice; equality of opportunity; the economics of health care; positional goods and the moral foundations of capitalism; social media and addiction; economic nationalism; behavioral economics; climate change and intergenerational equity; finance and financial crises; and rent-seeking. The combination of the historical focus of the early part of the course with discussion of modern policy issues and debates in the latter part of the course permits you to appreciate the ongoing dialogue between classical and contemporary views of political economy.

Class Format: This course uses a flipped classroom approach. Before each class meeting, students watch a lecture video, and (at least six times) write an essay relating to the assigned reading and video. In-person class time is devoted primarily to Socratic discussion.

Requirements/Evaluation: six short essays and a final exam

Prerequisites: ECON 110 and 120 or equivalent; PSCI 110 (formerly PSCI 201; may be taken concurrently with POEC 250); open to non-majors

Enrollment Limit: 30

Enrollment Preferences: Political Economy majors and sophomores intending a Political Economy major

Expected Class Size: 25

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

POEC 250(D2) PSCI 238(D2) ECON 299(D2)

Attributes: AMST Critical and Cultural Theory Electives POEC Required Courses

Fall 2024

SEM Section: 01 MR 2:35 pm - 3:50 pm James E. Mahon, William M. Gentry

PSCI 240 (S) Political Theory and Comparative Politics

We live in a society that takes liberalism and capitalism for granted, as the norm that naturally centers collective life. This course draws on foundational thinkers in political theory and comparative politics to explore that premise. To that end, the course will discuss the origins, logic, and meaning of liberalism and capitalism and the relationships between them. Asking whether liberal thought, to borrow the famous joke about economists, assumes the can openers of liberalism and capitalism, taking as given that which is constructed historically, the course will look at leading theories about the role states play in constituting and maintaining capitalist economies, the definition and nature of power in liberal societies, and, more recently, the connection between identities, politics, classes, and states. The readings include Alexis de Tocqueville, Karl Marx, Max Weber, Karl Polanyi, Barrington Moore, Robert Putnam, Michel Foucault, and Edward Said.

Class Format: discussion

Requirements/Evaluation: three papers

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Political Science & Political Economy majors

Expected Class Size: 15

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

Attributes: PSCI Comparative Politics Courses PSCI Political Theory Courses

Not offered current academic year

PSCI 241 (S) Meritocracy

Cross-listings: SOC 241

Primary Cross-listing

Although fewer than 1% of Americans have a degree from the country's top 30 colleges and universities, 39% of Fortune 500 CEOs, 41% of federal judges, 44% of the writing and editorial staff at the *New York Times*, 64% of Davos attendees, and 100% of Supreme Court justices do. Is this a positive sign that the United States is governed by its most talented and capable members who have risen through hard work and equal opportunity? Or a negative one pointing to the power of a corrupt and self-selecting elite? This course explores the theme of meritocracy--rule by the intelligent--in comparative perspective. We will look at both old and new arguments regarding the proper role and definition of merit in political society as well as take the measure of meritocracy in present-day Singapore, France, and the United States. The course concludes with a focus on the current debate over American meritocracy and inequality.

Requirements/Evaluation: one short paper, one long paper, take-home final exam, discussion questions, class participation

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Political Science and Sociology majors, first-years and sophomores intending a Political Science or Sociology major

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

SOC 241(D2) PSCI 241(D2)

Attributes: POEC Depth PSCI American Politics Courses PSCI Comparative Politics Courses

Not offered current academic year

PSCI 245 (S) South African Politics

The course deals with South African politics since the end of apartheid. The readings will address the politics, policies, and composition of the African National Congress (ANC), the growth of black economic elites and the black middle class, the persistence of poverty and extreme inequality, expanding corruption, and why the ANC continues to prevail politically and electorally in spite of on-going poverty and worsening inequality, governmental failures, and corruption. It will pay particular attention to the ANC and corruption, and it will address why, thus far, the ANC has won national elections handily amidst growing dissatisfaction with overt and pervasive official corruption and misgovernment and the role racial solidarities and memories play in sustaining the ANC in office.

Requirements/Evaluation: Two 10-12 page papers and class participation.

Prerequisites: None.

Enrollment Limit: 25

Enrollment Preferences: Political Science, Global Studies, and Africana Studies majors and prospective majors.

Expected Class Size: 15

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

Attributes: GBST African Studies

Not offered current academic year

PSCI 246 (F) Introduction to Capitalism

Must we choose between "socialism or barbarism?" A century after Rosa Luxemburg's challenge, it is clear that socialism did not win. Does this mean that we have descended to barbarism? Tracing the path of capitalist development in the rich democracies suggests a range of responses. Some states have developed robust institutions that provide for citizens' basic needs and check the power of business; others leave the poor threatened by starvation and workers exposed to exploitation. How and why has capitalism evolved in different forms in different countries? This course introduces students to capitalism by examining the struggles between social groups that lead to variation in distributional outcomes and economic performance. Students will develop a conceptual toolkit to study the politics of capitalism based in the economic history of the rich democracies (Europe, United States) in the twentieth century. The second half of the course challenges students to apply this toolkit to the twenty-first century, focusing on attempts to transition from industrial manufacturing to services. We engage pressing questions around technological innovation, populism, financialization, and globalization.

Requirements/Evaluation: Class participation, two presentations, three essays.

Prerequisites: None.

Enrollment Limit: 25

Enrollment Preferences: Potential and actual PSCI and POEC majors.

Expected Class Size: 25

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

Attributes: POEC Comparative POEC/Public Policy Courses PSCI Comparative Politics Courses

Not offered current academic year

PSCI 247 (S) Political Power in Contemporary China

Cross-listings: ASIA 249

Primary Cross-listing

The People's Republic of China has experienced rapid and extensive economic, social and cultural transformation over the past forty years. Its political system, however, is little changed. The Communist Party still monopolizes power and works hard to suppress organized opposition. Political dissent has taken various forms since 1979 but the regime has found ways to repress and divert it. Yet, in spite of the state's efforts, opposition and dissent continue to bubble to the surface. The course will review the political development of the PRC since 1949 and, then, focus on the dynamics of political contention and regime persistence since the Tiananmen Crisis of 1989.

Requirements/Evaluation: 2-3 short papers and a final exam

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: Political Science and Asian Studies majors

Expected Class Size: 25

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

PSCI 247(D2) ASIA 249(D2)

Attributes: GBST East Asian Studies POEC Depth PSCI Comparative Politics Courses

Not offered current academic year

PSCI 248 (F) The USA in Comparative Perspective (WS)

Politics in the USA is often considered unique and incomparable, and US political science separates the study of American politics from comparative politics. This course overcomes this divide, considering politics and society in the United States comparatively, from a variety of viewpoints and by authors foreign and American, historical and contemporary. Important topics include: the colonial experience and independence; race relations and the African diaspora; national identity and authoritarian populist nationalism; war and state-building; American exceptionalism, religion, and foreign policy; criminal justice; and the origins and shape of the welfare state. (As the list suggests, the most common comparisons are with Latin America and

Western Europe, but several of our authors look beyond these regions.)

Class Format: a lecture in the first week; then ten weeks of tutorial; then a discussion class in the final week

Requirements/Evaluation: five 5- to 6-page papers, five 1- to 2-page responses, and one 1-page essay for the final class

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: sophomores and students who have been denied enrollment in the course previously

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

Writing Skills Notes: Assignments are graded and returned weekly. After each student has written one long paper and one response, professor meets with them individually to discuss the composition and presentation of each genre. For the final class, students bring a one-page response written in "E-prime," English without the verb "to be."

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora PSCI American Politics Courses PSCI Comparative Politics Courses

Not offered current academic year

PSCI 250 (F) Political Psychology

This course will examine the role of psychology in politics. The goal is to develop a rich understanding of the foundations of public opinion and political behavior. We will examine the role of social identities, partisan affiliation, concrete interests, values, issues, and ideology in shaping opinion and behavior, as well as the role of external forces such as campaigns, the media, and political elites. Along the way, we will consider a number of longstanding questions in the study of politics, such as: is the public rational? What are the root causes of racism? How does racism influence political choices? Why do people identify with political parties? Why do people vote or engage in other types of political action? How does the mass media and campaigns influence public opinion?

Requirements/Evaluation: class participation, 1-2 short papers (5-7 pages), 1 medium paper (8-12 pages), an oral presentation, and a final exam

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: If the course over-enrolls, please give first enrollment preference to political science majors, followed by political economy majors.

Expected Class Size: 20

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

Attributes: PSCI American Politics Courses

Not offered current academic year

PSCI 251 (S) Thinking and Acting Politically in the Long Civil Rights Movement

Cross-listings: AFR 258

Primary Cross-listing

In this course, students will explore the various theories of political action that animated the Long Civil Rights Movement. Students will examine how these theories helped frame the political ideals, ideologies, and behaviors of multiple sects of the Black Freedom struggle. By analyzing the political thought of thinkers like Ella Baker, Amzie Moore, Pauli Murray, Florynce Kennedy, Fannie Lou Hamer, Robert F. Williams, and Martin Luther King, Jr.--among others, students will appreciate how their experiences influenced their approach to politics in diverse ways. Subsequently, students will evaluate the theories' arguments and political actions while determining which frameworks should motivate contemporary political organizing. By challenging the charismatic leader model of teaching and learning Civil Rights politics, students will understand the Civil Rights Movement as a grassroots movement buoyed by the political activities and energies of ordinary Black citizens. Moreover, they will develop a broader understanding of the mechanics of grassroots organizing and mobilize their studies appropriately to argue persuasively how ordinary people should contest injustice by considering tactics, mobilization strategies, political visions and ideologies, and strategic dilemmas. Consequently, they will not view Civil Rights history and theory as an episode of the past but as a force that continues to shape our political imaginations.

Requirements/Evaluation: several short papers, class participation involving weekly writing, group projects, oral presentations

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: Political Science majors and prospective majors, Africana Majors

Expected Class Size: 25

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

PSCI 251(D2) AFR 258(D2)

Attributes: AFR Core Electives AFR Theories, Methods, and Poetics PSCI American Politics Courses PSCI Political Theory Courses

Spring 2025

SEM Section: 01 MW 7:00 pm - 8:15 pm Da'Von A. Boyd

PSCI 252 (F) Campaigns and Elections

The 2022 midterm elections are happening in November. Though midterm elections historically generate less involvement than presidential elections, much is at stake in the upcoming midterms, as control of Congress and statehouses will likely determine what, if anything, President Biden achieves in the remainder of his term. This course will examine how we conduct the most fundamental of democratic processes in the United States: the people's choice of their representatives. We will examine factors that shape election outcomes such as the state of the economy, issues, partisanship, ideology, social identities with a special focus on race, interest groups, media, and the candidates themselves. A central question we will consider throughout the course is how "democratic" the conduct of campaigns actually is. For instance, does the citizenry have the motivation and capacity to hold public officials accountable? How do resource gaps tied to inequality in society (such as race and class) influence who votes and for whom? Do the mass media and political elites inform or manipulate the public? How closely do candidates resemble the constituencies they represent, and does it matter? We will apply our learning on many of these topics to the ongoing 2022 midterm elections.

Requirements/Evaluation: class participation, 1-2 short papers (5-7 pages), 1 medium paper (8-12 pages), an oral presentation, and a final exam

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: poli sci majors

Expected Class Size: 20

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

Attributes: POEC U.S. Political Economy + Public Policy Course PSCI American Politics Courses

Not offered current academic year

PSCI 253 (S) The Tragedy of Venezuela

The recent history of Venezuela offers a window into many of the most important political and economic issues faced by people in developing countries. Why does an abundance of oil seem to solve some problems while often leading to perverse economic and political outcomes? How can democracy be made to work better for ordinary people? What does it mean for a government to be truly sovereign? How does corruption grow and what can we do about it? When should we leave important decisions to technocratic experts? What does it mean today to be progressive? The course first briefly reviews Venezuelan post-Independence history, with an emphasis on the post-1958 democratic settlement. It then explores more deeply the reasons for the breakdown of this settlement, the rise of Hugo Chavez, and the decay of the "21st Century Socialist" regime under Chavez and Maduro. Materials include biographies, documentary films, short videos, economic data, and news reports.

Class Format: discussion

Requirements/Evaluation: a map quiz and four short papers

Prerequisites: a course in comparative politics and a course in economics, or permission of the instructor

Enrollment Limit: 25

Enrollment Preferences: sophomores and PSCI majors

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Attributes: GBST Latin American Studies POEC Comparative POEC/Public Policy Courses

Not offered current academic year

PSCI 255 (F) Comparative Politics of South Asia

South Asia is home to around 2 billion people (over 24% of the world), making it the most populous and densely populated region in the world. The region is also one of the poorest in the world and lags in human development. Ethnic, linguistic, and religious diversity is offset by common cultural traditions and practices that serve to unite the people of the Indian Subcontinent. The course introduces students to the comparative politics of South Asia, highlighting the complexities and potential of the region. Every week we explore a different component of South Asian politics. The course covers the creation of the states of modern South Asia, partition and independence, democratization, electoral politics and political parties, economic and social development, ethnic identity and conflict, and the contemporary regional challenges of democratic backsliding and climate change.

Requirements/Evaluation: three 5-7 page papers or one research paper; presentation; class participation

Prerequisites: no pre-requisites

Enrollment Limit: 25

Enrollment Preferences: preference given to political science majors

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Attributes: GBST South + Southeast Asia Studies PSCI Comparative Politics Courses

Not offered current academic year

PSCI 256 (S) Electoral Politics in the Developing World

Electoral politics in the developing world often differs from democratic politics in Western Europe and the U.S. Electoral volatility, decrepit state institutions, weak parties, clientelism, and electoral violence in developing democracies complicate foundational theories on representation and accountability. The course surveys the electoral politics of low and middle-income democracies in the developing world, investigating its similarities and differences with the historical and contemporary politics of developed democracies. It examines work on electoral systems, formal and informal institutions, bureaucratic politics, political parties, party systems, clientelism, ethnic politics, and political violence. We will draw on case studies from Latin America, Africa, South Asia, Southeast Asia, and the Middle East to analyze the effectiveness of these theories. Assignments focus on crafting solutions to contemporary political challenges in the developing world.

Requirements/Evaluation: one to two papers, midterm, group policy brief, presentation

Prerequisites: no prerequisites

Enrollment Limit: 25

Enrollment Preferences: preference given to political science majors

Expected Class Size: 25

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Attributes: PSCI Comparative Politics Courses

Not offered current academic year

PSCI 259 (S) George Orwell: Capitalism, Socialism and Totalitarianism

It is hard to overstate the enduring influence of George Orwell on political discourse in the 20th century and beyond. Before his death in 1950 at the young age of forty six, Orwell produced a stunningly large and diverse body of work in the fields of journalism, literature, and political commentary. Much of this work was inspired by his own experiences as a police officer in Burma, several years working and traveling with destitute workers in England and France, as well as his experiences fighting against fascism during the Spanish Civil War in the late 1930s. While a fairly obscure and struggling author for much of his life, Orwell achieved worldwide fame after the Second World War with the publication of *Animal Farm* (1945) and

1984 (1949). This tutorial has two main objectives. First, it will introduce students to Orwell's most important books and essays in the context of a turbulent political era marked by the Great Depression, the rise of totalitarianism, world war, and the emerging Cold War. Second, the tutorial will examine the past and ongoing uses and abuses of Orwell's legacy by scholars and analysts on both the political left and the right. As Louis Menand argues, "almost everything in the popular understanding of Orwell is a distortion of what he really thought and the kind of writer he was." The course will conclude by examining what Orwell's thought contributes to a consideration of current issues ranging from the emergence of cancel culture to the possibilities of democratic socialism in the 21st century.

Requirements/Evaluation: 4 lead essays of 5-6 pages and 4 response essays of 2 pages.

Prerequisites: At least one introductory political science course.

Enrollment Limit: 10

Enrollment Preferences: Declared and prospective political science majors.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Unit Notes: This course could also be listed in other subfields.

Distributions: (D2)

Attributes: PSCI International Relations Courses

Spring 2025

TUT Section: T1 TR 8:30 am - 9:45 am James McAllister

PSCI 261 (F) The Arab-Israeli Conflict (WS)

This tutorial will cover the Arab-Israeli dispute--from both historical and political science perspectives--from the rise of the Zionist movement in the late nineteenth century to the present day. It will examine the various explanations that scholars have offered for why the conflict has persisted for so long, how it has evolved over time, the role that outside powers have played in shaping it, and how its perpetuation (or settlement) is likely to impact Middle East politics in the future. More specifically, the class will examine the origins of the Zionist movement; the role that the First World War played in shaping the dispute; the period of the British mandate; the rise of Palestinian nationalism; the Second World War and the creation of the state of Israel; the 1948, 1956, 1967, and 1973 Arab-Israeli wars; Israel's 1982 invasion of Lebanon and its consequences; the promise and ultimate collapse of the Oslo peace process during the 1990s and early 2000s; the rise of groups such as Hamas, Hezbollah, and Palestinian Islamic Jihad; the rightward shift in Israeli politics since 2000; the intensification of Israeli-Iranian antagonism and its implications; the shift in Israel's relations with the Sunni Arab world that has occurred in recent years; and the future of the conflict.

Requirements/Evaluation: Biweekly response papers; Biweekly critiques of partner's response papers; Class participation; Final analytical essay

Prerequisites: None

Enrollment Limit: 10

Enrollment Preferences: Political Science Majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

Writing Skills Notes: This class will require students either to write a paper or critique their partner's paper on a weekly basis. Students will also be required to redraft their papers--based on feedback from both their partner and the instructor--with the goal of improving their ability to make compelling arguments in writing.

Attributes: PSCI International Relations Courses

Not offered current academic year

PSCI 268 (S) The Israeli-Palestinian Conflict

This is an introductory course on the conflict between Israelis and Palestinians. Approaching the issue historically, the course begins by addressing the development of Zionism as a movement, the arrival of Zionists in Mandate Palestine, the pursuit by Zionists of statehood and the in-gathering of Jews, and the responses of neighboring Arab states and local Palestinians to these processes. Drawing on the writings of both Zionists and Palestinians, the course will examine debates among both, how Palestinians responded to the growing presence of Zionists, and how Zionists

conceived of Palestinians and Palestinian nationalism (both secular and religious) before, during, and after the foundation of the state of Israel. After dealing with the pre-history of the state and the nakba, the course will address recent Israeli settlement policies on the West Bank, the controversies surrounding the Oslo Agreement, and the contemporary situations in the West Bank and Gaza. Finally, the course will address contemporary controversies about the prospects and feasibility of the "one-state" and "two-state" "solutions" to the Palestinian issue, and the implications of resolving, or not resolving, the Palestinian issue to the mutual satisfaction of Israelis and Palestinians.

Requirements/Evaluation: two papers totaling 20 pages and final examination

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Political Science majors

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

Attributes: GBST Middle Eastern Studies PSCI Comparative Politics Courses

Spring 2025

SEM Section: 01 TR 9:55 am - 11:10 am Michael D. MacDonald

PSCI 280 (S) Silicon Valley: Digital Transformation and Democracy (WS)

Nearly every country in the world seeks to drive economic growth by promoting digital technologies. The universal model is Silicon Valley. In this tutorial, students will examine the origins of the Silicon Valley model and other countries' attempts to emulate it. Departing from "just so" stories of technological determinism, we take up the lens of comparative political economy to investigate the politics that allowed US tech firms to shape economic policy to meet their interests. It is no accident that tech became a symbol for economic growth in the 1970s, precisely when it also began to build powerful alliances in Washington. After investigating the origins of the Silicon Valley model, we trace attempts to adopt it in Europe and Asia, which highlight the model's political contingencies and some of the more salient conflicts over the tech sector. We focus on the ways in which the Silicon Valley model can threaten social welfare through economic inequality and precarious employment, and engage a variety of perspectives, including workplace ethnography, to examine these threats, as well as potential regulatory responses. The course concludes by considering what policies could be appropriate for supporting, while also regulating, the tech sector in the twenty-first century.

Requirements/Evaluation: Five 5-page papers; five 2-page responses; participation

Prerequisites: One introductory course in political science and/or permission of the instructor.

Enrollment Limit: 10

Enrollment Preferences: Preference will be given to sophomores and juniors majoring in PSCI and POEC.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

Writing Skills Notes: Students will write essays each week. In addition, students will read each others' work and engage in structured critique.

Attributes: POEC Comparative POEC/Public Policy Courses PSCI Comparative Politics Courses

Not offered current academic year

PSCI 290 (F) How Change Happens in American Politics (WS)

Cross-listings: LEAD 290

Primary Cross-listing

An unprecedented assault on the U.S. Capitol, the rise of white nationalism, a pandemic, economic volatility, racial reckoning, the overturning of Roe v. Wade, and rapidly evolving environmental crises -- American politics in the last four years has been tumultuous. What might we expect to come next? From the Founding to the present, the American political order has undergone cataclysmic and thoroughgoing transformations, yet it has also proven to be remarkably stable and enduring. How can this be? Where do we find continuities and where upheavals? Who or what has been responsible for the continuities, and who or what for the changes? What sorts of transformations have been possible, and why -- what marriage of individual action and contextual factors have created political change in the past and in the present? Finally, what are the costs of change (and of

continuity) -- and who pays them? In this tutorial, we assess American political change, or lack of, to gain a sense of the role that political leaders have played in driving change. We examine when and how individuals and leadership have mattered vis-à-vis broader historical and contextual factors, including war, economic developments, demographic change, and constitutional and institutional practices. We consider general models of change, as well as specific case studies, including civil rights and social justice for racial and ethnic groups, gender equality and family relations, and reactionary or traditionalist politics. Finally, we will look at arguments that America has been "exceptional" -- or, unlike other countries -- as well as critiques of these arguments to help us gain an understanding of future prospects for political transformation.

Requirements/Evaluation: participation in weekly meetings as well as 4 lead essays (5-6 pages) and 4 critiques (2 pages)

Prerequisites: one prior course in political science

Enrollment Limit: 10

Enrollment Preferences: Declared and prospective Political Science majors and Leadership Studies concentrators

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

LEAD 290(D2) PSCI 290(D2)

Writing Skills Notes: Extensive written feedback will be provided on tutorial essays and critiques. Additionally, the tutorial sessions will include attention to the quality of the written argument in the paper that is the focus of each session. At the end of the semester, students will be required to revise one of the tutorial papers incorporating the feedback, oral and written, provided by their tutorial partner and the instructor.

Attributes: LEAD Facets or Domains of Leadership POEC Depth PSCI American Politics Courses

Fall 2024

TUT Section: T1 TR 8:30 am - 9:45 am Nicole E. Mellow

PSCI 291 (S) American Political Events (WS)

Scandals. Wars and assassinations. Contested elections, Supreme Court decisions, and constitutional amendments. As large as they loom in our daily experience and our historical memory, these sorts of events--concrete, discrete things that happen in and around the political world--are often underestimated as catalysts of political change. Indeed, in the study of American political development, we often look to complex processes and underlying causes as explanations for how and why ideas, institutions, and policies both emerge and evolve. Yet for all our focus on long-term and subtle causal mechanisms, events often serve as political turning points in ways that vary over time, last for extended periods of time, and are not always entirely predictable at the time. Beginning from the presumption that change often has proximate as well as latent causes, this tutorial focuses on events as critical junctures in American politics. Our concern with these events is not with why they happened as or when they did but, rather, with how they altered the American political order once they did--with how they caused shifts in political alignments, created demands for political action, or resulted in a reordering of political values. Over the course of the semester, we will look at ten different types of events, ranging from those that seem bigger than government and politics (economic collapse) to those that are the daily grist of government and politics (speeches), in each instance juxtaposing two different occurrences of a particular category of event. In so doing, we will seek to use controversial and consequential moments in American politics as a window into deeper questions about political change and the narratives we tell about it.

Requirements/Evaluation: five 5-to 7-page essays, five 2- to 3-page critiques, and a recorded oral final reflection

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: first-years and sophomores considering a major in Political Science

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

Writing Skills Notes: Weekly writing with extensive attention to feedback, revision, and improvement.

Attributes: PSCI American Politics Courses

Not offered current academic year

PSCI 305 (F) Environmental Political Thought (WS)

Cross-listings: STS 305

Primary Cross-listing

In the face of planetary crisis, it is as difficult as it is crucial to find the time and calm "to think what we are doing" (Hannah Arendt's famous line). This course aims to hold space for that thinking; to collaboratively find the presence of mind to take the measure of the doings that caused, and that may redress, the awful reality of earth's degradation. To do so, we will read, discuss, and write about some of the most significant book-length works of environmental political thought published in the last five years. These books conceptualize and intervene into the politics of phenomena such as climate change, species depletion, toxic pollution and (a special interest of the instructor) waste by applying--and sometimes reinventing--approaches from political theory, political economy, science & technology studies, philosophy, and critical theory. They consider the enmeshment of environmental problems with racism, colonialism, economic inequality, and speciesism, among other modalities of power, and weigh the promise of political action and organization to reconstitute relationships among earth's human and more-than-human elements. By interpreting, evaluating, applying and extending the arguments of these books in discussion and writing, students will be challenged to scrutinize their preconceptions and develop, support and articulate original arguments about politics and the environment.

Requirements/Evaluation: Four mini-essays of 2-3 pages each; one final paper of 7-10 pages that incorporates substantially revised material from at least one mini-essay; class participation

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Political theory concentrators, Political Science majors

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

PSCI 305(D2) STS 305(D2)

Writing Skills Notes: Students will discuss and fine-tune their writing processes in class and office hours. Students will be given written feedback on mini-essays, with particular attention to developing a sense of voice and purpose in written argumentation. This feedback will support their revision of at least one mini-essay as part of writing the final paper.

Attributes: PSCI Political Theory Courses

Fall 2024

SEM Section: 01 W 7:00 pm - 9:40 pm Laura D. Ephraim

PSCI 307 (F) American National Identity and State Power (WS)

Debates over American national identity, or what it means to be an American, have intensified in recent years, with a resurgent white Christian nationalism challenging progressive aspirations for a multiracial, environmentally sustainable, liberal democracy. At the same time, Republicans and Democrats fight over the scope and limits of government power on policies ranging from taxation and spending, to abortion, immigration, healthcare, policing, gun ownership, and voting rights. Are these conflicts related, and if so, how? Does how Americans define themselves as a nation inform the shape of the American state and the types of policies it creates? Or is it the reverse? Does the state and its policies make the nation, as many scholars claim? This tutorial investigates the relationship between state and nation over time in the United States. We will explore conflicts over how "the people" are defined in different moments, and we will examine how these conflicts connect to the exercise of state power in areas including territorial expansion, census taking, public health, immigration, social welfare, and policing.

Requirements/Evaluation: Five 5- to 7-page essays, five 2- to 3-page critiques, and a revised and extended 10- to 12-page final essay

Prerequisites: At least one political science class or permission of instructor.

Enrollment Limit: 10

Enrollment Preferences: Political science majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

Writing Skills Notes: Extensive written feedback will be provided on tutorial essays and critiques. Additionally, the tutorial sessions will include attention to the quality of the written argument in the paper that is the focus of each session. At the end of the semester, students will be required to revise one of the tutorial papers incorporating the feedback, oral and written, provided by their tutorial partner and the instructor.

Attributes: PSCI American Politics Courses

Not offered current academic year

PSCI 310 (F) New York City Politics: The Urban Crisis to the Pandemic (WS)

Cross-listings: LEAD 332

Primary Cross-listing

This course examines New York City's political history from the 1970s to the present—a period during which the city underwent staggering economic and social changes. In the mid-1970s, New York was a poster child of urban crisis, plagued by arson and housing abandonment, crime, the loss of residents and jobs, and failing public services. By the early 21st century, the city had largely met these challenges and was once again one of the most diverse and economically vital places on earth—but also one marked by profound inequality. This course will examine how New Yorkers have contested core issues of capitalism and democracy—how those contests have played out as the city itself has changed and how they have shaped contemporary New York. Broad themes will include the city's role as a showcase for neoliberalism, neoconservatism, technocratic centrism, and progressivism; the politics of race, immigration, and belonging; the relation of city, state, and national governments; and the sources of contemporary forms of inequality. Specific topics will include policing, school reform, and gentrification. As the primary assignment in the course, students will design, research, and write a 20-page paper on a topic of their choice.

Requirements/Evaluation: active class participation, 2-page preliminary proposal, 10-page research proposal, 2-page peer feedback, 18- to 20-page research paper

Prerequisites: none

Enrollment Limit: 14

Enrollment Preferences: Political Science majors and Leadership Studies concentrators

Expected Class Size: 14

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

LEAD 332(D2) PSCI 310(D2)

Writing Skills Notes: Students will develop their research papers over the course of the semester, receiving from the instructor at each stage of the process timely comments on their writing skills, with suggestions for improvement. Feedback will take the form of written comments, class workshops, and one-on-one meetings with the professor.

Attributes: LEAD American Domestic Leadership LEAD Facets or Domains of Leadership POEC Depth POEC Skills PSCI American Politics Courses PSCI Research Courses

Not offered current academic year

PSCI 311 (F) Congress

Cross-listings: LEAD 311

Primary Cross-listing

Even before the pandemic, scholars, pundits, and the public thought Congress was in a state of crisis. Riven by polarized partisanship and gridlock, the most powerful assembly in the world seemed incapable of representing citizens and addressing problems. This seminar focuses on how Congress organizes itself to act as a collective body. In an organization comprised of equals, how and why do some senators and representatives acquire more power and authority than others? How does Congress act as an institution and not just a platform for 535 individuals? Why does Congress not act, especially when the U.S. confronts so many pressing problems, and how do legislators justify inaction? In what ways does this institution promote or hinder the legitimacy, responsiveness, and responsibility expected of a democratic governing institution?

Requirements/Evaluation: class participation, two short papers, and a final research paper

Prerequisites: PSCI 201 or permission of instructor

Enrollment Limit: 14

Enrollment Preferences: Political Science majors with American Politics concentration and Leadership Studies concentrators

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

PSCI 311(D2) LEAD 311(D2)

Attributes: POEC U.S. Political Economy + Public Policy Course PSCI American Politics Courses PSCI Research Courses

Not offered current academic year

PSCI 315 (S) Parties in American Politics

Cross-listings: LEAD 315

Primary Cross-listing

Is the American party system what's wrong with American politics? It has been said that parties are essential to democracy, and in the U.S., political parties have played a central role in extending democracy, protecting rights, and organizing power. But their worth is a continuing subject of debate. Although parties have been celebrated for linking citizens to their government and providing the unity needed to govern in a political system of separated powers, they have also been disparaged for inflaming divisions among people and grid-locking the government. Other critics take aim at the two-party system with the claim that the major parties fail to offer meaningful choices to citizens. This course will investigate this debate over parties by examining their nature and role in American political life, both past and present. Throughout the course, we will explore such questions as: What constitutes a party? For whom do they function? How and why have they changed over time? Why a two-party system, and what role do third parties play? Is partisanship good or bad for democracy? For governance? What is the relationship between parties and presidents? How does partisanship become tribalism or polarization, and can this be prevented? We will explore answers to these questions through seminar discussion, analytic essays, and independent research culminating in the writing of a longer (15 to 20 page) research paper.

Requirements/Evaluation: In addition to active seminar participation, students will be responsible for writing two shorter (5-7 page) papers and a longer research paper (15-20 pages).

Prerequisites: prior political science course at the 200 or 300 level

Enrollment Limit: 14

Enrollment Preferences: Political Science majors

Expected Class Size: 14

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

PSCI 315(D2) LEAD 315(D2)

Attributes: POEC Depth POEC Skills PSCI American Politics Courses PSCI Research Courses

Spring 2025

SEM Section: 01 MWF 11:00 am - 12:15 pm Nicole E. Mellow

PSCI 316 (F) Policy Making Process

Politics as usual. It's a phenomenon we all love to hate. But what does it mean? When government policy is decided by politics, does that mean the policy is necessarily bad? Can we get rid of politics in policy making or improve on it somehow? What would "politics as unusual" look like anyway? This class examines the policy making process with particular emphasis on the United States: How do issues get defined as problems worthy of government attention? What kinds of alternatives are considered as solutions to these problems? Why do we end up with some policies but not others? Do certain kinds of processes yield better policies than others? How should we decide what constitutes a good policy?

Requirements/Evaluation: several short papers, research paper, class participation

Prerequisites: one course in PSCI or permission of instructor

Enrollment Limit: 14

Enrollment Preferences: Political Science and Political Economy majors, and students with an interest in public policy

Expected Class Size: 14

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

Attributes: POEC Depth POEC Skills PSCI American Politics Courses PSCI Research Courses

Fall 2024

SEM Section: 01 TR 11:20 am - 12:35 pm Cathy M. Johnson

PSCI 319 (F)(S) Marine Policy (DPE) (WS)

Cross-listings: ENVI 351 / CAOS 351

Secondary Cross-listing

Coastal communities are home to nearly 40% of the U.S. population, but occupy only a small percentage of our country's total land area. Intense population density, critical transportation infrastructure, significant economic productivity, and rich cultural and historic value mark our coastal regions as nationally significant. But, coastal and ocean-based climate-induced impacts such as sea level rise, ocean warming and acidification pose extraordinary challenges to our coastal communities, and are not borne equally by all communities. This seminar considers our relationship with our ocean and coastal environments and the foundational role our oceans and coasts play in our Nation's environmental and economic sustainability as well as ocean and coastal climate resiliency. Through the lens of coastal and ocean governance and policy-making, we critically examine conflict of use issues relative to climate change, climate justice, coastal zone management, fisheries, ocean and coastal pollution and marine biodiversity.

Class Format: This class is taught only at Williams-Mystic in Mystic, Connecticut and includes coastal and near-shore interdisciplinary field seminars, and 10 days offshore.

Requirements/Evaluation: Weekly Readings; Class Participation; Small and large group strategy exercises (written and oral); Written Research Project: issues paper and draft research paper; Final Research Project: multiple formats available

Prerequisites: none

Enrollment Limit: 23

Enrollment Preferences: must be enrolled at Williams-Mystic in Mystic, Connecticut

Expected Class Size: 22

Grading: no pass/fail option, no fifth course option

Unit Notes: must be enrolled at Williams-Mystic in Mystic, Connecticut

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

PSCI 319(D2) ENVI 351(D2) CAOS 351(D2)

Writing Skills Notes: Each student will write one 3-5 page research issues paper and one 8-10 page draft research paper as well as a final project with written components equaling 5-8 pages. Each submission receives written feedback from the professor, including research guidance, input on grammar, structure, language, analysis. Students also receive verbal feedback in individual conferences to discuss research paper organization, analysis, structure and grammar as well as final project input.

Difference, Power, and Equity Notes: Coastal and ocean policy issues relating to climate change, coastal zone management, fisheries, ocean pollution and marine biodiversity impact environmental and climate justice. Students examine coastal governance while considering the disproportionate burdens on underrepresented populations in U.S. coastal communities caused by climate change and coastal policies. Students analyze multi-disciplinary evidence and work to strengthen their integrative, analytical, writing, and advocacy skills.

Attributes: ENVI Environmental Policy EXPE Experiential Education Courses POEC Depth

Fall 2024

SEM Section: 01 F 9:00 am - 12:00 pm

Spring 2025

SEM Section: 01 F 9:00 am - 12:00 pm

PSCI 320 (F) Heroes and Villains: Iconic Leadership and the Politics of Memory (WS)

Cross-listings: LEAD 320

Secondary Cross-listing

Americans have been arguing intensely in recent years about how we should remember the leaders from our nation's past. Does Thomas Jefferson's statue belong on a university campus? Should college dorms be named for John C. Calhoun and Woodrow Wilson? Should Harriet Tubman's portrait replace Andrew Jackson's on the \$20 bill? In this course we will look at how people in the United States and elsewhere have used their leaders' images to hash out larger political issues of national identity, purpose, and membership. Why has historical commemoration gotten so contentious--or has it always been contentious? What's really at stake when we depict our leaders? How (if at all) should we reconcile contemporary morality with historical context in assessing the leaders from our past? To address these questions, we will study portrayals of some of the most famous leaders in American history--including Alexander Hamilton, Abraham Lincoln, and Martin Luther King, Jr. Our sources will include political speeches, literature, film, and journalism as well as monuments and museum exhibits; though our examples will be drawn mostly from the United States, our conceptual framework will be transnational. As a final assignment, students will write an 18-20 page research paper on a topic of their choice related to the core themes of the course.

Requirements/Evaluation: Seminar participation, research proposal, peer workshop, research paper, in-class research presentation

Prerequisites: previous course in Leadership Studies, or Political Science, or permission of instructor

Enrollment Limit: 14

Enrollment Preferences: Leadership Studies concentrators, Political Science majors

Expected Class Size: 14

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

LEAD 320(D2) PSCI 320(D2)

Writing Skills Notes: Students will receive consistent and ongoing feedback as they develop, propose, and complete a substantial research paper. Feedback will take the form primarily of written comments from the instructor, in-class workshopping, and peer feedback.

Attributes: LEAD American Domestic Leadership LEAD Facets or Domains of Leadership PSCI Research Courses

Fall 2024

SEM Section: 01 TF 1:10 pm - 2:25 pm Mason B. Williams

PSCI 321 (F) Immigration Politics in the U.S.

The U.S. Census Bureau estimates that non-Hispanic whites will no longer be the majority racial group in the U.S. by 2044. This demographic change is fueled by past and current immigration, and the politics surrounding American immigration policy have intensified as a result. Donald Trump's rise to the presidency was fueled in part by his pledge to build a wall between the U.S. and Mexico. Meanwhile, efforts to reform the nation's immigration laws have been stuck in gridlock for years. How did we get to this point and what does the future hold? Why is immigration policy so contentious? What is at stake, and what do different groups believe to be at stake? To answer these questions, we will examine immigration from a multidisciplinary lens, but with special attention to immigration politics and policy. We will examine the history of immigration to the U.S. and the policies that have shaped it; recent developments in electoral and protest politics; the policy initiatives of recent presidential administrations, Congress, and state and local governments; and the incorporation of immigrants into U.S. society and politics, past and present.

Requirements/Evaluation: one 2- to 3-page paper; one 5- to 7-page paper; one oral presentation; one 15- to 20-page research paper; and class participation

Prerequisites: none

Enrollment Limit: 14

Enrollment Preferences: Political Science majors

Expected Class Size: 14

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

Attributes: POEC U.S. Political Economy + Public Policy Course PSCI American Politics Courses PSCI Research Courses

Not offered current academic year

PSCI 323 (S) Law and Politics of the Sea

Cross-listings: CAOS 323

Primary Cross-listing

Can international law save the seas? That is one current bet. The sea law regime centers on the United Nations Convention on the Law of the Sea (UNCLOS), which gathers into one place what most countries consider to be scattered ancient laws about piracy, transit through other countries' territorial waters, fishing, jurisdiction over ships, and so forth. It also creates ocean zones, with rules for each, and a system for taxing firms that it licensed to exploit minerals on the high seas, and sharing the proceeds with developing countries. It seeks to mitigate conflicts among countries and companies as they energetically compete to exploit the seas. In 2023, UNCLOS launched a follow-on treaty, the Agreement on the Conservation and Sustainable Use of Marine Biological Diversity of Areas Beyond National Jurisdiction (BBNJ), which adds areas in the high seas that all nations commit to protect. This course explores the politics and practices that arise from UNCLOS and BBNJ. We engage with the agreements' history, content, and exclusions, examine the incentives they provides states and criminals, and assess the way that geopolitical and climate collapse create new opportunities and constraints for states, firms, international organizations, and activists. Topics include piracy, naval officers' guidelines, conflict in the South China Sea, bonded labor, refugee quarantine on islands, marine genetic resources, Arctic transit, and ocean pollution. This is a way to understand major deals regarding the oceans; it is also a way to understand what it means to consider an international legal agreement a solution to something.

Requirements/Evaluation: Three 6-page papers, longer final paper, class participation including weekly writing

Prerequisites: Introduction to International Relations, and/or International Law, or permission of instructor

Enrollment Limit: 18

Enrollment Preferences: Political science majors, Marine Studies majors, seniors

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

CAOS 323(D2) PSCI 323(D2)

Attributes: PSCI International Relations Courses

Spring 2025

SEM Section: 01 TR 11:20 am - 12:35 pm Cheryl Shanks

PSCI 326 (S) The Cyber Revolution (WS)

This is a course about how the advent of digital technologies, and especially those related to cybersecurity, have reshaped international politics, as well as how they might affect the world order in the future. At its most basic level, it addresses a question that is of fundamental importance to both scholars and policymakers alike: Have cyberweapons and digital technologies revolutionized the way that international politics works, in a manner similar to the impact that nuclear weapons have had on the international system since 1945? Specifically, the course will focus on what is known as the "theory of the cyber revolution"; threats to critical infrastructure; the most significant cyberattacks that have occurred to date, namely, the US-Israeli Stuxnet attack on Iran's nuclear facilities in 2006-2010 and Russia's NotPetya attack on Ukraine in 2017; zero-day markets; information warfare and its effects on, respectively, authoritarian and democratic political systems; and the role that critical information technologies--such as advanced semiconductors, quantum computing, and artificial intelligence systems--might play in the evolution of international security competition in future decades.

Requirements/Evaluation: Biweekly analytical essays, biweekly critiques, final paper, class participation

Prerequisites: PSCI 120

Enrollment Limit: 10

Enrollment Preferences: Preference given to PSCI majors, especially those concentrating in the international relations subfield

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

Writing Skills Notes: Students will be writing biweekly analytical essays, biweekly critiques of their partner's work, and a final paper. Moreover, they will be providing peer review of one another's work throughout the semester.

Attributes: PSCI International Relations Courses

Spring 2025

TUT Section: T1 TBA Galen E Jackson

PSCI 329 Politics of the Powerless

American politics is often unequal, and well-organized advantaged interests tend to triumph. What do disadvantaged interests do in light of these power dynamics? Give up? Compromise? Struggle on? Why do relatively powerless interests sometimes win in American politics? Is it because they have an exceptional leader? A phenomenal strategy? Fortuitous events? This course examines the political dynamics of disputes in which disadvantaged interests push for major change. We will study past campaigns and then research and discuss contemporary reform efforts.

Requirements/Evaluation: class discussion, two short papers, and research paper

Prerequisites: one course in Political Science or permission of instructor

Enrollment Limit: 14

Enrollment Preferences: Political Science majors with interest in American politics

Expected Class Size: 14

Grading:

Distributions: (D2)

Attributes: PSCI American Politics Courses PSCI Research Courses

Not offered current academic year

PSCI 332 (S) The Body as Property (DPE)

From an ethical standpoint, human bodies are fundamentally different from objects that can be owned, acquired, and exchanged. Yet history furnishes us with countless examples of laws, administrative rules, and social conventions that treat the human body as a form of property. The institution of slavery is a particularly egregious example. But there are other examples of treating the body as property that seem more ambiguous, or even benign: the employment contract in which bodily services are offered in exchange for payment; the feminist slogan "my body, my choice"; or even the every-day transfer of bodily properties into creative projects that then become part of the things people own --- chairs, tables, houses, music, art, and intellectual property. If it is not itself a form of property, how can we explain the use of the human body to acquire possessions, create wealth, and mediate the exchange of other kinds of property? These and other tensions between the concept of property and that of humanity will be the focus of this course. How is property defined, and how far should law go to erode or reinforce distinctions between property and humanity? Course readings focus on Locke, Hegel, Marx, and critical perspectives from feminist theory, critical theory, and critical legal studies (Cheryl Harris, Alexander Kluge, Oskar Negt, Carole Pateman, Rosalind Petchesky, and Dorothy Roberts, among others).

Requirements/Evaluation: five 5- to 7-page essays, five 2- to 3-page critiques, and a 2-3-page final reflection essay.

Prerequisites: prior coursework in political theory, cultural theory, philosophy, or permission of instructor

Enrollment Limit: 10

Enrollment Preferences: Political Science majors (priority given to those concentrating in Political Theory); Justice & Law Studies concentrators (priority given to those with extensive JLIST coursework).

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: The course fulfills the Difference, Power, and Equity (DPE) requirement by examining how, in the context of legally-sanctioned power relations, bodily differences are constructed, monetized, and used to generate wealth. Race, class, and gender inequalities are central to the analysis.

Attributes: JLIST Interdepartmental Electives PSCI Political Theory Courses

Not offered current academic year

PSCI 334 (S) Theorizing Global Justice

While economic exchanges, cultural convergence, and technological innovations have brought people in different parts of the world closer together than ever before, globalization has also amplified differences in material wealth and social inequalities. Ill health, inadequate sanitation, and lack of access to safe drinking water are increasingly common. Yet, more than ever before, the means exist in affluent regions of the world to alleviate the worst forms of suffering and enhance the well-being of the poorest people. How are we to understand this contradiction as a matter of justice? What is the relationship between justice and equality, and what do we owe one another in a deeply divided world? Course readings will engage your thinking on the central debates in moral philosophy, normative approaches to international political economy, and grassroots efforts to secure justice for women and other severely disadvantaged groups. Key theorists include Amartya Sen, Martha Nussbaum, John Rawls, Thomas Pogge, Nancy Fraser, Paul Farmer, Vandana Shiva, Majid Rahnema, and Enrique Dussel.

Class Format: discussion

Requirements/Evaluation: oral presentation, weekly blog posts, and three papers (3 pages, 7 pages and 8-10 pages)

Prerequisites: at least one course in political theory or philosophy or permission of instructor

Enrollment Limit: 16

Enrollment Preferences: Political Science majors and concentrators in Political Theory

Expected Class Size: 14

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Attributes: GBST Borders, Exiles + Diaspora Studies JLST Interdepartmental Electives PHIL Related Courses PSCI Political Theory Courses

Spring 2025

SEM Section: 01 MR 1:10 pm - 2:25 pm Nimu Njoya

PSCI 337 (S) Visual Politics

Cross-listings: ARTH 337 / AMST 370

Primary Cross-listing

Even casual observers know that appearances matter politically and that the saturation of politics by visual technologies, media, and images has reached unprecedented levels. Yet the visual dimensions of political life are at best peripheral topics in contemporary political science and political theory. This seminar explores how our understanding of politics and political theory might change if visibility were made central to our inquiries. Treating the visual as a site of power and struggle, order and change, we will examine not only how political institutions and conflicts shape what images people see and how they make sense of them but also how the political field itself is visually constructed. Through these explorations, which will consider a wide variety of visual artifacts and practices (from 17th century paintings to the optical systems of military drones and contemporary forms of surveillance), we will also take up fundamental theoretical questions about the place of the senses in political life. Readings may include excerpts from ancient and modern theorists, but our primary focus will be contemporary and will bring political theory into conversation with other fields, particularly art history and visual studies but also film and media studies, psychoanalysis, neuroscience, and STS. Possible authors include Arendt, Bal, Belting, Benjamin, Browne, Buck-Morss, Butler, Campt, Clark, Crary, Debord, Deleuze, Fanon, Foucault, Freedberg, Hobbes, Kittler, Mercer, Mitchell, Mulvey, Plato, Rancière, Scott, Sexton, Starr, Virilio, Warburg, and Zeki.

Requirements/Evaluation: regular, engaged class participation, several Glow posts, and *either* three 7- to 8-page papers *or* on short and one much longer paper.

Prerequisites: at least one prior course in political theory, cultural theory, visual studies, or art history; or permission of instructor

Enrollment Limit: 16

Enrollment Preferences: Political Science and Art History majors (including students in the grad program); then qualified students from all disciplines welcome, space permitting

Expected Class Size: 16

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTH 337(D1) AMST 370(D2) PSCI 337(D2)

Attributes: PSCI Political Theory Courses

Not offered current academic year

PSCI 344 (S) Palestinian Nationalism

Palestinian Nationalism: This tutorial will cover the history, bases of support, objectives, and accomplishments and failures of Palestinian nationalism over the past century. It will address how the Palestinian nation has been defined, who has defined it, what factions and classes have controlled its organizations, and the reasons why it has failed to achieve its goals. The tutorial will address the evolution of Palestinian nationalism historically and thematically, employing both primary and secondary sources. The readings will consist mostly of Palestinian authors, with an emphasis on documents, histories, and political analyses. Two questions will anchor the tutorial: how is the nation defined and what, if any, class interests are folded into various definitions?

Requirements/Evaluation: Read the assigned materials, write a 5-page paper every other week, and comment on the student's partner's paper in the other weeks.

Prerequisites: Political Science Majors and students with background in Middle East

Enrollment Limit: 10

Enrollment Preferences: Political Nationalism

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

Not offered current academic year

PSCI 345 (F) The Meaning of Life and Politics in Ancient Chinese Thought

Cross-listings: ASIA 345

Primary Cross-listing

How can we live a good life? What standards should we use to judge how political power is constituted and used? This class will involve students in close reading of, and exegetical writing about, core texts of ancient Chinese philosophy in English translation. The purpose is to gain an understanding of a number of different perspectives on life and politics, especially Confucianism, Legalism and Daoism. While the primary focus will be on the meaning of the texts in the context of their own times, contemporary applications of core concepts will also be considered. The class will begin with background readings, since no prior work in Chinese philosophy or history is assumed. Then the class will read significant portions of the following canonical works: *Yijing*, *Analects*, *Mencius*, *Daodejing*, *Zhuangzi*, and *Han Feizi*.

Requirements/Evaluation: two 5-page papers and one 15-page paper

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: preference to seniors but all are welcome.

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ASIA 345(D2) PSCI 345(D2)

Attributes: GBST East Asian Studies LEAD Facets or Domains of Leadership PSCI Comparative Politics Courses PSCI Political Theory Courses

Not offered current academic year

PSCI 349 (S) Cuba and the United States (DPE) (WS)

We examine the long and deeply felt history of dependence and conflict between Cuba and its colossal neighbor to the north. The course begins with the political economy of the colony, then covers the Cuba- US relationship from José Martí and 1898 through the Cold War to the present, emphasizing the revolutionary period. Tutorial topics include: sovereignty and the Platt Amendment; culture and politics; race and national identity;

policies on gender and sexual identity; the institutions of "popular power"; the post-Soviet "Special Period"; the evolution of the Cuban exile community in the US; and the fraught agenda of reform and generational transition. Materials include journalism, official publications, biographies, travel accounts, polemics, policy statements of the US government, and a wide range of academic works.

Class Format: a lecture in the first week; then ten weeks of tutorial; then a discussion class in the final week

Requirements/Evaluation: five 5- to 6-page papers, five 1- to 2-page responses, and one 1-page essay for the final class

Prerequisites: any course on Latin America or permission of instructor

Enrollment Limit: 10

Enrollment Preferences: Political Science majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

Writing Skills Notes: Assignments are graded and returned weekly. After each student has written one long paper and one response, the professor meets with them individually to discuss the composition and presentation of each genre. For the final class, students write a one-page paper in E' (E-prime), English without the verb "to be."

Difference, Power, and Equity Notes: Among other topics, the course describes an independence war fought by insurgents dedicated to color-blind citizenship (even as the "civilized world" embraced scientific racism); neo-colonialism under the Platt Amendment and after; race and the Revolution; gender and the changing treatment of sexual identity under the Revolution; and the categorical power differences that arise when only one political party is permitted to organize.

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora AMST Space and Place Electives GBST Latin American Studies LATS Countries of Origin + Transnationalism Elect PSCI Comparative Politics Courses

Not offered current academic year

PSCI 353 (S) What is Democracy?

This is a research course that will investigate the meaning of democracy through readings and a research paper. The readings will begin with claims that democracy consists of government by elites, that the democratic component consists of elections that amount to choosing between rival slates of elites, and that agreements among elites set the boundaries for permissible democratic decision making. To examine this claim, the readings will address two fundamental issues. First, it will consider the the terms of American foreign policy after the Cold War, how it sets these, and continuities and discontinuities between the Clinton and Bush administrations. Where did Democratic and Republican foreign policy elites agree and disagree and what happened to proposals that were outside the elite consensus? Second, the course will consider the prelude and official responses to the 2008-11 financial crisis. What policies paved the way for and resolved the crisis, how were they reached, and who participated in formulating them? In other words, to what extent and in what respects were these fundamental turning points made "democratically"? Having done preliminary reading on these two issues, students will conduct in-depth research into aspects of one of these questions and write a research paper.

Requirements/Evaluation: One 5 page paper, 25 page research paper, presentation of paper to class, and class participation.

Prerequisites: Instructors permission.

Enrollment Limit: 14

Enrollment Preferences: Political Science majors or prospective majors, sophomores, juniors, and seniors, and permission of instructor.

Expected Class Size: 14

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

Attributes: POEC Depth POEC Skills PSCI American Politics Courses PSCI Comparative Politics Courses PSCI International Relations Courses PSCI Research Courses

Spring 2025

SEM Section: 01 TR 11:20 am - 12:35 pm Michael D. MacDonald

PSCI 354 (F) Nationalism in East Asia

Cross-listings: HIST 318 / ASIA 354

Primary Cross-listing

Nationalism is a major political issue in contemporary East Asia. From anti-Japanese demonstrations in China, to tensions on the Korea peninsula, to competitive elections in Taiwan, to controversies in Japan about how history is portrayed in high school textbooks, national identity is hotly debated and politically mobilized all across the region. This course begins with an examination of the general phenomena of nationalism and national identity and their historical development in East Asia. It then considers how nationalism is manifest in the contemporary politics and foreign relations of China, Japan, South Korea, North Korea and Taiwan.

Requirements/Evaluation: 2-3 short papers; final exam

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: in the following order, seniors, juniors, sophomores, then first-years

Expected Class Size: 25

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

PSCI 354(D2) HIST 318(D2) ASIA 354(D2)

Attributes: GBST East Asian Studies HIST Group B Electives - Asia PSCI Comparative Politics Courses

Not offered current academic year

PSCI 356 (S) Democratization in India and Pakistan

Cross-listings: GBST 357 / ASIA 356

Primary Cross-listing

Democratization has had both successes and failures in postcolonial South Asia. The region is home to the world's largest democracy in India, often cited as an unlikely and puzzling success story. At the same time, periods of democratic rule in Pakistan and Bangladesh are broken up by military interference, Sri Lanka's democracy is plagued by ethnic conflict, and Afghanistan has been unable to sustain democracy due to weak state institutions. What explains this diverse and uneven pattern of democracy in South Asia? The course delves into theories on political parties, ethnic politics, electoral institutions, civil-military relations, political violence, state-building, inter-state conflict, and civil wars to understand the variation in regime type in the region. It covers domestic and international factors that lead to democratization and democratic backsliding. We will focus on the role of political parties in democratization; the emergence of political dynasties; changes in the characteristics of the political elite; investigate claims of democratic deepening; and examine the effect of inter-state wars, land disputes, and insurgencies on democratic stability in the region.

Requirements/Evaluation: three 5 to 7-page papers or one research paper; presentation; class participation

Prerequisites: previous course in political science or permission of the instructor

Enrollment Limit: 16

Enrollment Preferences: preference given to political science majors

Expected Class Size: 14

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

GBST 357(D2) PSCI 356(D2) ASIA 356(D2)

Attributes: GBST South + Southeast Asia Studies PSCI Comparative Politics Courses

Not offered current academic year

PSCI 357 (S) Senior Seminar: Leadership and the Anxieties of Democracy (WS)

Cross-listings: LEAD 425

Secondary Cross-listing

This course, the senior capstone for Leadership Studies, examines the challenges and opportunities facing political leaders in contemporary liberal democracies. We will begin by seeking to place our current moment in the longer arc of history, examining the distinctive institutional and structural

constraints facing contemporary political leaders and examining in detail previous eras in which the American political system has come under great pressure. Then, we will look at some important factors that shape how followers approach would-be leaders: inequality and economic precarity; identity and group consciousness; notions of membership, community, and hierarchy; and fraying institutions. While the course will focus primarily on the United States, our conceptual framework will be global. Our primary questions will be these: Why does transformative leadership seem so difficult today? How does political leadership in the 21st century differ from leadership in earlier eras? What conditions are necessary to sustain effective leadership in the contemporary world? As a final assignment, students will craft an 18-20-page research paper on a topic of their choice related to the themes of the course.

Requirements/Evaluation: Seminar participation, research proposal, peer workshop, research paper, in-class research presentation

Prerequisites: LEAD 155 or permission of the instructor

Enrollment Limit: 14

Enrollment Preferences: Open to Leadership Studies concentrators or with the permission of the instructor; preference given to Political Science majors

Expected Class Size: 14

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

LEAD 425(D2) PSCI 357(D2)

Writing Skills Notes: Students receive iterative feedback on their research projects: Their initial proposals receive substantive feedback from fellow students as well as substantive and stylistic feedback from the professor looking toward a formal proposal; and their formal proposals receive extensive comments from both the professor and a student colleague looking toward the final paper. The students will submit writing for feedback the third week of March, the third week of April, and the third week of May.

Attributes: LEAD Facets or Domains of Leadership POEC Depth POEC Skills PSCI American Politics Courses PSCI Research Courses

Spring 2025

SEM Section: 01 W 1:10 pm - 3:50 pm Mason B. Williams

PSCI 360 (F) Right-Wing Populism

After the fall of the Berlin Wall in 1989, the political scientist Francis Fukuyama famously declared "the end of history". From now on only liberal democracy, free market capitalism, and global integration had a future. Everything else -- including political ideology, nationalism, conservative religion, and sovereignty -- was consigned to the ash heap. Thirty years later the future looks seriously derailed. A right-wing populism marked by Brexit, Trump, Le Pen, and a host of 'far-right' political movements in the very heartland of democratic globalizing capitalism has shaken liberal certainties. This course is an investigation into contemporary right-wing populism in Europe and North America in its social, economic, and political context. We will discuss theories of right-wing populism's appeal from both left and right perspectives. We will also investigate specific cases of right-wing populism including France's National Rally and Eric Zemmour, the Netherlands' Geert Wilders, Sweden's Sweden Democrats, Hungary's Fidesz, Poland's Law and Justice Party, and America's Trumpism and QAnon. We will also reflect on important electoral tests of right-wing populism in 2024, especially the US presidential election and (perhaps) the UK general election.

Requirements/Evaluation: two short papers; one research proposal; every-class discussion questions; class participation.

Prerequisites: one course in comparative or American politics; or permission of instructor

Enrollment Limit: 18

Enrollment Preferences: Political Science majors

Expected Class Size: 16

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

Attributes: PSCI Comparative Politics Courses PSCI Research Courses

Fall 2024

SEM Section: 01 MR 2:35 pm - 3:50 pm Darel E. Paul

PSCI 361 (S) Black Political Thought

Cross-listings: AFR 364

Primary Cross-listing

This seminar will introduce students to the study of Black Political Thought as a set of critical normative and diagnostic gestures that help theorize the Black experience. By thrusting students into the "problem space" of Black Political Thought, students will examine the historical and structural conditions, normative arguments, theories of action, ideological conflicts, and conceptual evolutions that help define African American political imagination. Students will take up the central philosophical questions that shaped the tradition from the early nineteenth century to the present by engaging historical thinkers like Anna Julia Cooper, W.E.B. DuBois, Frantz Fanon, Ida B. Wells-Barnett, and Ella Baker and contemporary theorists like Saidiya Hartman, Charles Mills, bell hooks, and Frank Wilderson--among others. Guided by a Black diasporic consciousness, students will explore the canon's structural and ideological accounts of slavery, colonialism, patriarchy, racial capitalism, Jim Crow, and state violence and, subsequently, critique and imagine visions of Black liberation. With a theoretical grounding in the "Black radical tradition," students will leave this course with the conceptual resources and philosophical tools needed to realize political theory's potential as an instrument they can employ in their daily lives to normatively and diagnostically evaluate political, economic, cultural, and social institutions.

Requirements/Evaluation: Weekly discussion questions; two (1-2 pages) short reading responses; and three essay-style writing assignments, including one short (3-4 pages), one medium (5-6 pages), and one longer (10-12 pages)

Prerequisites: at least one prior course in political theory or permission of the instructor

Enrollment Limit: 16

Enrollment Preferences: political theory concentrators, Political Science majors, Africana majors

Expected Class Size: 16

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

PSCI 361(D2) AFR 364(D2)

Attributes: AFR Core Electives AFR Theories, Methods, and Poetics PSCI Political Theory Courses

Not offered current academic year

PSCI 375 (S) Modern Jewish Political Theory

Cross-listings: REL 330 / JWST 492

Secondary Cross-listing

By the late 19th century, Jews across Europe were faced with an urgent political problem. Amidst burgeoning national self-consciousness throughout the continent, despite the liberatory promises of the Enlightenment, Jews remained a vulnerable, segregated, and stigmatized minority population. Jews had to decide where to pin their hopes. Should they ally themselves with the liberals or the communists? Should they embrace nationalism or cosmopolitanism? Should they, perhaps, abandon Europe altogether and re-constitute themselves elsewhere? If so, should they focus their efforts on relocation to the historical land of Israel? Or could they go anywhere? Wherever they might go, should they aspire to build a modern Jewish nation-state, a semi-autonomous Jewish community, or some other arrangement? Should this coincide with the cultivation of a distinctively Jewish modern language? If so, should it be Hebrew or Yiddish? In this course we will assess various answers to these questions proffered by Jewish political thinkers in the modern period. We will pay particular attention to the construction of "Jews" and "Judaism" in these arguments. And we will ask persistently: what constitutes a "Jewish justification" for a political claim in modern Jewish political theory? Coverage will include: Jewish liberalism, political Zionism, Yiddishist autonomism, messianic quietism, and other views. We will read mostly primary sources, including texts by: Hermann Cohen, Theodore Herzl, Chaim Zhitlowsky, Franz Rosenzweig, Leo Strauss, Hannah Arendt, and many others.

Requirements/Evaluation: six short (1-2 pages) response papers; two 6- to 8-page papers, each analyzing a different view in depth; a final 18- to 20-page paper that incorporates the two previously submitted 6-8 page papers, but also compares the two views and adjudicates between them

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Religion majors, Jewish Studies concentrators, and Political Science students on the "Theory" track

Expected Class Size: 18

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

REL 330(D2) PSCI 375(D2) JWST 492(D2)

Attributes: JWST Capstone Course JWST Core Electives

Not offered current academic year

PSCI 376 (S) The Impact of Black Panther Party Intellectuals on Political Theory (DPE) (WS)

Cross-listings: INTR 320 / LEAD 319 / AMST 308

Secondary Cross-listing

This seminar examines the historical and contemporary impact of the Black Panther Party--and key allies such as Angela Davis--on political theory. Texts include: narratives from 1966-2016; memoirs; political critiques; theoretical analyses; interviews; speeches; government documents. The seminar will examine: original source materials; academic/popular interpretations and representations of the BPP; hagiography; iconography; political rebellion, political theory. Readings: *Liberation, Imagination and the Black Panther Party*; *Soledad Brother: The Prison Writings of George Jackson*; *Mao's Little Red Book*; *The Communist Manifesto*; *Still Black, Still Strong*; *Imprisoned Intellectuals*; *Comrade Sisters: Women in the Black Panther Party*.

Requirements/Evaluation: Requirements: students attend each seminar class and come prepared to discuss the readings; participate in discussions; present a collective analysis with Q/A for the seminar; submit a mid-term paper and a final paper or a group project.

Prerequisites: None.

Enrollment Limit: 19

Enrollment Preferences: Juniors and Seniors with previous courses taken in Africana Studies, American Studies, Political Science, Philosophy.

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

INTR 320(D2) LEAD 319(D2) PSCI 376(D2) AMST 308(D2)

Writing Skills Notes: An analytical outline of collective presentation; a mid-term paper and a final paper.

Difference, Power, and Equity Notes: The course focuses on African Americans and political resistance to racism and capitalism, as well as support for impoverished, under-resourced communities grappling with police violence.

Attributes: AFR Core Electives AMST Critical and Cultural Theory Electives PHIL Contemporary Value Theory Courses PSCI Political Theory Courses

Not offered current academic year

PSCI 378 (F) Origins of the State

When and how did the state come into existence as a form of political organization? This course explores theories of state origins that refer back to an invented past or are simply located in "once upon a time." We will ask how political myths and philosophical speculation on human "prehistory" draw boundaries between past and present, as well as between self and other. Paying attention to common oppositions such as nature/civilization, primitive/advanced, anarchy/social order, feminine/masculine, ruler/ruled and stasis/progress, we will investigate how these antagonisms work together to create the idea of the state that still dominates political imagination today. Course readings touch briefly on social contract theories (Locke, Hobbes, Rousseau, Kant) before turning to the core material for our exploration: alternative narratives of the origins of the state based on ancient Greek and Roman mythology and the political projects of modern-day socialists (Marx, Engels, Bebel, and more recent writers). How did it come to be that the socialist imagination comingled ancient myths with modern ethnological studies of non-European peoples--studies written largely from a colonialist standpoint? Must the figures of "woman" and "native" be continually pressed into the service of state theory, even in a supposedly alternative account? More broadly, how do socialist theories relate to other well-known theories of the state, e.g. as a monopoly on the legitimate use of violence (Weber), a form of colonization of lands and peoples (postcolonial studies and Critical Indigenous Theory), and a patriarchal institution controlling productive and reproductive labor (feminist theory)? (Please note that this is not a history course. It is a study of political myth-making and the concept of the state in political theory.)

Requirements/Evaluation: oral presentation and three papers (3 pages, 5 pages and 12-15 pages)

Prerequisites: Not open to first-year students.

Enrollment Limit: 16

Enrollment Preferences: Political Science majors and concentrators in Political Theory

Expected Class Size: 16

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

Attributes: PSCI Political Theory Courses

Fall 2024

SEM Section: 01 TF 2:35 pm - 3:50 pm Nimu Njoya

PSCI 379 (F) Cuba, US, Africa, and Resistance to Black Enslavement, 1791-1991 (DPE)

Cross-listings: AMST 400 / AFR 372 / GBST 400 / INTR 400

Secondary Cross-listing

This seminar focuses on the entwined histories of liberation movements against racism, enslavement, and imperialism in the US, Cuba and Africa. Readings include: Hugh Thomas, *Cuba: A History*; Che Guevara: *The Motorcycle Diaries*; Walter Rodney, *How Europe Underdeveloped Africa*; Laird Bergad, *The Comparative Histories of Slavery in Brazil, Cuba, and the United States*; Thomas Sankara, *Women's Liberation and the African Freedom Struggle*; Nelson Mandela and Fidel Castro, *How Far We Slaves Have Come!* Students will read and analyze texts, screen documentaries, collectively compile a comprehensive bibliography, and present group analyses. The seminar is open to all students; however, priority is given to seniors majoring in American Studies.

Requirements/Evaluation: Reading and analysis of texts, collective compilation of a comprehensive bibliography, presentation of group analyses; two brief papers due at midterm and the end of the semester

Prerequisites: None

Enrollment Limit: 12

Enrollment Preferences: Seniors majoring in American Studies

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 400(D2) AFR 372(D2) GBST 400(D2) INTR 400(D2) PSCI 379(D2)

Difference, Power, and Equity Notes: This course addresses international, anti-colonial solidarity between Blacks in the US, Cuba, Africa. It tracks the evolution of "racial capitalism," noting intersections between enslavers in the US and Cuba, and accumulation of wealth through the Atlantic slave trade. Students will analyze the powers of the enslaved, tracing history, political economies, culture, violence, and dispossession, to emphasize resistance to human bondage and successful and compromised revolutions in Cuba and the US.

Attributes: AMST 400-level Senior Seminars

Not offered current academic year

PSCI 380 (S) Sex Marriage Family

Cross-listings: SOC 390

Primary Cross-listing

Something has happened to America over the past fifteen years. Large minorities of young adults, especially young men, are now celibate. Cohabitation has skyrocketed but marriage is disappearing, and the country's birth rate is at an all-time low. Not surprisingly, loneliness has become epidemic. A similar story can be told for most other developed countries. The implications for political polarization, economic growth, social insurance programs, public health, military defence, even national survival are grim. What is the cause of this loss of faith in the future? Can public policy reverse these trends? This course is an investigation into relations between the sexes in the developed world, the fate of children and the family, and

government attempts to shape them. The course investigates family models in historical and comparative context; the family and the welfare state; the economics of sex, gender, marriage, and class inequality; the dramatic value and behavioral changes of Gen Z around sex, cohabitation, and parenthood; and state policies to encourage partnership/marriage and childbearing.

Requirements/Evaluation: Two short papers, research paper proposal, every-class discussion questions, class participation.

Prerequisites: none

Enrollment Limit: 18

Enrollment Preferences: Political Economy, Political Science, and Sociology majors and prospective majors

Expected Class Size: 16

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

PSCI 380(D2) SOC 390(D2)

Attributes: POEC Depth POEC Skills PSCI American Politics Courses PSCI Comparative Politics Courses PSCI Research Courses

Spring 2025

SEM Section: 01 TF 2:35 pm - 3:50 pm Darel E. Paul

PSCI 381 (S) The Conservative Welfare State

Conservatives in the United States are traditionally hostile to state power in general and the welfare state in particular. In much of the rest of the world, however, conservatives harbor no hatred of the state and, when in power, have constructed robust systems of social welfare to support conservative values. This course offers an analysis of the conservative welfare state with particular interest in public policies around social insurance, employment, the family, and immigration. The course traces the conservative welfare state's development from its origins in late nineteenth and early twentieth century corporatism, through the rise of Christian Democracy and the consolidation of conservative welfare regimes in continental Europe after World War Two, to its contemporary challenges from secularism, feminism, and neoliberalism. The course also investigates divergent conservative models in East Asia and Latin America as well as new 'illiberal' welfare states in contemporary Hungary and Poland. It concludes with a discussion of the prospects of right-populist politics in the United States.

Requirements/Evaluation: Two short papers, research paper proposal, every-class discussion questions, class participation.

Prerequisites: One course in Political Science

Enrollment Limit: 19

Enrollment Preferences: Juniors and seniors majoring in Political Science or Political Economy

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

Attributes: POEC Depth POEC Skills PSCI Comparative Politics Courses PSCI Research Courses

Not offered current academic year

PSCI 387 (S) The Firm

The rise of gigantic tech firms--Google, Apple, Facebook, Amazon--has sparked widespread worries about the role of business power in capitalist democracy. Are these firms monopolies? How can they be better regulated? Should they be? This course studies the politics of business by centering analysis on the firm. From the perspective of the workplace, we investigate the firm as an arena of power, where workers and managers meet each other in continuous contests for control. From the perspective of the public sphere, we investigate the firm as an actor whose power maps uneasily onto the channels of democratic representation. Approaching the firm as both arena and actor in a number of capitalist democracies, we will compare the politics of business across different sectors, but will focus especially on tech and finance.

Requirements/Evaluation: Class participation; two 5- to 7-page essays; one presentation; one final essay.

Prerequisites: One introductory course in political science or economics, and/or permission of the instructor.

Enrollment Limit: 15

Enrollment Preferences: Preference will be given to sophomores and juniors majoring in PSCI and POEC.

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

Attributes: POEC Comparative POEC/Public Policy Courses PSCI Comparative Politics Courses

Not offered current academic year

PSCI 398 (S) Independent Study: Political Science

Political Science independent study.

Requirements/Evaluation: Evaluation is based on independent work undertaken by the student with approval of the instructor.

Prerequisites: open to junior and senior majors with permission of the department chair

Enrollment Limit: na

Enrollment Preferences: PSCI Majors.

Expected Class Size: na

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Not offered current academic year

PSCI 413 (S) Senior Seminar in American Politics: Polarized America

With red states and blue states, partisan divisions in Congress, and even disputes about wearing masks to protect against the coronavirus, few question the fact of a polarized America. But what is the polarization about and what caused it? Is it manufactured by a political elite using the rules of the game to maintain power while ignoring the concerns of the people? Is it a capitalist strategy to divide the public in order to advance the interests of the wealthy corporate elite? Does it reflect a polity divided by racial and ethnic tensions with different visions of the nation's past and future? Does it reflect increased inequality in a fast-changing global economy? How can a government of separated institutions operate and come to collective decisions given this discord? Can the framers' vision of deliberative, representative government meet the challenges of a polarized polity?

Requirements/Evaluation: class participation, weekly writing assignments, two short papers, final project

Prerequisites: At least one course in American politics

Enrollment Limit: 16

Enrollment Preferences: Seniors majoring in political science with concentration in American politics

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

Attributes: PSCI American Politics Courses

Not offered current academic year

PSCI 415 (S) Senior Seminar: The Rites of American Politics

Custom and tradition abound in American politics. As adherents of a political creed, we recite the Pledge of Allegiance before school and sing the Star-Spangled Banner before football. As wielders of political agency, we fashion signs to convey maxims with wit and devise chants to imbue marches with force. As skeptics of political officeholders, we observe the familiar patterns of grandstanding when legislators interrogate witnesses at committee hearings and the distinctive cadence of interruption when judges question advocates at oral arguments. As members of a political community, we fill out forms to pay into the coffers of governmental programs and wait in lines to secure the documents that confer governmental benefits. From the patriotic to the participatory, the performative to the pedestrian, our political acts -- shared with and repeated by others across our great national expanse each and every day -- are always more textured, more illuminating, and more consequential than we could possibly realize in the moment. But what, exactly, do they mean? And how, precisely, do they matter? Proceeding from the idea that these sorts of ubiquitous cultural practices are fundamentally and constitutively relevant for our politics, that they both reflect and instigate fissures and junctions in the political order, this course focuses, quasi-anthropologically, on the choreography of American politics -- the narrative mythology, visual symbolism, ceremonial rituals, linguistic tropes, and behavioral habits that sustain America as a polity and shape Americans as a people. Our interest is in the rites that attend not

only to our own citizenship but also to our very consciousness as political beings; our purpose is equally to identify, to interpret, and to investigate them.

Requirements/Evaluation: two 3-4 page essays, one 6-8 page mini research paper, an experiential project, a final portfolio of revised work accompanied by a 2-3 page reflection, and class participation

Prerequisites: senior standing in Political Science or permission of the instructor

Enrollment Limit: 16

Enrollment Preferences: senior Political Science majors concentrating in American politics

Expected Class Size: 16

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

Attributes: PSCI American Politics Courses

Spring 2025

SEM Section: 01 TR 9:55 am - 11:10 am Justin Crowe

PSCI 420 (F) Senior Seminar: The Nuclear Revolution

Cross-listings: LEAD 330

Primary Cross-listing

This is a course about international politics in the nuclear age. In broad terms, it focuses on a very basic question: Does international politics still work essentially the same way as it did in the prenuclear era, or has it undergone a "revolution," in the most fundamental sense of the word? The structure of the course combines political science concepts and historical case studies, with the goal of generating in-depth classroom debates over key conceptual, historical, and policy questions. The basic format of the course will be to combine very brief lectures with detailed class discussions of each session's topic. The course will begin--by focusing on the Manhattan Project--with a brief technical overview of nuclear physics, nuclear technologies, and the design and effects of nuclear weapons. The course will then examine the following subjects: the dropping of the atomic bombs on Japan; theories of the nuclear revolution; the early Cold War period; the development and implications of thermonuclear weapons; the Berlin and Cuban missile crises; nuclear accidents; nuclear terrorism and illicit nuclear networks; the future of nuclear energy; regional nuclear programs; preventive strikes on nuclear facilities; nuclear proliferation; and contemporary policy debates.

Requirements/Evaluation: class participation, three 8- to 10-page papers

Prerequisites: PSCI 202

Enrollment Limit: 15

Enrollment Preferences: Political Science major seniors with an International Relations concentration

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

LEAD 330(D2) PSCI 420(D2)

Attributes: PSCI International Relations Courses

Fall 2024

SEM Section: 01 Cancelled

PSCI 421 (F) Senior Seminar: The Liberal Project in International Relations

The most powerful actors in global politics are liberal ones, and a liberal project around democratic states, international law and organizations, and free trade dominates the global agenda. This course is an investigation into this global liberal project, engaging both theory and practice. We will discuss signature liberal theorists both classic and current as well as some of their most notable critics. We will also attend to empirical evaluations of signature liberal efforts around democratization, development, and human rights. The course ends with a discussion of the successes and failures of

the European Union as the principal embodiment of the liberal project today.

Requirements/Evaluation: 1-3 papers of 5-7 pages, short oral presentations, daily discussion questions, 12-15 page final paper, class participation

Prerequisites: senior Political Science major or permission of instructor

Enrollment Limit: 16

Enrollment Preferences: senior Political Science majors concentrating in International Relations

Expected Class Size: 16

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

Attributes: PSCI International Relations Courses

Not offered current academic year

PSCI 423 (S) Senior Seminar: Humanitarianism (DPE)

Since the mid-1980s, humanitarianism has been one dominant attitude that powerful and privileged countries, organizations and people have adopted with regard to poverty or disaster elsewhere. Humanitarianism aims at rescue, striving to keep marginal people alive until some solution can be found. It aims not to address crises' causes nor to assist with solutions--which it considers political--just to keep human bodies alive. Critics contend that humanitarianism produces harm, provides structural incentives for people to do more or less than they need to, and deepens inequality between actors and targets. They contend that it legitimates a view of the status quo, in which such terrible things are bound to happen without real cause. This course confronts humanitarianism as an ideology through reading its defenders and critics, and as a political strategy assessing its usefulness, to whom.

Class Format: three students start class discussion every day; one reads a short (4-page) essay and two read shorter (two-page) essays

Requirements/Evaluation: three longer essays, six shorter essays, constructive participation

Prerequisites: PSCI 202 and at least one elective in international relations

Enrollment Limit: 16

Enrollment Preferences: Political science seniors then juniors; other seniors, then juniors

Expected Class Size: 16

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: This course asks students to investigate the way that assumptions about superiority, and "helping practices" adopting those assumptions, can either reinforce or undermine unequal social and political outcomes and categories. We evaluate liberal and postcolonial (structural violence) models of international aid.

Attributes: PSCI International Relations Courses

Not offered current academic year

PSCI 426 (F) The Arab-Israeli Conflict (WS)

The Arab-Israeli dispute receives more attention than arguably any other ongoing conflict in international politics, and for very good reason. The fact that it has lasted as long as it has--well over a century--been characterized by a remarkable (and depressing) degree of intensity; involved competing nationalisms, as well as different religions, cultures, and ethnicities; centered on territorial claims over land that is of special significance; and been connected to a number of important geopolitical questions, including ones involving great power competition, has made it a major focus of scholars of the Middle East, international relations analysts, and, of course, the general public. The issue is also of special interest, for a variety of reasons, in American political discourse. This seminar will examine the conflict in depth, beginning with its origins in the late nineteenth century, and ending with how it might run its course in the future. Specifically, the course will begin with an overview of the dispute's history and most salient aspects.

Thereafter, it will cover Zionism and the Palestinian nationalist cause; the creation of the state of Israel and the 1948-1949 Arab-Israeli war; the June 1967 war; the debate, and controversy, over the "Israel lobby" in the United States; the October 1973 war and its aftermath; the road to the 1979 Egyptian-Israeli peace treaty; the arguably underappreciated role that nuclear weapons have played in the conflict; the rise and collapse of the Oslo peace process in the 1990s, as well as the outbreak of the Second Intifada in 2000; and the future of the dispute.

Requirements/Evaluation: class participation, three critical analytical essays, peer critiques/exchanges, final paper

Prerequisites: PSCI 120 and at least one other PSCI course from the international relations subfield

Enrollment Limit: 19

Enrollment Preferences: Political science majors, especially seniors, will be given priority for enrollment.

Expected Class Size: 19

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (WS)

Writing Skills Notes: Students will need to do a large amount of analytical writing in this course, as well as critique and edit one another's papers. There will also be a component of the class that involves doing writing workshops.

Fall 2024

SEM Section: 01 W 1:10 pm - 3:50 pm Galen E Jackson

PSCI 431 Senior Seminar in Political Theory: Rethinking the Political

What is politics? The question, an important part of political theory at least since Socrates, has taken on renewed significance in recent years, as theorists have sought to rethink the political in response to twentieth century dictatorships and world wars; feminist, queer, anti-racist, post- and decolonial struggles; the transformations wrought by neoliberal globalization; the emergence of "algorithmic governance"; the recent resurgence of populist nationalism; and deepening recognition of climate crises. This seminar engages some of the major attempts at rethinking produced in the 20th and 21st centuries, particularly at those that, characterizing liberalism as masking structures of subordination and elements of conflict in political life, undervaluing the importance of citizen action and public space, or being ill-suited to altered technological and ecological conditions, seek to rework or move beyond it. In addition to those who argue for an expanded and emancipatory conception of politics, we will consider arguments against politics as primary path to improvement or focus of commitment. Authors read may include Schmitt, Strauss, Rawls, Arendt, Wolin, Rancière, Brown, Connolly, Hartman, Sharpe, Moten, Wynter, Sexton, Edelman, Muñoz, Coulthard, Simpson, Lazzarato, Haraway, Latour.

Requirements/Evaluation: Regular, engaged class participation; short Glow posts; one 6-8 page paper; one 10-12 page paper

Prerequisites: Junior or senior standing and two or more theory courses or consent of instructor. Non-majors with theory interests and backgrounds are welcome

Enrollment Limit: 15

Enrollment Preferences: Juniors and seniors concentrating in political theory

Expected Class Size: 11

Grading:

Distributions: (D2)

Attributes: PSCI Political Theory Courses

Not offered current academic year

PSCI 432 (S) Senior Seminar: Critical Theory

This seminar focuses on the political thought of Herbert Marcuse, investigating the influences of leftist social movements of the 1960s on his critical theory. Marcuse famously supported the aims of student activism, feminism, black liberation movements and Third World anti-colonialism during that period, publicly affirming their efforts to integrate ethical idealism with concrete concerns for the economic wellbeing and political freedom of oppressed groups. Drawing on Freud, and challenged by his philosophical exchanges with Angela Davis, Marcuse came to the view that these movements were addressing not only material deprivations such as poverty and structural oppression, but also the effects of social alienation and a damaged psychic life. He saw these movements as successfully bridging the longstanding tension between the ideal elements of our humanity and the physical conditions for human existence (a tension represented in philosophy by the contrast between Kant and Marx). Yet he stopped short of identifying new social movements with the Marxist notion of a revolutionary class. Why this hesitation? Was his caution warranted? To provide a broader context for Marcuse's critical theory, we will read a selection of his writings alongside related texts by Kant, Marx, Freud, and Davis. Looking at but also beyond his political solidarity with the emancipatory movements of the 1960s, we will then consider how Marcuse's work can be placed in conversation with more recent critical theory, including ideas emerging from the Occupy Wall Street movement and feminist approaches to aesthetics and psychoanalytic theory.

Requirements/Evaluation: regular class participation, short (1 pg) response papers, and drafts leading up to a 15-page final essay

Prerequisites: junior or senior standing required; in addition, prior coursework in political theory, cultural theory, philosophy, or permission of instructor

Enrollment Limit: 12

Enrollment Preferences: Senior Political Science majors with concentration in Political Theory, then other Political Science majors

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

Attributes: PSCI Political Theory Courses

Not offered current academic year

PSCI 433 (S) Senior Seminar: Dignity

Cross-listings: JLST 433

Primary Cross-listing

Discredited over the centuries by skeptics of many ideological persuasions, dignity has nevertheless remained central to the vocabulary of political protest movements from the left and the right. In the post-WWII period, dignity has also served as the grounding principle for international human rights conventions and national constitutions. But what is the meaning of dignity? Does dignity belong specifically to the human species, or is it equally the property of all living beings? If everybody, or perhaps everything, has its own dignity, what could the concept possibly add to our understanding of social relations, political processes, and legal judgments? Course readings will be as wide-ranging as the concept is broad. Some of our touchstones will be: Kant's moral philosophy, writings from the nineteenth-century abolitionist movement, Marxist theories of the dignity of labor, international human rights conventions, and court cases from Germany, Namibia, South Africa and the United States.

Requirements/Evaluation: Regular class participation, short (1 pg) response papers, and drafts leading up to a 15-page final essay.

Prerequisites: Junior or senior standing required; in addition, JLST concentration or prior coursework in political theory/cultural theory/philosophy.

Enrollment Limit: 12

Enrollment Preferences: Senior political science majors with concentration in political theory; JLST concentrators.

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Unit Notes: Justice & Law Studies Senior Seminar

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

JLST 433(D2) PSCI 433(D2)

Attributes: PSCI Political Theory Courses

Spring 2025

SEM Section: 01 TF 2:35 pm - 3:50 pm Nimu Njoya

PSCI 440 (F) Settler Colonialism: What is it and what does it do?

What is "settler colonialism" and what does it do? We hear the term often, and it carries connotations -- usually of illegitimacy. But knowing that something is, or is supposed to be, bad does not tell us what it is. It does not tell us either whether or when a society that originated in what is called settler colonialism can outgrow its origins or whether it is forever defined by them. This course will consist of two parts. First, it will read several theoretical works on settler colonialism, identifying several key issues, and then will read a long account of the rise and fall of settler colonialism in Algeria. We will consider what settler colonialism is, what forms it comes in, and how it differs from other forms of colonialism, what prompts it, whether settlers, who usually are meant to be loyal to their colonial patrons remain loyal and when they shift to rebellion, and the nature of the colonial power (which is not always a state). We will also will consider the impact and responses of the prior populations. Do they choose to co-exist, co-operate, resist? And what does the imposition of settler colonialism do to their loyalties and collective identities? Do they retain their old identities or form new ones, and do the distinct groups that are amalgamated into the 'colonized' by natives become united or maintain earlier differences? Does their resistance build on their experiences with colonialism or does it revert to previous ways? And why does resistance almost always take the form of nationalism? The second part of the course will consist of a 25-page research paper on one aspect or another of the issue of settler colonialism. We will work together on how to define and refine a topic and how to pursue it. Students also will present the core of their paper to the class.

Requirements/Evaluation: Research paper, assigned readings, participation in class discussions, and presentation of research paper.

Prerequisites: 2 courses in comparative politics or permission of instructor.

Enrollment Limit: 15

Enrollment Preferences: Political Science majors specializing in the Comparative Politics subfield

Expected Class Size: 15

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

Attributes: PSCI Comparative Politics Courses

Fall 2024

SEM Section: 01 TR 11:20 am - 12:35 pm Michael D. MacDonald

PSCI 442 (F) Senior Seminar: Authoritarian Regimes

Authoritarian regimes are plentiful in the world today. Some appear durable and resilient; they are not simply transient political failures awaiting a breakthrough to democracy. This course will consider the history and contemporary experience of authoritarian regimes, beginning with political philosophical analyses of classical theorists such as Montesquieu, Moore, and Arendt. Attention then turns to how post-World War II authoritarianism has been understood from a variety of perspectives, including: the "transitions to democracy" approach; analysis of problems of authoritarian control and authoritarian power-sharing; and examination of "authoritarian resilience," among others.

Requirements/Evaluation: 3 papers of 5-7 pages, discussion leadership, oral report on an authoritarian regime of student's choice, class participation.

Prerequisites: Political science major or permission of instructor

Enrollment Limit: 16

Enrollment Preferences: Senior comparative politics concentrators; other political science senior majors; other political science majors; permission of instructor.

Expected Class Size: 12

Grading: yes pass/fail option, no fifth course option

Distributions: (D2)

Attributes: PSCI Comparative Politics Courses

Not offered current academic year

PSCI 493 (F) Senior Thesis Research Design Seminar

Reserved for and required of those students accepted into the honors program during the second semester of their junior year, the fall semester Senior Thesis Research Design Seminar is intended to serve three purposes for aspiring senior thesis writers. First, through a variety of readings and discussions (including, perhaps, with the assigned scholars themselves), it aims to introduce students to the challenges of original scholarly research and expose them to the range of ways political scientists approach those challenges. Second, through a series of regular exercises and assignments, it seeks to stimulate critical thinking about fundamental questions of research design (crafting a question, performing a literature review, selecting appropriate methodological tools, evaluating data sources) and hone an array of practical skills -- whether quantitative, archival, interpretive, or ethnographic -- involved in political science research. Third, through ongoing, self-guided reading on students' individual topics as well as feedback from both the seminar leader and other seminar participants on their written work about that topic, it endeavors to guide students to frame a viable and meaningful research project. At the conclusion of the seminar, each student will submit a substantial and rigorous 12 page research proposal, with an annotated bibliography, for a roughly 35 page "article-length" thesis to be completed during Winter Study and the spring semester. Those whose proposals are accepted by a committee of faculty chosen by the department will continue on as thesis students, under the supervision of an advisor to be assigned by the department, for the remainder of the academic year; those whose proposals are not accepted may complete an abridged version of their project as an independent study in Winter Study but will not continue in the honors program in the spring semester.

Requirements/Evaluation: short daily assignments, four 4 page exercises, a 12 page research proposal (with an annotated bibliography), and active class participation (including peer review)

Prerequisites: departmental approval during junior spring

Enrollment Limit: 12

Enrollment Preferences: permission of the department

Expected Class Size: 8

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

Fall 2024

HON Section: 01 MWF 10:00 am - 10:50 am Justin Crowe

PSCI 494 (S) Senior Thesis Research and Writing Workshop

Reserved for and required of those students invited to continue in the honors program following the department's approval of their research proposal at the end of the fall semester seminar, the spring semester Senior Thesis Research and Writing Workshop provides a focused forum for the exchange of ideas among thesis writers, who will regularly circulate excerpts of their work-in-progress for peer review and critique. During this time, students will work primarily with their assigned faculty advisor, with the workshop leader's primary role becoming one of coordination, troubleshooting, and general guidance. Near the end of the semester, students will receive feedback on their complete draft from their advisor and two additional faculty readers selected by the workshop leader; following revisions, the final work--a roughly 35 page piece of original scholarship--will be submitted to and evaluated by a committee of faculty chosen by the department for the awarding of honors as well as presented publicly to the departmental community at an end-of-year collective symposium.

Requirements/Evaluation: a roughly 35 page piece of original scholarly work that will be submitted to an advisor and faculty readers and then revised in accordance with their feedback, peer review of other thesis writers' work-in-progress, public presentation at an end-of-year collective symposium

Prerequisites: PSCI 493 and departmental approval at the conclusion of that course

Enrollment Limit: 12

Enrollment Preferences: permission of the department

Expected Class Size: 8

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

Spring 2025

HON Section: 01 MWF 10:00 am - 10:50 am Justin Crowe

PSCI 495 (F) Individual Project: Political Science

With the permission of the department, open to senior Political Science majors. This research course extends over one semester and the winter study period. The research results must be presented to the faculty supervisor for evaluation in the form of an extended essay.

Requirements/Evaluation: Completion of a substantial independent project, which shall form the basis of evaluation.

Prerequisites: two elective courses in the major's subfield specialization

Enrollment Limit: 1

Enrollment Preferences: senior majors

Expected Class Size: 1

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Fall 2024

IND Section: 01 MWF 9:00 am - 9:50 am Nicole E. Mellow

PSCI 496 (S) Individual Project: Political Science

With the permission of the department, open to senior Political Science majors. This research course extends over one semester and the winter study

period. The research results must be presented to the faculty supervisor for evaluation in the form of an extended essay.

Requirements/Evaluation: Completion of a substantial independent project, which shall form the basis of evaluation.

Prerequisites: two elective courses in the major's subfield specialization

Enrollment Limit: 1

Enrollment Preferences: senior majors

Expected Class Size: 1

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Spring 2025

IND Section: 01 MWF 9:00 am - 9:50 am Nicole E. Mellow

PSCI 497 (F) Independent Study: Political Science

Political Science independent study.

Prerequisites: open to senior Political Science majors with permission of the department chair

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Fall 2024

IND Section: 01 MWF 9:00 am - 9:50 am Nicole E. Mellow

PSCI 498 (S) Independent Study: Political Science

Political Science independent study.

Prerequisites: open to senior Political Science majors with permission of the department chair

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Spring 2025

IND Section: 01 MWF 9:00 am - 9:50 am Nicole E. Mellow

Winter Study -----

PSCI 14 (W) JA SelCom: A Case Study in Selection Processes

As a member of SelCom (SElection COMmittee), you will become a cohort with current members of JAAB (the Junior Advisor Advisory Board) to select the next class of JAs. You will participate in every step of the JA application evaluation process -- reading written applications, conducting interviews, discussing applicants with SelCom, and deciding on the final makeup of next year's JA class. Every SelCom member will complete anti-bias training at the beginning of Winter Study; working through biases to make thoughtful evaluations is crucial to this process. This is a fantastic opportunity for students who want to take on a leadership role that requires critical thinking and collaboration. Your input will help to shape the entry system, the JA role, and the very essence of the Williams community in the coming school year. The SelCom schedule is roughly as follows (subject to change). SelCom will likely meet 4-5 days per week. Week 1: SelCom members will undergo anti-bias training and then spend the first week conducting interviews with applicants and cleaning transcripts to ensure readability. Week 2-3: The committee will discuss applications with identifying information blinded to help mitigate bias in the selection process. Week 3-4: SelCom will revisit applications with consideration given to the personal identity of each applicant. The committee will then extend offers to a select number of candidates. Members may reconvene at some point in the spring semester (after the initial round of JA offers have been accepted or rejected) to determine which applicants on the waitlist should receive offers. If you are interested in serving on SelCom during winter study, you must fill out this application form by **October 29 at 11:59pm**:

https://docs.google.com/forms/d/e/1FAIpQLSefDaCz1P2OhKnKBqIArAv8GPxdQXEQ_QfWAWAJigayF95prQ/viewform. JAAB will decide which

applicants will serve on SelCom and inform all applicants of their application status by the end of the day on Monday, November 3. SelCom applicants who are not selected to serve on SelCom will have until November 12 (winter study registration deadline) to enroll in another winter study course.

Requirements/Evaluation: Attendance and active participation

Prerequisites: Anyone wanting to register for the SelCom Winter Study class needs to fill out the application form.

Enrollment Limit: 25

Enrollment Preferences: Open to students who are in the classes of 2025, 2024.5, 2024, 2023.5, and 2023 AND who are not applying for the JA role for the 2023-2024 academic year.

Expected Class Size: NA

Grading: pass/fail only

Attributes: EXPE Experiential Education Courses

Not offered current academic year

PSCI 21 (W) Fieldwork in Public Affairs and Private Non-Profits

This course is a participant-observation experience in which students work full-time for a governmental or nongovernmental (including voluntary, activist, and grassroots) organization or for a political campaign. Examples include: town government offices; state or federal administrative offices (e.g., environmental agencies, housing authorities); interest groups that lobby government (e.g., ACLU, NRA); nonprofit organizations such as service providers or think tanks (e.g., Habitat for Humanity, Cato Institute); and grassroots, activist or community development organizations (e.g., Greenpeace or neighborhood associations). The instructors and members of the Political Science Department are available to help students find placements. Students can also email clia@williams.edu for the most up-to-date information. Students should then make their own contracts with the institution or agency. The student's fieldwork mentor should send a confirmation letter to the instructor verifying the placement and describing the nature of the work to be performed. Interested students should reach out to Paula Consolini at pconsoli@williams.edu by October 30th. A group meeting of all students will occur before winter study to prepare and after to discuss the experience. During winter study, students are responsible for keeping a journal of their experiences and observations. Additionally, students write final papers summarizing and reflecting upon the experience in light of assigned readings. Every year, course instructors arrange for some distinct sections of this course to provide specialized fieldwork opportunities in the area for small groups of students.

Requirements/Evaluation: A 10-page paper or comparable creative work such as a program or project design, video, webpage, or set of infographics.

Prerequisites: Interested students must complete the course interest form located at <https://forms.gle/iXyDxFTd27Z9FkiMA> or email CLIA Director Paula Consolini at clia@williams.edu before the Winter Study Course registration deadline.

Enrollment Limit: 25

Enrollment Preferences: Political science majors

Expected Class Size: NA

Grading: pass/fail only

Unit Notes: Paula Consolini will co-teach.

Attributes: EXPE Experiential Education Courses STUX Winter Study Student Exploration

Not offered current academic year

PSCI 22 (W) LIFT: Learning Intervention for Teens

This mentorship-based course pairs Williams students with teenagers involved in the Berkshire County juvenile justice system, usually due to truancy. LIFT is an official Commonwealth of Massachusetts probation diversion program. Sponsored by Pittsfield Chief of Police Mike Wynn '93 and Professor Cheryl Shanks, the course is entirely run on a day-by-day basis by Williams students who have served as mentors in the past. Williams students provide positive mentorship, helping the teens to envision, construct, and present an independent project of the teen's choosing. Past topics have ranged from teen parenting to who is the best point guard, from the history of the quesadilla to the biological process by which the horned lizard shoots blood from its eyes. The project and other course activities aim to cultivate initiative, creativity, focus, and skills in areas such as goal-setting, research, and communication, and to show teens that school can empower them, and not just be another form of incarceration. The course culminates with a presentation in which each mentor/mentee pair formally presents their work to an audience that includes judges and probation officers in the juvenile court system, state elected officials, chiefs of police, district attorneys, the teens' peers and families, and faculty and community members. Williams students are expected to attend trainings, meet with their teens three times a week, co-facilitate a final presentation, and contribute to a common log

detailing their meetings. Because LIFT is an after-school program, this course meets Tuesday through Thursday from 3:30-5:30pm. Williams students will additionally meet Mondays from 4:00 to 5:00 pm. Absences cannot be accommodated: the teens cannot be let down. Williams students will undergo training as well as a criminal background check prior to the start. To apply, please fill out this form: <https://forms.gle/iWvi5fsuVPFLdpJE9> Also register on PeopleSoft. The student leaders, Aliza Cotton and Michael LesStrang, will select the applicants, with some advice from the dean's office and course sponsors, and Professor Shanks will inform those who registered whether they were accepted.

Class Format: The group meets as a whole; additionally, pairs meet separately. At times this is in a classroom, at other times, the library or makerspace or studio.

Requirements/Evaluation: Successful mentorship throughout the term, contribution to the mentors' log, and final joint presentation.

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: Students will be evaluated based on a statement of application.

Expected Class Size: 10

Grading: pass/fail only

Unit Notes: Mike Wynn just retired as the Chief of the Pittsfield Police Department. He graduated from Williams in 1993.

Attributes: EXPE Experiential Education Courses

Not offered current academic year

PSCI 30 (W) Senior Essay: Political Science

Political Science senior essay.

Class Format: senior essay

Grading: pass/fail only

Not offered current academic year

PSCI 31 (W) Senior Thesis: Political Science

To be taken by students registered for Political Science 493-494.

Class Format: thesis

Grading: pass/fail only

Not offered current academic year

PSCI 32 (W) Individual Project: Political Science

To be taken by students registered for Political Science 495 or 496.

Class Format: independent study

Grading: pass/fail only

Not offered current academic year

PSCI 33 (W) Advanced Study in American Politics

Class Format: independent study

Grading: pass/fail only

Not offered current academic year

PSCI 99 (W) Independent Study: Political Science

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is

approved prior to the Winter Study registration period.

Class Format: independent study

Grading: pass/fail only

Not offered current academic year

PSYCHOLOGY

(Div III, with some exceptions as noted in course descriptions)

Chair: Professor Noah Sandstrom

- Victor A. Cazares, Assistant Professor of Psychology; affiliated with: Psychology, Neuroscience; on leave 2023-2024
- Jeremy D. Cone, Associate Professor of Psychology
- Eliza L Congdon, Assistant Professor of Psychology
- Rebecca J. Crochiere, Assistant Professor of Psychology
- Susan L. Engel, Senior Lecturer in Psychology; Senior Faculty Fellow, Rice Center for Teaching; The Class of 1959 Director of Program in Teaching
- Yunshu Fan, Visiting Assistant Professor of Psychology
- Steven Fein, Professor of Psychology
- Alex Flores, Assistant Professor of Psychology; on leave Fall 2023
- Martin Forster, STINT - Research Scholar
- Cynthia Guo, Visiting Assistant Professor of Psychology
- Amie A. Hane, Professor of Psychology; affiliated with: Psychology, Public Health, Neuroscience; on leave Spring 2024
- Kris N. Kirby, Professor of Psychology
- Nate Kornell, Professor of Psychology, Chair of Cognitive Science Program; affiliated with: Psychology, Cognitive Science; on leave Fall 2023
- Jennifer McQuaid, Visiting Lecturer in Psychology
- Shivon A. Robinson, Assistant Professor of Psychology; affiliated with: Psychology, Neuroscience
- Marlene J. Sandstrom, Hales Professor of Psychology; on leave 2023-2024
- Noah J. Sandstrom, Chair and Professor of Psychology; affiliated with: Psychology, Neuroscience
- Kenneth K. Savitsky, Professor of Psychology
- Madison Sewell, Visiting Assistant Professor of Psychology
- Catherine B. Stroud, Professor of Psychology

MAJOR

For the degree in Psychology, students must complete a minimum of nine courses as outlined below:

PSYC 101 Introductory Psychology

PSYC 201 Experimentation and Statistics

Three 200-level courses from the list below:

COGS/PHIL/PSYC 222 Minds, Brains, and Intelligent Behavior: An Introduction to Cognitive Science

NSCI 201/BIOL 212/PSYC 212 Neuroscience

PSYC 221 Cognitive Psychology

PSYC 232 Developmental Psychology

PSYC 242 Social Psychology

PSYC 252 Psychological Disorders

PSYC 272 Psychology of Education

Either PSYC 221 or 222, but not both, can count towards the three required 200-level courses.

Three 300-level courses from at least two of the areas listed below:

Area 1: Behavioral Neuroscience (courses with middle digit 1)

Area 2: Cognitive Psychology (courses with middle digit 2)

Area 3: Developmental Psychology (courses with middle digit 3)

Area 4: Social Psychology (courses with middle digit 4)

Area 5: Clinical Psychology (courses with middle digit 5)

Area 6: Other/Interdisciplinary Psychology (courses with middle digit 6)

Area 7: Educational Psychology (courses with middle digit 7)

At least one of these courses must be from among those carrying the format designation Empirical Lab Course.

One 400-level Psychology course.

Students who place out of Psychology 101 are still required to take nine courses to complete the major.

The department recommends that students take Psychology 201 in their sophomore year. The department requires that 201 be completed by the end of the junior year.

COURSE NUMBERING RATIONALE

As is the case in all departments, the first digit of a Psychology course number indicates the relative level of the course. Where appropriate, the second digit corresponds to the Areas listed above.

THE DEGREE WITH HONORS IN PSYCHOLOGY

Students who are candidates for honors need take only two 300-level courses from two different areas, but they must enroll in Psychology 493-W31-494 and write a thesis based on original empirical work. Presentation of a thesis, however, should not be interpreted as a guarantee of a degree with honors. Guidelines for pursuing the degree with honors are available from the department.

STUDY ABROAD

With some advance planning, studying abroad (especially for one semester) can easily be worked into the psychology major. To facilitate this, we recommend that students:

Meet with the Study Abroad advisor as soon as they decide that they are interested in studying abroad.

Take PSYC 201 (Experimentation and Statistics) in the sophomore year.

Think ahead to the 300-level courses they are interested in taking so that they can fulfill the 200-level prerequisites before they go away or, if possible, while they are away. In our experience, study abroad programs in the following places are most likely to offer psychology courses: England, Ireland, Scotland, Spain, Australia, New Zealand, Hawaii, and Scandinavia. Students should procure the descriptions of the psychology courses they are considering taking and bring them to their meeting with the advisor.

There are some costs to studying away, particularly for the year. This limits students' opportunity to choose the particular 300-level courses they would like to take and they must sometimes settle for those that are open, those which happen to be offered, or those for which they have the prerequisites, once they return in their senior year. Many students who are keen on psychology begin doing research with professors during their junior year, and for some this leads to an honors thesis in the senior year, summer research, etc. If you are going away for the entire year and do not make such connections with a professor ahead of time (i.e., before you go), you may lose out on some of these opportunities to deepen your involvement in the major on campus. On the other hand, studying abroad can be an invaluable learning experience, so you need to think carefully, in consultation with your advisor and/or the Study Abroad advisor, about the costs and benefits of it. Very occasionally, a student who just begins taking psychology courses late in the sophomore year and wishes to go abroad for the year finds that they are not able to do both, or is restricted in the choice of study-abroad programs.

FAQ

Students **MUST** contact departments/programs **BEFORE** assuming study away credit will be granted toward the major or concentration.

Can your department or program typically pre-approve courses for major/concentration credit?

Yes, in some cases, if appropriate course information is available in advance (e.g. syllabi and/or course descriptions), though students should be sure to contact the department.

What criteria will typically be used/required to determine whether a student may receive major/concentration credit for a course taken while on study away?

Course title and description, complete syllabus, including readings/assignments, and exams or other written work. In addition, the course content cannot overlap substantially with material already taken at Williams.

Does your department/program place restrictions on the number of major/concentration credits that a student might earn through study away?

No.

Does your department/program place restrictions on the types of courses that can be awarded credit towards your major?

Yes. Students are required to take at least one empirical project course (which includes a lab component and data collection). This must be completed at Williams.

Are there specific major requirements that cannot be fulfilled while on study away?

Yes. The empirical project course must be completed here (see answer to previous question above). Other major requirements that must be completed here are the Senior Seminar and our Statistics and Experimentation course (PSYC 201). On very rare occasions students have been given credit for PSYC 201 taken elsewhere, but this is extremely unlikely. Most institutions break the material up into two different courses, or don't include all of the components that we feel are an important foundation for the major.

Are there specific major requirements in your department/program that students should be particularly aware of when weighing study away options? (Some examples might include a required course that is always taught in one semester, laboratory requirements.)

Yes. Students should be sure that have taken PSYC 201 PRIOR to their senior year at the latest. It is best to take it during sophomore year whenever possible.

Give examples in which students thought or assumed that courses taken away would count toward the major or concentration and then learned they wouldn't:

There have been instances.

PSYC 100 (W) Intensive: Social Psychology

A survey of theory and research in social psychology. Topics include conformity, group dynamics, stereotyping and prejudice, aggression, altruism, attraction and love, the self, social perception, attitudes and attitude change, and cultural psychology. Applications in areas such as advertising, law, economics and business, and politics will also be discussed.

Requirements/Evaluation: two in-class exams, one paper (5 pages), and a final exam

Prerequisites: permission of a dean

Enrollment Limit: 25

Enrollment Preferences: students who need to make up a deficiency

Expected Class Size: NA

Grading: no pass/fail option, no fifth course option

Unit Notes: This course is designed to count for both full semester and Winter Study credit. Once a dean approves enrollment, the Registrar's Office will register students in PSYC 100 and PSYC 40.

Distributions: (D3)

Not offered current academic year

PSYC 101 (F)(S) Introductory Psychology

An introduction to the major subfields of psychology: behavioral neuroscience, cognitive, developmental, social, and psychological disorders and treatment. The course aims to acquaint students with the major methods, theoretical points of view, and findings of each subfield. Important concepts are exemplified by a study of selected topics and issues within each of these areas.

Class Format: Lectures will be presented during the scheduled time. To complement the lectures, students will participate in two short discussions/laboratory experiences that will be offered at a variety of times outside the lecture period.

Requirements/Evaluation: five unit quizzes, a final exam, and two brief lab reports (or related brief reports, depending on the availability of labs)

Prerequisites: none

Enrollment Limit: 180

Enrollment Preferences: First-year students and sophomores

Expected Class Size: 180

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3)

Attributes: NSCI Required Courses TEAC Teaching Sequence Courses

Fall 2024

LEC Section: 01 MWF 10:00 am - 10:50 am Noah J. Sandstrom, Nate Kornell, Madison Sewell, Jeremy D. Cone, jdc2 J. Sandstrom

Spring 2025

LEC Section: 01 MWF 10:00 am - 10:50 am Marlene J. Sandstrom, Nate Kornell, Madison Sewell, Jeremy D. Cone, Noah J. Sandstrom, nsandstr Smith

PSYC 127 (S) The Psychology of Success (WS)

This course will examine the psychology of success from a scientific perspective. After considering what success means, we will examine two broad influences on success: personality (e.g., intelligence, grit, and mental illness) and environment (e.g., schooling, parenting, and practice). We will talk about barriers to success, the search for success, and the cost of searching for success. Each week we will read a book or a set of articles (or possibly documentaries or podcasts). One partner will write a paper and the other will write a response. This course is not meant to make you more successful; the goal is to think critically about important issues, use evidence to make arguments, be skeptical, and practice writing and speaking in a convincing and engaging way.

Requirements/Evaluation: written work and discussion of that work; a five-page paper will be due every other week and a one-page response will be required other weeks

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: highest priority will be given to incoming first-years followed by rising sophomores

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

Writing Skills Notes: Students will submit a paper every other week (minimum 5 pages), and in alternate weeks they will write a response to their partner's paper. The instructor will provide detailed feedback on the papers.

Not offered current academic year

PSYC 201 (F)(S) Experimentation and Statistics (QFR)

An introduction to the basic principles of research in psychology. We focus on how to design and execute experiments, analyze and interpret results, and write research reports. Students conduct a series of research studies in different areas of psychology that illustrate basic designs and methods of analysis. You must register for lab and lecture with the same instructor.

Requirements/Evaluation: research reports, exams, and problem sets

Prerequisites: PSYC 101; not open to first-year students except with permission of instructor

Enrollment Limit: 16

Enrollment Preferences: Psychology majors

Expected Class Size: 16

Grading: no pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: This course has problem sets focused on experimental design and quantitative data analysis. Students will help design and conduct experiments, analyze the data, and report their findings.

Attributes: COGS Related Courses PHLH Statistics Courses

Fall 2024

LEC Section: A1 MR 1:10 pm - 2:25 pm Kenneth K. Savitsky

LAB Section: A2 W 1:00 pm - 4:00 pm Kenneth K. Savitsky

LEC Section: B3 TR 9:55 am - 11:10 am Kris N. Kirby

LAB Section: B4 T 1:00 pm - 4:00 pm Kris N. Kirby

Spring 2025

LEC Section: A1 MR 1:10 pm - 2:25 pm Kenneth K. Savitsky

LAB Section: A2 T 1:00 pm - 4:00 pm Kenneth K. Savitsky

LEC Section: B3 MR 2:35 pm - 3:50 pm Rebecca J. Crochiere

LAB Section: B4 W 1:00 pm - 4:00 pm Rebecca J. Crochiere

LEC Section: C5 TR 11:20 am - 12:35 pm Amie A. Hane

LAB Section: C6 R 1:00 pm - 4:00 pm Amie A. Hane

PSYC 212 (F) Neuroscience

Cross-listings: BIOL 212 / NSCI 201

Secondary Cross-listing

This course is designed to give an overview of the field of neuroscience progressing from a molecular level onwards to individual neurons, neural circuits, and ultimately regulated output behaviors of the nervous system. Topics include a survey of the structure and function of the nervous system, basic neurophysiology and neurochemistry, development, learning and memory, sensory and motor systems, and clinical disorders. Throughout the course, many examples from current research in neuroscience are used to illustrate the concepts being considered. The lab portion of the course will emphasize a) practical hands-on exercises that amplify the material presented in class; b) interpreting and analyzing data; c) presenting the results in written form and placing them in the context of published work; and d) reading and critiquing scientific papers.

Requirements/Evaluation: Evaluation will be based on participation in discussion groups, exercises, problem sets and quizzes performed in small groups, lab reports, midterm exams, and a final exam.

Prerequisites: PSYC 101 or BIOL 101; open to first-year students only with permission of instructor

Enrollment Limit: 72

Enrollment Preferences: Sophomores and Biology and Psychology majors

Expected Class Size: 72

Grading: yes pass/fail option, no fifth course option

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

BIOL 212(D3) NSCI 201(D3) PSYC 212(D3)

Attributes: COGS Interdepartmental Electives NSCI Required Courses PSYC 200-level Courses

Fall 2024

LEC Section: 01 TR 9:55 am - 11:10 am Shivon A. Robinson, Charlotte L. Barkan

LAB Section: 02 M 1:00 pm - 4:00 pm Martha J. Marvin

LAB Section: 03 T 1:00 pm - 4:00 pm Martha J. Marvin

LAB Section: 04 W 1:00 pm - 4:00 pm Martha J. Marvin

PSYC 221 (S) Cognitive Psychology

This course surveys research on human cognition. Topics include perception, attention, learning, memory, categorization, language, judgment, decision making, reasoning, and problem solving.

Requirements/Evaluation: Three essay exams

Prerequisites: PSYC 101 or permission of instructor

Enrollment Limit: 50

Enrollment Preferences: Psychology majors

Expected Class Size: 50

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3)

Attributes: COGS Interdepartmental Electives PSYC 200-level Courses TEAC Teaching Sequence Courses

Spring 2025

LEC Section: 01 MR 2:35 pm - 3:50 pm Kris N. Kirby

PSYC 222 (F) Minds, Brains, and Intelligent Behavior: An Introduction to Cognitive Science

Cross-listings: PHIL 222 / COGS 222

Secondary Cross-listing

This course will emphasize interdisciplinary approaches to the study of intelligent systems, both natural and artificial. Cognitive science synthesizes research from cognitive psychology, computer science, linguistics, neuroscience, and contemporary philosophy. Special attention will be given to the philosophical foundations of cognitive science, representation and computation in symbolic and connectionist architectures, concept acquisition, problem solving, perception, language, semantics, reasoning, and artificial intelligence.

Requirements/Evaluation: midterm and final exams, and weekly exercises

Prerequisites: PSYC 101 or any PHIL course or CSCI 134 or permission of instructor; background in more than one of these is recommended.

Enrollment Limit: 25

Enrollment Preferences: sophomore and first-year students, with additional preference given to students who satisfy more of the prerequisites. Do not contact the instructor to plead for special enrollment consideration.

Expected Class Size: 25

Grading: no pass/fail option, no fifth course option

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

PHIL 222(D2) PSYC 222(D3) COGS 222(D2)

Attributes: Linguistics PHIL Contemp Metaphysics + Epistemology Courses PSYC 200-level Courses

Fall 2024

LEC Section: 01 TR 11:20 am - 12:35 pm Joseph L. Cruz

PSYC 232 (F)(S) Developmental Psychology

An introduction to the study of human growth and development from conception through emerging adulthood. Topics for discussion include prenatal and infant development, perceptual and motor development, language acquisition, cognitive development, and social and emotional development. These topics form the basis for a discussion of the major theories of human development, including those about early experience, neural plasticity, dynamic systems, information processing, social learning, attachment, parenting, and family systems.

Requirements/Evaluation: attendance and active class participation, 3 exams (2 midterms and final), and regular writing assignments

Prerequisites: PSYC 101

Enrollment Limit: 50

Enrollment Preferences: Preference will be given to sophomores and junior psychology majors and senior psychology majors who still need to fulfill a 200-level requirement.

Expected Class Size: 50

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3)

Attributes: PSYC 200-level Courses TEAC Teaching Sequence Courses

Fall 2024

LEC Section: 01 TF 1:10 pm - 2:25 pm Madison Sewell

Spring 2025

LEC Section: 01 TF 1:10 pm - 2:25 pm Madison Sewell

PSYC 242 (F)(S) Social Psychology

A survey of theory and research in social psychology. Topics include conformity, group dynamics, stereotyping and prejudice, aggression, altruism, attraction and love, the self, social perception, attitudes and attitude change, and cultural psychology. Applications in areas such as advertising, law, economics and business, and politics will also be discussed.

Requirements/Evaluation: two in-class exams, one paper (5 - 10 pages), and a final exam

Prerequisites: none

Enrollment Limit: 50

Enrollment Preferences: Psychology majors with fewer than three 200-level courses will receive priority followed by sophomores.

Expected Class Size: 50Fa/140Sp

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3)

Attributes: PSYC 200-level Courses TEAC Teaching Sequence Courses

Fall 2024

LEC Section: 01 MR 2:35 pm - 3:50 pm Alex Flores

Spring 2025

LEC Section: 01 TR 11:20 am - 12:35 pm Steven Fein

PSYC 252 (F)(S) Clinical Psychology

A study of the phenomenology, etiology, and treatment of psychopathology: depression, bipolar disorder, the schizophrenias, anxiety disorders, personality disorders, eating disorders, substance use disorders, and other health-related issues. The course emphasizes an integrative approach which analyzes theories and research from psychological, biological, interpersonal, and sociocultural perspectives.

Class Format: In the Fall semester, class will only meet 2 of the 3 possible days each week, determined by the instructor.

Requirements/Evaluation: short papers, 2 in-class exams, and participation

Prerequisites: PSYC 101 or 5 on the AP Psychology test; open to first-year students

Enrollment Limit: 50

Enrollment Preferences: Psychology majors, then sophomores, then by seniority

Expected Class Size: 50

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3)

Attributes: PHLH Methods in Public Health PSYC 200-level Courses

Fall 2024

LEC Section: 01 WF 11:00 am - 12:15 pm Jennifer McQuaid

Spring 2025

LEC Section: 01 TR 8:30 am - 9:45 am Marlene J. Sandstrom

PSYC 272 (S) Psychology of Education

This course introduces students to a broad range of theories and research on education. What can developmental research tell us about how children learn? What models of teaching work best, and for what purposes? How do we measure the success of various education practices? What is the best way to describe the psychological processes by which children gain information and expertise? What accounts for individual differences in learning, and how do teachers (and schools) address these individual needs? How do social and economic factors shape teaching practices and the educational experiences of individual students? The course will draw from a wide range of literature (research, theory, and first-hand accounts) to consider key questions in the psychology of education. Upon completion of the course, students should be familiar with central issues in pre-college education and know how educational research and the practice of teaching affect one another.

Class Format: discussion

Requirements/Evaluation: two exams and a final project

Prerequisites: PSYC 101

Enrollment Limit: 50

Enrollment Preferences: Psychology majors and those who plan to become teachers

Expected Class Size: 50

Grading: no pass/fail option, no fifth course option

Distributions: (D3)

Attributes: PSYC 200-level Courses TEAC Teaching Sequence Courses

Not offered current academic year

PSYC 312 (S) From Order to Disorder(s): The Role of Genes & the Environment in Psychopathology

Cross-listings: NSCI 322

Primary Cross-listing

This course examines how experimental methods in neuroscience can be used to understand the role of nature (genes) and nurture (the environment) in shaping the brain and behavior. In particular, we will explore how neuroscience informs our understanding of psychiatric disorders such as anxiety, depression, and schizophrenia. We will investigate the biological underpinning of these disorders as well as their treatments. Readings will include human studies as well as work based on animal models. Topics will include: the ways in which environmental and genetic factors shape risk and resiliency in the context of psychiatric disease, the neural circuits and peripheral systems that contribute to psychopathology, and the mechanisms through which interventions may act. In the laboratory component of the course, students will gain hands-on experience in using animal models to study complex behavior and their associated neural mechanisms.

Requirements/Evaluation: class presentations, participation in discussions, project proposal (5 pages), empirical project paper (5-7 pages), poster and poster presentation, participation in all phases of the empirical project research experience (experiment design, data collection, data graphing, data analysis) including oral and written presentation of key findings.

Prerequisites: PSYC 212 (same as BIOL 212 or NSCI 201)

Enrollment Limit: 16

Enrollment Preferences: Psychology majors and Neuroscience concentrators

Expected Class Size: 16

Grading: no pass/fail option, no fifth course option

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

PSYC 312(D3) NSCI 322(D3)

Attributes: BIGP Courses NSCI Group B Electives PSYC Area 1 - Behavioral Neuroscience PSYC Empirical Lab Course

Spring 2025

SEM Section: 01 TR 8:30 am - 9:45 am Victor A. Cazares

LAB Section: 02 W 1:00 pm - 4:00 pm Victor A. Cazares

PSYC 313 (F) Opioids and the Opioid Crisis: The Neuroscience Behind an Epidemic

Cross-listings: NSCI 313

Primary Cross-listing

Opioid misuse, including addiction, has emerged as a major health epidemic in the United States. This course will explore the science of opioids as well as the historical and societal context surrounding their use. We will examine the neurobiological mechanisms through which opioids interact with pain pathways and reward circuits within the brain and we will explore how changes in these systems contribute to opioid tolerance, dependence, and addiction. We will consider how genetic, environmental and behavioral factors can powerfully influence these processes. Finally, we will consider alternative approaches to pain management as well as interventions for the treatment of opioid use disorder. Critical evaluation of peer-reviewed primary literature from animal and human studies will serve as a foundation for class discussions. Evaluation will be based on class presentations, participation in discussions and written assignments.

Requirements/Evaluation: class presentations, participation in discussions, three position papers (approximately 2 pages double-spaced), an APA style literature review (approximately 5-7 pages double-spaced), a research proposal (approximately 5-7 pages double spaced) and an oral presentation of the project proposal.

Prerequisites: PSYC 212 (same as BIOL 212 or NSCI 201)

Enrollment Limit: 19

Enrollment Preferences: Psychology majors and Neuroscience concentrators

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

PSYC 313(D3) NSCI 313(D3)

Attributes: NSCI Group B Electives PHLH Biomedical Determinants of Health PSYC Area 1 - Behavioral Neuroscience

Fall 2024

SEM Section: 01 MR 2:35 pm - 3:50 pm Shivon A. Robinson

PSYC 314 (S) Learning and Memory in Health and Disease

Cross-listings: NSCI 314

Primary Cross-listing

This class will examine the neuroscientific basis of different types of learning and memory (such as declarative memory, motor memory, and associative memory), including the brain circuits, cellular mechanisms, and signaling pathways that mediate these different processes. In addition, we will explore how these processes can be disrupted in different diseases and disorders (such as Alzheimer's disease or post-traumatic stress disorder) and we will discuss the strategies and targets for therapeutic intervention. Class meetings will include a mix of lectures, discussions, and student presentations. Critical evaluation of peer-reviewed studies involving both human and animal models will serve as a foundation for class discussions. Working in small teams, students will also design and conduct an empirical project related to the course material.

Requirements/Evaluation: In-class presentations and participation in discussions, completion of an empirical research project which will include a project proposal (3-5 pages), data collection and analysis, and a final report (10-20 pages) along with a poster presentation.

Prerequisites: PSYC 212/NSCI 201/BIOL 212

Enrollment Limit: 16

Enrollment Preferences: Psychology majors and Neuroscience concentrators

Expected Class Size: 16

Grading: no pass/fail option, no fifth course option

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

NSCI 314(D3) PSYC 314(D3)

Attributes: NSCI Group B Electives PSYC Area 1 - Behavioral Neuroscience PSYC Empirical Lab Course

Not offered current academic year

PSYC 316 (S) Neuroscience of Decision-Making

Cross-listings: NSCI 316

Primary Cross-listing

Humans are constantly making decisions: big and small, conscious and unconscious. This seminar will explore different aspects of the decision-making process, including (1) the algorithms for decision-making, (2) the neurological basis of decision-making and (3) the psychological, social, and physiological factors that influence our decision-making. We will examine how scientific approaches can help us understand complex social issues related to decision making. For example: how can stereotypes be understood as a failure in belief updating; how does confirmation bias lead to partisanship; and how to think of xenophobia from the "explore-exploit trade-off" perspective? In this course, we will explore how the brain and its neural networks contribute to these phenomena. The laboratory component of the course will introduce the research tools for studying different aspects of decision-making, including experimental paradigms, computational models and methods of analysis. Students will apply these tools to collaboratively design and conduct behavioral experiments and will analyze neural recording data to understand the relationship between neural activity and decision-making behaviors. Over the course of the semester, students will have the opportunity to develop skills in computer programming to better understand computational models and data analysis.

Requirements/Evaluation: Class presentations, participation in discussions, keeping a decision journal, short response papers and laboratory assignments, participation and presentation of empirical laboratory studies.

Prerequisites: PSYC 212 (same as BIOL 212 or NSCI 201) or permission of instructor.

Enrollment Limit: 16

Enrollment Preferences: Psychology majors, Neuroscience concentrators, and Cognitive Science concentrators

Expected Class Size: 16

Grading: no pass/fail option, no fifth course option

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

PSYC 316(D3) NSCI 316(D3)

Attributes: COGS Interdepartmental Electives NSCI Group B Electives PSYC Area 1 - Behavioral Neuroscience PSYC Empirical Lab Course

Not offered current academic year

PSYC 319 (S) Neuroethics (WS)

Cross-listings: STS 319 / NSCI 319

Primary Cross-listing

Neuroscience studies the brain and mind, and thereby some of the most profound aspects of human existence. In the last decade, advances in our understanding of brain function and in our ability to manipulate brain function have raised significant ethical challenges. This tutorial will explore a variety of important neuroethical questions. Potential topics will include pharmacological manipulation of "abnormal" personality; the use of "cosmetic pharmacology" to enhance cognition; the use of brain imaging to detect deception or to understand the ability, personality or vulnerability of an individual; the relationship between brain activity and consciousness; manipulation of memories; the neuroscience of morality and decision making. In addition to exploring these and other ethical issues, we will explore the basic science underlying them.

Requirements/Evaluation: six 5-page position papers and five 2-page response papers as well as participation in discussions

Prerequisites: PSYC 212 (same as BIOL 212 or NSCI 201); or permission of instructor

Enrollment Limit: 10

Enrollment Preferences: Psychology majors and Neuroscience concentrators

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

PSYC 319(D3) STS 319(D2) NSCI 319(D3)

Writing Skills Notes: In alternating weeks, each student in a tutorial pair will write a 5-page essay based on the assigned readings. Essays will be discussed during tutorial meetings and written feedback from the professor will be provided for each essay. At the end of the semester, students will

choose one of their prior essays to revise as their final submission. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Attributes: NSCI Group B Electives PSYC Area 1 - Behavioral Neuroscience

Spring 2025

TUT Section: T1 TBA Noah J. Sandstrom

PSYC 326 (S) Choice and Decision Making

Despite the impression many people have, we really are amazingly good decision makers most of the time. Even so, we do make mistakes; occasionally we even make choices that we know are likely to turn out badly for us. In this course we will survey theoretical and experimental approaches to understanding both our strengths and weaknesses as decision makers. Topics include adaptive rationality, the debate over cognitive biases, fast and frugal heuristics, impulsivity and self-control, addictions and bad habits, paternalism, and moral decision making.

Requirements/Evaluation: problem sets, essay papers, and class participation

Prerequisites: PSYC 221 or 222 or permission of instructor; permission is typically given to students who have successfully completed ECON 110

Enrollment Limit: 19

Enrollment Preferences: senior Psychology majors who need the course to fulfill the major

Expected Class Size: 19

Grading: no pass/fail option, yes fifth course option

Distributions: (D3)

Attributes: COGS Interdepartmental Electives PSYC Area 2 - Cognitive Psychology

Spring 2025

SEM Section: 01 MR 1:10 pm - 2:25 pm Kris N. Kirby

PSYC 327 (S) Cognition and Education

This class will examine two interrelated topics in education. One is societal issues in schooling, such recruiting teachers, tracking, international differences, and fads. The other is principles in the cognitive psychology of learning, such as metacognition, spacing effects, and retrieval practice, that can be used to enhance learning. Most of the readings will be scientific articles.

Requirements/Evaluation: Daily quizzes, student presentations, empirical research papers, an essay, and class participation

Prerequisites: PSYC 221 or 222

Enrollment Limit: 16

Enrollment Preferences: Psychology majors

Expected Class Size: 16

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3)

Attributes: COGS Interdepartmental Electives PSYC Area 2 - Cognitive Psychology PSYC Empirical Lab Course TEAC Teaching Sequence Courses

Spring 2025

SEM Section: 01 TR 9:55 am - 11:10 am Nate Kornell

LAB Section: 02 M 1:00 pm - 4:00 pm Nate Kornell

PSYC 332 (S) Children's Mathematical Thinking and Learning

Are babies statistical experts? Will I ever be good at calculus? What are we born with and what do we learn? Before children are ever taught formal mathematics in a classroom, they are confronted with situations where they must use their informal understanding of geometry, space, and number to successfully navigate their environments. In this course we read and discuss both foundational and cutting-edge articles from neuroscience, cognitive

science, education, and psychology to understand how humans bridge this gap between the informal and formal mathematical worlds. We will also tackle questions such as: How do culture and language affect numerical understanding? What are the sources of children's mathematical misconceptions? What are the effects of early environmental input or input deprivation on mathematical development? What do we know about gender differences in math achievement? How do stereotypes, prejudice, and math anxiety affect math performance? For your laboratory component, you will work with a small group of other students to develop an original research project that tests a specific hypothesis about children's mathematical thinking and learning. Data will be collected either online or in community schools, with the permission of parents, teachers, and children. Your results will be written-up in for your final paper, which will be in the style of an empirical journal article.

Class Format: community-based data collection in local schools

Requirements/Evaluation: class participation, discussion leader, weekly open-notes reading quizzes, individual 12- to 15-page final paper based on empirical group research project

Prerequisites: PSYC 201 and PSYC 232 or permission of the instructor

Enrollment Limit: 16

Enrollment Preferences: Psychology majors, upperclassmen, students with a demonstrated interest in the course material

Expected Class Size: 16

Grading: no pass/fail option, no fifth course option

Distributions: (D3)

Attributes: PSYC Area 3 - Developmental Psychology PSYC Empirical Lab Course TEAC Teaching Sequence Courses

Spring 2025

SEM Section: 01 TR 9:55 am - 11:10 am Eliza L Congdon

LAB Section: 02 M 1:00 pm - 4:00 pm Eliza L Congdon

PSYC 335 (F) Early Experience and the Developing Infant

The period from conception to age three is marked by impressive rapidity in development and the plasticity of the developing brain affords both fetus and infant an exquisite sensitivity to context. This course delves into the literature that highlights the dynamic interactions between the developing fetus/infant and the environment. The course readings span a range of disciplines and cover a diversity of hot topics in the study of prenatal and infant development, including empirical research drawn from the developmental, neuroscience, psychopathology, and pediatric literatures.

Requirements/Evaluation: active class participation, weekly three-page papers, two oral presentations (20 minutes each and using PowerPoint), a midterm, and one final 12-15 page paper

Prerequisites: PSYC 201, PSYC 212, and PSYC 232 or permission of instructor

Enrollment Limit: 19

Enrollment Preferences: Psychology majors and Neuroscience concentrators

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3)

Attributes: NSCI Group C Electives PHLH Biomedical Determinants of Health PHLH Reproductive, Maternal and Child Health PSYC Area 3 - Developmental Psychology

Fall 2024

SEM Section: 01 TR 11:20 am - 12:35 pm Amie A. Hane

PSYC 336 (S) Identity Development in Adolescence and Young Adulthood

Who am I? How do others see me, and how do I want them to see me? What are my core values? Who do I want to become? These questions underlie what some theorists consider to be the fundamental developmental task of adolescence and young adulthood: Identity development. In this course, we will read and discuss the theoretical and empirical literature to understand how adolescents and young adults develop a unique, multifaceted sense of self. We'll explore how the biological, cognitive, and social transitions of this period prompt the development of identity. We'll also emphasize the role of family, peers, school, social media, and youths' own agency in informing their identity development. Special attention will be paid

to the topics of gender identity, racial and ethnic identity, sexual orientation, and personality.

Requirements/Evaluation: class participation, serving as discussion leader several times during the semester, one-page response papers due every class, one 5-7 page essay, individual 10-12 page research proposals, research proposal presentation

Prerequisites: PSYC 232 or permission of the instructor

Enrollment Limit: 19

Enrollment Preferences: Psychology majors

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3)

Attributes: PSYC Area 3 - Developmental Psychology

Spring 2025

SEM Section: 01 MR 2:35 pm - 3:50 pm Madison Sewell

PSYC 338 (S) Inquiry, Invention and Ideas

Children tinker, explore and create, but some more than others, and under some conditions more than others. What leads children to investigate, invent and build their own ideas? We will examine the development of curiosity, invention, and the ability to have or construct an idea. We will also look at what accounts for individual differences between children, including the role of intelligence, creativity, social cues, and opportunity. We will look at how these processes unfold at home and in school, and discuss the educational implications of the research we read, and the research we conduct.

Requirements/Evaluation: three 3- to 5-page thought papers, one empirical project, and a final journal-style paper reporting on your research.

Prerequisites: PSYC 101, and PSYC 232 or PSYC 272, or permission of instructor

Enrollment Limit: 16

Enrollment Preferences: preference given to Psychology majors

Expected Class Size: 16

Grading: no pass/fail option, no fifth course option

Distributions: (D3)

Attributes: PSYC Area 3 - Developmental Psychology PSYC Empirical Lab Course TEAC Teaching Sequence Courses

Not offered current academic year

PSYC 341 (F) The Social Psychology of Prejudice

Cross-listings: WGSS 339

Primary Cross-listing

This course will examine social psychological theories and research that are relevant to the understanding of stereotypes, prejudice, and discrimination. We will take a variety of social psychological perspectives, emphasizing sociocultural, cognitive, personality, or motivational explanations. We will examine the impact that stereotypes and prejudice have on people's perceptions of and behaviors toward particular groups or group members and will explore a variety of factors that tend to exacerbate or weaken this impact. We also will consider sources of prejudice and processes through which it is maintained, strengthened, or revised. In addition, we will examine some of the effects that stereotypes, prejudice, and discrimination can have on members of stereotyped groups, as well as some implications of the social psychological research findings for issues such as education sports, and business and government policies. A major component of this course will be the examination of classic and ongoing empirical research.

Class Format: empirical lab course

Requirements/Evaluation: weekly brief papers, oral reports, two longer papers

Prerequisites: PSYC 201 and 242

Enrollment Limit: 16

Enrollment Preferences: senior, then junior Psychology majors

Expected Class Size: 16

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 339(D2) PSYC 341(D3)

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora ASAM Related Courses PSYC Area 4 - Social Psychology PSYC Empirical Lab Course TEAC Related Courses

Fall 2024

LEC Section: 01 W 1:10 pm - 3:50 pm Steven Fein

LAB Section: 02 T 1:00 pm - 4:00 pm Steven Fein

PSYC 342 (F) Social Judgment

This course focuses on how people make judgments and decisions in their social lives and why they are sometimes biased and irrational in their choices. We will place a strong emphasis on exploring how ideas from the judgment and decision-making literature can aid in our understanding of social psychological phenomena, including planning for the future, understanding other people, and resolving interpersonal conflicts. We will also place an emphasis on people's judgments and decisions as they pertain to their happiness and well-being, exploring how concepts in the judgment and decision-making literature can help us to understand why certain types of outcomes are more satisfying than others and why people sometimes choose in ways that fail to maximize their well-being. As we explore these questions, we will survey a variety of methods and perspectives, ranging from classic social psychological experiments to techniques imported from behavioral economics and cognitive psychology.

Requirements/Evaluation: a series of short papers; written and oral report of a research proposal

Prerequisites: PSYC 242 and PSYC 201, or permission of instructor

Enrollment Limit: 19

Enrollment Preferences: Psychology majors

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D3)

Attributes: PSYC Area 4 - Social Psychology

Fall 2024

SEM Section: 01 TF 1:10 pm - 2:25 pm Jeremy D. Cone

PSYC 344 (S) Contemporary Social Psychology

This course surveys recent and cutting-edge findings published in social psychology in the last few years--research that builds on old classics, as well as research that opens up new lines of inquiry. We'll consider the latest research in each of the major subareas of social psychology (social influence, social cognition, and social relations). We'll also consider recent applications of social psychological thinking in law, business, health, and well-being. Throughout the course, we'll think about not just new ideas and new content areas but also about new methods and scientific approaches, modern data analytic strategies, and novel data sources (such as behavior on social media or linguistic analyses of text).

Requirements/Evaluation: a series of papers; written and oral reports of research

Prerequisites: PSYC 242

Enrollment Limit: 16

Enrollment Preferences: Psychology majors

Expected Class Size: 16

Grading: no pass/fail option, no fifth course option

Distributions: (D3)

Attributes: PSYC Area 4 - Social Psychology PSYC Empirical Lab Course

Spring 2025

SEM Section: 01 TF 1:10 pm - 2:25 pm Jeremy D. Cone

LAB Section: 02 W 1:00 pm - 4:00 pm Jeremy D. Cone

PSYC 345 (S) Psychology and Politics

This course will explore the field of political psychology primarily from a social psychological perspective, though also from a political science perspective. The goal of this course is to develop an understanding of how people's personalities, identities, and social contexts shape their political attitudes and behavior. Topics will include polarization, partisanship, political engagement, authoritarianism and belief in conspiracy theories, stereotyping and prejudice, media effects, and emotion. Throughout the course, we will consider the relationship between psychology and our political institutions. We will evaluate how psychology can be used to help our institutions better embody democratic values and, conversely, how it has been used to further anti-democratic actions as well.

Requirements/Evaluation: Class participation, weekly reaction papers on course readings (1-2 pages), constructive participation in the empirical research project, independent write-up of the research project (10-20 pages), poster/oral presentation of the project.

Prerequisites: PSYC 201 and PSYC 242 or permission of instructor

Enrollment Limit: 16

Enrollment Preferences: Psychology majors

Expected Class Size: 16

Grading: no pass/fail option, yes fifth course option

Distributions: (D3)

Attributes: PSYC Area 4 - Social Psychology PSYC Empirical Lab Course

Spring 2025

SEM Section: 01 TF 2:35 pm - 3:50 pm Alex Flores

LAB Section: 02 R 1:00 pm - 4:00 pm Alex Flores

PSYC 346 (F) Environmental Psychology

Cross-listings: ENVI 346

Primary Cross-listing

This is a course on contemporary social psychology as it pertains to the natural environment. Our two primary questions in this course are: (1) how can research and theory in social psychology help us understand the ways in which people engage with threats to the natural environment?, and (2) how can social psychology help us encourage environmentally responsible behavior and sustainable practices? Because human choice and behavior play such an important role in environmental problems, a consideration of human psychology may therefore be an important part of environmental solutions.

Requirements/Evaluation: a series of papers, two essay exams, written and oral reports of research

Prerequisites: PSYC 242 recommended, PSYC 201, or a comparable course in statistics and research methodology, is also recommended.

Enrollment Limit: 19

Enrollment Preferences: Psychology majors, Environmental Studies majors, and Environmental Studies concentrators

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 346(D3) PSYC 346(D3)

Attributes: AMST Space and Place Electives ENVI Humanities, Arts + Social Science Electives PSYC Area 4 - Social Psychology

Not offered current academic year

PSYC 351 (F) Clinical Neuropsychology

Clinical neuropsychology is a fascinating interdisciplinary subfield within clinical psychology that investigates the relationship between brain functions and behavior, including emotions and cognition. In this course, we will consider different cognitive functions, as well as an array of pediatric and adult neurological disorders, such as epilepsy, Parkinson's disease, stroke, and traumatic brain injury. Course goals include understanding the behavioral and cognitive characteristics associated with disorders and their underlying biology, how assessment tools are used in the diagnostic process, and how interventions may be implemented to improve function. To achieve these goals, we will discuss case studies and research articles, and we will take a hands-on approach by learning how to administer and interpret neuropsychological tests, paying particular attention to their strengths, limitations, and generalizability. We will also explore how neuropsychological test results can inform clinical interventions. Throughout these discussions, we will consider the ethical issues associated with neuropsychological testing and intervention.

Class Format: Class will only meet 2 of the 3 possible days each week, determined by the instructor.

Requirements/Evaluation: Attendance and active participation in class and online discussions, three 2-page papers with peer review, one group project/presentation, one final case report (5-7 pages)

Prerequisites: PSYC 201 and PSYC 252 or permission of instructor

Enrollment Limit: 19

Enrollment Preferences: Psychology majors

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D3)

Attributes: NSCI Group C Electives PSYC Area 5 - Clinical Psychology

Not offered current academic year

PSYC 353 (F) Family and School-Based Interventions

The development of child psychopathology is influenced by a complex interplay of factors related to the individual (e.g., genetic risk), the family (e.g., instances of abuse), the school environment (e.g., incidents of bullying), and the broader context (e.g., socioeconomic factors like poverty). In comparison to adults, the manifestation of symptoms in children and adolescents is more directly linked to their immediate surroundings. Consequently, interventions primarily centered around the family and school settings are commonly employed in the prevention and treatment of psychological and behavioral issues. Throughout this course, we will delve into the associations between risk and protective factors from various settings and the emergence of externalizing and internalizing symptoms in children and adolescents. A comprehensive examination of the role of parenting and family dynamics in the origins of disorders in children will be undertaken. Our discussions will also encompass a spectrum of practical and ethical considerations associated with working with children and families. The objectives of this course include gaining an enhanced understanding of crucial risk and protective factors, exploring how such knowledge can be applied at the individual, family, and population levels, and grasping the utilization of behavior analysis and case conceptualization as tools for crafting precise and effective interventions for children and adolescents. To accomplish these objectives, we will analyze case studies and research articles, adopting a hands-on approach to applying knowledge of risk and protective factors in both assessment and intervention design. Emphasis will be placed on addressing the myriad practical and ethical challenges linked to working with children and families during these discussions.

Requirements/Evaluation: Attendance and active participation in discussions, two 5-7 page written papers, and one group project/presentation.

Prerequisites: PSYC 201 and PSYC 252 or permission of instructor.

Enrollment Limit: 19

Enrollment Preferences: Psychology majors

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D3)

Attributes: PSYC Area 5 - Clinical Psychology

Fall 2024

SEM Section: 01 TR 9:55 am - 11:10 am Martin Forster

PSYC 354 (F) Health Psychology

In this course, students will contrast the traditional biomedical model of health with the biopsychosocial model of health with a goal of understanding how biological, psychological, and sociocultural factors influence health and well-being. We will explore psychological theory and research that targets health promotion, disease prevention, and management of chronic illness. Course readings will include empirical articles, excerpts from popular science books, and news/media articles on public health issues. Discussions will center on using the biopsychosocial model to better understand health processes (e.g., stress, substance use, physical inactivity) and outcomes (e.g., insomnia, diabetes, heart disease), with a special focus on health disparities among historically disadvantaged groups in the United States. Students also will learn about cognitive, behavioral, and mindfulness-based treatments ("behavioral medicine") that promote healthy behavior and the management of chronic illness/disease (e.g., pain, HIV/AIDs, cancer). All students will design and conduct an empirical research project based on the course material.

Requirements/Evaluation: class presentations, reading responses, participation in class discussions, completion of an empirical project, APA-style empirical paper (10-20 pages double-spaced) and poster/oral presentation of the empirical project.

Prerequisites: PSYC 201 and PSYC 252, or permission of instructor

Enrollment Limit: 16

Enrollment Preferences: Psychology majors

Expected Class Size: 16

Grading: no pass/fail option, no fifth course option

Distributions: (D3)

Attributes: PHLH Bioethics + Interpretations of Health PSYC Area 5 - Clinical Psychology PSYC Empirical Lab Course

Not offered current academic year

PSYC 355 (S) Psychotherapy: Theory and Research

Psychotherapy is young. Barely 100 years old, it is a psychological endeavor that attempts to promote change and healing through social interaction. How does talking with a psychotherapist facilitate change -- emotionally, cognitively, behaviorally? How exactly does psychotherapy help people achieve relief from psychological disorders and other identified problems? In this course, we will study some of the key modalities of psychotherapy by examining the theories and scientific research that surround them. We will also examine the sociocultural and political contexts in which these approaches evolved. We will engage in close reading and critical analysis of primary source theoretical papers, the "raw data" (videotapes and transcripts) of therapy sessions, case studies, and contemporary empirical research on the outcomes and change processes of psychotherapy. Students will learn how to evaluate the efficacy claims of both standard and new therapies and about the mechanisms by which those therapies work. Current controversies in psychotherapy and psychotherapy research will be addressed and debated as well. All students will design and conduct an empirical research project based on the course material.

Requirements/Evaluation: attendance and active class participation, daily writing responses of 5-10 sentences related to course readings, 5 thought papers (2-3 pages in length), 2 small group oral presentations, and a 10-15 page final empirical project

Prerequisites: PSYC 201 and PSYC 252

Enrollment Limit: 16

Enrollment Preferences: Psychology majors

Expected Class Size: 16

Grading: no pass/fail option, no fifth course option

Distributions: (D3)

Attributes: PSYC Area 5 - Clinical Psychology PSYC Empirical Lab Course

Spring 2025

SEM Section: 01 WF 11:00 am - 12:15 pm Jennifer McQuaid

LAB Section: 02 R 1:00 pm - 4:00 pm Jennifer McQuaid

PSYC 356 (F) Asylum: Understanding the Psychological Effects of Persecution, Trauma, and the Migration Experience

Asylum is a specific form of humanitarian relief granted to an individual who can legally establish a history of previous persecution, or fear of future persecution, on account of their race, religion, nationality, political opinion, or membership in a particular social group. What are the psychological effects of being physically and emotionally persecuted *because of who you are, what you believe, and/or your identity*? Using the framework of

asylum, we will study the effects of persecution, loss, and displacement on mental health and well-being, and the psychological impacts of traumatic stress and of seeking asylum in the United States. Through close reading of empirical studies, case studies, narratives, and legal writing, we will consider the psychological outcomes most frequently reported by asylum seekers, as well as the effects of traumatic stress on attachment and interpersonal relationships, family functioning and the capacity for recovery and post-traumatic growth. We will explore various types of persecution (e.g., gender-based violence, gang-violence, political persecution, and family separation) and their global health context. Finally, we will examine the social determinants, legal frameworks, and social justice implications of therapeutic interventions and resettlement. Students will also explore the clinical literature on psychological outcomes and how this research is informing both psychotherapy and social service interventions in the US and humanitarian settings across the globe. Guest speakers will punctuate our time over the semester, so that students can understand the role of lawyers, clinicians (medical and psychological) and global mental health researchers in addressing issues of forced displacement.

Requirements/Evaluation: Attendance and active participation, weekly reaction exercises (brief papers and presentations), and a final paper on an asylum-related topic of particular interest to the student.

Prerequisites: PSYC 252 is encouraged but not required. Students who have not taken PSYC 252 are encouraged to contact the instructor.

Enrollment Limit: 19

Enrollment Preferences: Psychology majors will have priority, but non-majors with interests in issues of asylum are encouraged to register.

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

Attributes: PHLH Social Determinants of Health PSYC Area 5 - Clinical Psychology

Fall 2024

SEM Section: 01 W 1:10 pm - 3:50 pm Jennifer McQuaid

PSYC 357 (F) Clinical Psychology & Social Justice: Centering Marginalized Perspectives (DPE)

In this course, students will evaluate the critical question of whether and how clinical psychology can address mental health disparities and promote social justice. Students will gain a substantive understanding of research and theory examining psychopathology, including historical perspectives, expression and conceptualization of psychopathology, etiological theories from varied disciplines, and intervention and prevention strategies. We will take a liberation psychology and intersectional approach to examine the ways in which various intersecting systems of oppression and privilege shape the mental health and lived experiences of individuals and communities. Throughout the course, we will center topics and people that have been epistemically excluded from the field of clinical psychology. Topics such as racism, discrimination, resistance, pride, collective care, and queer affirming interventions will be addressed and the voices of those with marginalized identities (for example, due to their race, ethnicity, gender identity, sexual orientation, immigration status) will be highlighted. Students will evaluate current research and theory with attention to bias, inequities, methodological rigor, and potential usefulness for promoting social justice, through prevention, intervention, and policy.

Requirements/Evaluation: Course requirements include: a) reading empirical articles; b) participating in class discussions; c) completing daily assignments; d) a 2-page research proposal (double-spaced); e) conducting a research project in a small group; f) a short presentation on a student-selected topic and reading; and g) a final research paper based upon the small group research project (approximately 15 double-spaced pages).

Prerequisites: PSYC 201. PSYC 252 recommended.

Enrollment Limit: 16

Enrollment Preferences: Psychology majors

Expected Class Size: 16

Grading: no pass/fail option, yes fifth course option

Distributions: (D3) (DPE)

Difference, Power, and Equity Notes: Students will examine how clinical psychology can address mental health disparities & promote social justice. To do so, students will: use scientific reasoning & quantitative skills to critically examine how intersecting systems of oppression and privilege shape the mental health of individuals & communities; evaluate research and theory with attention to bias, inequities, and usefulness for promoting social justice; and conduct a research project using socially just research practices.

Attributes: PSYC Area 5 - Clinical Psychology PSYC Empirical Lab Course

Fall 2024

SEM Section: 01 TR 11:20 am - 12:35 pm Catherine B. Stroud

LAB Section: 02 M 1:00 pm - 4:00 pm Catherine B. Stroud

PSYC 358 (S) Developmental Psychopathology: Trajectories of Risk and Resilience

Why do some youth develop psychopathology in the face of adversity whereas others do not? How do we define psychological disorders in youth? Is resilience a static trait, or can it be promoted? How do we prevent youth from developing psychopathology? In this course, students will address these and other questions using a risk and resilience framework that examines the interactions among multiple risk and protective factors in the pathway to psychopathology. Specifically, students will examine the interactions between individual characteristics (e.g., neurobiological, interpersonal, cognitive, and emotional factors) and environmental contexts (e.g., family, school, peer, early adversity, poverty) in the development of risk and resiliency. Application of etiological models and empirical findings to prevention and intervention approaches will be explored. Throughout the course, students will evaluate current research based upon theory, methodological rigor, and clinical impact.

Requirements/Evaluation: Evaluation will be based on oral participation, daily assignments, 1 presentation, and four 5-page position papers.

Prerequisites: PSYC 252; PSYC 201 recommended

Enrollment Limit: 19

Enrollment Preferences: Psychology majors and Public Health concentrators

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D3)

Attributes: PHLH Reproductive, Maternal and Child Health PSYC Area 5 - Clinical Psychology

Not offered current academic year

PSYC 361 (F) Nonviolence and Positive Psychology

In this course we will explore the theory and practice of nonviolence in the context of empirical research in Positive Psychology. *Nonviolence* refers to choosing not to threaten or injure others, and its practice requires cultivating personal qualities that enable such a choice. Positive Psychology refers to the scientific study of those personal qualities that enable people to live happy and fulfilling lives. We will begin by studying the history and moral theories of nonviolence. Using research from across the subdisciplines of psychology, we will then evaluate the empirical claims of those theories regarding psychological benefits of nonviolence to the practitioner, attitude change in the adversary, and effects on the larger community. An important focus of the course will be to critically assess the research methods and data analyses used in these studies. Topics will include self-control, gratitude, empathy, forgiveness, tolerance, courage, aggression, resisting violent assault, and civil disobedience.

Class Format: Class meetings will be primarily discussion-based

Requirements/Evaluation: Class attendance and participation, discussion leadership, literature searches for relevant empirical research papers, short papers in the form of research summaries, and a final paper in the form of an empirical research proposal.

Prerequisites: Any 200-level course in PSYC or permission of instructor

Enrollment Limit: 19

Enrollment Preferences: Psychology majors

Expected Class Size: 19

Grading: no pass/fail option, yes fifth course option

Distributions: (D3)

Attributes: PSYC Area 6 - Other/Interdisciplinary Psychology

Not offered current academic year

PSYC 362 (F) Cultural Psychology

What is culture? How does culture influence the way we think and behave? How does it affect the neuro underpinnings in our brain? How is culture represented, impacted, and transformed in the digital age? This course will introduce you to the field of cultural psychology, and explore the role of cultural meanings, practices, and institutions on human psychology. We will discuss how culture emerges through evolution and examine how the same psychological processes that give rise to rich cultural practices also bear negative consequences on our society, such as stereotype and

prejudice. We will also examine how human culture is transformed through digitalization, immigration, and globalization, and how it is represented on mass media and social media. Through the course, you will learn to critically examine human behaviors in the contexts of diverse cultural beliefs, to reflect on your own upbringings through a cultural lens, and to gain an appreciation for cultures other than your own.

Requirements/Evaluation: Students are expected to participate in and periodically lead class discussions. As part of this, students must complete assigned readings prior to class meetings. Finally, students will participate in an individual or small-group project culminating in a written and oral presentation.

Prerequisites: PSYC 201 and at least one other 200-level psychology course

Enrollment Limit: 16

Enrollment Preferences: Psychology majors

Expected Class Size: 16

Grading: no pass/fail option, no fifth course option

Distributions: (D3)

Attributes: PSYC Area 6 - Other/Interdisciplinary Psychology PSYC Empirical Lab Course

Not offered current academic year

PSYC 372 (F) Advanced Seminar in Teaching and Learning

This advanced seminar will give students an opportunity to connect theory to practice. Each student will have a teaching placement in a local school, and participate in both peer and individual supervision. In addition, we will read a range of texts that examine different approaches to teaching, as well as theory and research on the process of education. What is the best way to teach? How do various theories of child development and teaching translate into everyday practices with students? Students will be encouraged to reflect on and modify their own teaching practices as a result of what we read as well as their supervision. Questions we will discuss include: What is the relationship between educational goals and curriculum development? What is the relation between substance (knowledge, skills, content) and the interpersonal dynamic inherent in a classroom setting? How do we assess teaching practices and the students' learning? What does it take to be an educated person?

Requirements/Evaluation: this course involves a field placement, weekly readings, as well as seminar discussion, supervision, and a graded journal

Prerequisites: PSYC 232 or PSYC 272 or permission of instructor

Enrollment Limit: 12

Enrollment Preferences: Psychology majors and those who plan to become teachers

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D3)

Attributes: EXPE Experiential Education Courses PSYC Area 7 - Educational Psychology TEAC Teaching Sequence Courses

Not offered current academic year

PSYC 397 (F) Independent Study: Psychology

Open to upperclass students with permission of the instructor and department. Students interested in doing an independent study should make prior arrangements with the appropriate professor. The student and professor then complete the independent study proposal form available at the Registrar's Office and should submit it to the department chair for approval *prior* to the beginning of the drop/add period.

Requirements/Evaluation: Determined by individual instructors

Prerequisites: Permission of instructor

Enrollment Limit: none

Enrollment Preferences: Upperclass students

Expected Class Size: NA

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3)

PSYC 398 (S) Independent Study: Psychology

Open to upperclass students with permission of the instructor and department. Students interested in doing an independent study should make prior arrangements with the appropriate professor. The student and professor then complete the independent study proposal form available at the Registrar's Office and should submit it to the department chair for approval *prior* to the beginning of the drop/add period.

Requirements/Evaluation: Determined by individual instructors

Prerequisites: Permission of instructor

Enrollment Limit: none

Enrollment Preferences: Upperclass students

Expected Class Size: NA

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3)

Spring 2025

PSYC 403 (F) The Psychology of Love

This seminar will examine psychological approaches to the study of attraction, affiliative bonds, attachment, and relationship health across the lifespan. These topics will be introduced via review articles, books, and films. Students will analyze these topics more deeply with presentations and student-led discussions of original research articles from across multiple perspectives and subdisciplines of psychology.

Requirements/Evaluation: participation in class discussion, selection and presentation of relevant empirical papers, four position papers, and a final presentation

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: senior Psychology majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D3)

Fall 2024

PSYC 405 (F) Why We Believe What We Believe

As scientists, we aspire to hold beliefs that are based in evidence. As humans, however, we are likely to embrace beliefs influenced by a variety of social, historical, cultural, political, racial, and religious factors. In this class, we will explore the question of why we cling to certain beliefs, even in the face of significant contradictory evidence. For example, what assumptions do we make about social situations and why are we so convinced these assumptions are correct? How does our culture affect our views of social phenomena such as psychological disorders, parenting, or educational systems and why do we hold on to them so fiercely? What assumptions do we make about the nature of memory, emotions, and cognitions and are these assumptions valid? Are there "defensive moves" that we make when we are challenged racially, even when we are committedly antiracist? And, if so, why? In class, we will explore source material from popular culture (books, films, podcasts, and popular press articles) related to some of these issues and we will examine claims made about different belief systems. We will then critically evaluate these claims by exploring the available empirical psychological evidence. The format of this class is student-led discussions.

Requirements/Evaluation: Students will be required to develop and lead rigorous generative discussions with their classmates several times during the semester. In addition, students will be expected to actively participate in discussions and to write three 5-7 page position papers.

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: senior Psychology majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D3)

Fall 2024

SEM Section: 01 MR 2:35 pm - 3:50 pm Nicole T. Harrington

PSYC 406 (F) Are there any universal psychological phenomena? (DPE)

In this course, we will critically examine the ways culture, identities, power, systems, and privilege have shaped our understanding of human behavior as well as the consequences for policy, education, intervention, and prevention. Students will: a) evaluate the ways in which unmeasured cultural variables may have influenced the findings of seminal research articles and psychological theories; b) identify new methodological approaches, concepts, and processes that are revealed when we centralize people and topics that have been excluded from the research literature; c) examine ways the field has contributed to structural oppression and inequities; and d) design studies that provide robust tests of universality, elucidate the limits of universality, and have implications for addressing inequities. This student-led course will allow students to identify topics of interest in multiple sub-disciplines of psychology, select empirical readings, and lead class discussion.

Requirements/Evaluation: Course requirements include reading empirical articles, participating in class discussions, selecting relevant topics and readings for class discussions, leading 2 class discussions, and writing three empirically-based papers (approximately 5 pages double-spaced).

Prerequisites: None

Enrollment Limit: 14

Enrollment Preferences: Senior psychology majors

Expected Class Size: 14

Grading: no pass/fail option, yes fifth course option

Distributions: (D3) (DPE)

Difference, Power, and Equity Notes: Students will address the question of whether there any universal psychological phenomena. To do so, students will use scientific reasoning and quantitative skills to critically examine the ways culture, identities, power, systems, and privilege have shaped our understanding of human behavior as well as the consequences for policy, education, intervention, and prevention. Students will use an intersectional approach to understand the ways identity and systems shape psychological phenomena.

Not offered current academic year

PSYC 407 (F) Success and Failure

The theme of this psychology senior seminar will be success. We will discuss the path to personal success, including the relative importance of hard work, genetic talent, and luck; barriers to success like poverty and discrimination; the importance of parents, family, teachers, and friends; and what we really mean by success. For each topic we cover, we will read a book or watch a film, then delve deeper by reading and discussing scientific journal articles. Class meetings will be student-led discussions. Students will write three 5-7 page papers. The larger goal will be to practice useful life skills such as how to lead and participate in a meeting (i.e., a class discussion), how to write engagingly and convincingly, and how to assess an argument skeptically and discuss it using evidence.

Class Format: student-led discussions

Requirements/Evaluation: participate in and lead class discussions, choose class reading assignments, and write essays

Prerequisites: senior Psychology majors or permission of instructor in rare cases

Enrollment Limit: 10

Enrollment Preferences: senior Psychology majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D3)

Fall 2024

SEM Section: 01 TF 1:10 pm - 2:25 pm Nate Kornell

PSYC 409 (F) Growing Up

Growing up is a universal human experience, yet humans are shaped by distinct forces as they navigate infancy, childhood, adolescence, and adulthood. This seminar will zoom in on five key inflection points in the human lifespan (times when our environment or the choices we make may have an outsized impact on our life's trajectory): 1) birth/infancy, 2) school entry, 3) adolescence, 4) emerging adulthood, and 5) death/dying. We will discuss popular media depictions of humans in each of these transition points (such as the film *Babies*, and the book *Being Mortal*). We will then compare, contrast, and evaluate these popular depictions of "growing up" or "growing old" with accounts from empirical research from all sub-disciplines of psychology. The empirical evidence will take the form of journal articles that match the themes of the media depiction but use the scientific method to try to characterize the cultural and personal forces that most affect the human experience and shape a person's identity in key moments of the lifespan. The course will be guided by broad questions such as -- To what extent do humans shape their own destiny versus being shaped by cultural, environmental, or genetic forces beyond their control? Are there some types of experience that are stronger predictors of long-term outcomes than others? Are there any human experiences that are truly universal? What can psychology, as a field, tell us about "growing up" as a human on this planet, and where might it fall short?

Class Format: Class will only meet 2 of the 3 possible days each week, determined by the instructor.

Requirements/Evaluation: Students are expected to co-lead discussions several times during the semester, choose empirical readings, participate in discussions, and write a total of three 5-7-page evidence-based argument papers.

Prerequisites: None

Enrollment Limit: 14

Enrollment Preferences: Open only to senior psychology majors

Expected Class Size: 14

Grading: no pass/fail option, yes fifth course option

Distributions: (D3)

Not offered current academic year

PSYC 410 (F) Psychology of the Internet

This course will explore the impact of the internet and digital technologies on human behavior, cognition, and society. We will draw from theoretical frameworks and empirical research across psychological subdisciplines as well as popular media sources. Specific topics will include online identity formation, digital communities, the psychological effects of social media, the proliferation of conspiracy theories and other extreme content, and the interplay between technology and mental health. Larger goals of the course include: using scientific data to understand real-world phenomena; crafting evidence-based arguments in conversation and in written form; leading and participating in productive group discussions; and equipping ourselves with analytical tools to navigate and contribute to the digital landscape thoughtfully and ethically.

Requirements/Evaluation: Weekly readings, leading and participating in class discussion, writing three 5-7 page papers.

Prerequisites: None

Enrollment Limit: 10

Enrollment Preferences: Senior psychology majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D3)

Fall 2024

SEM Section: 01 TF 2:35 pm - 3:50 pm Alex Flores

PSYC 411 (F) How do we think?

In this seminar, we will seek to understand how the mind operates and how various factors shape our thinking. We will explore how emotion, values, and beliefs influence cognitive processes and consider the means by which rationality and heuristics influence decision-making. We will compare

algorithms used by the brain with those used in artificial intelligence systems. We will also examine how the ways we think shape our interactions with society. Through student-facilitated discussions, we will explore how psychological research informs our understanding of cognition. We will examine how accurately (or inaccurately) popular media reflect research findings. Students will identify gaps in our knowledge and propose novel research to fill those gaps. Finally, we will apply findings from the literature to help develop interventions to combat cognitive blind spots, distortions, and biases, and to foster happiness, well-being, and deeper connections.

Requirements/Evaluation: Students will serve as discussion facilitators several times during the semester. Students will be expected to actively participate in discussions. Assignments will include three 5-7 page papers of different types.

Prerequisites: None

Enrollment Limit: 14

Enrollment Preferences: Senior Psychology majors

Expected Class Size: 14

Grading: no pass/fail option, no fifth course option

Distributions: (D3)

Not offered current academic year

PSYC 412 (F) Feelings & Emotions: Shaping the Brain and Society

This course will explore what emotions are, the evolutionary origins of emotions, and the tools and techniques researchers use to study emotions both in humans and in animal models. We will examine how brain state(s) may underlie different emotions and challenge widely held notions about how an individual's emotion can influence behavior and social factors. Questions we will explore include: Is it better to be emotional or rational? What are 'gut feelings'? Are there gender differences in emotionality and, if so, what are their origins? Popular press literature and scientific studies will fuel student-led discussions as we seek to develop an evidence-based understanding of emotions and how they shape the world around us.

Requirements/Evaluation: Course requirements include weekly readings, leading at least two class discussions, and writing three papers: one literature review (5-7 pages), one claim- and empirically-driven paper (5-7 pages), and one op-ed (3 pages).

Prerequisites: none

Enrollment Limit: 14

Enrollment Preferences: Senior psychology majors

Expected Class Size: 14

Grading: no pass/fail option, yes fifth course option

Distributions: (D3)

Not offered current academic year

PSYC 418 (F) Suckers and Scammers

Virtually all of us are familiar with at least one account of a truly impressive scam - an event, device, or scheme that attracts attention, trust, and money, and then turns out to be a fake, sometimes with devastating consequences for everyone. What are the psychological processes and mechanisms employed by the scammers, as well as those who fall for such schemes? In this course we will consider several books and films that depict well-publicized recent examples (for instance, *Bad Blood*, *The Rachel Divide*, and *The Talented Mr. Madoff*). We'll use research from scientific journals to understand the psychology of both the scammer and those who fell for their schemes. We'll consider, among other things, the developmental origins of deception, what motivates people to pull one over on others, the role of identity maintenance, how we decide who to trust, and what it takes to convince oneself of something implausible. We'll use psychological research from all of the subdisciplines of psychology to find out what these cases might have in common, and also look at studies that illuminate unique features of each situation. Most class meetings will be student-led discussions. You will write three or four 5-7-page papers. The larger goals include: learning how to use scientific data to answer a wide range of questions about everyday life; how to engage in fruitful evidence-based argument; and how to write to think, and to persuade.

Requirements/Evaluation: weekly readings, leading two class discussions, and writing three 5-7 page papers

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: senior Psychology majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D3)

Fall 2024

SEM Section: 01 TR 9:55 am - 11:10 am Susan L. Engel

PSYC 493 (F) Senior Thesis: Psychology

Independent study and research for two semesters and a winter study period under the guidance of one or more members of the department. This is part of a full-year thesis (493-494). After exploring the literature of a relatively specialized field of psychology, the student will design and execute an original empirical research project, the results of which will be reported in a thesis. Detailed guidelines for pursuing a thesis are available from the department and on our website.

Requirements/Evaluation: Determined by thesis advisor

Prerequisites: permission of the thesis advisor

Enrollment Limit: none

Enrollment Preferences: Senior Psychology major

Expected Class Size: NA

Grading: no pass/fail option, no fifth course option

Distributions: (D3)

Fall 2024

HON Section: 01 TBA Noah J. Sandstrom

PSYC 494 (S) Senior Thesis: Psychology

Independent study and research for two semesters and a winter study period under the guidance of one or more members of the department. This is part of a full-year thesis (493-494). After exploring the literature of a relatively specialized field of psychology, the student will design and execute an original empirical research project, the results of which will be reported in a thesis. Detailed guidelines for pursuing a thesis are available from the department and on our website.

Requirements/Evaluation: Final written thesis and oral presentation.

Prerequisites: permission of the thesis advisor

Enrollment Limit: none

Enrollment Preferences: Senior Psychology majors

Expected Class Size: NA

Grading: no pass/fail option, no fifth course option

Distributions: (D3)

Spring 2025

HON Section: 01 TBA Noah J. Sandstrom

Winter Study -----

PSYC 21 (W) Psychology Internships

Would you like to explore applications of psychology in the "real world?" This course gives students an opportunity to work full-time during Winter Study in a mental health, business, education, law, or another setting in which psychological theories and methods are applied to solve problems. Students are responsible for locating their own potential internships whether in the local area, their hometowns, or elsewhere, and are welcome to contact the course instructor for suggestions on how to do this. In any case, all students considering this course must consult with the instructor about the suitability of the internship being considered before the Winter Study registration period. Please prepare a brief description of the proposed

placement, noting its relevance to psychology, and the name and contact information of the agency supervisor. Before Thanksgiving break, the student will provide a letter from the agency supervisor which describes the agency, and the student's role and responsibilities during Winter Study. Enrolled students will meet the instructor before Winter Study to discuss matters relating to ethics and their goals for the course, and after Winter Study to discuss their experiences and reflections.

Requirements/Evaluation: evaluation will be based on a 10-page minimum final paper summarizing the student's experiences and reflections, a journal kept throughout the experience, and the supervisor's evaluation

Prerequisites: approval by Jeremy Cone is required

Enrollment Limit: 20

Enrollment Preferences: Students who have taken a PSYC course

Expected Class Size: NA

Grading: pass/fail only

Attributes: STUX Winter Study Student Exploration

Not offered current academic year

PSYC 22 (W) Introduction to Research in Psychology

This course provides a research opportunity for students who want to understand how psychologists ask compelling questions and find answers about behavior. Several faculty members, whose subfields include behavioral neuroscience, cognitive psychology, social psychology, clinical psychology, developmental psychology, and the psychology of education, will have student projects available. Since projects involve faculty research, interested students must consult with members of the Psychology Department before electing this course. In addition, students should discuss with faculty what the weekly time requirements will be. Enrollment will be limited by available space in faculty research labs

Requirements/Evaluation: evaluation will be based on the quality of research participation, student's lab journal, and either an oral presentation or a written 10-page report of the research project

Prerequisites: Students who have taken a PSYC course.

Enrollment Limit: 12

Enrollment Preferences: selection will be based on evaluation of departmental application and number of faculty available as mentors

Expected Class Size: NA

Grading: pass/fail only

Attributes: STUX Winter Study Student Exploration

Not offered current academic year

PSYC 31 (W) Senior Thesis: Psychology

To be taken by students registered for Psychology 493-494.

Requirements/Evaluation: determined by student's thesis advisor

Prerequisites: PSYC 493 or NSCI 493

Enrollment Limit: 20

Enrollment Preferences: all will be enrolled

Expected Class Size: NA

Grading: pass/fail only

Attributes: STUX Winter Study Student Exploration

Not offered current academic year

PSYC 99 (W) Independent Study: Psychology

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study

Grading: pass/fail only

Not offered current academic year

PUBLIC HEALTH

Chair: Professor Susan Godlonton

Advisory Committee

- Susan Godlonton, Associate Professor of Economics, Chair of Public Health Program; affiliated with: Economics, Public Health
- Amie A. Hane, Professor of Psychology; affiliated with: Psychology, Public Health, Neuroscience; on leave Spring 2024
- Kieran Honderich, Lecturer in Women's, Gender and Sexuality Studies; affiliated with: Women, Gender & Sexuality Studies, Public Health
- Marion Min-Barron, Lecturer

Public health seeks to understand, and also to protect and improve, health at the level of a community or population. Communities make decisions and allocate resources that, intentionally or not, fundamentally shape human life. For example, great reductions in sickness and early death have come from social interventions with relatively low financial cost, such as physically separating drinking water from sewage, or distributing aspirin, condoms, mosquito nets, vaccines or soap, or sharing new ideas about life's possibilities. The way a society is organized affects the way that social and scientific knowledge is distributed within it; access to that knowledge shapes health at the individual level. At its heart, the study of public health focuses on questions about relationships between science and society, and between reality and possibility: what effective public health policy is and how we can measure its effectiveness; what the relationship is, and ought to be, between research and policy; how we reconcile important moral and economic claims, or balance other values that compete with maximizing health; what counts as disease, over time and among cultures; how we think about cause and responsibility; what constitutes a healthy environment; how our fundamental beliefs determine our approaches to health decisions; and how such decisions ought to be made.

Requirements

Application to the concentration must be completed in the Spring of sophomore year. Applications are due during pre-registration. Application materials can be obtained on the public health website public-health.williams.edu by early April or by e-mailing the chair of the program. Due to excess demand for the concentration, applicants are not guaranteed admittance to the program. Depending on availability, a few students may be admitted in the Spring of Junior year with a mid-April deadline.

All students wishing to pursue the Area of Concentration should take this course early in their careers, preferably sophomore year. Students may petition the advisory committee to substitute a course taken in a study-abroad program focused on global health, providing that the course is equivalent in scope. However, students who plan to take advantage of this option should have taken at least two other courses from among the electives by the end of their sophomore year, and should recognize that those who lack a foundation in the core issues of the field may find it more challenging to prepare their proposal for admission to the concentration.

Statistics

Statistical analysis is at the heart of the quantitative tools necessary to study the health of populations. One course in statistics from the list below is required of all concentrators.

Elective Courses

Concentrators must take at least three electives, with at least two different prefixes, from the list below. Elective courses are grouped by category, but these clusters are not meant to constrain students to a single "track" within the program. Instead, each student is free to determine, with the guidance of an advisory committee member(s), a set of electives that provides an intellectually coherent exploration of their particular areas of interest within the field of public health. In choosing electives, students should consider the balance of breadth versus depth that will allow them to gain theoretical and methodological sophistication in one or more areas. Students may not substitute an independent study for any of these electives. Winter Study courses may not be counted towards the electives.

Experiential Component

Because many public health challenges cannot be fully appreciated until one has hands-on experience with real communities and actual populations, each concentrator must have at least one relevant field-based educational experience with a research component. This requirement may be met through participation in an approved study abroad program (see below), one of the Winter study courses marked with an asterisk, a WS99 project, or a not-for-credit summer or academic-year internship. In every case, the advisory committee must approve the project in advance. Please note that experiential component should address both the "public" and "health" in public health. Projects that center on clinical or lab or that do not have a meaningful health component will generally not satisfy the PH experiential requirement.

PHLH 402 (S) Senior Seminar in Public Health

The capstone seminar provides concentrators with the opportunity to reflect upon and synthesize their experiential learning in the context of understanding gained from a cohesive set of elective courses, and through the lens of a variety of intellectual and disciplinary frameworks. A second goal is to give concentrators experience working in a multi-disciplinary team to address a real-world, and in many cases very daunting, public health problem. Students will read, discuss, and compose written reflections on primary source empirical papers addressing a range of issues and disciplines in the field of public health. For example, topics may include the social determinants of health, environmental health risks, and access to health care. Students will also be divided into three or four research teams to investigate a contemporary real-life issue in public health by designing a study; collecting and analyzing data; and disseminating findings by written report and formal oral presentation to the public health advisory committee faculty. The capstone course is required of all concentrators, but may be opened to other students with relevant experience at the discretion of the instructor and the advisory committee, if space permits.

Written Proposal

To be considered for admission to the Area of Concentration in Public Health, students must submit a written statement describing the portfolio of courses, study abroad, and experiential learning component(s) they intend to pursue. In this proposal, candidates for the concentration should describe their intellectual goals, and if relevant, how these relate to their professional goals. A fundamental purpose of the proposal requirement is to encourage the student to consider concretely how s/he will engage with socio-cultural, behavioral, policy, and/or biomedical aspects of population health. To this end, students should address whether a methodological or disciplinary emphasis ties their chosen courses together, and how the intended experiential component will relate to this set of questions. This proposal is due by the end of course registration period in the spring of the sophomore year, and should be prepared in consultation with a member of the advisory committee. Concentrators are required to revisit and update their proposal prior to registration in the spring of the junior year, and to provide documentation of their internship experience both prospectively and retrospectively. Please note electives will not be offered every year. Students should check the course catalog as they considering possible electives.

PHLH Bioethics + Interpretations of Health

[PHIL 211 TUT Ethics of Public Health](#)

Taught by: [Julie Pedroni](#)
[Catalog details](#)

[PHIL 212 / STS 212 / WGSS 212\(F\) LEC Ethics and Reproductive Technologies](#)

Taught by: [Julie Pedroni](#)
[Catalog details](#)

[PHIL 213\(S\) TUT Biomedical Ethics](#)

Taught by: [Julie Pedroni](#)
[Catalog details](#)

[PHIL 228 / STS 228 / WGSS 228 LEC Feminist Bioethics](#)

Taught by: [Julie Pedroni](#)
[Catalog details](#)

[PHIL 274\(F\) TUT Messing with People: The Ethics of Human Experimentation](#)

Taught by: [Julie Pedroni](#)
[Catalog details](#)

[PHIL 337 TUT Justice in Health Care](#)

Taught by: [Julie Pedroni](#)
[Catalog details](#)

[PSYC 354 SEM Health Psychology](#)

Taught by: [Rebecca Crochiere](#)
[Catalog details](#)

[WGSS 332 / AMST 369\(S\) SEM Gender, Sexuality & Disability](#)

Taught by: [Abram Lewis](#)
[Catalog details](#)

PHLH Biomedical Determinants of Health

[BIOL 313 LEC Immunology](#)

Taught by: [Damian Turner](#)
[Catalog details](#)

[BIOL 315\(S\) LEC Microbiology: Diversity, Cellular Physiology, and Interactions](#)

Taught by: [Lois Banta](#)
[Catalog details](#)

[BIOL 417 SEM Translational Immunology: From Bench to Bedside](#)

Taught by: [Damian Turner](#)
[Catalog details](#)

[CHEM 115 LEC AIDS: The Disease and Search for a Cure](#)

Taught by: [Amy Gehring](#)
[Catalog details](#)

[ENVI 134 / CAOS 134 The Tropics: Biology and Social Issues](#)

Taught by: [Joan Edwards](#)
[Catalog details](#)
[PSYC 313 / NSCI 313\(F\) SEM Opioids and the Opioid Crisis: The Neuroscience Behind an Epidemic](#)

Taught by: [Shivon Robinson](#)
[Catalog details](#)
[PSYC 335\(F\) SEM Early Experience and the Developing Infant](#)

Taught by: [Amie Hane](#)
[Catalog details](#)

PHLH Core Courses

[PHLH 201\(S\) SEM Dimensions of Public Health](#)

Taught by: [Marion Min-Barron](#)
[Catalog details](#)

[PHLH 402\(S\) SEM Senior Seminar in Public Health](#)

Taught by: [Kiaran Honderich](#)
[Catalog details](#)

PHLH Decision-Making by Institutions + Individuals

[ECON 205 SEM Public Economics](#)

Taught by: [William Gentry](#)
[Catalog details](#)

[ECON 230\(S\) LEC The Economics of Health and Health Care](#)

Taught by: [Shyam Raman](#)
[Catalog details](#)

[ECON 381 / ECON 571\(S\) LEC Global Health Policy Challenges](#)

Taught by: [Susan Godlonton](#)
[Catalog details](#)

[ECON 465 SEM Pollution and Labor Markets](#)

Taught by: [Matthew Gibson](#)
[Catalog details](#)

[PSCI 209 / WGSS 209 SEM Poverty in America](#)

Taught by: [Cathy Johnson](#)
[Catalog details](#)

[PSCI 228 LEC International Organization](#)

Taught by: [Cheryl Shanks](#)
[Catalog details](#)

PHLH Methods in Public Health

[ANTH 371 / STS 370 / WGSS 371 SEM Campus and Community Health in Disruptive Times](#)

Taught by: [Kim Gutschow](#)
[Catalog details](#)

[ECON 523 / ECON 379\(S\) SEM Program Evaluation for International Development](#)

Taught by: [Pamela Jakiela](#)
[Catalog details](#)

[PSYC 252\(F, S\) LEC Clinical Psychology](#)

Taught by: [Jennifer McQuaid](#), [Marlene Sandstrom](#)
[Catalog details](#)

PHLH Nutrition, Food Security, and Environmental Health

[AFR 255 / SOC 255 / ENVI 256 / AMST 257\(F\) LEC Race, Environment, and the Body](#)

Taught by: [Christopher Ndubuizu](#)
[Catalog details](#)

[ANTH 254 / ENVI 254 / STS 254 TUT Food, Forests, & Fungi: Environmental Health in the Anthropocene](#)

Taught by: [Kim Gutschow](#)
[Catalog details](#)

[BIOL 220 / ENVI 220\(S\) LEC Field Botany and Plant Natural History](#)

Taught by: [Joan Edwards](#)
[Catalog details](#)

[BIOL 308\(F\) LEC Integrative Plant Biology: Fundamentals and New Frontiers](#)

Taught by: [Claire Ting](#)
[Catalog details](#)

[GEOS 207 / ENVI 201 LEC The Geoscience of Epidemiology and Public Health](#)

Taught by: TBA
[Catalog details](#)

PHLH Reproductive, Maternal and Child Health

[PSYC 335\(F\) SEM Early Experience and the Developing Infant](#)

Taught by: [Amie Hane](#)
[Catalog details](#)

[PSYC 358 SEM Developmental Psychopathology: Trajectories of Risk and Resilience](#)

Taught by: [Catherine Stroud](#)
[Catalog details](#)

PHLH Social Determinants of Health

[AFR 255 / SOC 255 / ENVI 256 / AMST 257\(F\) LEC Race, Environment, and the Body](#)

Taught by: [Christopher Ndubuizu](#)
[Catalog details](#)

[CHIN 421 / GBST 386 / ASIA 421\(F\) SEM Chinese Societies through the lens of COVID-19](#)

Taught by: [Xiaoming Hou](#)
[Catalog details](#)

[HIST 384\(F\) SEM Comparative History of Science and Medicine in Asian/Pacific America, 1800-Present](#)

Taught by: [Hongdeng Gao](#)
[Catalog details](#)

[PHLH 270 SEM Healthcare Workers](#)

Taught by: [Kieran Honderich](#)
[Catalog details](#)

[PHLH 351 / AAS 351\(F\) TUT Racism in Public Health](#)

Taught by: [Marion Min-Barron](#)
[Catalog details](#)

[PSCI 209 / WGSS 209 SEM Poverty in America](#)

Taught by: [Cathy Johnson](#)
[Catalog details](#)

[PSYC 356\(F\) SEM Asylum: Understanding the Psychological Effects of Persecution, Trauma, and the Migration Experience](#)

Taught by: [Jennifer McQuaid](#)
[Catalog details](#)

[REL 269 / ANTH 269 / ASIA 269 / STS 269 TUT Mindfulness Examined: Meditation, Emotion, and Affective Neuroscience](#)

Taught by: [Kim Gutschow](#)
[Catalog details](#)

PHLH Statistics Courses

[PSYC 201\(F, S\) LEC Experimentation and Statistics](#)

Taught by: [Kenneth Savitsky](#), [Kris Kirby](#), [Rebecca Crochiere](#), [Amie Hane](#)
[Catalog details](#)

[STAT 101\(F, S\) LEC Elementary Statistics and Data Analysis](#)

Taught by: [Mihai Stoiciu](#), [Anna Plantinga](#)
[Catalog details](#)

[STAT 161\(F, S\) LEC Introductory Statistics for Social Science](#)

Taught by: [Duncan Clark](#)
[Catalog details](#)

[STAT 201\(F, S\) LEC Statistics and Data Analysis](#)

Taught by: [Elizabeth Upton](#)
[Catalog details](#)

[STAT 202\(F, S\) LEC Introduction to Statistical Modeling](#)

Taught by: [Anna Neufeld](#), [Xizhen Cai](#)
[Catalog details](#)

[STAT 335\(S\) LEC Introduction to Biostatistics and Epidemiology](#)

Taught by: [Anna Plantinga](#)
[Catalog details](#)

[STAT 372 LEC Longitudinal Data Analysis](#)

Taught by: [Anna Plantinga](#)
[Catalog details](#)

[STAT 440 LEC Categorical Data Analysis](#)

Taught by: TBA
[Catalog details](#)

STUDY ABROAD AND INTERNSHIPS

Although not a requirement for the PH concentration, study abroad and/or overseas internships provide a crucial opportunity to engage with global health issues through field-based coursework and independent research projects. The Public Health program in coordination with the Study Abroad Advisor and the Office of Career Counseling will advise students on opportunities in these areas. In particular, students may want to consider one of the several Global Health options offered through SIT. One or more courses completed on an approved study abroad program can be counted toward the three elective courses, with permission of the Chair. You can find general study away guidelines for Public Health at public-health.williams.edu.

PHLH 201 (S) Dimensions of Public Health (DPE)

Public health is concerned with protecting and improving health at the level of a community or population. Although individual behavior is an essential element of public health, collective, rather than individual, outcomes are the focus of public health study. In this course we will survey the field of public health, introducing students to core concepts and methods that highlight the interrelationship of individual choice and social institutions with environmental and biological factors in producing health outcomes at the population level. We will develop these concepts and methods within the context of signal cases and public health crises.

Requirements/Evaluation: a sequence of three assignments (a report, an infographic and a presentation) that focuses on a particular public health problem, peer reviews and active contribution to class discussion

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: sophomores, potential Public Health concentrators

Expected Class Size: 19

Grading: no pass/fail option, yes fifth course option

Distributions: No divisional credit (DPE)

Difference, Power, and Equity Notes: This course fulfills the DPE requirement because of its central focus on the ways that difference and power shape health outcomes in the U.S. and internationally. It uses an interdisciplinary approach to explore issues including the historical relations between communities of color, healthcare providers, and public health practitioners; contestation over the role of markets and government in public health; and differing explanations for the patterns of race, class, etc., in health outcomes.

Attributes: PHLH Core Courses

Spring 2025

SEM Section: 01 W 1:10 pm - 3:50 pm Marion Min-Barron

SEM Section: 02 W 7:00 pm - 9:40 pm Marion Min-Barron

PHLH 270 (S) Healthcare Workers (DPE)

Health care is the largest industry in the US, employing more than one of every 10 private-sector workers. Jobs in the industry, ranging from subcontracted hospital cleaners to university-affiliated specialist surgeons, reflect and reproduce the kind of inequality we see elsewhere in the economy. We will start with an historical perspective, using sources like Patricia D'Antonio's *American Nursing: a History of Knowledge, Authority, and the Meaning of Work*, Gretchen Long's *Doctoring Freedom: The Politics of African American Medical Care in Slavery and Emancipation*, and *The Next Shift* by Gabriel Winant, to understand the development of the modern health care industry in the US, its relationship to the process of deindustrialization in cities like Pittsburgh, PA and the shifting racial and gendered character of the paid labor force. From that framing we will investigate the present. What are working conditions like in each sector, what kind of organizing is there, and how do workers interact across sectors? We will spend some time on Marxist feminist theories of care work and how they relate to this industry. Students will be invited to think about themselves as possible future health care workers, and how they might want to interact with the history of the industry, and the low paid, racialized, gendered sector of care workers that health care depends upon. We will have several guest speakers with expertise on the local health care economy, and spend some time learning about comparative experiences in other countries, including colonial experiences with nursing.

Requirements/Evaluation: Assignments will include a short paper and a longer research project. Participation in discussion will form part of the grade.

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: public health concentrators

Expected Class Size: 20

Grading: no pass/fail option, no fifth course option

Distributions: No divisional credit (DPE)

Difference, Power, and Equity Notes: The class asks students to reflect critically on power differences within the health care industry and their shifting relation to race, class, gender and colonial history.

Attributes: PHLH Social Determinants of Health

Not offered current academic year

PHLH 351 (F) Racism in Public Health (DPE)

Cross-listings: AAS 351

Primary Cross-listing

Across the nation, states, counties and communities have declared racism a public health crisis. This push to identify systemic racism as a high priority in public health action and policy is an important symbolic and political move. It names the faults of histories, systems and institutions but also brings to the spotlight the individual and community responsibility to dismantle racism in the US. In this tutorial, we will examine racism in public health policy, practice and research through an investigation of several mediums of evidence and information, ranging from peer reviewed literature to news editorials, podcasts and documentaries. We will explore specific pathways by which legacies of colonialism and racism function in various public health disciplines such as epidemiology, social & behavioral sciences, health policy and environmental health while also examining the dynamics of power and history in research and community practice. We will take deep dives into issues on how health can be impacted by redlining, racist medical algorithms, racial trauma and stress and police violence, to name a few. Students will also have two opportunities to select their own case studies, as a way for you to research and learn about particular racial health issues that are of personal interest. This course is also about self-reflection and exploration of the ways in which our identities and lived experiences impact our understanding and perspective. We will gain skills in speaking across differences and articulation of how our own perceptions and lived experiences of race and racism impact our study of public health. This tutorial requires an openness to self-reflection and the practice of listening and articulation.

Requirements/Evaluation: bi-weekly tutorial papers, weekly journaling, oral commentaries and tutorial discussion

Prerequisites: PHLH 201 or instructor approval.

Enrollment Limit: 10

Enrollment Preferences: 1-Public Health concentrators. 2- Asian American Studies concentrators.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AAS 351(D2) PHLH 351(D2)

Difference, Power, and Equity Notes: In this course students will examine and critically examine the inequities and race based social and health injustices, and the ways racism infiltrates public health action and policy, both historically and currently. They will also refine their self reflection skills in understanding how their own positions of privilege and power, or lack thereof, inform their understanding of public health.

Attributes: AAS Non-Core Electives PHLH Social Determinants of Health

Fall 2024

TUT Section: T1 TBA Marion Min-Barron

PHLH 397 (F) Independent Study: Public Health

Public Health Independent Study

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Fall 2024

IND Section: 01 TBA Susan Godlonton

PHLH 398 (S) Independent Study: Public Health

Public Health Independent Study

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Spring 2025

IND Section: 01 TBA Susan Godlonton

PHLH 402 (S) Senior Seminar in Public Health

The capstone seminar provides concentrators with the opportunity to reflect upon and synthesize their experiential learning in the context of understanding gained from a cohesive set of elective courses, and through the lens of a variety of intellectual and disciplinary frameworks. A second goal is to give concentrators experience working in a multi-disciplinary team to address a real-world, and in many cases very daunting, public health problem. Students will read, discuss, and compose written reflections on primary source empirical papers addressing a range of issues and disciplines in the field of public health. For example, topics may include the social determinants of health, environmental health risks, and access to health care. Students will also be divided into small research teams to interact with local organizations and investigate a contemporary real-life issue in public health. The capstone course is required of all concentrators, but may be opened to other students with relevant experience at the discretion of the instructor and the advisory committee, if space permits.

Requirements/Evaluation: active seminar participation, written reflections, contribution to the team research project, and a 12- to 15-page final paper

Prerequisites: completion of at least four courses counting towards the PHLH concentration

Enrollment Limit: 12

Enrollment Preferences: senior Public Health concentrators; students who are not senior Public Health concentrators should contact the instructor

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: No divisional credit

Attributes: EXPE Experiential Education Courses PHLH Core Courses

Spring 2025

SEM Section: 01 TR 9:55 am - 11:10 am Kiaran Honderich

SEM Section: 02 TR 11:20 am - 12:35 pm Kiaran Honderich

Winter Study -----

PHLH 99 (W) Independent Study: Public Health

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study

Grading: pass/fail only

Not offered current academic year

QUANTITATIVE/FORMAL REASONING (QFR)

The Quantitative/Formal Reasoning (QFR) requirement is intended to help students become adept at reasoning mathematically and abstractly. The ability to apply a formal method to reach conclusions, use numbers comfortably, and employ the research tools necessary to analyze data lessens barriers to carrying out professional and economic roles. The hallmarks of a QFR course are the representation of facts in a language of mathematical symbols and the use of formal rules to obtain a determinate answer. Primary evaluation in these courses is based on multistep mathematical, statistical, or logical inference (as opposed to descriptive answers).

Prior to senior year, all students must satisfactorily complete ONE QFR course. Students requiring extra assistance (as assessed during First Days) are normally placed into Mathematics 100/101/102, which is to be taken before fulfilling the QFR requirement.

AMST 150 (F) Data for Justice (DPE) (QFR)

Cross-listings: STS 150 / SOC 150 / WGSS 150 / INTR 150

Secondary Cross-listing

This course is a unique and inclusive introduction to data science where quantitative thinking, programming, and social justice intertwine. We will build our data science skills using R, a popular open-source data science tool. We will focus on essential stages of data analysis, including data acquisition, cleaning, wrangling, visualization, and exploration. But rather than divorcing these techniques from the social issues they can help illuminate, we ground them in a social justice context. Overall, we will apply data science skills to topics drawn from criminal justice, environmental justice, diversity and inclusion in arts and media, education equity, and much more, with the goal of growing our collective capacity to use data science as a tool for social good. During a time when humans are increasingly subjugated to data-driven algorithmic decisions, when there are social media accounts dedicated to highlighting misuses of data, and when artificial intelligence makes faking data a nearly trivial task, using data to ethically and carefully promote justice is more important than ever.

Class Format: This course is taught in a highly interactive format and will frequently use a flipped-classroom approach. Students should expect substantial time devoted to in-class collaboration.

Requirements/Evaluation: Students will complete regularly assigned activities, problem sets, and other assessments. To move towards a non-hierarchical, transparent, and egalitarian grading system, the instructor adopts a mastery-based approach.

Prerequisites: None. This course assumes no prior knowledge of data science or R programming. An interest in social justice and a willingness to engage intensively with data and computing are essential.

Enrollment Limit: 18

Enrollment Preferences: Students without prior college-level courses in statistics and programming.

Expected Class Size: 18

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

STS 150(D2) AMST 150(D2) SOC 150(D2) WGSS 150(D2) INTR 150(D2)

Difference, Power, and Equity Notes: This course uses data science as a lens for injustice in spheres such as criminal justice, environmental justice, diversity and inclusion in arts and media, education equity. We will consider race, gender, LGTBQ+, disability, and other axes of identity. Additionally, we will adopt a data-critical perspective, thinking about how social forces shape data and our understanding of it.

Quantitative/Formal Reasoning Notes: This course teaches quantitative tools in R, a widely-adopted data science platform. We will focus on essential stages of data analysis, including data acquisition, cleaning, wrangling, visualization, and exploration.

Fall 2024

LEC Section: 01 TR 9:55 am - 11:10 am Chad M. Topaz

LEC Section: 02 TR 11:20 am - 12:35 pm Chad M. Topaz

AMST 363 (S) Data for Justice Research Practicum (DPE) (QFR)

Cross-listings: WGSS 363 / STS 363 / INTR 350

Secondary Cross-listing

Civil rights activist, educator, and investigative journalist Ida B. Wells said that "the way to right wrongs is to shine the light of truth upon them." In this inclusive, collaborative, research-based course, students will bring statistical, computational, and/or mathematical approaches to bear on issues of social justice. Guided closely by the instructor, students will work in groups to carry out original research in an area such as criminal justice, education equity, environmental justice, health care equity, economic justice, or inclusion in arts/media. Prior research experience is not required; one goal of this course is to build skills for advanced research.

Class Format: This course is an intensive research practicum. Formation of research groups and selection of research topics will be facilitated by the instructor. The primary modality of work is peer collaboration.

Requirements/Evaluation: To move towards a non-hierarchical, transparent, and egalitarian grading system, the instructor adopts a mastery-based, ungraded assessment framework.

Prerequisites: INTR 150 (Data for Justice), or prior equivalent exposure to computing, statistics, and social justice topics as approved by the instructor.

Enrollment Limit: 10

Enrollment Preferences: Students who have a declared major in Division I or II, who meet the prerequisites of the course, and who fill out the instructor's preregistration survey (contact the instructor for link).

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 363(D2) STS 363(D2) INTR 350(D2) AMST 363(D2)

Difference, Power, and Equity Notes: Students will research issues of social justice in areas such as criminal justice, arts/media, environmental justice, education, and health care, and along identity axes such as gender, race/ethnicity, disability status, and sexual orientation.

Quantitative/Formal Reasoning Notes: Students will use multiple mathematical, statistical, and computational frameworks to acquire, model, and analyze real-world data.

Spring 2025

SEM Section: 01 TR 9:55 am - 11:10 am Chad M. Topaz

SEM Section: 02 TR 11:20 am - 12:35 pm Chad M. Topaz

ASTR 111 (F) Introduction to Astrophysics (QFR)

The science of astronomy spans vast scales of space and time, from individual atoms to entire galaxies and from the universe's beginning to the future fate of our Sun. In this course, we will survey some of the main ideas in modern astrophysics, with an emphasis on the physics of stars and galaxies. ASTR 111 is the first course in the Astrophysics and Astronomy major sequences. It is also appropriate for students planning to major in one of the other sciences or mathematics and for others who would like a quantitative introduction that emphasizes the relationship of contemporary physics to astronomy. Topics include gravity and orbits, radiation laws and stellar spectra, physical characteristics of the Sun and other stars, star formation and evolution, black holes, galaxies, the expanding universe, and the Big Bang. Students will also use telescopes to observe stars, nebulae, planets, and galaxies and to make daytime observations of the Sun.

Class Format: The class has weekly afternoon laboratory sessions, which will alternate between 'hands-on' activities and problem-solving/discussion sessions. Nighttime observing sessions will occur throughout the semester.

Requirements/Evaluation: weekly problem sets, two hour-long tests, a final exam, lab reports, and an observing portfolio

Prerequisites: a year of high school Physics, concurrent college Physics, or permission of instructor, and MATH 140 or equivalent

Enrollment Limit: 28; 14/lab

Enrollment Preferences: potential Astronomy majors

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: The course requires regular problem sets and quantitative assignments. The course will emphasize how physical equations explain the observed properties of the universe.

Fall 2024

LEC Section: 01 TR 11:20 am - 12:35 pm Anne Jaskot

LAB Section: 02 M 1:10 pm - 3:50 pm Kevin Flaherty, Anne Jaskot

LAB Section: 03 R 1:10 pm - 3:50 pm Kevin Flaherty, Anne Jaskot

ASTR 206 (S) Astrobiology (QFR)

This course will focus on the development of complex life and its observational signatures, both on Earth and on other worlds. We will first investigate the conditions that have led to the development of complex life on Earth. We will view Earth over time from an outsider's perspective and challenge preconceptions about the basic requirements for life. We will also explore the 'hot spots' in the search for life beyond Earth in our Solar System. Observations in the next decade may reveal biosignatures in the atmospheres of exoplanets. We will learn about these future observations, while also interacting with current research-grade data for other planets and learning about the methods used to constrain the physical conditions on other worlds. Using quantitative models, we will test the stability of Earth-like planets to the variable and potentially hostile conditions of evolving solar systems.

Requirements/Evaluation: weekly problem sets, one paper, two mid-term exams, and a final exam

Prerequisites: Math 130 and at least one prior physical science course (either Astronomy, Physics, Geosciences, or Chemistry), or permission of instructor

Enrollment Limit: 20

Enrollment Preferences: Science majors, with preference given to students majoring in Astronomy, Astrophysics, or Geosciences

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: In this course students will make quantitative comparisons between environmental conditions on Earth, other planetary bodies, and models. The students will also examine observations regarding the detection and characterization of planetary bodies, including contemporary data.

Spring 2025

LEC Section: 01 MR 2:35 pm - 3:50 pm

ASTR 402 (S) Between the Stars: The Interstellar Medium (QFR)

The matter between the stars--the interstellar medium--tells the story of the evolution of galaxies and the stars within them. Stars are accompanied by diffuse matter all through their lifetimes, from their birthplaces in dense molecular clouds, to the stellar winds they eject as they evolve, and to their final fates as they shed their outer layers, whether as planetary nebulae or dazzling supernovae. As these processes go on, they enrich the interstellar medium with the products of the stars' nuclear fusion. Interpreting the emission from this interstellar gas is one of astronomers' most powerful tools to measure the physical conditions, motions, and composition of our own galaxy and others. In this course we will study the interstellar medium in its various forms, from cold, dense, star-forming molecular clouds to X-ray-emitting bubbles formed by supernovae. We will learn about the physical mechanisms that produce the radiation we observe, including radiative ionization and recombination, collisional excitation of "forbidden" lines, collisional ionization, and synchrotron radiation. Applying our understanding of these processes, we will analyze the physical conditions and chemical compositions of a variety of nebulae. Finally, we will discuss the evolution of interstellar material in galaxies across cosmic time. This course is observing-intensive. Throughout the semester, students will work in small groups to design, carry out, analyze, and critique their own observations of the interstellar medium taken using the rooftop telescope.

Class Format: Tutorial meetings will be scheduled with the professor. Students will also complete observing projects using the rooftop telescope.

Requirements/Evaluation: weekly problem sets, 10-page final paper, and observing projects

Prerequisites: ASTR 111 and PHYS 201 or permission of instructor

Enrollment Limit: 10

Enrollment Preferences: juniors and seniors

Expected Class Size: 6

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: In this course, students will derive quantitative physical formulas, use these equations to calculate and compare physical properties, and generate and analyze graphical representations of data. They will also make and analyze measurements of astronomical data through observing projects.

Spring 2025

TUT Section: T1 TBA Anne Jaskot

ASTR 413 (F) Building Stars: A Physical Model of Stellar Structure (QFR)

How does the Sun shine? How does the Sun evolve with time? What physical processes determine the power output of the Sun? In this course we will explore our modern understanding of how stars work, and why they have a range of sizes, temperatures, and luminosities. As we go, we will discuss the laws of physics at work in our Sun and other stars. Over the course of the semester, we will build a working computer model of the Sun using the basic laws of nuclear fusion, radiative transfer, thermal mechanics, and hydrostatic equilibrium.

Class Format: Lectures will include time for computer programming work

Requirements/Evaluation: weekly problem sets, weekly coding homework assignments, two mid-term exams, and a final project

Prerequisites: PHYS 142 or 151, any prior class that makes use of programming, or permission of instructor

Enrollment Limit: 10

Enrollment Preferences: Astronomy, Astrophysics, or Physics majors, with first preference to Astronomy or Astrophysics majors

Expected Class Size: 6

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: In this course, students will use differential equations and numerical coding techniques to test and explore the relationships between physical laws using the Sun and other stars as examples. They will make quantitative comparisons between their calculations and observed stellar properties.

Fall 2024

LEC Section: 01 TR 11:20 am - 12:35 pm

ASTR 498 (S) Independent Study: Astronomy or Astrophysics (QFR)

Astronomy/Astrophysics independent study, directed by one of the Astronomy faculty: Pasachoff/Jaskot/Flaherty

Requirements/Evaluation: Regular work with the instructor; submitted presentations and papers as agreed upon

Prerequisites: suitable Astronomy/Astrophysics/Physics/Math-Stats-Geosciences/Chemistry courses

Enrollment Limit: 10

Enrollment Preferences: research topic

Expected Class Size: 5

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: Substantial quantitative and formal reasoning are involved

Spring 2025

IND Section: 01 TBA David R. Tucker-Smith

BIMO 321 (F) Biochemistry I: Structure and Function of Biological Molecules (QFR)**Cross-listings:** BIOL 321 / CHEM 321**Primary Cross-listing**

This course introduces the foundational concepts of biochemistry with an emphasis on the structure and function of biological macromolecules. Specifically, the structure of proteins and nucleic acids are examined in detail in order to determine how their chemical properties and their biological behavior result from those structures. Other topics covered include catalysis, enzyme kinetics, mechanism and regulation; the molecular organization of biomembranes; and the flow of information from nucleic acids to proteins. In addition, the principles and applications of the methods used to characterize macromolecules in solution and the interactions between macromolecules are discussed. The laboratory provides a hands-on opportunity to study macromolecules and to learn the fundamental experimental techniques of biochemistry including electrophoresis, chromatography, and principles of enzymatic assays.

Class Format: lecture, three times per week and laboratory, four hours per week**Requirements/Evaluation:** quizzes, a midterm exam, a final exam, problem sets and performance in the laboratories including lab reports**Prerequisites:** BIOL 101, CHEM 200 and CHEM 201; or either CHEM 155 or 256 and CHEM 251**Enrollment Limit:** 12/lab**Enrollment Preferences:** junior and senior Biology and Chemistry majors and BIMO concentrators**Expected Class Size:** 36**Grading:** no pass/fail option, no fifth course option**Unit Notes:** Cannot be counted towards the Biology major in addition to BIOL 222**Distributions:** (D3) (QFR)**This course is cross-listed and the prefixes carry the following divisional credit:**

BIOL 321(D3) BIMO 321(D3) CHEM 321(D3)

Quantitative/Formal Reasoning Notes: This course fulfills the QFR requirement with regular problem sets in which quantitative/formal reasoning skills are practiced.**Attributes:** BIGP Courses BIMO Required Courses

Fall 2024

LEC Section: 01 MWF 10:00 am - 10:50 am B Thuronyi

LAB Section: 02 T 1:00 pm - 3:40 pm

LAB Section: 03 R 1:00 pm - 5:00 pm

BIMO 322 (S) Biochemistry II: Metabolism (QFR)**Cross-listings:** CHEM 322 / BIOL 322**Primary Cross-listing**

This lecture course provides an in-depth presentation of the complex metabolic reactions that are central to life. Emphasis is placed on the biological flow of energy including alternative modes of energy generation (aerobic, anaerobic, photosynthetic); the regulation and integration of the metabolic pathways including compartmentalization and the transport of metabolites; and biochemical reaction mechanisms including the structures and mechanisms of coenzymes. This comprehensive study also includes the biosynthesis and catabolism of small molecules (carbohydrates, lipids, amino acids, and nucleotides). Laboratory experiments introduce the principles and procedures used to study enzymatic reactions, bioenergetics, and metabolic pathways.

Class Format: Lecture three hours per week and laboratory three hours per week.**Requirements/Evaluation:** several exams and performance in the laboratories including lab reports that emphasize conceptual and quantitative and/or graphic analysis of data**Prerequisites:** BIOL 101, plus either: CHEM 156 and CHEM 256, or CHEM 155 and CHEM 156, or CHEM 200 and CHEM 201, or permission of instructor**Enrollment Limit:** 48

Enrollment Preferences: junior and senior Biology and Chemistry majors and BIMO concentrators

Expected Class Size: 48

Grading: no pass/fail option, no fifth course option

Unit Notes: cannot be counted towards the Biology major in addition to BIOL 222

Distributions: (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

BIMO 322(D3) CHEM 322(D3) BIOL 322(D3)

Quantitative/Formal Reasoning Notes: The laboratory program is quantitative covering data analyses, numerical transformations, graphical displays.

Attributes: BIGP Courses BIMO Required Courses

Spring 2025

LEC Section: 01 TR 11:20 am - 12:35 pm Caitlyn E. Bowman-Cornelius

LAB Section: 02 M 1:00 pm - 3:50 pm Caitlyn E. Bowman-Cornelius

LAB Section: 03 W 1:00 pm - 3:50 pm Caitlyn E. Bowman-Cornelius

LAB Section: 04 R 1:00 pm - 3:50 pm Caitlyn E. Bowman-Cornelius

BIOL 202 (F) Genetics (QFR)

Genetics, classically defined as the study of heredity, is today a multidisciplinary field whose principles provide critical insight and tools to most areas of biology and medicine. This course covers the experimental basis for our current understanding of the inheritance, structures, and functions of genes. It introduces approaches used by contemporary geneticists and molecular biologists to explore questions in areas of biology ranging from evolution to medicine. A primary focus of the course is on students developing familiarity with problem solving, the logic and quantitative reasoning required to understand how genetic mechanisms lead to biological patterns. The laboratory part of the course provides an experimental introduction to modern genetic analysis as well as introductions to interpreting genetic reasoning in the primary research literature. Laboratory experiments include investigating chromosome structure using microscopy, mapping a mutation to the genome by integrating multiple streams of evidence, and determining the structure of a DNA plasmid using molecular tools.

Class Format: Lecture: three hours per week, Lab: three hours per week.

Requirements/Evaluation: bi-weekly problem sets; weekly laboratory exercises and laboratory reports; three exams

Prerequisites: BIOL 101 and 102

Enrollment Limit: 120

Enrollment Preferences: students interested in the Biology major

Expected Class Size: 60

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: This course develops quantitative skills through solving problems. Students learn to apply basic calculations and logic to predict the outcomes of biological systems, for example, describing the likelihood that an individual will be affected by an inherited disease. Application of quantitative and logical analysis contributes to a large component of the in-class work and the graded material for the class, in the form of problem sets, exams, and data analysis for lab reports.

Attributes: BIGP Courses BIMO Required Courses

Fall 2024

LEC Section: 01 MWF 11:00 am - 11:50 am Luana S. Maroja

LAB Section: 02 M 1:00 pm - 3:50 pm Derek Dean

LAB Section: 03 T 1:00 pm - 3:50 pm Derek Dean

LAB Section: 04 W 1:00 pm - 3:50 pm Derek Dean

LAB Section: 05 R 1:00 pm - 3:50 pm Derek Dean

BIOL 203 (F) Ecology (QFR)

Cross-listings: ENVI 203

Primary Cross-listing

This course combines lectures & discussion with field and indoor laboratory activities to explore factors that determine the distribution and abundance of plants and animals in natural systems. The course begins with an overview of global environmental patterns and then builds from the population to ecosystem level. Throughout the course, we will emphasize the connection between basic ecological principles and current environmental issues. Selected topics include population dynamics (competition, predation, mutualism); community interactions (succession, food chains and diversity) and ecosystem function (biogeochemical cycles, energy flow). Laboratory activities are designed to engage students in the natural history of the region and build skills in data analysis and scientific writing.

Requirements/Evaluation: pre-class quizzes, lab reports, two mid-term exams, and a final exam

Prerequisites: BIOL 102, or ENVI 102, or permission of instructor

Enrollment Limit: 30

Enrollment Preferences: students planning to pursue Biology and/or ENVI

Expected Class Size: 30

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

BIOL 203(D3) ENVI 203(D3)

Quantitative/Formal Reasoning Notes: Much of the material in this course centers on the interpretation and application of mathematical models used to describe ecological systems. The laboratory section of this course also contains a large data analysis component (based in R). Students are introduced to linear models, multidimensional data analysis and contingency tables.

Attributes: ENVI Natural World Electives EVST Environmental Science

Fall 2024

LEC Section: 01 TR 8:30 am - 9:45 am Manuel A. Morales

LAB Section: 02 T 1:00 pm - 3:50 pm Manuel A. Morales

LAB Section: 03 W 1:00 pm - 3:50 pm Manuel A. Morales

BIOL 305 (S) Evolution (QFR)

This course offers a critical analysis of contemporary concepts in biological evolution. We focus on the relation of evolutionary mechanisms (e.g., selection, drift, and migration) to long term evolutionary patterns (e.g., evolutionary innovations, origin of major groups, and adaptation). Topics include micro-evolutionary models, natural and sexual selection, speciation, the inference of evolutionary history, evolutionary medicine among others.

Requirements/Evaluation: independent research project, problem sets, participation in discussions and exams

Prerequisites: BIOL 102 and one 200 level BIOL course

Enrollment Limit: 24

Enrollment Preferences: Seniors and biology majors

Expected Class Size: 24

Grading: yes pass/fail option, yes fifth course option

Unit Notes: satisfies the distribution requirement for the Biology major

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: We will use mathematical models to study population genetics.

Attributes: BIGP Courses BIMO Interdepartmental Electives COGS Related Courses

Spring 2025

LEC Section: 01 TR 11:20 am - 12:35 pm

LAB Section: 02 M 1:00 pm - 3:50 pm

LAB Section: 03 T 1:00 pm - 3:50 pm

BIOL 321 (F) Biochemistry I: Structure and Function of Biological Molecules (QFR)

Cross-listings: BIMO 321 / CHEM 321

Secondary Cross-listing

This course introduces the foundational concepts of biochemistry with an emphasis on the structure and function of biological macromolecules. Specifically, the structure of proteins and nucleic acids are examined in detail in order to determine how their chemical properties and their biological behavior result from those structures. Other topics covered include catalysis, enzyme kinetics, mechanism and regulation; the molecular organization of biomembranes; and the flow of information from nucleic acids to proteins. In addition, the principles and applications of the methods used to characterize macromolecules in solution and the interactions between macromolecules are discussed. The laboratory provides a hands-on opportunity to study macromolecules and to learn the fundamental experimental techniques of biochemistry including electrophoresis, chromatography, and principles of enzymatic assays.

Class Format: lecture, three times per week and laboratory, four hours per week

Requirements/Evaluation: quizzes, a midterm exam, a final exam, problem sets and performance in the laboratories including lab reports

Prerequisites: BIOL 101, CHEM 200 and CHEM 201; or either CHEM 155 or 256 and CHEM 251

Enrollment Limit: 12/lab

Enrollment Preferences: junior and senior Biology and Chemistry majors and BIMO concentrators

Expected Class Size: 36

Grading: no pass/fail option, no fifth course option

Unit Notes: Cannot be counted towards the Biology major in addition to BIOL 222

Distributions: (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

BIOL 321(D3) BIMO 321(D3) CHEM 321(D3)

Quantitative/Formal Reasoning Notes: This course fulfills the QFR requirement with regular problem sets in which quantitative/formal reasoning skills are practiced.

Attributes: BIGP Courses BIMO Required Courses

Fall 2024

LEC Section: 01 MWF 10:00 am - 10:50 am B Thuronyi

LAB Section: 02 T 1:00 pm - 3:40 pm

LAB Section: 03 R 1:00 pm - 5:00 pm

BIOL 322 (S) Biochemistry II: Metabolism (QFR)

Cross-listings: BIMO 322 / CHEM 322

Secondary Cross-listing

This lecture course provides an in-depth presentation of the complex metabolic reactions that are central to life. Emphasis is placed on the biological flow of energy including alternative modes of energy generation (aerobic, anaerobic, photosynthetic); the regulation and integration of the metabolic pathways including compartmentalization and the transport of metabolites; and biochemical reaction mechanisms including the structures and mechanisms of coenzymes. This comprehensive study also includes the biosynthesis and catabolism of small molecules (carbohydrates, lipids, amino acids, and nucleotides). Laboratory experiments introduce the principles and procedures used to study enzymatic reactions, bioenergetics, and metabolic pathways.

Class Format: Lecture three hours per week and laboratory three hours per week.

Requirements/Evaluation: several exams and performance in the laboratories including lab reports that emphasize conceptual and quantitative and/or graphic analysis of data

Prerequisites: BIOL 101, plus either: CHEM 156 and CHEM 256, or CHEM 155 and CHEM 156, or CHEM 200 and CHEM 201, or permission of instructor

Enrollment Limit: 48

Enrollment Preferences: junior and senior Biology and Chemistry majors and BIMO concentrators

Expected Class Size: 48

Grading: no pass/fail option, no fifth course option

Unit Notes: cannot be counted towards the Biology major in addition to BIOL 222

Distributions: (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

BIMO 322(D3) CHEM 322(D3) BIOL 322(D3)

Quantitative/Formal Reasoning Notes: The laboratory program is quantitative covering data analyses, numerical transformations, graphical displays.

Attributes: BIGP Courses BIMO Required Courses

Spring 2025

LEC Section: 01 TR 11:20 am - 12:35 pm Caitlyn E. Bowman-Cornelius

LAB Section: 02 M 1:00 pm - 3:50 pm Caitlyn E. Bowman-Cornelius

LAB Section: 03 W 1:00 pm - 3:50 pm Caitlyn E. Bowman-Cornelius

LAB Section: 04 R 1:00 pm - 3:50 pm Caitlyn E. Bowman-Cornelius

CAOS 213 (S) Introduction to Environmental and Natural Resource Economics (QFR)

Cross-listings: ECON 213 / ENVI 213

Secondary Cross-listing

We'll use economics to provide one perspective on reasons humans harm the environment and overuse natural resources, and what we can do about it. We'll study climate change, pollution in general, cost benefit analysis, environmental justice, natural resources (like fisheries, forests, and fossil fuels), and energy. We'll talk about how economists put a dollar value on nature and ecosystem services (as well as human health and life!), and the concerns people may have about doing so. We will take an economic approach to global sustainability, and study the relationship between the environment and economic growth. Consideration of justice and equity will be woven throughout the whole semester.

Requirements/Evaluation: problem sets, short essays, final paper; intermediate assignments may include a poster, one or more short presentation(s), other brief writing assignment(s)

Prerequisites: ECON 110 or equivalent

Enrollment Limit: 30

Enrollment Preferences: first-year and sophomore students

Expected Class Size: 30

Grading: yes pass/fail option, yes fifth course option

Unit Notes: this course will count toward both the Environmental Studies major and concentration

Distributions: (D2) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

ECON 213(D2) ENVI 213(D2) CAOS 213(D2)

Quantitative/Formal Reasoning Notes: We will use formal theory expressed in math and graphs, perform calculations, and consume statistical data.

Attributes: ENVI Environmental Policy EVST Social Science/Policy POEC Depth

Spring 2025

LEC Section: 01 MWF 8:30 am - 9:45 am Sarah A. Jacobson

CAOS 327 (F) Coastal Processes and Geomorphology (QFR)

Cross-listings: ENVI 327 / GEOS 327

Secondary Cross-listing

Can people live safely along the coast? Recent events like SuperStorm Sandy and the Tohoku Tsunami have shown us how the ocean can rise up suddenly and wreak havoc on our lives and coastal infrastructure. Only educated geoscientists can evaluate the risks and define informed strategies to prevent future coastal catastrophes. Currently almost half the global population lives within 100 km of the coast, with a large percent of those living in densely populated cities (e.g., New York, New Orleans, Los Angeles, Shanghai, Hong Kong, Cape Town, Sydney, Mumbai). Despite the growing risks and challenges associated with climate change and rising sea levels, the coastal population continues to grow rapidly. To help ensure these growing populations can live safely along the coast requires a detailed understanding of the processes that shape the coastal zone. These processes act across a variety of scales, from deep-time geologic processes that dictate coastal shape and structure, to decadal-scale processes that determine shoreline position and evolution, to weekly and daily processes such as storms and tides. This course will provide an in-depth look at the forces--wind, waves, storms, and people--that shape the coastal zone, as well as the geologic formations--sandy beaches, rocky cliffs, barrier islands, deltas, and coral reefs--that are acted upon and resist these forces. Coastal dynamics are strongly affected by human interventions, such as seawalls, dredged channels, and sand dune removal, as well as by sea level rise and changes in storm frequency and magnitude associated with climate change. Finally, the course will provide students with a perspective on how the U.S. seeks to manage its coastal zone, focusing on sea level rise and coastal development. This class will include a quantitative lab that will use MATLAB software to model and evaluate various coastal processes. Students will gain a basic understanding of MATLAB functionality, and will be asked to independently apply what they have learned to various data sets provided by the instructor.

Class Format: lecture two times a week with a lab one time per week

Requirements/Evaluation: lab reports, quizzes, and an independent research project

Prerequisites: Either GEOS 104 or GEOS 210; or permission of instructor. No prior knowledge is necessary, but this course does build on principles used to explore complex scientific challenges.

Enrollment Limit: 15

Enrollment Preferences: Geosciences majors

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Unit Notes: This course counts toward the GEOS Group B Electives - Sediments + Life.

Distributions: (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 327(D3) GEOS 327(D3) CAOS 327(D3)

Quantitative/Formal Reasoning Notes: This course will involve the use of MATLAB software to quantitatively analyze coastal process and geomorphological data.

Attributes: ENVI Natural World Electives GEOS Group B Electives - Sediments + Life

Fall 2024

LEC Section: 01 MWF 8:30 am - 9:45 am Alex A. Apotsos

CAOS 477 (F) Economics of Environmental Behavior (QFR)

Cross-listings: ENVI 376 / ECON 477

Secondary Cross-listing

A community maintains a fishery; a firm decides whether to get a green certification; you choose to fly home or stay here for spring break: behaviors of people and firms determine our impact on the environment. We'll use economics to model environmental behavior and to assess how policies can help or hurt the environment. Topics may study include: common pool resources, voluntary conservation, social norms and nudges, discrimination and justice, rationality, firm responses to mandatory and voluntary rules, voting and public opinion, and boycotts and divestment. We'll also build familiarity with the main methodologies of modern economic research: theoretical modeling, empirical analysis of observational data, and experiments.

Class Format: Class sessions will largely consist of presentations and discussions of academic research papers, as well as lab sessions to work on empirical exercises; we may break the class into groups for some discussions

Requirements/Evaluation: regular reading markup, empirical exercises, class participation, 2 oral presentations, and a final original research paper

using an experiment, existing data, or theory

Prerequisites: ECON 251 and (ECON 255 or STAT 346)

Enrollment Limit: 19

Enrollment Preferences: senior Economics majors

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

CAOS 477(D2) ENVI 376(D2) ECON 477(D2)

Quantitative/Formal Reasoning Notes: The research students will consume and produce in the class will be based on math-based theory and/or econometric-based empirical analysis.

Attributes: CAOS Senior Seminars ENVI Humanities, Arts + Social Science Electives POEC Depth POEC Skills

Fall 2024

SEM Section: 01 TR 8:30 am - 9:45 am Sarah A. Jacobson

CHEM 100 (F) Chemistry Matters (QFR)

Chemistry matters! From fueling the world's economy to preventing the next pandemic to forecasting future climate change, chemistry touches all aspects of daily life. This course provides an introduction to chemical principles and applications for students with little or no high school chemistry background. Through the lens of contemporary issues and applications (e.g. energy, environment, materials, medicine, etc.), students will be introduced to concepts fundamental to studying matter at the molecular level. Particular emphasis will be placed on skills essential for students to understand chemistry in these contexts, including quantitative reasoning and the development of chemical literacy and intuition. Laboratory meetings will be used to reinforce lecture material through experimentation at the bench and active learning exercises.

Class Format: lecture, three times per week and laboratory, three hours per week

Requirements/Evaluation: problem set assignments, laboratory work and analysis, quizzes/exams and a final assessment

Prerequisites: Students are required to take the online Chemistry Placement Survey prior to registering for the course (chemistry.williams.edu/placement).

Enrollment Limit: 32; 16/lab

Enrollment Preferences: First-year students with little or no high school chemistry experience.

Expected Class Size: 32

Grading: yes pass/fail option, no fifth course option

Unit Notes: CHEM 100 may be taken concurrently with MATH 102--see under Mathematics; CHEM 100 or its equivalent is a prerequisite to CHEM 101.

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: This course fulfills the QFR requirement with regular problem sets and in class activities in which quantitative/formal reasoning skills are practiced.

Fall 2024

LEC Section: 01 MWF 9:00 am - 9:50 am Katie M. Hart

LAB Section: 02 W 1:00 pm - 4:00 pm

LAB Section: 03 R 1:00 pm - 4:00 pm

CHEM 101 (F)(S) Concepts of Chemistry (QFR)

This course broadens and deepens the foundation in chemistry of students who have had one or more years of chemistry at the high school level. Most students begin study of chemistry at Williams with this course. Familiarity with stoichiometry, basic concepts of equilibria, the model of an atom, Lewis structures and VSEPR, and gas laws is expected. Principal topics for this course include modern atomic theory, molecular structure and

bonding, states of matter, chemical equilibrium (acid-base and solubility), and an introduction to atomic and molecular spectroscopies. Laboratory periods will largely focus on experiment design, data analysis, literature, scientific writing, and other skills critical to students' development as scientists. The course is of interest to students who anticipate professional study in chemistry, related sciences, or one of the health professions, as well as to those who want to explore the fundamentals of chemistry as part of their general education. This course may be taken pass/fail; however, students who are considering graduate study in science or in the health professions should elect to take this course for a grade.

Class Format: lecture, three times per week and laboratory, four hours per week

Requirements/Evaluation: problem sets and/or quizzes, laboratory work, and exams

Prerequisites: Students are required to take the online Chemistry Placement Survey prior to registering for the course (chemistry.williams.edu/placement) or CHEM 100.

Enrollment Limit: 45; 16/lab

Enrollment Preferences: first-year students

Expected Class Size: 45/lecture

Grading: yes pass/fail option, no fifth course option

Unit Notes: CHEM 101 or its equivalent is a prerequisite for both CHEM 200 and CHEM 201 and is required for the BIMO concentration.

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: This course fulfills the QFR requirement with regular and substantial problem sets in which quantitative/formal reasoning skills are practiced and evaluated.

Attributes: BIMO Required Courses

Fall 2024

LEC Section: 01 MWF 10:00 am - 10:50 am Bob Rawle

LEC Section: 02 MWF 11:00 am - 11:50 am Ben L. Augenbraun

LAB Section: 03 M 1:00 pm - 5:00 pm

LAB Section: 04 T 1:00 pm - 5:00 pm

LAB Section: 05 W 1:00 pm - 5:00 pm

LAB Section: 06 R 1:00 pm - 5:00 pm

LAB Section: 07 M 1:00 pm - 5:00 pm

LAB Section: 08 W 1:00 pm - 5:00 pm

Spring 2025

LEC Section: 01 MWF 9:00 am - 9:50 am Lee Y. Park

LAB Section: 02 M 1:00 pm - 5:00 pm

LAB Section: 03 T 1:00 pm - 5:00 pm

CHEM 200 (S) Advanced Chemical Concepts (QFR)

This course treats an array of topics in modern chemistry, emphasizing broad concepts that connect and weave through the various subdisciplines of the field--biochemistry, inorganic chemistry, organic chemistry, and physical chemistry. It provides the necessary background in chemical science for students who are planning advanced study or a career in chemistry, biological science, geoscience, environmental science, or a health profession. Topics include coordination complexes, thermodynamics, electrochemistry, and kinetics. Laboratory sections will give students hands-on experience involving synthesis, characterization, and reactivity studies of coordination and organic complexes; spectroscopic analyses; thermodynamics; electrochemistry; and kinetics. Students will hone their skills in the presentation of results through written reports and worksheets.

Class Format: lecture, three times per week and laboratory, four hours per week

Requirements/Evaluation: homework assignments, laboratory work, quizzes, midterm exam, and a final exam

Prerequisites: CHEM 101

Enrollment Limit: 35; 16/lab

Enrollment Preferences: first-year students, then sophomores

Expected Class Size: 35

Grading: no pass/fail option, no fifth course option

Unit Notes: CHEM 200 is required for the BIMO concentration

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: This course fulfills the QFR requirement with regular and substantial problem sets in which quantitative/formal reasoning skills are practiced and evaluated.

Attributes: BIMO Required Courses

Spring 2025

LEC Section: 01 MWF 9:00 am - 9:50 am Enrique Peacock-López

LEC Section: 02 MWF 10:00 am - 10:50 am Enrique Peacock-López

LAB Section: 03 M 1:00 pm - 5:00 pm

LAB Section: 04 T 1:00 pm - 5:00 pm

LAB Section: 05 W 1:00 pm - 5:00 pm

LAB Section: 06 R 1:00 pm - 5:00 pm

LAB Section: 07 T 8:00 am - 12:00 pm

CHEM 201 (F) Organic Chemistry: Introductory Level (QFR)

This course provides the necessary background in organic chemistry for students who are planning advanced study or a career in chemistry, the biological sciences, or the health professions. It initiates the systematic study of the common classes of organic compounds with emphasis on theories of structure and reactivity. Specific topics include basic organic structures and bonding, delocalization and conjugation, acidity & basicity, nucleophilic addition and substitution reactions, stereochemistry and molecular energetics. The theory and interpretation of infrared (IR) and nuclear magnetic resonance (NMR) spectroscopy, as well as the fundamentals of molecular modeling as applied to organic molecules are presented. The coordinated laboratory work includes organic synthesis, purification and separation techniques, as well as characterization by IR and NMR spectroscopy.

Class Format: lecture, three times per week and laboratory, four hours per week

Requirements/Evaluation: quantitative problem solving, laboratory performance, three midterm exams, and a final exam

Prerequisites: CHEM 101 or CHEM 151, 153, or 155

Enrollment Limit: 40; 12/lab

Enrollment Preferences: Seniors, juniors, sophomores, first-year students

Expected Class Size: 40

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: This course fulfills the QFR requirement with regular and substantial problem solving in which quantitative/formal reasoning skills are practiced and evaluated.

Attributes: BIMO Required Courses

Fall 2024

LEC Section: 01 MWF 9:00 am - 9:50 am Kerry-Ann Green

LEC Section: 02 MWF 10:00 am - 10:50 am Amanda K. Turek

LAB Section: 03 M 1:00 pm - 5:00 pm

LAB Section: 04 T 1:00 pm - 5:00 pm

LAB Section: 05 W 1:00 pm - 5:00 pm

LAB Section: 06 R 1:00 pm - 5:00 pm

LAB Section: 07 M 1:00 pm - 5:00 pm

LAB Section: 08 T 1:00 pm - 5:00 pm

LAB Section: 09 W 1:00 pm - 5:00 pm

CHEM 321 (F) Biochemistry I: Structure and Function of Biological Molecules (QFR)

Cross-listings: BIOL 321 / BIMO 321

Secondary Cross-listing

This course introduces the foundational concepts of biochemistry with an emphasis on the structure and function of biological macromolecules. Specifically, the structure of proteins and nucleic acids are examined in detail in order to determine how their chemical properties and their biological behavior result from those structures. Other topics covered include catalysis, enzyme kinetics, mechanism and regulation; the molecular organization of biomembranes; and the flow of information from nucleic acids to proteins. In addition, the principles and applications of the methods used to characterize macromolecules in solution and the interactions between macromolecules are discussed. The laboratory provides a hands-on opportunity to study macromolecules and to learn the fundamental experimental techniques of biochemistry including electrophoresis, chromatography, and principles of enzymatic assays.

Class Format: lecture, three times per week and laboratory, four hours per week

Requirements/Evaluation: quizzes, a midterm exam, a final exam, problem sets and performance in the laboratories including lab reports

Prerequisites: BIOL 101, CHEM 200 and CHEM 201; or either CHEM 155 or 256 and CHEM 251

Enrollment Limit: 12/lab

Enrollment Preferences: junior and senior Biology and Chemistry majors and BIMO concentrators

Expected Class Size: 36

Grading: no pass/fail option, no fifth course option

Unit Notes: Cannot be counted towards the Biology major in addition to BIOL 222

Distributions: (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

BIOL 321(D3) BIMO 321(D3) CHEM 321(D3)

Quantitative/Formal Reasoning Notes: This course fulfills the QFR requirement with regular problem sets in which quantitative/formal reasoning skills are practiced.

Attributes: BIGP Courses BIMO Required Courses

Fall 2024

LEC Section: 01 MWF 10:00 am - 10:50 am B Thuronyi

LAB Section: 02 T 1:00 pm - 3:40 pm

LAB Section: 03 R 1:00 pm - 5:00 pm

CHEM 322 (S) Biochemistry II: Metabolism (QFR)

Cross-listings: BIMO 322 / BIOL 322

Secondary Cross-listing

This lecture course provides an in-depth presentation of the complex metabolic reactions that are central to life. Emphasis is placed on the biological flow of energy including alternative modes of energy generation (aerobic, anaerobic, photosynthetic); the regulation and integration of the metabolic pathways including compartmentalization and the transport of metabolites; and biochemical reaction mechanisms including the structures and mechanisms of coenzymes. This comprehensive study also includes the biosynthesis and catabolism of small molecules (carbohydrates, lipids, amino acids, and nucleotides). Laboratory experiments introduce the principles and procedures used to study enzymatic reactions, bioenergetics, and metabolic pathways.

Class Format: Lecture three hours per week and laboratory three hours per week.

Requirements/Evaluation: several exams and performance in the laboratories including lab reports that emphasize conceptual and quantitative and/or graphic analysis of data

Prerequisites: BIOL 101, plus either: CHEM 156 and CHEM 256, or CHEM 155 and CHEM 156, or CHEM 200 and CHEM 201, or permission of instructor

Enrollment Limit: 48

Enrollment Preferences: junior and senior Biology and Chemistry majors and BIMO concentrators

Expected Class Size: 48

Grading: no pass/fail option, no fifth course option

Unit Notes: cannot be counted towards the Biology major in addition to BIOL 222

Distributions: (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

BIMO 322(D3) CHEM 322(D3) BIOL 322(D3)

Quantitative/Formal Reasoning Notes: The laboratory program is quantitative covering data analyses, numerical transformations, graphical displays.

Attributes: BIGP Courses BIMO Required Courses

Spring 2025

LEC Section: 01 TR 11:20 am - 12:35 pm Caitlyn E. Bowman-Cornelius

LAB Section: 02 M 1:00 pm - 3:50 pm Caitlyn E. Bowman-Cornelius

LAB Section: 03 W 1:00 pm - 3:50 pm Caitlyn E. Bowman-Cornelius

LAB Section: 04 R 1:00 pm - 3:50 pm Caitlyn E. Bowman-Cornelius

CHEM 361 (S) Quantum Chemistry and Chemical Dynamics (QFR)

This course introduces quantum mechanics, which serves as the basis for understanding molecular structure and spectroscopy. We will begin by discussing the Schrodinger wave equation and then apply this to understanding the translational, vibrational, and rotational structure of molecules. This leads to a discussion of atomic/molecular electronic structure and spectroscopy. Computational methods will be taught to illustrate key quantum mechanical concepts, interpret experimental data, and extend hypotheses. Applications will be chosen from contemporary research fields, including photochemistry, laser spectroscopy, environmental/atmospheric chemistry, organometallic chemistry, and physical organic chemistry.

Requirements/Evaluation: class participation, problem sets, exams, and laboratory work

Prerequisites: CHEM 155 or CHEM 256; or CHEM 200; or permission of instructor; and strongly recommend MATH 150 or MATH 151

Enrollment Limit: 16; 8/lab

Enrollment Preferences: seniors, then juniors

Expected Class Size: 16

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: This course fulfills the QFC requirement and relies heavily upon mathematics and quantitative reasoning in all elements, including problem sets, examinations, and laboratories.

Spring 2025

LEC Section: 01 MWF 11:00 am - 12:15 pm Ben L. Augenbraun

LAB Section: 02 T 1:00 pm - 5:00 pm Ben L. Augenbraun

LAB Section: 03 R 1:00 pm - 5:00 pm Ben L. Augenbraun

CHEM 366 (F) Thermodynamics and Statistical Mechanics (QFR)

The thermodynamic laws provide us with our most powerful and general scientific principles for predicting the direction of spontaneous change in physical, chemical, and biological systems. This course develops the concepts of energy, entropy, free energy, temperature, heat, work, and chemical potential within the framework of classical and statistical thermodynamics. The principles developed are applied to a variety of problems: chemical reactions, phase changes, energy technology, industrial processes, and environmental science. Laboratory experiments provide quantitative and practical demonstrations of the theory of real and ideal systems studied in class.

Class Format: lecture, three times per week and laboratory, four hours per week

Requirements/Evaluation: class participation, oral presentations, problem sets, laboratory work, and an independent project

Prerequisites: CHEM 155 or CHEM 256; or CHEM 200; and basic knowledge of applied integral and differential calculus

Enrollment Limit: 16/lab

Enrollment Preferences: Chemistry majors: seniors, juniors, then sophomores

Expected Class Size: 16

Grading: no pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: This course fulfills the QFC requirement and relies heavily upon mathematics and quantitative reasoning in all elements, including problem sets, examinations, and laboratories.

Attributes: BIMO Interdepartmental Electives

Fall 2024

LEC Section: 01 MWF 11:00 am - 12:15 pm Enrique Peacock-López

LAB Section: 02 T 1:00 pm - 5:00 pm Enrique Peacock-López

CSCI 104 (F) Data Science and Computing for All (QFR)

Many of the world's greatest discoveries and most consequential decisions are enabled or informed by the analysis of data from a myriad of sources. Indeed, the ability to wrangle, visualize, and draw conclusions from data is now a critical tool in the sciences, business, medicine, politics, other academic disciplines, and society as a whole. This course lays the foundations for quantifying relationships in data by exploring complementary computational, statistical, and visualization concepts. These concepts will be reinforced by lab experiences designed to teach programming and statistics skills while analyzing real-world data sets. This course will also examine the broader context and social issues surrounding data analysis, including privacy and ethics.

Requirements/Evaluation: Weekly lab assignments involving programming, a project, and examinations.

Prerequisites: None; previous programming experience or statistics is not required.

Enrollment Limit: 30;15/lab

Enrollment Preferences: Not open to those who have completed or are currently enrolled in a Computer Science course numbered 136 or higher. Preference given to those who have not previously taken a computer science or statistics course.

Expected Class Size: 30

Grading: yes pass/fail option, no fifth course option

Unit Notes: Additional details about the class are available here: <https://www.cs.williams.edu/~cs104>. Please see the Computer Science Department website for more information on selecting an introductory computer science class: <https://csci.williams.edu/>

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: This course includes regular and substantial problem sets, labs, and/or projects in which quantitative/formal reasoning skills are practiced and evaluated.

Fall 2024

LEC Section: 01 MWF 10:00 am - 10:50 am Stephen N. Freund

LEC Section: 02 MWF 11:00 am - 11:50 am Stephen N. Freund

LAB Section: 03 M 1:00 pm - 2:30 pm Stephen N. Freund

LAB Section: 04 M 2:30 pm - 4:00 pm Stephen N. Freund

LAB Section: 05 T 1:00 pm - 2:30 pm Stephen N. Freund

LAB Section: 06 T 2:30 pm - 4:00 pm Stephen N. Freund

CSCI 134 (F)(S) Introduction to Computer Science (QFR)

This course introduces students to the science of computation by exploring the representation and manipulation of data and algorithms. We organize and transform information in order to solve problems using algorithms written in a modern object-oriented language. Topics include organization of

data using objects and classes, and the description of processes using conditional control, iteration, methods and classes. We also begin the study of abstraction, self-reference, reuse, and performance analysis. While the choice of programming language and application area will vary in different offerings, the skills students develop will transfer equally well to more advanced study in many areas. In particular, this course is designed to provide the programming skills needed for further study in computer science and is expected to satisfy introductory programming requirements in other departments.

Requirements/Evaluation: weekly programming projects, weekly written homeworks, and two examinations.

Prerequisites: none, except for the standard prerequisites for a (QFR) course; previous programming experience is not required

Enrollment Limit: 30;15/lab

Enrollment Preferences: if the course is over-enrolled, enrollment will be determined by lottery.

Expected Class Size: 30/lec

Grading: yes pass/fail option, yes fifth course option

Unit Notes: Please see the Computer Science Department website for more information on selecting an introductory computer science class: <https://csci.williams.edu/>. Students with prior experience with object-oriented programming should discuss appropriate course placement with members of the department.

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: This course includes regular and substantial problem sets, labs, and/or projects in which quantitative/formal reasoning skills are practiced and evaluated.

Attributes: COGS Interdepartmental Electives

Fall 2024

LEC Section: 01 MWF 9:00 am - 9:50 am Bill K. Jannen

LEC Section: 02 MWF 10:00 am - 10:50 am Iris Howley

LEC Section: 03 MWF 11:00 am - 11:50 am Iris Howley

LAB Section: 04 M 1:00 pm - 2:30 pm Iris Howley

LAB Section: 05 M 1:00 pm - 2:30 pm Bill K. Jannen

LAB Section: 06 M 2:30 pm - 4:00 pm Iris Howley

LAB Section: 07 M 2:30 pm - 4:00 pm Bill K. Jannen

LAB Section: 08 T 2:30 pm - 4:00 pm Iris Howley

LAB Section: 09 T 2:30 pm - 4:00 pm Bill K. Jannen

Spring 2025

LEC Section: 01 MWF 9:00 am - 9:50 am Laura South

LEC Section: 02 MWF 10:00 am - 10:50 am Mark Hopkins

LEC Section: 03 MWF 11:00 am - 11:50 am Mark Hopkins

LAB Section: 04 M 1:00 pm - 2:30 pm Mark Hopkins

LAB Section: 05 M 2:30 pm - 4:00 pm Mark Hopkins

LAB Section: 06 T 1:00 pm - 2:30 pm Laura South

LAB Section: 07 T 1:00 pm - 2:30 pm Mark Hopkins

LAB Section: 08 T 2:30 pm - 4:00 pm Laura South

LAB Section: 09 T 2:30 pm - 4:00 pm Mark Hopkins

CSCI 136 (F)(S) Data Structures and Advanced Programming (QFR)

This course builds on the programming skills acquired in Computer Science 134. It couples work on program design, analysis, and verification with an introduction to the study of data structures. Data structures capture common ways in which to store and manipulate data, and they are important in the construction of sophisticated computer programs. Students are introduced to some of the most important and frequently used data structures: lists, stacks, queues, trees, hash tables, graphs, and files. Students will be expected to write several programs, ranging from very short programs to more elaborate systems. Emphasis will be placed on the development of clear, modular programs that are easy to read, debug, verify, analyze, and modify.

Requirements/Evaluation: programming and written assignments, quizzes, examinations

Prerequisites: CSCI 134 or equivalent; fulfilling the Discrete Mathematics Proficiency requirement is recommended, but not required

Enrollment Limit: 30;15/lab

Enrollment Preferences: if the course is over-enrolled, enrollment will be determined by lottery.

Expected Class Size: 30/lec

Grading: yes pass/fail option, no fifth course option

Unit Notes: Please see the Computer Science Department website for more information on selecting an introductory computer science class:

<https://csci.williams.edu/>

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: This course include regular and substantial problem sets, labs, and/or projects in which quantitative/formal reasoning skills are practiced and evaluated.

Attributes: BIGP Courses

Fall 2024

LEC Section: 01 MWF 9:00 am - 9:50 am James M. Bern

LEC Section: 02 MWF 10:00 am - 10:50 am James M. Bern

LAB Section: 03 W 1:00 pm - 2:30 pm James M. Bern

LAB Section: 04 W 2:30 pm - 4:00 pm James M. Bern

LAB Section: 05 R 1:00 pm - 2:30 pm James M. Bern

LAB Section: 06 R 2:30 pm - 4:00 pm James M. Bern

Spring 2025

LEC Section: 01 MWF 9:00 am - 9:50 am Katie A. Keith

LEC Section: 02 MWF 10:00 am - 10:50 am Katie A. Keith

LAB Section: 03 W 1:00 pm - 2:30 pm Katie A. Keith

LAB Section: 04 W 2:30 pm - 4:00 pm Katie A. Keith

LAB Section: 05 R 1:00 pm - 2:30 pm Katie A. Keith

LAB Section: 06 R 2:30 pm - 4:00 pm Katie A. Keith

CSCI 237 (F)(S) Computer Organization (QFR)

This course studies the basic instruction set architecture and organization of a modern computer. It provides a programmer's view of how computer systems execute programs, store information, and communicate. Over the semester the student learns the fundamentals of translating higher level languages into assembly language, and the interpretation of machine languages by hardware. At the same time, a model of computer hardware organization is developed from the gate level upward.

Requirements/Evaluation: weekly programming assignments and/or problem sets, quizzes, midterm and final exams

Prerequisites: CSCI 136

Enrollment Limit: 24;12/lab

Enrollment Preferences: current or expected Computer Science majors

Expected Class Size: 24

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: The course will consist of programming assignments and problem sets in which quantitative/formal reasoning skills are practiced and evaluated.

Fall 2024

LEC Section: 01 MWF 10:00 am - 10:50 am Kelly A. Shaw
LEC Section: 02 MWF 11:00 am - 11:50 am Kelly A. Shaw
LAB Section: 03 W 1:00 pm - 2:30 pm Kelly A. Shaw
LAB Section: 04 W 2:30 pm - 4:00 pm Kelly A. Shaw
LAB Section: 05 R 1:00 pm - 2:30 pm Kelly A. Shaw
LAB Section: 06 R 2:30 pm - 4:00 pm Kelly A. Shaw

Spring 2025

LEC Section: 01 MWF 11:00 am - 11:50 am Jeannie R Albrecht
LAB Section: 02 W 1:00 pm - 2:30 pm Jeannie R Albrecht
LAB Section: 03 R 1:00 pm - 2:30 pm Jeannie R Albrecht

CSCI 256 (F)(S) Algorithm Design and Analysis (QFR)

This course investigates methods for designing efficient and reliable algorithms. By carefully analyzing the structure of a problem within a mathematical framework, it is often possible to dramatically decrease the computational resources needed to find a solution. In addition, analysis provides a method for verifying the correctness of an algorithm and accurately estimating its running time and space requirements. We will study several algorithm design strategies that build on data structures and programming techniques introduced in Computer Science 136. These include greedy, divide-and-conquer, dynamic programming, and network flow algorithms. Additional topics of study include algorithms on graphs and strategies for handling potentially intractable problems.

Requirements/Evaluation: Problem sets, midterm and final examinations

Prerequisites: CSCI 136 and fulfillment of the Discrete Mathematics Proficiency requirement

Enrollment Limit: 24

Enrollment Preferences: Preference will be given to students who need the class in order to complete the major. Ties will be broken by seniority (seniors first, then juniors, etc.).

Expected Class Size: 24

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: This course will have weekly problem sets in which students will formally prove statements about the behavior and performance of algorithms. In short, the course is about applying abstract and mathematical reasoning to the study of algorithms and computation.

Fall 2024

LEC Section: 01 MWF 12:00 pm - 12:50 pm Aaron M. Williams

Spring 2025

LEC Section: 01 MR 1:10 pm - 2:25 pm Samuel McCauley
LEC Section: 02 MR 2:35 pm - 3:50 pm Samuel McCauley

CSCI 315 (F) Computational Biology (QFR)

Cross-listings: PHYS 315

Secondary Cross-listing

This course will provide an overview of Computational Biology, the application of computational, mathematical, statistical, and physical problem-solving techniques to interpret the rapidly expanding amount of biological data. Topics covered will include database searching, DNA sequence alignment, clustering, RNA structure prediction, protein structural alignment, methods of analyzing gene expression, networks, and genome assembly using techniques such as string matching, dynamic programming, hidden Markov models, and statistics.

Requirements/Evaluation: weekly Python programming assignments, code reviews, problem sets, plus a few quizzes and a final project

Prerequisites: programming experience (e.g., CSCI 136) and mathematics (PHYS/MATH 210 or MATH 150) and physical science (PHYS 142/151, or CHEM 101/15X), or permission of instructor

Enrollment Limit: 10

Enrollment Preferences: if over-enrolled, a questionnaire will be circulated

Expected Class Size: 8

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

CSCI 315(D3) PHYS 315(D3)

Quantitative/Formal Reasoning Notes: problem sets and programming assignments

Attributes: BIGP Courses

Fall 2024

LEC Section: 01 MR 2:35 pm - 3:50 pm Daniel P. Aalberts

CSCI 334 (S) Principles of Programming Languages (QFR)

This course examines the concepts and structures governing the design and implementation of programming languages. It presents an introduction to the concepts behind compilers and run-time representations of programming languages; features of programming languages supporting abstraction and polymorphism; and the procedural, functional, object-oriented, and concurrent programming paradigms. Programs will be required in languages illustrating each of these paradigms.

Requirements/Evaluation: weekly problem sets and programming assignments, a midterm examination, and a final examination

Prerequisites: CSCI 136

Enrollment Limit: 30

Enrollment Preferences: current or expected Computer Science majors

Expected Class Size: 30

Grading: yes pass/fail option, no fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: This course include regular and substantial problem sets and labs in which quantitative/formal reasoning skills are practiced and evaluated.

Spring 2025

LEC Section: 01 MR 1:10 pm - 2:25 pm Daniel W. Barowy

LEC Section: 02 MR 2:35 pm - 3:50 pm Daniel W. Barowy

CSCI 338 (S) Parallel Processing (QFR)

This course explores different parallel programming paradigms used for writing applications on today's parallel computer systems. The course will introduce concurrency (i.e. multiple simultaneous computations) and the synchronization primitives that allow for the creation of correct concurrent applications. It will examine how a variety of systems organize parallel processing resources and enable users to write parallel programs for these systems. Covered programming paradigms will include multiprogramming with processes, message passing, threading in shared memory multiprocessors, vector processing, graphics processor programming, transactions, MapReduce, and other forms of programming for the cloud. Class discussion is based on assigned readings. Assignments provide students the opportunity to develop proficiency in writing software using different parallel programming paradigms.

Requirements/Evaluation: homework assignments, programming projects, and up to two exams

Prerequisites: CSCI 136 or equivalent programming experience, and CSCI 237, or permission of instructor

Enrollment Limit: 24

Enrollment Preferences: current or expected Computer Science majors

Expected Class Size: 24

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: The course will consist of substantial problem sets and programming assignments in which quantitative/formal reasoning skills are practiced and evaluated.

Spring 2025

LEC Section: 01 TR 9:55 am - 11:10 am Kelly A. Shaw

CSCI 339 (F) Distributed Systems (QFR)

This course studies the key design principles of distributed systems, which are collections of independent networked computers that function as single coherent systems. Covered topics include communication protocols, processes and threads, naming, synchronization, consistency and replication, fault tolerance, and security. Students also examine some specific real-world distributed systems case studies, including Google and Amazon. Class discussion is based on readings from the textbook and research papers. The goals of this course are to understand how large-scale computational systems are built, and to provide students with the tools necessary to evaluate new technologies after the course ends.

Requirements/Evaluation: weekly homework assignments, midterm exam, 3 major programming projects, and a final project

Prerequisites: CSCI 237

Enrollment Limit: 24

Enrollment Preferences: current or expected Computer Science majors

Expected Class Size: 24

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: The course will consist of programming assignments and problem sets in which quantitative/formal reasoning skills are practiced and evaluated.

Fall 2024

LEC Section: 01 MR 1:10 pm - 2:25 pm Jeannie R Albrecht

CSCI 345 (S) Robotics and Digital Fabrication (QFR)

This course is a hands-on exploration of topics in robotics and digital fabrication. We will experience firsthand how ideas and methods from computer science can be applied to make physical objects, including robots and other machines. The emphasis will be on creative, hands-on experimentation. Along the way, students will learn the basics of embedded systems programming (Arduino), breadboarding, soldering, printed circuit board (PCB) design, mechanical computer-aided design (CAD)--both conventional (OnShape) and programmatic (OpenSCAD)--as well digital fabrication (3D-printing, laser cutting). Students will learn both how to build their own prototypes and how to send out designs to have parts machined professionally. Students will work in teams throughout. The course will culminate in a team robotic design competition testing both functionality and creativity.

Requirements/Evaluation: Evaluation based on assignments, projects, and exams.

Prerequisites: CSCI 237

Enrollment Limit: 18; 9/lab

Enrollment Preferences: Current or expected Computer Science majors

Expected Class Size: 18

Grading: no pass/fail option, no fifth course option

Materials/Lab Fee: A fee of \$150-\$200 will be added to the term bill to cover the purchase of consumable electronics, motors, 3D-printing filament, and stock used in the assignments and final project.

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: The course will include programming assignments and problem sets in which quantitative/formal reasoning skills are practiced and evaluated.

Spring 2025

LEC Section: 01 TR 9:55 am - 11:10 am James M. Bern

LAB Section: 02 T 1:00 pm - 2:30 pm James M. Bern

LAB Section: 03 T 2:30 pm - 4:00 pm James M. Bern

CSCI 357 (S) Algorithmic Game Theory (QFR)

This course focuses on topics in game theory and mechanism design from a computational perspective. We will explore questions such as: how to design algorithms that incentivize truthful behavior, that is, where the participants have no incentive to cheat? Should we let drivers selfishly minimize their commute time or let a central algorithm direct traffic? Does Arrow's impossibility result mean that all voting protocols are doomed? The overarching goal of these questions is to understand and analyze selfish behavior and whether it can or should influence system design. Students will learn how to model and reason about incentives in computational systems both theoretically and empirically. Topics include types of equilibria, efficiency of equilibria, auction design and mechanism design with money, two-sided markets and mechanism design without money, incentives in computational applications such as P2P systems, and computational social choice.

Requirements/Evaluation: weekly problem sets and/or programming assignments, two midterm exams, and a final project.

Prerequisites: CSCI 256

Enrollment Limit: 24

Enrollment Preferences: current or expected Computer Science majors

Expected Class Size: 24

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: The course will consist problem sets and programming assignments in which quantitative/formal reasoning skills are practiced and evaluated.

Spring 2025

LEC Section: 01 TF 1:10 pm - 2:25 pm Shikha Singh

CSCI 358 (F) Applied Algorithms (QFR)

This course is about bridging the gap between theoretical running time and writing fast code in practice. The course is divided into two basic topics. The first is algorithmic: we will discuss some of the most useful tools in a coder's toolkit. This includes topics like randomization (hashing, filters, approximate counters), linear and convex programming, similarity search, and cache-efficient algorithms. Our goal is to talk about why these efficient algorithms make seemingly difficult problems solvable in practice. The second topic is applications: we will discuss how to implement algorithms in an efficient way that takes advantage of modern hardware. Specific topics covered will include blocking, loop unrolling, pipelining, as well as strategies for performance analysis. Projects and assessments will include both basic theoretical aspects (understanding why the algorithms we discuss actually work), and practical aspects (implementing the algorithms we discuss to solve important problems, and optimizing the code so it runs as quickly as possible).

Requirements/Evaluation: Over the course of each week, there will be either a homework or an assignment. Homeworks and assignments have similar structure, with both a coding and problem set component, but assignments will be weighted more heavily and must be completed individually. There will also be a take home final at the end of the year.

Prerequisites: CSCI 256 and CSCI 237

Enrollment Limit: 24

Enrollment Preferences: current or expected Computer Science majors

Expected Class Size: 24

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: The course will consist of programming assignments and problem sets in which quantitative/formal reasoning skills are practiced and evaluated.

Fall 2024

LEC Section: 01 TF 1:10 pm - 2:25 pm Samuel McCauley

CSCI 361 (F) Theory of Computation (QFR)

This course introduces a formal framework for investigating both the computability and complexity of problems. We study several models of computation including finite automata, regular languages, context-free grammars, and Turing machines. These models provide a mathematical basis for the study of computability theory--the examination of what problems can be solved and what problems cannot be solved--and the study of complexity theory--the examination of how efficiently problems can be solved. Topics include the halting problem and the P versus NP problem.

Requirements/Evaluation: weekly problem sets and one or more exams

Prerequisites: CSCI 256 or both a 300-level MATH course and permission of instructor

Enrollment Limit: 24

Enrollment Preferences: current or expected Computer Science majors

Expected Class Size: 24

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: This course include regular and substantial problem sets in which quantitative/formal reasoning skills are practiced and evaluated.

Attributes: COGS Interdepartmental Electives

Fall 2024

LEC Section: 01 TR 8:30 am - 9:45 am Shikha Singh

LEC Section: 02 TR 9:55 am - 11:10 am Shikha Singh

CSCI 375 (F) Natural Language Processing (QFR)

Natural language processing (NLP) is a set of methods for making human language accessible to computers. NLP underlies many technologies we use on a daily basis including automatic machine translation, search engines, email spam detection, and automated personalized assistants. These methods draw from a combination of algorithms, linguistics and statistics. This course will provide a foundation in building NLP models to classify, generate, and learn from text data.

Requirements/Evaluation: Evaluation based on assignments, projects, and exams.

Prerequisites: CSCI 136, and either CSCI 256 or STAT 201/202.

Enrollment Limit: 24

Enrollment Preferences: current or expected Computer Science majors.

Expected Class Size: 24

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: The course will consist of programming assignments and problem sets in which quantitative/formal reasoning skills are practiced and evaluated.

Attributes: COGS Interdepartmental Electives

Fall 2024

LEC Section: 01 TR 9:55 am - 11:10 am Katie A. Keith

CSCI 381 (F) Deep Learning (QFR)

This course is an introduction to deep neural networks and how to train them. Beginning with the fundamentals of regression and optimization, the course then surveys a variety of neural network architectures, which may include multilayer feedforward neural networks, convolutional neural networks, recurrent neural networks, and transformer networks. Students will also learn how to use deep learning software such as PyTorch or

Tensorflow.

Requirements/Evaluation: Evaluation based on assignments, projects, and exams.

Prerequisites: CSCI 136 and fulfillment of the Discrete Mathematics Proficiency requirement

Enrollment Limit: 24

Enrollment Preferences: Current or expected Computer Science majors

Expected Class Size: 24

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: The course will consist of programming assignments and problem sets in which quantitative/formal reasoning skills are practiced and evaluated.

Attributes: COGS Interdepartmental Electives

Fall 2024

LEC Section: 01 MWF 9:00 am - 9:50 am Mark Hopkins

ECON 110 (F)(S) Principles of Microeconomics (QFR)

This course is an introduction to the study of the forces of supply and demand that determine prices and the allocation of resources in markets for goods and services, markets for labor, and markets for natural resources. The focus is on how and why markets work, why they may fail to work, and the policy implications of both their successes and failures. The course focuses on developing the basic tools of microeconomic analysis and then applying those tools to topics of popular or policy interest such as minimum wage legislation, pollution control, competition policy, international trade policy, discrimination, tax policy, and the role of government in a market economy.

Requirements/Evaluation: problem sets, quizzes, short essays, two midterms, final exam

Prerequisites: none

Enrollment Limit: 40

Enrollment Preferences: This course is required of Economics and Political Economy majors and highly recommended for those non-majors interested in Environmental Studies and Women's, Gender and Sexuality Studies.

Expected Class Size: 40

Grading: yes pass/fail option, no fifth course option

Unit Notes: The department recommends students follow this course with ECON 120 or with a lower-level elective that has ECON 110 as its prerequisite; students may alternatively proceed directly to ECON 251 after taking this introductory course.

Distributions: (D2) (QFR)

Quantitative/Formal Reasoning Notes: Course involves mathematical modeling of real-world phenomena, analyzing quantitative results, and describing those results in words.

Attributes: POEC Required Courses

Fall 2024

LEC Section: 01 TF 1:10 pm - 2:25 pm Matthew Chao

LEC Section: 02 TF 2:35 pm - 3:50 pm Matthew Chao

LEC Section: 03 TR 11:20 am - 12:35 pm Susan Godlonton

LEC Section: 04 TR 9:55 am - 11:10 am Owen Thompson

LEC Section: 05 MWF 8:30 am - 9:45 am

LEC Section: 06 MWF 11:00 am - 12:15 pm

Spring 2025

LEC Section: 01 TF 1:10 pm - 2:25 pm

LEC Section: 02 TF 2:35 pm - 3:50 pm

ECON 120 (F)(S) Principles of Macroeconomics (QFR)

This course provides an introduction to the study of the aggregate national economy. It develops the basic theories of macroeconomics and applies them to topics of current interest. Issues to be explored include: the causes of inflation, unemployment, recessions, and depressions; the role of government fiscal and monetary policy in stabilizing the economy; the determinants of long-run economic growth; the long- and short-run effects of taxes, budget deficits, and other government policies on the national economy; the role of financial frictions in amplifying recessions; and the workings of exchange rates and international finance.

Requirements/Evaluation: Depending on instructor, may include: problem sets, short essays, quizzes, reading assignments, either one or two midterms, and a final exam.

Prerequisites: ECON 110

Enrollment Limit: 40

Enrollment Preferences: First-year students and sophomores.

Expected Class Size: 40

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (QFR)

Quantitative/Formal Reasoning Notes: Course involves mathematical modeling of real-world phenomena, analyzing quantitative results, and describing those results in words.

Attributes: POEC Required Courses

Fall 2024

LEC Section: 01 MWF 11:00 am - 12:15 pm Bumsoo Kim

LEC Section: 02 TR 9:55 am - 11:10 am David A. Love

Spring 2025

LEC Section: 01 MR 1:10 pm - 2:25 pm Caitlin E. Hegarty

LEC Section: 02 MR 2:35 pm - 3:50 pm Caitlin E. Hegarty

LEC Section: 03 TR 11:20 am - 12:35 pm Bumsoo Kim

LEC Section: 04 MWF 11:00 am - 12:15 pm David A. Love

LEC Section: 05 TR 8:30 am - 9:45 am Will Olney

ECON 213 (S) Introduction to Environmental and Natural Resource Economics (QFR)

Cross-listings: ENVI 213 / CAOS 213

Primary Cross-listing

We'll use economics to provide one perspective on reasons humans harm the environment and overuse natural resources, and what we can do about it. We'll study climate change, pollution in general, cost benefit analysis, environmental justice, natural resources (like fisheries, forests, and fossil fuels), and energy. We'll talk about how economists put a dollar value on nature and ecosystem services (as well as human health and life!), and the concerns people may have about doing so. We will take an economic approach to global sustainability, and study the relationship between the environment and economic growth. Consideration of justice and equity will be woven throughout the whole semester.

Requirements/Evaluation: problem sets, short essays, final paper; intermediate assignments may include a poster, one or more short presentation(s), other brief writing assignment(s)

Prerequisites: ECON 110 or equivalent

Enrollment Limit: 30

Enrollment Preferences: first-year and sophomore students

Expected Class Size: 30

Grading: yes pass/fail option, yes fifth course option

Unit Notes: this course will count toward both the Environmental Studies major and concentration

Distributions: (D2) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

ECON 213(D2) ENVI 213(D2) CAOS 213(D2)

Quantitative/Formal Reasoning Notes: We will use formal theory expressed in math and graphs, perform calculations, and consume statistical data.

Attributes: ENVI Environmental Policy EVST Social Science/Policy POEC Depth

Spring 2025

LEC Section: 01 MWF 8:30 am - 9:45 am Sarah A. Jacobson

ECON 229 (F) Law and Economics (QFR)

This course applies the tools of microeconomic analysis to private (i.e., civil) law. This analysis has both positive and normative aspects. The positive aspects deal with how individuals respond to the incentives created by the legal system. Examples include: how intellectual property law encourages the creation of knowledge while simultaneously restricting the dissemination of intellectual property; how tort law motivates doctors to avoid malpractice suits; and how contract law facilitates agreements. The normative aspects of the analysis ask whether legal rules enhance economic efficiency (or, more broadly, social welfare). Examples include: what legal rules are most appropriate for mitigating pollution, ensuring safe driving, and guaranteeing workplace safety? The course will also cover the economics of legal systems; for example, what are the incentives for plaintiffs to initiate lawsuits and what role do lawyers play in determining outcomes.

Class Format: discussion

Requirements/Evaluation: class participation, problem sets, paper based on actual court cases, a midterm exam, and a final exam

Prerequisites: ECON 110

Enrollment Limit: 35

Enrollment Preferences: ECON and POEC majors (and potential majors) will receive priority if the course is overenrolled

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (QFR)

Quantitative/Formal Reasoning Notes: This course uses economic models to explore the logic of legal concepts. While some arguments will be qualitative, students will also use numerical examples to illustrate the principles of the course.

Attributes: JLST Interdepartmental Electives POEC Depth

Fall 2024

SEM Section: 01 W 7:00 pm - 9:40 pm William M. Gentry

ECON 232 (S) Financial Markets, Institutions and Policies (QFR)

The focus of the course will be on how firms, financial markets, and central banks interact in the economy. Key questions addressed in the course include: How do firms allocate their resources to enhance their value? How are firms evaluated by the financial markets? How are asset prices determined, and how are these prices related to interest rates? Are financial markets efficient, and what are the implications of their efficiency or lack thereof? How does the financial system help with the management of risks faced by society? We will also study the role of the central bank (the Federal Reserve in the US), monetary policy, and government regulation and their impacts on financial decision making. Key questions include: How do central banks set monetary policy and how do those policies affect the economy and the financial decision-making process? How does monetary policy change when interest rates are (virtually) zero?

Class Format: There will be a mix of lecture and discussion.

Requirements/Evaluation: 5-7 Problem Sets, Quantitative Exercises, Group Paper, and Final Exam

Prerequisites: ECON 110 and ECON 120

Enrollment Limit: 25

Enrollment Preferences: Sophomore and Junior Economics majors

Expected Class Size: 25

Grading: yes pass/fail option, no fifth course option

Distributions: (D2) (QFR)

Quantitative/Formal Reasoning Notes: We will use mathematical models, graphs, and data analysis to understand financial decisions at the firm and economy-wide levels.

Attributes: POEC Depth

Spring 2025

LEC Section: 01 TR 11:20 am - 12:35 pm

ECON 251 (F)(S) Price and Allocation Theory (QFR)

A study of the determination of relative prices and their importance in shaping the allocation of resources and the distribution of income. Subjects include: behavior of households in a variety of settings, such as buying goods and services, saving, and labor supply; behavior of firms in various kinds of markets; results of competitive and noncompetitive markets in goods, labor, land, and capital; market failure; government policies as sources of and responses to market failure; welfare criteria; limitations of mainstream analysis.

Requirements/Evaluation: Requirements vary by professor, but typically include frequent problem sets and multiple exams, including a final exam. They may also include one or more quizzes, short essays, collaborative projects, or presentations.

Prerequisites: ECON 110 and MATH 130 or its equivalent

Enrollment Limit: 30

Enrollment Preferences: Current or prospective Economics majors.

Expected Class Size: 30

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (QFR)

Quantitative/Formal Reasoning Notes: Course involves developing and analyzing mathematical models of real-world phenomena, grounded in tools like calculus and game theory. Students are assumed to be comfortable with topics from introductory calculus, including differentiation and integration.

Fall 2024

LEC Section: 01 MR 1:10 pm - 2:25 pm Greg Phelan

LEC Section: 02 MR 2:35 pm - 3:50 pm Greg Phelan

LEC Section: 03 TF 1:10 pm - 2:25 pm

Spring 2025

LEC Section: 01 TR 9:55 am - 11:10 am Greg Phelan

LEC Section: 02 MR 1:10 pm - 2:25 pm Sara LaLumia

LEC Section: 03 MR 2:35 pm - 3:50 pm Sara LaLumia

ECON 252 (F)(S) Macroeconomics (QFR)

A study of aggregate economic activity: output, employment, inflation, and interest rates. The class will develop a theoretical framework for analyzing economic growth and business cycles. The theory will be used to evaluate policies designed to promote growth and stability, and to understand economic developments in the U.S. and abroad. Instructors may use elementary calculus in assigned readings, exams and lectures.

Requirements/Evaluation: Requirements vary by professor, but typically include frequent problem sets and/or written assignments, midterm(s), and a final exam.

Prerequisites: ECON 110 and 120 and MATH 130 or its equivalent

Enrollment Limit: 30

Enrollment Preferences: Current or prospective Economics majors.

Expected Class Size: 30

Grading: yes pass/fail option, no fifth course option

Distributions: (D2) (QFR)

Quantitative/Formal Reasoning Notes: Course involves mathematical modeling of real-world phenomena, analyzing quantitative results, and describing those results in words.

Fall 2024

LEC Section: 01 TR 8:30 am - 9:45 am Kenneth N. Kuttner

LEC Section: 02 MR 1:10 pm - 2:25 pm Burak Uras

LEC Section: 03 MR 2:35 pm - 3:50 pm Burak Uras

Spring 2025

LEC Section: 01 MWF 8:30 am - 9:45 am Kenneth N. Kuttner

LEC Section: 02 MWF 11:00 am - 12:15 pm Kenneth N. Kuttner

ECON 255 (F)(S) Econometrics (QFR)

An introduction to the theory and practice of applied quantitative economic analysis. This course familiarizes students with the strengths and weaknesses of the basic empirical methods used by economists to evaluate economic theory against economic data. Emphasizes both the statistical foundations of regression techniques and the practical application of those techniques in empirical research, with a focus on understanding when a causal interpretation is warranted. Computer exercises will provide experience in using the empirical methods, but no previous computer experience is expected. Highly recommended for students considering graduate training in economics or public policy.

Requirements/Evaluation: Requirements vary by professor, but typically include frequent problem sets, multiple exams, a group project, and possible additional assignments or quizzes.

Prerequisites: MATH 130, plus STAT 161, 201 or 202 (or equivalent, including a score of 5 on the AP Statistics Exam), plus one course in ECON; STAT 101 will also serve as a prerequisite, but only if taken prior to the fall of 2018

Enrollment Limit: 30

Enrollment Preferences: Current or prospective Economics and Political Economy majors.

Expected Class Size: 30

Grading: no pass/fail option, no fifth course option

Unit Notes: Students may substitute the combination of STAT 201 and 346 for ECON 255

Distributions: (D2) (QFR)

Quantitative/Formal Reasoning Notes: Course teaches research tools necessary to analyze data.

Attributes: POEC Required Courses

Fall 2024

LEC Section: 01 TR 11:20 am - 12:35 pm Owen Ozier

LEC Section: 02 MWF 8:30 am - 9:45 am Shyam Raman

LEC Section: 03 TR 8:30 am - 9:45 am David J. Zimmerman

Spring 2025

LEC Section: 01 TR 9:55 am - 11:10 am Anand V. Swamy

LEC Section: 02 TF 2:35 pm - 3:50 pm Anand V. Swamy

ECON 345 (S) Growth Diagnostics (QFR)

Cross-listings:

Primary Cross-listing

Evidence from across the developing world suggests that the "binding constraints" to economic growth can be remarkably heterogeneous--i.e., the growth potential of stagnating or underperforming economies may be unlocked in a large variety of ways. For instance, pre-reform China had been constrained by poor supply incentives in agriculture, whereas Brazil has been held back by an inadequate supply of credit, South Africa by poor employment incentives in manufacturing, El Salvador by insufficient production incentives in tradables, Zimbabwe by bad governance, and so forth. How can developing-country policymakers determine country-specific constraints like these, thus enabling them to pragmatically pursue a selected set of growth-promoting policies rather than attempting to implement a "laundry list" of reforms that are naively based on "best practice" rules-of-thumb?

This course will serve as a primer on "growth diagnostics," an empirically-driven analytical framework for identifying the most binding constraints to economic growth in a given country at a point in time, thereby allowing policymakers to develop well-targeted reforms for relaxing these constraints while being cognizant of the nation's prevailing economic, political, and social context. The course will first build on the basic theories and empirics of economic growth to elucidate the diagnostic framework and will then employ a wide range of country-specific case studies to demonstrate how the framework can be operationalized for policy making. Throughout the semester, students will be required to work in groups, each representing a given developing or emerging-market economy, in order to build a growth diagnostic for their group's assigned country by the end of the course.

Requirements/Evaluation: extensive class participation, several short (5-page) reports, a final group project comprising a country growth diagnostic, and a final group presentation on the diagnostic

Prerequisites: for undergraduates ECON 251, ECON 252, and either ECON 255 or STAT 346

Enrollment Limit: 19

Enrollment Preferences: CDE fellows and senior Economics majors

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

ECON 345(D2) ECON 545(D2)

Quantitative/Formal Reasoning Notes: The course material will draw heavily on mathematical and statistical models of economic growth and macroeconomic development, and students will be required to routinely develop mathematical models and/or conduct econometric analysis in their assignments.

Spring 2025

SEM Section: 01 TR 9:55 am - 11:10 am Quamrul H. Ashraf

ECON 364 (S) Theory of Asset Pricing (QFR)

What is the price of time? What is the price of risk? How do markets allocate resources across time and uncertain states of the world? This course theoretically studies how markets allocate scarce resource across time and when outcomes are risky. The "goods" in such markets are called "assets" and the prices of "assets" determine the cost of trading resources across time and across uncertain states of the world. We theoretically investigate how equilibrium determines the price of time, then asset price implications; then asset allocations and prices in the presence of risk; finally, implications for new assets.

Requirements/Evaluation: problem sets and exams

Prerequisites: ECON 251 or ECON 252; and ECON 255 or STAT 201

Enrollment Limit: 25

Enrollment Preferences: Economics majors

Expected Class Size: 25

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (QFR)

Quantitative/Formal Reasoning Notes: uses extensive mathematical modeling, including engaging with results from econometrics and statistics

Spring 2025

LEC Section: 01 TR 8:30 am - 9:45 am Greg Phelan

ECON 367 (S) The Political Economy of Social Insurance (WS) (QFR)

The Great Society policies of the 1960s dramatically changed the ways people living in poverty interacted with the federal government, but the benefits associated with these policies seem to have stagnated. Since 1965, the annual poverty rate in the United States has hovered between 10% and 15%, though far more than 15% of Americans experience poverty at some point in their lives. In this course, we will study public policies that, explicitly or implicitly, have as a goal improving the well-being of the poor in the United States. These policies include social insurance programs such as Unemployment Insurance; safety net programs such as Temporary Assistance to Needy Families, Supplemental Nutrition Assistance Program,

Medicaid, and housing assistance; education programs such as Head Start and public education; and parts of the tax code, including the Earned Income Tax Credit and Child Tax Credit. We will explore the design and function of these programs, with a particular focus on the context in which they were developed. What political incentives and constraints have strung up our social safety net? How do these factors affect the goals of policy, the trade-offs inherent to the policy's design, and why poverty has not sustained a downward trend in the United States? Through careful consideration, students will learn how to communicate a path forward for public policy which accounts for theoretical economic expectations and the reality of political constraints in policy design.

Class Format: Lecture with substantial class discussion.

Requirements/Evaluation: Several short policy memos, participation in class discussion, and a final analytical essay.

Prerequisites: ECON 253 or 255

Enrollment Limit: 25

Enrollment Preferences: Students majoring in economics or political economy.

Expected Class Size: 25

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (WS) (QFR)

Writing Skills Notes: Students will write 4 policy memos over the course of the semester followed by a longer, final analytical essay. Synthesis of peer-reviewed literature, use of citation management systems, and clarity in technical writing will be emphasized. Students will receive timely, substantial, individualized feedback to develop their technical writing ability over the course of the semester. Opportunities to meet with professor outside of class at any stage of writing.

Quantitative/Formal Reasoning Notes: This course will use quantitative tools of economics. Focus on building data visualization & science communication skills after ECON 255.

Attributes: POEC Skills

Spring 2025

LEC Section: 01 TF 2:35 pm - 3:50 pm Shyam Raman

ECON 371 (F) Time Series Econometrics and Empirical Methods for Macro (QFR)

Econometric methods in many fields including macro and monetary economics, finance and international growth and development, as well as numerous fields beyond economics, have evolved a distinct set of techniques which are designed to meet the practical challenges posed by the typical empirical questions and available time series data of these fields. The course will begin with an introductory review of concepts of estimation and inference for large data samples in the context of the challenges of multivariate endogenous systems, and will then focus on associated methods for analysis of short run dynamics such as vector autoregressive techniques and methods for analysis of long run dynamics such as cointegration techniques. Students will be introduced to concepts and techniques analytically, but also by intuition, learning by doing, and by computer simulation and illustration. The course is particularly well suited for economics majors wishing to explore advanced empirical methods, or for statistics, mathematics or computer science majors wishing to learn more about the ways in which the subject of their majors interacts with the field of economics. The method of evaluation will include a term paper. ECON 252 and either STATS 346 or ECON 255 are formal prerequisites, although for students with exceptionally strong math/stats backgrounds these can be waived subject to instructor permission. Students who complete this course will also be permitted to enroll in Econ 471 (a follow up senior seminar course) during the spring semester if they are interested.

Requirements/Evaluation: term paper and regular homework assignments

Prerequisites: ECON 252 and either ECON 255 or STATS 346

Enrollment Limit: 19

Enrollment Preferences: students wishing to write an honors thesis, and students with strong MATH/STAT/CSCI backgrounds

Expected Class Size: 19

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (QFR)

Quantitative/Formal Reasoning Notes: Uses quantitative/formal reasoning intensively in the form of mathematical and statistical arguments, as well as computer programming.

Fall 2024

SEM Section: 01 W 7:00 pm - 9:40 pm Peter L. Pedroni

ECON 384 (F) Corporate Finance (QFR)

This course analyzes the major financial decisions facing firms. While the course takes the perspective of a manager making decisions about both what investments to undertake and how to finance these projects, it will emphasize the underlying economic models that are relevant for these decisions. Topics include capital budgeting, links between real and financial investments, capital structure choices, dividend policy, and firm valuation.

Class Format: Lecture / discussion

Requirements/Evaluation: Problem sets, exams, short project

Prerequisites: ECON 251, 252, and some familiarity with statistics (e.g., ECON 255)

Enrollment Limit: 25

Enrollment Preferences: Economics majors; seniority

Expected Class Size: 25

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (QFR)

Quantitative/Formal Reasoning Notes: The course uses quantitative models to evaluate decisions.

Fall 2024

LEC Section: 01 MWF 11:00 am - 12:15 pm Caitlin E. Hegarty

ECON 385 (F) Games and Information (QFR)

This course is a mathematical introduction to strategic thinking and its applications. Ideas from game theory, including Nash equilibrium and its refinements, commitment and credibility, repeated games, and information asymmetries, incentive contracts, and signaling, will be introduced. Applications will be drawn from economics, history, and politics around the globe, and include topics such as: trust between strangers, corruption and fraud, racial bias, violence and deterrence. And we will explore how to write and recognize game-theory models to help make sense of strategic interactions in the world around us.

Requirements/Evaluation: Two exams, regular problem sets and assignments in which students create game-theoretic models.

Prerequisites: ECON 251 or permission of instructor

Enrollment Limit: 25

Enrollment Preferences: juniors

Expected Class Size: 25

Grading: no pass/fail option, no fifth course option

Unit Notes: students who have taken MATH 335 or CSCI 357 cannot receive credit for this class

Distributions: (D2) (QFR)

Quantitative/Formal Reasoning Notes: Mathematical analysis of strategic interaction is emphasized throughout,

Fall 2024

LEC Section: 01 TR 9:55 am - 11:10 am

ECON 389 (S) Tax Policy in Global Perspective (QFR)

Cross-listings:

Secondary Cross-listing

Government policy is important for economic development. To finance their policies, governments must build the fiscal capacity to implement a tax system. In turn, fiscal capacity--the ability for the government to raise revenue--depends on economic development. This endogeneity between fiscal capacity and economic development creates challenges for tax policy in developing countries. Given these challenges, what types of taxes should

countries use to raise revenues? How can governments build the fiscal capacity to generate revenue to finance critical services? This class explores tax policy from a global and comparative perspective. Because most students will be CDE fellows, we will emphasize tax policy issues, examples, and evidence that are pertinent to developing countries. However, many tax policy lessons are universal so we will also learn about tax policies in developed countries, especially issues relevant for transnational transactions. Topics addressed include: how economic principles can be applied to the efficiency and equity consequences of tax policies; how personal income taxes, corporate income taxes, and value-added taxes are designed and administered and how they influence the economy; ideas for fundamental tax reforms; the debate over progressive taxes versus "flat" taxes; how taxes affect incentives to save and invest; how market failures and administrative problems may influence the optimality of tax policy; the implications of global capital flows and corporate tax avoidance for tax policy; tax holidays and other special tax incentives for investment; empirical evidence on the influence of taxes on foreign direct investment, labor supply, and tax evasion; tax policy towards natural resources such as minerals and oil; case studies of efforts to reform tax administration and reduce tax evasion and corruption; taxes on land and property; taxes on imports and exports; presumptive taxation; and the informal economy and its implications for tax policy.

Requirements/Evaluation: midterm exam, several problem sets, two 10-page essays

Prerequisites: one public economics course or microeconomics course (ECON 504 or ECON 110), and one empirical methods course (POEC 253 or ECON 255, 502, or 503); students who have previously taken ECON 351 will not be enrolled

Enrollment Limit: 19

Enrollment Preferences: CDE students, but undergraduates with the prerequisites are welcome

Expected Class Size: 15-19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

ECON 389(D2) ECON 514(D2)

Quantitative/Formal Reasoning Notes: The course builds on other QFR Reasoning econ classes.

Attributes: POEC Depth POEC Skills

Spring 2025

SEM Section: 01 MR 2:35 pm - 3:50 pm Jon M. Bakija

ECON 454 (F) Macroeconomic Perspectives on Labor Markets (QFR)

This seminar will cover aggregate trends in the labor market from a macroeconomic perspective, along with the tools that economists use to study them. We will think about the workforce as a whole but we will also highlight research that studies heterogeneity within the economy, such as patterns by race, gender, education, or occupation. Students will learn basic search and matching models, as well as related empirical methods. We will read papers that employ a variety of survey and administrative data, and we will discuss what types of research questions are best answered by each data source. We will use real data to apply the methods we learn. Potential topics include occupational mismatch, wage inequality, and monopsony.

Requirements/Evaluation: Class participation, short assignments, midterm exam, and a final project

Prerequisites: Econ 251, 252, and 255

Enrollment Limit: 19

Enrollment Preferences: Junior and senior economics majors

Expected Class Size: 19

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (QFR)

Quantitative/Formal Reasoning Notes: Course includes regular problem sets that require quantitative and formal reasoning skills.

Fall 2024

SEM Section: 01 MWF 8:30 am - 9:45 am Caitlin E. Hegarty

ECON 471 (S) Topics in Advanced Econometrics (QFR)

The course uses both a practical and conceptual/theory based approach, with emphasis on methods of structural identification of dynamics in VARs

and long run cointegration and nonlinear function estimation and analysis, both in conventional time series and especially panel time series which contain spatial dimensions. The course will also investigate methods of computer simulation related to these techniques. The course is well suited for students considering empirically oriented honors theses in fields that employ these techniques, such as macro, finance, growth, trade and development, as well as fields outside of economics that use time series data. It is also well suited for students majoring in economics, statistics, computer sciences or mathematics who wish to expand their econometrics training and understanding to a more advanced level.

Requirements/Evaluation: periodic homework assignments, term paper

Prerequisites: ECON 371

Enrollment Limit: 19

Enrollment Preferences: students with strong quantitative backgrounds, and to students intending to write an honors thesis

Expected Class Size: 19

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (QFR)

Quantitative/Formal Reasoning Notes: Course will make use of mathematics, statistics and computer analysis for the conceptualization and implementation of the econometric topics that are taught.

Spring 2025

SEM Section: 01 W 7:00 pm - 9:40 pm Peter L. Pedroni

ECON 477 (F) Economics of Environmental Behavior (QFR)

Cross-listings: CAOS 477 / ENVI 376

Primary Cross-listing

A community maintains a fishery; a firm decides whether to get a green certification; you choose to fly home or stay here for spring break: behaviors of people and firms determine our impact on the environment. We'll use economics to model environmental behavior and to assess how policies can help or hurt the environment. Topics may study include: common pool resources, voluntary conservation, social norms and nudges, discrimination and justice, rationality, firm responses to mandatory and voluntary rules, voting and public opinion, and boycotts and divestment. We'll also build familiarity with the main methodologies of modern economic research: theoretical modeling, empirical analysis of observational data, and experiments.

Class Format: Class sessions will largely consist of presentations and discussions of academic research papers, as well as lab sessions to work on empirical exercises; we may break the class into groups for some discussions

Requirements/Evaluation: regular reading markup, empirical exercises, class participation, 2 oral presentations, and a final original research paper using an experiment, existing data, or theory

Prerequisites: ECON 251 and (ECON 255 or STAT 346)

Enrollment Limit: 19

Enrollment Preferences: senior Economics majors

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

CAOS 477(D2) ENVI 376(D2) ECON 477(D2)

Quantitative/Formal Reasoning Notes: The research students will consume and produce in the class will be based on math-based theory and/or econometric-based empirical analysis.

Attributes: CAOS Senior Seminars ENVI Humanities, Arts + Social Science Electives POEC Depth POEC Skills

Fall 2024

SEM Section: 01 TR 8:30 am - 9:45 am Sarah A. Jacobson

ECON 514 (S) Tax Policy in Global Perspective (QFR)

Cross-listings:**Primary Cross-listing**

Government policy is important for economic development. To finance their policies, governments must build the fiscal capacity to implement a tax system. In turn, fiscal capacity--the ability for the government to raise revenue--depends on economic development. This endogeneity between fiscal capacity and economic development creates challenges for tax policy in developing countries. Given these challenges, what types of taxes should countries use to raise revenues? How can governments build the fiscal capacity to generate revenue to finance critical services? This class explores tax policy from a global and comparative perspective. Because most students will be CDE fellows, we will emphasize tax policy issues, examples, and evidence that are pertinent to developing countries. However, many tax policy lessons are universal so we will also learn about tax policies in developed countries, especially issues relevant for transnational transactions. Topics addressed include: how economic principles can be applied to the efficiency and equity consequences of tax policies; how personal income taxes, corporate income taxes, and value-added taxes are designed and administered and how they influence the economy; ideas for fundamental tax reforms; the debate over progressive taxes versus "flat" taxes; how taxes affect incentives to save and invest; how market failures and administrative problems may influence the optimality of tax policy; the implications of global capital flows and corporate tax avoidance for tax policy; tax holidays and other special tax incentives for investment; empirical evidence on the influence of taxes on foreign direct investment, labor supply, and tax evasion; tax policy towards natural resources such as minerals and oil; case studies of efforts to reform tax administration and reduce tax evasion and corruption; taxes on land and property; taxes on imports and exports; presumptive taxation; and the informal economy and its implications for tax policy.

Requirements/Evaluation: midterm exam, several problem sets, two 10-page essays

Prerequisites: one public economics course or microeconomics course (ECON 504 or ECON 110), and one empirical methods course (POEC 253 or ECON 255, 502, or 503); students who have previously taken ECON 351 will not be enrolled

Enrollment Limit: 19

Enrollment Preferences: CDE students, but undergraduates with the prerequisites are welcome

Expected Class Size: 15-19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

ECON 389(D2) ECON 514(D2)

Quantitative/Formal Reasoning Notes: The course builds on other QFR Reasoning econ classes.

Attributes: POEC Depth POEC Skills

Spring 2025

SEM Section: 01 MR 2:35 pm - 3:50 pm Jon M. Bakija

ECON 545 (S) Growth Diagnostics (QFR)**Cross-listings:****Secondary Cross-listing**

Evidence from across the developing world suggests that the "binding constraints" to economic growth can be remarkably heterogeneous--i.e., the growth potential of stagnating or underperforming economies may be unlocked in a large variety of ways. For instance, pre-reform China had been constrained by poor supply incentives in agriculture, whereas Brazil has been held back by an inadequate supply of credit, South Africa by poor employment incentives in manufacturing, El Salvador by insufficient production incentives in tradables, Zimbabwe by bad governance, and so forth. How can developing-country policymakers determine country-specific constraints like these, thus enabling them to pragmatically pursue a selected set of growth-promoting policies rather than attempting to implement a "laundry list" of reforms that are naively based on "best practice" rules-of-thumb? This course will serve as a primer on "growth diagnostics," an empirically-driven analytical framework for identifying the most binding constraints to economic growth in a given country at a point in time, thereby allowing policymakers to develop well-targeted reforms for relaxing these constraints while being cognizant of the nation's prevailing economic, political, and social context. The course will first build on the basic theories and empirics of economic growth to elucidate the diagnostic framework and will then employ a wide range of country-specific case studies to demonstrate how the framework can be operationalized for policy making. Throughout the semester, students will be required to work in groups, each representing a given developing or emerging-market economy, in order to build a growth diagnostic for their group's assigned country by the end of the course.

Requirements/Evaluation: extensive class participation, several short (5-page) reports, a final group project comprising a country growth diagnostic,

and a final group presentation on the diagnostic

Prerequisites: for undergraduates ECON 251, ECON 252, and either ECON 255 or STAT 346

Enrollment Limit: 19

Enrollment Preferences: CDE fellows and senior Economics majors

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

ECON 345(D2) ECON 545(D2)

Quantitative/Formal Reasoning Notes: The course material will be draw heavily on mathematical and statistical models of economic growth and macroeconomic development, and students will be required to routinely develop mathematical models and/or conduct econometric analysis in their assignments.

Spring 2025

SEM Section: 01 TR 9:55 am - 11:10 am Quamrul H. Ashraf

ENVI 108 (S) Energy Science and Technology (QFR)

Cross-listings: PHYS 108

Secondary Cross-listing

Energy use has skyrocketed in the United States and elsewhere in the world, causing significant economic and political shifts, as well as concerns for the environment. This course will address the physics and technology of energy generation, consumption, and conservation. It will cover a wide range of energy sources, including fossil fuels, hydropower, solar energy, wind energy, and nuclear energy. We will discuss energy use in transportation, manufacturing, building heating and lighting, and energy storage. Students will learn to compare the efficiencies and environmental impacts of various energy sources and uses.

Class Format: Two meetings per week. Some weeks that means two lectures. Other weeks, that means one lecture plus one lab, with the class divided between two lab sections.

Requirements/Evaluation: weekly assignments, two hour tests, and a final project culminating in an oral presentation to the class and a 10-page paper; all of these will be substantially quantitative

Prerequisites: high school physics, high school chemistry, and mathematics at the level of MATH 130

Enrollment Limit: 10 per lab

Enrollment Preferences: non-physics majors

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 108(D3) PHYS 108(D3)

Quantitative/Formal Reasoning Notes: problems sets, exams, and projects will all have a quantitative aspects.

Attributes: ENVI Natural World Electives

Spring 2025

LEC Section: 01 MR 1:10 pm - 2:25 pm Protik K. Majumder

LAB Section: 02 R 1:10 pm - 2:25 pm Protik K. Majumder

LAB Section: 03 R 2:25 pm - 3:50 pm Protik K. Majumder

ENVI 203 (F) Ecology (QFR)

Cross-listings: BIOL 203

Secondary Cross-listing

This course combines lectures & discussion with field and indoor laboratory activities to explore factors that determine the distribution and abundance of plants and animals in natural systems. The course begins with an overview of global environmental patterns and then builds from the population to ecosystem level. Throughout the course, we will emphasize the connection between basic ecological principles and current environmental issues. Selected topics include population dynamics (competition, predation, mutualism); community interactions (succession, food chains and diversity) and ecosystem function (biogeochemical cycles, energy flow). Laboratory activities are designed to engage students in the natural history of the region and build skills in data analysis and scientific writing.

Requirements/Evaluation: pre-class quizzes, lab reports, two mid-term exams, and a final exam

Prerequisites: BIOL 102, or ENVI 102, or permission of instructor

Enrollment Limit: 30

Enrollment Preferences: students planning to pursue Biology and/or ENVI

Expected Class Size: 30

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

BIOL 203(D3) ENVI 203(D3)

Quantitative/Formal Reasoning Notes: Much of the material in this course centers on the interpretation and application of mathematical models used to describe ecological systems. The laboratory section of this course also contains a large data analysis component (based in R). Students are introduced to linear models, multidimensional data analysis and contingency tables.

Attributes: ENVI Natural World Electives EVST Environmental Science

Fall 2024

LEC Section: 01 TR 8:30 am - 9:45 am Manuel A. Morales

LAB Section: 02 T 1:00 pm - 3:50 pm Manuel A. Morales

LAB Section: 03 W 1:00 pm - 3:50 pm Manuel A. Morales

ENVI 213 (S) Introduction to Environmental and Natural Resource Economics (QFR)

Cross-listings: ECON 213 / CAOS 213

Secondary Cross-listing

We'll use economics to provide one perspective on reasons humans harm the environment and overuse natural resources, and what we can do about it. We'll study climate change, pollution in general, cost benefit analysis, environmental justice, natural resources (like fisheries, forests, and fossil fuels), and energy. We'll talk about how economists put a dollar value on nature and ecosystem services (as well as human health and life!), and the concerns people may have about doing so. We will take an economic approach to global sustainability, and study the relationship between the environment and economic growth. Consideration of justice and equity will be woven throughout the whole semester.

Requirements/Evaluation: problem sets, short essays, final paper; intermediate assignments may include a poster, one or more short presentation(s), other brief writing assignment(s)

Prerequisites: ECON 110 or equivalent

Enrollment Limit: 30

Enrollment Preferences: first-year and sophomore students

Expected Class Size: 30

Grading: yes pass/fail option, yes fifth course option

Unit Notes: this course will count toward both the Environmental Studies major and concentration

Distributions: (D2) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

ECON 213(D2) ENVI 213(D2) CAOS 213(D2)

Quantitative/Formal Reasoning Notes: We will use formal theory expressed in math and graphs, perform calculations, and consume statistical data.

Attributes: ENVI Environmental Policy EVST Social Science/Policy POEC Depth

Spring 2025

LEC Section: 01 MWF 8:30 am - 9:45 am Sarah A. Jacobson

ENVI 327 (F) Coastal Processes and Geomorphology (QFR)

Cross-listings: GEOS 327 / CAOS 327

Secondary Cross-listing

Can people live safely along the coast? Recent events like SuperStorm Sandy and the Tohoku Tsunami have shown us how the ocean can rise up suddenly and wreak havoc on our lives and coastal infrastructure. Only educated geoscientists can evaluate the risks and define informed strategies to prevent future coastal catastrophes. Currently almost half the global population lives within 100 km of the coast, with a large percent of those living in densely populated cities (e.g., New York, New Orleans, Los Angeles, Shanghai, Hong Kong, Cape Town, Sydney, Mumbai). Despite the growing risks and challenges associated with climate change and rising sea levels, the coastal population continues to grow rapidly. To help ensure these growing populations can live safely along the coast requires a detailed understanding of the processes that shape the coastal zone. These processes act across a variety of scales, from deep-time geologic processes that dictate coastal shape and structure, to decadal-scale processes that determine shoreline position and evolution, to weekly and daily processes such as storms and tides. This course will provide an in-depth look at the forces--wind, waves, storms, and people--that shape the coastal zone, as well as the geologic formations--sandy beaches, rocky cliffs, barrier islands, deltas, and coral reefs--that are acted upon and resist these forces. Coastal dynamics are strongly affected by human interventions, such as seawalls, dredged channels, and sand dune removal, as well as by sea level rise and changes in storm frequency and magnitude associated with climate change. Finally, the course will provide students with a perspective on how the U.S. seeks to manage its coastal zone, focusing on sea level rise and coastal development. This class will include a quantitative lab that will use MATLAB software to model and evaluate various coastal processes. Students will gain a basic understanding of MATLAB functionality, and will be asked to independently apply what they have learned to various data sets provided by the instructor.

Class Format: lecture two times a week with a lab one time per week

Requirements/Evaluation: lab reports, quizzes, and an independent research project

Prerequisites: Either GEOS 104 or GEOS 210; or permission of instructor. No prior knowledge is necessary, but this course does build on principles used to explore complex scientific challenges.

Enrollment Limit: 15

Enrollment Preferences: Geosciences majors

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Unit Notes: This course counts toward the GEOS Group B Electives - Sediments + Life.

Distributions: (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 327(D3) GEOS 327(D3) CAOS 327(D3)

Quantitative/Formal Reasoning Notes: This course will involve the use of MATLAB software to quantitatively analyze coastal process and geomorphological data.

Attributes: ENVI Natural World Electives GEOS Group B Electives - Sediments + Life

Fall 2024

LEC Section: 01 MWF 8:30 am - 9:45 am Alex A. Apotsos

ENVI 376 (F) Economics of Environmental Behavior (QFR)

Cross-listings: CAOS 477 / ECON 477

Secondary Cross-listing

A community maintains a fishery; a firm decides whether to get a green certification; you choose to fly home or stay here for spring break: behaviors of

people and firms determine our impact on the environment. We'll use economics to model environmental behavior and to assess how policies can help or hurt the environment. Topics may study include: common pool resources, voluntary conservation, social norms and nudges, discrimination and justice, rationality, firm responses to mandatory and voluntary rules, voting and public opinion, and boycotts and divestment. We'll also build familiarity with the main methodologies of modern economic research: theoretical modeling, empirical analysis of observational data, and experiments.

Class Format: Class sessions will largely consist of presentations and discussions of academic research papers, as well as lab sessions to work on empirical exercises; we may break the class into groups for some discussions

Requirements/Evaluation: regular reading markup, empirical exercises, class participation, 2 oral presentations, and a final original research paper using an experiment, existing data, or theory

Prerequisites: ECON 251 and (ECON 255 or STAT 346)

Enrollment Limit: 19

Enrollment Preferences: senior Economics majors

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

CAOS 477(D2) ENVI 376(D2) ECON 477(D2)

Quantitative/Formal Reasoning Notes: The research students will consume and produce in the class will be based on math-based theory and/or econometric-based empirical analysis.

Attributes: CAOS Senior Seminars ENVI Humanities, Arts + Social Science Electives POEC Depth POEC Skills

Fall 2024

SEM Section: 01 TR 8:30 am - 9:45 am Sarah A. Jacobson

GEOS 234 (S) Introduction to Materials Science (QFR)

Cross-listings: PHYS 234

Secondary Cross-listing

Materials Science is the study of how the microscopic structure of materials--whether steel, carbon fiber, glass, wood, plastic, or mayonnaise--determines their macroscopic mechanical, thermal, electric, and other properties. Topics of this course include classifying materials; material structure; thermodynamics and phase transformations; material properties and testing; how solids bend, flow, and ultimately break; and how to choose the right material for design applications. Materials Science is a highly interdisciplinary field and as a result the course prerequisites are broad but also flexible. Interested students who are unsure about their preparation are strongly encouraged to contact the instructor.

Class Format: lecture (3 hours per week) plus three to four small-group laboratory sessions throughout the semester (to be scheduled with instructor)

Requirements/Evaluation: weekly problem sets, class participation, and midterm and final exams, all of which have a substantial quantitative component

Prerequisites: high school physics and chemistry, preferably at the AP level, and MATH 140 or AP Calculus (BC), and one 200-level PHYS, CHEM, or GEOS course; or permission of instructor

Enrollment Limit: 20

Enrollment Preferences: based on students' scientific background and seniority

Expected Class Size: 10

Grading: yes pass/fail option, yes fifth course option

Unit Notes: This course does not count toward the Geosciences major.

Distributions: (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

PHYS 234(D3) GEOS 234(D3)

Quantitative/Formal Reasoning Notes: Weekly problem sets and exams all have a substantial quantitative component.

Attributes: MTSC Courses

Spring 2025

LEC Section: 01 MR 2:35 pm - 3:50 pm Katharine E. Jensen

GEOS 327 (F) Coastal Processes and Geomorphology (QFR)

Cross-listings: ENVI 327 / CAOS 327

Primary Cross-listing

Can people live safely along the coast? Recent events like SuperStorm Sandy and the Tohoku Tsunami have shown us how the ocean can rise up suddenly and wreak havoc on our lives and coastal infrastructure. Only educated geoscientists can evaluate the risks and define informed strategies to prevent future coastal catastrophes. Currently almost half the global population lives within 100 km of the coast, with a large percent of those living in densely populated cities (e.g., New York, New Orleans, Los Angeles, Shanghai, Hong Kong, Cape Town, Sydney, Mumbai). Despite the growing risks and challenges associated with climate change and rising sea levels, the coastal population continues to grow rapidly. To help ensure these growing populations can live safely along the coast requires a detailed understanding of the processes that shape the coastal zone. These processes act across a variety of scales, from deep-time geologic processes that dictate coastal shape and structure, to decadal-scale processes that determine shoreline position and evolution, to weekly and daily processes such as storms and tides. This course will provide an in-depth look at the forces--wind, waves, storms, and people--that shape the coastal zone, as well as the geologic formations--sandy beaches, rocky cliffs, barrier islands, deltas, and coral reefs--that are acted upon and resist these forces. Coastal dynamics are strongly affected by human interventions, such as seawalls, dredged channels, and sand dune removal, as well as by sea level rise and changes in storm frequency and magnitude associated with climate change. Finally, the course will provide students with a perspective on how the U.S. seeks to manage its coastal zone, focusing on sea level rise and coastal development. This class will include a quantitative lab that will use MATLAB software to model and evaluate various coastal processes. Students will gain a basic understanding of MATLAB functionality, and will be asked to independently apply what they have learned to various data sets provided by the instructor.

Class Format: lecture two times a week with a lab one time per week

Requirements/Evaluation: lab reports, quizzes, and an independent research project

Prerequisites: Either GEOS 104 or GEOS 210; or permission of instructor. No prior knowledge is necessary, but this course does build on principles used to explore complex scientific challenges.

Enrollment Limit: 15

Enrollment Preferences: Geosciences majors

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Unit Notes: This course counts toward the GEOS Group B Electives - Sediments + Life.

Distributions: (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 327(D3) GEOS 327(D3) CAOS 327(D3)

Quantitative/Formal Reasoning Notes: This course will involve the use of MATLAB software to quantitatively analyze coastal process and geomorphological data.

Attributes: ENVI Natural World Electives GEOS Group B Electives - Sediments + Life

Fall 2024

LEC Section: 01 MWF 8:30 am - 9:45 am Alex A. Apotsos

INTR 150 (F) Data for Justice (DPE) (QFR)

Cross-listings: STS 150 / AMST 150 / SOC 150 / WGSS 150

Primary Cross-listing

This course is a unique and inclusive introduction to data science where quantitative thinking, programming, and social justice intertwine. We will build our data science skills using R, a popular open-source data science tool. We will focus on essential stages of data analysis, including data acquisition, cleaning, wrangling, visualization, and exploration. But rather than divorcing these techniques from the social issues they can help illuminate, we ground them in a social justice context. Overall, we will apply data science skills to topics drawn from criminal justice, environmental justice, diversity

and inclusion in arts and media, education equity, and much more, with the goal of growing our collective capacity to use data science as a tool for social good. During a time when humans are increasingly subjugated to data-driven algorithmic decisions, when there are social media accounts dedicated to highlighting misuses of data, and when artificial intelligence makes faking data a nearly trivial task, using data to ethically and carefully promote justice is more important than ever.

Class Format: This course is taught in a highly interactive format and will frequently use a flipped-classroom approach. Students should expect substantial time devoted to in-class collaboration.

Requirements/Evaluation: Students will complete regularly assigned activities, problem sets, and other assessments. To move towards a non-hierarchical, transparent, and egalitarian grading system, the instructor adopts a mastery-based approach.

Prerequisites: None. This course assumes no prior knowledge of data science or R programming. An interest in social justice and a willingness to engage intensively with data and computing are essential.

Enrollment Limit: 18

Enrollment Preferences: Students without prior college-level courses in statistics and programming.

Expected Class Size: 18

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

STS 150(D2) AMST 150(D2) SOC 150(D2) WGSS 150(D2) INTR 150(D2)

Difference, Power, and Equity Notes: This course uses data science as a lens for injustice in spheres such as criminal justice, environmental justice, diversity and inclusion in arts and media, education equity. We will consider race, gender, LGBTQ+, disability, and other axes of identity. Additionally, we will adopt a data-critical perspective, thinking about how social forces shape data and our understanding of it.

Quantitative/Formal Reasoning Notes: This course teaches quantitative tools in R, a widely-adopted data science platform. We will focus on essential stages of data analysis, including data acquisition, cleaning, wrangling, visualization, and exploration.

Fall 2024

LEC Section: 01 TR 9:55 am - 11:10 am Chad M. Topaz

LEC Section: 02 TR 11:20 am - 12:35 pm Chad M. Topaz

INTR 350 (S) Data for Justice Research Practicum (DPE) (QFR)

Cross-listings: WGSS 363 / STS 363 / AMST 363

Primary Cross-listing

Civil rights activist, educator, and investigative journalist Ida B. Wells said that "the way to right wrongs is to shine the light of truth upon them." In this inclusive, collaborative, research-based course, students will bring statistical, computational, and/or mathematical approaches to bear on issues of social justice. Guided closely by the instructor, students will work in groups to carry out original research in an area such as criminal justice, education equity, environmental justice, health care equity, economic justice, or inclusion in arts/media. Prior research experience is not required; one goal of this course is to build skills for advanced research.

Class Format: This course is an intensive research practicum. Formation of research groups and selection of research topics will be facilitated by the instructor. The primary modality of work is peer collaboration.

Requirements/Evaluation: To move towards a non-hierarchical, transparent, and egalitarian grading system, the instructor adopts a mastery-based, ungraded assessment framework.

Prerequisites: INTR 150 (Data for Justice), or prior equivalent exposure to computing, statistics, and social justice topics as approved by the instructor.

Enrollment Limit: 10

Enrollment Preferences: Students who have a declared major in Division I or II, who meet the prerequisites of the course, and who fill out the instructor's preregistration survey (contact the instructor for link).

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 363(D2) STS 363(D2) INTR 350(D2) AMST 363(D2)

Difference, Power, and Equity Notes: Students will research issues of social justice in areas such as criminal justice, arts/media, environmental justice, education, and health care, and along identity axes such as gender, race/ethnicity, disability status, and sexual orientation.

Quantitative/Formal Reasoning Notes: Students will use multiple mathematical, statistical, and computational frameworks to acquire, model, and analyze real-world data.

Spring 2025

SEM Section: 01 TR 9:55 am - 11:10 am Chad M. Topaz

SEM Section: 02 TR 11:20 am - 12:35 pm Chad M. Topaz

MATH 113 (S) The Beauty of Numbers (QFR)

This course will be an introduction to number theory and mathematical thinking and logic, with emphasis throughout on mathematics as a way of thinking and approaching the world. Have you ever wondered what keeps your credit card information safe every time you buy something online? Number theory! Number Theory is one of the oldest branches of mathematics. In this course, we will discover the beauty and usefulness of numbers, from ancient Greece to modern cryptography. We will look for patterns, make conjectures, and learn how to prove these conjectures. Starting with nothing more than basic high school algebra, we will develop the logic and critical thinking skills required to realize and prove mathematical results. Topics to be covered include the meaning and content of proof, prime numbers, divisibility, rationality, modular arithmetic, Fermat's Last Theorem, the Golden ratio, Fibonacci numbers, coding theory, and unique factorization. This course is meant to give you an appreciation for numbers and mathematics and to enhance your logical reasoning skills. Although most people will not use calculus or geometry in their jobs or everyday lives, mathematics enhances our abilities to think logically and reason effectively. This skill is useful in all aspects of life. Number theory, in particular, is a great area of mathematics that allows one to jump in right away without a lot of pre-requisite knowledge. We will look at examples, look for patterns, make conjectures, and we will spend a lot of time learning how to rigorously prove those conjectures.

Requirements/Evaluation: projects, homework assignments, and exams

Prerequisites: MATH 102 (or demonstrated proficiency on a diagnostic test) or permission of instructor. Anyone who has previously taken a 200-level math course or higher must obtain instructor permission to take the course.

Enrollment Limit: 25

Enrollment Preferences: If over-enrolled, course selection will be based on answers to a questionnaire.

Expected Class Size: 25

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: proof writing and logic

Spring 2025

LEC Section: 01 TR 11:20 am - 12:35 pm Allison Pacelli

MATH 130 (F)(S) Calculus I (QFR)

Calculus permits the computation of velocities and other instantaneous rates of change by a limiting process called differentiation. The same process also solves "max-min" problems: how to maximize profit or minimize pollution. A second limiting process, called integration, permits the computation of areas and accumulations of income or medicines. The Fundamental Theorem of Calculus provides a useful and surprising link between the two processes. Subtopics include trigonometry, exponential growth, and logarithms.

Requirements/Evaluation: Weekly homework and quizzes, 2 exams during the semester, and one final

Prerequisites: MATH 102 (or demonstrated proficiency on a diagnostic test); this is an introductory course for students who have not seen calculus before

Enrollment Limit: 50

Enrollment Preferences: first-year students

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Unit Notes: students who have previously taken a calculus course may not enroll in MATH 130 without the permission of instructor

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: This a calculus course.

Fall 2024

LEC Section: 01 MWF 8:00 am - 8:50 am Lori A. Pedersen

LEC Section: 02 MWF 9:00 am - 9:50 am Lori A. Pedersen

Spring 2025

LEC Section: 01 MWF 9:00 am - 9:50 am Leo Goldmakher

MATH 140 (F)(S) Calculus II (QFR)

Calculus answers two basic questions: how fast is something changing (the derivative) and how much is there (the integral). This course is about integration, and the miracle that unites the derivative and the integral (the Fundamental Theorem of Calculus.) Understanding calculus requires in part the understanding of methods of integration. This course will also solve equations involving derivatives ("differential equations") for population growth or pollution levels. Exponential and logarithmic functions and trigonometric and inverse functions will also play an important role. This course is the right starting point for students who have seen derivatives, but not necessarily integrals, before.

Requirements/Evaluation: homework, quizzes, and/or exams

Prerequisites: MATH 130 or equivalent; students who have received the equivalent of advanced placement of AB 4, BC 3 or higher may not enroll in MATH 140 without the permission of instructor

Enrollment Limit: 50

Enrollment Preferences: based on who needs calculus the soonest

Expected Class Size: 30

Grading: yes pass/fail option, yes fifth course option

Unit Notes: students who have higher advanced placement must enroll in MATH 150 or above

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: This is a math class

Fall 2024

LEC Section: 01 MWF 9:00 am - 9:50 am Bhagya Athukorallage

LEC Section: 02 MWF 12:00 pm - 12:50 pm Bhagya Athukorallage

Spring 2025

LEC Section: 01 MWF 10:00 am - 10:50 am Christina Athanasouli

MATH 150 (F)(S) Multivariable Calculus (QFR)

Applications of calculus in mathematics, science, economics, psychology, the social sciences, involve several variables. This course extends calculus to several variables: vectors, partial derivatives, multiple integrals. There is also a unit on infinite series, sometimes with applications to differential equations.

Requirements/Evaluation: Problem sets and exams

Prerequisites: MATH 140 or equivalent, such as satisfactory performance on an Advanced Placement Examination

Enrollment Limit: 50

Enrollment Preferences: Preference will be given to prospective math and stats majors, or students who need this as a course to serve as a prerequisite for other courses.

Expected Class Size: 40

Grading: yes pass/fail option, yes fifth course option

Unit Notes: Students with the equivalent of advanced placement of AB 4 or above should enroll in MATH 150, students with a BC 3 or higher should enroll in Math 151 when it is being offered, and Math 150 otherwise.

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: mathematics

Fall 2024

LEC Section: 01 MWF 9:00 am - 9:50 am Ralph E. Morrison

LEC Section: 02 MWF 10:00 am - 10:50 am Ralph E. Morrison

LEC Section: 03 MWF 12:00 pm - 12:50 pm Ralph E. Morrison

Spring 2025

LEC Section: 01 MWF 10:00 am - 10:50 am Palak Arora

MATH 151 (F) Multivariable Calculus (QFR)

Applications of calculus in mathematics, science, economics, psychology, the social sciences, involve several variables. This course extends calculus to several variables: vectors, partial derivatives and multiple integrals. The goal of the course is Stokes Theorem, a deep and profound generalization of the Fundamental Theorem of Calculus. The difference between this course and MATH 150 is that MATH 150 covers infinite series instead of the theorems of vector calculus. Students with the equivalent of BC 3 or higher should enroll in MATH 151, as well as students who have taken the equivalent of an integral calculus and who have already been exposed to infinite series. For further clarification as to whether MATH 150 or MATH 151 is appropriate, please consult a member of the math/stat department.

Requirements/Evaluation: problem sets and exams

Prerequisites: AP BC 3 or higher or integral calculus with infinite series

Enrollment Limit: 50

Enrollment Preferences: First-years, sophomores, and juniors

Expected Class Size: 40

Grading: yes pass/fail option, yes fifth course option

Unit Notes: MATH 151 satisfies any MATH 150 prerequisite; credit will not be given for both MATH 150 and MATH 151

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: This course builds quantitative skills

Fall 2024

LEC Section: 01 MWF 9:00 am - 9:50 am Susan R. Loepp

LEC Section: 02 MWF 10:00 am - 10:50 am Susan R. Loepp

LEC Section: 03 MWF 11:00 am - 11:50 am Susan R. Loepp

MATH 200 (F)(S) Discrete Mathematics (QFR)

In contrast to calculus, which is the study of continuous processes, this course examines the structure and properties of finite sets. Topics to be covered include mathematical logic, elementary number theory, mathematical induction, set theory, functions, relations, elementary combinatorics and probability, and graphs. Emphasis will be given on the methods and styles of mathematical proofs, in order to prepare the students for more advanced math courses.

Class Format: This will not be a typical lecture course; instead it will be a blend of lecture and discovery-based learning, with weekly small group meetings with TA's.

Requirements/Evaluation: Spring: Evaluation will be based on homework, exams, and participation in weekly small group meetings.

Prerequisites: Calculus at the level of an AP course or Williams College Math 130 or 140. Students who have taken a 300-level or 400-level math course should obtain permission of the instructor before enrolling.

Enrollment Limit: 40

Enrollment Preferences: Preference given to first and second year students intending to major in mathematics or computer science.

Expected Class Size: 40

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: This course involves developing the formal mathematical language of logic and set theory. It also involves using quantitative tools to solve problems relating to combinatorics, probability, number theory, and other fields of discrete mathematics.

Fall 2024

LEC Section: 01 TR 9:55 am - 11:10 am Palak Arora

LEC Section: 02 TR 11:20 am - 12:35 pm Palak Arora

Spring 2025

LEC Section: 01 TR 8:30 am - 9:45 am Lori A. Pedersen

LEC Section: 02 TR 9:55 am - 11:10 am Lori A. Pedersen

MATH 210 (S) Mathematical Methods for Scientists (QFR)

Cross-listings: PHYS 210

Secondary Cross-listing

This course covers a variety of mathematical methods used in the sciences, focusing particularly on the solution of ordinary and partial differential equations. In addition to calling attention to certain special equations that arise frequently in the study of waves and diffusion, we develop general techniques such as looking for series solutions and, in the case of nonlinear equations, using phase portraits and linearizing around fixed points. We study some simple numerical techniques for solving differential equations. An optional session in Mathematica will be offered for students who are not already familiar with this computational tool.

Class Format: three hours per week

Requirements/Evaluation: several exams and weekly problem sets, all of which have a substantial quantitative component

Prerequisites: MATH 150 or 151 and familiarity with Newtonian mechanics at the level of PHYS 131

Enrollment Limit: 50

Enrollment Preferences: sophomores and juniors

Expected Class Size: 30

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

PHYS 210(D3) MATH 210(D3)

Quantitative/Formal Reasoning Notes: This course will have weekly problem sets using advanced calculus methods

Spring 2025

LEC Section: 01 TR 9:55 am - 11:10 am Frederick W. Strauch

MATH 250 (F)(S) Linear Algebra (QFR)

Many social, political, economic, biological, and physical phenomena can be described, at least approximately, by linear relations. In the study of systems of linear equations one may ask: When does a solution exist? When is it unique? How does one find it? How can one interpret it geometrically? This course develops the theoretical structure underlying answers to these and other questions and includes the study of matrices, vector spaces, linear independence and bases, linear transformations, determinants and inner products. Course work is balanced between theoretical and computational, with attention to improving mathematical style and sophistication.

Requirements/Evaluation: homework and exams

Prerequisites: MATH 150/151 or MATH 200

Enrollment Limit: 60

Enrollment Preferences: Students who have officially declared a major that requires Math 250.

Expected Class Size: 40

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: In this course, students will engage in both quantitative and formal reasoning.

Attributes: COGS Related Courses

Fall 2024

LEC Section: 01 MWF 10:00 am - 10:50 am Christina Athanasouli

LEC Section: 02 MWF 11:00 am - 11:50 am Christina Athanasouli

Spring 2025

LEC Section: 01 MWF 9:00 am - 9:50 am Ivo Terek

LEC Section: 02 MWF 10:00 am - 10:50 am Ivo Terek

MATH 309 (F)(S) Differential Equations (QFR)

Ordinary differential equations (ODEs) frequently arise as models of phenomena in the natural and social sciences. This course presents core ideas of ODEs from an applied standpoint. Topics covered early in the course may include numerical solutions, separation of variables, integrating factors, and constant coefficient linear equations. Later, we will focus on nonlinear ODEs, for which it is usually impossible to find analytical solutions. Tools from dynamical systems will be introduced to allow us to obtain information about the behavior of the ODEs without explicitly knowing the solution.

Requirements/Evaluation: quizzes/exams, problem sets, participation

Prerequisites: MATH 150/151 and MATH 250

Enrollment Limit: 40

Enrollment Preferences: discretion of the instructor

Expected Class Size: 30

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: 300-level mathematics course

Fall 2024

LEC Section: 01 TR 9:55 am - 11:10 am Julie C. Blackwood

Spring 2025

LEC Section: 01 TR 8:30 am - 9:45 am Bhagya Athukorallage

MATH 313 (S) Introduction to Number Theory (WS) (QFR)

The study of numbers dates back thousands of years, and is fundamental in mathematics. In this course, we will investigate both classical and modern questions about numbers. In particular, we will explore the integers, and examine issues involving primes, divisibility, and congruences. We will also look at the ideas of number and prime in more general settings, and consider fascinating questions that are simple to understand, but can be quite difficult to answer. This course will include a significant focus on mathematical proof writing and problem solving skills. This includes writing clear and rigorous mathematical proofs, clearly explaining mathematical ideas verbally and in writing, determining how to approach certain types of problems, looking for patterns and making conjectures, and asking good questions about the implications of certain ideas and theorems.

Requirements/Evaluation: Problem sets, project, and exams

Prerequisites: MATH 250 or permission of instructor

Enrollment Limit: 19

Enrollment Preferences: If course is over-enrolled, enrollment preference will be based on answers to a questionnaire. Some preference will be given to students who have not yet had Math 355.

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (WS) (QFR)

Writing Skills Notes: Students will complete weekly problem sets, with a strong emphasis on proof writing, as well as 2 5-10 page papers/projects. There will be feedback given on mathematical writing as well as accuracy, and discussion time during class on writing in math.

Quantitative/Formal Reasoning Notes: This course requires working with various number systems, performing explicit computations, and proving mathematical results using logical reasoning practices.

Spring 2025

LEC Section: 01 TR 9:55 am - 11:10 am Allison Pacelli

MATH 326 (F) Differential Geometry (QFR)

Differential Geometry is the study of curvature. In turn, curvature is the heart of geometry. The goal of this course is to start the study of curvature, concentrating on the curvature of curves and of surfaces, leading to the deep Gauss-Bonnet Theorem, which links curvature with topology.

Class Format: lecture

Requirements/Evaluation: Evaluation will be based primarily on problem sets, midterms and a final exam

Prerequisites: MATH 250

Enrollment Limit: 30

Enrollment Preferences: Preference to mathematics majors.

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: It is a mathematics upper level course.

Fall 2024

LEC Section: 01 MWF 11:00 am - 11:50 am Ivo Terek

MATH 331 (F) The little Questions (QFR)

Using math competitions such as the Putnam Exam as a springboard, in this class we follow the dictum of the Ross Program and "think deeply of simple things". The two main goals of this course are to prepare students for competitive math competitions, and to get a sense of the mathematical landscape encompassing elementary number theory, combinatorics, graph theory, and group theory (among others). While elementary frequently is not synonymous with easy, we will see many beautiful proofs and "a-ha" moments in the course of our investigations. Students will be encouraged to explore these topics at levels compatible with their backgrounds.

Requirements/Evaluation: homework, classwork, and exams

Prerequisites: MATH 250 or permission of instructor

Enrollment Limit: 30

Enrollment Preferences: members or alternates of the Putnam team, Mathematics, Physics or Computer Science majors

Expected Class Size: 25

Grading: yes pass/fail option, yes fifth course option

Unit Notes: http://web.williams.edu/Mathematics/sjmillier/public_html/331Fa24/

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: This is an upper level math course where students learn advanced material and solve challenging problems.

Fall 2024

LEC Section: 01 MWF 10:00 am - 10:50 am Steven J. Miller

MATH 334 (S) Graph Theory (QFR)

A graph is a collection of vertices, joined together by edges. In this course, we will study the sorts of structures that can be encoded in graphs, along with the properties of those graphs. We'll learn about such classes of graphs as multi-partite, planar, and perfect graphs, and will see applications to such optimization problems as minimum colorings of graphs, maximum matchings in graphs, and network flows.

Requirements/Evaluation: problem sets, exams, and a short final project

Prerequisites: MATH 200 or MATH 250

Enrollment Limit: 30

Enrollment Preferences: Math majors

Expected Class Size: 25

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: This course involves the writing of mathematical proofs.

Spring 2025

LEC Section: 01 MWF 9:00 am - 9:50 am Ralph E. Morrison

MATH 338 (F) Intermediate Logic (QFR)

Cross-listings: PHIL 338

Secondary Cross-listing

In this course, we will begin with an in-depth study of the theory of first-order logic. We will first get clear on the formal semantics of first-order logic and various ways of thinking about formal proof: natural deduction systems, semantic tableaux, axiomatic systems and sequent calculi. Our main goal will be to prove things about this logical system rather than to use this system to think about ordinary language arguments. In this way the goal of the course is significantly different from that of Logic and Language (PHIL 203). Students who have taken PHIL 203 will have a good background for this class, but students who are generally comfortable with formal systems need not have taken PHIL 203. We will prove soundness and completeness, compactness, the Lowenheim-Skolem theorems, undecidability and other important results about first-order logic. As we go through these results, we will think about the philosophical implications of first-order logic. From there, we will look at extensions of and/or alternatives to first-order logic. Possible additional topics would include: modal logic, the theory of counterfactuals, alternative representations of conditionals, the use of logic in the foundations of arithmetic and Godel's Incompleteness theorems. Student interest will be taken into consideration in deciding what additional topics to cover.

Requirements/Evaluation: problem sets and exams

Prerequisites: some class in which student has studied formal reasoning

Enrollment Limit: 20

Enrollment Preferences: Philosophy majors; juniors and seniors

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

PHIL 338(D2) MATH 338(D3)

Quantitative/Formal Reasoning Notes: This is a class in Formal Logic. PHIL 203 satisfies the QFR requirement. If anything, this class will be significantly more formal.

Attributes: PHIL Contemp Metaphysics + Epistemology Courses

Fall 2024

SEM Section: 01 TF 2:35 pm - 3:50 pm Keith E. McPartland

MATH 341 (F)(S) Probability (QFR)

Cross-listings: STAT 341

Primary Cross-listing

The historical roots of probability lie in the study of games of chance. Modern probability, however, is a mathematical discipline that has wide applications in a myriad of other mathematical and physical sciences. Drawing on classical gaming examples for motivation, this course will present axiomatic and mathematical aspects of probability. Included will be discussions of random variables (both discrete and continuous), distribution and expectation, independence, laws of large numbers, and the well-known Central Limit Theorem. Many interesting and important applications will also be presented, including some from classical Poisson processes, random walks and Markov Chains.

Requirements/Evaluation: homework, classwork, and exams

Prerequisites: MATH 150 and MATH 250 or permission of the instructor

Enrollment Limit: 50

Enrollment Preferences: Priority will be given to Mathematics majors and to Statistics Majors.

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

STAT 341(D3) MATH 341(D3)

Quantitative/Formal Reasoning Notes: This is a 300-level Math/Stat course.

Fall 2024

LEC Section: 01 MWF 12:00 pm - 12:50 pm Mihai Stoiciu

Spring 2025

LEC Section: 01 TR 9:55 am - 11:10 am Steven J. Miller

MATH 345 (S) Introduction to Numerical Analysis (QFR)

Numerical analysis is the study of algorithms that use numerical approximation to solve problems which arise in scientific applications. This course provides an introduction to the theory, development, and analysis of algorithms for obtaining numerical solutions. We will also use mathematical software to facilitate numerical experimentation. Topics discussed in the course include: Error Analysis and Convergence Rates of Algorithms; Root Finding for Nonlinear Equations; Approximating Functions; Numerical Differentiation and Integration; Numerical Solutions of Ordinary Differential Equations; Iterative Methods for Solving Linear Systems.

Requirements/Evaluation: Evaluation will be based on homework, projects, and exams.

Prerequisites: Math 250 and Math 150/151

Enrollment Limit: 30

Enrollment Preferences: Mathematics and Statistics majors.

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: This is an advanced mathematics class that will cover the fundamental ideas of Numerical Analysis. The students will study in depths various algorithms that provide numerical solutions to various questions in science.

Spring 2025

LEC Section: 01 MWF 11:00 am - 11:50 am Christina Athanasouli

MATH 350 (F)(S) Real Analysis (QFR)

Why is the product of two negative numbers positive? Why do we depict the real numbers as a line? Why is this line continuous, and what do we mean when we say that? Perhaps most fundamentally, what is a real number? Real analysis addresses such questions, delving into the structure of real numbers and functions of them. Along the way we'll discuss sequences and limits, series, completeness, compactness, derivatives and integrals, and

metric spaces. Results covered will include the Cantor-Schroeder-Bernstein theorem, the monotone convergence theorem, the Bolzano-Weierstrass theorem, the Cauchy criterion, Dirichlet's and Riemann's rearrangement theorem, the Heine-Borel theorem, the intermediate value theorem, and many others. This course is excellent preparation for graduate studies in mathematics, statistics, and economics.

Requirements/Evaluation: Problem sets and exams.

Prerequisites: MATH 250 or permission of instructor.

Enrollment Limit: 40

Enrollment Preferences: Juniors and Seniors.

Expected Class Size: 25

Grading: no pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: This is an advanced mathematics course.

Fall 2024

LEC Section: 01 MR 2:35 pm - 3:50 pm Leo Goldmakher

Spring 2025

LEC Section: 01 TR 11:20 am - 12:35 pm Cesar E. Silva

MATH 351 (S) Applied Real Analysis (QFR)

This course is designed to introduce students to the underpinnings of real analysis, primarily in the context of Fourier series. By the end of the semester people will be comfortable making epsilon and delta type arguments. These types of arguments are one of the main pillars of modern mathematics. In a similar way, Fourier series and their generalizations are one of the pillars of the modern digital world.

Requirements/Evaluation: homework, classwork, and exams

Prerequisites: MATH 150 and MATH 250 or permission of the instructor.

Enrollment Limit: 50

Enrollment Preferences: Seniors

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: Math

Spring 2025

LEC Section: 01 MR 2:35 pm - 3:50 pm Palak Arora

MATH 355 (F)(S) Abstract Algebra (QFR)

Algebra gives us tools to solve equations. The integers, the rationals, and the real numbers have special properties which make algebra work according to the circumstances. In this course, we generalize algebraic processes and the sets upon which they operate in order to better understand, theoretically, when equations can and cannot be solved. We define and study abstract algebraic structures such as groups, rings, and fields, as well as the concepts of factor group, quotient ring, homomorphism, isomorphism, and various types of field extensions. This course introduces students to abstract rigorous mathematics.

Requirements/Evaluation: Problem sets and exams

Prerequisites: MATH 250 or permission of instructor

Enrollment Limit: 30

Enrollment Preferences: Students who have officially declared a major that requires Math 355.

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: 300-level math course

Fall 2024

LEC Section: 01 TR 8:30 am - 9:45 am Allison Pacelli

LEC Section: 02 TR 9:55 am - 11:10 am Allison Pacelli

Spring 2025

LEC Section: 01 MWF 11:00 am - 11:50 am Mihai Stoiciu

LEC Section: 02 MWF 12:00 pm - 12:50 pm Mihai Stoiciu

MATH 361 (F) Theory of Computation (QFR)

This course introduces a formal framework for investigating both the computability and complexity of problems. We study several models of computation including finite automata, regular languages, context-free grammars, and Turing machines. These models provide a mathematical basis for the study of computability theory--the examination of what problems can be solved and what problems cannot be solved--and the study of complexity theory--the examination of how efficiently problems can be solved. Topics include the halting problem and the P versus NP problem.

Requirements/Evaluation: weekly problem sets and one or more exams

Prerequisites: CSCI 256 or both a 300-level MATH course and permission of instructor

Enrollment Limit: 24

Enrollment Preferences: current or expected Computer Science majors

Expected Class Size: 24

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: This course include regular and substantial problem sets in which quantitative/formal reasoning skills are practiced and evaluated.

Attributes: COGS Interdepartmental Electives

Fall 2024

LEC Section: 01 TR 8:30 am - 9:45 am Shikha Singh

LEC Section: 02 TR 9:55 am - 11:10 am Shikha Singh

MATH 374 (F) Topology (QFR)

In Real Analysis you learned about metric spaces---any set of objects endowed with a way of measuring distance---and the topology of sets in such spaces (open, closed, bounded, etc). In this course we flip this on its head: we explore how to develop analysis (limits, continuity, etc) in spaces where the topology is known but the metric is not. This will lead us to a bizarre and fascinating version of geometry in which we cannot distinguish between shapes that can be continuously deformed into one another. Not only does this theory turn out to be beautiful in the abstract, it plays an important role in math, physics, and data analysis. This course is excellent preparation for graduate programs in mathematics.

Requirements/Evaluation: Problem sets, exams, an expository essay.

Prerequisites: MATH 350 or 351; not open to students who have taken MATH 323. If you didn't cover metric spaces in real analysis, that's OK!

Enrollment Limit: 30

Enrollment Preferences: Juniors and seniors

Expected Class Size: 20

Grading: no pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: It's math.

Fall 2024

LEC Section: 01 TR 11:20 am - 12:35 pm Leo Goldmakher

MATH 382 (S) Fourier Analysis (QFR)

Fourier analysis is the study of waves and frequencies. More precisely, the goal of Fourier analysis is to decompose a complicated function into a simple combination of pure waves, thereby gaining insight into the behavior of the function itself. It's difficult to overstate the impact of this branch of mathematics; it is foundational throughout theoretical mathematics (e.g., to study the distribution of prime numbers), applied mathematics (e.g., to solve differential equations), physics (e.g., to study properties of light and sound), computer science (e.g., to compute with large integers and matrices), audio engineering (e.g., to pitch-correcting algorithms), medical science (e.g., throughout radiology), etc. The goal of this course is to cover the basic theory (fourier series, the fourier transform, the fast fourier transform) and explore a number of applications, including Dirichlet's theorem on primes in arithmetic progressions, the isoperimetric inequality, the heat equation, and Heisenberg's uncertainty principle.

Class Format: Every week, each student will either give a lecture (based on provided readings) or explain solutions to selected problems.

Requirements/Evaluation: Evaluation will be based on lectures and presentation of problem solutions.

Prerequisites: MATH 350 or MATH 351 or permission of instructor.

Enrollment Limit: 10

Enrollment Preferences: By lottery.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: It's math!

Spring 2025

TUT Section: T1 TBA Leo Goldmakher

MATH 389 (S) Advanced Analysis (QFR)

This course further develops and explores topics and concepts from real analysis, with special emphasis on introducing students to subject matter and techniques that are useful for graduate study in mathematics or an allied field. Material will be drawn, based on student interest, from many areas, including analytic number theory, Fourier series and harmonic analysis, generating functions, differential equations and special functions, integral operators, equidistribution theory and probability, random matrix theory and probabilistic methods. This will be an intense, fast paced class which will give a flavor for graduate school. In addition to standard homework problems, students will also write reviews for MathSciNet, referee papers for journals, write programs in SAGE or Mathematica to investigate and conjecture, and read classic and current research papers.

Class Format: lecture

Requirements/Evaluation: evaluation will be based primarily on homework, classwork, and exams

Prerequisites: MATH 350 or 351 and one additional 300-level MATH course, or permission of instructor

Enrollment Limit: 30

Enrollment Preferences: students interested in graduate school in mathematics or an allied discipline

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Unit Notes: http://web.williams.edu/Mathematics/sjmillier/public_html/389/

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: This is a post-core 300 level math class.

Spring 2025

LEC Section: 01 TR 11:20 am - 12:35 pm Steven J. Miller

MATH 403 (F) Measure and Ergodic Theory (QFR)

An introduction to measure theory and ergodic theory. Measure theory is a generalization of the notion of length and area, and has been used in the study of stochastic (probabilistic) systems. The course covers the construction of Lebesgue and Borel measures, measurable functions, and Lebesgue integration. Ergodic theory studies the probabilistic behavior of dynamical systems as they evolve through time, and is based on measure theory. The course will cover basic notions, such as ergodic transformations, weak mixing, mixing, Bernoulli transformations, and transformations admitting and not admitting an invariant measure. There will be an emphasis on specific examples such as group rotations, the binary odometer transformations, and rank-one constructions. The Ergodic Theorem will also be covered, and will be used to illustrate notions and theorems from measure theory.

Requirements/Evaluation: Homework and exams

Prerequisites: MATH 350 or MATH 351 or permission of instructor

Enrollment Limit: 25

Enrollment Preferences: Mathematics majors

Expected Class Size: 15-20

Grading: yes pass/fail option, yes fifth course option

Unit Notes: senior major course

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: It is an advanced mathematics course.

Fall 2024

LEC Section: 01 MR 2:35 pm - 3:50 pm Cesar E. Silva

MATH 408 (F) L-Functions and Sphere Packing (QFR)

Optimal packing problems arise in many important problems, and have been a source of excellent mathematics for centuries. The Kepler Problem (what is the most efficient way to pack balls in three-space) is a good example. The original formulation has been used in such diverse areas as stacking cannonballs on battleships to grocers preparing fruit displays, and its generalizations allow the creation of powerful error detection and correction codes. While the solution of the Kepler Problem is now known, the higher dimensional version is very much open. There has been remarkable progress in the last few years, with number theory playing a key role in these results. We will develop sufficient background material to understand many of these problems and the current state of the field. Pre-requisites are real analysis.

Requirements/Evaluation: Class participation, homework, exams and participation in writing a textbook on the material. Each student will be responsible for working on a chapter of a book based on this material. In addition to obtaining critical writing feedback from myself and my co-author (who is a world expert in the subject), depending on timing we will also be able to share comments from an editor of a major publishing house or a referee. Chapters can range from short snapshots of a subject, on the order of 5 pages, to longer technical derivations of perhaps 10-30 pages.

Prerequisites: Math 350 or 351

Enrollment Limit: 40

Enrollment Preferences: Senior math majors, students planning on graduate study in a STEM field

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: This is a 400 level math class

Fall 2024

LEC Section: 01 MWF 11:00 am - 11:50 am Steven J. Miller

MATH 411 (S) Commutative Algebra (QFR)

Commutative Algebra is an essential area of mathematics that provides indispensable tools to many areas, including Number Theory and Algebraic Geometry. This course will introduce you to the fundamental concepts for the study of commutative rings, with a special focus on the notion of "prime ideals," and how they generalize the well-known notion of primality in the set of integers. Commutative algebra has applications ranging from algebraic geometry to coding theory. For example, one can use commutative algebra to create error correcting codes. It is perhaps most often used, however, to study curves and surfaces in different spaces. To understand these structures, one must study polynomial rings over fields. This course will be an

introduction to commutative algebra. Possible topics include polynomial rings, localizations, primary decomposition, completions, and modules.

Requirements/Evaluation: homework and exams

Prerequisites: MATH 355 or permission of instructor

Enrollment Limit: 25

Enrollment Preferences: Math majors

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: It is a 400-level math course

Spring 2025

LEC Section: 01 MWF 9:00 am - 9:50 am Susan R. Loepf

MATH 412 (S) Mathematical Biology (QFR)

This course will provide an introduction to the many ways in which mathematics can be used to understand, analyze, and predict biological dynamics. We will learn how to construct mathematical models that capture essential properties of biological processes while maintaining analytic tractability. Analytic techniques, such as stability and bifurcation analysis, will be introduced in the context of both continuous and discrete time models. Additionally, students will couple these analytic tools with numerical simulation to gain a more global picture of the biological dynamics. Possible biological applications may include, but are not limited to, single and multi-species population dynamics, neural and biological oscillators, tumor cell growth, and infectious disease dynamics.

Requirements/Evaluation: problem sets, quizzes/exams, participation, final project and paper

Prerequisites: MATH 250 and MATH 309, or permission of instructor

Enrollment Limit: 30

Enrollment Preferences: preference for senior math/stats major and also based on an interest statement

Expected Class Size: 30

Grading: yes pass/fail option, no fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: The course will introduce methods for developing and analyzing mathematical models.

Spring 2025

LEC Section: 01 TR 9:55 am - 11:10 am Julie C. Blackwood

MATH 426 (F) Differential Topology (QFR)

Differential topology marries the rubber-like deformations of topology with the computational exactness of calculus. This subfield of mathematics asks and answers questions like "Can you take an integral on the surface of a doughnut?" and includes far-reaching applications in relativity and robotics. This tutorial will provide an elementary and intuitive introduction to differential topology. We will begin with the definition of a manifold and end with a generalized understanding of Stokes Theorem.

Requirements/Evaluation: weekly homework and exams, and possibly student presentations

Prerequisites: MATH 350 (students who have not taken MATH 350 may enroll only with permission of the instructor)

Enrollment Limit: 30

Enrollment Preferences: mathematics seniors, mathematics majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: There will be weekly math problem sets.

Fall 2024

LEC Section: 01 MWF 9:00 am - 9:50 am Ivo Terek

MATH 453 (S) Partial Differential Equations (QFR)

In this course, we further explore the world of differential equations. Mainly, we cover topics in partial differential equations. Partial Differential Equations (PDEs) are fundamental to the modeling of many natural phenomena, arising in many fields, including fluid mechanics, heat and mass transfer, electromagnetic theory, finance, elasticity, and more. The goals of this course are to discuss the following topics: classification of PDEs in terms of order, linearity and homogeneity; physical interpretation of canonical PDEs; solution techniques, including separation of variables, series solutions, integral transforms, and the method of characteristics.

Requirements/Evaluation: Evaluation will be based on homework, projects, and exams.

Prerequisites: MATH 150-151; MATH/PHYS 210 or MATH 309

Enrollment Limit: 20

Enrollment Preferences: Mathematics and Physics majors.

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: This is an advanced mathematics class dedicated to the study of partial differential equations (PDEs). These equations are the most important mathematical tools for the study of complex physical phenomena such as waves and fluids (including both air and water), heat transfer, electromagnetism, and finance.

Spring 2025

LEC Section: 01 TR 11:20 am - 12:35 pm Bhagya Athukorallage

PHIL 338 (F) Intermediate Logic (QFR)

Cross-listings: MATH 338

Primary Cross-listing

In this course, we will begin with an in-depth study of the theory of first-order logic. We will first get clear on the formal semantics of first-order logic and various ways of thinking about formal proof: natural deduction systems, semantic tableaux, axiomatic systems and sequent calculi. Our main goal will be to prove things about this logical system rather than to use this system to think about ordinary language arguments. In this way the goal of the course is significantly different from that of Logic and Language (PHIL 203). Students who have taken PHIL 203 will have a good background for this class, but students who are generally comfortable with formal systems need not have taken PHIL 203. We will prove soundness and completeness, compactness, the Lowenheim-Skolem theorems, undecidability and other important results about first-order logic. As we go through these results, we will think about the philosophical implications of first-order logic. From there, we will look at extensions of and/or alternatives to first-order logic.

Possible additional topics would include: modal logic, the theory of counterfactuals, alternative representations of conditionals, the use of logic in the foundations of arithmetic and Godel's Incompleteness theorems. Student interest will be taken into consideration in deciding what additional topics to cover.

Requirements/Evaluation: problem sets and exams

Prerequisites: some class in which student has studied formal reasoning

Enrollment Limit: 20

Enrollment Preferences: Philosophy majors; juniors and seniors

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

PHIL 338(D2) MATH 338(D3)

Quantitative/Formal Reasoning Notes: This is a class in Formal Logic. PHIL 203 satisfies the QFR requirement. If anything, this class will be significantly more formal.

Attributes: PHIL Contemp Metaphysics + Epistemology Courses

Fall 2024

SEM Section: 01 TF 2:35 pm - 3:50 pm Keith E. McPartland

PHYS 108 (S) Energy Science and Technology (QFR)

Cross-listings: ENVI 108

Primary Cross-listing

Energy use has skyrocketed in the United States and elsewhere in the world, causing significant economic and political shifts, as well as concerns for the environment. This course will address the physics and technology of energy generation, consumption, and conservation. It will cover a wide range of energy sources, including fossil fuels, hydropower, solar energy, wind energy, and nuclear energy. We will discuss energy use in transportation, manufacturing, building heating and lighting, and energy storage. Students will learn to compare the efficiencies and environmental impacts of various energy sources and uses.

Class Format: Two meetings per week. Some weeks that means two lectures. Other weeks, that means one lecture plus one lab, with the class divided between two lab sections.

Requirements/Evaluation: weekly assignments, two hour tests, and a final project culminating in an oral presentation to the class and a 10-page paper; all of these will be substantially quantitative

Prerequisites: high school physics, high school chemistry, and mathematics at the level of MATH 130

Enrollment Limit: 10 per lab

Enrollment Preferences: non-physics majors

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 108(D3) PHYS 108(D3)

Quantitative/Formal Reasoning Notes: problems sets, exams, and projects will all have a quantitative aspects.

Attributes: ENVI Natural World Electives

Spring 2025

LEC Section: 01 MR 1:10 pm - 2:25 pm Protik K. Majumder

LAB Section: 02 R 1:10 pm - 2:25 pm Protik K. Majumder

LAB Section: 03 R 2:25 pm - 3:50 pm Protik K. Majumder

PHYS 131 (F) Introduction to Mechanics (QFR)

We focus first on the Newtonian mechanics of point particles: the relationship between velocity, acceleration, and position; the puzzle of circular motion; forces, Newton's laws, and gravitation; energy and momentum; and the physics of vibrations. Then we turn to the basic properties of waves, such as interference and refraction, as exemplified by sound and light waves. We also study the optics of lenses, mirrors and the human eye. This course is not intended for students who have successfully completed an AP physics course in high school.

Requirements/Evaluation: exams, labs, and weekly problem sets, all of which have a substantial quantitative component

Prerequisites: MATH 130; students who scored 4 or 5 on an AP physics exam, or 6 or 7 on the IB Physics HL exam may not take this course and are encouraged to take PHYS 141 instead

Enrollment Limit: 24 per lab

Enrollment Preferences: seniority

Expected Class Size: 60

Grading: yes pass/fail option, yes fifth course option

Unit Notes: PHYS 131 can lead to either PHYS 132 (for students wanting a one-year survey of physics) or PHYS 142 (for students considering a Physics or Astrophysics major)

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: This class will have weekly problem sets requiring substantial quantitative reasoning

Fall 2024

LEC Section: 01 MWF 11:00 am - 11:50 am Graham K. Giovanetti

LAB Section: 02 M 1:00 pm - 4:00 pm Graham K. Giovanetti

LAB Section: 03 T 1:00 pm - 4:00 pm Graham K. Giovanetti

PHYS 132 (S) Electromagnetism and the Physics of Matter (QFR)

This course is intended as the second half of a one-year survey of physics with some emphasis on applications to medicine. In the first part of the semester we will focus on electromagnetic phenomena. We will introduce the concept of electric and magnetic fields and study in detail the way in which electrical circuits and circuit elements work. The deep connection between electric and magnetic phenomena is highlighted with a discussion of Faraday's Law of Induction. Following our introduction to electromagnetism we will discuss some of the most central topics in twentieth-century physics, including Einstein's theory of special relativity and some aspects of quantum theory. We will end with a treatment of nuclear physics, radioactivity, and uses of radiation.

Class Format: lecture three hours per week, laboratory three hours approximately every other week, and conference section 1 hour approximately every other week

Requirements/Evaluation: weekly problem sets, labs, quizzes and exams

Prerequisites: PHYS 131 or 141 or permission of instructor, and MATH 130 (formerly 103)

Enrollment Limit: 22 per lab

Enrollment Preferences: sophomores

Expected Class Size: 60

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: Significant homework, exams, quizzes requiring mathematical and physical reasoning.

Spring 2025

LEC Section: 01 MWF 11:00 am - 11:50 am Catherine Kealhofer

LAB Section: 02 M 1:00 pm - 4:00 pm Catherine Kealhofer

LAB Section: 03 T 1:00 pm - 4:00 pm Catherine Kealhofer

PHYS 141 (F) Mechanics and Waves (QFR)

This is the typical first course for a prospective physics major. It covers most of the same topics as PHYS 131, but with a higher level of mathematical sophistication. It is intended for students with solid backgrounds in the sciences, either from high school or college, who are comfortable with basic calculus.

Class Format: lecture, three hours per week; laboratory, three hours approximately every other week; conference section, 1.5 hours approximately every other week

Requirements/Evaluation: weekly problem sets, labs, two 1-hour exams, and a final exam, all of which have a substantial quantitative component

Prerequisites: High school physics (strongly recommended) and MATH 130 or equivalent placement, or permission of the instructor. High school physics at the AP, IB, or equivalent level is neither required nor expected.

Enrollment Limit: 24 per lab

Enrollment Preferences: first-year students and science majors

Expected Class Size: 40

Grading: yes pass/fail option, yes fifth course option

Unit Notes: PHYS 141 can lead to either PHYS 132 (for students wanting a one-year survey of physics) or PHYS 142 (for students considering a Physics or Astrophysics major)

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: This course consists of lectures, problem-solving conferences, lab exercises, problem sets and exams, all of which have a substantial quantitative component.

Fall 2024

LEC Section: 01 MWF 11:00 am - 11:50 am Betul Pamuk

LAB Section: 02 M 1:00 pm - 4:00 pm Betul Pamuk

LAB Section: 03 T 1:00 pm - 4:00 pm Betul Pamuk

PHYS 142 (S) Foundations of Modern Physics (QFR)

Newtonian Mechanics, spectacular as it is in describing planetary motion and a wide range of other phenomena, only hints at the richness of behaviors seen in the universe. Special relativity, which extends physics into the realm of high speeds and high energies, requires we rethink our basic notions of space and time. Quantum mechanics successfully describes atoms, molecules, and solids while at the same time calling into question our expectation of what can be predicted by a physical theory. Statistical physics reveals new behaviors that emerge when many particles are present in a system. This course will survey ideas from each of these three arenas, and can serve either as a terminal course for those seeking to complete a year of physics or as the basis for future advanced study of these topics.

Class Format: lecture, three hours weekly; laboratory, 2-3 hours most weeks, alternating between 'hands-on' sessions and problem-solving/discussion sessions

Requirements/Evaluation: weekly homework, labs, two hour tests, and a final exam, all of which have a substantial quantitative component

Prerequisites: PHYS 141 and MATH 130, or equivalent; PHYS 131 may substitute for PHYS 141 with the permission of instructor; students may not take both PHYS 142 and PHYS 151

Enrollment Limit: 14/L

Enrollment Preferences: first-year students

Expected Class Size: 30

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: Heavily problem-solving focused, involving algebraic manipulations, single-variable calculus, generating and reading graphs, etc.

Spring 2025

LEC Section: 01 MWF 11:00 am - 11:50 am Graham K. Giovanetti

LAB Section: 02 M 1:00 pm - 4:00 pm Graham K. Giovanetti

LAB Section: 03 T 1:00 pm - 4:00 pm Graham K. Giovanetti

PHYS 151 (F) Seminar in Modern Physics (QFR)

Newtonian Mechanics, spectacular as it is in describing planetary motion and a wide range of other phenomena, only hints at the richness of behaviors seen in the universe. Special relativity has extended physics into the realm of high speeds and high energies and requires us to rethink our basic notions of space and time. Quantum mechanics successfully describes atoms, molecules, and solids while at the same time calling into question our notions of what can be predicted by a physical theory. Statistical physics reveals new behaviors that emerge when many particles are present in a system. This course covers the same core material as PHYS 142 but in a small seminar format for students with strong prior preparation in physics.

Class Format: lecture/discussions plus one 3-hour lab per week

Requirements/Evaluation: class participation, weekly lab assignments, weekly problem sets, exams

Prerequisites: placement by the department (see "advanced placement" section in the description about the department). Students may take either PHYS 142 or PHYS 151 but not both

Enrollment Limit: 18

Enrollment Preferences: first-years

Expected Class Size: 16

Grading: yes pass/fail option, yes fifth course option

Unit Notes: this is a small seminar designed for first-year students who have placed out of PHYS 141

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: all assignments in the course have a substantial quantitative component

Fall 2024

LEC Section: 01 MWF 11:00 am - 12:15 pm Catherine Kealhofer

LAB Section: 02 T 1:00 pm - 4:00 pm Catherine Kealhofer

PHYS 201 (F) Electricity and Magnetism (QFR)

The classical theory of electricity and magnetism is very rich yet it can be written in a remarkably succinct form using Maxwell's equations. This course is an introduction to electricity and magnetism and their mathematical description, connecting electric and magnetic phenomena via the special theory of relativity. Topics include electrostatics, magnetic fields, electromagnetic induction, DC and AC circuits, and the electromagnetic properties of matter. The laboratory component of the course is an introduction to electronics where students will develop skills in building and debugging electrical circuits.

Class Format: lecture, three hours per week; laboratory, three hours per week

Requirements/Evaluation: problem sets, labs/conference section assignments, two midterms, and a final exam, all of which have a substantial quantitative component

Prerequisites: PHYS 142 OR 151; MATH 150 or 151; with a preference for MATH 151

Enrollment Limit: 10 per lab

Enrollment Preferences: prospective physics majors, then by seniority

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: This course involves significant problem-solving and mathematical analysis of phenomena using calculus, numerical methods, and other quantitative tools.

Fall 2024

LEC Section: 01 MWF 10:00 am - 10:50 am David R. Tucker-Smith

LAB Section: 02 W 1:00 pm - 4:00 pm David R. Tucker-Smith

LAB Section: 03 R 1:00 pm - 4:00 pm David R. Tucker-Smith

PHYS 202 (S) Vibrations, Waves and Optics (QFR)

Waves and oscillations characterize many different physical systems, including vibrating strings and springs, waves at the beach, or those that we hear as sound or see as light. Quantum mechanics describes particles with wave functions, and gravitational waves distort the very fabric of the universe. Despite these diverse settings, waves exhibit several common characteristics, so understanding of a few simple systems can provide insight into a wide array of phenomena. In this course we begin with the study of oscillations of simple systems with only a few degrees of freedom. We then move on to study transverse and longitudinal waves in continuous media in order to gain a general description of wave behavior. We conclude with a focus on electromagnetic waves and in particular on optical examples of wave phenomena such as interference, diffraction, and lasers. Throughout the course we will introduce and develop mathematical tools which will continue to see use in higher-level physics.

Class Format: lecture, three hours per week; laboratory, three hours per week

Requirements/Evaluation: problem sets, labs, midterm examinations, and a final exam, all of which have a substantial quantitative component

Prerequisites: PHYS 201; co-requisite: PHYS/MATH 210 or MATH 309 or permission of instructor

Enrollment Limit: 30

Enrollment Preferences: sophomores

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: Weekly problem sets and laboratories which develop and use quantitative skills.

Spring 2025

LEC Section: 01 MWF 10:00 am - 10:50 am Katharine E. Jensen

LAB Section: 02 W 1:00 pm - 4:00 pm Frederick W. Strauch

LAB Section: 03 R 1:00 pm - 4:00 pm Frederick W. Strauch

PHYS 210 (S) Mathematical Methods for Scientists (QFR)

Cross-listings: MATH 210

Primary Cross-listing

This course covers a variety of mathematical methods used in the sciences, focusing particularly on the solution of ordinary and partial differential equations. In addition to calling attention to certain special equations that arise frequently in the study of waves and diffusion, we develop general techniques such as looking for series solutions and, in the case of nonlinear equations, using phase portraits and linearizing around fixed points. We study some simple numerical techniques for solving differential equations. An optional session in Mathematica will be offered for students who are not already familiar with this computational tool.

Class Format: three hours per week

Requirements/Evaluation: several exams and weekly problem sets, all of which have a substantial quantitative component

Prerequisites: MATH 150 or 151 and familiarity with Newtonian mechanics at the level of PHYS 131

Enrollment Limit: 50

Enrollment Preferences: sophomores and juniors

Expected Class Size: 30

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

PHYS 210(D3) MATH 210(D3)

Quantitative/Formal Reasoning Notes: This course will have weekly problem sets using advanced calculus methods

Spring 2025

LEC Section: 01 TR 9:55 am - 11:10 am Frederick W. Strauch

PHYS 234 (S) Introduction to Materials Science (QFR)

Cross-listings: GEOS 234

Primary Cross-listing

Materials Science is the study of how the microscopic structure of materials--whether steel, carbon fiber, glass, wood, plastic, or mayonnaise--determines their macroscopic mechanical, thermal, electric, and other properties. Topics of this course include classifying materials; material structure; thermodynamics and phase transformations; material properties and testing; how solids bend, flow, and ultimately break; and how to choose the right material for design applications. Materials Science is a highly interdisciplinary field and as a result the course prerequisites are broad but also flexible. Interested students who are unsure about their preparation are strongly encouraged to contact the instructor.

Class Format: lecture (3 hours per week) plus three to four small-group laboratory sessions throughout the semester (to be scheduled with instructor)

Requirements/Evaluation: weekly problem sets, class participation, and midterm and final exams, all of which have a substantial quantitative component

Prerequisites: high school physics and chemistry, preferably at the AP level, and MATH 140 or AP Calculus (BC), and one 200-level PHYS, CHEM,

or GEOS course; or permission of instructor

Enrollment Limit: 20

Enrollment Preferences: based on students' scientific background and seniority

Expected Class Size: 10

Grading: yes pass/fail option, yes fifth course option

Unit Notes: This course does not count toward the Geosciences major.

Distributions: (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

PHYS 234(D3) GEOS 234(D3)

Quantitative/Formal Reasoning Notes: Weekly problem sets and exams all have a substantial quantitative component.

Attributes: MTSC Courses

Spring 2025

LEC Section: 01 MR 2:35 pm - 3:50 pm Katharine E. Jensen

PHYS 301 (F) Quantum Physics (QFR)

This course serves as a one-semester introduction to the formalism, and phenomenology of quantum mechanics, beginning with a discussion of the Schrodinger wave equation, the concept of matter waves, and wave-packets. With this introduction as background, we will continue our discussion with a variety of one-dimensional problems such as the particle-in-a-box and the harmonic oscillator. We then extend this work to systems in two and three dimensions, including a detailed discussion of the structure of the hydrogen atom. Along the way we will develop connections between mathematical formalism and physical predictions of the theory. Finally, we conclude the course with a discussion of angular momentum and spins, with applications to atomic physics, entanglement, and quantum information.

Class Format: lecture, three hours per week; laboratory, three hours per week

Requirements/Evaluation: weekly problem sets, laboratory reports / write-ups, a midterm exam, and final exam, all of which have a substantial quantitative component

Prerequisites: PHYS 202 and PHYS/MATH 210 or MATH 309

Enrollment Limit: 8 per lab

Enrollment Preferences: physics majors

Expected Class Size: 24

Grading: yes pass/fail option, no fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: Phys 301 relies heavily upon mathematics and quantitative reasoning in all elements, including problem sets, examinations, and laboratories.

Fall 2024

LEC Section: 01 MWF 9:00 am - 9:50 am Charlie Doret

LAB Section: 02 M 1:00 pm - 4:00 pm Charlie Doret, Frederick W. Strauch

LAB Section: 03 W 1:00 pm - 4:00 pm Charlie Doret, Frederick W. Strauch

LAB Section: 04 R 1:00 pm - 4:00 pm Charlie Doret, Frederick W. Strauch

PHYS 302 (S) Statistical Mechanics & Thermodynamics (QFR)

Macroscopic objects are made up of huge numbers of fundamental particles interacting in simple ways--obeying the Schrödinger equation, Newton's and Coulomb's Laws--and these objects can be described by macroscopic properties like temperature, pressure, magnetization, heat capacity, conductivity, etc. In this course we will develop the tools of statistical physics, which will allow us to predict the cooperative phenomena that emerge in large ensembles of interacting particles. We will apply those tools to a wide variety of physical questions, including the behavior of gases, polymers, heat engines, biological and astrophysical systems, magnets, and electrons in solids.

Class Format: lecture/discussion three hours per week and weekly laboratory work

Requirements/Evaluation: weekly problem sets and labs, plus exams, all of which have a substantial quantitative component

Prerequisites: required: PHYS 201, PHYS/MATH 210 or MATH 309; recommended: PHYS 202, PHYS 301

Enrollment Limit: 14 per lab

Enrollment Preferences: physics majors

Expected Class Size: 25

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: weekly problem sets, exams, and labs, all of which have a substantial quantitative component

Spring 2025

LEC Section: 01 MWF 8:30 am - 9:45 am Daniel P. Aalberts

LAB Section: 02 W 1:10 pm - 3:50 pm Daniel P. Aalberts

LAB Section: 03 R 1:10 pm - 3:50 pm Daniel P. Aalberts

PHYS 315 (F) Computational Biology (QFR)

Cross-listings: CSCI 315

Primary Cross-listing

This course will provide an overview of Computational Biology, the application of computational, mathematical, statistical, and physical problem-solving techniques to interpret the rapidly expanding amount of biological data. Topics covered will include database searching, DNA sequence alignment, clustering, RNA structure prediction, protein structural alignment, methods of analyzing gene expression, networks, and genome assembly using techniques such as string matching, dynamic programming, hidden Markov models, and statistics.

Requirements/Evaluation: weekly Python programming assignments, code reviews, problem sets, plus a few quizzes and a final project

Prerequisites: programming experience (e.g., CSCI 136) and mathematics (PHYS/MATH 210 or MATH 150) and physical science (PHYS 142/151, or CHEM 101/15X), or permission of instructor

Enrollment Limit: 10

Enrollment Preferences: if over-enrolled, a questionnaire will be circulated

Expected Class Size: 8

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

CSCI 315(D3) PHYS 315(D3)

Quantitative/Formal Reasoning Notes: problem sets and programming assignments

Attributes: BIGP Courses

Fall 2024

LEC Section: 01 MR 2:35 pm - 3:50 pm Daniel P. Aalberts

PHYS 321 (S) Introduction to Particle Physics (QFR)

The Standard Model of particle physics incorporates special relativity, quantum mechanics, and almost all that we know about elementary particles and their interactions. This course introduces some of the main ideas and phenomena associated with the Standard Model. After a review of relativistic kinematics, we will learn about symmetries in particle physics, relativistic wave equations, elements of quantum field theory, Feynman diagrams, and selected applications of quantum electrodynamics, the weak interactions, and quantum chromodynamics. We will conclude with a discussion of spontaneous symmetry breaking and the Higgs mechanism.

Requirements/Evaluation: weekly problem sets, a midterm exam, and a final exam

Prerequisites: PHYS 301

Enrollment Limit: 20

Enrollment Preferences: By seniority

Expected Class Size: 10

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: Exams and problem sets all have a significant quantitative component.

Spring 2025

LEC Section: 01 TR 11:20 am - 12:35 pm David R. Tucker-Smith

PHYS 402 (S) Applications of Quantum Mechanics (QFR)

This course will explore a number of important topics in the application of quantum mechanics to physical systems, including perturbation theory, the variational principle and the semiclassical interaction of atoms and radiation. The course will finish up with three weeks on quantum optics including an experimental project on non-classical interference phenomena. Applications and examples will be taken mostly from atomic physics with some discussion of solid state systems.

Requirements/Evaluation: weekly problem sets, tutorial participation, presentations, and a final exam, all of which have a substantial quantitative component

Prerequisites: PHYS 301

Enrollment Limit: 10 per sec

Enrollment Preferences: Physics and Astrophysics Majors

Expected Class Size: 16

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: This course has weekly problem sets, all of which have a substantial quantitative component.

Spring 2025

TUT Section: T1 F 1:10 pm - 2:25 pm Betul Pamuk

PHYS 411 (F) Classical Mechanics (QFR)

This course will explore advanced topics in classical mechanics. Central ideas include the calculus of variations, the Lagrangian and Hamiltonian formulations of mechanics, phase space, central-force motion, non-inertial reference frames (including implications for physics on a rotating Earth), rigid-body rotations, and non-linear dynamics & chaos, with additional topics from continuum and fluid mechanics as time permits. Numerical and perturbative techniques will be developed and used extensively. We will also examine the ways in which classical mechanics informs other fields of physics. In addition to weekly tutorial meetings the class will meet weekly as a whole to introduce and discuss new material.

Requirements/Evaluation: weekly problem sets, tutorial participation, presentations, a final project, and a final exam, all of which have a substantial quantitative component

Prerequisites: PHYS 202 and PHYS/MATH 210 or MATH 309

Enrollment Limit: 30

Enrollment Preferences: majors

Expected Class Size: 24

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: weekly problem sets requiring substantial quantitative reasoning using analytical and numerical methods.

Fall 2024

TUT Section: T1 F 1:10 pm - 2:25 pm Katharine E. Jensen, Frederick W. Strauch

PHYS 451 (F) Condensed Matter Physics (QFR)

Condensed matter physics is an important area of current research and serves as the basis for modern electronic technology. We plan to explore the physics of metals, insulators, semiconductors, superconductors, and photonic crystals, with particular attention to structure, thermal properties, energy bands, and electronic properties.

Requirements/Evaluation: weekly readings and problem sets, and exams

Prerequisites: PHYS 301 (may be taken simultaneously); or permission of instructor

Enrollment Limit: 10

Enrollment Preferences: Physics majors

Expected Class Size: 6

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: serious problem sets

Attributes: MTSC Courses

Fall 2024

SEM Section: 01 MR 1:10 pm - 2:25 pm Daniel P. Aalberts

POEC 253 (F) Empirical Methods in Political Economy (WS) (QFR)

This course introduces students to common empirical tools used in policy analysis and implementation. Students will develop skills in statistical literacy to become critical consumers of public policy-relevant research. The emphasis in the course is split between an intuitive understanding of statistical foundations, and applications in data visualization and science communication. Through hands-on work with data and critical assessment of existing empirical social scientific research, students will develop the ability to choose and employ the appropriate tool for a particular research problem, and to understand the limitations of the techniques. Topics to be covered include basic principles of probability; effective data visualization; statistical inference and hypothesis testing; and multiple regression analysis. A particular focus will be placed on understanding causality, the challenges of estimating causal relationships, and the design of evidence-based policy. Throughout the course, the focus will be on public policy applications relevant to the fields of political science, sociology, and public health, as well as to economics.

Requirements/Evaluation: Problem sets, group project, midterm exam, final exam

Prerequisites: MATH 130 or its equivalent; one course in ECON; not open to students who have taken ECON 255

Enrollment Limit: 20

Enrollment Preferences: Political Economy majors, Environmental Policy majors and sophomores

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Unit Notes: does not satisfy the econometrics requirement for the Economics major; POEC 253 cannot be substituted for ECON 255, or count as an elective towards the Economics major

Distributions: (D2) (WS) (QFR)

Writing Skills Notes: Students will write 3 coding-intensive data briefs over the course of the semester. Creation of original exhibits from publicly accessible data, use of citation management systems, and clarity in technical writing will be emphasized.

Quantitative/Formal Reasoning Notes: The course teaches econometrics, i.e. statistics as economists use it, with applications in economics, political science, and other fields.

Attributes: POEC Required Courses

Fall 2024

LEC Section: 01 TR 8:30 am - 9:45 am Shyam Raman

PSYC 201 (F)(S) Experimentation and Statistics (QFR)

An introduction to the basic principles of research in psychology. We focus on how to design and execute experiments, analyze and interpret results, and write research reports. Students conduct a series of research studies in different areas of psychology that illustrate basic designs and methods of analysis. You must register for lab and lecture with the same instructor.

Requirements/Evaluation: research reports, exams, and problem sets

Prerequisites: PSYC 101; not open to first-year students except with permission of instructor

Enrollment Limit: 16

Enrollment Preferences: Psychology majors

Expected Class Size: 16

Grading: no pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: This course has problem sets focused on experimental design and quantitative data analysis. Students will help design and conduct experiments, analyze the data, and report their findings.

Attributes: COGS Related Courses PHLH Statistics Courses

Fall 2024

LEC Section: A1 MR 1:10 pm - 2:25 pm Kenneth K. Savitsky

LAB Section: A2 W 1:00 pm - 4:00 pm Kenneth K. Savitsky

LEC Section: B3 TR 9:55 am - 11:10 am Kris N. Kirby

LAB Section: B4 T 1:00 pm - 4:00 pm Kris N. Kirby

Spring 2025

LEC Section: A1 MR 1:10 pm - 2:25 pm Kenneth K. Savitsky

LAB Section: A2 T 1:00 pm - 4:00 pm Kenneth K. Savitsky

LEC Section: B3 MR 2:35 pm - 3:50 pm Rebecca J. Crochiere

LAB Section: B4 W 1:00 pm - 4:00 pm Rebecca J. Crochiere

LEC Section: C5 TR 11:20 am - 12:35 pm Amie A. Hane

LAB Section: C6 R 1:00 pm - 4:00 pm Amie A. Hane

SOC 150 (F) Data for Justice (DPE) (QFR)

Cross-listings: STS 150 / AMST 150 / WGSS 150 / INTR 150

Secondary Cross-listing

This course is a unique and inclusive introduction to data science where quantitative thinking, programming, and social justice intertwine. We will build our data science skills using R, a popular open-source data science tool. We will focus on essential stages of data analysis, including data acquisition, cleaning, wrangling, visualization, and exploration. But rather than divorcing these techniques from the social issues they can help illuminate, we ground them in a social justice context. Overall, we will apply data science skills to topics drawn from criminal justice, environmental justice, diversity and inclusion in arts and media, education equity, and much more, with the goal of growing our collective capacity to use data science as a tool for social good. During a time when humans are increasingly subjugated to data-driven algorithmic decisions, when there are social media accounts dedicated to highlighting misuses of data, and when artificial intelligence makes faking data a nearly trivial task, using data to ethically and carefully promote justice is more important than ever.

Class Format: This course is taught in a highly interactive format and will frequently use a flipped-classroom approach. Students should expect substantial time devoted to in-class collaboration.

Requirements/Evaluation: Students will complete regularly assigned activities, problem sets, and other assessments. To move towards a non-hierarchical, transparent, and egalitarian grading system, the instructor adopts a mastery-based approach.

Prerequisites: None. This course assumes no prior knowledge of data science or R programming. An interest in social justice and a willingness to engage intensively with data and computing are essential.

Enrollment Limit: 18

Enrollment Preferences: Students without prior college-level courses in statistics and programming.

Expected Class Size: 18

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

STS 150(D2) AMST 150(D2) SOC 150(D2) WGSS 150(D2) INTR 150(D2)

Difference, Power, and Equity Notes: This course uses data science as a lens for injustice in spheres such as criminal justice, environmental justice, diversity and inclusion in arts and media, education equity. We will consider race, gender, LGBTQ+, disability, and other axes of identity. Additionally, we will adopt a data-critical perspective, thinking about how social forces shape data and our understanding of it.

Quantitative/Formal Reasoning Notes: This course teaches quantitative tools in R, a widely-adopted data science platform. We will focus on essential stages of data analysis, including data acquisition, cleaning, wrangling, visualization, and exploration.

Fall 2024

LEC Section: 01 TR 9:55 am - 11:10 am Chad M. Topaz

LEC Section: 02 TR 11:20 am - 12:35 pm Chad M. Topaz

STAT 101 (F)(S) Elementary Statistics and Data Analysis (QFR)

It is impossible to be an informed citizen in today's world without an understanding of data. Whether it is opinion polls, unemployment rates, salary differences between men and women, the efficacy of vaccines, etc, we need to be able to interpret and gain information from statistics. This course will introduce the common methods used to analyze and present data with an emphasis on interpretation and informed decision making.

Requirements/Evaluation: weekly homework, quizzes, exams, and a project

Prerequisites: MATH 102 (or demonstrated proficiency on a diagnostic test)

Enrollment Limit: 50

Enrollment Preferences: juniors and seniors

Expected Class Size: 35

Grading: yes pass/fail option, yes fifth course option

Unit Notes: Students with MATH150 but no statistics should enroll in STAT201. Students with AP Stat 4/5 or STAT 101/161 should enroll in STAT 202.

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: It is a quantitative course.

Attributes: COGS Related Courses PHLH Statistics Courses

Fall 2024

LEC Section: 01 MWF 11:00 am - 11:50 am Mihai Stoiciu

Spring 2025

LEC Section: 01 MWF 9:00 am - 9:50 am Anna M. Plantinga

STAT 161 (F)(S) Introductory Statistics for Social Science (QFR)

This course will cover the basics of modern statistical analysis with a view toward applications in the social sciences. Topics include exploratory data analysis, linear regression, basic statistical inference, and elements of probability theory. The course focuses on the application of statistical tools to solve problems, to make decisions, and the use of statistical thinking to understand the world.

Requirements/Evaluation: Weekly homework, quizzes, two midterms and a final exam (midterms include take-home components), and a data analysis project. Students will need to become familiar with the statistical software STATA.

Prerequisites: MATH 130 (or equivalent); not open to students who have completed STAT 101 or equivalent

Enrollment Limit: 40

Enrollment Preferences: Economics majors, sophomores

Expected Class Size: 40

Grading: yes pass/fail option, no fifth course option

Unit Notes: Students with calculus background should consider STAT 201. Students without any calculus background should consider STAT 101. Students with AP Stat 4 or 5 should consider Stat 202. Please refer to the placement chart on the Math&Stat department website for more information.

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: Reasoning with data

Attributes: PHLH Statistics Courses

Fall 2024

LEC Section: 01 MWF 9:00 am - 9:50 am Duncan A. Clark

LEC Section: 02 MWF 11:00 am - 11:50 am Duncan A. Clark

Spring 2025

LEC Section: 01 MWF 10:00 am - 10:50 am Duncan A. Clark

LEC Section: 02 MWF 12:00 pm - 12:50 pm Duncan A. Clark

STAT 201 (F)(S) Statistics and Data Analysis (QFR)

Statistics can be viewed as the art and science of turning data into information. Real world decision-making, whether in business or science, is often based on data and the perceived information it contains. Sherlock Holmes, when prematurely asked the merits of a case by Dr. Watson, snapped back, "Data, data, data! I can't make bricks without clay." In this course, we will study the basic methods by which statisticians attempt to extract information from data. These will include many of the standard tools of statistical inference such as hypothesis testing, confidence intervals, and linear regression as well as exploratory and graphical data analysis techniques. This is an accelerated introductory statistics course that involves computational programming and incorporates modern statistical techniques.

Requirements/Evaluation: weekly homework and projects, midterm exams, and a final exam.

Prerequisites: MATH 150 or equivalent; not open to students who have completed STAT 101 or STAT 161 or equivalent

Enrollment Limit: 40

Enrollment Preferences: Prospective Statistics majors, students for whom the course is a major prerequisite, and seniors

Expected Class Size: 40

Grading: yes pass/fail option, yes fifth course option

Unit Notes: Students with AP Stat 4/5 or STAT 101/161 should enroll in STAT 202. Students with no calc or stats background should enroll in STAT 101. Students with MATH 140 but no statistics should enroll in STAT 161.

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: Students will learn to choose, carry out, interpret, and communicate analyses of data.

Attributes: COGS Related Courses PHLH Statistics Courses

Fall 2024

LEC Section: 01 TF 1:10 pm - 2:25 pm Elizabeth M. Upton

Spring 2025

LEC Section: 01 TF 1:10 pm - 2:25 pm Elizabeth M. Upton

STAT 202 (F)(S) Introduction to Statistical Modeling (QFR)

Data come from a variety of sources: sometimes from planned experiments or designed surveys, sometimes by less organized means. In this course we'll explore the kinds of models and predictions that we can make from both kinds of data, as well as design aspects of collecting data. We'll focus on model building, especially multiple regression, and talk about its potential to answer questions about the world -- and about its limitations. We'll emphasize applications over theory and analyze real data sets throughout the course.

Requirements/Evaluation: Homework problems; quizzes; exams; a final project (on a topic that interests you!). Participation matters! Engagement with your peers is an important part of learning, of being a statistician in the Real World...and of your evaluation in this course. While your assignments

will be submitted (and graded) individually, you'll be responsible for giving and receiving peer feedback, contributing to class discussions, and working together with classmates on practice problems.

Prerequisites: MATH 140 and STAT 101/161/201/AP Statistics 4/5, or permission of instructor.

Enrollment Limit: 40

Enrollment Preferences: Prospective Statistics majors and more senior students

Expected Class Size: 25

Grading: yes pass/fail option, yes fifth course option

Unit Notes: Students with a 4 on the AP Stats exam should contact the department for proper placement. Students with STAT 201 are strongly encouraged to take STAT 346 or other 300-level statistics electives.

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: This course uses mathematical tools and computing programs to create models, make predictions, assess uncertainty, and describe data. We'll also emphasize choosing appropriate mathematical tools and interpreting their results in a real-world context.

Attributes: PHLH Statistics Courses

Fall 2024

LEC Section: 01 TR 8:30 am - 9:45 am Anna C. Neufeld

LEC Section: 02 TR 9:55 am - 11:10 am Anna C. Neufeld

Spring 2025

LEC Section: 01 TR 8:30 am - 9:45 am Anna C. Neufeld

LEC Section: 02 TF 1:10 pm - 2:25 pm Xizhen Cai

STAT 335 (S) Introduction to Biostatistics and Epidemiology (QFR)

Epidemiology is the study of disease and disability in human populations, while biostatistics focuses on the development and application of statistical methods to address questions that arise in medicine, public health, or biology. This course will begin with epidemiological study designs and core concepts in epidemiology, followed by key statistical methods in public health research. Topics will include multiple regression, analysis of categorical data (two sample methods, sets of 2x2 tables, RxC tables, and logistic regression), survival analysis (Cox proportional hazards model), and if time permits, a brief introduction to regression with correlated data.

Requirements/Evaluation: Evaluation will be primarily based on weekly assignments (regular homework or mini-projects), two midterm exams, and a final exam.

Prerequisites: Stat 201 or Stat 202, or permission of instructor (prior experience should include a working understanding of multiple linear regression, the basics of statistical inference, and R).

Enrollment Limit: 20

Enrollment Preferences: Statistics majors and prospective majors who have not yet taken Stat 346; public health concentrators

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: Students will learn how to choose, implement, and interpret statistical analyses relevant to public health studies.

Attributes: PHLH Statistics Courses

Spring 2025

LEC Section: 01 MWF 12:00 pm - 12:50 pm Anna M. Plantinga

STAT 341 (F)(S) Probability (QFR)

Cross-listings: MATH 341

[Secondary Cross-listing](#)

The historical roots of probability lie in the study of games of chance. Modern probability, however, is a mathematical discipline that has wide applications in a myriad of other mathematical and physical sciences. Drawing on classical gaming examples for motivation, this course will present axiomatic and mathematical aspects of probability. Included will be discussions of random variables (both discrete and continuous), distribution and expectation, independence, laws of large numbers, and the well-known Central Limit Theorem. Many interesting and important applications will also be presented, including some from classical Poisson processes, random walks and Markov Chains.

Requirements/Evaluation: homework, classwork, and exams

Prerequisites: MATH 150 and MATH 250 or permission of the instructor

Enrollment Limit: 50

Enrollment Preferences: Priority will be given to Mathematics majors and to Statistics Majors.

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

STAT 341(D3) MATH 341(D3)

Quantitative/Formal Reasoning Notes: This is a 300-level Math/Stat course.

Fall 2024

LEC Section: 01 MWF 12:00 pm - 12:50 pm Mihai Stoiciu

Spring 2025

LEC Section: 01 TR 9:55 am - 11:10 am Steven J. Miller

STAT 342 (S) Introduction to Stochastic Processes (QFR)

Stochastic processes are mathematical models for random phenomena evolving in time or space. Examples include the number of people in a queue at time t or the accumulated claims paid by an insurance company in an interval of time t . This course introduces the basic concepts and techniques of stochastic processes used to construct models for a variety of problems of practical interest. The theory of Markov chains will guide our discussion as we cover topics such as martingales, random walks, Poisson process, birth and death processes, and Brownian motion.

Requirements/Evaluation: weekly homework/labs, classwork, and exams

Prerequisites: STAT 341

Enrollment Limit: 30

Enrollment Preferences: senior Statistics majors

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: This is a statistics class with a focus on mathematical skills and translating real world phenomena into mathematical descriptions.

Spring 2025

LEC Section: 01 TF 2:35 pm - 3:50 pm Elizabeth M. Upton

STAT 344 (S) Statistical Design of Experiments (QFR)

When you hear the word experiment you might be picturing white lab coats and pipettes, but businesses, especially e-commerce, are constantly experimenting as well. How do you get the most out of both scientific and business investigations? By doing the right experiment in the first place. We'll explore the techniques used to plan experiments that are both efficient and statistically sound. We'll learn how to analyze the data that come from these experiments and the conclusions we can draw from that analysis. We'll look at both classical tools like fractional factorial designs as well as optimal design, and see how these two frameworks differ in their philosophy and in what they can do. Throughout the course, we'll make extensive use of both R and JMP software to work with real-world data.

Requirements/Evaluation: Homework problems--both individual and in groups, midterm, final, and projects (on topics that interest you!).

Prerequisites: STAT 161 or 201 or 202, or equivalent, and Math 140 or equivalent, or permission of instructor

Enrollment Limit: 20

Enrollment Preferences: Statistics majors, seniors, juniors, sophomores, first years

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: This course uses mathematical tools and computing programs to design experiments, analyze their results, and assess their effectiveness. We'll also emphasize choosing appropriate mathematical tools and interpreting their results in a real-world context.

Spring 2025

LEC Section: 01 MWF 10:00 am - 10:50 am Richard D. De Veaux

STAT 346 (F)(S) Regression Theory and Applications (QFR)

This course focuses on the building of empirical models through data in order to predict, explain, and interpret scientific phenomena. Regression modeling is the most widely used method for analyzing and predicting a response data and for understand the relationship with explanatory variables. This course provides both theoretical and practical training in statistical modeling with particular emphasis on simple linear and multiple regression, using R to develop and diagnose models. The course covers the theory of multiple regression and diagnostics from a linear algebra perspective with emphasis on the practical application of the methods to real data sets. The data sets will be taken from a wide variety of disciplines.

Requirements/Evaluation: Weekly homework, quizzes, theory and data analysis exams, and final course project.

Prerequisites: MATH/STAT 341, MATH 250, and at least one of STAT 201 or 202. Or permission of the instructor.

Enrollment Limit: 30

Enrollment Preferences: Statistics Majors

Expected Class Size: 20

Grading: yes pass/fail option, no fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: This course prepares students in the use of quantitative methods for the modeling, prediction and understanding of scientific phenomena.

Fall 2024

LEC Section: 01 TR 9:55 am - 11:10 am Xizhen Cai

Spring 2025

LEC Section: 01 TR 9:55 am - 11:10 am Xizhen Cai

STAT 355 (F) Multivariate Statistical Analysis (QFR)

To better understand complex processes, we study how variables are related to one another and how they work in combination. In addition, we want to make inferences about more than one variable at a time. Elementary statistical methods might not apply. In this course, we study the tools and the intuition that are necessary to analyze and describe such datasets with more than multiple variables. Topics covered will include data visualization techniques for data sets with more variables, clustering algorithms, parametric and non-parametric techniques to estimate joint distributions, techniques for combining variables, performing dimension reduction, and making inferences.

Requirements/Evaluation: Homework, projects, quizzes, and exams.

Prerequisites: MATH 250, and STAT 346 or permission of instructor

Enrollment Limit: 15

Enrollment Preferences: Juniors/seniors

Expected Class Size: 10

Grading: yes pass/fail option, no fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: It is an advanced statistics class with prerequisites that are QFR courses

Fall 2024

LEC Section: 01 TF 1:10 pm - 2:25 pm Xizhen Cai

STAT 360 (F) Statistical Inference (QFR)

How do we estimate unknown parameters and express the uncertainty we have in our estimate? Is there an estimator that works best? Many topics from introductory statistics such as random variables, the central limit theorem, point and interval estimation and hypotheses testing will be revisited and put on a more rigorous mathematical footing. The focus is on maximum likelihood estimators and their properties. Bayesian and computer intensive resampling techniques (e.g., the bootstrap) will also be considered.

Requirements/Evaluation: Homework, Quizzes, Exams

Prerequisites: MATH 250, STAT 201 or 202, STAT 341

Enrollment Limit: 15

Enrollment Preferences: Statistics majors

Expected Class Size: 15

Grading: no pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: A rigorous mathematical course laying the foundation for reasoning with data

Fall 2024

LEC Section: 01 MWF 10:00 am - 10:50 am Richard D. De Veaux

STAT 442 (S) Statistical Learning and Data Mining (QFR)

In both science and industry today, the ability to collect and store data can outpace our ability to analyze it. Traditional techniques in statistics are often unable to cope with the size and complexity of today's data bases and data warehouses. New methodologies in Statistics have recently been developed, designed to address these inadequacies, emphasizing visualization, exploration and empirical model building at the expense of traditional hypothesis testing. In this course we will examine these new techniques and apply them to a variety of real data sets.

Class Format: Students cannot take both STAT 315 and STAT 442. Only one of the two can be taken for credit.

Requirements/Evaluation: class participation, weekly homework, exams and an end-of-term project

Prerequisites: MATH/STAT 341 and STAT 346, or permission of instructor

Enrollment Limit: 20

Enrollment Preferences: Statistics majors, juniors and seniors. Students cannot take both STAT 315 and STAT 442. Only one of the two can be taken for credit.

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: This is an advanced statistics class involving theory and application of statistical methods to data.

Spring 2025

LEC Section: 01 MR 2:35 pm - 3:50 pm Anna C. Neufeld

STAT 458 (F) Generalized Linear Models- Theory and Applications (QFR)

This course will explore generalized linear models (GLMs)--the extension of linear models, discussed in Stat346, to response variables that have

specific non-normal distributions, such as counts and proportions. We will consider the general structure and theory of GLMs and see their use in a range of applications. As time permits, we will also examine extensions of these models for clustered data such as mixed effects models and generalized estimating equations.

Requirements/Evaluation: Weekly homework consisting of theoretical exercises and data analyses carried out in R. Short frequent quizzes and one midterm (with an in-class and take-home component). Final project and final exam.

Prerequisites: STAT 346, or permission of instructor

Enrollment Limit: 20

Enrollment Preferences: Seniors and Statistics majors

Expected Class Size: 10

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: This is an intensive statistics course, involving theoretical and mathematical reasoning as well as the application of mathematical ideas to data using software.

Fall 2024

LEC Section: 01 TF 2:35 pm - 3:50 pm Elizabeth M. Upton

STS 150 (F) Data for Justice (DPE) (QFR)

Cross-listings: AMST 150 / SOC 150 / WGSS 150 / INTR 150

Secondary Cross-listing

This course is a unique and inclusive introduction to data science where quantitative thinking, programming, and social justice intertwine. We will build our data science skills using R, a popular open-source data science tool. We will focus on essential stages of data analysis, including data acquisition, cleaning, wrangling, visualization, and exploration. But rather than divorcing these techniques from the social issues they can help illuminate, we ground them in a social justice context. Overall, we will apply data science skills to topics drawn from criminal justice, environmental justice, diversity and inclusion in arts and media, education equity, and much more, with the goal of growing our collective capacity to use data science as a tool for social good. During a time when humans are increasingly subjugated to data-driven algorithmic decisions, when there are social media accounts dedicated to highlighting misuses of data, and when artificial intelligence makes faking data a nearly trivial task, using data to ethically and carefully promote justice is more important than ever.

Class Format: This course is taught in a highly interactive format and will frequently use a flipped-classroom approach. Students should expect substantial time devoted to in-class collaboration.

Requirements/Evaluation: Students will complete regularly assigned activities, problem sets, and other assessments. To move towards a non-hierarchical, transparent, and egalitarian grading system, the instructor adopts a mastery-based approach.

Prerequisites: None. This course assumes no prior knowledge of data science or R programming. An interest in social justice and a willingness to engage intensively with data and computing are essential.

Enrollment Limit: 18

Enrollment Preferences: Students without prior college-level courses in statistics and programming.

Expected Class Size: 18

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

STS 150(D2) AMST 150(D2) SOC 150(D2) WGSS 150(D2) INTR 150(D2)

Difference, Power, and Equity Notes: This course uses data science as a lens for injustice in spheres such as criminal justice, environmental justice, diversity and inclusion in arts and media, education equity. We will consider race, gender, LGBTQ+, disability, and other axes of identity. Additionally, we will adopt a data-critical perspective, thinking about how social forces shape data and our understanding of it.

Quantitative/Formal Reasoning Notes: This course teaches quantitative tools in R, a widely-adopted data science platform. We will focus on essential stages of data analysis, including data acquisition, cleaning, wrangling, visualization, and exploration.

Fall 2024

LEC Section: 01 TR 9:55 am - 11:10 am Chad M. Topaz

LEC Section: 02 TR 11:20 am - 12:35 pm Chad M. Topaz

STS 363 (S) Data for Justice Research Practicum (DPE) (QFR)

Cross-listings: WGSS 363 / INTR 350 / AMST 363

Secondary Cross-listing

Civil rights activist, educator, and investigative journalist Ida B. Wells said that "the way to right wrongs is to shine the light of truth upon them." In this inclusive, collaborative, research-based course, students will bring statistical, computational, and/or mathematical approaches to bear on issues of social justice. Guided closely by the instructor, students will work in groups to carry out original research in an area such as criminal justice, education equity, environmental justice, health care equity, economic justice, or inclusion in arts/media. Prior research experience is not required; one goal of this course is to build skills for advanced research.

Class Format: This course is an intensive research practicum. Formation of research groups and selection of research topics will be facilitated by the instructor. The primary modality of work is peer collaboration.

Requirements/Evaluation: To move towards a non-hierarchical, transparent, and egalitarian grading system, the instructor adopts a mastery-based, ungraded assessment framework.

Prerequisites: INTR 150 (Data for Justice), or prior equivalent exposure to computing, statistics, and social justice topics as approved by the instructor.

Enrollment Limit: 10

Enrollment Preferences: Students who have a declared major in Division I or II, who meet the prerequisites of the course, and who fill out the instructor's preregistration survey (contact the instructor for link).

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 363(D2) STS 363(D2) INTR 350(D2) AMST 363(D2)

Difference, Power, and Equity Notes: Students will research issues of social justice in areas such as criminal justice, arts/media, environmental justice, education, and health care, and along identity axes such as gender, race/ethnicity, disability status, and sexual orientation.

Quantitative/Formal Reasoning Notes: Students will use multiple mathematical, statistical, and computational frameworks to acquire, model, and analyze real-world data.

Spring 2025

SEM Section: 01 TR 9:55 am - 11:10 am Chad M. Topaz

SEM Section: 02 TR 11:20 am - 12:35 pm Chad M. Topaz

WGSS 150 (F) Data for Justice (DPE) (QFR)

Cross-listings: STS 150 / AMST 150 / SOC 150 / INTR 150

Secondary Cross-listing

This course is a unique and inclusive introduction to data science where quantitative thinking, programming, and social justice intertwine. We will build our data science skills using R, a popular open-source data science tool. We will focus on essential stages of data analysis, including data acquisition, cleaning, wrangling, visualization, and exploration. But rather than divorcing these techniques from the social issues they can help illuminate, we ground them in a social justice context. Overall, we will apply data science skills to topics drawn from criminal justice, environmental justice, diversity and inclusion in arts and media, education equity, and much more, with the goal of growing our collective capacity to use data science as a tool for social good. During a time when humans are increasingly subjugated to data-driven algorithmic decisions, when there are social media accounts dedicated to highlighting misuses of data, and when artificial intelligence makes faking data a nearly trivial task, using data to ethically and carefully promote justice is more important than ever.

Class Format: This course is taught in a highly interactive format and will frequently use a flipped-classroom approach. Students should expect

substantial time devoted to in-class collaboration.

Requirements/Evaluation: Students will complete regularly assigned activities, problem sets, and other assessments. To move towards a non-hierarchical, transparent, and egalitarian grading system, the instructor adopts a mastery-based approach.

Prerequisites: None. This course assumes no prior knowledge of data science or R programming. An interest in social justice and a willingness to engage intensively with data and computing are essential.

Enrollment Limit: 18

Enrollment Preferences: Students without prior college-level courses in statistics and programming.

Expected Class Size: 18

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

STS 150(D2) AMST 150(D2) SOC 150(D2) WGSS 150(D2) INTR 150(D2)

Difference, Power, and Equity Notes: This course uses data science as a lens for injustice in spheres such as criminal justice, environmental justice, diversity and inclusion in arts and media, education equity. We will consider race, gender, LGTBQ+, disability, and other axes of identity. Additionally, we will adopt a data-critical perspective, thinking about how social forces shape data and our understanding of it.

Quantitative/Formal Reasoning Notes: This course teaches quantitative tools in R, a widely-adopted data science platform. We will focus on essential stages of data analysis, including data acquisition, cleaning, wrangling, visualization, and exploration.

Fall 2024

LEC Section: 01 TR 9:55 am - 11:10 am Chad M. Topaz

LEC Section: 02 TR 11:20 am - 12:35 pm Chad M. Topaz

WGSS 363 (S) Data for Justice Research Practicum (DPE) (QFR)

Cross-listings: STS 363 / INTR 350 / AMST 363

Secondary Cross-listing

Civil rights activist, educator, and investigative journalist Ida B. Wells said that "the way to right wrongs is to shine the light of truth upon them." In this inclusive, collaborative, research-based course, students will bring statistical, computational, and/or mathematical approaches to bear on issues of social justice. Guided closely by the instructor, students will work in groups to carry out original research in an area such as criminal justice, education equity, environmental justice, health care equity, economic justice, or inclusion in arts/media. Prior research experience is not required; one goal of this course is to build skills for advanced research.

Class Format: This course is an intensive research practicum. Formation of research groups and selection of research topics will be facilitated by the instructor. The primary modality of work is peer collaboration.

Requirements/Evaluation: To move towards a non-hierarchical, transparent, and egalitarian grading system, the instructor adopts a mastery-based, ungraded assessment framework.

Prerequisites: INTR 150 (Data for Justice), or prior equivalent exposure to computing, statistics, and social justice topics as approved by the instructor.

Enrollment Limit: 10

Enrollment Preferences: Students who have a declared major in Division I or II, who meet the prerequisites of the course, and who fill out the instructor's preregistration survey (contact the instructor for link).

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 363(D2) STS 363(D2) INTR 350(D2) AMST 363(D2)

Difference, Power, and Equity Notes: Students will research issues of social justice in areas such as criminal justice, arts/media, environmental justice, education, and health care, and along identity axes such as gender, race/ethnicity, disability status, and sexual orientation.

Quantitative/Formal Reasoning Notes: Students will use multiple mathematical, statistical, and computational frameworks to acquire, model, and analyze real-world data.

Spring 2025

SEM Section: 01 TR 9:55 am - 11:10 am Chad M. Topaz

SEM Section: 02 TR 11:20 am - 12:35 pm Chad M. Topaz

Quantitative and Formal Reasoning

AMST 150 (F) Data for Justice (DPE) (QFR)

Cross-listings: STS 150 / SOC 150 / WGSS 150 / INTR 150

Secondary Cross-listing

This course is a unique and inclusive introduction to data science where quantitative thinking, programming, and social justice intertwine. We will build our data science skills using R, a popular open-source data science tool. We will focus on essential stages of data analysis, including data acquisition, cleaning, wrangling, visualization, and exploration. But rather than divorcing these techniques from the social issues they can help illuminate, we ground them in a social justice context. Overall, we will apply data science skills to topics drawn from criminal justice, environmental justice, diversity and inclusion in arts and media, education equity, and much more, with the goal of growing our collective capacity to use data science as a tool for social good. During a time when humans are increasingly subjugated to data-driven algorithmic decisions, when there are social media accounts dedicated to highlighting misuses of data, and when artificial intelligence makes faking data a nearly trivial task, using data to ethically and carefully promote justice is more important than ever.

Class Format: This course is taught in a highly interactive format and will frequently use a flipped-classroom approach. Students should expect substantial time devoted to in-class collaboration.

Requirements/Evaluation: Students will complete regularly assigned activities, problem sets, and other assessments. To move towards a non-hierarchical, transparent, and egalitarian grading system, the instructor adopts a mastery-based approach.

Prerequisites: None. This course assumes no prior knowledge of data science or R programming. An interest in social justice and a willingness to engage intensively with data and computing are essential.

Enrollment Limit: 18

Enrollment Preferences: Students without prior college-level courses in statistics and programming.

Expected Class Size: 18

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

STS 150(D2) AMST 150(D2) SOC 150(D2) WGSS 150(D2) INTR 150(D2)

Difference, Power, and Equity Notes: This course uses data science as a lens for injustice in spheres such as criminal justice, environmental justice, diversity and inclusion in arts and media, education equity. We will consider race, gender, LGBTQ+, disability, and other axes of identity. Additionally, we will adopt a data-critical perspective, thinking about how social forces shape data and our understanding of it.

Quantitative/Formal Reasoning Notes: This course teaches quantitative tools in R, a widely-adopted data science platform. We will focus on essential stages of data analysis, including data acquisition, cleaning, wrangling, visualization, and exploration.

Fall 2024

LEC Section: 02 TR 11:20 am - 12:35 pm Chad M. Topaz

LEC Section: 01 TR 9:55 am - 11:10 am Chad M. Topaz

AMST 363 (S) Data for Justice Research Practicum (DPE) (QFR)

Cross-listings: WGSS 363 / STS 363 / INTR 350

Secondary Cross-listing

Civil rights activist, educator, and investigative journalist Ida B. Wells said that "the way to right wrongs is to shine the light of truth upon them." In this inclusive, collaborative, research-based course, students will bring statistical, computational, and/or mathematical approaches to bear on issues of

social justice. Guided closely by the instructor, students will work in groups to carry out original research in an area such as criminal justice, education equity, environmental justice, health care equity, economic justice, or inclusion in arts/media. Prior research experience is not required; one goal of this course is to build skills for advanced research.

Class Format: This course is an intensive research practicum. Formation of research groups and selection of research topics will be facilitated by the instructor. The primary modality of work is peer collaboration.

Requirements/Evaluation: To move towards a non-hierarchical, transparent, and egalitarian grading system, the instructor adopts a mastery-based, ungraded assessment framework.

Prerequisites: INTR 150 (Data for Justice), or prior equivalent exposure to computing, statistics, and social justice topics as approved by the instructor.

Enrollment Limit: 10

Enrollment Preferences: Students who have a declared major in Division I or II, who meet the prerequisites of the course, and who fill out the instructor's preregistration survey (contact the instructor for link).

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 363(D2) STS 363(D2) INTR 350(D2) AMST 363(D2)

Difference, Power, and Equity Notes: Students will research issues of social justice in areas such as criminal justice, arts/media, environmental justice, education, and health care, and along identity axes such as gender, race/ethnicity, disability status, and sexual orientation.

Quantitative/Formal Reasoning Notes: Students will use multiple mathematical, statistical, and computational frameworks to acquire, model, and analyze real-world data.

Spring 2025

SEM Section: 01 TR 9:55 am - 11:10 am Chad M. Topaz

SEM Section: 02 TR 11:20 am - 12:35 pm Chad M. Topaz

ASTR 111 (F) Introduction to Astrophysics (QFR)

The science of astronomy spans vast scales of space and time, from individual atoms to entire galaxies and from the universe's beginning to the future fate of our Sun. In this course, we will survey some of the main ideas in modern astrophysics, with an emphasis on the physics of stars and galaxies. ASTR 111 is the first course in the Astrophysics and Astronomy major sequences. It is also appropriate for students planning to major in one of the other sciences or mathematics and for others who would like a quantitative introduction that emphasizes the relationship of contemporary physics to astronomy. Topics include gravity and orbits, radiation laws and stellar spectra, physical characteristics of the Sun and other stars, star formation and evolution, black holes, galaxies, the expanding universe, and the Big Bang. Students will also use telescopes to observe stars, nebulae, planets, and galaxies and to make daytime observations of the Sun.

Class Format: The class has weekly afternoon laboratory sessions, which will alternate between 'hands-on' activities and problem-solving/discussion sessions. Nighttime observing sessions will occur throughout the semester.

Requirements/Evaluation: weekly problem sets, two hour-long tests, a final exam, lab reports, and an observing portfolio

Prerequisites: a year of high school Physics, concurrent college Physics, or permission of instructor, and MATH 140 or equivalent

Enrollment Limit: 28; 14/lab

Enrollment Preferences: potential Astronomy majors

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: The course requires regular problem sets and quantitative assignments. The course will emphasize how physical equations explain the observed properties of the universe.

Fall 2024

LEC Section: 01 TR 11:20 am - 12:35 pm Anne Jaskot

LAB Section: 02 M 1:10 pm - 3:50 pm Kevin Flaherty, Anne Jaskot

LAB Section: 03 R 1:10 pm - 3:50 pm Kevin Flaherty, Anne Jaskot

ASTR 206 (S) Astrobiology (QFR)

This course will focus on the development of complex life and its observational signatures, both on Earth and on other worlds. We will first investigate the conditions that have led to the development of complex life on Earth. We will view Earth over time from an outsider's perspective and challenge preconceptions about the basic requirements for life. We will also explore the 'hot spots' in the search for life beyond Earth in our Solar System. Observations in the next decade may reveal biosignatures in the atmospheres of exoplanets. We will learn about these future observations, while also interacting with current research-grade data for other planets and learning about the methods used to constrain the physical conditions on other worlds. Using quantitative models, we will test the stability of Earth-like planets to the variable and potentially hostile conditions of evolving solar systems.

Requirements/Evaluation: weekly problem sets, one paper, two mid-term exams, and a final exam

Prerequisites: Math 130 and at least one prior physical science course (either Astronomy, Physics, Geosciences, or Chemistry), or permission of instructor

Enrollment Limit: 20

Enrollment Preferences: Science majors, with preference given to students majoring in Astronomy, Astrophysics, or Geosciences

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: In this course students will make quantitative comparisons between environmental conditions on Earth, other planetary bodies, and models. The students will also examine observations regarding the detection and characterization of planetary bodies, including contemporary data.

Spring 2025

LEC Section: 01 MR 2:35 pm - 3:50 pm

ASTR 402 (S) Between the Stars: The Interstellar Medium (QFR)

The matter between the stars--the interstellar medium--tells the story of the evolution of galaxies and the stars within them. Stars are accompanied by diffuse matter all through their lifetimes, from their birthplaces in dense molecular clouds, to the stellar winds they eject as they evolve, and to their final fates as they shed their outer layers, whether as planetary nebulae or dazzling supernovae. As these processes go on, they enrich the interstellar medium with the products of the stars' nuclear fusion. Interpreting the emission from this interstellar gas is one of astronomers' most powerful tools to measure the physical conditions, motions, and composition of our own galaxy and others. In this course we will study the interstellar medium in its various forms, from cold, dense, star-forming molecular clouds to X-ray-emitting bubbles formed by supernovae. We will learn about the physical mechanisms that produce the radiation we observe, including radiative ionization and recombination, collisional excitation of "forbidden" lines, collisional ionization, and synchrotron radiation. Applying our understanding of these processes, we will analyze the physical conditions and chemical compositions of a variety of nebulae. Finally, we will discuss the evolution of interstellar material in galaxies across cosmic time. This course is observing-intensive. Throughout the semester, students will work in small groups to design, carry out, analyze, and critique their own observations of the interstellar medium taken using the rooftop telescope.

Class Format: Tutorial meetings will be scheduled with the professor. Students will also complete observing projects using the rooftop telescope.

Requirements/Evaluation: weekly problem sets, 10-page final paper, and observing projects

Prerequisites: ASTR 111 and PHYS 201 or permission of instructor

Enrollment Limit: 10

Enrollment Preferences: juniors and seniors

Expected Class Size: 6

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: In this course, students will derive quantitative physical formulas, use these equations to calculate and compare physical properties, and generate and analyze graphical representations of data. They will also make and analyze measurements of astronomical data through observing projects.

Spring 2025

TUT Section: T1 TBA Anne Jaskot

ASTR 413 (F) Building Stars: A Physical Model of Stellar Structure (QFR)

How does the Sun shine? How does the Sun evolve with time? What physical processes determine the power output of the Sun? In this course we will explore our modern understanding of how stars work, and why they have a range of sizes, temperatures, and luminosities. As we go, we will discuss the laws of physics at work in our Sun and other stars. Over the course of the semester, we will build a working computer model of the Sun using the basic laws of nuclear fusion, radiative transfer, thermal mechanics, and hydrostatic equilibrium.

Class Format: Lectures will include time for computer programming work

Requirements/Evaluation: weekly problem sets, weekly coding homework assignments, two mid-term exams, and a final project

Prerequisites: PHYS 142 or 151, any prior class that makes use of programming, or permission of instructor

Enrollment Limit: 10

Enrollment Preferences: Astronomy, Astrophysics, or Physics majors, with first preference to Astronomy or Astrophysics majors

Expected Class Size: 6

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: In this course, students will use differential equations and numerical coding techniques to test and explore the relationships between physical laws using the Sun and other stars as examples. They will make quantitative comparisons between their calculations and observed stellar properties.

Fall 2024

LEC Section: 01 TR 11:20 am - 12:35 pm

ASTR 498 (S) Independent Study: Astronomy or Astrophysics (QFR)

Astronomy/Astrophysics independent study, directed by one of the Astronomy faculty: Pasachoff/Jaskot/Flaherty

Requirements/Evaluation: Regular work with the instructor; submitted presentations and papers as agreed upon

Prerequisites: suitable Astronomy/Astrophysics/Physics/Math-Stats-Geosciences/Chemistry courses

Enrollment Limit: 10

Enrollment Preferences: research topic

Expected Class Size: 5

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: Substantial quantitative and formal reasoning are involved

Spring 2025

IND Section: 01 TBA David R. Tucker-Smith

BIMO 321 (F) Biochemistry I: Structure and Function of Biological Molecules (QFR)

Cross-listings: BIOL 321 / CHEM 321

Primary Cross-listing

This course introduces the foundational concepts of biochemistry with an emphasis on the structure and function of biological macromolecules.

Specifically, the structure of proteins and nucleic acids are examined in detail in order to determine how their chemical properties and their biological behavior result from those structures. Other topics covered include catalysis, enzyme kinetics, mechanism and regulation; the molecular organization of biomembranes; and the flow of information from nucleic acids to proteins. In addition, the principles and applications of the methods used to characterize macromolecules in solution and the interactions between macromolecules are discussed. The laboratory provides a hands-on opportunity to study macromolecules and to learn the fundamental experimental techniques of biochemistry including electrophoresis, chromatography, and principles of enzymatic assays.

Class Format: lecture, three times per week and laboratory, four hours per week

Requirements/Evaluation: quizzes, a midterm exam, a final exam, problem sets and performance in the laboratories including lab reports

Prerequisites: BIOL 101, CHEM 200 and CHEM 201; or either CHEM 155 or 256 and CHEM 251

Enrollment Limit: 12/lab

Enrollment Preferences: junior and senior Biology and Chemistry majors and BIMO concentrators

Expected Class Size: 36

Grading: no pass/fail option, no fifth course option

Unit Notes: Cannot be counted towards the Biology major in addition to BIOL 222

Distributions: (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

BIOL 321(D3) BIMO 321(D3) CHEM 321(D3)

Quantitative/Formal Reasoning Notes: This course fulfills the QFR requirement with regular problem sets in which quantitative/formal reasoning skills are practiced.

Attributes: BIGP Courses BIMO Required Courses

Fall 2024

LAB Section: 03 R 1:00 pm - 5:00 pm

LEC Section: 01 MWF 10:00 am - 10:50 am B Thuronyi

LAB Section: 02 T 1:00 pm - 3:40 pm

BIMO 322 (S) Biochemistry II: Metabolism (QFR)

Cross-listings: CHEM 322 / BIOL 322

Primary Cross-listing

This lecture course provides an in-depth presentation of the complex metabolic reactions that are central to life. Emphasis is placed on the biological flow of energy including alternative modes of energy generation (aerobic, anaerobic, photosynthetic); the regulation and integration of the metabolic pathways including compartmentalization and the transport of metabolites; and biochemical reaction mechanisms including the structures and mechanisms of coenzymes. This comprehensive study also includes the biosynthesis and catabolism of small molecules (carbohydrates, lipids, amino acids, and nucleotides). Laboratory experiments introduce the principles and procedures used to study enzymatic reactions, bioenergetics, and metabolic pathways.

Class Format: Lecture three hours per week and laboratory three hours per week.

Requirements/Evaluation: several exams and performance in the laboratories including lab reports that emphasize conceptual and quantitative and/or graphic analysis of data

Prerequisites: BIOL 101, plus either: CHEM 156 and CHEM 256, or CHEM 155 and CHEM 156, or CHEM 200 and CHEM 201, or permission of instructor

Enrollment Limit: 48

Enrollment Preferences: junior and senior Biology and Chemistry majors and BIMO concentrators

Expected Class Size: 48

Grading: no pass/fail option, no fifth course option

Unit Notes: cannot be counted towards the Biology major in addition to BIOL 222

Distributions: (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

BIMO 322(D3) CHEM 322(D3) BIOL 322(D3)

Quantitative/Formal Reasoning Notes: The laboratory program is quantitative covering data analyses, numerical transformations, graphical displays.

Attributes: BIGP Courses BIMO Required Courses

Spring 2025

LAB Section: 03 W 1:00 pm - 3:50 pm Caitlyn E. Bowman-Cornelius

LAB Section: 04 R 1:00 pm - 3:50 pm Caitlyn E. Bowman-Cornelius

LEC Section: 01 TR 11:20 am - 12:35 pm Caitlyn E. Bowman-Cornelius

LAB Section: 02 M 1:00 pm - 3:50 pm Caitlyn E. Bowman-Cornelius

BIOL 202 (F) Genetics (QFR)

Genetics, classically defined as the study of heredity, is today a multidisciplinary field whose principles provide critical insight and tools to most areas of biology and medicine. This course covers the experimental basis for our current understanding of the inheritance, structures, and functions of genes. It introduces approaches used by contemporary geneticists and molecular biologists to explore questions in areas of biology ranging from evolution to medicine. A primary focus of the course is on students developing familiarity with problem solving, the logic and quantitative reasoning required to understand how genetic mechanisms lead to biological patterns. The laboratory part of the course provides an experimental introduction to modern genetic analysis as well as introductions to interpreting genetic reasoning in the primary research literature. Laboratory experiments include investigating chromosome structure using microscopy, mapping a mutation to the genome by integrating multiple streams of evidence, and determining the structure of a DNA plasmid using molecular tools.

Class Format: Lecture: three hours per week, Lab: three hours per week.

Requirements/Evaluation: bi-weekly problem sets; weekly laboratory exercises and laboratory reports; three exams

Prerequisites: BIOL 101 and 102

Enrollment Limit: 120

Enrollment Preferences: students interested in the Biology major

Expected Class Size: 60

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: This course develops quantitative skills through solving problems. Students learn to apply basic calculations and logic to predict the outcomes of biological systems, for example, describing the likelihood that an individual will be affected by an inherited disease. Application of quantitative and logical analysis contributes to a large component of the in-class work and the graded material for the class, in the form of problem sets, exams, and data analysis for lab reports.

Attributes: BIGP Courses BIMO Required Courses

Fall 2024

LEC Section: 01 MWF 11:00 am - 11:50 am Luana S. Maroja

LAB Section: 02 M 1:00 pm - 3:50 pm Derek Dean

LAB Section: 05 R 1:00 pm - 3:50 pm Derek Dean

LAB Section: 04 W 1:00 pm - 3:50 pm Derek Dean

LAB Section: 03 T 1:00 pm - 3:50 pm Derek Dean

BIOL 203 (F) Ecology (QFR)

Cross-listings: ENVI 203

Primary Cross-listing

This course combines lectures & discussion with field and indoor laboratory activities to explore factors that determine the distribution and abundance

of plants and animals in natural systems. The course begins with an overview of global environmental patterns and then builds from the population to ecosystem level. Throughout the course, we will emphasize the connection between basic ecological principles and current environmental issues. Selected topics include population dynamics (competition, predation, mutualism); community interactions (succession, food chains and diversity) and ecosystem function (biogeochemical cycles, energy flow). Laboratory activities are designed to engage students in the natural history of the region and build skills in data analysis and scientific writing.

Requirements/Evaluation: pre-class quizzes, lab reports, two mid-term exams, and a final exam

Prerequisites: BIOL 102, or ENVI 102, or permission of instructor

Enrollment Limit: 30

Enrollment Preferences: students planning to pursue Biology and/or ENVI

Expected Class Size: 30

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

BIOL 203(D3) ENVI 203(D3)

Quantitative/Formal Reasoning Notes: Much of the material in this course centers on the interpretation and application of mathematical models used to describe ecological systems. The laboratory section of this course also contains a large data analysis component (based in R). Students are introduced to linear models, multidimensional data analysis and contingency tables.

Attributes: ENVI Natural World Electives EVST Environmental Science

Fall 2024

LAB Section: 03 W 1:00 pm - 3:50 pm Manuel A. Morales

LEC Section: 01 TR 8:30 am - 9:45 am Manuel A. Morales

LAB Section: 02 T 1:00 pm - 3:50 pm Manuel A. Morales

BIOL 305 (S) Evolution (QFR)

This course offers a critical analysis of contemporary concepts in biological evolution. We focus on the relation of evolutionary mechanisms (e.g., selection, drift, and migration) to long term evolutionary patterns (e.g., evolutionary innovations, origin of major groups, and adaptation). Topics include micro-evolutionary models, natural and sexual selection, speciation, the inference of evolutionary history, evolutionary medicine among others.

Requirements/Evaluation: independent research project, problem sets, participation in discussions and exams

Prerequisites: BIOL 102 and one 200 level BIOL course

Enrollment Limit: 24

Enrollment Preferences: Seniors and biology majors

Expected Class Size: 24

Grading: yes pass/fail option, yes fifth course option

Unit Notes: satisfies the distribution requirement for the Biology major

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: We will use mathematical models to study population genetics.

Attributes: BIGP Courses BIMO Interdepartmental Electives COGS Related Courses

Spring 2025

LAB Section: 03 T 1:00 pm - 3:50 pm

LEC Section: 01 TR 11:20 am - 12:35 pm

LAB Section: 02 M 1:00 pm - 3:50 pm

BIOL 321 (F) Biochemistry I: Structure and Function of Biological Molecules (QFR)

Cross-listings: BIMO 321 / CHEM 321

Secondary Cross-listing

This course introduces the foundational concepts of biochemistry with an emphasis on the structure and function of biological macromolecules. Specifically, the structure of proteins and nucleic acids are examined in detail in order to determine how their chemical properties and their biological behavior result from those structures. Other topics covered include catalysis, enzyme kinetics, mechanism and regulation; the molecular organization of biomembranes; and the flow of information from nucleic acids to proteins. In addition, the principles and applications of the methods used to characterize macromolecules in solution and the interactions between macromolecules are discussed. The laboratory provides a hands-on opportunity to study macromolecules and to learn the fundamental experimental techniques of biochemistry including electrophoresis, chromatography, and principles of enzymatic assays.

Class Format: lecture, three times per week and laboratory, four hours per week

Requirements/Evaluation: quizzes, a midterm exam, a final exam, problem sets and performance in the laboratories including lab reports

Prerequisites: BIOL 101, CHEM 200 and CHEM 201; or either CHEM 155 or 256 and CHEM 251

Enrollment Limit: 12/lab

Enrollment Preferences: junior and senior Biology and Chemistry majors and BIMO concentrators

Expected Class Size: 36

Grading: no pass/fail option, no fifth course option

Unit Notes: Cannot be counted towards the Biology major in addition to BIOL 222

Distributions: (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

BIOL 321(D3) BIMO 321(D3) CHEM 321(D3)

Quantitative/Formal Reasoning Notes: This course fulfills the QFR requirement with regular problem sets in which quantitative/formal reasoning skills are practiced.

Attributes: BIGP Courses BIMO Required Courses

Fall 2024

LAB Section: 02 T 1:00 pm - 3:40 pm

LEC Section: 01 MWF 10:00 am - 10:50 am B Thuronyi

LAB Section: 03 R 1:00 pm - 5:00 pm

BIOL 322 (S) Biochemistry II: Metabolism (QFR)

Cross-listings: BIMO 322 / CHEM 322

Secondary Cross-listing

This lecture course provides an in-depth presentation of the complex metabolic reactions that are central to life. Emphasis is placed on the biological flow of energy including alternative modes of energy generation (aerobic, anaerobic, photosynthetic); the regulation and integration of the metabolic pathways including compartmentalization and the transport of metabolites; and biochemical reaction mechanisms including the structures and mechanisms of coenzymes. This comprehensive study also includes the biosynthesis and catabolism of small molecules (carbohydrates, lipids, amino acids, and nucleotides). Laboratory experiments introduce the principles and procedures used to study enzymatic reactions, bioenergetics, and metabolic pathways.

Class Format: Lecture three hours per week and laboratory three hours per week.

Requirements/Evaluation: several exams and performance in the laboratories including lab reports that emphasize conceptual and quantitative and/or graphic analysis of data

Prerequisites: BIOL 101, plus either: CHEM 156 and CHEM 256, or CHEM 155 and CHEM 156, or CHEM 200 and CHEM 201, or permission of instructor

Enrollment Limit: 48

Enrollment Preferences: junior and senior Biology and Chemistry majors and BIMO concentrators

Expected Class Size: 48

Grading: no pass/fail option, no fifth course option

Unit Notes: cannot be counted towards the Biology major in addition to BIOL 222

Distributions: (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

BIMO 322(D3) CHEM 322(D3) BIOL 322(D3)

Quantitative/Formal Reasoning Notes: The laboratory program is quantitative covering data analyses, numerical transformations, graphical displays.

Attributes: BIGP Courses BIMO Required Courses

Spring 2025

LAB Section: 03 W 1:00 pm - 3:50 pm Caitlyn E. Bowman-Cornelius

LAB Section: 02 M 1:00 pm - 3:50 pm Caitlyn E. Bowman-Cornelius

LEC Section: 01 TR 11:20 am - 12:35 pm Caitlyn E. Bowman-Cornelius

LAB Section: 04 R 1:00 pm - 3:50 pm Caitlyn E. Bowman-Cornelius

CAOS 213 (S) Introduction to Environmental and Natural Resource Economics (QFR)

Cross-listings: ECON 213 / ENVI 213

Secondary Cross-listing

We'll use economics to provide one perspective on reasons humans harm the environment and overuse natural resources, and what we can do about it. We'll study climate change, pollution in general, cost benefit analysis, environmental justice, natural resources (like fisheries, forests, and fossil fuels), and energy. We'll talk about how economists put a dollar value on nature and ecosystem services (as well as human health and life!), and the concerns people may have about doing so. We will take an economic approach to global sustainability, and study the relationship between the environment and economic growth. Consideration of justice and equity will be woven throughout the whole semester.

Requirements/Evaluation: problem sets, short essays, final paper; intermediate assignments may include a poster, one or more short presentation(s), other brief writing assignment(s)

Prerequisites: ECON 110 or equivalent

Enrollment Limit: 30

Enrollment Preferences: first-year and sophomore students

Expected Class Size: 30

Grading: yes pass/fail option, yes fifth course option

Unit Notes: this course will count toward both the Environmental Studies major and concentration

Distributions: (D2) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

ECON 213(D2) ENVI 213(D2) CAOS 213(D2)

Quantitative/Formal Reasoning Notes: We will use formal theory expressed in math and graphs, perform calculations, and consume statistical data.

Attributes: ENVI Environmental Policy EVST Social Science/Policy POEC Depth

Spring 2025

LEC Section: 01 MWF 8:30 am - 9:45 am Sarah A. Jacobson

CAOS 327 (F) Coastal Processes and Geomorphology (QFR)

Cross-listings: ENVI 327 / GEOS 327

Secondary Cross-listing

Can people live safely along the coast? Recent events like SuperStorm Sandy and the Tohoku Tsunami have shown us how the ocean can rise up suddenly and wreak havoc on our lives and coastal infrastructure. Only educated geoscientists can evaluate the risks and define informed strategies to

prevent future coastal catastrophes. Currently almost half the global population lives within 100 km of the coast, with a large percent of those living in densely populated cities (e.g., New York, New Orleans, Los Angeles, Shanghai, Hong Kong, Cape Town, Sydney, Mumbai). Despite the growing risks and challenges associated with climate change and rising sea levels, the coastal population continues to grow rapidly. To help ensure these growing populations can live safely along the coast requires a detailed understanding of the processes that shape the coastal zone. These processes act across a variety of scales, from deep-time geologic processes that dictate coastal shape and structure, to decadal-scale processes that determine shoreline position and evolution, to weekly and daily processes such as storms and tides. This course will provide an in-depth look at the forces--wind, waves, storms, and people--that shape the coastal zone, as well as the geologic formations--sandy beaches, rocky cliffs, barrier islands, deltas, and coral reefs--that are acted upon and resist these forces. Coastal dynamics are strongly affected by human interventions, such as seawalls, dredged channels, and sand dune removal, as well as by sea level rise and changes in storm frequency and magnitude associated with climate change. Finally, the course will provide students with a perspective on how the U.S. seeks to manage its coastal zone, focusing on sea level rise and coastal development. This class will include a quantitative lab that will use MATLAB software to model and evaluate various coastal processes. Students will gain a basic understanding of MATLAB functionality, and will be asked to independently apply what they have learned to various data sets provided by the instructor.

Class Format: lecture two times a week with a lab one time per week

Requirements/Evaluation: lab reports, quizzes, and an independent research project

Prerequisites: Either GEOS 104 or GEOS 210; or permission of instructor. No prior knowledge is necessary, but this course does build on principles used to explore complex scientific challenges.

Enrollment Limit: 15

Enrollment Preferences: Geosciences majors

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Unit Notes: This course counts toward the GEOS Group B Electives - Sediments + Life.

Distributions: (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 327(D3) GEOS 327(D3) CAOS 327(D3)

Quantitative/Formal Reasoning Notes: This course will involve the use of MATLAB software to quantitatively analyze coastal process and geomorphological data.

Attributes: ENVI Natural World Electives GEOS Group B Electives - Sediments + Life

Fall 2024

LEC Section: 01 MWF 8:30 am - 9:45 am Alex A. Apotsos

CAOS 477 (F) Economics of Environmental Behavior (QFR)

Cross-listings: ENVI 376 / ECON 477

Secondary Cross-listing

A community maintains a fishery; a firm decides whether to get a green certification; you choose to fly home or stay here for spring break: behaviors of people and firms determine our impact on the environment. We'll use economics to model environmental behavior and to assess how policies can help or hurt the environment. Topics may study include: common pool resources, voluntary conservation, social norms and nudges, discrimination and justice, rationality, firm responses to mandatory and voluntary rules, voting and public opinion, and boycotts and divestment. We'll also build familiarity with the main methodologies of modern economic research: theoretical modeling, empirical analysis of observational data, and experiments.

Class Format: Class sessions will largely consist of presentations and discussions of academic research papers, as well as lab sessions to work on empirical exercises; we may break the class into groups for some discussions

Requirements/Evaluation: regular reading markup, empirical exercises, class participation, 2 oral presentations, and a final original research paper using an experiment, existing data, or theory

Prerequisites: ECON 251 and (ECON 255 or STAT 346)

Enrollment Limit: 19

Enrollment Preferences: senior Economics majors

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

CAOS 477(D2) ENVI 376(D2) ECON 477(D2)

Quantitative/Formal Reasoning Notes: The research students will consume and produce in the class will be based on math-based theory and/or econometric-based empirical analysis.

Attributes: CAOS Senior Seminars ENVI Humanities, Arts + Social Science Electives POEC Depth POEC Skills

Fall 2024

SEM Section: 01 TR 8:30 am - 9:45 am Sarah A. Jacobson

CHEM 100 (F) Chemistry Matters (QFR)

Chemistry matters! From fueling the world's economy to preventing the next pandemic to forecasting future climate change, chemistry touches all aspects of daily life. This course provides an introduction to chemical principles and applications for students with little or no high school chemistry background. Through the lens of contemporary issues and applications (e.g. energy, environment, materials, medicine, etc.), students will be introduced to concepts fundamental to studying matter at the molecular level. Particular emphasis will be placed on skills essential for students to understand chemistry in these contexts, including quantitative reasoning and the development of chemical literacy and intuition. Laboratory meetings will be used to reinforce lecture material through experimentation at the bench and active learning exercises.

Class Format: lecture, three times per week and laboratory, three hours per week

Requirements/Evaluation: problem set assignments, laboratory work and analysis, quizzes/exams and a final assessment

Prerequisites: Students are required to take the online Chemistry Placement Survey prior to registering for the course (chemistry.williams.edu/placement).

Enrollment Limit: 32; 16/lab

Enrollment Preferences: First-year students with little or no high school chemistry experience.

Expected Class Size: 32

Grading: yes pass/fail option, no fifth course option

Unit Notes: CHEM 100 may be taken concurrently with MATH 102--see under Mathematics; CHEM 100 or its equivalent is a prerequisite to CHEM 101.

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: This course fulfills the QFR requirement with regular problem sets and in class activities in which quantitative/formal reasoning skills are practiced.

Fall 2024

LAB Section: 02 W 1:00 pm - 4:00 pm

LAB Section: 03 R 1:00 pm - 4:00 pm

LEC Section: 01 MWF 9:00 am - 9:50 am Katie M. Hart

CHEM 101 (F)(S) Concepts of Chemistry (QFR)

This course broadens and deepens the foundation in chemistry of students who have had one or more years of chemistry at the high school level. Most students begin study of chemistry at Williams with this course. Familiarity with stoichiometry, basic concepts of equilibria, the model of an atom, Lewis structures and VSEPR, and gas laws is expected. Principal topics for this course include modern atomic theory, molecular structure and bonding, states of matter, chemical equilibrium (acid-base and solubility), and an introduction to atomic and molecular spectroscopies. Laboratory periods will largely focus on experiment design, data analysis, literature, scientific writing, and other skills critical to students' development as scientists. The course is of interest to students who anticipate professional study in chemistry, related sciences, or one of the health professions, as well as to those who want to explore the fundamentals of chemistry as part of their general education. This course may be taken pass/fail; however, students who are considering graduate study in science or in the health professions should elect to take this course for a grade.

Class Format: lecture, three times per week and laboratory, four hours per week

Requirements/Evaluation: problem sets and/or quizzes, laboratory work, and exams

Prerequisites: Students are required to take the online Chemistry Placement Survey prior to registering for the course (chemistry.williams.edu/placement) or CHEM 100.

Enrollment Limit: 45; 16/lab

Enrollment Preferences: first-year students

Expected Class Size: 45/lecture

Grading: yes pass/fail option, no fifth course option

Unit Notes: CHEM 101 or its equivalent is a prerequisite for both CHEM 200 and CHEM 201 and is required for the BIMO concentration.

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: This course fulfills the QFR requirement with regular and substantial problem sets in which quantitative/formal reasoning skills are practiced and evaluated.

Attributes: BIMO Required Courses

Fall 2024

LEC Section: 01 MWF 10:00 am - 10:50 am Bob Rawle

LEC Section: 02 MWF 11:00 am - 11:50 am Ben L. Augenbraun

LAB Section: 06 R 1:00 pm - 5:00 pm

LAB Section: 03 M 1:00 pm - 5:00 pm

LAB Section: 07 M 1:00 pm - 5:00 pm

LAB Section: 08 W 1:00 pm - 5:00 pm

LAB Section: 05 W 1:00 pm - 5:00 pm

LAB Section: 04 T 1:00 pm - 5:00 pm

Spring 2025

LAB Section: 03 T 1:00 pm - 5:00 pm

LAB Section: 02 M 1:00 pm - 5:00 pm

LEC Section: 01 MWF 9:00 am - 9:50 am Lee Y. Park

CHEM 200 (S) Advanced Chemical Concepts (QFR)

This course treats an array of topics in modern chemistry, emphasizing broad concepts that connect and weave through the various subdisciplines of the field--biochemistry, inorganic chemistry, organic chemistry, and physical chemistry. It provides the necessary background in chemical science for students who are planning advanced study or a career in chemistry, biological science, geoscience, environmental science, or a health profession. Topics include coordination complexes, thermodynamics, electrochemistry, and kinetics. Laboratory sections will give students hands-on experience involving synthesis, characterization, and reactivity studies of coordination and organic complexes; spectroscopic analyses; thermodynamics; electrochemistry; and kinetics. Students will hone their skills in the presentation of results through written reports and worksheets.

Class Format: lecture, three times per week and laboratory, four hours per week

Requirements/Evaluation: homework assignments, laboratory work, quizzes, midterm exam, and a final exam

Prerequisites: CHEM 101

Enrollment Limit: 35; 16/lab

Enrollment Preferences: first-year students, then sophomores

Expected Class Size: 35

Grading: no pass/fail option, no fifth course option

Unit Notes: CHEM 200 is required for the BIMO concentration

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: This course fulfills the QFR requirement with regular and substantial problem sets in which

quantitative/formal reasoning skills are practiced and evaluated.

Attributes: BIMO Required Courses

Spring 2025

LAB Section: 06 R 1:00 pm - 5:00 pm

LAB Section: 07 T 8:00 am - 12:00 pm

LEC Section: 02 MWF 10:00 am - 10:50 am Enrique Peacock-López

LEC Section: 01 MWF 9:00 am - 9:50 am Enrique Peacock-López

LAB Section: 04 T 1:00 pm - 5:00 pm

LAB Section: 03 M 1:00 pm - 5:00 pm

LAB Section: 05 W 1:00 pm - 5:00 pm

CHEM 201 (F) Organic Chemistry: Introductory Level (QFR)

This course provides the necessary background in organic chemistry for students who are planning advanced study or a career in chemistry, the biological sciences, or the health professions. It initiates the systematic study of the common classes of organic compounds with emphasis on theories of structure and reactivity. Specific topics include basic organic structures and bonding, delocalization and conjugation, acidity & basicity, nucleophilic addition and substitution reactions, stereochemistry and molecular energetics. The theory and interpretation of infrared (IR) and nuclear magnetic resonance (NMR) spectroscopy, as well as the fundamentals of molecular modeling as applied to organic molecules are presented. The coordinated laboratory work includes organic synthesis, purification and separation techniques, as well as characterization by IR and NMR spectroscopy.

Class Format: lecture, three times per week and laboratory, four hours per week

Requirements/Evaluation: quantitative problem solving, laboratory performance, three midterm exams, and a final exam

Prerequisites: CHEM 101 or CHEM 151, 153, or 155

Enrollment Limit: 40; 12/lab

Enrollment Preferences: Seniors, juniors, sophomores, first-year students

Expected Class Size: 40

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: This course fulfills the QFR requirement with regular and substantial problem solving in which quantitative/formal reasoning skills are practiced and evaluated.

Attributes: BIMO Required Courses

Fall 2024

LAB Section: 03 M 1:00 pm - 5:00 pm

LAB Section: 09 W 1:00 pm - 5:00 pm

LEC Section: 01 MWF 9:00 am - 9:50 am Kerry-Ann Green

LAB Section: 08 T 1:00 pm - 5:00 pm

LAB Section: 07 M 1:00 pm - 5:00 pm

LAB Section: 06 R 1:00 pm - 5:00 pm

LAB Section: 05 W 1:00 pm - 5:00 pm

LAB Section: 04 T 1:00 pm - 5:00 pm

LAB Section: 10 T 8:00 am - 12:00 pm

LEC Section: 02 MWF 10:00 am - 10:50 am Amanda K. Turek

CHEM 321 (F) Biochemistry I: Structure and Function of Biological Molecules (QFR)

Cross-listings: BIOL 321 / BIMO 321

Secondary Cross-listing

This course introduces the foundational concepts of biochemistry with an emphasis on the structure and function of biological macromolecules. Specifically, the structure of proteins and nucleic acids are examined in detail in order to determine how their chemical properties and their biological behavior result from those structures. Other topics covered include catalysis, enzyme kinetics, mechanism and regulation; the molecular organization of biomembranes; and the flow of information from nucleic acids to proteins. In addition, the principles and applications of the methods used to characterize macromolecules in solution and the interactions between macromolecules are discussed. The laboratory provides a hands-on opportunity to study macromolecules and to learn the fundamental experimental techniques of biochemistry including electrophoresis, chromatography, and principles of enzymatic assays.

Class Format: lecture, three times per week and laboratory, four hours per week

Requirements/Evaluation: quizzes, a midterm exam, a final exam, problem sets and performance in the laboratories including lab reports

Prerequisites: BIOL 101, CHEM 200 and CHEM 201; or either CHEM 155 or 256 and CHEM 251

Enrollment Limit: 12/lab

Enrollment Preferences: junior and senior Biology and Chemistry majors and BIMO concentrators

Expected Class Size: 36

Grading: no pass/fail option, no fifth course option

Unit Notes: Cannot be counted towards the Biology major in addition to BIOL 222

Distributions: (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

BIOL 321(D3) BIMO 321(D3) CHEM 321(D3)

Quantitative/Formal Reasoning Notes: This course fulfills the QFR requirement with regular problem sets in which quantitative/formal reasoning skills are practiced.

Attributes: BIGP Courses BIMO Required Courses

Fall 2024

LAB Section: 02 T 1:00 pm - 3:40 pm

LAB Section: 03 R 1:00 pm - 5:00 pm

LEC Section: 01 MWF 10:00 am - 10:50 am B Thuronyi

CHEM 322 (S) Biochemistry II: Metabolism (QFR)

Cross-listings: BIMO 322 / BIOL 322

Secondary Cross-listing

This lecture course provides an in-depth presentation of the complex metabolic reactions that are central to life. Emphasis is placed on the biological flow of energy including alternative modes of energy generation (aerobic, anaerobic, photosynthetic); the regulation and integration of the metabolic pathways including compartmentalization and the transport of metabolites; and biochemical reaction mechanisms including the structures and mechanisms of coenzymes. This comprehensive study also includes the biosynthesis and catabolism of small molecules (carbohydrates, lipids, amino acids, and nucleotides). Laboratory experiments introduce the principles and procedures used to study enzymatic reactions, bioenergetics, and metabolic pathways.

Class Format: Lecture three hours per week and laboratory three hours per week.

Requirements/Evaluation: several exams and performance in the laboratories including lab reports that emphasize conceptual and quantitative and/or graphic analysis of data

Prerequisites: BIOL 101, plus either: CHEM 156 and CHEM 256, or CHEM 155 and CHEM 156, or CHEM 200 and CHEM 201, or permission of instructor

Enrollment Limit: 48

Enrollment Preferences: junior and senior Biology and Chemistry majors and BIMO concentrators

Expected Class Size: 48

Grading: no pass/fail option, no fifth course option

Unit Notes: cannot be counted towards the Biology major in addition to BIOL 222

Distributions: (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

BIMO 322(D3) CHEM 322(D3) BIOL 322(D3)

Quantitative/Formal Reasoning Notes: The laboratory program is quantitative covering data analyses, numerical transformations, graphical displays.

Attributes: BIGP Courses BIMO Required Courses

Spring 2025

LAB Section: 03 W 1:00 pm - 3:50 pm Caitlyn E. Bowman-Cornelius

LAB Section: 02 M 1:00 pm - 3:50 pm Caitlyn E. Bowman-Cornelius

LEC Section: 01 TR 11:20 am - 12:35 pm Caitlyn E. Bowman-Cornelius

LAB Section: 04 R 1:00 pm - 3:50 pm Caitlyn E. Bowman-Cornelius

CHEM 361 (S) Quantum Chemistry and Chemical Dynamics (QFR)

This course introduces quantum mechanics, which serves as the basis for understanding molecular structure and spectroscopy. We will begin by discussing the Schrodinger wave equation and then apply this to understanding the translational, vibrational, and rotational structure of molecules. This leads to a discussion of atomic/molecular electronic structure and spectroscopy. Computational methods will be taught to illustrate key quantum mechanical concepts, interpret experimental data, and extend hypotheses. Applications will be chosen from contemporary research fields, including photochemistry, laser spectroscopy, environmental/atmospheric chemistry, organometallic chemistry, and physical organic chemistry.

Requirements/Evaluation: class participation, problem sets, exams, and laboratory work

Prerequisites: CHEM 155 or CHEM 256; or CHEM 200; or permission of instructor; and strongly recommend MATH 150 or MATH 151

Enrollment Limit: 16; 8/lab

Enrollment Preferences: seniors, then juniors

Expected Class Size: 16

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: This course fulfills the QFC requirement and relies heavily upon mathematics and quantitative reasoning in all elements, including problem sets, examinations, and laboratories.

Spring 2025

LEC Section: 01 MWF 11:00 am - 12:15 pm Ben L. Augenbraun

LAB Section: 02 T 1:00 pm - 5:00 pm Ben L. Augenbraun

LAB Section: 03 R 1:00 pm - 5:00 pm Ben L. Augenbraun

CHEM 366 (F) Thermodynamics and Statistical Mechanics (QFR)

The thermodynamic laws provide us with our most powerful and general scientific principles for predicting the direction of spontaneous change in physical, chemical, and biological systems. This course develops the concepts of energy, entropy, free energy, temperature, heat, work, and chemical potential within the framework of classical and statistical thermodynamics. The principles developed are applied to a variety of problems: chemical reactions, phase changes, energy technology, industrial processes, and environmental science. Laboratory experiments provide quantitative and practical demonstrations of the theory of real and ideal systems studied in class.

Class Format: lecture, three times per week and laboratory, four hours per week

Requirements/Evaluation: class participation, oral presentations, problem sets, laboratory work, and an independent project

Prerequisites: CHEM 155 or CHEM 256; or CHEM 200; and basic knowledge of applied integral and differential calculus

Enrollment Limit: 16/lab

Enrollment Preferences: Chemistry majors: seniors, juniors, then sophomores

Expected Class Size: 16

Grading: no pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: This course fulfills the QFC requirement and relies heavily upon mathematics and quantitative reasoning in all elements, including problem sets, examinations, and laboratories.

Attributes: BIMO Interdepartmental Electives

Fall 2024

LAB Section: 02 T 1:00 pm - 5:00 pm Enrique Peacock-López

LEC Section: 01 MWF 11:00 am - 12:15 pm Enrique Peacock-López

CSCI 104 (F) Data Science and Computing for All (QFR)

Many of the world's greatest discoveries and most consequential decisions are enabled or informed by the analysis of data from a myriad of sources. Indeed, the ability to wrangle, visualize, and draw conclusions from data is now a critical tool in the sciences, business, medicine, politics, other academic disciplines, and society as a whole. This course lays the foundations for quantifying relationships in data by exploring complementary computational, statistical, and visualization concepts. These concepts will be reinforced by lab experiences designed to teach programming and statistics skills while analyzing real-world data sets. This course will also examine the broader context and social issues surrounding data analysis, including privacy and ethics.

Requirements/Evaluation: Weekly lab assignments involving programming, a project, and examinations.

Prerequisites: None; previous programming experience or statistics is not required.

Enrollment Limit: 30;15/lab

Enrollment Preferences: Not open to those who have completed or are currently enrolled in a Computer Science course numbered 136 or higher. Preference given to those who have not previously taken a computer science or statistics course.

Expected Class Size: 30

Grading: yes pass/fail option, no fifth course option

Unit Notes: Additional details about the class are available here: <https://www.cs.williams.edu/~cs104>. Please see the Computer Science Department website for more information on selecting an introductory computer science class: <https://csci.williams.edu/>

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: This course includes regular and substantial problem sets, labs, and/or projects in which quantitative/formal reasoning skills are practiced and evaluated.

Fall 2024

LAB Section: 05 T 1:00 pm - 2:30 pm Stephen N. Freund

LAB Section: 06 T 2:30 pm - 4:00 pm Stephen N. Freund

LAB Section: 03 M 1:00 pm - 2:30 pm Stephen N. Freund

LEC Section: 01 MWF 10:00 am - 10:50 am Stephen N. Freund

LEC Section: 02 MWF 11:00 am - 11:50 am Stephen N. Freund

LAB Section: 04 M 2:30 pm - 4:00 pm Stephen N. Freund

CSCI 134 (F)(S) Introduction to Computer Science (QFR)

This course introduces students to the science of computation by exploring the representation and manipulation of data and algorithms. We organize and transform information in order to solve problems using algorithms written in a modern object-oriented language. Topics include organization of data using objects and classes, and the description of processes using conditional control, iteration, methods and classes. We also begin the study of abstraction, self-reference, reuse, and performance analysis. While the choice of programming language and application area will vary in different offerings, the skills students develop will transfer equally well to more advanced study in many areas. In particular, this course is designed to provide the programming skills needed for further study in computer science and is expected to satisfy introductory programming requirements in other departments.

Requirements/Evaluation: weekly programming projects, weekly written homeworks, and two examinations.

Prerequisites: none, except for the standard prerequisites for a (QFR) course; previous programming experience is not required

Enrollment Limit: 30;15/lab

Enrollment Preferences: if the course is over-enrolled, enrollment will be determined by lottery.

Expected Class Size: 30/lec

Grading: yes pass/fail option, yes fifth course option

Unit Notes: Please see the Computer Science Department website for more information on selecting an introductory computer science class: <https://csci.williams.edu/>. Students with prior experience with object-oriented programming should discuss appropriate course placement with members of the department.

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: This course includes regular and substantial problem sets, labs, and/or projects in which quantitative/formal reasoning skills are practiced and evaluated.

Attributes: COGS Interdepartmental Electives

Fall 2024

LAB Section: 08 T 2:30 pm - 4:00 pm Iris Howley

LAB Section: 09 T 2:30 pm - 4:00 pm Bill K. Jannen

LAB Section: 07 M 2:30 pm - 4:00 pm Bill K. Jannen

LAB Section: 06 M 2:30 pm - 4:00 pm Iris Howley

LAB Section: 05 M 1:00 pm - 2:30 pm Bill K. Jannen

LAB Section: 04 M 1:00 pm - 2:30 pm Iris Howley

LEC Section: 03 MWF 11:00 am - 11:50 am Iris Howley

LEC Section: 02 MWF 10:00 am - 10:50 am Iris Howley

LEC Section: 01 MWF 9:00 am - 9:50 am Bill K. Jannen

Spring 2025

LEC Section: 01 MWF 9:00 am - 9:50 am Laura South

LAB Section: 07 T 1:00 pm - 2:30 pm Mark Hopkins

LAB Section: 06 T 1:00 pm - 2:30 pm Laura South

LAB Section: 05 M 2:30 pm - 4:00 pm Mark Hopkins

LAB Section: 08 T 2:30 pm - 4:00 pm Laura South

LEC Section: 03 MWF 11:00 am - 11:50 am Mark Hopkins

LEC Section: 02 MWF 10:00 am - 10:50 am Mark Hopkins

LAB Section: 09 T 2:30 pm - 4:00 pm Mark Hopkins

LAB Section: 04 M 1:00 pm - 2:30 pm Mark Hopkins

CSCI 136 (F)(S) Data Structures and Advanced Programming (QFR)

This course builds on the programming skills acquired in Computer Science 134. It couples work on program design, analysis, and verification with an introduction to the study of data structures. Data structures capture common ways in which to store and manipulate data, and they are important in the construction of sophisticated computer programs. Students are introduced to some of the most important and frequently used data structures: lists, stacks, queues, trees, hash tables, graphs, and files. Students will be expected to write several programs, ranging from very short programs to more elaborate systems. Emphasis will be placed on the development of clear, modular programs that are easy to read, debug, verify, analyze, and modify.

Requirements/Evaluation: programming and written assignments, quizzes, examinations

Prerequisites: CSCI 134 or equivalent; fulfilling the Discrete Mathematics Proficiency requirement is recommended, but not required

Enrollment Limit: 30;15/lab

Enrollment Preferences: if the course is over-enrolled, enrollment will be determined by lottery.

Expected Class Size: 30/lec

Grading: yes pass/fail option, no fifth course option

Unit Notes: Please see the Computer Science Department website for more information on selecting an introductory computer science class:
<https://csci.williams.edu/>

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: This course include regular and substantial problem sets, labs, and/or projects in which quantitative/formal reasoning skills are practiced and evaluated.

Attributes: BIGP Courses

Fall 2024

LAB Section: 05 R 1:00 pm - 2:30 pm James M. Bern

LAB Section: 06 R 2:30 pm - 4:00 pm James M. Bern

LAB Section: 04 W 2:30 pm - 4:00 pm James M. Bern

LAB Section: 03 W 1:00 pm - 2:30 pm James M. Bern

LEC Section: 02 MWF 10:00 am - 10:50 am James M. Bern

LEC Section: 01 MWF 9:00 am - 9:50 am James M. Bern

Spring 2025

LEC Section: 02 MWF 10:00 am - 10:50 am Katie A. Keith

LAB Section: 03 W 1:00 pm - 2:30 pm Katie A. Keith

LAB Section: 04 W 2:30 pm - 4:00 pm Katie A. Keith

LAB Section: 06 R 2:30 pm - 4:00 pm Katie A. Keith

LEC Section: 01 MWF 9:00 am - 9:50 am Katie A. Keith

LAB Section: 05 R 1:00 pm - 2:30 pm Katie A. Keith

CSCI 237 (F)(S) Computer Organization (QFR)

This course studies the basic instruction set architecture and organization of a modern computer. It provides a programmer's view of how computer systems execute programs, store information, and communicate. Over the semester the student learns the fundamentals of translating higher level languages into assembly language, and the interpretation of machine languages by hardware. At the same time, a model of computer hardware organization is developed from the gate level upward.

Requirements/Evaluation: weekly programming assignments and/or problem sets, quizzes, midterm and final exams

Prerequisites: CSCI 136

Enrollment Limit: 24;12/lab

Enrollment Preferences: current or expected Computer Science majors

Expected Class Size: 24

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: The course will consist of programming assignments and problem sets in which quantitative/formal reasoning skills are practiced and evaluated.

Fall 2024

LAB Section: 06 R 2:30 pm - 4:00 pm Kelly A. Shaw

LEC Section: 02 MWF 11:00 am - 11:50 am Kelly A. Shaw

LAB Section: 04 W 2:30 pm - 4:00 pm Kelly A. Shaw

LAB Section: 05 R 1:00 pm - 2:30 pm Kelly A. Shaw

LEC Section: 01 MWF 10:00 am - 10:50 am Kelly A. Shaw

LAB Section: 03 W 1:00 pm - 2:30 pm Kelly A. Shaw

Spring 2025

LEC Section: 01 MWF 11:00 am - 11:50 am Jeannie R Albrecht

LAB Section: 02 W 1:00 pm - 2:30 pm Jeannie R Albrecht

LAB Section: 03 R 1:00 pm - 2:30 pm Jeannie R Albrecht

CSCI 256 (F)(S) Algorithm Design and Analysis (QFR)

This course investigates methods for designing efficient and reliable algorithms. By carefully analyzing the structure of a problem within a mathematical framework, it is often possible to dramatically decrease the computational resources needed to find a solution. In addition, analysis provides a method for verifying the correctness of an algorithm and accurately estimating its running time and space requirements. We will study several algorithm design strategies that build on data structures and programming techniques introduced in Computer Science 136. These include greedy, divide-and-conquer, dynamic programming, and network flow algorithms. Additional topics of study include algorithms on graphs and strategies for handling potentially intractable problems.

Requirements/Evaluation: Problem sets, midterm and final examinations

Prerequisites: CSCI 136 and fulfillment of the Discrete Mathematics Proficiency requirement

Enrollment Limit: 24

Enrollment Preferences: Preference will be given to students who need the class in order to complete the major. Ties will be broken by seniority (seniors first, then juniors, etc.).

Expected Class Size: 24

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: This course will have weekly problem sets in which students will formally prove statements about the behavior and performance of algorithms. In short, the course is about applying abstract and mathematical reasoning to the study of algorithms and computation.

Fall 2024

LEC Section: 01 MWF 12:00 pm - 12:50 pm Aaron M. Williams

Spring 2025

LEC Section: 02 MR 2:35 pm - 3:50 pm Samuel McCauley

LEC Section: 01 MR 1:10 pm - 2:25 pm Samuel McCauley

CSCI 315 (F) Computational Biology (QFR)

Cross-listings: PHYS 315

Secondary Cross-listing

This course will provide an overview of Computational Biology, the application of computational, mathematical, statistical, and physical problem-solving techniques to interpret the rapidly expanding amount of biological data. Topics covered will include database searching, DNA sequence alignment, clustering, RNA structure prediction, protein structural alignment, methods of analyzing gene expression, networks, and genome assembly using techniques such as string matching, dynamic programming, hidden Markov models, and statistics.

Requirements/Evaluation: weekly Python programming assignments, code reviews, problem sets, plus a few quizzes and a final project

Prerequisites: programming experience (e.g., CSCI 136) and mathematics (PHYS/MATH 210 or MATH 150) and physical science (PHYS 142/151, or CHEM 101/15X), or permission of instructor

Enrollment Limit: 10

Enrollment Preferences: if over-enrolled, a questionnaire will be circulated

Expected Class Size: 8

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

CSCI 315(D3) PHYS 315(D3)

Quantitative/Formal Reasoning Notes: problem sets and programming assignments

Attributes: BIGP Courses

Fall 2024

LEC Section: 01 MR 2:35 pm - 3:50 pm Daniel P. Aalberts

CSCI 334 (S) Principles of Programming Languages (QFR)

This course examines the concepts and structures governing the design and implementation of programming languages. It presents an introduction to the concepts behind compilers and run-time representations of programming languages; features of programming languages supporting abstraction and polymorphism; and the procedural, functional, object-oriented, and concurrent programming paradigms. Programs will be required in languages illustrating each of these paradigms.

Requirements/Evaluation: weekly problem sets and programming assignments, a midterm examination, and a final examination

Prerequisites: CSCI 136

Enrollment Limit: 30

Enrollment Preferences: current or expected Computer Science majors

Expected Class Size: 30

Grading: yes pass/fail option, no fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: This course include regular and substantial problem sets and labs in which quantitative/formal reasoning skills are practiced and evaluated.

Spring 2025

LEC Section: 01 MR 1:10 pm - 2:25 pm Daniel W. Barowy

LEC Section: 02 MR 2:35 pm - 3:50 pm Daniel W. Barowy

CSCI 338 (S) Parallel Processing (QFR)

This course explores different parallel programming paradigms used for writing applications on today's parallel computer systems. The course will introduce concurrency (i.e. multiple simultaneous computations) and the synchronization primitives that allow for the creation of correct concurrent applications. It will examine how a variety of systems organize parallel processing resources and enable users to write parallel programs for these systems. Covered programming paradigms will include multiprogramming with processes, message passing, threading in shared memory multiprocessors, vector processing, graphics processor programming, transactions, MapReduce, and other forms of programming for the cloud. Class discussion is based on assigned readings. Assignments provide students the opportunity to develop proficiency in writing software using different parallel programming paradigms.

Requirements/Evaluation: homework assignments, programming projects, and up to two exams

Prerequisites: CSCI 136 or equivalent programming experience, and CSCI 237, or permission of instructor

Enrollment Limit: 24

Enrollment Preferences: current or expected Computer Science majors

Expected Class Size: 24

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: The course will consist of substantial problem sets and programming assignments in which quantitative/formal reasoning skills are practiced and evaluated.

Spring 2025

LEC Section: 01 TR 9:55 am - 11:10 am Kelly A. Shaw

CSCI 339 (F) Distributed Systems (QFR)

This course studies the key design principles of distributed systems, which are collections of independent networked computers that function as single coherent systems. Covered topics include communication protocols, processes and threads, naming, synchronization, consistency and replication, fault tolerance, and security. Students also examine some specific real-world distributed systems case studies, including Google and Amazon. Class discussion is based on readings from the textbook and research papers. The goals of this course are to understand how large-scale computational systems are built, and to provide students with the tools necessary to evaluate new technologies after the course ends.

Requirements/Evaluation: weekly homework assignments, midterm exam, 3 major programming projects, and a final project

Prerequisites: CSCI 237

Enrollment Limit: 24

Enrollment Preferences: current or expected Computer Science majors

Expected Class Size: 24

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: The course will consist of programming assignments and problem sets in which quantitative/formal reasoning skills are practiced and evaluated.

Fall 2024

LEC Section: 01 MR 1:10 pm - 2:25 pm Jeannie R Albrecht

CSCI 345 (S) Robotics and Digital Fabrication (QFR)

This course is a hands-on exploration of topics in robotics and digital fabrication. We will experience firsthand how ideas and methods from computer science can be applied to make physical objects, including robots and other machines. The emphasis will be on creative, hands-on experimentation. Along the way, students will learn the basics of embedded systems programming (Arduino), breadboarding, soldering, printed circuit board (PCB) design, mechanical computer-aided design (CAD)--both conventional (OnShape) and programmatic (OpenSCAD)--as well digital fabrication (3D-printing, laser cutting). Students will learn both how to build their own prototypes and how to send out designs to have parts machined professionally. Students will work in teams throughout. The course will culminate in a team robotic design competition testing both functionality and creativity.

Requirements/Evaluation: Evaluation based on assignments, projects, and exams.

Prerequisites: CSCI 237

Enrollment Limit: 18; 9/lab

Enrollment Preferences: Current or expected Computer Science majors

Expected Class Size: 18

Grading: no pass/fail option, no fifth course option

Materials/Lab Fee: A fee of \$150-\$200 will be added to the term bill to cover the purchase of consumable electronics, motors, 3D-printing filament, and stock used in the assignments and final project.

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: The course will include programming assignments and problem sets in which quantitative/formal reasoning skills are practiced and evaluated.

Spring 2025

LEC Section: 01 TR 9:55 am - 11:10 am James M. Bern

LAB Section: 03 T 2:30 pm - 4:00 pm James M. Bern

LAB Section: 02 T 1:00 pm - 2:30 pm James M. Bern

CSCI 357 (S) Algorithmic Game Theory (QFR)

This course focuses on topics in game theory and mechanism design from a computational perspective. We will explore questions such as: how to design algorithms that incentivize truthful behavior, that is, where the participants have no incentive to cheat? Should we let drivers selfishly minimize their commute time or let a central algorithm direct traffic? Does Arrow's impossibility result mean that all voting protocols are doomed? The overarching goal of these questions is to understand and analyze selfish behavior and whether it can or should influence system design. Students will learn how to model and reason about incentives in computational systems both theoretically and empirically. Topics include types of equilibria, efficiency of equilibria, auction design and mechanism design with money, two-sided markets and mechanism design without money, incentives in computational applications such as P2P systems, and computational social choice.

Requirements/Evaluation: weekly problem sets and/or programming assignments, two midterm exams, and a final project.

Prerequisites: CSCI 256

Enrollment Limit: 24

Enrollment Preferences: current or expected Computer Science majors

Expected Class Size: 24

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: The course will consist problem sets and programming assignments in which quantitative/formal reasoning skills are practiced and evaluated.

Spring 2025

LEC Section: 01 TF 1:10 pm - 2:25 pm Shikha Singh

CSCI 358 (F) Applied Algorithms (QFR)

This course is about bridging the gap between theoretical running time and writing fast code in practice. The course is divided into two basic topics. The first is algorithmic: we will discuss some of the most useful tools in a coder's toolkit. This includes topics like randomization (hashing, filters, approximate counters), linear and convex programming, similarity search, and cache-efficient algorithms. Our goal is to talk about why these efficient algorithms make seemingly difficult problems solvable in practice. The second topic is applications: we will discuss how to implement algorithms in an efficient way that takes advantage of modern hardware. Specific topics covered will include blocking, loop unrolling, pipelining, as well as strategies for performance analysis. Projects and assessments will include both basic theoretical aspects (understanding why the algorithms we discuss actually work), and practical aspects (implementing the algorithms we discuss to solve important problems, and optimizing the code so it runs as quickly as possible).

Requirements/Evaluation: Over the course of each week, there will be either a homework or an assignment. Homeworks and assignments have similar structure, with both a coding and problem set component, but assignments will be weighted more heavily and must be completed individually. There will also be a take home final at the end of the year.

Prerequisites: CSCI 256 and CSCI 237

Enrollment Limit: 24

Enrollment Preferences: current or expected Computer Science majors

Expected Class Size: 24

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: The course will consist of programming assignments and problem sets in which quantitative/formal reasoning skills are practiced and evaluated.

Fall 2024

LEC Section: 01 TF 1:10 pm - 2:25 pm Samuel McCauley

CSCI 361 (F) Theory of Computation (QFR)

This course introduces a formal framework for investigating both the computability and complexity of problems. We study several models of computation including finite automata, regular languages, context-free grammars, and Turing machines. These models provide a mathematical basis for the study of computability theory--the examination of what problems can be solved and what problems cannot be solved--and the study of complexity theory--the examination of how efficiently problems can be solved. Topics include the halting problem and the P versus NP problem.

Requirements/Evaluation: weekly problem sets and one or more exams

Prerequisites: CSCI 256 or both a 300-level MATH course and permission of instructor

Enrollment Limit: 24

Enrollment Preferences: current or expected Computer Science majors

Expected Class Size: 24

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: This course include regular and substantial problem sets in which quantitative/formal reasoning skills are practiced and evaluated.

Attributes: COGS Interdepartmental Electives

Fall 2024

LEC Section: 01 TR 8:30 am - 9:45 am Shikha Singh

LEC Section: 02 TR 9:55 am - 11:10 am Shikha Singh

CSCI 375 (F) Natural Language Processing (QFR)

Natural language processing (NLP) is a set of methods for making human language accessible to computers. NLP underlies many technologies we use on a daily basis including automatic machine translation, search engines, email spam detection, and automated personalized assistants. These methods draw from a combination of algorithms, linguistics and statistics. This course will provide a foundation in building NLP models to classify, generate, and learn from text data.

Requirements/Evaluation: Evaluation based on assignments, projects, and exams.

Prerequisites: CSCI 136, and either CSCI 256 or STAT 201/202.

Enrollment Limit: 24

Enrollment Preferences: current or expected Computer Science majors.

Expected Class Size: 24

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: The course will consist of programming assignments and problem sets in which quantitative/formal reasoning skills are practiced and evaluated.

Attributes: COGS Interdepartmental Electives

Fall 2024

LEC Section: 01 TR 9:55 am - 11:10 am Katie A. Keith

CSCI 381 (F) Deep Learning (QFR)

This course is an introduction to deep neural networks and how to train them. Beginning with the fundamentals of regression and optimization, the course then surveys a variety of neural network architectures, which may include multilayer feedforward neural networks, convolutional neural networks, recurrent neural networks, and transformer networks. Students will also learn how to use deep learning software such as PyTorch or Tensorflow.

Requirements/Evaluation: Evaluation based on assignments, projects, and exams.

Prerequisites: CSCI 136 and fulfillment of the Discrete Mathematics Proficiency requirement

Enrollment Limit: 24

Enrollment Preferences: Current or expected Computer Science majors

Expected Class Size: 24

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: The course will consist of programming assignments and problem sets in which quantitative/formal reasoning skills are practiced and evaluated.

Attributes: COGS Interdepartmental Electives

Fall 2024

LEC Section: 01 MWF 9:00 am - 9:50 am Mark Hopkins

ECON 110 (F)(S) Principles of Microeconomics (QFR)

This course is an introduction to the study of the forces of supply and demand that determine prices and the allocation of resources in markets for goods and services, markets for labor, and markets for natural resources. The focus is on how and why markets work, why they may fail to work, and the policy implications of both their successes and failures. The course focuses on developing the basic tools of microeconomic analysis and then applying those tools to topics of popular or policy interest such as minimum wage legislation, pollution control, competition policy, international trade policy, discrimination, tax policy, and the role of government in a market economy.

Requirements/Evaluation: problem sets, quizzes, short essays, two midterms, final exam

Prerequisites: none

Enrollment Limit: 40

Enrollment Preferences: This course is required of Economics and Political Economy majors and highly recommended for those non-majors interested in Environmental Studies and Women's, Gender and Sexuality Studies.

Expected Class Size: 40

Grading: yes pass/fail option, no fifth course option

Unit Notes: The department recommends students follow this course with ECON 120 or with a lower-level elective that has ECON 110 as its prerequisite; students may alternatively proceed directly to ECON 251 after taking this introductory course.

Distributions: (D2) (QFR)

Quantitative/Formal Reasoning Notes: Course involves mathematical modeling of real-world phenomena, analyzing quantitative results, and describing those results in words.

Attributes: POEC Required Courses

Fall 2024

LEC Section: 06 MWF 11:00 am - 12:15 pm

LEC Section: 05 MWF 8:30 am - 9:45 am

LEC Section: 01 TF 1:10 pm - 2:25 pm Matthew Chao

LEC Section: 02 TF 2:35 pm - 3:50 pm Matthew Chao

LEC Section: 03 TR 11:20 am - 12:35 pm Susan Godlonton

LEC Section: 04 TR 9:55 am - 11:10 am Owen Thompson

Spring 2025

LEC Section: 02 TF 2:35 pm - 3:50 pm

LEC Section: 01 TF 1:10 pm - 2:25 pm

ECON 120 (F)(S) Principles of Macroeconomics (QFR)

This course provides an introduction to the study of the aggregate national economy. It develops the basic theories of macroeconomics and applies them to topics of current interest. Issues to be explored include: the causes of inflation, unemployment, recessions, and depressions; the role of

government fiscal and monetary policy in stabilizing the economy; the determinants of long-run economic growth; the long- and short-run effects of taxes, budget deficits, and other government policies on the national economy; the role of financial frictions in amplifying recessions; and the workings of exchange rates and international finance.

Requirements/Evaluation: Depending on instructor, may include: problem sets, short essays, quizzes, reading assignments, either one or two midterms, and a final exam.

Prerequisites: ECON 110

Enrollment Limit: 40

Enrollment Preferences: First-year students and sophomores.

Expected Class Size: 40

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (QFR)

Quantitative/Formal Reasoning Notes: Course involves mathematical modeling of real-world phenomena, analyzing quantitative results, and describing those results in words.

Attributes: POEC Required Courses

Fall 2024

LEC Section: 01 MWF 11:00 am - 12:15 pm Bumsoo Kim

LEC Section: 02 TR 9:55 am - 11:10 am David A. Love

Spring 2025

LEC Section: 03 TR 11:20 am - 12:35 pm Bumsoo Kim

LEC Section: 01 MR 1:10 pm - 2:25 pm Caitlin E. Hegarty

LEC Section: 04 MWF 11:00 am - 12:15 pm David A. Love

LEC Section: 05 TR 8:30 am - 9:45 am Will Olney

LEC Section: 02 MR 2:35 pm - 3:50 pm Caitlin E. Hegarty

ECON 213 (S) Introduction to Environmental and Natural Resource Economics (QFR)

Cross-listings: ENVI 213 / CAOS 213

Primary Cross-listing

We'll use economics to provide one perspective on reasons humans harm the environment and overuse natural resources, and what we can do about it. We'll study climate change, pollution in general, cost benefit analysis, environmental justice, natural resources (like fisheries, forests, and fossil fuels), and energy. We'll talk about how economists put a dollar value on nature and ecosystem services (as well as human health and life!), and the concerns people may have about doing so. We will take an economic approach to global sustainability, and study the relationship between the environment and economic growth. Consideration of justice and equity will be woven throughout the whole semester.

Requirements/Evaluation: problem sets, short essays, final paper; intermediate assignments may include a poster, one or more short presentation(s), other brief writing assignment(s)

Prerequisites: ECON 110 or equivalent

Enrollment Limit: 30

Enrollment Preferences: first-year and sophomore students

Expected Class Size: 30

Grading: yes pass/fail option, yes fifth course option

Unit Notes: this course will count toward both the Environmental Studies major and concentration

Distributions: (D2) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

ECON 213(D2) ENVI 213(D2) CAOS 213(D2)

Quantitative/Formal Reasoning Notes: We will use formal theory expressed in math and graphs, perform calculations, and consume statistical data.

Attributes: ENVI Environmental Policy EVST Social Science/Policy POEC Depth

Spring 2025

LEC Section: 01 MWF 8:30 am - 9:45 am Sarah A. Jacobson

ECON 229 (F) Law and Economics (QFR)

This course applies the tools of microeconomic analysis to private (i.e., civil) law. This analysis has both positive and normative aspects. The positive aspects deal with how individuals respond to the incentives created by the legal system. Examples include: how intellectual property law encourages the creation of knowledge while simultaneously restricting the dissemination of intellectual property; how tort law motivates doctors to avoid malpractice suits; and how contract law facilitates agreements. The normative aspects of the analysis ask whether legal rules enhance economic efficiency (or, more broadly, social welfare). Examples include: what legal rules are most appropriate for mitigating pollution, ensuring safe driving, and guaranteeing workplace safety? The course will also cover the economics of legal systems; for example, what are the incentives for plaintiffs to initiate lawsuits and what role do lawyers play in determining outcomes.

Class Format: discussion

Requirements/Evaluation: class participation, problem sets, paper based on actual court cases, a midterm exam, and a final exam

Prerequisites: ECON 110

Enrollment Limit: 35

Enrollment Preferences: ECON and POEC majors (and potential majors) will receive priority if the course is overenrolled

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (QFR)

Quantitative/Formal Reasoning Notes: This course uses economic models to explore the logic of legal concepts. While some arguments will be qualitative, students will also use numerical examples to illustrate the principles of the course.

Attributes: JLST Interdepartmental Electives POEC Depth

Fall 2024

SEM Section: 01 W 7:00 pm - 9:40 pm William M. Gentry

ECON 232 (S) Financial Markets, Institutions and Policies (QFR)

The focus of the course will be on how firms, financial markets, and central banks interact in the economy. Key questions addressed in the course include: How do firms allocate their resources to enhance their value? How are firms evaluated by the financial markets? How are asset prices determined, and how are these prices related to interest rates? Are financial markets efficient, and what are the implications of their efficiency or lack thereof? How does the financial system help with the management of risks faced by society? We will also study the role of the central bank (the Federal Reserve in the US), monetary policy, and government regulation and their impacts on financial decision making. Key questions include: How do central banks set monetary policy and how do those policies affect the economy and the financial decision-making process? How does monetary policy change when interest rates are (virtually) zero?

Class Format: There will be a mix of lecture and discussion.

Requirements/Evaluation: 5-7 Problem Sets, Quantitative Exercises, Group Paper, and Final Exam

Prerequisites: ECON 110 and ECON 120

Enrollment Limit: 25

Enrollment Preferences: Sophomore and Junior Economics majors

Expected Class Size: 25

Grading: yes pass/fail option, no fifth course option

Distributions: (D2) (QFR)

Quantitative/Formal Reasoning Notes: We will use mathematical models, graphs, and data analysis to understand financial decisions at the firm and economy-wide levels.

Attributes: POEC Depth

Spring 2025

LEC Section: 01 TR 11:20 am - 12:35 pm

ECON 251 (F)(S) Price and Allocation Theory (QFR)

A study of the determination of relative prices and their importance in shaping the allocation of resources and the distribution of income. Subjects include: behavior of households in a variety of settings, such as buying goods and services, saving, and labor supply; behavior of firms in various kinds of markets; results of competitive and noncompetitive markets in goods, labor, land, and capital; market failure; government policies as sources of and responses to market failure; welfare criteria; limitations of mainstream analysis.

Requirements/Evaluation: Requirements vary by professor, but typically include frequent problem sets and multiple exams, including a final exam. They may also include one or more quizzes, short essays, collaborative projects, or presentations.

Prerequisites: ECON 110 and MATH 130 or its equivalent

Enrollment Limit: 30

Enrollment Preferences: Current or prospective Economics majors.

Expected Class Size: 30

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (QFR)

Quantitative/Formal Reasoning Notes: Course involves developing and analyzing mathematical models of real-world phenomena, grounded in tools like calculus and game theory. Students are assumed to be comfortable with topics from introductory calculus, including differentiation and integration.

Fall 2024

LEC Section: 01 MR 1:10 pm - 2:25 pm Greg Phelan

LEC Section: 02 MR 2:35 pm - 3:50 pm Greg Phelan

LEC Section: 03 TF 1:10 pm - 2:25 pm

Spring 2025

LEC Section: 03 MR 2:35 pm - 3:50 pm Sara LaLumia

LEC Section: 01 TR 9:55 am - 11:10 am Greg Phelan

LEC Section: 02 MR 1:10 pm - 2:25 pm Sara LaLumia

ECON 252 (F)(S) Macroeconomics (QFR)

A study of aggregate economic activity: output, employment, inflation, and interest rates. The class will develop a theoretical framework for analyzing economic growth and business cycles. The theory will be used to evaluate policies designed to promote growth and stability, and to understand economic developments in the U.S. and abroad. Instructors may use elementary calculus in assigned readings, exams and lectures.

Requirements/Evaluation: Requirements vary by professor, but typically include frequent problem sets and/or written assignments, midterm(s), and a final exam.

Prerequisites: ECON 110 and 120 and MATH 130 or its equivalent

Enrollment Limit: 30

Enrollment Preferences: Current or prospective Economics majors.

Expected Class Size: 30

Grading: yes pass/fail option, no fifth course option

Distributions: (D2) (QFR)

Quantitative/Formal Reasoning Notes: Course involves mathematical modeling of real-world phenomena, analyzing quantitative results, and describing those results in words.

Fall 2024

LEC Section: 03 MR 2:35 pm - 3:50 pm Burak Uras
LEC Section: 02 MR 1:10 pm - 2:25 pm Burak Uras
LEC Section: 01 TR 8:30 am - 9:45 am Kenneth N. Kuttner

Spring 2025

LEC Section: 02 MWF 11:00 am - 12:15 pm Kenneth N. Kuttner
LEC Section: 01 MWF 8:30 am - 9:45 am Kenneth N. Kuttner

ECON 255 (F)(S) Econometrics (QFR)

An introduction to the theory and practice of applied quantitative economic analysis. This course familiarizes students with the strengths and weaknesses of the basic empirical methods used by economists to evaluate economic theory against economic data. Emphasizes both the statistical foundations of regression techniques and the practical application of those techniques in empirical research, with a focus on understanding when a causal interpretation is warranted. Computer exercises will provide experience in using the empirical methods, but no previous computer experience is expected. Highly recommended for students considering graduate training in economics or public policy.

Requirements/Evaluation: Requirements vary by professor, but typically include frequent problem sets, multiple exams, a group project, and possible additional assignments or quizzes.

Prerequisites: MATH 130, plus STAT 161, 201 or 202 (or equivalent, including a score of 5 on the AP Statistics Exam), plus one course in ECON; STAT 101 will also serve as a prerequisite, but only if taken prior to the fall of 2018

Enrollment Limit: 30

Enrollment Preferences: Current or prospective Economics and Political Economy majors.

Expected Class Size: 30

Grading: no pass/fail option, no fifth course option

Unit Notes: Students may substitute the combination of STAT 201 and 346 for ECON 255

Distributions: (D2) (QFR)

Quantitative/Formal Reasoning Notes: Course teaches research tools necessary to analyze data.

Attributes: POEC Required Courses

Fall 2024

LEC Section: 02 MWF 8:30 am - 9:45 am Shyam Raman
LEC Section: 03 TR 8:30 am - 9:45 am David J. Zimmerman
LEC Section: 01 TR 11:20 am - 12:35 pm Owen Ozier

Spring 2025

LEC Section: 02 TF 2:35 pm - 3:50 pm Anand V. Swamy
LEC Section: 01 TR 9:55 am - 11:10 am Anand V. Swamy

ECON 345 (S) Growth Diagnostics (QFR)

Cross-listings:

Primary Cross-listing

Evidence from across the developing world suggests that the "binding constraints" to economic growth can be remarkably heterogeneous--i.e., the growth potential of stagnating or underperforming economies may be unlocked in a large variety of ways. For instance, pre-reform China had been constrained by poor supply incentives in agriculture, whereas Brazil has been held back by an inadequate supply of credit, South Africa by poor employment incentives in manufacturing, El Salvador by insufficient production incentives in tradables, Zimbabwe by bad governance, and so forth. How can developing-country policymakers determine country-specific constraints like these, thus enabling them to pragmatically pursue a selected set of growth-promoting policies rather than attempting to implement a "laundry list" of reforms that are naively based on "best practice" rules-of-thumb? This course will serve as a primer on "growth diagnostics," an empirically-driven analytical framework for identifying the most binding constraints to economic growth in a given country at a point in time, thereby allowing policymakers to develop well-targeted reforms for relaxing these constraints while being cognizant of the nation's prevailing economic, political, and social context. The course will first build on the basic theories and empirics of economic growth to elucidate the diagnostic framework and will then employ a wide range of country-specific case studies to demonstrate how the

framework can be operationalized for policy making. Throughout the semester, students will be required to work in groups, each representing a given developing or emerging-market economy, in order to build a growth diagnostic for their group's assigned country by the end of the course.

Requirements/Evaluation: extensive class participation, several short (5-page) reports, a final group project comprising a country growth diagnostic, and a final group presentation on the diagnostic

Prerequisites: for undergraduates ECON 251, ECON 252, and either ECON 255 or STAT 346

Enrollment Limit: 19

Enrollment Preferences: CDE fellows and senior Economics majors

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

ECON 345(D2) ECON 545(D2)

Quantitative/Formal Reasoning Notes: The course material will be draw heavily on mathematical and statistical models of economic growth and macroeconomic development, and students will be required to routinely develop mathematical models and/or conduct econometric analysis in their assignments.

Spring 2025

SEM Section: 01 TR 9:55 am - 11:10 am Quamrul H. Ashraf

ECON 364 (S) Theory of Asset Pricing (QFR)

What is the price of time? What is the price of risk? How do markets allocate resources across time and uncertain states of the world? This course theoretically studies how markets allocate scarce resource across time and when outcomes are risky. The "goods" in such markets are called "assets" and the prices of "assets" determine the cost of trading resources across time and across uncertain states of the world. We theoretically investigate how equilibrium determines the price of time, then asset price implications; then asset allocations and prices in the presence of risk; finally, implications for new assets.

Requirements/Evaluation: problem sets and exams

Prerequisites: ECON 251 or ECON 252; and ECON 255 or STAT 201

Enrollment Limit: 25

Enrollment Preferences: Economics majors

Expected Class Size: 25

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (QFR)

Quantitative/Formal Reasoning Notes: uses extensive mathematical modeling, including engaging with results from econometrics and statistics

Spring 2025

LEC Section: 01 TR 8:30 am - 9:45 am Greg Phelan

ECON 367 (S) The Political Economy of Social Insurance (WS) (QFR)

The Great Society policies of the 1960s dramatically changed the ways people living in poverty interacted with the federal government, but the benefits associated with these policies seem to have stagnated. Since 1965, the annual poverty rate in the United States has hovered between 10% and 15%, though far more than 15% of Americans experience poverty at some point in their lives. In this course, we will study public policies that, explicitly or implicitly, have as a goal improving the well-being of the poor in the United States. These policies include social insurance programs such as Unemployment Insurance; safety net programs such as Temporary Assistance to Needy Families, Supplemental Nutrition Assistance Program, Medicaid, and housing assistance; education programs such as Head Start and public education; and parts of the tax code, including the Earned Income Tax Credit and Child Tax Credit. We will explore the design and function of these programs, with a particular focus on the context in which they were developed. What political incentives and constraints have strung up our social safety net? How do these factors affect the goals of policy, the trade-offs inherent to the policy's design, and why poverty has not sustained a downward trend in the United States? Through careful

consideration, students will learn how to communicate a path forward for public policy which accounts for theoretical economic expectations and the reality of political constraints in policy design.

Class Format: Lecture with substantial class discussion.

Requirements/Evaluation: Several short policy memos, participation in class discussion, and a final analytical essay.

Prerequisites: ECON 253 or 255

Enrollment Limit: 25

Enrollment Preferences: Students majoring in economics or political economy.

Expected Class Size: 25

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (WS) (QFR)

Writing Skills Notes: Students will write 4 policy memos over the course of the semester followed by a longer, final analytical essay. Synthesis of peer-reviewed literature, use of citation management systems, and clarity in technical writing will be emphasized. Students will receive timely, substantial, individualized feedback to develop their technical writing ability over the course of the semester. Opportunities to meet with professor outside of class at any stage of writing.

Quantitative/Formal Reasoning Notes: This course will use quantitative tools of economics. Focus on building data visualization & science communication skills after ECON 255.

Attributes: POEC Skills

Spring 2025

LEC Section: 01 TF 2:35 pm - 3:50 pm Shyam Raman

ECON 371 (F) Time Series Econometrics and Empirical Methods for Macro (QFR)

Econometric methods in many fields including macro and monetary economics, finance and international growth and development, as well as numerous fields beyond economics, have evolved a distinct set of techniques which are designed to meet the practical challenges posed by the typical empirical questions and available time series data of these fields. The course will begin with an introductory review of concepts of estimation and inference for large data samples in the context of the challenges of multivariate endogenous systems, and will then focus on associated methods for analysis of short run dynamics such as vector autoregressive techniques and methods for analysis of long run dynamics such as cointegration techniques. Students will be introduced to concepts and techniques analytically, but also by intuition, learning by doing, and by computer simulation and illustration. The course is particularly well suited for economics majors wishing to explore advanced empirical methods, or for statistics, mathematics or computer science majors wishing to learn more about the ways in which the subject of their majors interacts with the field of economics. The method of evaluation will include a term paper. ECON 252 and either STATS 346 or ECON 255 are formal prerequisites, although for students with exceptionally strong math/stats backgrounds these can be waived subject to instructor permission. Students who complete this course will also be permitted to enroll in Econ 471 (a follow up senior seminar course) during the spring semester if they are interested.

Requirements/Evaluation: term paper and regular homework assignments

Prerequisites: ECON 252 and either ECON 255 or STATS 346

Enrollment Limit: 19

Enrollment Preferences: students wishing to write an honors thesis, and students with strong MATH/STAT/CSCI backgrounds

Expected Class Size: 19

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (QFR)

Quantitative/Formal Reasoning Notes: Uses quantitative/formal reasoning intensively in the form of mathematical and statistical arguments, as well as computer programming.

Fall 2024

SEM Section: 01 W 7:00 pm - 9:40 pm Peter L. Pedroni

ECON 384 (F) Corporate Finance (QFR)

This course analyzes the major financial decisions facing firms. While the course takes the perspective of a manager making decisions about both what investments to undertake and how to finance these projects, it will emphasize the underlying economic models that are relevant for these decisions. Topics include capital budgeting, links between real and financial investments, capital structure choices, dividend policy, and firm valuation.

Class Format: Lecture / discussion

Requirements/Evaluation: Problem sets, exams, short project

Prerequisites: ECON 251, 252, and some familiarity with statistics (e.g., ECON 255)

Enrollment Limit: 25

Enrollment Preferences: Economics majors; seniority

Expected Class Size: 25

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (QFR)

Quantitative/Formal Reasoning Notes: The course uses quantitative models to evaluate decisions.

Fall 2024

LEC Section: 01 MWF 11:00 am - 12:15 pm Caitlin E. Hegarty

ECON 385 (F) Games and Information (QFR)

This course is a mathematical introduction to strategic thinking and its applications. Ideas from game theory, including Nash equilibrium and its refinements, commitment and credibility, repeated games, and information asymmetries, incentive contracts, and signaling, will be introduced. Applications will be drawn from economics, history, and politics around the globe, and include topics such as: trust between strangers, corruption and fraud, racial bias, violence and deterrence. And we will explore how to write and recognize game-theory models to help make sense of strategic interactions in the world around us.

Requirements/Evaluation: Two exams, regular problem sets and assignments in which students create game-theoretic models.

Prerequisites: ECON 251 or permission of instructor

Enrollment Limit: 25

Enrollment Preferences: juniors

Expected Class Size: 25

Grading: no pass/fail option, no fifth course option

Unit Notes: students who have taken MATH 335 or CSCI 357 cannot receive credit for this class

Distributions: (D2) (QFR)

Quantitative/Formal Reasoning Notes: Mathematical analysis of strategic interaction is emphasized throughout,

Fall 2024

LEC Section: 01 TR 9:55 am - 11:10 am

ECON 389 (S) Tax Policy in Global Perspective (QFR)

Cross-listings:

Secondary Cross-listing

Government policy is important for economic development. To finance their policies, governments must build the fiscal capacity to implement a tax system. In turn, fiscal capacity--the ability for the government to raise revenue--depends on economic development. This endogeneity between fiscal capacity and economic development creates challenges for tax policy in developing countries. Given these challenges, what types of taxes should countries use to raise revenues? How can governments build the fiscal capacity to generate revenue to finance critical services? This class explores tax policy from a global and comparative perspective. Because most students will be CDE fellows, we will emphasize tax policy issues, examples, and evidence that are pertinent to developing countries. However, many tax policy lessons are universal so we will also learn about tax policies in developed countries, especially issues relevant for transnational transactions. Topics addressed include: how economic principles can be applied to

the efficiency and equity consequences of tax policies; how personal income taxes, corporate income taxes, and value-added taxes are designed and administered and how they influence the economy; ideas for fundamental tax reforms; the debate over progressive taxes versus "flat" taxes; how taxes affect incentives to save and invest; how market failures and administrative problems may influence the optimality of tax policy; the implications of global capital flows and corporate tax avoidance for tax policy; tax holidays and other special tax incentives for investment; empirical evidence on the influence of taxes on foreign direct investment, labor supply, and tax evasion; tax policy towards natural resources such as minerals and oil; case studies of efforts to reform tax administration and reduce tax evasion and corruption; taxes on land and property; taxes on imports and exports; presumptive taxation; and the informal economy and its implications for tax policy.

Requirements/Evaluation: midterm exam, several problem sets, two 10-page essays

Prerequisites: one public economics course or microeconomics course (ECON 504 or ECON 110), and one empirical methods course (POEC 253 or ECON 255, 502, or 503); students who have previously taken ECON 351 will not be enrolled

Enrollment Limit: 19

Enrollment Preferences: CDE students, but undergraduates with the prerequisites are welcome

Expected Class Size: 15-19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

ECON 389(D2) ECON 514(D2)

Quantitative/Formal Reasoning Notes: The course builds on other QFR Reasoning econ classes.

Attributes: POEC Depth POEC Skills

Spring 2025

SEM Section: 01 MR 2:35 pm - 3:50 pm Jon M. Bakija

ECON 454 (F) Macroeconomic Perspectives on Labor Markets (QFR)

This seminar will cover aggregate trends in the labor market from a macroeconomic perspective, along with the tools that economists use to study them. We will think about the workforce as a whole but we will also highlight research that studies heterogeneity within the economy, such as patterns by race, gender, education, or occupation. Students will learn basic search and matching models, as well as related empirical methods. We will read papers that employ a variety of survey and administrative data, and we will discuss what types of research questions are best answered by each data source. We will use real data to apply the methods we learn. Potential topics include occupational mismatch, wage inequality, and monopsony.

Requirements/Evaluation: Class participation, short assignments, midterm exam, and a final project

Prerequisites: Econ 251, 252, and 255

Enrollment Limit: 19

Enrollment Preferences: Junior and senior economics majors

Expected Class Size: 19

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (QFR)

Quantitative/Formal Reasoning Notes: Course includes regular problem sets that require quantitative and formal reasoning skills.

Fall 2024

SEM Section: 01 MWF 8:30 am - 9:45 am Caitlin E. Hegarty

ECON 471 (S) Topics in Advanced Econometrics (QFR)

The course uses both a practical and conceptual/theory based approach, with emphasis on methods of structural identification of dynamics in VARs and long run cointegration and nonlinear function estimation and analysis, both in conventional time series and especially panel time series which contain spatial dimensions. The course will also investigate methods of computer simulation related to these techniques. The course is well suited for students considering empirically oriented honors theses in fields that employ these techniques, such as macro, finance, growth, trade and development, as well as fields outside of economics that use time series data. It is also well suited for students majoring in economics, statistics,

computer sciences or mathematics who wish to expand their econometrics training and understanding to a more advanced level.

Requirements/Evaluation: periodic homework assignments, term paper

Prerequisites: ECON 371

Enrollment Limit: 19

Enrollment Preferences: students with strong quantitative backgrounds, and to students intending to write an honors thesis

Expected Class Size: 19

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (QFR)

Quantitative/Formal Reasoning Notes: Course will make use of mathematics, statistics and computer analysis for the conceptualization and implementation of the econometric topics that are taught.

Spring 2025

SEM Section: 01 W 7:00 pm - 9:40 pm Peter L. Pedroni

ECON 477 (F) Economics of Environmental Behavior (QFR)

Cross-listings: CAOS 477 / ENVI 376

Primary Cross-listing

A community maintains a fishery; a firm decides whether to get a green certification; you choose to fly home or stay here for spring break: behaviors of people and firms determine our impact on the environment. We'll use economics to model environmental behavior and to assess how policies can help or hurt the environment. Topics may study include: common pool resources, voluntary conservation, social norms and nudges, discrimination and justice, rationality, firm responses to mandatory and voluntary rules, voting and public opinion, and boycotts and divestment. We'll also build familiarity with the main methodologies of modern economic research: theoretical modeling, empirical analysis of observational data, and experiments.

Class Format: Class sessions will largely consist of presentations and discussions of academic research papers, as well as lab sessions to work on empirical exercises; we may break the class into groups for some discussions

Requirements/Evaluation: regular reading markup, empirical exercises, class participation, 2 oral presentations, and a final original research paper using an experiment, existing data, or theory

Prerequisites: ECON 251 and (ECON 255 or STAT 346)

Enrollment Limit: 19

Enrollment Preferences: senior Economics majors

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

CAOS 477(D2) ENVI 376(D2) ECON 477(D2)

Quantitative/Formal Reasoning Notes: The research students will consume and produce in the class will be based on math-based theory and/or econometric-based empirical analysis.

Attributes: CAOS Senior Seminars ENVI Humanities, Arts + Social Science Electives POEC Depth POEC Skills

Fall 2024

SEM Section: 01 TR 8:30 am - 9:45 am Sarah A. Jacobson

ECON 514 (S) Tax Policy in Global Perspective (QFR)

Cross-listings:

Primary Cross-listing

Government policy is important for economic development. To finance their policies, governments must build the fiscal capacity to implement a tax system. In turn, fiscal capacity--the ability for the government to raise revenue--depends on economic development. This endogeneity between fiscal

capacity and economic development creates challenges for tax policy in developing countries. Given these challenges, what types of taxes should countries use to raise revenues? How can governments build the fiscal capacity to generate revenue to finance critical services? This class explores tax policy from a global and comparative perspective. Because most students will be CDE fellows, we will emphasize tax policy issues, examples, and evidence that are pertinent to developing countries. However, many tax policy lessons are universal so we will also learn about tax policies in developed countries, especially issues relevant for transnational transactions. Topics addressed include: how economic principles can be applied to the efficiency and equity consequences of tax policies; how personal income taxes, corporate income taxes, and value-added taxes are designed and administered and how they influence the economy; ideas for fundamental tax reforms; the debate over progressive taxes versus "flat" taxes; how taxes affect incentives to save and invest; how market failures and administrative problems may influence the optimality of tax policy; the implications of global capital flows and corporate tax avoidance for tax policy; tax holidays and other special tax incentives for investment; empirical evidence on the influence of taxes on foreign direct investment, labor supply, and tax evasion; tax policy towards natural resources such as minerals and oil; case studies of efforts to reform tax administration and reduce tax evasion and corruption; taxes on land and property; taxes on imports and exports; presumptive taxation; and the informal economy and its implications for tax policy.

Requirements/Evaluation: midterm exam, several problem sets, two 10-page essays

Prerequisites: one public economics course or microeconomics course (ECON 504 or ECON 110), and one empirical methods course (POEC 253 or ECON 255, 502, or 503); students who have previously taken ECON 351 will not be enrolled

Enrollment Limit: 19

Enrollment Preferences: CDE students, but undergraduates with the prerequisites are welcome

Expected Class Size: 15-19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

ECON 389(D2) ECON 514(D2)

Quantitative/Formal Reasoning Notes: The course builds on other QFR Reasoning econ classes.

Attributes: POEC Depth POEC Skills

Spring 2025

SEM Section: 01 MR 2:35 pm - 3:50 pm Jon M. Bakija

ECON 545 (S) Growth Diagnostics (QFR)

Cross-listings:

Secondary Cross-listing

Evidence from across the developing world suggests that the "binding constraints" to economic growth can be remarkably heterogeneous--i.e., the growth potential of stagnating or underperforming economies may be unlocked in a large variety of ways. For instance, pre-reform China had been constrained by poor supply incentives in agriculture, whereas Brazil has been held back by an inadequate supply of credit, South Africa by poor employment incentives in manufacturing, El Salvador by insufficient production incentives in tradables, Zimbabwe by bad governance, and so forth. How can developing-country policymakers determine country-specific constraints like these, thus enabling them to pragmatically pursue a selected set of growth-promoting policies rather than attempting to implement a "laundry list" of reforms that are naively based on "best practice" rules-of-thumb? This course will serve as a primer on "growth diagnostics," an empirically-driven analytical framework for identifying the most binding constraints to economic growth in a given country at a point in time, thereby allowing policymakers to develop well-targeted reforms for relaxing these constraints while being cognizant of the nation's prevailing economic, political, and social context. The course will first build on the basic theories and empirics of economic growth to elucidate the diagnostic framework and will then employ a wide range of country-specific case studies to demonstrate how the framework can be operationalized for policy making. Throughout the semester, students will be required to work in groups, each representing a given developing or emerging-market economy, in order to build a growth diagnostic for their group's assigned country by the end of the course.

Requirements/Evaluation: extensive class participation, several short (5-page) reports, a final group project comprising a country growth diagnostic, and a final group presentation on the diagnostic

Prerequisites: for undergraduates ECON 251, ECON 252, and either ECON 255 or STAT 346

Enrollment Limit: 19

Enrollment Preferences: CDE fellows and senior Economics majors

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

ECON 345(D2) ECON 545(D2)

Quantitative/Formal Reasoning Notes: The course material will be draw heavily on mathematical and statistical models of economic growth and macroeconomic development, and students will be required to routinely develop mathematical models and/or conduct econometric analysis in their assignments.

Spring 2025

SEM Section: 01 TR 9:55 am - 11:10 am Quamrul H. Ashraf

ENVI 108 (S) Energy Science and Technology (QFR)

Cross-listings: PHYS 108

Secondary Cross-listing

Energy use has skyrocketed in the United States and elsewhere in the world, causing significant economic and political shifts, as well as concerns for the environment. This course will address the physics and technology of energy generation, consumption, and conservation. It will cover a wide range of energy sources, including fossil fuels, hydropower, solar energy, wind energy, and nuclear energy. We will discuss energy use in transportation, manufacturing, building heating and lighting, and energy storage. Students will learn to compare the efficiencies and environmental impacts of various energy sources and uses.

Class Format: Two meetings per week. Some weeks that means two lectures. Other weeks, that means one lecture plus one lab, with the class divided between two lab sections.

Requirements/Evaluation: weekly assignments, two hour tests, and a final project culminating in an oral presentation to the class and a 10-page paper; all of these will be substantially quantitative

Prerequisites: high school physics, high school chemistry, and mathematics at the level of MATH 130

Enrollment Limit: 10 per lab

Enrollment Preferences: non-physics majors

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 108(D3) PHYS 108(D3)

Quantitative/Formal Reasoning Notes: problems sets, exams, and projects will all have a quantitative aspects.

Attributes: ENVI Natural World Electives

Spring 2025

LAB Section: 02 R 1:10 pm - 2:25 pm Protik K. Majumder

LAB Section: 03 R 2:25 pm - 3:50 pm Protik K. Majumder

LEC Section: 01 MR 1:10 pm - 2:25 pm Protik K. Majumder

ENVI 203 (F) Ecology (QFR)

Cross-listings: BIOL 203

Secondary Cross-listing

This course combines lectures & discussion with field and indoor laboratory activities to explore factors that determine the distribution and abundance of plants and animals in natural systems. The course begins with an overview of global environmental patterns and then builds from the population to ecosystem level. Throughout the course, we will emphasize the connection between basic ecological principles and current environmental issues.

Selected topics include population dynamics (competition, predation, mutualism); community interactions (succession, food chains and diversity) and ecosystem function (biogeochemical cycles, energy flow). Laboratory activities are designed to engage students in the natural history of the region and build skills in data analysis and scientific writing.

Requirements/Evaluation: pre-class quizzes, lab reports, two mid-term exams, and a final exam

Prerequisites: BIOL 102, or ENVI 102, or permission of instructor

Enrollment Limit: 30

Enrollment Preferences: students planning to pursue Biology and/or ENVI

Expected Class Size: 30

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

BIOL 203(D3) ENVI 203(D3)

Quantitative/Formal Reasoning Notes: Much of the material in this course centers on the interpretation and application of mathematical models used to describe ecological systems. The laboratory section of this course also contains a large data analysis component (based in R). Students are introduced to linear models, multidimensional data analysis and contingency tables.

Attributes: ENVI Natural World Electives EVST Environmental Science

Fall 2024

LAB Section: 02 T 1:00 pm - 3:50 pm Manuel A. Morales

LEC Section: 01 TR 8:30 am - 9:45 am Manuel A. Morales

LAB Section: 03 W 1:00 pm - 3:50 pm Manuel A. Morales

ENVI 213 (S) Introduction to Environmental and Natural Resource Economics (QFR)

Cross-listings: ECON 213 / CAOS 213

Secondary Cross-listing

We'll use economics to provide one perspective on reasons humans harm the environment and overuse natural resources, and what we can do about it. We'll study climate change, pollution in general, cost benefit analysis, environmental justice, natural resources (like fisheries, forests, and fossil fuels), and energy. We'll talk about how economists put a dollar value on nature and ecosystem services (as well as human health and life!), and the concerns people may have about doing so. We will take an economic approach to global sustainability, and study the relationship between the environment and economic growth. Consideration of justice and equity will be woven throughout the whole semester.

Requirements/Evaluation: problem sets, short essays, final paper; intermediate assignments may include a poster, one or more short presentation(s), other brief writing assignment(s)

Prerequisites: ECON 110 or equivalent

Enrollment Limit: 30

Enrollment Preferences: first-year and sophomore students

Expected Class Size: 30

Grading: yes pass/fail option, yes fifth course option

Unit Notes: this course will count toward both the Environmental Studies major and concentration

Distributions: (D2) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

ECON 213(D2) ENVI 213(D2) CAOS 213(D2)

Quantitative/Formal Reasoning Notes: We will use formal theory expressed in math and graphs, perform calculations, and consume statistical data.

Attributes: ENVI Environmental Policy EVST Social Science/Policy POEC Depth

Spring 2025

LEC Section: 01 MWF 8:30 am - 9:45 am Sarah A. Jacobson

ENVI 327 (F) Coastal Processes and Geomorphology (QFR)

Cross-listings: GEOS 327 / CAOS 327

Secondary Cross-listing

Can people live safely along the coast? Recent events like SuperStorm Sandy and the Tohoku Tsunami have shown us how the ocean can rise up suddenly and wreak havoc on our lives and coastal infrastructure. Only educated geoscientists can evaluate the risks and define informed strategies to prevent future coastal catastrophes. Currently almost half the global population lives within 100 km of the coast, with a large percent of those living in densely populated cities (e.g., New York, New Orleans, Los Angeles, Shanghai, Hong Kong, Cape Town, Sydney, Mumbai). Despite the growing risks and challenges associated with climate change and rising sea levels, the coastal population continues to grow rapidly. To help ensure these growing populations can live safely along the coast requires a detailed understanding of the processes that shape the coastal zone. These processes act across a variety of scales, from deep-time geologic processes that dictate coastal shape and structure, to decadal-scale processes that determine shoreline position and evolution, to weekly and daily processes such as storms and tides. This course will provide an in-depth look at the forces--wind, waves, storms, and people--that shape the coastal zone, as well as the geologic formations--sandy beaches, rocky cliffs, barrier islands, deltas, and coral reefs--that are acted upon and resist these forces. Coastal dynamics are strongly affected by human interventions, such as seawalls, dredged channels, and sand dune removal, as well as by sea level rise and changes in storm frequency and magnitude associated with climate change. Finally, the course will provide students with a perspective on how the U.S. seeks to manage its coastal zone, focusing on sea level rise and coastal development. This class will include a quantitative lab that will use MATLAB software to model and evaluate various coastal processes. Students will gain a basic understanding of MATLAB functionality, and will be asked to independently apply what they have learned to various data sets provided by the instructor.

Class Format: lecture two times a week with a lab one time per week

Requirements/Evaluation: lab reports, quizzes, and an independent research project

Prerequisites: Either GEOS 104 or GEOS 210; or permission of instructor. No prior knowledge is necessary, but this course does build on principles used to explore complex scientific challenges.

Enrollment Limit: 15

Enrollment Preferences: Geosciences majors

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Unit Notes: This course counts toward the GEOS Group B Electives - Sediments + Life.

Distributions: (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 327(D3) GEOS 327(D3) CAOS 327(D3)

Quantitative/Formal Reasoning Notes: This course will involve the use of MATLAB software to quantitatively analyze coastal process and geomorphological data.

Attributes: ENVI Natural World Electives GEOS Group B Electives - Sediments + Life

Fall 2024

LEC Section: 01 MWF 8:30 am - 9:45 am Alex A. Apotsos

ENVI 376 (F) Economics of Environmental Behavior (QFR)

Cross-listings: CAOS 477 / ECON 477

Secondary Cross-listing

A community maintains a fishery; a firm decides whether to get a green certification; you choose to fly home or stay here for spring break: behaviors of people and firms determine our impact on the environment. We'll use economics to model environmental behavior and to assess how policies can help or hurt the environment. Topics may study include: common pool resources, voluntary conservation, social norms and nudges, discrimination and justice, rationality, firm responses to mandatory and voluntary rules, voting and public opinion, and boycotts and divestment. We'll also build familiarity with the main methodologies of modern economic research: theoretical modeling, empirical analysis of observational data, and experiments.

Class Format: Class sessions will largely consist of presentations and discussions of academic research papers, as well as lab sessions to work on

empirical exercises; we may break the class into groups for some discussions

Requirements/Evaluation: regular reading markup, empirical exercises, class participation, 2 oral presentations, and a final original research paper using an experiment, existing data, or theory

Prerequisites: ECON 251 and (ECON 255 or STAT 346)

Enrollment Limit: 19

Enrollment Preferences: senior Economics majors

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

CAOS 477(D2) ENVI 376(D2) ECON 477(D2)

Quantitative/Formal Reasoning Notes: The research students will consume and produce in the class will be based on math-based theory and/or econometric-based empirical analysis.

Attributes: CAOS Senior Seminars ENVI Humanities, Arts + Social Science Electives POEC Depth POEC Skills

Fall 2024

SEM Section: 01 TR 8:30 am - 9:45 am Sarah A. Jacobson

GEOS 234 (S) Introduction to Materials Science (QFR)

Cross-listings: PHYS 234

Secondary Cross-listing

Materials Science is the study of how the microscopic structure of materials--whether steel, carbon fiber, glass, wood, plastic, or mayonnaise--determines their macroscopic mechanical, thermal, electric, and other properties. Topics of this course include classifying materials; material structure; thermodynamics and phase transformations; material properties and testing; how solids bend, flow, and ultimately break; and how to choose the right material for design applications. Materials Science is a highly interdisciplinary field and as a result the course prerequisites are broad but also flexible. Interested students who are unsure about their preparation are strongly encouraged to contact the instructor.

Class Format: lecture (3 hours per week) plus three to four small-group laboratory sessions throughout the semester (to be scheduled with instructor)

Requirements/Evaluation: weekly problem sets, class participation, and midterm and final exams, all of which have a substantial quantitative component

Prerequisites: high school physics and chemistry, preferably at the AP level, and MATH 140 or AP Calculus (BC), and one 200-level PHYS, CHEM, or GEOS course; or permission of instructor

Enrollment Limit: 20

Enrollment Preferences: based on students' scientific background and seniority

Expected Class Size: 10

Grading: yes pass/fail option, yes fifth course option

Unit Notes: This course does not count toward the Geosciences major.

Distributions: (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

PHYS 234(D3) GEOS 234(D3)

Quantitative/Formal Reasoning Notes: Weekly problem sets and exams all have a substantial quantitative component.

Attributes: MTSC Courses

Spring 2025

LEC Section: 01 MR 2:35 pm - 3:50 pm Katharine E. Jensen

GEOS 327 (F) Coastal Processes and Geomorphology (QFR)

Cross-listings: ENVI 327 / CAOS 327

Primary Cross-listing

Can people live safely along the coast? Recent events like SuperStorm Sandy and the Tohoku Tsunami have shown us how the ocean can rise up suddenly and wreak havoc on our lives and coastal infrastructure. Only educated geoscientists can evaluate the risks and define informed strategies to prevent future coastal catastrophes. Currently almost half the global population lives within 100 km of the coast, with a large percent of those living in densely populated cities (e.g., New York, New Orleans, Los Angeles, Shanghai, Hong Kong, Cape Town, Sydney, Mumbai). Despite the growing risks and challenges associated with climate change and rising sea levels, the coastal population continues to grow rapidly. To help ensure these growing populations can live safely along the coast requires a detailed understanding of the processes that shape the coastal zone. These processes act across a variety of scales, from deep-time geologic processes that dictate coastal shape and structure, to decadal-scale processes that determine shoreline position and evolution, to weekly and daily processes such as storms and tides. This course will provide an in-depth look at the forces--wind, waves, storms, and people--that shape the coastal zone, as well as the geologic formations--sandy beaches, rocky cliffs, barrier islands, deltas, and coral reefs--that are acted upon and resist these forces. Coastal dynamics are strongly affected by human interventions, such as seawalls, dredged channels, and sand dune removal, as well as by sea level rise and changes in storm frequency and magnitude associated with climate change. Finally, the course will provide students with a perspective on how the U.S. seeks to manage its coastal zone, focusing on sea level rise and coastal development. This class will include a quantitative lab that will use MATLAB software to model and evaluate various coastal processes. Students will gain a basic understanding of MATLAB functionality, and will be asked to independently apply what they have learned to various data sets provided by the instructor.

Class Format: lecture two times a week with a lab one time per week

Requirements/Evaluation: lab reports, quizzes, and an independent research project

Prerequisites: Either GEOS 104 or GEOS 210; or permission of instructor. No prior knowledge is necessary, but this course does build on principles used to explore complex scientific challenges.

Enrollment Limit: 15

Enrollment Preferences: Geosciences majors

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Unit Notes: This course counts toward the GEOS Group B Electives - Sediments + Life.

Distributions: (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 327(D3) GEOS 327(D3) CAOS 327(D3)

Quantitative/Formal Reasoning Notes: This course will involve the use of MATLAB software to quantitatively analyze coastal process and geomorphological data.

Attributes: ENVI Natural World Electives GEOS Group B Electives - Sediments + Life

Fall 2024

LEC Section: 01 MWF 8:30 am - 9:45 am Alex A. Apotsos

INTR 150 (F) Data for Justice (DPE) (QFR)

Cross-listings: STS 150 / AMST 150 / SOC 150 / WGSS 150

Primary Cross-listing

This course is a unique and inclusive introduction to data science where quantitative thinking, programming, and social justice intertwine. We will build our data science skills using R, a popular open-source data science tool. We will focus on essential stages of data analysis, including data acquisition, cleaning, wrangling, visualization, and exploration. But rather than divorcing these techniques from the social issues they can help illuminate, we ground them in a social justice context. Overall, we will apply data science skills to topics drawn from criminal justice, environmental justice, diversity and inclusion in arts and media, education equity, and much more, with the goal of growing our collective capacity to use data science as a tool for social good. During a time when humans are increasingly subjugated to data-driven algorithmic decisions, when there are social media accounts dedicated to highlighting misuses of data, and when artificial intelligence makes faking data a nearly trivial task, using data to ethically and carefully promote justice is more important than ever.

Class Format: This course is taught in a highly interactive format and will frequently use a flipped-classroom approach. Students should expect substantial time devoted to in-class collaboration.

Requirements/Evaluation: Students will complete regularly assigned activities, problem sets, and other assessments. To move towards a non-hierarchical, transparent, and egalitarian grading system, the instructor adopts a mastery-based approach.

Prerequisites: None. This course assumes no prior knowledge of data science or R programming. An interest in social justice and a willingness to engage intensively with data and computing are essential.

Enrollment Limit: 18

Enrollment Preferences: Students without prior college-level courses in statistics and programming.

Expected Class Size: 18

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

STS 150(D2) AMST 150(D2) SOC 150(D2) WGSS 150(D2) INTR 150(D2)

Difference, Power, and Equity Notes: This course uses data science as a lens for injustice in spheres such as criminal justice, environmental justice, diversity and inclusion in arts and media, education equity. We will consider race, gender, LGBTQ+, disability, and other axes of identity. Additionally, we will adopt a data-critical perspective, thinking about how social forces shape data and our understanding of it.

Quantitative/Formal Reasoning Notes: This course teaches quantitative tools in R, a widely-adopted data science platform. We will focus on essential stages of data analysis, including data acquisition, cleaning, wrangling, visualization, and exploration.

Fall 2024

LEC Section: 01 TR 9:55 am - 11:10 am Chad M. Topaz

LEC Section: 02 TR 11:20 am - 12:35 pm Chad M. Topaz

INTR 350 (S) Data for Justice Research Practicum (DPE) (QFR)

Cross-listings: WGSS 363 / STS 363 / AMST 363

Primary Cross-listing

Civil rights activist, educator, and investigative journalist Ida B. Wells said that "the way to right wrongs is to shine the light of truth upon them." In this inclusive, collaborative, research-based course, students will bring statistical, computational, and/or mathematical approaches to bear on issues of social justice. Guided closely by the instructor, students will work in groups to carry out original research in an area such as criminal justice, education equity, environmental justice, health care equity, economic justice, or inclusion in arts/media. Prior research experience is not required; one goal of this course is to build skills for advanced research.

Class Format: This course is an intensive research practicum. Formation of research groups and selection of research topics will be facilitated by the instructor. The primary modality of work is peer collaboration.

Requirements/Evaluation: To move towards a non-hierarchical, transparent, and egalitarian grading system, the instructor adopts a mastery-based, ungraded assessment framework.

Prerequisites: INTR 150 (Data for Justice), or prior equivalent exposure to computing, statistics, and social justice topics as approved by the instructor.

Enrollment Limit: 10

Enrollment Preferences: Students who have a declared major in Division I or II, who meet the prerequisites of the course, and who fill out the instructor's preregistration survey (contact the instructor for link).

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 363(D2) STS 363(D2) INTR 350(D2) AMST 363(D2)

Difference, Power, and Equity Notes: Students will research issues of social justice in areas such as criminal justice, arts/media, environmental justice, education, and health care, and along identity axes such as gender, race/ethnicity, disability status, and sexual orientation.

Quantitative/Formal Reasoning Notes: Students will use multiple mathematical, statistical, and computational frameworks to acquire, model, and analyze real-world data.

Spring 2025

SEM Section: 01 TR 9:55 am - 11:10 am Chad M. Topaz

SEM Section: 02 TR 11:20 am - 12:35 pm Chad M. Topaz

MATH 113 (S) The Beauty of Numbers (QFR)

This course will be an introduction to number theory and mathematical thinking and logic, with emphasis throughout on mathematics as a way of thinking and approaching the world. Have you ever wondered what keeps your credit card information safe every time you buy something online? Number theory! Number Theory is one of the oldest branches of mathematics. In this course, we will discover the beauty and usefulness of numbers, from ancient Greece to modern cryptography. We will look for patterns, make conjectures, and learn how to prove these conjectures. Starting with nothing more than basic high school algebra, we will develop the logic and critical thinking skills required to realize and prove mathematical results. Topics to be covered include the meaning and content of proof, prime numbers, divisibility, rationality, modular arithmetic, Fermat's Last Theorem, the Golden ratio, Fibonacci numbers, coding theory, and unique factorization. This course is meant to give you an appreciation for numbers and mathematics and to enhance your logical reasoning skills. Although most people will not use calculus or geometry in their jobs or everyday lives, mathematics enhances our abilities to think logically and reason effectively. This skill is useful in all aspects of life. Number theory, in particular, is a great area of mathematics that allows one to jump in right away without a lot of pre-requisite knowledge. We will look at examples, look for patterns, make conjectures, and we will spend a lot of time learning how to rigorously prove those conjectures.

Requirements/Evaluation: projects, homework assignments, and exams

Prerequisites: MATH 102 (or demonstrated proficiency on a diagnostic test) or permission of instructor. Anyone who has previously taken a 200-level math course or higher must obtain instructor permission to take the course.

Enrollment Limit: 25

Enrollment Preferences: If over-enrolled, course selection will be based on answers to a questionnaire.

Expected Class Size: 25

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: proof writing and logic

Spring 2025

LEC Section: 01 TR 11:20 am - 12:35 pm Allison Pacelli

MATH 130 (F)(S) Calculus I (QFR)

Calculus permits the computation of velocities and other instantaneous rates of change by a limiting process called differentiation. The same process also solves "max-min" problems: how to maximize profit or minimize pollution. A second limiting process, called integration, permits the computation of areas and accumulations of income or medicines. The Fundamental Theorem of Calculus provides a useful and surprising link between the two processes. Subtopics include trigonometry, exponential growth, and logarithms.

Requirements/Evaluation: Weekly homework and quizzes, 2 exams during the semester, and one final

Prerequisites: MATH 102 (or demonstrated proficiency on a diagnostic test); this is an introductory course for students who have not seen calculus before

Enrollment Limit: 50

Enrollment Preferences: first-year students

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Unit Notes: students who have previously taken a calculus course may not enroll in MATH 130 without the permission of instructor

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: This a calculus course.

Fall 2024

LEC Section: 02 MWF 9:00 am - 9:50 am Lori A. Pedersen

LEC Section: 01 MWF 8:00 am - 8:50 am Lori A. Pedersen

Spring 2025

LEC Section: 01 MWF 9:00 am - 9:50 am Leo Goldmakher

MATH 140 (F)(S) Calculus II (QFR)

Calculus answers two basic questions: how fast is something changing (the derivative) and how much is there (the integral). This course is about integration, and the miracle that unites the derivative and the integral (the Fundamental Theorem of Calculus.) Understanding calculus requires in part the understanding of methods of integration. This course will also solve equations involving derivatives ("differential equations") for population growth or pollution levels. Exponential and logarithmic functions and trigonometric and inverse functions will also play an important role. This course is the right starting point for students who have seen derivatives, but not necessarily integrals, before.

Requirements/Evaluation: homework, quizzes, and/or exams

Prerequisites: MATH 130 or equivalent; students who have received the equivalent of advanced placement of AB 4, BC 3 or higher may not enroll in MATH 140 without the permission of instructor

Enrollment Limit: 50

Enrollment Preferences: based on who needs calculus the soonest

Expected Class Size: 30

Grading: yes pass/fail option, yes fifth course option

Unit Notes: students who have higher advanced placement must enroll in MATH 150 or above

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: This is a math class

Fall 2024

LEC Section: 02 MWF 12:00 pm - 12:50 pm Bhagya Athukorallage

LEC Section: 01 MWF 9:00 am - 9:50 am Bhagya Athukorallage

Spring 2025

LEC Section: 01 MWF 10:00 am - 10:50 am Christina Athanasouli

MATH 150 (F)(S) Multivariable Calculus (QFR)

Applications of calculus in mathematics, science, economics, psychology, the social sciences, involve several variables. This course extends calculus to several variables: vectors, partial derivatives, multiple integrals. There is also a unit on infinite series, sometimes with applications to differential equations.

Requirements/Evaluation: Problem sets and exams

Prerequisites: MATH 140 or equivalent, such as satisfactory performance on an Advanced Placement Examination

Enrollment Limit: 50

Enrollment Preferences: Preference will be given to prospective math and stats majors, or students who need this as a course to serve as a prerequisite for other courses.

Expected Class Size: 40

Grading: yes pass/fail option, yes fifth course option

Unit Notes: Students with the equivalent of advanced placement of AB 4 or above should enroll in MATH 150, students with a BC 3 or higher should enroll in Math 151 when it is being offered, and Math 150 otherwise.

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: mathematics

Fall 2024

LEC Section: 01 MWF 9:00 am - 9:50 am Ralph E. Morrison

LEC Section: 02 MWF 10:00 am - 10:50 am Ralph E. Morrison

LEC Section: 03 MWF 12:00 pm - 12:50 pm Ralph E. Morrison

Spring 2025

LEC Section: 01 MWF 10:00 am - 10:50 am Palak Arora

MATH 151 (F) Multivariable Calculus (QFR)

Applications of calculus in mathematics, science, economics, psychology, the social sciences, involve several variables. This course extends calculus to several variables: vectors, partial derivatives and multiple integrals. The goal of the course is Stokes Theorem, a deep and profound generalization of the Fundamental Theorem of Calculus. The difference between this course and MATH 150 is that MATH 150 covers infinite series instead of the theorems of vector calculus. Students with the equivalent of BC 3 or higher should enroll in MATH 151, as well as students who have taken the equivalent of an integral calculus and who have already been exposed to infinite series. For further clarification as to whether MATH 150 or MATH 151 is appropriate, please consult a member of the math/stat department.

Requirements/Evaluation: problem sets and exams

Prerequisites: AP BC 3 or higher or integral calculus with infinite series

Enrollment Limit: 50

Enrollment Preferences: First-years, sophomores, and juniors

Expected Class Size: 40

Grading: yes pass/fail option, yes fifth course option

Unit Notes: MATH 151 satisfies any MATH 150 prerequisite; credit will not be given for both MATH 150 and MATH 151

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: This course builds quantitative skills

Fall 2024

LEC Section: 03 MWF 11:00 am - 11:50 am Susan R. Loepp

LEC Section: 02 MWF 10:00 am - 10:50 am Susan R. Loepp

LEC Section: 01 MWF 9:00 am - 9:50 am Susan R. Loepp

MATH 200 (F)(S) Discrete Mathematics (QFR)

In contrast to calculus, which is the study of continuous processes, this course examines the structure and properties of finite sets. Topics to be covered include mathematical logic, elementary number theory, mathematical induction, set theory, functions, relations, elementary combinatorics and probability, and graphs. Emphasis will be given on the methods and styles of mathematical proofs, in order to prepare the students for more advanced math courses.

Class Format: This will not be a typical lecture course; instead it will be a blend of lecture and discovery-based learning, with weekly small group meetings with TA's.

Requirements/Evaluation: Spring: Evaluation will be based on homework, exams, and participation in weekly small group meetings.

Prerequisites: Calculus at the level of an AP course or Williams College Math 130 or 140. Students who have taken a 300-level or 400-level math course should obtain permission of the instructor before enrolling.

Enrollment Limit: 40

Enrollment Preferences: Preference given to first and second year students intending to major in mathematics or computer science.

Expected Class Size: 40

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: This course involves developing the formal mathematical language of logic and set theory. It also involves using quantitative tools to solve problems relating to combinatorics, probability, number theory, and other fields of discrete mathematics.

Fall 2024

LEC Section: 01 TR 9:55 am - 11:10 am Palak Arora

LEC Section: 02 TR 11:20 am - 12:35 pm Palak Arora

Spring 2025

LEC Section: 02 TR 9:55 am - 11:10 am Lori A. Pedersen

LEC Section: 01 TR 8:30 am - 9:45 am Lori A. Pedersen

MATH 210 (S) Mathematical Methods for Scientists (QFR)

Cross-listings: PHYS 210

Secondary Cross-listing

This course covers a variety of mathematical methods used in the sciences, focusing particularly on the solution of ordinary and partial differential equations. In addition to calling attention to certain special equations that arise frequently in the study of waves and diffusion, we develop general techniques such as looking for series solutions and, in the case of nonlinear equations, using phase portraits and linearizing around fixed points. We study some simple numerical techniques for solving differential equations. An optional session in Mathematica will be offered for students who are not already familiar with this computational tool.

Class Format: three hours per week

Requirements/Evaluation: several exams and weekly problem sets, all of which have a substantial quantitative component

Prerequisites: MATH 150 or 151 and familiarity with Newtonian mechanics at the level of PHYS 131

Enrollment Limit: 50

Enrollment Preferences: sophomores and juniors

Expected Class Size: 30

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

PHYS 210(D3) MATH 210(D3)

Quantitative/Formal Reasoning Notes: This course will have weekly problem sets using advanced calculus methods

Spring 2025

LEC Section: 01 TR 9:55 am - 11:10 am Frederick W. Strauch

MATH 250 (F)(S) Linear Algebra (QFR)

Many social, political, economic, biological, and physical phenomena can be described, at least approximately, by linear relations. In the study of systems of linear equations one may ask: When does a solution exist? When is it unique? How does one find it? How can one interpret it geometrically? This course develops the theoretical structure underlying answers to these and other questions and includes the study of matrices, vector spaces, linear independence and bases, linear transformations, determinants and inner products. Course work is balanced between theoretical and computational, with attention to improving mathematical style and sophistication.

Requirements/Evaluation: homework and exams

Prerequisites: MATH 150/151 or MATH 200

Enrollment Limit: 60

Enrollment Preferences: Students who have officially declared a major that requires Math 250.

Expected Class Size: 40

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: In this course, students will engage in both quantitative and formal reasoning.

Attributes: COGS Related Courses

Fall 2024

LEC Section: 02 MWF 11:00 am - 11:50 am Christina Athanasouli

LEC Section: 01 MWF 10:00 am - 10:50 am Christina Athanasouli

Spring 2025

LEC Section: 01 MWF 9:00 am - 9:50 am Ivo Terek

LEC Section: 02 MWF 10:00 am - 10:50 am Ivo Terek

MATH 309 (F)(S) Differential Equations (QFR)

Ordinary differential equations (ODEs) frequently arise as models of phenomena in the natural and social sciences. This course presents core ideas of ODEs from an applied standpoint. Topics covered early in the course may include numerical solutions, separation of variables, integrating factors, and constant coefficient linear equations. Later, we will focus on nonlinear ODEs, for which it is usually impossible to find analytical solutions. Tools from dynamical systems will be introduced to allow us to obtain information about the behavior of the ODEs without explicitly knowing the solution.

Requirements/Evaluation: quizzes/exams, problem sets, participation

Prerequisites: MATH 150/151 and MATH 250

Enrollment Limit: 40

Enrollment Preferences: discretion of the instructor

Expected Class Size: 30

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: 300-level mathematics course

Fall 2024

LEC Section: 01 TR 9:55 am - 11:10 am Julie C. Blackwood

Spring 2025

LEC Section: 01 TR 8:30 am - 9:45 am Bhagya Athukorallage

MATH 313 (S) Introduction to Number Theory (WS) (QFR)

The study of numbers dates back thousands of years, and is fundamental in mathematics. In this course, we will investigate both classical and modern questions about numbers. In particular, we will explore the integers, and examine issues involving primes, divisibility, and congruences. We will also look at the ideas of number and prime in more general settings, and consider fascinating questions that are simple to understand, but can be quite difficult to answer. This course will include a significant focus on mathematical proof writing and problem solving skills. This includes writing clear and rigorous mathematical proofs, clearly explaining mathematical ideas verbally and in writing, determining how to approach certain types of problems, looking for patterns and making conjectures, and asking good questions about the implications of certain ideas and theorems.

Requirements/Evaluation: Problem sets, project, and exams

Prerequisites: MATH 250 or permission of instructor

Enrollment Limit: 19

Enrollment Preferences: If course is over-enrolled, enrollment preference will be based on answers to a questionnaire. Some preference will be given to students who have not yet had Math 355.

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (WS) (QFR)

Writing Skills Notes: Students will complete weekly problem sets, with a strong emphasis on proof writing, as well as 2-5-10 page papers/projects.

There will be feedback given on mathematical writing as well as accuracy, and discussion time during class on writing in math.

Quantitative/Formal Reasoning Notes: This course requires working with various number systems, performing explicit computations, and proving mathematical results using logical reasoning practices.

Spring 2025

LEC Section: 01 TR 9:55 am - 11:10 am Allison Pacelli

MATH 326 (F) Differential Geometry (QFR)

Differential Geometry is the study of curvature. In turn, curvature is the heart of geometry. The goal of this course is to start the study of curvature, concentrating on the curvature of curves and of surfaces, leading to the deep Gauss-Bonnet Theorem, which links curvature with topology.

Class Format: lecture

Requirements/Evaluation: Evaluation will be based primarily on problem sets, midterms and a final exam

Prerequisites: MATH 250

Enrollment Limit: 30

Enrollment Preferences: Preference to mathematics majors.

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: It is a mathematics upper level course.

Fall 2024

LEC Section: 01 MWF 11:00 am - 11:50 am Ivo Terek

MATH 331 (F) The little Questions (QFR)

Using math competitions such as the Putnam Exam as a springboard, in this class we follow the dictum of the Ross Program and "think deeply of simple things". The two main goals of this course are to prepare students for competitive math competitions, and to get a sense of the mathematical landscape encompassing elementary number theory, combinatorics, graph theory, and group theory (among others). While elementary frequently is not synonymous with easy, we will see many beautiful proofs and "a-ha" moments in the course of our investigations. Students will be encouraged to explore these topics at levels compatible with their backgrounds.

Requirements/Evaluation: homework, classwork, and exams

Prerequisites: MATH 250 or permission of instructor

Enrollment Limit: 30

Enrollment Preferences: members or alternates of the Putnam team, Mathematics, Physics or Computer Science majors

Expected Class Size: 25

Grading: yes pass/fail option, yes fifth course option

Unit Notes: http://web.williams.edu/Mathematics/sjmillier/public_html/331Fa24/

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: This is an upper level math course where students learn advanced material and solve challenging problems.

Fall 2024

LEC Section: 01 MWF 10:00 am - 10:50 am Steven J. Miller

MATH 334 (S) Graph Theory (QFR)

A graph is a collection of vertices, joined together by edges. In this course, we will study the sorts of structures that can be encoded in graphs, along with the properties of those graphs. We'll learn about such classes of graphs as multi-partite, planar, and perfect graphs, and will see applications to

such optimization problems as minimum colorings of graphs, maximum matchings in graphs, and network flows.

Requirements/Evaluation: problem sets, exams, and a short final project

Prerequisites: MATH 200 or MATH 250

Enrollment Limit: 30

Enrollment Preferences: Math majors

Expected Class Size: 25

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: This course involves the writing of mathematical proofs.

Spring 2025

LEC Section: 01 MWF 9:00 am - 9:50 am Ralph E. Morrison

MATH 338 (F) Intermediate Logic (QFR)

Cross-listings: PHIL 338

Secondary Cross-listing

In this course, we will begin with an in-depth study of the theory of first-order logic. We will first get clear on the formal semantics of first-order logic and various ways of thinking about formal proof: natural deduction systems, semantic tableaux, axiomatic systems and sequent calculi. Our main goal will be to prove things about this logical system rather than to use this system to think about ordinary language arguments. In this way the goal of the course is significantly different from that of Logic and Language (PHIL 203). Students who have taken PHIL 203 will have a good background for this class, but students who are generally comfortable with formal systems need not have taken PHIL 203. We will prove soundness and completeness, compactness, the Lowenheim-Skolem theorems, undecidability and other important results about first-order logic. As we go through these results, we will think about the philosophical implications of first-order logic. From there, we will look at extensions of and/or alternatives to first-order logic. Possible additional topics would include: modal logic, the theory of counterfactuals, alternative representations of conditionals, the use of logic in the foundations of arithmetic and Godel's Incompleteness theorems. Student interest will be taken into consideration in deciding what additional topics to cover.

Requirements/Evaluation: problem sets and exams

Prerequisites: some class in which student has studied formal reasoning

Enrollment Limit: 20

Enrollment Preferences: Philosophy majors; juniors and seniors

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

PHIL 338(D2) MATH 338(D3)

Quantitative/Formal Reasoning Notes: This is a class in Formal Logic. PHIL 203 satisfies the QFR requirement. If anything, this class will be significantly more formal.

Attributes: PHIL Contemp Metaphysics + Epistemology Courses

Fall 2024

SEM Section: 01 TF 2:35 pm - 3:50 pm Keith E. McPartland

MATH 341 (F)(S) Probability (QFR)

Cross-listings: STAT 341

Primary Cross-listing

The historical roots of probability lie in the study of games of chance. Modern probability, however, is a mathematical discipline that has wide

applications in a myriad of other mathematical and physical sciences. Drawing on classical gaming examples for motivation, this course will present axiomatic and mathematical aspects of probability. Included will be discussions of random variables (both discrete and continuous), distribution and expectation, independence, laws of large numbers, and the well-known Central Limit Theorem. Many interesting and important applications will also be presented, including some from classical Poisson processes, random walks and Markov Chains.

Requirements/Evaluation: homework, classwork, and exams

Prerequisites: MATH 150 and MATH 250 or permission of the instructor

Enrollment Limit: 50

Enrollment Preferences: Priority will be given to Mathematics majors and to Statistics Majors.

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

STAT 341(D3) MATH 341(D3)

Quantitative/Formal Reasoning Notes: This is a 300-level Math/Stat course.

Fall 2024

LEC Section: 01 MWF 12:00 pm - 12:50 pm Mihai Stoiciu

Spring 2025

LEC Section: 01 TR 9:55 am - 11:10 am Steven J. Miller

MATH 345 (S) Introduction to Numerical Analysis (QFR)

Numerical analysis is the study of algorithms that use numerical approximation to solve problems which arise in scientific applications. This course provides an introduction to the theory, development, and analysis of algorithms for obtaining numerical solutions. We will also use mathematical software to facilitate numerical experimentation. Topics discussed in the course include: Error Analysis and Convergence Rates of Algorithms; Root Finding for Nonlinear Equations; Approximating Functions; Numerical Differentiation and Integration; Numerical Solutions of Ordinary Differential Equations; Iterative Methods for Solving Linear Systems.

Requirements/Evaluation: Evaluation will be based on homework, projects, and exams.

Prerequisites: Math 250 and Math 150/151

Enrollment Limit: 30

Enrollment Preferences: Mathematics and Statistics majors.

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: This is an advanced mathematics class that will cover the fundamental ideas of Numerical Analysis. The students will study in depths various algorithms that provide numerical solutions to various questions in science.

Spring 2025

LEC Section: 01 MWF 11:00 am - 11:50 am Christina Athanasouli

MATH 350 (F)(S) Real Analysis (QFR)

Why is the product of two negative numbers positive? Why do we depict the real numbers as a line? Why is this line continuous, and what do we mean when we say that? Perhaps most fundamentally, what is a real number? Real analysis addresses such questions, delving into the structure of real numbers and functions of them. Along the way we'll discuss sequences and limits, series, completeness, compactness, derivatives and integrals, and metric spaces. Results covered will include the Cantor-Schroeder-Bernstein theorem, the monotone convergence theorem, the Bolzano-Weierstrass theorem, the Cauchy criterion, Dirichlet's and Riemann's rearrangement theorem, the Heine-Borel theorem, the intermediate value theorem, and many others. This course is excellent preparation for graduate studies in mathematics, statistics, and economics.

Requirements/Evaluation: Problem sets and exams.

Prerequisites: MATH 250 or permission of instructor.

Enrollment Limit: 40

Enrollment Preferences: Juniors and Seniors.

Expected Class Size: 25

Grading: no pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: This is an advanced mathematics course.

Fall 2024

LEC Section: 01 MR 2:35 pm - 3:50 pm Leo Goldmakher

Spring 2025

LEC Section: 01 TR 11:20 am - 12:35 pm Cesar E. Silva

MATH 351 (S) Applied Real Analysis (QFR)

This course is designed to introduce students to the underpinnings of real analysis, primarily in the context of Fourier series. By the end of the semester people will be comfortable making epsilon and delta type arguments. These types of arguments are one of the main pillars of modern mathematics. In a similar way, Fourier series and their generalizations are one of the pillars of the modern digital world.

Requirements/Evaluation: homework, classwork, and exams

Prerequisites: MATH 150 and MATH 250 or permission of the instructor.

Enrollment Limit: 50

Enrollment Preferences: Seniors

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: Math

Spring 2025

LEC Section: 01 MR 2:35 pm - 3:50 pm Palak Arora

MATH 355 (F)(S) Abstract Algebra (QFR)

Algebra gives us tools to solve equations. The integers, the rationals, and the real numbers have special properties which make algebra work according to the circumstances. In this course, we generalize algebraic processes and the sets upon which they operate in order to better understand, theoretically, when equations can and cannot be solved. We define and study abstract algebraic structures such as groups, rings, and fields, as well as the concepts of factor group, quotient ring, homomorphism, isomorphism, and various types of field extensions. This course introduces students to abstract rigorous mathematics.

Requirements/Evaluation: Problem sets and exams

Prerequisites: MATH 250 or permission of instructor

Enrollment Limit: 30

Enrollment Preferences: Students who have officially declared a major that requires Math 355.

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: 300-level math course

Fall 2024

LEC Section: 01 TR 8:30 am - 9:45 am Allison Pacelli

LEC Section: 02 TR 9:55 am - 11:10 am Allison Pacelli

Spring 2025

LEC Section: 02 MWF 12:00 pm - 12:50 pm Mihai Stoiciu

LEC Section: 01 MWF 11:00 am - 11:50 am Mihai Stoiciu

MATH 361 (F) Theory of Computation (QFR)

This course introduces a formal framework for investigating both the computability and complexity of problems. We study several models of computation including finite automata, regular languages, context-free grammars, and Turing machines. These models provide a mathematical basis for the study of computability theory--the examination of what problems can be solved and what problems cannot be solved--and the study of complexity theory--the examination of how efficiently problems can be solved. Topics include the halting problem and the P versus NP problem.

Requirements/Evaluation: weekly problem sets and one or more exams

Prerequisites: CSCI 256 or both a 300-level MATH course and permission of instructor

Enrollment Limit: 24

Enrollment Preferences: current or expected Computer Science majors

Expected Class Size: 24

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: This course include regular and substantial problem sets in which quantitative/formal reasoning skills are practiced and evaluated.

Attributes: COGS Interdepartmental Electives

Fall 2024

LEC Section: 01 TR 8:30 am - 9:45 am Shikha Singh

LEC Section: 02 TR 9:55 am - 11:10 am Shikha Singh

MATH 374 (F) Topology (QFR)

In Real Analysis you learned about metric spaces---any set of objects endowed with a way of measuring distance---and the topology of sets in such spaces (open, closed, bounded, etc). In this course we flip this on its head: we explore how to develop analysis (limits, continuity, etc) in spaces where the topology is known but the metric is not. This will lead us to a bizarre and fascinating version of geometry in which we cannot distinguish between shapes that can be continuously deformed into one another. Not only does this theory turn out to be beautiful in the abstract, it plays an important role in math, physics, and data analysis. This course is excellent preparation for graduate programs in mathematics.

Requirements/Evaluation: Problem sets, exams, an expository essay.

Prerequisites: MATH 350 or 351; not open to students who have taken MATH 323. If you didn't cover metric spaces in real analysis, that's OK!

Enrollment Limit: 30

Enrollment Preferences: Juniors and seniors

Expected Class Size: 20

Grading: no pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: It's math.

Fall 2024

LEC Section: 01 TR 11:20 am - 12:35 pm Leo Goldmakher

MATH 382 (S) Fourier Analysis (QFR)

Fourier analysis is the study of waves and frequencies. More precisely, the goal of Fourier analysis is to decompose a complicated function into a simple combination of pure waves, thereby gaining insight into the behavior of the function itself. It's difficult to overstate the impact of this branch of mathematics; it is foundational throughout theoretical mathematics (e.g., to study the distribution of prime numbers), applied mathematics (e.g., to solve differential equations), physics (e.g., to study properties of light and sound), computer science (e.g., to compute with large integers and matrices), audio engineering (e.g., to pitch-correcting algorithms), medical science (e.g., throughout radiology), etc. The goal of this course is to cover the basic theory (fourier series, the fourier transform, the fast fourier transform) and explore a number of applications, including Dirichlet's theorem on primes in arithmetic progressions, the isoperimetric inequality, the heat equation, and Heisenberg's uncertainty principle.

Class Format: Every week, each student will either give a lecture (based on provided readings) or explain solutions to selected problems.

Requirements/Evaluation: Evaluation will be based on lectures and presentation of problem solutions.

Prerequisites: MATH 350 or MATH 351 or permission of instructor.

Enrollment Limit: 10

Enrollment Preferences: By lottery.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: It's math!

Spring 2025

TUT Section: T1 TBA Leo Goldmakher

MATH 389 (S) Advanced Analysis (QFR)

This course further develops and explores topics and concepts from real analysis, with special emphasis on introducing students to subject matter and techniques that are useful for graduate study in mathematics or an allied field. Material will be drawn, based on student interest, from many areas, including analytic number theory, Fourier series and harmonic analysis, generating functions, differential equations and special functions, integral operators, equidistribution theory and probability, random matrix theory and probabilistic methods. This will be an intense, fast paced class which will give a flavor for graduate school. In addition to standard homework problems, students will also write reviews for MathSciNet, referee papers for journals, write programs in SAGE or Mathematica to investigate and conjecture, and read classic and current research papers.

Class Format: lecture

Requirements/Evaluation: evaluation will be based primarily on homework, classwork, and exams

Prerequisites: MATH 350 or 351 and one additional 300-level MATH course, or permission of instructor

Enrollment Limit: 30

Enrollment Preferences: students interested in graduate school in mathematics or an allied discipline

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Unit Notes: http://web.williams.edu/Mathematics/sjmiller/public_html/389/

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: This is a post-core 300 level math class.

Spring 2025

LEC Section: 01 TR 11:20 am - 12:35 pm Steven J. Miller

MATH 403 (F) Measure and Ergodic Theory (QFR)

An introduction to measure theory and ergodic theory. Measure theory is a generalization of the notion of length and area, and has been used in the study of stochastic (probabilistic) systems. The course covers the construction of Lebesgue and Borel measures, measurable functions, and Lebesgue integration. Ergodic theory studies the probabilistic behavior of dynamical systems as they evolve through time, and is based on measure theory. The

course will cover basic notions, such as ergodic transformations, weak mixing, mixing, Bernoulli transformations, and transformations admitting and not admitting an invariant measure. There will be an emphasis on specific examples such as group rotations, the binary odometer transformations, and rank-one constructions. The Ergodic Theorem will also be covered, and will be used to illustrate notions and theorems from measure theory.

Requirements/Evaluation: Homework and exams

Prerequisites: MATH 350 or MATH 351 or permission of instructor

Enrollment Limit: 25

Enrollment Preferences: Mathematics majors

Expected Class Size: 15-20

Grading: yes pass/fail option, yes fifth course option

Unit Notes: senior major course

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: It is an advanced mathematics course.

Fall 2024

LEC Section: 01 MR 2:35 pm - 3:50 pm Cesar E. Silva

MATH 408 (F) L-Functions and Sphere Packing (QFR)

Optimal packing problems arise in many important problems, and have been a source of excellent mathematics for centuries. The Kepler Problem (what is the most efficient way to pack balls in three-space) is a good example. The original formulation has been used in such diverse areas as stacking cannonballs on battleships to grocers preparing fruit displays, and its generalizations allow the creation of powerful error detection and correction codes. While the solution of the Kepler Problem is now known, the higher dimensional version is very much open. There has been remarkable progress in the last few years, with number theory playing a key role in these results. We will develop sufficient background material to understand many of these problems and the current state of the field. Pre-requisites are real analysis.

Requirements/Evaluation: Class participation, homework, exams and participation in writing a textbook on the material. Each student will be responsible for working on a chapter of a book based on this material. In addition to obtaining critical writing feedback from myself and my co-author (who is a world expert in the subject), depending on timing we will also be able to share comments from an editor of a major publishing house or a referee. Chapters can range from short snapshots of a subject, on the order of 5 pages, to longer technical derivations of perhaps 10-30 pages.

Prerequisites: Math 350 or 351

Enrollment Limit: 40

Enrollment Preferences: Senior math majors, students planning on graduate study in a STEM field

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: This is a 400 level math class

Fall 2024

LEC Section: 01 MWF 11:00 am - 11:50 am Steven J. Miller

MATH 411 (S) Commutative Algebra (QFR)

Commutative Algebra is an essential area of mathematics that provides indispensable tools to many areas, including Number Theory and Algebraic Geometry. This course will introduce you to the fundamental concepts for the study of commutative rings, with a special focus on the notion of "prime ideals," and how they generalize the well-known notion of primality in the set of integers. Commutative algebra has applications ranging from algebraic geometry to coding theory. For example, one can use commutative algebra to create error correcting codes. It is perhaps most often used, however, to study curves and surfaces in different spaces. To understand these structures, one must study polynomial rings over fields. This course will be an introduction to commutative algebra. Possible topics include polynomial rings, localizations, primary decomposition, completions, and modules.

Requirements/Evaluation: homework and exams

Prerequisites: MATH 355 or permission of instructor

Enrollment Limit: 25

Enrollment Preferences: Math majors

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: It is a 400-level math course

Spring 2025

LEC Section: 01 MWF 9:00 am - 9:50 am Susan R. Loepf

MATH 412 (S) Mathematical Biology (QFR)

This course will provide an introduction to the many ways in which mathematics can be used to understand, analyze, and predict biological dynamics. We will learn how to construct mathematical models that capture essential properties of biological processes while maintaining analytic tractability. Analytic techniques, such as stability and bifurcation analysis, will be introduced in the context of both continuous and discrete time models. Additionally, students will couple these analytic tools with numerical simulation to gain a more global picture of the biological dynamics. Possible biological applications may include, but are not limited to, single and multi-species population dynamics, neural and biological oscillators, tumor cell growth, and infectious disease dynamics.

Requirements/Evaluation: problem sets, quizzes/exams, participation, final project and paper

Prerequisites: MATH 250 and MATH 309, or permission of instructor

Enrollment Limit: 30

Enrollment Preferences: preference for senior math/stats major and also based on an interest statement

Expected Class Size: 30

Grading: yes pass/fail option, no fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: The course will introduce methods for developing and analyzing mathematical models.

Spring 2025

LEC Section: 01 TR 9:55 am - 11:10 am Julie C. Blackwood

MATH 426 (F) Differential Topology (QFR)

Differential topology marries the rubber-like deformations of topology with the computational exactness of calculus. This subfield of mathematics asks and answers questions like "Can you take an integral on the surface of doughnut?" and includes far-reaching applications in relativity and robotics. This tutorial will provide an elementary and intuitive introduction to differential topology. We will begin with the definition of a manifold and end with a generalized understanding of Stokes Theorem.

Requirements/Evaluation: weekly homework and exams, and possibly student presentations

Prerequisites: MATH 350 (students who have not taken MATH 350 may enroll only with permission of the instructor)

Enrollment Limit: 30

Enrollment Preferences: mathematics seniors, mathematics majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: There will be weekly math problem sets.

Fall 2024

LEC Section: 01 MWF 9:00 am - 9:50 am Ivo Terek

MATH 453 (S) Partial Differential Equations (QFR)

In this course, we further explore the world of differential equations. Mainly, we cover topics in partial differential equations. Partial Differential Equations (PDEs) are fundamental to the modeling of many natural phenomena, arising in many fields, including fluid mechanics, heat and mass transfer, electromagnetic theory, finance, elasticity, and more. The goals of this course are to discuss the following topics: classification of PDEs in terms of order, linearity and homogeneity; physical interpretation of canonical PDEs; solution techniques, including separation of variables, series solutions, integral transforms, and the method of characteristics.

Requirements/Evaluation: Evaluation will be based on homework, projects, and exams.

Prerequisites: MATH 150-151; MATH/PHYS 210 or MATH 309

Enrollment Limit: 20

Enrollment Preferences: Mathematics and Physics majors.

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: This is an advanced mathematics class dedicated to the study of partial differential equations (PDEs). These equations are the most important mathematical tools for the study of complex physical phenomena such as waves and fluids (including both air and water), heat transfer, electromagnetism, and finance.

Spring 2025

LEC Section: 01 TR 11:20 am - 12:35 pm Bhagya Athukorallage

PHIL 338 (F) Intermediate Logic (QFR)

Cross-listings: MATH 338

Primary Cross-listing

In this course, we will begin with an in-depth study of the theory of first-order logic. We will first get clear on the formal semantics of first-order logic and various ways of thinking about formal proof: natural deduction systems, semantic tableaux, axiomatic systems and sequent calculi. Our main goal will be to prove things about this logical system rather than to use this system to think about ordinary language arguments. In this way the goal of the course is significantly different from that of Logic and Language (PHIL 203). Students who have taken PHIL 203 will have a good background for this class, but students who are generally comfortable with formal systems need not have taken PHIL 203. We will prove soundness and completeness, compactness, the Lowenheim-Skolem theorems, undecidability and other important results about first-order logic. As we go through these results, we will think about the philosophical implications of first-order logic. From there, we will look at extensions of and/or alternatives to first-order logic. Possible additional topics would include: modal logic, the theory of counterfactuals, alternative representations of conditionals, the use of logic in the foundations of arithmetic and Godel's Incompleteness theorems. Student interest will be taken into consideration in deciding what additional topics to cover.

Requirements/Evaluation: problem sets and exams

Prerequisites: some class in which student has studied formal reasoning

Enrollment Limit: 20

Enrollment Preferences: Philosophy majors; juniors and seniors

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

PHIL 338(D2) MATH 338(D3)

Quantitative/Formal Reasoning Notes: This is a class in Formal Logic. PHIL 203 satisfies the QFR requirement. If anything, this class will be significantly more formal.

Attributes: PHIL Contemp Metaphysics + Epistemology Courses

Fall 2024

PHYS 108 (S) Energy Science and Technology (QFR)

Cross-listings: ENVI 108

Primary Cross-listing

Energy use has skyrocketed in the United States and elsewhere in the world, causing significant economic and political shifts, as well as concerns for the environment. This course will address the physics and technology of energy generation, consumption, and conservation. It will cover a wide range of energy sources, including fossil fuels, hydropower, solar energy, wind energy, and nuclear energy. We will discuss energy use in transportation, manufacturing, building heating and lighting, and energy storage. Students will learn to compare the efficiencies and environmental impacts of various energy sources and uses.

Class Format: Two meetings per week. Some weeks that means two lectures. Other weeks, that means one lecture plus one lab, with the class divided between two lab sections.

Requirements/Evaluation: weekly assignments, two hour tests, and a final project culminating in an oral presentation to the class and a 10-page paper; all of these will be substantially quantitative

Prerequisites: high school physics, high school chemistry, and mathematics at the level of MATH 130

Enrollment Limit: 10 per lab

Enrollment Preferences: non-physics majors

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 108(D3) PHYS 108(D3)

Quantitative/Formal Reasoning Notes: problems sets, exams, and projects will all have a quantitative aspects.

Attributes: ENVI Natural World Electives

Spring 2025

LAB Section: 02 R 1:10 pm - 2:25 pm Protik K. Majumder

LAB Section: 03 R 2:25 pm - 3:50 pm Protik K. Majumder

LEC Section: 01 MR 1:10 pm - 2:25 pm Protik K. Majumder

PHYS 131 (F) Introduction to Mechanics (QFR)

We focus first on the Newtonian mechanics of point particles: the relationship between velocity, acceleration, and position; the puzzle of circular motion; forces, Newton's laws, and gravitation; energy and momentum; and the physics of vibrations. Then we turn to the basic properties of waves, such as interference and refraction, as exemplified by sound and light waves. We also study the optics of lenses, mirrors and the human eye. This course is not intended for students who have successfully completed an AP physics course in high school.

Requirements/Evaluation: exams, labs, and weekly problem sets, all of which have a substantial quantitative component

Prerequisites: MATH 130; students who scored 4 or 5 on an AP physics exam, or 6 or 7 on the IB Physics HL exam may not take this course and are encouraged to take PHYS 141 instead

Enrollment Limit: 24 per lab

Enrollment Preferences: seniority

Expected Class Size: 60

Grading: yes pass/fail option, yes fifth course option

Unit Notes: PHYS 131 can lead to either PHYS 132 (for students wanting a one-year survey of physics) or PHYS 142 (for students considering a Physics or Astrophysics major)

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: This class will have weekly problem sets requiring substantial quantitative reasoning

Fall 2024

LEC Section: 01 MWF 11:00 am - 11:50 am Graham K. Giovanetti

LAB Section: 03 T 1:00 pm - 4:00 pm Graham K. Giovanetti

LAB Section: 02 M 1:00 pm - 4:00 pm Graham K. Giovanetti

PHYS 132 (S) Electromagnetism and the Physics of Matter (QFR)

This course is intended as the second half of a one-year survey of physics with some emphasis on applications to medicine. In the first part of the semester we will focus on electromagnetic phenomena. We will introduce the concept of electric and magnetic fields and study in detail the way in which electrical circuits and circuit elements work. The deep connection between electric and magnetic phenomena is highlighted with a discussion of Faraday's Law of Induction. Following our introduction to electromagnetism we will discuss some of the most central topics in twentieth-century physics, including Einstein's theory of special relativity and some aspects of quantum theory. We will end with a treatment of nuclear physics, radioactivity, and uses of radiation.

Class Format: lecture three hours per week, laboratory three hours approximately every other week, and conference section 1 hour approximately every other week

Requirements/Evaluation: weekly problem sets, labs, quizzes and exams

Prerequisites: PHYS 131 or 141 or permission of instructor, and MATH 130 (formerly 103)

Enrollment Limit: 22 per lab

Enrollment Preferences: sophomores

Expected Class Size: 60

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: Significant homework, exams, quizzes requiring mathematical and physical reasoning.

Spring 2025

LAB Section: 03 T 1:00 pm - 4:00 pm Catherine Kealhofer

LEC Section: 01 MWF 11:00 am - 11:50 am Catherine Kealhofer

LAB Section: 02 M 1:00 pm - 4:00 pm Catherine Kealhofer

PHYS 141 (F) Mechanics and Waves (QFR)

This is the typical first course for a prospective physics major. It covers most of the same topics as PHYS 131, but with a higher level of mathematical sophistication. It is intended for students with solid backgrounds in the sciences, either from high school or college, who are comfortable with basic calculus.

Class Format: lecture, three hours per week; laboratory, three hours approximately every other week; conference section, 1.5 hours approximately every other week

Requirements/Evaluation: weekly problem sets, labs, two 1-hour exams, and a final exam, all of which have a substantial quantitative component

Prerequisites: High school physics (strongly recommended) and MATH 130 or equivalent placement, or permission of the instructor. High school physics at the AP, IB, or equivalent level is neither required nor expected.

Enrollment Limit: 24 per lab

Enrollment Preferences: first-year students and science majors

Expected Class Size: 40

Grading: yes pass/fail option, yes fifth course option

Unit Notes: PHYS 141 can lead to either PHYS 132 (for students wanting a one-year survey of physics) or PHYS 142 (for students considering a Physics or Astrophysics major)

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: This course consists of lectures, problem-solving conferences, lab exercises, problem sets and exams, all of which have a substantial quantitative component.

Fall 2024

LAB Section: 02 M 1:00 pm - 4:00 pm Betul Pamuk

LAB Section: 03 T 1:00 pm - 4:00 pm Betul Pamuk

LEC Section: 01 MWF 11:00 am - 11:50 am Betul Pamuk

PHYS 142 (S) Foundations of Modern Physics (QFR)

Newtonian Mechanics, spectacular as it is in describing planetary motion and a wide range of other phenomena, only hints at the richness of behaviors seen in the universe. Special relativity, which extends physics into the realm of high speeds and high energies, requires we rethink our basic notions of space and time. Quantum mechanics successfully describes atoms, molecules, and solids while at the same time calling into question our expectation of what can be predicted by a physical theory. Statistical physics reveals new behaviors that emerge when many particles are present in a system. This course will survey ideas from each of these three arenas, and can serve either as a terminal course for those seeking to complete a year of physics or as the basis for future advanced study of these topics.

Class Format: lecture, three hours weekly; laboratory, 2-3 hours most weeks, alternating between 'hands-on' sessions and problem-solving/discussion sessions

Requirements/Evaluation: weekly homework, labs, two hour tests, and a final exam, all of which have a substantial quantitative component

Prerequisites: PHYS 141 and MATH 130, or equivalent; PHYS 131 may substitute for PHYS 141 with the permission of instructor; students may not take both PHYS 142 and PHYS 151

Enrollment Limit: 14/L

Enrollment Preferences: first-year students

Expected Class Size: 30

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: Heavily problem-solving focused, involving algebraic manipulations, single-variable calculus, generating and reading graphs, etc.

Spring 2025

LAB Section: 03 T 1:00 pm - 4:00 pm Graham K. Giovanetti

LEC Section: 01 MWF 11:00 am - 11:50 am Graham K. Giovanetti

LAB Section: 02 M 1:00 pm - 4:00 pm Graham K. Giovanetti

PHYS 151 (F) Seminar in Modern Physics (QFR)

Newtonian Mechanics, spectacular as it is in describing planetary motion and a wide range of other phenomena, only hints at the richness of behaviors seen in the universe. Special relativity has extended physics into the realm of high speeds and high energies and requires us to rethink our basic notions of space and time. Quantum mechanics successfully describes atoms, molecules, and solids while at the same time calling into question our notions of what can be predicted by a physical theory. Statistical physics reveals new behaviors that emerge when many particles are present in a system. This course covers the same core material as PHYS 142 but in a small seminar format for students with strong prior preparation in physics.

Class Format: lecture/discussions plus one 3-hour lab per week

Requirements/Evaluation: class participation, weekly lab assignments, weekly problem sets, exams

Prerequisites: placement by the department (see "advanced placement" section in the description about the department). Students may take either PHYS 142 or PHYS 151 but not both

Enrollment Limit: 18

Enrollment Preferences: first-years

Expected Class Size: 16

Grading: yes pass/fail option, yes fifth course option

Unit Notes: this is a small seminar designed for first-year students who have placed out of PHYS 141

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: all assignments in the course have a substantial quantitative component

Fall 2024

LAB Section: 02 T 1:00 pm - 4:00 pm Catherine Kealhofer

LEC Section: 01 MWF 11:00 am - 12:15 pm Catherine Kealhofer

PHYS 201 (F) Electricity and Magnetism (QFR)

The classical theory of electricity and magnetism is very rich yet it can be written in a remarkably succinct form using Maxwell's equations. This course is an introduction to electricity and magnetism and their mathematical description, connecting electric and magnetic phenomena via the special theory of relativity. Topics include electrostatics, magnetic fields, electromagnetic induction, DC and AC circuits, and the electromagnetic properties of matter. The laboratory component of the course is an introduction to electronics where students will develop skills in building and debugging electrical circuits.

Class Format: lecture, three hours per week; laboratory, three hours per week

Requirements/Evaluation: problem sets, labs/conference section assignments, two midterms, and a final exam, all of which have a substantial quantitative component

Prerequisites: PHYS 142 OR 151; MATH 150 or 151; with a preference for MATH 151

Enrollment Limit: 10 per lab

Enrollment Preferences: prospective physics majors, then by seniority

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: This course involves significant problem-solving and mathematical analysis of phenomena using calculus, numerical methods, and other quantitative tools.

Fall 2024

LAB Section: 02 W 1:00 pm - 4:00 pm David R. Tucker-Smith

LEC Section: 01 MWF 10:00 am - 10:50 am David R. Tucker-Smith

LAB Section: 03 R 1:00 pm - 4:00 pm David R. Tucker-Smith

PHYS 202 (S) Vibrations, Waves and Optics (QFR)

Waves and oscillations characterize many different physical systems, including vibrating strings and springs, waves at the beach, or those that we hear as sound or see as light. Quantum mechanics describes particles with wave functions, and gravitational waves distort the very fabric of the universe. Despite these diverse settings, waves exhibit several common characteristics, so understanding of a few simple systems can provide insight into a wide array of phenomena. In this course we begin with the study of oscillations of simple systems with only a few degrees of freedom. We then move on to study transverse and longitudinal waves in continuous media in order to gain a general description of wave behavior. We conclude with a focus on electromagnetic waves and in particular on optical examples of wave phenomena such as interference, diffraction, and lasers. Throughout the course we will introduce and develop mathematical tools which will continue to see use in higher-level physics.

Class Format: lecture, three hours per week; laboratory, three hours per week

Requirements/Evaluation: problem sets, labs, midterm examinations, and a final exam, all of which have a substantial quantitative component

Prerequisites: PHYS 201; co-requisite: PHYS/MATH 210 or MATH 309 or permission of instructor

Enrollment Limit: 30

Enrollment Preferences: sophomores

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: Weekly problem sets and laboratories which develop and use quantitative skills.

Spring 2025

LAB Section: 02 W 1:00 pm - 4:00 pm Frederick W. Strauch

LAB Section: 03 R 1:00 pm - 4:00 pm Frederick W. Strauch

LEC Section: 01 MWF 10:00 am - 10:50 am Katharine E. Jensen

PHYS 210 (S) Mathematical Methods for Scientists (QFR)

Cross-listings: MATH 210

Primary Cross-listing

This course covers a variety of mathematical methods used in the sciences, focusing particularly on the solution of ordinary and partial differential equations. In addition to calling attention to certain special equations that arise frequently in the study of waves and diffusion, we develop general techniques such as looking for series solutions and, in the case of nonlinear equations, using phase portraits and linearizing around fixed points. We study some simple numerical techniques for solving differential equations. An optional session in Mathematica will be offered for students who are not already familiar with this computational tool.

Class Format: three hours per week

Requirements/Evaluation: several exams and weekly problem sets, all of which have a substantial quantitative component

Prerequisites: MATH 150 or 151 and familiarity with Newtonian mechanics at the level of PHYS 131

Enrollment Limit: 50

Enrollment Preferences: sophomores and juniors

Expected Class Size: 30

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

PHYS 210(D3) MATH 210(D3)

Quantitative/Formal Reasoning Notes: This course will have weekly problem sets using advanced calculus methods

Spring 2025

LEC Section: 01 TR 9:55 am - 11:10 am Frederick W. Strauch

PHYS 234 (S) Introduction to Materials Science (QFR)

Cross-listings: GEOS 234

Primary Cross-listing

Materials Science is the study of how the microscopic structure of materials--whether steel, carbon fiber, glass, wood, plastic, or mayonnaise--determines their macroscopic mechanical, thermal, electric, and other properties. Topics of this course include classifying materials; material structure; thermodynamics and phase transformations; material properties and testing; how solids bend, flow, and ultimately break; and how to choose the right material for design applications. Materials Science is a highly interdisciplinary field and as a result the course prerequisites are broad but also flexible. Interested students who are unsure about their preparation are strongly encouraged to contact the instructor.

Class Format: lecture (3 hours per week) plus three to four small-group laboratory sessions throughout the semester (to be scheduled with instructor)

Requirements/Evaluation: weekly problem sets, class participation, and midterm and final exams, all of which have a substantial quantitative component

Prerequisites: high school physics and chemistry, preferably at the AP level, and MATH 140 or AP Calculus (BC), and one 200-level PHYS, CHEM, or GEOS course; or permission of instructor

Enrollment Limit: 20

Enrollment Preferences: based on students' scientific background and seniority

Expected Class Size: 10

Grading: yes pass/fail option, yes fifth course option

Unit Notes: This course does not count toward the Geosciences major.

Distributions: (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

PHYS 234(D3) GEOS 234(D3)

Quantitative/Formal Reasoning Notes: Weekly problem sets and exams all have a substantial quantitative component.

Attributes: MTSC Courses

Spring 2025

LEC Section: 01 MR 2:35 pm - 3:50 pm Katharine E. Jensen

PHYS 301 (F) Quantum Physics (QFR)

This course serves as a one-semester introduction to the formalism, and phenomenology of quantum mechanics, beginning with a discussion of the Schrodinger wave equation, the concept of matter waves, and wave-packets. With this introduction as background, we will continue our discussion with a variety of one-dimensional problems such as the particle-in-a-box and the harmonic oscillator. We then extend this work to systems in two and three dimensions, including a detailed discussion of the structure of the hydrogen atom. Along the way we will develop connections between mathematical formalism and physical predictions of the theory. Finally, we conclude the course with a discussion of angular momentum and spins, with applications to atomic physics, entanglement, and quantum information.

Class Format: lecture, three hours per week; laboratory, three hours per week

Requirements/Evaluation: weekly problem sets, laboratory reports / write-ups, a midterm exam, and final exam, all of which have a substantial quantitative component

Prerequisites: PHYS 202 and PHYS/MATH 210 or MATH 309

Enrollment Limit: 8 per lab

Enrollment Preferences: physics majors

Expected Class Size: 24

Grading: yes pass/fail option, no fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: Phys 301 relies heavily upon mathematics and quantitative reasoning in all elements, including problem sets, examinations, and laboratories.

Fall 2024

LEC Section: 01 MWF 9:00 am - 9:50 am Charlie Doret

LAB Section: 04 R 1:00 pm - 4:00 pm Charlie Doret, Frederick W. Strauch

LAB Section: 03 W 1:00 pm - 4:00 pm Charlie Doret, Frederick W. Strauch

LAB Section: 02 M 1:00 pm - 4:00 pm Charlie Doret, Frederick W. Strauch

PHYS 302 (S) Statistical Mechanics & Thermodynamics (QFR)

Macroscopic objects are made up of huge numbers of fundamental particles interacting in simple ways--obeying the Schrödinger equation, Newton's and Coulomb's Laws--and these objects can be described by macroscopic properties like temperature, pressure, magnetization, heat capacity, conductivity, etc. In this course we will develop the tools of statistical physics, which will allow us to predict the cooperative phenomena that emerge in large ensembles of interacting particles. We will apply those tools to a wide variety of physical questions, including the behavior of gases, polymers, heat engines, biological and astrophysical systems, magnets, and electrons in solids.

Class Format: lecture/discussion three hours per week and weekly laboratory work

Requirements/Evaluation: weekly problem sets and labs, plus exams, all of which have a substantial quantitative component

Prerequisites: required: PHYS 201, PHYS/MATH 210 or MATH 309; recommended: PHYS 202, PHYS 301

Enrollment Limit: 14 per lab

Enrollment Preferences: physics majors

Expected Class Size: 25

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: weekly problem sets, exams, and labs, all of which have a substantial quantitative component

Spring 2025

LEC Section: 01 MWF 8:30 am - 9:45 am Daniel P. Aalberts

LAB Section: 02 W 1:10 pm - 3:50 pm Daniel P. Aalberts

LAB Section: 03 R 1:10 pm - 3:50 pm Daniel P. Aalberts

PHYS 315 (F) Computational Biology (QFR)

Cross-listings: CSCI 315

Primary Cross-listing

This course will provide an overview of Computational Biology, the application of computational, mathematical, statistical, and physical problem-solving techniques to interpret the rapidly expanding amount of biological data. Topics covered will include database searching, DNA sequence alignment, clustering, RNA structure prediction, protein structural alignment, methods of analyzing gene expression, networks, and genome assembly using techniques such as string matching, dynamic programming, hidden Markov models, and statistics.

Requirements/Evaluation: weekly Python programming assignments, code reviews, problem sets, plus a few quizzes and a final project

Prerequisites: programming experience (e.g., CSCI 136) and mathematics (PHYS/MATH 210 or MATH 150) and physical science (PHYS 142/151, or CHEM 101/15X), or permission of instructor

Enrollment Limit: 10

Enrollment Preferences: if over-enrolled, a questionnaire will be circulated

Expected Class Size: 8

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

CSCI 315(D3) PHYS 315(D3)

Quantitative/Formal Reasoning Notes: problem sets and programming assignments

Attributes: BIGP Courses

Fall 2024

LEC Section: 01 MR 2:35 pm - 3:50 pm Daniel P. Aalberts

PHYS 321 (S) Introduction to Particle Physics (QFR)

The Standard Model of particle physics incorporates special relativity, quantum mechanics, and almost all that we know about elementary particles and their interactions. This course introduces some of the main ideas and phenomena associated with the Standard Model. After a review of relativistic kinematics, we will learn about symmetries in particle physics, relativistic wave equations, elements of quantum field theory, Feynman diagrams, and selected applications of quantum electrodynamics, the weak interactions, and quantum chromodynamics. We will conclude with a discussion of spontaneous symmetry breaking and the Higgs mechanism.

Requirements/Evaluation: weekly problem sets, a midterm exam, and a final exam

Prerequisites: PHYS 301

Enrollment Limit: 20

Enrollment Preferences: By seniority

Expected Class Size: 10

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: Exams and problem sets all have a significant quantitative component.

Spring 2025

LEC Section: 01 TR 11:20 am - 12:35 pm David R. Tucker-Smith

PHYS 402 (S) Applications of Quantum Mechanics (QFR)

This course will explore a number of important topics in the application of quantum mechanics to physical systems, including perturbation theory, the variational principle and the semiclassical interaction of atoms and radiation. The course will finish up with three weeks on quantum optics including an experimental project on non-classical interference phenomena. Applications and examples will be taken mostly from atomic physics with some discussion of solid state systems.

Requirements/Evaluation: weekly problem sets, tutorial participation, presentations, and a final exam, all of which have a substantial quantitative component

Prerequisites: PHYS 301

Enrollment Limit: 10 per sec

Enrollment Preferences: Physics and Astrophysics Majors

Expected Class Size: 16

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: This course has weekly problem sets, all of which have a substantial quantitative component.

Spring 2025

TUT Section: T1 F 1:10 pm - 2:25 pm Betül Pamuk

PHYS 411 (F) Classical Mechanics (QFR)

This course will explore advanced topics in classical mechanics. Central ideas include the calculus of variations, the Lagrangian and Hamiltonian formulations of mechanics, phase space, central-force motion, non-inertial reference frames (including implications for physics on a rotating Earth), rigid-body rotations, and non-linear dynamics & chaos, with additional topics from continuum and fluid mechanics as time permits. Numerical and perturbative techniques will be developed and used extensively. We will also examine the ways in which classical mechanics informs other fields of physics. In addition to weekly tutorial meetings the class will meet weekly as a whole to introduce and discuss new material.

Requirements/Evaluation: weekly problem sets, tutorial participation, presentations, a final project, and a final exam, all of which have a substantial quantitative component

Prerequisites: PHYS 202 and PHYS/MATH 210 or MATH 309

Enrollment Limit: 30

Enrollment Preferences: majors

Expected Class Size: 24

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: weekly problem sets requiring substantial quantitative reasoning using analytical and numerical methods.

Fall 2024

TUT Section: T1 F 1:10 pm - 2:25 pm Katharine E. Jensen, Frederick W. Strauch

PHYS 451 (F) Condensed Matter Physics (QFR)

Condensed matter physics is an important area of current research and serves as the basis for modern electronic technology. We plan to explore the physics of metals, insulators, semiconductors, superconductors, and photonic crystals, with particular attention to structure, thermal properties, energy bands, and electronic properties.

Requirements/Evaluation: weekly readings and problem sets, and exams

Prerequisites: PHYS 301 (may be taken simultaneously); or permission of instructor

Enrollment Limit: 10

Enrollment Preferences: Physics majors

Expected Class Size: 6

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: serious problem sets

Attributes: MTSC Courses

Fall 2024

SEM Section: 01 MR 1:10 pm - 2:25 pm Daniel P. Aalberts

POEC 253 (F) Empirical Methods in Political Economy (WS) (QFR)

This course introduces students to common empirical tools used in policy analysis and implementation. Students will develop skills in statistical literacy to become critical consumers of public policy-relevant research. The emphasis in the course is split between an intuitive understanding of statistical foundations, and applications in data visualization and science communication. Through hands-on work with data and critical assessment of existing empirical social scientific research, students will develop the ability to choose and employ the appropriate tool for a particular research problem, and to understand the limitations of the techniques. Topics to be covered include basic principles of probability; effective data visualization; statistical inference and hypothesis testing; and multiple regression analysis. A particular focus will be placed on understanding causality, the challenges of estimating causal relationships, and the design of evidence-based policy. Throughout the course, the focus will be on public policy applications relevant to the fields of political science, sociology, and public health, as well as to economics.

Requirements/Evaluation: Problem sets, group project, midterm exam, final exam

Prerequisites: MATH 130 or its equivalent; one course in ECON; not open to students who have taken ECON 255

Enrollment Limit: 20

Enrollment Preferences: Political Economy majors, Environmental Policy majors and sophomores

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Unit Notes: does not satisfy the econometrics requirement for the Economics major; POEC 253 cannot be substituted for ECON 255, or count as an elective towards the Economics major

Distributions: (D2) (WS) (QFR)

Writing Skills Notes: Students will write 3 coding-intensive data briefs over the course of the semester. Creation of original exhibits from publicly accessible data, use of citation management systems, and clarity in technical writing will be emphasized.

Quantitative/Formal Reasoning Notes: The course teaches econometrics, i.e. statistics as economists use it, with applications in economics, political science, and other fields.

Attributes: POEC Required Courses

Fall 2024

LEC Section: 01 TR 8:30 am - 9:45 am Shyam Raman

PSYC 201 (F)(S) Experimentation and Statistics (QFR)

An introduction to the basic principles of research in psychology. We focus on how to design and execute experiments, analyze and interpret results,

and write research reports. Students conduct a series of research studies in different areas of psychology that illustrate basic designs and methods of analysis. You must register for lab and lecture with the same instructor.

Requirements/Evaluation: research reports, exams, and problem sets

Prerequisites: PSYC 101; not open to first-year students except with permission of instructor

Enrollment Limit: 16

Enrollment Preferences: Psychology majors

Expected Class Size: 16

Grading: no pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: This course has problem sets focused on experimental design and quantitative data analysis. Students will help design and conduct experiments, analyze the data, and report their findings.

Attributes: COGS Related Courses PHLH Statistics Courses

Fall 2024

LEC Section: B3 TR 9:55 am - 11:10 am Kris N. Kirby

LEC Section: A1 MR 1:10 pm - 2:25 pm Kenneth K. Savitsky

LAB Section: A2 W 1:00 pm - 4:00 pm Kenneth K. Savitsky

LAB Section: B4 T 1:00 pm - 4:00 pm Kris N. Kirby

Spring 2025

LAB Section: B4 W 1:00 pm - 4:00 pm Rebecca J. Crochiere

LAB Section: A2 T 1:00 pm - 4:00 pm Kenneth K. Savitsky

LEC Section: A1 MR 1:10 pm - 2:25 pm Kenneth K. Savitsky

LAB Section: C6 R 1:00 pm - 4:00 pm Amie A. Hane

LEC Section: C5 TR 11:20 am - 12:35 pm Amie A. Hane

LEC Section: B3 MR 2:35 pm - 3:50 pm Rebecca J. Crochiere

SOC 150 (F) Data for Justice (DPE) (QFR)

Cross-listings: STS 150 / AMST 150 / WGSS 150 / INTR 150

Secondary Cross-listing

This course is a unique and inclusive introduction to data science where quantitative thinking, programming, and social justice intertwine. We will build our data science skills using R, a popular open-source data science tool. We will focus on essential stages of data analysis, including data acquisition, cleaning, wrangling, visualization, and exploration. But rather than divorcing these techniques from the social issues they can help illuminate, we ground them in a social justice context. Overall, we will apply data science skills to topics drawn from criminal justice, environmental justice, diversity and inclusion in arts and media, education equity, and much more, with the goal of growing our collective capacity to use data science as a tool for social good. During a time when humans are increasingly subjugated to data-driven algorithmic decisions, when there are social media accounts dedicated to highlighting misuses of data, and when artificial intelligence makes faking data a nearly trivial task, using data to ethically and carefully promote justice is more important than ever.

Class Format: This course is taught in a highly interactive format and will frequently use a flipped-classroom approach. Students should expect substantial time devoted to in-class collaboration.

Requirements/Evaluation: Students will complete regularly assigned activities, problem sets, and other assessments. To move towards a non-hierarchical, transparent, and egalitarian grading system, the instructor adopts a mastery-based approach.

Prerequisites: None. This course assumes no prior knowledge of data science or R programming. An interest in social justice and a willingness to engage intensively with data and computing are essential.

Enrollment Limit: 18

Enrollment Preferences: Students without prior college-level courses in statistics and programming.

Expected Class Size: 18

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

STS 150(D2) AMST 150(D2) SOC 150(D2) WGSS 150(D2) INTR 150(D2)

Difference, Power, and Equity Notes: This course uses data science as a lens for injustice in spheres such as criminal justice, environmental justice, diversity and inclusion in arts and media, education equity. We will consider race, gender, LGBTQ+, disability, and other axes of identity. Additionally, we will adopt a data-critical perspective, thinking about how social forces shape data and our understanding of it.

Quantitative/Formal Reasoning Notes: This course teaches quantitative tools in R, a widely-adopted data science platform. We will focus on essential stages of data analysis, including data acquisition, cleaning, wrangling, visualization, and exploration.

Fall 2024

LEC Section: 01 TR 9:55 am - 11:10 am Chad M. Topaz

LEC Section: 02 TR 11:20 am - 12:35 pm Chad M. Topaz

STAT 101 (F)(S) Elementary Statistics and Data Analysis (QFR)

It is impossible to be an informed citizen in today's world without an understanding of data. Whether it is opinion polls, unemployment rates, salary differences between men and women, the efficacy of vaccines, etc, we need to be able to interpret and gain information from statistics. This course will introduce the common methods used to analyze and present data with an emphasis on interpretation and informed decision making.

Requirements/Evaluation: weekly homework, quizzes, exams, and a project

Prerequisites: MATH 102 (or demonstrated proficiency on a diagnostic test)

Enrollment Limit: 50

Enrollment Preferences: juniors and seniors

Expected Class Size: 35

Grading: yes pass/fail option, yes fifth course option

Unit Notes: Students with MATH150 but no statistics should enroll in STAT201. Students with AP Stat 4/5 or STAT 101/161 should enroll in STAT 202.

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: It is a quantitative course.

Attributes: COGS Related Courses PHLH Statistics Courses

Fall 2024

LEC Section: 01 MWF 11:00 am - 11:50 am Mihai Stoiciu

Spring 2025

LEC Section: 01 MWF 9:00 am - 9:50 am Anna M. Plantinga

STAT 161 (F)(S) Introductory Statistics for Social Science (QFR)

This course will cover the basics of modern statistical analysis with a view toward applications in the social sciences. Topics include exploratory data analysis, linear regression, basic statistical inference, and elements of probability theory. The course focuses on the application of statistical tools to solve problems, to make decisions, and the use of statistical thinking to understand the world.

Requirements/Evaluation: Weekly homework, quizzes, two midterms and a final exam (midterms include take-home components), and a data analysis project. Students will need to become familiar with the statistical software STATA.

Prerequisites: MATH 130 (or equivalent); not open to students who have completed STAT 101 or equivalent

Enrollment Limit: 40

Enrollment Preferences: Economics majors, sophomores

Expected Class Size: 40

Grading: yes pass/fail option, no fifth course option

Unit Notes: Students with calculus background should consider STAT 201. Students without any calculus background should consider STAT 101. Students with AP Stat 4 or 5 should consider Stat 202. Please refer to the placement chart on the Math&Stat department website for more information.

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: Reasoning with data

Attributes: PHLH Statistics Courses

Fall 2024

LEC Section: 02 MWF 11:00 am - 11:50 am Duncan A. Clark

LEC Section: 01 MWF 9:00 am - 9:50 am Duncan A. Clark

Spring 2025

LEC Section: 01 MWF 10:00 am - 10:50 am Duncan A. Clark

LEC Section: 02 MWF 12:00 pm - 12:50 pm Duncan A. Clark

STAT 201 (F)(S) Statistics and Data Analysis (QFR)

Statistics can be viewed as the art and science of turning data into information. Real world decision-making, whether in business or science, is often based on data and the perceived information it contains. Sherlock Holmes, when prematurely asked the merits of a case by Dr. Watson, snapped back, "Data, data, data! I can't make bricks without clay." In this course, we will study the basic methods by which statisticians attempt to extract information from data. These will include many of the standard tools of statistical inference such as hypothesis testing, confidence intervals, and linear regression as well as exploratory and graphical data analysis techniques. This is an accelerated introductory statistics course that involves computational programming and incorporates modern statistical techniques.

Requirements/Evaluation: weekly homework and projects, midterm exams, and a final exam.

Prerequisites: MATH 150 or equivalent; not open to students who have completed STAT 101 or STAT 161 or equivalent

Enrollment Limit: 40

Enrollment Preferences: Prospective Statistics majors, students for whom the course is a major prerequisite, and seniors

Expected Class Size: 40

Grading: yes pass/fail option, yes fifth course option

Unit Notes: Students with AP Stat 4/5 or STAT 101/161 should enroll in STAT 202. Students with no calc or stats background should enroll in STAT 101. Students with MATH 140 but no statistics should enroll in STAT 161.

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: Students will learn to choose, carry out, interpret, and communicate analyses of data.

Attributes: COGS Related Courses PHLH Statistics Courses

Fall 2024

LEC Section: 01 TF 1:10 pm - 2:25 pm Elizabeth M. Upton

Spring 2025

LEC Section: 01 TF 1:10 pm - 2:25 pm Elizabeth M. Upton

STAT 202 (F)(S) Introduction to Statistical Modeling (QFR)

Data come from a variety of sources: sometimes from planned experiments or designed surveys, sometimes by less organized means. In this course we'll explore the kinds of models and predictions that we can make from both kinds of data, as well as design aspects of collecting data. We'll focus on model building, especially multiple regression, and talk about its potential to answer questions about the world -- and about its limitations. We'll emphasize applications over theory and analyze real data sets throughout the course.

Requirements/Evaluation: Homework problems; quizzes; exams; a final project (on a topic that interests you!). Participation matters! Engagement with your peers is an important part of learning, of being a statistician in the Real World...and of your evaluation in this course. While your assignments will be submitted (and graded) individually, you'll be responsible for giving and receiving peer feedback, contributing to class discussions, and working together with classmates on practice problems.

Prerequisites: MATH 140 and STAT 101/161/201/AP Statistics 4/5, or permission of instructor.

Enrollment Limit: 40

Enrollment Preferences: Prospective Statistics majors and more senior students

Expected Class Size: 25

Grading: yes pass/fail option, yes fifth course option

Unit Notes: Students with a 4 on the AP Stats exam should contact the department for proper placement. Students with STAT 201 are strongly encouraged to take STAT 346 or other 300-level statistics electives.

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: This course uses mathematical tools and computing programs to create models, make predictions, assess uncertainty, and describe data. We'll also emphasize choosing appropriate mathematical tools and interpreting their results in a real-world context.

Attributes: PHLH Statistics Courses

Fall 2024

LEC Section: 02 TR 9:55 am - 11:10 am Anna C. Neufeld

LEC Section: 01 TR 8:30 am - 9:45 am Anna C. Neufeld

Spring 2025

LEC Section: 02 TF 1:10 pm - 2:25 pm Xizhen Cai

LEC Section: 01 TR 8:30 am - 9:45 am Anna C. Neufeld

STAT 335 (S) Introduction to Biostatistics and Epidemiology (QFR)

Epidemiology is the study of disease and disability in human populations, while biostatistics focuses on the development and application of statistical methods to address questions that arise in medicine, public health, or biology. This course will begin with epidemiological study designs and core concepts in epidemiology, followed by key statistical methods in public health research. Topics will include multiple regression, analysis of categorical data (two sample methods, sets of 2x2 tables, RxC tables, and logistic regression), survival analysis (Cox proportional hazards model), and if time permits, a brief introduction to regression with correlated data.

Requirements/Evaluation: Evaluation will be primarily based on weekly assignments (regular homework or mini-projects), two midterm exams, and a final exam.

Prerequisites: Stat 201 or Stat 202, or permission of instructor (prior experience should include a working understanding of multiple linear regression, the basics of statistical inference, and R).

Enrollment Limit: 20

Enrollment Preferences: Statistics majors and prospective majors who have not yet taken Stat 346; public health concentrators

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: Students will learn how to choose, implement, and interpret statistical analyses relevant to public health studies.

Attributes: PHLH Statistics Courses

Spring 2025

LEC Section: 01 MWF 12:00 pm - 12:50 pm Anna M. Plantinga

STAT 341 (F)(S) Probability (QFR)

Cross-listings: MATH 341

Secondary Cross-listing

The historical roots of probability lie in the study of games of chance. Modern probability, however, is a mathematical discipline that has wide applications in a myriad of other mathematical and physical sciences. Drawing on classical gaming examples for motivation, this course will present

axiomatic and mathematical aspects of probability. Included will be discussions of random variables (both discrete and continuous), distribution and expectation, independence, laws of large numbers, and the well-known Central Limit Theorem. Many interesting and important applications will also be presented, including some from classical Poisson processes, random walks and Markov Chains.

Requirements/Evaluation: homework, classwork, and exams

Prerequisites: MATH 150 and MATH 250 or permission of the instructor

Enrollment Limit: 50

Enrollment Preferences: Priority will be given to Mathematics majors and to Statistics Majors.

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

STAT 341(D3) MATH 341(D3)

Quantitative/Formal Reasoning Notes: This is a 300-level Math/Stat course.

Fall 2024

LEC Section: 01 MWF 12:00 pm - 12:50 pm Mihai Stoiciu

Spring 2025

LEC Section: 01 TR 9:55 am - 11:10 am Steven J. Miller

STAT 342 (S) Introduction to Stochastic Processes (QFR)

Stochastic processes are mathematical models for random phenomena evolving in time or space. Examples include the number of people in a queue at time t or the accumulated claims paid by an insurance company in an interval of time t . This course introduces the basic concepts and techniques of stochastic processes used to construct models for a variety of problems of practical interest. The theory of Markov chains will guide our discussion as we cover topics such as martingales, random walks, Poisson process, birth and death processes, and Brownian motion.

Requirements/Evaluation: weekly homework/labs, classwork, and exams

Prerequisites: STAT 341

Enrollment Limit: 30

Enrollment Preferences: senior Statistics majors

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: This is a statistics class with a focus on mathematical skills and translating real world phenomena into mathematical descriptions.

Spring 2025

LEC Section: 01 TF 2:35 pm - 3:50 pm Elizabeth M. Upton

STAT 344 (S) Statistical Design of Experiments (QFR)

When you hear the word experiment you might be picturing white lab coats and pipettes, but businesses, especially e-commerce, are constantly experimenting as well. How do you get the most out of both scientific and business investigations? By doing the right experiment in the first place. We'll explore the techniques used to plan experiments that are both efficient and statistically sound. We'll learn how to analyze the data that come from these experiments and the conclusions we can draw from that analysis. We'll look at both classical tools like fractional factorial designs as well as optimal design, and see how these two frameworks differ in their philosophy and in what they can do. Throughout the course, we'll make extensive use of both R and JMP software to work with real-world data.

Requirements/Evaluation: Homework problems--both individual and in groups, midterm, final, and projects (on topics that interest you!).

Prerequisites: STAT 161 or 201 or 202, or equivalent, and Math 140 or equivalent, or permission of instructor

Enrollment Limit: 20

Enrollment Preferences: Statistics majors, seniors, juniors, sophomores, first years

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: This course uses mathematical tools and computing programs to design experiments, analyze their results, and assess their effectiveness. We'll also emphasize choosing appropriate mathematical tools and interpreting their results in a real-world context.

Spring 2025

LEC Section: 01 MWF 10:00 am - 10:50 am Richard D. De Veaux

STAT 346 (F)(S) Regression Theory and Applications (QFR)

This course focuses on the building of empirical models through data in order to predict, explain, and interpret scientific phenomena. Regression modeling is the most widely used method for analyzing and predicting a response data and for understand the relationship with explanatory variables. This course provides both theoretical and practical training in statistical modeling with particular emphasis on simple linear and multiple regression, using R to develop and diagnose models. The course covers the theory of multiple regression and diagnostics from a linear algebra perspective with emphasis on the practical application of the methods to real data sets. The data sets will be taken from a wide variety of disciplines.

Requirements/Evaluation: Weekly homework, quizzes, theory and data analysis exams, and final course project.

Prerequisites: MATH/STAT 341, MATH 250, and at least one of STAT 201 or 202. Or permission of the instructor.

Enrollment Limit: 30

Enrollment Preferences: Statistics Majors

Expected Class Size: 20

Grading: yes pass/fail option, no fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: This course prepares students in the use of quantitative methods for the modeling, prediction and understanding of scientific phenomena.

Fall 2024

LEC Section: 01 TR 9:55 am - 11:10 am Xizhen Cai

Spring 2025

LEC Section: 01 TR 9:55 am - 11:10 am Xizhen Cai

STAT 355 (F) Multivariate Statistical Analysis (QFR)

To better understand complex processes, we study how variables are related to one another and how they work in combination. In addition, we want to make inferences about more than one variable at a time. Elementary statistical methods might not apply. In this course, we study the tools and the intuition that are necessary to analyze and describe such datasets with more than multiple variables. Topics covered will include data visualization techniques for data sets with more variables, clustering algorithms, parametric and non-parametric techniques to estimate joint distributions, techniques for combining variables, performing dimension reduction, and making inferences.

Requirements/Evaluation: Homework, projects, quizzes, and exams.

Prerequisites: MATH 250, and STAT 346 or permission of instructor

Enrollment Limit: 15

Enrollment Preferences: Juniors/seniors

Expected Class Size: 10

Grading: yes pass/fail option, no fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: It is an advanced statistics class with prerequisites that are QFR courses

Fall 2024

LEC Section: 01 TF 1:10 pm - 2:25 pm Xizhen Cai

STAT 360 (F) Statistical Inference (QFR)

How do we estimate unknown parameters and express the uncertainty we have in our estimate? Is there an estimator that works best? Many topics from introductory statistics such as random variables, the central limit theorem, point and interval estimation and hypotheses testing will be revisited and put on a more rigorous mathematical footing. The focus is on maximum likelihood estimators and their properties. Bayesian and computer intensive resampling techniques (e.g., the bootstrap) will also be considered.

Requirements/Evaluation: Homework, Quizzes, Exams

Prerequisites: MATH 250, STAT 201 or 202, STAT 341

Enrollment Limit: 15

Enrollment Preferences: Statistics majors

Expected Class Size: 15

Grading: no pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: A rigorous mathematical course laying the foundation for reasoning with data

Fall 2024

LEC Section: 01 MWF 10:00 am - 10:50 am Richard D. De Veaux

STAT 442 (S) Statistical Learning and Data Mining (QFR)

In both science and industry today, the ability to collect and store data can outpace our ability to analyze it. Traditional techniques in statistics are often unable to cope with the size and complexity of today's data bases and data warehouses. New methodologies in Statistics have recently been developed, designed to address these inadequacies, emphasizing visualization, exploration and empirical model building at the expense of traditional hypothesis testing. In this course we will examine these new techniques and apply them to a variety of real data sets.

Class Format: Students cannot take both STAT 315 and STAT 442. Only one of the two can be taken for credit.

Requirements/Evaluation: class participation, weekly homework, exams and an end-of-term project

Prerequisites: MATH/STAT 341 and STAT 346, or permission of instructor

Enrollment Limit: 20

Enrollment Preferences: Statistics majors, juniors and seniors. Students cannot take both STAT 315 and STAT 442. Only one of the two can be taken for credit.

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: This is an advanced statistics class involving theory and application of statistical methods to data.

Spring 2025

LEC Section: 01 MR 2:35 pm - 3:50 pm Anna C. Neufeld

STAT 458 (F) Generalized Linear Models- Theory and Applications (QFR)

This course will explore generalized linear models (GLMs)--the extension of linear models, discussed in Stat346, to response variables that have specific non-normal distributions, such as counts and proportions. We will consider the general structure and theory of GLMs and see their use in a range of applications. As time permits, we will also examine extensions of these models for clustered data such as mixed effects models and generalized estimating equations.

Requirements/Evaluation: Weekly homework consisting of theoretical exercises and data analyses carried out in R. Short frequent quizzes and one midterm (with an in-class and take-home component). Final project and final exam.

Prerequisites: STAT 346, or permission of instructor

Enrollment Limit: 20

Enrollment Preferences: Seniors and Statistics majors

Expected Class Size: 10

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: This is an intensive statistics course, involving theoretical and mathematical reasoning as well as the application of mathematical ideas to data using software.

Fall 2024

LEC Section: 01 TF 2:35 pm - 3:50 pm Elizabeth M. Upton

STS 150 (F) Data for Justice (DPE) (QFR)

Cross-listings: AMST 150 / SOC 150 / WGSS 150 / INTR 150

Secondary Cross-listing

This course is a unique and inclusive introduction to data science where quantitative thinking, programming, and social justice intertwine. We will build our data science skills using R, a popular open-source data science tool. We will focus on essential stages of data analysis, including data acquisition, cleaning, wrangling, visualization, and exploration. But rather than divorcing these techniques from the social issues they can help illuminate, we ground them in a social justice context. Overall, we will apply data science skills to topics drawn from criminal justice, environmental justice, diversity and inclusion in arts and media, education equity, and much more, with the goal of growing our collective capacity to use data science as a tool for social good. During a time when humans are increasingly subjugated to data-driven algorithmic decisions, when there are social media accounts dedicated to highlighting misuses of data, and when artificial intelligence makes faking data a nearly trivial task, using data to ethically and carefully promote justice is more important than ever.

Class Format: This course is taught in a highly interactive format and will frequently use a flipped-classroom approach. Students should expect substantial time devoted to in-class collaboration.

Requirements/Evaluation: Students will complete regularly assigned activities, problem sets, and other assessments. To move towards a non-hierarchical, transparent, and egalitarian grading system, the instructor adopts a mastery-based approach.

Prerequisites: None. This course assumes no prior knowledge of data science or R programming. An interest in social justice and a willingness to engage intensively with data and computing are essential.

Enrollment Limit: 18

Enrollment Preferences: Students without prior college-level courses in statistics and programming.

Expected Class Size: 18

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

STS 150(D2) AMST 150(D2) SOC 150(D2) WGSS 150(D2) INTR 150(D2)

Difference, Power, and Equity Notes: This course uses data science as a lens for injustice in spheres such as criminal justice, environmental justice, diversity and inclusion in arts and media, education equity. We will consider race, gender, LGTBQ+, disability, and other axes of identity. Additionally, we will adopt a data-critical perspective, thinking about how social forces shape data and our understanding of it.

Quantitative/Formal Reasoning Notes: This course teaches quantitative tools in R, a widely-adopted data science platform. We will focus on essential stages of data analysis, including data acquisition, cleaning, wrangling, visualization, and exploration.

Fall 2024

LEC Section: 02 TR 11:20 am - 12:35 pm Chad M. Topaz

LEC Section: 01 TR 9:55 am - 11:10 am Chad M. Topaz

STS 363 (S) Data for Justice Research Practicum (DPE) (QFR)

Cross-listings: WGSS 363 / INTR 350 / AMST 363

Secondary Cross-listing

Civil rights activist, educator, and investigative journalist Ida B. Wells said that "the way to right wrongs is to shine the light of truth upon them." In this inclusive, collaborative, research-based course, students will bring statistical, computational, and/or mathematical approaches to bear on issues of social justice. Guided closely by the instructor, students will work in groups to carry out original research in an area such as criminal justice, education equity, environmental justice, health care equity, economic justice, or inclusion in arts/media. Prior research experience is not required; one goal of this course is to build skills for advanced research.

Class Format: This course is an intensive research practicum. Formation of research groups and selection of research topics will be facilitated by the instructor. The primary modality of work is peer collaboration.

Requirements/Evaluation: To move towards a non-hierarchical, transparent, and egalitarian grading system, the instructor adopts a mastery-based, ungraded assessment framework.

Prerequisites: INTR 150 (Data for Justice), or prior equivalent exposure to computing, statistics, and social justice topics as approved by the instructor.

Enrollment Limit: 10

Enrollment Preferences: Students who have a declared major in Division I or II, who meet the prerequisites of the course, and who fill out the instructor's preregistration survey (contact the instructor for link).

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 363(D2) STS 363(D2) INTR 350(D2) AMST 363(D2)

Difference, Power, and Equity Notes: Students will research issues of social justice in areas such as criminal justice, arts/media, environmental justice, education, and health care, and along identity axes such as gender, race/ethnicity, disability status, and sexual orientation.

Quantitative/Formal Reasoning Notes: Students will use multiple mathematical, statistical, and computational frameworks to acquire, model, and analyze real-world data.

Spring 2025

SEM Section: 01 TR 9:55 am - 11:10 am Chad M. Topaz

SEM Section: 02 TR 11:20 am - 12:35 pm Chad M. Topaz

WGSS 150 (F) Data for Justice (DPE) (QFR)

Cross-listings: STS 150 / AMST 150 / SOC 150 / INTR 150

Secondary Cross-listing

This course is a unique and inclusive introduction to data science where quantitative thinking, programming, and social justice intertwine. We will build our data science skills using R, a popular open-source data science tool. We will focus on essential stages of data analysis, including data acquisition, cleaning, wrangling, visualization, and exploration. But rather than divorcing these techniques from the social issues they can help illuminate, we ground them in a social justice context. Overall, we will apply data science skills to topics drawn from criminal justice, environmental justice, diversity and inclusion in arts and media, education equity, and much more, with the goal of growing our collective capacity to use data science as a tool for social good. During a time when humans are increasingly subjugated to data-driven algorithmic decisions, when there are social media accounts dedicated to highlighting misuses of data, and when artificial intelligence makes faking data a nearly trivial task, using data to ethically and carefully promote justice is more important than ever.

Class Format: This course is taught in a highly interactive format and will frequently use a flipped-classroom approach. Students should expect substantial time devoted to in-class collaboration.

Requirements/Evaluation: Students will complete regularly assigned activities, problem sets, and other assessments. To move towards a non-hierarchical, transparent, and egalitarian grading system, the instructor adopts a mastery-based approach.

Prerequisites: None. This course assumes no prior knowledge of data science or R programming. An interest in social justice and a willingness to engage intensively with data and computing are essential.

Enrollment Limit: 18

Enrollment Preferences: Students without prior college-level courses in statistics and programming.

Expected Class Size: 18

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

STS 150(D2) AMST 150(D2) SOC 150(D2) WGSS 150(D2) INTR 150(D2)

Difference, Power, and Equity Notes: This course uses data science as a lens for injustice in spheres such as criminal justice, environmental justice, diversity and inclusion in arts and media, education equity. We will consider race, gender, LGBTQ+, disability, and other axes of identity. Additionally, we will adopt a data-critical perspective, thinking about how social forces shape data and our understanding of it.

Quantitative/Formal Reasoning Notes: This course teaches quantitative tools in R, a widely-adopted data science platform. We will focus on essential stages of data analysis, including data acquisition, cleaning, wrangling, visualization, and exploration.

Fall 2024

LEC Section: 01 TR 9:55 am - 11:10 am Chad M. Topaz

LEC Section: 02 TR 11:20 am - 12:35 pm Chad M. Topaz

WGSS 363 (S) Data for Justice Research Practicum (DPE) (QFR)

Cross-listings: STS 363 / INTR 350 / AMST 363

Secondary Cross-listing

Civil rights activist, educator, and investigative journalist Ida B. Wells said that "the way to right wrongs is to shine the light of truth upon them." In this inclusive, collaborative, research-based course, students will bring statistical, computational, and/or mathematical approaches to bear on issues of social justice. Guided closely by the instructor, students will work in groups to carry out original research in an area such as criminal justice, education equity, environmental justice, health care equity, economic justice, or inclusion in arts/media. Prior research experience is not required; one goal of this course is to build skills for advanced research.

Class Format: This course is an intensive research practicum. Formation of research groups and selection of research topics will be facilitated by the instructor. The primary modality of work is peer collaboration.

Requirements/Evaluation: To move towards a non-hierarchical, transparent, and egalitarian grading system, the instructor adopts a mastery-based, ungraded assessment framework.

Prerequisites: INTR 150 (Data for Justice), or prior equivalent exposure to computing, statistics, and social justice topics as approved by the instructor.

Enrollment Limit: 10

Enrollment Preferences: Students who have a declared major in Division I or II, who meet the prerequisites of the course, and who fill out the instructor's preregistration survey (contact the instructor for link).

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 363(D2) STS 363(D2) INTR 350(D2) AMST 363(D2)

Difference, Power, and Equity Notes: Students will research issues of social justice in areas such as criminal justice, arts/media, environmental justice, education, and health care, and along identity axes such as gender, race/ethnicity, disability status, and sexual orientation.

Quantitative/Formal Reasoning Notes: Students will use multiple mathematical, statistical, and computational frameworks to acquire, model, and analyze real-world data.

Spring 2025

SEM Section: 01 TR 9:55 am - 11:10 am Chad M. Topaz

SEM Section: 02 TR 11:20 am - 12:35 pm Chad M. Topaz

RELIGION (Div II)

Chair: Professor Jeffrey Israel

- Zaid Adhami, Assistant Professor of Religion and Faculty Affiliate in Anthropology & Sociology; affiliated with: Religion, Anthropology & Sociology
- Magnús T. Bernhardtsson, Brown Professor of History and Faculty Affiliate in Arabic Studies, Leadership Studies and Religion, Chair of Global Studies; affiliated with: History, Global Studies, Religion, Leadership Studies
- Denise K. Buell, Cluett Professor of Religion
- Edan Dekel, Garfield Professor of Ancient Languages, Chair of Jewish Studies Program; affiliated with: Classics, Religion
- Georges B. Dreyfus, Jackson Professor of Religion; on leave Spring 2024
- Kim Gutschow, Senior Lecturer in Religion and Anthropology/Sociology; affiliated with: Religion, Anthropology & Sociology
- Jacqueline Hidalgo, Professor of Latina/o/x Studies and Religion; affiliated with: Religion, Latina/o Studies; on leave 2023-2024
- Jeffrey I. Israel, Chair and Associate Professor of Religion
- James A. Manigault-Bryant, Chair and Professor of Africana Studies and Faculty Affiliate in Anthropology and Sociology and Religion; affiliated with: Africana Studies, Religion, Anthropology & Sociology
- Neil Roberts, Associate Dean of the Faculty, John B. McCoy and John T. McCoy Professor of Africana Studies and Faculty Affiliate in Political Science and Religion; affiliated with: Dean of the Faculty's Office, Africana Studies, Religion, Political Science
- Jason Josephson Storm, Professor of Religion, Chair of Science & Technology Studies; affiliated with: Religion, Science & Technology Studies; on leave 2023-2024
- Saadia Yacoob, Assistant Professor of Religion; on leave Spring 2024

MAJOR

The major in Religion is designed to perform two related functions: to expose the student to the methods and issues involved in the study of religion as a phenomenon of psychological, sociological, and cultural/historical dimensions; and to confront students with the beliefs, practices, and values of specific religions through a study of particular religious traditions. It is a program that affords each student an opportunity to fashion their own sequence of study within a prescribed basic pattern constructed to ensure both coherence and variety. Beginning with the class of 2016, the major in Religion will consist of at least nine semester courses as follows:

Required Sequence Courses

REL 200 Theories and Methods in the Study of Religion

One 300-level seminar or tutorial

REL 401 Senior seminar

Elective Courses

Six electives at the 100-, 200-, or 300-level (with a maximum of one 100-level class to count towards major).

In addition, each major will select a specialization route in the major in conversation with and with the approval of the department. The specialization will consist of at least four courses. There are two ways to meet this requirement. A major could fulfill the requirement by concentration in one of the College's coordinate programs or by designating four specialization courses that can be supported by the resources of the Religion department faculty and the College. In other words, these four courses might be from among the six electives and one 300-level seminar or tutorial or might include additional coursework from other programs and departments (whether cross-listed or not).

The major will culminate in a year-long senior project. The first semester will remain a seminar (REL 401) on a topic in the study of religion set by the faculty member in consultation with incoming seniors. The spring semester will consist of participation in a research colloquium (not a course taken for credit). In this colloquium, each senior major will present their individual research projects, begun in the senior seminar, drawing on their specializations and advised by members of the faculty.

For those who wish to go beyond the formally-listed courses into a more intensive study of a particular religious tradition, methodological trend, or religious phenomenon (e.g., ritual, symbol-formation, mysticism, theology, etc.), there is the opportunity to undertake independent study or, with the

approval of the department, to pursue a thesis project.

The value of the major in Religion derives from its fostering of a critical appreciation of the complex role religion plays in every society, even those that consider themselves non-religious. The major makes one sensitive to the role religion plays in shaping the terms of cultural discourse, of social attitudes and behavior, and of moral reflection. But it also discloses the ways in which religion and its social effects represent the experience of individual persons and communities. In doing these things, the major further provides one with interdisciplinary analytical tools and cross-cultural experience and opens up new avenues for dealing with both the history of a society and culture and the relationships between different societies and cultures. What one learns as a Religion major is therefore remarkably applicable to a wide range of other fields of study or professions.

Students declaring Religion as a major will identify an area of specialization and link it to their senior seminar final paper and be expected to present it in a spring colloquium during their senior year.

THE DEGREE WITH HONORS IN RELIGION

The degree with honors in Religion requires the above-mentioned nine courses and the preparation of a thesis of 75+ pages with a grade of B+ or better. A thesis may combine revised work done in other courses with new material prepared while enrolled either in Religion 493-W31 or Religion W31-494. Up to two-thirds of the work in the thesis may be such revised work, but at least one-third must represent new work. The thesis must constitute a coherent whole either by its organizing theme or by a focus on a particular religious tradition. Candidates will also be expected to present the results of their thesis orally in a public presentation. Students who wish to be candidates for honors in Religion will submit proposals and at least one paper that may be included in the thesis to the department in the spring of their junior year. Students must normally have at least a 3.5 GPA in Religion to be considered for the honors program.

The chair will serve as advisor to non-majors.

STUDY ABROAD

The Williams College Religion Department encourages potential majors to study abroad in order to enhance their education and gain international perspectives on religious studies. There are many excellent study abroad opportunities offering students a variety of possible experiences: among them cultural immersion, field work, intensive language learning, independent study, participation in another educational system. Many of our majors study in the Williams College Oxford Program, but our majors also regularly pursue a semester or year-long study in other programs.

FAQ

Students **MUST** contact departments/programs **BEFORE** assuming study away credit will be granted toward the major or concentration.

Can your department or program typically pre-approve courses for major/concentration credit?

Yes, in many cases, though students should be sure to contact the department.

What criteria will typically be used/required to determine whether a student may receive major/concentration credit for a course taken while on study away?

Course title and description. Sometimes a course title is sufficient, but for many courses we also need to see a description of some sort because the title is unclear.

Does your department/program place restrictions on the number of major/concentration credits that a student might earn through study away?

No.

Does your department/program place restrictions on the types of courses that can be awarded credit towards your major?

No.

Are there specific major requirements that cannot be fulfilled while on study away?

Yes. 3 courses: Religion 200, one 300-level Religion seminar or tutorial, and Religion 401 Senior Seminar.

Are there specific major requirements in your department/program that students should be particularly aware of when weighing study away options? (Some examples might include a required course that is always taught in one semester, laboratory requirements.)

Yes. Make sure that they have or will be able to take REL 200, because it is offered only once a year.

Give examples in which students thought or assumed that courses taken away would count toward the major or concentration and then learned they wouldn't:

None to date.

As Henry David Thoreau put it, "The mass of men lead lives of quiet desperation," attempting to fill the void of their existence with sex, money, ephemeral amusements, and the steady accumulation of unnecessary possessions - basically killing time until the day they die. For some people this might seem to be enough, but this course is for those of us who lie awake at night wondering things like: "Why are we here?" "What does it mean to live a good life?" "How can I be happy?" "What is our duty to others?" "What really matters?" and the biggest question of them all: "What is the Meaning of Life?" This course will trace the diverse responses to these important questions offered by philosophers and religious thinkers in different cultures and time periods. We will read their texts critically and discuss how they can be directly relevant to our lives. Students will also be introduced to abstract theorizing in Religious Studies about how different cultures and traditions have historically come to live meaningfully. Authors and texts to be read may include Aristotle, Hannah Arendt, Marcus Aurelius, the Bhagavad Gita, H. H. Dalai Lama, the Dhammapada, Viktor Frankl, Søren Kierkegaard, Martin Luther King Jr, Shantideva, Peter Singer, Leo Tolstoy, Ibn Tufayl, Max Weber, and Slavoj Žižek.

Requirements/Evaluation: attendance and participation, journal and short writing assignments, midterm and final exams

Prerequisites: none

Enrollment Limit: 40

Enrollment Preferences: potential religion majors

Expected Class Size: 40

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Not offered current academic year

REL 105 (S) Introduction to European Art Before 1700

Cross-listings: ARTH 101

Secondary Cross-listing

A team-taught introduction to the art and architecture of Europe from the ancient Mediterranean to Baroque Italy. This course celebrates the glory of works of art as physical objects, to be viewed and contemplated, to be sure, but also often to be worshiped, worn, touched (even licked), held, exhibited, bought and sold, passed through or around, and lived in. To help students begin to appreciate how these works of art might have been understood by those who originally made and used them, the course sets its objects of study within a number of revealing historical contexts, from the social and the political to the philosophical and the art historical. To give students time with original works of art, our discussion-centered conferences use the wealth of art resources in Williamstown: the Clark Art Institute, the buildings and sculpture of the Williams College Campus, and the Williams College Museum of Art.

Class Format: This course has 2 components: lectures and conferences. The lectures will be three times weekly, the conferences once per week. Both lectures and conferences will be held in person.

Requirements/Evaluation: Three shorter essays (one of which may be in the form of a final exam, either take-home or in-person), several quizzes, and engaged participation in conference sections

Prerequisites: none

Enrollment Limit: 60

Enrollment Preferences: Preference will be based on a short questionnaire, which students will be asked to complete if the course is over-enrolled.

Expected Class Size: 60

Grading: yes pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

REL 105(D2) ARTH 101(D1)

Attributes: ARTH pre-1800

Spring 2025

LEC Section: 01 MWF 11:00 am - 11:50 am Peter D. Low, Stefanie Solum

CON Section: 02 T 11:20 am - 12:35 pm

CON Section: 03 T 1:10 pm - 2:25 pm

CON Section: 04 W 1:10 pm - 2:25 pm

CON Section: 05 W 2:25 pm - 3:50 pm

CON Section: 06 R 9:55 am - 11:10 am

CON Section: 07 R 11:20 am - 12:35 pm

REL 107 (F) Islamophobia: A Global Perspective (DPE)

Cross-listings: GBST 105

Secondary Cross-listing

This course's goal is to show how the racialization of Islam and Muslims has been constitutive to the latter's imagination. It looks at how difference works and has worked, how identities and power relationships have been grounded in lived experience, and how one might both critically and productively approach questions of difference, power, and equity. The course goes back to the founding moments of an imagined white-Christian Europe and how the racialization of Muslim bodies was central to this project and how anti-Muslim racism continues to be relevant in our world today. The course will give a global perspective on Islamophobia and how it is structuring and used by political actors in various territories. The course will show how Muslims were constructed as subjects in history, politics, and society from the very beginning of the making of Europe and the Americas to the end of the Cold War to the post-9/11 era. The course is based on the literature of multidisciplinary studies by leading scholars in the field, drawing from anthropology, gender studies, history, political science, religious studies, postcolonial studies, decolonial studies, and sociology. This course's goal is to show how the racialization of Islam and Muslims has been constitutive to the latter's imagination. It looks at how difference works and has worked, how identities and power relationships have been grounded in lived experience, and how one might both critically and productively approach questions of difference, power, and equity. The course goes back to the founding moments of an imagined white-Christian Europe and how the racialization of Muslim bodies was central to this project and how anti-Muslim racism continues to be relevant in our world today. The course will give a global perspective on Islamophobia and how it is structuring and used by political actors in various territories. The course will show how Muslims were constructed as subjects in history, politics, and society from the very beginning of the making of Europe and the Americas to the end of the Cold War to the post-9/11 era. The course is based on the literature of multidisciplinary studies by leading scholars in the field, drawing from anthropology, gender studies, history, political science, religious studies, postcolonial studies, decolonial studies, and sociology.

Requirements/Evaluation: Class participation and two papers, in these proportions: 10% attendance; 20% participation; 35% first paper (7 pages); 35% second paper (7 pages). No final exam.

Prerequisites: no

Enrollment Limit: 35

Enrollment Preferences: freshmen and concentrations

Expected Class Size: 30

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

GBST 105(D2) REL 107(D2)

Difference, Power, and Equity Notes: The course critically examines difference, power, and equity. Thematically, it looks at the racialization of Islam and the intersection of race, religion, class, and gender in the construction of the 'Muslim problem' from a historical as well as a global contemporary perspective. On one side, the course content explores forms of difference and power. On the other side, the course attempts to help students to engage in alternative forms of action to address these inequalities.

Attributes: GBST Borders, Exiles + Diaspora Studies

Not offered current academic year

REL 109 Apocalypse (WS)

An end of days. A utopia to come. A great cosmic reversal of fortune. A revelation of truth that leads to radical transformation. Each of these themes and many more fall under the genre of imagination that we associate with the apocalypse. In order to understand the persistence and prevalence of apocalyptic imaginations, we will move back and forth through time. On the one hand, we will read the Book of Revelation in relationship to a selection of ancient Zoroastrian, Jewish, Greek, Christian, and Muslim texts identified with apocalyptic traditions. On the other hand, we will read these texts in relationship to and alongside select literature and movements of apocalypse in the U.S.A. We will pay particular attention to how apocalyptic imaginations reflect upon and interact with social structures of class, colonization, ethnicity, gender, race, and sexuality.

Requirements/Evaluation: grading will be based on participation, short P/F papers, a graded 3-page essay that will be revised, a 5-page second essay, and a final 7- to 10-page paper

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: first-years and sophomores preferred or Religion majors

Expected Class Size: 15

Grading:

Distributions: (D2) (WS)

Writing Skills Notes: As a WS course, grading will be based on short, weekly P/F papers, a graded 3-page essay that will be revised for credit, a 5-page second essay, and a final 7- to 10-page paper for which a draft will be peer reviewed. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Not offered current academic year

REL 110 (S) Religion in Everyday Life (WS)

When studying religions, people generally turn to studying scriptures, the life and teachings of the religion's founder, and the fundamental doctrines of the religion. What this approach does not allow us to understand, however, is the way that such religious traditions actually manifest themselves in the world. This course introduces students to an alternative approach to studying religion, by exploring the way these religions are lived and experienced by individuals and communities in a variety of contexts. We will see how religion intersects with people's lived experiences of gender, race, class, sexuality, and broader socio-cultural and political contexts. We will explore this approach to religion through an engagement with ethnography (the qualitative research method in the social-sciences generally described as "participant-observation"). Students will not only learn about the theory and practice of this methodology, but will also conduct their own ethnographic research project over the course of the semester. This will involve: designing a feasible project and research question, selecting local research sites and subjects, taking field-notes and conducting interviews, and finally analyzing data and writing an ethnographic essay.

Class Format: Semester-long community-based field research. Regular in-class peer-review exercises.

Requirements/Evaluation: regular reading responses, semester-long research project with frequent small assignments building up to the final product (class presentation and approximately 10-page paper)

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: first-year students and sophomores; students interested in Religious Studies

Expected Class Size: 10-12

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (WS)

Writing Skills Notes: Students will learn a specific mode of qualitative/ethnographic writing through a semester-long field-based project. This involves many scaffolded assignments of field-based research and writing, for which they receive very regular feedback from the instructor, as well as extensive peer-review exercises. There will be a number of readings on writing style and technique, as well as class discussion and workshopping activities. The final essay will itself be developed in multiple steps.

Attributes: EXPE Experiential Education Courses

Not offered current academic year

REL 111 (F) Oracle, Prophecy, Possession: Commun(ica)ting with Divine Powers

Cross-listings: CLAS 111

Primary Cross-listing

This course explores a set of practices and contexts in which humans have sought to interact with divine powers. We shall ask how humans interact with divine powers through the techniques of spirit possession, prophecy, and consulting with oracles. Importantly, we shall also ask how these interactions reveal and produce what it is to be human, with attention to differences among humans and the relation between humans and nonhuman forces (divine powers but also natural forces and other animals). The bulk of the course will focus on ancient examples from cultural contexts near the Mediterranean Sea, but we shall also consider other geographical regions and some modern practices and contexts. Ideal for students interested in

ancient religions but also those interested in questions of power, agency, and how the ways that we imagine what it means to be human involve questions about nonhuman forces (whether imagined in religious, scientific, philosophical, or other terms).

Class Format: the class will include 1 or more field trips

Requirements/Evaluation: weekly GLOW posts; 2 3-page papers; 1 collaborative project; 1 final project

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: first-year students, then second-year students, then majors in religion or classics

Expected Class Size: 20

Grading: yes pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

CLAS 111(D1) REL 111(D2)

Fall 2024

SEM Section: 01 TF 1:10 pm - 2:25 pm Denise K. Buell

REL 112 (F) Sex, Gender, Religion

Cross-listings: WGSS 112

Primary Cross-listing

The relationship between sex, gender, and religion is one that is hotly debated in our current political context. Many contemporary issues such as abortion, sexual identity, transgender rights are all informed by religious traditions. While religion is most often critiqued for its misogyny and homophobia, it also opens up unexpected possibilities for gender and sexual diversity. This course will consider both these paradoxes and contradictions in religious traditions and their engagement with gender and sexuality. The course will consider how religious traditions have shaped our current discourses on sexual and gender diversity, how religious tradition understand and interact with modern constructions of sexual and gender identity, and how religious queer communities imagine queer possibilities in conversation with their religious traditions. In exploring these topics, the course will cover global religious traditions both historically and in the contemporary.

Requirements/Evaluation: weekly responses, midterm essay, final project.

Prerequisites: none

Enrollment Limit: 40

Enrollment Preferences: first years

Expected Class Size: 25

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

REL 112(D2) WGSS 112(D2)

Not offered current academic year

REL 115 (F) Latina Feminist Spiritualities (DPE) (WS)

Cross-listings: WGSS 115 / LATS 115

Secondary Cross-listing

Self-proclaimed feminist activists, who hail from a variety of ethnic Latina/o/x/e (Latine) backgrounds, have often appealed to "ancestral" and "spiritual traditions" as integral to their activism and commitments. Some Latine feminists turned to "spiritual" traditions including brujería/witchcraft; curanderismo and Indigenous healing traditions; Santería/Lukumí and other AfroDiasporic traditions; astrology; home altars; various "mystical" traditions such as Kabbalah and Sufism, as well as Christian mystics like Teresa of Avila or Sor Juana Inés de la Cruz. Others have turned to the appropriation of "Eastern" traditions such as yoga, Tibetan Buddhism, and Zen Buddhism. This course engages students in an intensive introduction to some of the varieties of Latine feminist thought and contexts, including how activists, writers, and artists think about women, gender, sexuality, race,

class, colonialism, the earth, healing, and a better world. How do these feminists of different Latine backgrounds and contexts imagine a better world? How and why do they appeal to spiritual traditions as a source of wisdom, healing, and lived practice for a better world? In this course, we seek to understand both particular Latine feminist spiritual practices on their own terms, as well as why such writers and activists appeal to "the spiritual" in Latine contexts. We will also consider how they frame notions of "the spiritual" in relationship to notions of "the religious" and "the secular."

Requirements/Evaluation: Grading is based on 5-6 page papers written on alternating weeks and brief 1-2 page response papers shared on alternating weeks as well as participation and two paper revisions.

Prerequisites: None

Enrollment Limit: 10

Enrollment Preferences: Latina/o Studies concentrators, religion majors, first-year students interested in Latina/o Studies and/or religion

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 115(D2) LATS 115(D2) REL 115(D2)

Writing Skills Notes: Grading is based on alternating weeks writing a lead paper and other weeks writing a brief response paper. This course will require students to write regularly and revise two of their lead papers for grades.

Difference, Power, and Equity Notes: This course examines how Latine feminists have responded to a variety of differential power inequities, especially in terms of gender, sexuality, race, ethnicity, language, and class. It also considers the ways they have imagined better and more equitable worlds, and with what consequences they have done so.

Attributes: LATS Core Electives

Not offered current academic year

REL 118 (F) Emerson's American Religion and Ethics

Whether it is cause for veneration or blame, the writings of Ralph Waldo Emerson [1803-1882] have significantly shaped American values, ideals, and attitudes. Emerson has inspired rebels against tradition, revelers in nature, and explorers of the soul. But his writing has also been derided as ethereal, individualistic, and high-minded. This course is an immersion in the essays and poetry of Ralph Waldo Emerson. While we will nod occasionally toward Emerson's historical context, our task will *not* be to historicize him. We will respond directly to Emerson as humanistic scholars and as human beings who are addressed by his writing. We will investigate critically how he makes arguments, how he uses language, the concepts he develops, his sense of what has gravity and what is frivolous, the anxieties and desires that lie beneath the surface of his texts, what he admires, what he disdains. But we will also respond to his ideas as living invitations to clarify our own thinking. We will critique, but also champion or build with his ideas of genius, the over-soul, the self, fate, reason, sincerity, character, beauty, America, religion, experience, creativity, and more. Students will be asked to develop their own thinking about these ideas and show how their thinking can work with or against Emerson's. This course is an opportunity to cultivate a relationship of intellectual intimacy with a profound and expansive human consciousness, reflect critically on yourself and on Emerson in this relationship, and exercise key capacities necessary for the humanistic study of religion and ethics: analytical reasoning, critical introspection, interpretative judgment, and creative expression.

Requirements/Evaluation: Class participation, regular in-class writing assignments, midterm exam, final exam

Prerequisites: None

Enrollment Limit: 18

Enrollment Preferences: First-year students have top priority, then sophomores

Expected Class Size: 18

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

Fall 2024

SEM Section: 01 MR 1:10 pm - 2:25 pm Jeffrey I. Israel

REL 121 (S) Getting Spiritual With Rumi: From Sufism to Self-Help

Although he lived about 800 years ago, Rumi is often described as the "best-selling poet in the United States." His poetry and sayings are shared endlessly on the internet and social media, celebrating above all his inspiring words on love and beauty. Rumi's spiritual wisdom is seen as transcending the confines of organized religion, with its divisive dogmas and restrictive rules. What is much less well-known is that Rumi was a devout Muslim mystic, a practitioner of the Islamic spiritual tradition of Sufism. This course will take the poetry and teachings of Rumi as a lens to reflect on spirituality, both in a practical and introspective way, as well as a matter of historical and cultural analysis. We will read two types of translations of Rumi: those that adapt Rumi's work for a modern Western audience, and those that are more direct translations of Rumi's work in its original Islamic idiom. We will also do some broader readings to contextualize the medieval Sufi background that Rumi functioned within, as well as the contemporary scene of popular spirituality and self-help in the US. Through these comparative readings, we will consider the following: What does spirituality and self-cultivation mean to you personally? How does the experience and significance of spirituality change, from the context of traditional Sufism, to 21st century self-help and popular spirituality? What does this tell us about broader trends and conditions in our society? What do these intersecting traditions have to offer us in our world today?

Class Format: This course is part of a joint program between Williams' Center for Learning in Action and the Berkshire County Jail in Pittsfield, MA. The class will be composed equally of nine Williams students and nine inmates and will be held at the jail. An important goal of the course is to encourage students from different backgrounds to think together about issues of common human concern. Transportation will be provided by the college. *Please note the atypical class hours, Th. 4:45-8:30 pm

Requirements/Evaluation: Personal journaling; Short response papers; Creative final project

Prerequisites: None

Enrollment Limit: 9

Enrollment Preferences: Demonstrated interest in problems of mass incarceration, criminal justice, etc. As well as interest in spirituality.

Expected Class Size: 9

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Attributes: EXPE Experiential Education Courses

Not offered current academic year

REL 126 (F) Religion, Politics, and Society: A Global Perspective (DPE)

Cross-listings: GBST 101

Secondary Cross-listing

In spite of predictions that religion would wither away in the face of modernization, even casual observation indicates that it remains a powerful force in contemporary political life. Our goal is to obtain an enhanced understanding and appreciation of the salience of religion in public life. The course will be divided into three parts. The first part focuses on different theoretical approaches to making sense of the relation between religion, politics, and society, discussing especially the concept of the 'secular' in Western thought and decolonial critique thereof. The second part will take a global perspective on the relation between religion and politics. We will discuss cases of Buddhism, Christianity (Catholicism and Protestantism), Confucianism, Hinduism, Islam (Sunni and Shi'a), and Judaism. The third part focuses on religion in the USA. Here, we will discuss the role of religion in American political culture, the relation of religion to the state, the relevance of religious interests and their political mobilization, religious minorities in the United States, and many other aspects of religion in the US society. Although the study of religion and politics raises a host of deep philosophical questions, the principal aim of the course is to understand how religion affects politics (and vice versa), rather than to explore the normative dimensions of questions raised by the interaction of these two forces.

Requirements/Evaluation: Class participation and three papers, in these proportions: 10% attendance; 20% participation; 20% first paper (7 pages); 30% second paper (8-10 pages); and 20% third paper (7 pages). No final exam.

Prerequisites: none

Enrollment Limit: 35

Enrollment Preferences: Global Studies concentrators and intended concentrators; Religion majors and intended majors

Expected Class Size: 25

Grading: no pass/fail option, yes fifth course option

Unit Notes: Core course for GBST

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

GBST 101(D2) REL 126(D2)

Difference, Power, and Equity Notes: An engagement with religious difference in the world, with a spotlight on how religion and politics--that is, power--interact globally and in the USA.

Not offered current academic year

REL 149 (S) The Sacred in South Asia

Cross-listings: ASIA 242 / ANTH 249

Secondary Cross-listing

Is religious identity necessarily singular and unambiguous? The jinn - Islamic spirits born of fire - are sought out for their healing and other powers not only by Muslims in India, but by Hindus, Christians and Sikhs, as well. In parts of Bengal statues of the Hindu goddess Durga are traditionally sculpted by Muslim artisans. Buddhist pilgrimage sites in Sri Lanka contain tombs of Muslim Sufi saints and shrines of Hindu deities. South Asia - where a fifth of humanity lives - provides some of the most striking examples of pluralism and religiously composite culture in our contemporary world. Yet at the same time, strident religious majoritarianism has been a defining feature of the politics of India, Pakistan and Sri Lanka for decades, and haunts Nepal and Bangladesh as well. Are these two modes of religious being - pluralistic and composite on the one hand, singular and majoritarian on the other - reflective of two different conceptions of selfhood? What if we turn from questions of community and identity to questions of unseen power and the sacred? This course is an exploration of lived religion in South Asia. It is simultaneously a study of popular Hinduism, Buddhism and Islam and an introduction to the anthropology of religion. Centered on in-depth studies of popular sites of 'syncretic' ritual practice (shared across religious difference) as well as studies of mass mobilizations that seek to align the religious community with the nation, we approach from multiple angles what the sacred might mean in modernity.

Requirements/Evaluation: weekly (1 page) posts on readings, two short (5 page) papers, and one (12-14 page) final research paper.

Prerequisites: Interest in the topic!

Enrollment Limit: 20

Enrollment Preferences: Students in all fields of study are most welcome; if overenrolled, priority will be given to majors in Anthropology, Sociology, Religion and Asian Studies.

Expected Class Size: 15

Grading: yes pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ASIA 242(D2) REL 149(D2) ANTH 249(D2)

Attributes: GBST South + Southeast Asia Studies

Not offered current academic year

REL 166 (F) Being Muslim, Being American: American Muslim Literature in the 21st century (DPE)

Cross-listings: AMST 166 / COMP 166 / ENGL 268

Primary Cross-listing

Islam and Muslims in the United States are the subject of extensive public scrutiny and media coverage in broader public discourses. It is less common, however, to hear Muslims' own voices speak about their lives, experiences, beliefs, and commitments. This course will take a literary approach to exploring American Muslims' own narratives about themselves, which will serve as an introduction to religion in contemporary U.S. culture. We will address questions such as: How do American Muslims attempt to fashion their identity in the wake of 9/11? What are the pressures and demands of American national belonging and cultural citizenship that Muslims must navigate? How are race, gender, ethnic heritage, and immigration definitive of Muslim experiences and self-understandings? How are Muslims approaching the tensions between communal belonging and individuality? What are the competing claims and contestations about authentic expressions of Islam? We will be engaging such themes through an analysis of popular memoirs, autobiographies, novels, short stories, poetry, films, and comedy.

Requirements/Evaluation: regular reading responses, short midterm essays, and final paper

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: First-year students and sophomores

Expected Class Size: 15

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 166(D2) COMP 166(D1) ENGL 268(D1) REL 166(D2)

Difference, Power, and Equity Notes: This course will explore the intersections of power in American Muslim life, such as: Muslims as a religious minority in the context of the War on Terror; racial and ethnic differences in Muslim communities; immigration and national belonging; competing claims to religious authenticity and authority; and conflicting gendered norms. Students will learn to identify these multiple layers and configurations in the texts, and how to analyze their workings in nuanced multidimensional ways.

Not offered current academic year

REL 200 (S) What is Religion? Theories and Methods in the Study of Religion

To explore the meaning of religion, this course will introduce the debates around which the discipline of religious studies has been constituted. At stake are questions such as: How does one go about studying religion? Is "religion" a cultural universal? What is religion's relationship to the "European Enlightenment"? to race? to science? to society? to secularism? to colonialism? to ethics? to politics? to violence? to sex? to freedom? Has religion changed fundamentally in modernity? And if so, what is its future?

Requirements/Evaluation: class participation, weekly short GLOW post writing assignments, a 5-page midterm paper, and a 10-page final paper

Prerequisites: none, although a previous course on religion is recommended

Enrollment Limit: 15

Enrollment Preferences: Religion majors and prospective majors

Expected Class Size: 15

Grading: yes pass/fail option, no fifth course option

Distributions: (D2)

Spring 2025

SEM Section: 01 TF 1:10 pm - 2:25 pm Denise K. Buell

REL 201 (F) The Hebrew Bible

Cross-listings: JWST 201 / COMP 201

Primary Cross-listing

The Hebrew Bible is perhaps the single most influential work in the history of Western philosophy, literature, and art. But the overwhelming presence of the text in nearly every aspect of modern culture often obscures the sheer brilliance of its narrative technique as well as the complex interplay between law, history, prophecy, and poetry. This course offers a comprehensive introduction to the literary, historical, and theological aspects of the Hebrew Bible with an eye towards developing a sophisticated understanding of the text in its ancient context. Through the close reading of substantial portions of the Hebrew Scripture in translation and the application of various modern critical approaches to culture and literature, students will explore fundamental questions about the social, ritual, and philosophical history of ancient Israel, as well as the fundamental power of storytelling that has resonated across two millennia.

Requirements/Evaluation: Class participation, short written assignments, midterm and final exams.

Prerequisites: none

Enrollment Limit: 40

Enrollment Preferences: If the course is overenrolled, preference will be given to Jewish Studies concentrators and Religion and Comparative Literature majors.

Expected Class Size: 40

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

JWST 201(D2) COMP 201(D1) REL 201(D2)

Attributes: JWST Gateway Courses

Fall 2024

LEC Section: 01 TR 9:55 am - 11:10 am Edan Dekel

REL 203 (F) Judaism: Before The Law

Cross-listings: JWST 101

Primary Cross-listing

This course introduces the academic study of Judaism through a humanistic exploration of "the Law" as a concept in Jewish thought and practice. Coverage will include the Law of Moses in the Hebrew Bible, the rabbinic distinction between "Oral Law" and "Written Law," medieval philosophical justifications for the Law, modern interpretations of the Law as Moral Law, Hasidic challenges to the centrality of the Law, and twentieth-century Jewish fiction that is haunted by a felt absence of the Law. Topics may also include the nature of rabbinic authority, methods of Jewish legal interpretation and innovation, and Jewish law as it pertains specifically to women, gentiles, idolaters, food consumption, and the Land of Israel. Course materials will include classical sources such as the Talmud and Midrash, modern philosophical texts, Franz Kafka's *The Trial* with his parable "Before The Law," ethnographic accounts of contemporary Jewish observance, and much else. *All readings will be in translation.*

Requirements/Evaluation: class participation, three short papers, and a final longer paper

Prerequisites: none

Enrollment Limit: 30

Enrollment Preferences: Jewish Studies concentrators, Religion majors and students who are considering these options

Expected Class Size: 15

Grading: yes pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

REL 203(D2) JWST 101(D2)

Attributes: JLST Interdepartmental Electives JWST Gateway Courses

Not offered current academic year

REL 204 (S) What is Islamic Art? (DPE) (WS)

Cross-listings: ARTH 206

Secondary Cross-listing

Through a deep engagement with primary sources--visual, performative and textual--this tutorial introduces students to global cultures that have participated in the production of Islamic art and culture through the centuries. Through a diverse set of readings, we will discuss how Islamic art is viewed today. How did, for instance, Colonialism and Orientalism from the 18th to the 20th centuries create an entrenched narrative for the study of the field, that continues to hold sway to this day? How have Muslim cultures defined their own artistic production? In particular, how can specific artworks, such as figural painting or palace architecture, be understood as "Islamic"? What are some key scholarly debates around the term "Islamic Art"? The tutorial is specifically designed keeping in mind the period of soul-searching the field is currently going through, even to the point of questioning the very term "Islamic art" and its epistemological parameters. By familiarizing students to an important discipline in art history, the aim of the tutorial is to provide alternate methodologies as well as epistemologies that run parallel to more mainstream or familiar avenues of study.

Requirements/Evaluation: focused bi-monthly writing assignments, 5-7 pages in length, and bi-monthly peer response papers, 2 pages in length.

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: Art History majors and seniors, Religion majors

Expected Class Size: 8

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTH 206(D1) REL 204(D2)

Writing Skills Notes: This tutorial helps students develop writing skills in terms of grammar, structure, and organization. It is designed to teach students how to make clear, well-articulated arguments. Students will receive extensive feedback every other week on their writing assignments from the instructor and their peers. There will also be a comprehensive mid-semester review from the instructor.

Difference, Power, and Equity Notes: In addition to introducing students to an important field of art history, the tutorial analyzes how Islamic art was codified and examined during the colonial and post-colonial periods, and how that understanding has come to define the field over the last century. The course will encourage students to challenge longstanding biases and assumptions when studying these artworks.

Not offered current academic year

REL 206 (S) The Book of Job and Joban Literature

Cross-listings: COMP 206 / JWST 206

Primary Cross-listing

The Book of Job has often been described as the most philosophical book of the Hebrew Bible. The story of one man's struggle to understand the cause of his suffering and his relationship to God represents the finest flowering of the Near Eastern wisdom literature tradition. Through its exploration of fundamental issues concerning human suffering, fate and divinity, and the nature of philosophical self-examination, Job has served as a touchstone for the entire history of existential literature. At the same time, the sheer poetic force of the story has inspired some of the greatest artistic and literary meditations in the Western tradition. This course will engage in a close reading of the Book of Job in its full cultural, religious, and historical context with special attention to its literary, philosophical, and psychological dimensions. We will then proceed to investigate key modern works in several genres that involve Joban motifs, themes, and text both explicitly and implicitly. These texts will include Franz Kafka's *The Trial*, Archibald MacLeish's *J.B.*, Robert Frost's "Masque of Reason," Carl Jung's *Answer to Job*, and William Blake's *Illustrations to the Book of Job*. All readings are in translation.

Requirements/Evaluation: Evaluation will be based on class participation, short written assignments, and midterm and final exams.

Prerequisites: none

Enrollment Limit: 18

Enrollment Preferences: If the course is overenrolled, preference will be given to students who have already taken a course in biblical literature.

Expected Class Size: 18

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 206(D1) REL 206(D2) JWST 206(D2)

Attributes: JWST Core Electives

Spring 2025

SEM Section: 01 TR 9:55 am - 11:10 am Edan Dekel

REL 210 (F) Distant Encounters: East Meets West in the Art of the European Middle Ages (WS)

Cross-listings: ARTH 212 / ARAB 212

Secondary Cross-listing

In this tutorial, students will investigate the rich artistic consequences -- in architecture, manuscript illumination, mosaic, sculpture, panel painting, fresco, metalwork, and other minor arts -- of European contact with the Eastern Mediterranean between approximately 300 and 1450 CE. From the beginnings of Christianity, pilgrims from Europe made the long journey to sacred sites in what they called the Holy Land (extending across parts of present-day Egypt, Israel, Syria, and Turkey), the place of Christ's life, death, and believed resurrection. Large numbers of pilgrims even made the long journey to the Holy Land, and especially to Jerusalem, to visit a range of sacred sites related to Christ and his saints. When these sites became less accessible with the spread of Islam in the seventh century -- and even before this time -- Europeans sought to recreate many of them at home. Later, from 1095 onward, Christian Europeans attempted to reclaim and hold the Holy Land from non-Christians by force, through an ill-fated series of five major and several lesser "crusades." Over the centuries, before, during, and after the Crusades, exposure to the peoples, ideas, and cultures of

the Eastern Mediterranean also came through trade and through the travel and settlement of non-Europeans in Europe itself, particularly in Spain, Sicily, and Venice. Through all of these centuries, moreover, the Christian, Greek-speaking empire of Byzantium, focused on its great capital of Constantinople (present-day Istanbul), interacted in myriad ways, both friendly and hostile, with the Latin-speaking polities of Western Europe, focused at least symbolically on their ancient capital of Rome. Together, by way of open discussion, we will explore artistic production within each of these different cross-cultural contexts of East-West encounter. In the process, we will reflect on how art could function as a conduit for the exchange of ideas in the Middle Ages, and how it could be used both to negotiate and to intensify cultural difference.

Requirements/Evaluation: participation in discussion; five 4-5-page papers; five 1-2-page papers; and one 6-8-page final paper

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: first- and second-year students, but open to all

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTH 212(D1) ARAB 212(D1) REL 210(D2)

Writing Skills Notes: In this tutorial, students will develop skills of critical reading and focus on how to craft clear and persuasive arguments of their own. To help them achieve these goals, they will receive timely comments on their written work, especially the five 4-5-page papers they will submit, with suggestions for improvement.

Attributes: ARTH pre-1800

Not offered current academic year

REL 211 (F) Envisioning the Sacred: Representation and Religion in Christian and Muslim Cultures (WS)

Cross-listings: ASIA 212 / ARTH 215

Secondary Cross-listing

How did medieval Christians and pre-modern Muslims imagine the sacred and how did they give what they imagined pictorial form? How were these pictures used, both in public and in private life, and why? How did the art of these unique religious traditions forge connections between the visible and invisible worlds? Paying particular attention to the function and experience of works of art within Christian and Islamic cultures, this seminar examines the evolution of devotional visual expression, while also exploring the problems sacred images generated in these distinct yet often overlapping traditions. Through readings and class discussion, the course will investigate, among other topics: the varied attitudes toward the representability of God in Judaism, Islam, and Christianity; the impact of earlier image traditions on the religious art of medieval Christians and pre-modern Muslims; the cult of the devotional image, concerns over idolatry, and the destruction of images; ideas about spiritual versus physical vision and their influence on the making and viewing of pictures; the relationship of sacred images to relics and to various aspects of organized ritual; and the possible roles played by pictures of the sacred in silencing or giving voice to dissent.

Requirements/Evaluation: Participation in class discussion; oral presentation; five 3-4-page papers, and a final 6-page paper

Prerequisites: None

Enrollment Limit: 12

Enrollment Preferences: Sophomores then juniors, but open to all

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Unit Notes: This seminar will be team taught, by Murad Mumtaz and Peter Low

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ASIA 212(D1) ARTH 215(D1) REL 211(D2)

Writing Skills Notes: In this 200-level seminar, students will develop skills of critical reading and focus on how to craft clear and persuasive arguments of their own. To help them achieve these goals, they will receive timely comments on their written work, especially the five 3-4-page papers they will submit, with suggestions for improvement.

Attributes: ARTH pre-1800

Fall 2024

SEM Section: 01 TF 2:35 pm - 3:50 pm Peter D. Low, Murad K. Mumtaz

REL 215 (F) Religion in Latinx Literature, Art & Film

Cross-listings: LATS 219

Secondary Cross-listing

LATS 219--Religion in Latinx Literature, Art & Film This course will examine how a selective range of US Latinx writers, artists, and filmmakers--particularly in fiction, memoir, visual arts and films by and about Latinidad--depict, describe, and discuss religious themes, broadly considered. Latinx-authored novels and memoirs, artwork by Latina/o/x visual artists, and films depicting Latinx life through the lens of Latinx film-makers will be read, viewed, and studied to facilitate discussion about what it means to be Latina/o/x *and* religious. How do fictional, autobiographical and artistic depictions of Latinx people, communities, and their religiosity/spiritualities promote or deter understanding of *Latinidad* in the U.S.A.?

Requirements/Evaluation: In this course, students will read and write short essays about novels and/or memoirs (4-5 pages), critically analyze film and artwork in short papers (3-4 pages), and write a research paper (8-10 pages) that analyzes the nexus of Latinx religion and art, whether fiction, film, memoir, or the visual arts. Attendance, participation, Glow discussion forums, and written assignments will all constitute assessment tools for this course.

Prerequisites: No prerequisites.

Enrollment Limit: 20

Enrollment Preferences: Students with at least one prior LATS or Religion course will be given preference if an enrollment overload. Also sophomores, juniors, and seniors will be given preference over first year students.

Expected Class Size: 15-20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

LATS 219(D2) REL 215(D2)

Attributes: LATS Core Electives

Not offered current academic year

REL 219 (F) Realizing Utopias

Cross-listings: STS 219

Primary Cross-listing

Our world can be better. We are faced with unfolding global catastrophes, such as the pandemic, anthropogenic climate change, economic crises, racialized injustice, and political polarization, and many people seem to have lost their capacity to imagine better futures. Perhaps that is why we as a society have no problem picturing the end of the world--fictional dystopias and apocalypses are abundant while (e)utopias are scarce. This a problem because, as numerous political theorists have observed, it is hard to organize meaningful change around cynicism and nihilism. But our dystopian present makes it even more important to imagine and even realize utopias. This course will help us do so. Our core collective goal will be to explore pragmatic realizations of radical hope. Complementing urgent efforts to resist or mitigate intense injustice in the present, we will aspire to articulate bold visions for emancipatory communities of the future. Rather than primarily focusing on the limitations of existing institutions, this seminar will treat these as problems to be solved rather than as reasons to accept the status quo, and we will embrace affirmative projects of designing the frameworks for better worlds. But we also don't want to blind ourselves to the challenges of being visionary. In brief, we will engage in serious explorations of the underlying principles and rationales for various emancipatory political communities while also pragmatically assessing their potential difficulties. We will spend the first part of the course reading political theory (on issues such as resource allocation, collective decision making, and social justice) alongside various artistic and political manifestos. We will spend one week reading utopian novels (including as possibilities socialist, anarchist, techno-futurist, ecotopias, Afrofuturist, queer utopias, and many more). But the majority of the course will be project-based. Students will form small teams to engage in radical thought experiments and then construct and refine their ideas of better possible societies/political communities. These teams will produce 1) policy papers to address how their utopian societies would deal with real world issues, and 2) artifacts (such as art, manifestos, pamphlets, short stories, videos, or the like) that might appear in the futures they envision, exploring both their ideals and their limits. The semester will culminate in a public exhibition of these works. Thinkers to be considered may include: Marx & Engels, José Esteban Muñoz, Boaventura de Sousa

Santos, Lucy Sargisson, David Schweickart, Colin Ward, Erik Olin Wright, and others.

Requirements/Evaluation: attendance and participation, short writing assignments, group policy papers, and artifacts (e.g., art, manifestos, pamphlets, short stories, or videos) for end of semester exhibit.

Prerequisites: none.

Enrollment Limit: 20

Enrollment Preferences: If overenrolled students will be asked for a statement of interest and utopian project idea.

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

REL 219(D2) STS 219(D2)

Not offered current academic year

REL 222 (F) The Jewish Art of Interpretation

Cross-listings: JWST 222

Primary Cross-listing

Turn it and turn it, for everything is in it. This famous rabbinic dictum offers an enigmatic yet comprehensive account of the principles that have defined the Jewish practice of interpretation for over two millennia. The imperative to keep a text, word, image, or concept in constant motion, in order to generate as many meanings and cross-meanings as possible, challenges us to transform the act of interpretation itself into a virtuosic craft or art that can engage the human imagination as diversely and powerfully as the creation of the works being interpreted. At the same time, emphasis on the dynamism between text and interpreter should dispel the notion that only expansive works have expansive meanings. If interpretation itself is an art, then even the shortest text can contain "everything" within it when it participates in that art. This course will engage students in a radical experiment in the art of interpretation. Through a deep encounter with a selection of miniature texts, ranging from ancient rabbinic proverbs and medieval fables to the modern parables and fragments of Franz Kafka, as well as folklore and jokelore from every period in Jewish history up to the present, we will develop an interpretive practice that combines analytic, critical, and creative principles in both written and oral contexts. The goal throughout is to explore interactively how the making of meaning is an integral part of the human experience.

Requirements/Evaluation: class participation, regular short written and oral assignments, and a final project

Prerequisites: none

Enrollment Limit: 18

Enrollment Preferences: If the class is overenrolled, preference will be given to Jewish Studies concentrators and Religion majors.

Expected Class Size: 18

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

REL 222(D2) JWST 222(D2)

Attributes: JWST Core Electives JWST Gateway Courses

Not offered current academic year

REL 224 (S) U.S. Latinx Religions

Cross-listings: AMST 224 / LATS 224

Secondary Cross-listing

In this course, we will engage aspects of Latina/o/x/e religious beliefs, experiences, practices, and expressions in the United States of America. Given the diversity of Latinx communities and religious lives in the U.S.A., we consider select contexts that help us understand the challenges of studying and defining the "religious" and its hybridity in Latinx contexts. We will survey certain selected religious traditions and practices in Latinidad -- such as popular devotions to La Virgen de Guadalupe, healing traditions and *curanderismo*, home altar traditions, Latinx Pentecostalism, crypto-Judaism, Latinx Muslims, and African-rooted spiritualities such as Santería. In addition, we will study Latinx approaches to traditional US religious expressions of Roman Catholicism and Protestantism. By focusing on particular moments of religious expression as elucidated in specific historiographies,

ethnographies, art, literature, film, we will seek to garner a greater understanding of how Latinx communities express and practice their religious traditions and spiritualities.

Class Format: discussion

Requirements/Evaluation: class participation, discussion forum posts, a 3-4 short essay on the nature of Latinx spirituality; a 5-page essay on a religious tradition previously unfamiliar to the student, and an 8-10-page final research paper doing comparative religious study.

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: LATS concentrators and AMST and REL majors

Expected Class Size: 15-20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 224(D2) LATS 224(D2) REL 224(D2)

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora LATS Core Electives

Spring 2025

LEC Section: 01 TR 11:20 am - 12:35 pm Efrain Agosto

REL 232 (S) Islam in Africa (DPE)

Cross-listings: GBST 232 / AFR 232 / ARAB 232 / HIST 202

Primary Cross-listing

Islam in Africa is often relegated to the peripheries in the study of Islam, a religion most associated with Arabs and the Middle East. On the flip side, Islam is also portrayed as foreign to African belief systems and institutions. The relationship between Islam and Africa, however, begins with the very advent of Islam when early Arab Muslim communities took refuge in the Abyssinian empire in East Africa. This course explores the history of Islam and Muslim societies on the African continent by focusing on the localized practices of Islam while also connecting it to Islam as a global phenomenon. The course will begin with a historical focus on the spread of Islam in Africa from East Africa and North Africa in the seventh century all the way to the spread of Islam through Sufi brotherhoods in the eighteenth and nineteenth centuries. The course will also take an anthropological approach, exploring the diverse practices of Islam in African Muslim communities and the social and cultural impact of Islam on African societies. Among the topics the course will cover include African Muslim intellectual traditions, local healing practices, religious festivals, early modern African Muslim abolitionist movements, and the historical interactions between African and Asian Muslim communities in the Indian ocean world.

Requirements/Evaluation: Two essays during the semester and final project.

Prerequisites: None

Enrollment Limit: 25

Enrollment Preferences: REL, HIST, ARAB, AFR, GBST majors

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

GBST 232(D2) AFR 232(D2) ARAB 232(D2) REL 232(D2) HIST 202(D2)

Difference, Power, and Equity Notes: The course will urge students to consider how scholars construct centers and peripheries through a study of Islam in Africa that is often rendered to the peripheries in the study of Islam. The course will also explore the diversity of African Muslim communities, getting students to think about the diversity of human experiences and interpretations of shared sacred texts.

Attributes: HIST Group A Electives - Africa

Not offered current academic year

REL 237 (F) Islam in the United States: Race, Religion, Politics (DPE)

Cross-listings: AFR 237 / AMST 237 / AAS 237

Primary Cross-listing

Malcolm X is one of the most iconic yet controversial figures in the black freedom struggle in the United States. He is also arguably the most prominent and influential Muslim in the history of the United States. His story and legacy powerfully illustrate the complex intersections of Muslim identity, political resistance, and national belonging. From the early period of "Black Muslim" movements represented by Malcolm X, to the current "War on Terror" era, American Muslims have faced a complex intersection of exclusions and marginalization, in relation to national belonging, race, and religion. Taking Malcolm X as our point of departure, this course examines how American Muslims have navigated these multiple layers of marginalization. We will therefore consider how the broader socio-political contexts that Muslims are a part of shape their visions of Islam, and how they contest these competing visions among themselves. In so doing, we will examine the complex relation between religion, race, and politics in the United States. Throughout the course, we will be engaging with historical and anthropological material, autobiographies, documentaries, films, historical primary-source documents, music, and social media materials. The course fosters critical thinking about diversity by challenging assumptions of who Muslims are, what being American means, and what Islam is. It also focuses on the complex interaction of different dimensions of diversity, from religion to ideology, race, nationality, ethnicity, culture, gender, and language.

Requirements/Evaluation: regular reading responses, 2 midterm essays, final exam

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: Majors and concentrators in REL, AFR, and AMST

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 237(D2) REL 237(D2) AMST 237(D2) AAS 237(D2)

Difference, Power, and Equity Notes: The course fosters critical thinking about diversity by challenging assumptions of who Muslims are, what being American means, and what Islam is. It also focuses on the complex interaction of different dimensions of diversity, from religion to ideology, race, nationality, ethnicity, culture, gender, and language.

Attributes: AAS Non-Core Electives AMST Comp Studies in Race, Ethnicity, Diaspora

Not offered current academic year

REL 239 (F) The Modern Middle East (DPE)

Cross-listings: ARAB 207 / HIST 207 / JWST 217 / LEAD 207 / GBST 102

Secondary Cross-listing

This survey course addresses the main economic, religious, political and cultural trends in the modern Middle East. Topics to be covered include the cultural diversity of the Middle East, relations with Great Powers, the impact of imperialism, the challenge of modernity, the creation of nation states and nationalist ideologies, the discovery of oil, radical religious groups, and war and peace. Throughout the course these significant changes will be evaluated in light of their impact on the lives of a variety of individuals in the region and especially how they have grappled differently with increasing Western political and economic domination.

Requirements/Evaluation: participation, online responses, quizzes, midterm, and final exam

Prerequisites: none

Enrollment Limit: 40

Enrollment Preferences: History & Arabic majors, and Jewish studies concentrators; completion of course admission survey if overenrolled

Expected Class Size: 30-40

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

REL 239(D2) ARAB 207(D2) HIST 207(D2) JWST 217(D2) LEAD 207(D2) GBST 102(D2)

Difference, Power, and Equity Notes: This course introduces students to the incredible diversity of the Middle East. It will explore how people of different backgrounds and in different situations have responded in diverse ways to the problems of the day. Students will acquire the critical tools to

assess a number of interpretations of the past and how to understand and appreciate the many narratives in the Middle East today that have profound political and cultural implications.

Attributes: GBST Middle Eastern Studies HIST Group E Electives - Middle East JWST Elective Courses LEAD Facets or Domains of Leadership

Not offered current academic year

REL 241 (F) History of Sexuality

Cross-listings: HIST 292 / GBST 241 / WGSS 239

Primary Cross-listing

Is sexuality an immutable aspect of who we are or is it socially constructed? How have people understood sex and sexuality throughout history? Why does religion have any say in the sexual lives of individuals and society? What are sexual transgressions and why are they punished? Is sex a commodity that can be exchanged for money? Is sex political? This course will explore these questions through a historical approach, focusing in particular on the shifting understanding of sex and sexuality across historical time and different geographical regions. In investigating the category of sexuality, this course will push us to consider three key questions: 1) Is sexuality a useful category for historical analysis, 2) how have our assumptions regarding sexuality and sexual ethics taken shape and changed over time and 3) how do social, cultural, political, and economic conditions affect changing meanings of sexuality. Historical studies will be read in conjunction with different theoretical frameworks about sexuality. Reading historical accounts of sexuality alongside theoretical pieces will allow us to consider how historians construct an argument and the influence of theoretical frameworks in shaping scholarship. Some of the theorists we will read in the course include: Michel Foucault, David Halperin, Afsaneh Najmabadi, Valerie Traub, and Carla Freccero.

Requirements/Evaluation: reading responses, two essays, and final research paper

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: Religion, History, and Women's, Gender and Sexuality Studies majors

Expected Class Size: 15

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 292(D2) GBST 241(D2) REL 241(D2) WGSS 239(D2)

Attributes: HIST Group G Electives - Global History

Not offered current academic year

REL 242 (S) Women, Gender, and Sexuality in Islam (DPE)

Cross-listings: WGSS 242 / ARAB 242

Primary Cross-listing

The figure of the Muslim woman is an object of intense scrutiny in Western society. Claims that Muslim women are oppressed and the incompatibility of Islam and feminism abound. This course will consider women and gender roles in the Islamic tradition and how Muslim women have interpreted and negotiated these discourses. We will explore questions of masculinity, femininity, and sexuality across various historical periods as well as through contemporary Muslim feminist scholarship and literature (including film and novels). We will begin with insights into the politics of representing Muslim women, exploring how Muslim women are depicted in popular culture and media and ask the crucial question: do Muslim women need saving? We will then explore: how Muslim women have claimed religious authority through scriptural interpretation; how they have negotiated their position in Islamic law both historically and in contemporary Muslim societies; and the lives of pious women in Sufism--the mystical tradition of Islam. We will conclude with Muslim feminist scholarship and recent works on Islamic masculinities. Throughout the course, emphasis will be placed on the diversity of interpretations in Islam around women, gender, and sexuality and on Muslim women's own articulations about their religious identity and experiences. Some of the topics covered in this course include: marriage and divorce, slavery, modesty and veiling, and homosexuality.

Requirements/Evaluation: weekly discussion post, midterm essay, and final paper (6-8 pages)

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Religion, Women's, Gender and Sexuality Studies and Arabic majors

Expected Class Size: 14

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

REL 242(D2) WGSS 242(D2) ARAB 242(D2)

Difference, Power, and Equity Notes: This course explores the relationship between gender, authority, and civilizational discourse. To that end, the course will explore: 1) how assumptions about gender shaped the legal and Quranic exegetical tradition and Muslim feminist critiques. 2) The construction of the oppressed Muslim woman in justifying military invasion and nationalistic rhetoric. This course will introduce students to critical tools in decolonial feminism and the relationship between gender and power.

Not offered current academic year

REL 243 (F) Islamic Law: Past and Present

Cross-listings: HIST 302 / ARAB 243 / ASIA 243 / WGSS 243

Primary Cross-listing

From fear of the Shari'a to its implementation in so called "Islamic countries," Islamic law is perhaps best associated with draconian punishments and the oppression of women. Islamic law is ever present in our public discourse today and yet little is known about it. This course is designed to give students a foundation in the substantive teachings of Islamic law. Islamic law stretches back over 1400 years and is grounded in the Quran, the life example of the Prophet Muhammad, and juridical discourse. Teetering between legal and ethical discourse, the Shari'a moves between what we normally consider law as well as ethics and etiquette. The course will explore four key aspects of the law: its historical development, its ethical and legal content, the law in practice, and the transformation of Islamic law through colonialism and into the contemporary. Specific areas we will cover include: ritual piety, family and personal status law, criminal law, and dietary rules.

Requirements/Evaluation: weekly responses, midterm essay, final essay

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: majors

Expected Class Size: 17

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 302(D2) ARAB 243(D2) ASIA 243(D2) REL 243(D2) WGSS 243(D2)

Attributes: HIST Group B Electives - Asia HIST Group E Electives - Middle East HIST Group P Electives - Premodern JLST Interdepartmental Electives

Fall 2024

SEM Section: 01 MR 1:10 pm - 2:25 pm Saadia Yacoob

REL 244 (S) Mind and Persons in Indian Thought

Cross-listings: ASIA 244 / PHIL 245

Primary Cross-listing

In this course, we follow the Indian philosophical conversation concerning the self and the nature of consciousness, particularly as they are found in its various Yogic traditions. We start with some of the Hindu views about the self and the mind and consider their ethical implications. We then consider a range of Buddhist critiques of these views, focusing more particularly on the Madhyamaka, which radicalizes the critique of the self into a global anti-realist and skeptical stance. We also examine the Yogacara school, which offers a process view of reality focusing on the analysis of experience. We conclude by considering some of the later Hindu holistic views of the self as responses to the Buddhist critique. In this way we come to realize that far from being the irrational foil of "the West," Indian tradition is a rich resource for thinking through some of the central questions that have challenged philosophers in both traditions.

Class Format: discussion

Requirements/Evaluation: full attendance and participation, three short essays (6 pages each)

Prerequisites: none

Enrollment Limit: 18

Enrollment Preferences: selection based on the basis of relevant background

Expected Class Size: 18

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ASIA 244(D2) PHIL 245(D2) REL 244(D2)

Attributes: GBST South + Southeast Asia Studies

Spring 2025

LEC Section: 01 M 7:00 pm - 9:40 pm Georges B. Dreyfus

REL 247 (S) Anti-Muslim Racism: A Global Perspective (DPE)

Cross-listings: GBST 243

Secondary Cross-listing

The racialization of Islam and Muslims has been constitutive to how they have been imagined in Europe and elsewhere. This course looks at how difference works and has worked, how identities and power relationships have been grounded in lived experience, and how one might both critically and productively approach questions of difference, power, and equity. It goes back to the founding moments of an imagined white (at the beginning Christian) Europe and how the racialization of Muslim and Jewish bodies was central to this project, and how anti-Muslim racism continues to be relevant in our world today. The course will not only show how Muslims were constructed as subjects in history, politics and society from the very beginning of the making of Europe and the Americas to the end of the Cold War to the post-9/11 era. Rather, it also looks at how Muslims live through Islamophobia. It looks at processes of racialization of Muslims within the Muslim community and between Muslim communities, while also considering which agencies Muslims take to determine their own future. The course draws from anthropology, gender studies, history, political science, religious studies, postcolonial studies, decolonial studies, and sociology.

Requirements/Evaluation: Active class participation, two response papers, and a comprehensive, open-book and open-note final exam.

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: Global Studies concentrators and Religion majors

Expected Class Size: 20

Grading: no pass/fail option, yes fifth course option

Unit Notes: Also qualifies for the GBST Urbanizing World track

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

REL 247(D2) GBST 243(D2)

Difference, Power, and Equity Notes: The course critically examines difference, power, and equity. Thematically, it looks at the racialization of Islam and the intersection of race, religion, class and gender in the construction of the 'Muslim problem' from a historical as well as a global contemporary perspective. It aims to promote a self-conscious and critical engagement with the practice and experience of difference, especially as it relates to the dynamics of power in structuring that experience.

Attributes: GBST Borders, Exiles + Diaspora Studies

Not offered current academic year

REL 249 (F) Antisemitism (DPE)

Cross-listings: JWST 249

Primary Cross-listing

In this course students will investigate intellectual traditions, political movements, and cultural objects that construct Jews, Jewishness, or Judaism as a negative principle. Where is Judaism portrayed as the darkness by contrast to the light? When are Jews depicted as a pernicious force that explains the presence of evil in the world? How is Jewishness used as a critical category to identify what is retrograde, deracinating, or base? We will interpret materials from a variety of times and places, including the ancient world, the medieval period, and the present day. We will also explore prominent theoretical approaches to the interpretation of these materials. Is there a continuous phenomenon that connects every assertion of Jewish malevolence for over two thousand years of human history? Or should claims about Jewish malevolence be presumed to have an entirely distinct meaning, origin, and purpose in each historical context? Which particular threats are Jews, Judaism, and Jewishness typically alleged to pose? How does the idea of a Jewish threat fit with ideas about race, gender, ethnicity, religion, class, sexuality, and nationality? This is a course about *negative meaning-making*. Our primary goal throughout the course is to study how shadows of thought, symbolism, and story are cast. It is a course about how language, images, structures, and institutions are used to constitute an antagonist: villainy, the demonic, the enemy, the conspiratorial cabal, the exploitative interloper, "the Jew." And it is a course about the tragic consequences for real people -- for Jews and for all humanity -- when negative principles and fantasies are not contained by realism, reasonableness, and compassion.

Requirements/Evaluation: Class participation, regular in-class writing assignments, midterm exam, final exam

Prerequisites: none

Enrollment Limit: 18

Enrollment Preferences: Jewish Studies concentrators, Religion majors, and students who have taken JWST 203

Expected Class Size: 18

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

REL 249(D2) JWST 249(D2)

Difference, Power, and Equity Notes: This course will introduce students to discursive, institutional, and social formations that have organized the stigmatization, domination, and persecution of Jews in various geographic locations for over two thousand years. An understanding of these structures is crucial to understanding contemporary dynamics of difference and power. Students will also consider how constructions of Jewish malevolence intersect with ideas about race, gender, class, religion, ethnicity, and nation.

Attributes: JWST Core Electives

Fall 2024

SEM Section: 01 TF 2:35 pm - 3:50 pm Jeffrey I. Israel

REL 254 (S) The Theory and Practice of Meditation in the Modern World

This course invites students to examine theoretically and experientially meditation. Throughout the course, we examine meditations belonging to various Buddhist traditions through our own practice. We study some of the manuals where these meditations are taught and connect these practices to some of the more important ideas of the tradition. In studying and practicing meditation, we follow a gradual approach, starting from the most basic practices to more advanced ones. We also connect the practices and ideas we consider with modern scientific approaches, examining practices such as mindfulness therapy and the practice of positive emotions from a psychological perspective. In the process, we re-contextualize Buddhist ideas by connecting them with modern approaches, particularly those inspired by biology, psychology and ecology. Throughout the course, students will keep a daily practice of meditation and record their experiences in a journal so as to be able to come to an informed understanding combining a theoretical grasp of the issues raised by meditation and their own personal appreciation.

Class Format: mixture of lecture, discussion, and practice of meditation

Requirements/Evaluation: full attendance and participation, regular practice of meditation, two middle-length essays, and a meditation journal

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: Religion majors, students who have taken REL 288

Expected Class Size: 18

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Spring 2025

LEC Section: 01 MWF 8:30 am - 9:45 am Georges B. Dreyfus

REL 255 (F) Buddhism: Ideas and Practices

Cross-listings: ANTH 255 / ASIA 255

Primary Cross-listing

This course introduces students to Buddhism by examining its ideas and practices as they have taken place in actual social contexts rather than as disembodied textual objects. After examining the main ideas and narratives of the tradition, we turn our attention to Thailand where we examine how these ideas and narratives have shaped a whole range of practices, from meditation to shamanistic rituals. We then consider the transformations that Buddhism is undergoing in contemporary society, examining the rise of meditation movement, the changing role of monks and laity, the resurgence of the nun order, the rise of Buddhist social activism and the development of new Buddhist social philosophies. We ask questions such as: How can Buddhism adapt to a modern global consumerist society? What are the transformations involved in this process and the role that Buddhism can play in such a global society? Should Buddhists take advantage of the opportunities of this new global culture or should they adopt a critical stance toward its consumerist values?

Class Format: discussion

Requirements/Evaluation: full attendance and active participation; two essays

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: religion majors or future religion majors

Expected Class Size: 25

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ANTH 255(D2) ASIA 255(D2) REL 255(D2)

Attributes: GBST South + Southeast Asia Studies PHIL Related Courses

Fall 2024

LEC Section: 01 MWF 8:30 am - 9:45 am Georges B. Dreyfus

REL 258 (F) Buddhism, Social Change, & Reproductive Justice in the Anthropocene (DPE) (WS)

Cross-listings: ANTH 258 / WGSS 225 / ASIA 258

Secondary Cross-listing

This course considers how three women profoundly shaped the Buddha's life and legacy in terms of social change & reproductive justice. Our central characters are Maya--the Buddha's mother, who died shortly after delivering him; Pajapati--the Buddha's stepmother & aunt who raised him; and Yasodhara--his wife, whom he abandoned when he left home to seek enlightenment. We explore the classical Buddhist discourses and modern biographies to explore how these three women impacted what the Buddha taught and practiced in terms of social and gender justice. These women helped shape the Buddha's radical decision to found the first renunciate order for women in Asian history and helped shape Buddhist attitudes towards female empowerment, bodily autonomy, and reproductive justice for that past 2500 years. Our historical genealogy will explore how Buddhism continues to disrupt modern hierarchies of sex, gender, caste, & class while claiming reproductive and social justice. Along the way we consider: How did these three women reject existing social hierarchies in the Buddha's day and with what impacts for modern Buddhist practices and institutions? How do the social transformations of the Buddha's day still impact modern struggles for gender justice & reproductive justice in the Anthropocene?

Requirements/Evaluation: Attendance, writing weekly essays or written feedback. There are no grades first half of the semester but weekly feedback on writing.

Prerequisites: none, but a course in ANTH or REL is preferred

Enrollment Limit: 10

Enrollment Preferences: ANTH, REL, WGSS majors and ASIA concentrators

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

REL 258(D2) ANTH 258(D2) WGSS 225(D2) ASIA 258(D2)

Writing Skills Notes: We write every week--either 1500 word lead essays, or written feedback (and oral responses) to the lead essay and weekly text. We have a mid semester 'writing chat' with the instructor where we discuss strengths and weakness of individual student writing.

Difference, Power, and Equity Notes: We explore the three women who left a lasting legacy on the Buddha's teachings and practices in terms of gender egalitarianism, social justice, and reproductive justice. Our historical genealogy explores how Buddhism continues to disrupt modern hierarchies of sex, gender, caste, & class while claiming reproductive and social justice.

Not offered current academic year

REL 262 (S) Time and Blackness

Cross-listings: AMST 208 / AFR 208

Secondary Cross-listing

The concept of time has been one of the most examined, yet least explicitly theorized, concepts in Africana Studies. While the field is saturated with historical studies and literary analyses that take up issues of cultural memory--which involves thinking about time--time itself has rarely the subject of sustained inquiry. This may be due to its abstractness as an idea, and the level of analysis its conceptualization demands, or because time in the Black experience cannot be understood outside of the meaning of race, which itself is not completely tangible. In this tutorial, "Time and Blackness," we will explore how Black writers across a number of genres--spiritual autobiography, fiction, memoir, literary criticism, and cultural theory--understand time, and create paradigms of time to organize their work. The following questions will structure our investigation: What are the constituent elements of time in Black writings? How does race shape the ways Black writers conceive the experience of time? And, finally, to what can we attribute the recent surge in explicit, theoretical examinations of "time and blackness"?

Requirements/Evaluation: assignments will include six 2-page response papers; two 5-page writing assignments; and a final, 10-page review essay on how time is understood in a genre of writing

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: concentrators in Africana Studies, majors in Religious Studies, and majors in American Studies

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 208(D2) REL 262(D2) AFR 208(D2)

Attributes: AFR Core Electives AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora

Not offered current academic year

REL 263 (F) Giving God a Backbeat: Rap Music, Religion & Spirituality

Cross-listings: AFR 221

Secondary Cross-listing

On the surface, religion and rap music may seem as if they have little in common. Yet, like other Black musical traditions such as spirituals and the blues, rap is rooted in African American religious traditions. In this course, we will explore the ways in which rap music intersects with the sacred and secular worlds. Through an examination of black religious traditions, lyrics, music videos, and digital media, we will unearth what Anthony Pinn calls the "spiritual and religious sensibilities" of rap music. Grounded in culture-centered criticism, we will investigate the rhetoric of rap and religion through the theoretical ideas of Black Liberation Theology and hip-hop feminism.

Requirements/Evaluation: students will be evaluated on their class participation, Twitter threads, response papers, quizzes, and a final class group project

Prerequisites: none

Enrollment Limit: 18

Enrollment Preferences: First year, sophomore, and juniors

Expected Class Size: 15

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 221(D2) REL 263(D2)

Attributes: AFR Core Electives AFR Culture, Performance, and Popular Technologies AMST Arts in Context Electives

Fall 2024

SEM Section: 01 TR 9:55 am - 11:10 am VaNatta S. Ford

REL 268 (S) Where are all the Jews? (DPE) (WS)

Cross-listings: COMP 363 / JWST 268 / ARAB 363

Secondary Cross-listing

Until four decades ago, many Maghrebi and Middle Eastern cities and villages teemed with Jewish populations. However, the creation of the Alliance Israelite Universelle's schools (1830s), the establishment of the State of Israel in 1948, the decolonization process in the Maghreb and the Middle East, and the Arab defeat in the Six-Day War accelerated the departure of Arab and Berber Jews from their homelands to other destinations, including France, Israel, Canada, the United States, and different Latin American countries. Arab and Berber Jews' departure from their ancestral lands left a socioeconomic and cultural void that Maghrebi and Middle Eastern cultural production has finally started to address, albeit shyly. The course will help students understand the depth of Jewish life in the Maghreb and the Middle East, and interrogate the local and global factors that led to their disappearance from both social and cultural memories for a long time. Reading fiction, autobiographies, ethnographies, historiographical works, and anthropological texts alongside documentaries films, the students will understand how literature and film have become a locus in which amnesia about Arab/Berber Jews is actively contested by recreating a bygone world. Resisting both conflict and nostalgia as the primary determinants of Jewish-Muslim relations, the course will help students think about multiple ways in which Jews and Muslims formed communities of citizens despite their differences and disagreements.

Requirements/Evaluation: 400-word weekly, focused responses on Glow; a book review (600 words); two five-page papers as mid-terms; one ten-page final paper; one presentation.

Prerequisites: none

Enrollment Limit: 14

Enrollment Preferences: students interested in critical and comparative literary, religious or historical studies.

Expected Class Size: 14

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 363(D1) REL 268(D2) JWST 268(D2) ARAB 363(D1)

Writing Skills Notes: Students are required to present an outline of their papers before submitting a draft paper. The professor will give feedback on each written work to improve students' writing skills. Students are required to incorporate the feedback to improve their drafts before they become final. Students will receive detailed and consistent feedback about their writing. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: Students in this course will understand the historical process that lead to the disappearance of Arab/Berber Jews. Students also will work out alternative ways to grasp Jewish-Muslim relations beyond nostalgia and conflict. Finally, students enrolled in the course will grapple with and try to disentangle the complexity of Jewish-Muslim citizenship in both pre-colonial and postcolonial contexts.

Attributes: JWST Core Electives

Not offered current academic year

REL 269 (F) Mindfulness Examined: Meditation, Emotion, and Affective Neuroscience (DPE) (WS)

Cross-listings: ASIA 269 / STS 269 / ANTH 269

Primary Cross-listing

This course asks students to practice and study mindfulness while observing their own minds, emotions, and behavior for an entire semester. We examine the historic roots and current applications of mindfulness, both as a Buddhist meditation practice as well as a secular tool to improve our awareness of awareness. Throughout, we are interested in the nexus of mind, brain, and emotions and the ways that mindfulness has been studied within contemplative and affective neuroscience, integrative neurobiology, and evolutionary psychology. How and why has the research on mindfulness and other meditative practices exploded since 2000? How has this research helped us understand and explain how our minds as well as brains shape everyday emotions and behaviors? We examine the ways evolutionary psychologists, clinical psychiatrists, neuroscientists, clinicians, and medical anthropologists have studied and applied mindfulness to better understand human emotions. We consider the applications of mindfulness for clinicians, therapists, and educators--all of whom attend to how emotions impact interpersonal relationships. We will train in a variety of meditation practices all semester, while learning to better appreciate our own minds, emotions, and relationships.

Requirements/Evaluation: weekly tutorial papers and discussion

Prerequisites: A prior class or some experience with meditation is recommended

Enrollment Limit: 10

Enrollment Preferences: ANTH, SOC, REL, ASST majors; PHLH, STS concentrators; seniors and juniors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ASIA 269(D2) STS 269(D2) REL 269(D2) ANTH 269(D2)

Writing Skills Notes: This class will involve weekly tutorial essays or oral responses, intensive written feedback on every essay, and a mid-semester 'writing chat' with the instructor.

Difference, Power, and Equity Notes: This class fulfills the Difference, Power, and Equity requirement because it will explore the ways that mindfulness can address the growing epidemic of anxiety, depression, and other mental health issues we find in the US today. We study mindfulness from an intersectional perspective and relate its benefits to intersecting inequities and intergenerational trauma in the US today.

Attributes: GBST South + Southeast Asia Studies PHLH Social Determinants of Health

Not offered current academic year

REL 270 (S) Reading Jesus, Writing Gospels: Christian Origins in Context (WS)

Cross-listings: CLAS 270 / COMP 263

Primary Cross-listing

What were the religious and cultural landscapes in which Christianity emerged? How did inhabitants of the ancient Mediterranean world speak about the concept and significance of religion? How have scholars of early Christianity answered these questions? What are the implications of their reconstructions of early Christian history? The course is divided into four parts. The first part establishes the course's interpretive approach. The second part of this course explores aspects of the formation of Christianity from its origins as a Jewish movement until its legalization. The third part of the course focuses on the earliest literature produced to memorialize Jesus. The final part of the course emphasizes modern interpretations of Jesus and the movement of which he was a part; here we shall be examining how scholars make use of ancient materials to frame their arguments and the modern contexts and legacies of making meaning out of biblical and other ancient materials.

Class Format: lecture/discussion

Requirements/Evaluation: three 3-page papers (with revisions), one 5- to 7-page paper (that builds on one of the earlier 3 page papers), and a final paper (7-10 pages, that draws on some of the earlier writing in addition to new writing)

Prerequisites: none; open to all

Enrollment Limit: 19

Enrollment Preferences: sophomores, especially potential majors in Religion, Classics, and Comparative Literature

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

REL 270(D2) CLAS 270(D1) COMP 263(D1)

Writing Skills Notes: Students will write a series of short essays, with required revisions, to develop their skills in close reading of ancient texts and interpretive analysis of modern scholarship about Christian origins. In each successive section of the course, writing from the prior unit will inform the subsequent papers.

Not offered current academic year

REL 274 (F) Ritual, Power and Transgression

Cross-listings: ANTH 299

Secondary Cross-listing

The focus of this course is on the role of ritual in harnessing political power. In the first part of the semester, we examine some of the ways in which different cultures manufacture social order and political power through categories of inclusion and exclusion, clean and dirty, proper and improper, and licit and illicit. We will be particularly attuned to the ways in which these categories are performed through and maintained by rituals and how bodies are deployed in ritual spaces as instruments of persuasion and control. We will also look in depth at a variety of ritual forms, including scapegoating and sacrifice, and how they serve as engines of political control and protest, and we will examine the uses of dead bodies and memorials as vehicles for gaining and maintaining political power and the destruction and desecration of bodies and memorials as a form of political protest and dissent. Throughout the semester, we will be relating theoretical texts and historical cases to current political struggles in this country and abroad.

Requirements/Evaluation: class participation, biweekly responses to instructor prompts, two short (500 words) response papers, and one 12-page (2400 words) research paper

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: ANSO and REL majors, open to first-years

Expected Class Size: 20

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

REL 274(D2) ANTH 299(D2)

Not offered current academic year

REL 276 (S) Gnosis, Gnostics, Gnosticism (DPE)

Cross-listings: COMP 258

Primary Cross-listing

Reality is not what it seems. Salvation by knowledge, arch-heresy, an eternal source of mystical insights and experiences, secret esoteric teachings available only to a few. All these and more have been claims made about gnosis, Gnostics, and Gnosticism. This course will introduce you to the key ancient texts and ideas associated with Gnostics in modern forms of esotericism and spiritualities. We shall explore how claims about gnosis offer modes of critiquing and seeking to transform unjust social and political systems.

Class Format: lecture/discussion

Requirements/Evaluation: weekly GLOW posts, 1 textual analysis paper, 1 historiographical analysis paper, and a final paper that entails a revision and expansion of earlier writing for the course.

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: students with prior coursework in biblical or other ancient literature or history

Expected Class Size: 15

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

REL 276(D2) COMP 258(D1)

Difference, Power, and Equity Notes: This course situates "gnosis" as a practical epistemological orientation used both to disrupt and challenge power arrangements deemed unjust and to empower those who are marginalized within dominant power structures. At the same time, the course interrogates "gnostic" epistemological claims as capable of being used to reinstall hierarchical power structures. Attention to power and equity and how difference is produced is at the center of the course.

Spring 2025

LEC Section: 01 MR 1:10 pm - 2:25 pm Denise K. Buell

REL 278 (S) Tantra

Cross-listings: ASIA 278

Primary Cross-listing

Tantra--a term shrouded in mystique and controversy--often finds itself fetishized in the Euro-American imagination, conjuring images of transgressive sex, illicit substances, antinomian violence, and the spiritualization of the erotic, the terrifying, and the sublime. This course aims to demystify Tantra and--by locating it in various political, economic, religious, aesthetic, and philosophical contexts--explore its rich, complex history and practices beyond the sensationalist stereotypes. First and foremost, we also devote significant attention to understanding Tantra's intricate connection to what is referred to as "Esoteric" Buddhism. Our exploration will also ask, *what did Tantra look like in practice? How have tantric traditions related to Hindu, Buddhist, and Occult movements? What philosophical assumptions does Tantra rest on? What ethical issues does it evoke? How has Tantra been connected to transgressive notions of gender and desire? How has Tantra been related to the body? What were its connection to ideals of sovereignty? What has been the relationship between Tantra and magic?* By tracing the evolution and adaptation of Tantra and Esoteric Buddhism across different cultures and time periods, this course takes a global historical approach, focusing on **three** key geographies: **South Asia**, where Tantra has deep roots and complex entanglements; medieval **Japan**, where Esoteric Buddhism developed unique forms and practices; and modern international **Occult** movements, where Tantra has been reimagined and integrated into new spiritual contexts. By critically engaging with primary and secondary sources, and by diving deeply into the philosophical and ethical dimensions of Tantra, this course will challenge students to engage critically with the foundational beliefs and moral dilemmas intrinsic to tantric practices in different cultural and historical contexts. We will scrutinize the philosophical underpinnings that sustain various tantric philosophical systems, including approaches to dualism, the nature of reality and embodiment, the function of language, and the pursuit of enlightenment. Ethical considerations are paramount, as we explore how tantric traditions have navigated the boundaries of societal norms through transgressive practices, raising questions about consent, power dynamics, and the redefinition of purity and impurity. The course will also examine radical tantric notions of gender and desire, challenges to conventional morality, and their potential to subvert established hierarchies and notions of sovereignty. Lastly, we will continuously strive to subvert simplistic ideas of authenticity.

Requirements/Evaluation: Readings, weekly critical responses, 10-12 page research paper.

Prerequisites: none.

Enrollment Limit: 15

Enrollment Preferences: Religion majors and Asian Studies concentrators.

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

REL 278(D2) ASIA 278(D2)

Spring 2025

SEM Section: 01 TF 2:35 pm - 3:50 pm Jason Josephson Storm

REL 279 (S) Islam on the Indian Ocean

Cross-listings: ASIA 279 / CAOS 279 / ARAB 279

Primary Cross-listing

While colonial and Eurocentric geographies speak in terms of continental separation, historically the continents of Africa and Asia have been connected to one another through a dual link: Islam and the Indian Ocean. Indian Ocean trade and travel have historically connected East Africa, the

Arabian Peninsula, South Asia, and South East Asia, shaping the lives of people and communities who lived not only along the coasts but also inland. This course focuses on these transregional connections, looking at the Indian ocean as a connective space that binds people and regions together rather than separating them. The course will also examine the role of Islam as a religious, economic, social and political force that brought together Muslim communities throughout the regions along the Indian ocean. In exploring these connections, the course will cover a broad historical period, from the 7th century with the rise of Islam to European colonialism and the emergence of a global economy in the nineteenth century.

Requirements/Evaluation: weekly responses, midterm essay, final paper

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: majors

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

REL 279(D2) ASIA 279(D2) CAOS 279(D2) ARAB 279(D2)

Not offered current academic year

REL 281 (F) Religion and Science

Cross-listings: STS 281

Primary Cross-listing

In the last few years the deniers of religion such as Dennett and Dawkins have forcefully argued that recent scientific developments show the degree to which religion is irrelevant to a modern understanding of what it means to be human. Atran and Boyer have made a similar case, arguing that recent progresses in our understanding of human cognition demonstrate that religion is a purely natural phenomenon that has little if any value for human development. Theologians such as Haught and Polkinghorne have rejected these views, arguing that a proper understanding of scientific developments such as evolution and quantum mechanics suggests religiously relevant views of the universe and our place therein. This course considers these competing perspectives while offering critical reflections on the views and categories involved in these controversies. We also examine the works of reflective naturalists such as Bellah and Herrstein, who argue that far from showing the irrelevance of religious ideas and practices, the new mind and life sciences suggest a much more nuanced view according to which religion is both grounded in the natural world and central to the development of human culture. Hence, it cannot be easily discounted as irrelevant to a scientifically informed understanding of what it means to be human.

Requirements/Evaluation: tutorial format. one paper every two weeks

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: preference for religion majors or future religion majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

STS 281(D2) REL 281(D2)

Fall 2024

TUT Section: T1 TBA Georges B. Dreyfus

REL 283 (F) Religion and American Capitalism

Cross-listings: HIST 383

Primary Cross-listing

Was Jesus a revolutionary socialist or a savvy salesman? Does capitalism bring prosperity to the virtuous or lead us to worship Mammon? Shall the

meek inherit the earth or should the hand of the diligent rule? Is it holy to be poor or is prosperity our moral duty? These questions have long preoccupied religious believers, and their changing answers have transformed the history of American capitalism. This course invites students to study that history, from the early 19th century to the present. It will cover such topics as: utopian communes; the political economy of slavery; working-class religion and labor organizing; Christian and Jewish socialism; big business and the Prosperity Gospel; 'New Age' spirituality and the counterculture; liberation theology and racial capitalism; and conservative Christianity in the age of Wal-Mart and Chick-Fil-A.

Requirements/Evaluation: Participation in group discussion; five response papers (300-400 words); two essays (4-6 pp); final research paper (8-10 pp).

Prerequisites: None; open to all students.

Enrollment Limit: 15

Enrollment Preferences: Religion and History majors.

Expected Class Size: 15

Grading: yes pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

REL 283(D2) HIST 383(D2)

Attributes: HIST Group F Electives - U.S. + Canada

Not offered current academic year

REL 284 (F) From the Battlefield to the Hermit's Cell: Art and Experience in Norman Europe (WS)

Cross-listings: WGSS 284 / ARTH 218

Secondary Cross-listing

This tutorial provides students with the chance to investigate in-depth three of the most astonishing works of art created during the entire Middle Ages: the Bayeux Tapestry (c.1077-1082), the Cappella Palatina (c.1130s-1166), and the Psalter of Christina of Markyate (1120s-1160s). Created within a hundred years of each other all within territories controlled by the Normans--a warrior dynasty that settled in northern France in the 10th century and then expanded north into England and south into Italy in the 11th and 12th centuries--each of these works is unprecedentedly ambitious in scale, dazzling in its material properties, and survives in its original wholeness, a rarity in the medieval world. Despite these similarities, however, each work is very different from the other two and so sheds light on very different aspects of Norman experience, across Europe. The Bayeux Tapestry, likely made by female embroiderers for a baronial hall, is a giant textile (over 70 meters long) that in gruesome and fascinating detail tells the story of the Norman invasion of England by William the Conqueror in 1066. The Cappella Palatina in Palermo, in turn, commissioned by King Roger II, is a royal chapel covered in sumptuous mosaics that reveals through its decoration and ritual the dynamic interaction of Islamic, Byzantine, and Latin Christian traditions in the multicultural Norman kingdom of Sicily in the 12th century. And the Psalter of Christina of Markyate, a large prayerbook made for the use of a female recluse in southern England, contains 40 full-page paintings and 215 decorated initials, a vast and inventive program of imagery that through its creative profundity helped reshape private devotional art and culture for centuries to come. Through their variety, then, these three objects--an embroidery, a building, and a book--give students insight into the rich array of concerns and aspirations, from the political to the spiritual and from the public to the private, that gave substance and meaning to 11th- and 12th-century European life, for women as well as men. What is more, these three remarkable works of art have been the focus of much interesting scholarship in recent years, so an exploration of some of that literature provides a compelling introduction to the discipline of art history itself, past and present.

Requirements/Evaluation: Participation in discussion; five 4-5-page tutorial papers; five 1-2-page response papers.

Prerequisites: None

Enrollment Limit: 10

Enrollment Preferences: First years and sophomores, but open to all.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 284(D2) REL 284(D2) ARTH 218(D1)

Writing Skills Notes: In this tutorial, students will develop skills of critical reading and focus on how to craft clear and persuasive arguments of their own. To help them achieve these goals, they will receive timely comments on their written work, especially the five 5-7-page papers they will submit,

with suggestions for improvement.

Attributes: ARTH pre-1800

Fall 2024

TUT Section: T1 TBA Peter D. Low

REL 285 (S) Haunted: Ghosts in the Study of Religion

Haunting offers a powerful way to speak about forces that affect us profoundly while remaining invisible or elusive. "What is it that holds sway over us like an unconditional prescription? The distance between us and that which commands our moves-or their opposite, our immobility-approaches us: it is a distance that closes in on you at times, it announces a proximity closer than any intimacy or familiarity you have ever known" (Avital Ronell, *Dictations: On Haunted Writing* [1986] xvi-xvii). The figure of the ghost has been developed by those seeking to grapple with the ongoing effects of modern slavery, colonialism, state-sponsored terrorism, the holocaust, and personal trauma and loss. Building upon the insights about memory, history, and identity that haunting has been used to address, this course will challenge you to explore the study of religion by way of its "seething absences." We shall ask how the study of religion has endeavored to address loss, trauma, and its persistent effects, what "holds sway" over various approaches to the study of religion, as well as how "religion" constitutes its own ghostly presence, haunting other domains.

Class Format: tutorial; meeting in pairs, each student will either write and present a paper or respond to their partner's paper

Requirements/Evaluation: two 1-page papers (written and presented), five 5-page papers, and five oral critiques (based on written notes) of their partner's paper; students will revise two papers

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: Religion majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

Not offered current academic year

REL 286 (F) The Bible & US Borders: Latinx Encounters

Cross-listings: LATS 285

Primary Cross-listing

This course seeks to understand migration in the current historical, social and political moment, especially on the US-Mexico border. We will explore migration and borders through the lenses of history, politics, and religion, with particular focus on the Christian Bible and its influence, both positively and negatively, in the understanding of recent migration experiences on the USA-Mexico border. For example, we analyze instances of and reflections on migration in the Bible, in light of various interpretations and applications emerging today in debates over migration, including by politicians and "Christian nationalists." The perspectives of Latinx communities in the USA with regard to border politics and policies will be front and center in this course. The Bible, monographs and essays on Bible, borders, migration, and religion, especially from Latinx authors and thinkers, will constitute the readings for the course, along with recent data, policies, and reports on the border and "border security." Who is coming to the US-Mexico border and why, and what does religion and biblical interpretation have to do with how the US government and US people think and act on the border?

Requirements/Evaluation: Participation in class discussions; two to three short essays (3-5 pages each) analyzing selected readings; a longer final research paper (8-10 pages) on an aspect of Bible and Migration of interest to the student defined in consultation with the professor.

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: Religion majors and Latinx Studies concentrators, and those interested in these areas of study

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

REL 286(D2) LATS 285(D2)

Attributes: LATS Core Electives

Fall 2024

SEM Section: 01 TR 11:20 am - 12:35 pm Efrain Agosto

REL 288 (F) Embodiment and Consciousness: A Cross-Cultural Exploration

Cross-listings: PHIL 288

Primary Cross-listing

This course examines some of the central questions raised by the study of the consciousness: the place of intentionality, the role of emotions, the relation with the body, the nature of subjectivity, the scope of reflexivity, the nature of perceptual presence, etc. In confronting these difficult questions, we do not proceed purely theoretically but consider the contributions of various observation-based traditions, from Buddhist psychology and meditative practices to phenomenology to neurosciences. We begin by examining some of the central concepts of Buddhist psychology, its treatment of the mind as a selfless stream of consciousness, its examination of the variety of mental factors and its accounts of the relation between cognition and affects. We also introduce the practice of meditation as a way to observe the mind and raise questions concerning the place of its study in the mind-sciences. We pursue this reflection by examining the views of James, Husserl, Sartre and Merleau-Ponty, particularly as they concern the methods for the study of the mind and the relation between consciousness, reflexivity and the body. In this way, we develop a rich array of analytical tools and observational practices to further our understanding of the mind. But we also question the value of these tools based on first person approaches by relating them to the third person studies of the mind. In this way, we come to appreciate the importance of considering the biology on which mental processes are based and the light that this approach throws on the nature of consciousness. We conclude by considering the relation between first and third person studies of the mind, focusing on the concept of the embodied mind as a fruitful bridge between these different traditions.

Requirements/Evaluation: regular practice of meditation, a class presentation, a short essay (6-pages); a long final research paper (15 pages)

Prerequisites: any introduction to philosophy and at least two upper level courses in PHIL, at least one of which meets the Contemporary Metaphysics or Epistemology distribution requirement for the major, no exceptions;

Enrollment Limit: 18

Enrollment Preferences: Religion and Philosophy majors

Expected Class Size: 18

Grading: yes pass/fail option, no fifth course option

Unit Notes: there is no need to email the professor in advance to indicate interest in the course

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

REL 288(D2) PHIL 288(D2)

Attributes: COGS Interdepartmental Electives PHIL Contemp Metaphysics + Epistemology Courses

Not offered current academic year

REL 291 (F) Religion and Ecology in America (WS)

Cross-listings: ENVI 291 / SOC 291

Secondary Cross-listing

This course examines the relationship between religious and environmental thought in American cultural history. Exploring a broad range of practices, stories, and beliefs, we will examine the spiritual roots and branches of modern environmentalism. Rather than survey the formal teachings of organized religious groups, we will explore the creation and contestation of environmental meaning in the public sphere through literature, art, philosophy, and popular culture. How have religious writers, thinkers, and artists shaped the way we think about nature? How have they shaped the way we think about politics, science, and social justice? In pursuit of these questions, we will consider a diverse array of topics and cases, including struggles to protect Native American sacred places, the role of Black churches in fighting environmental racism, Protestant outdoorsmanship, Catholic climate activism, Jewish eco-mysticism, atheist biological theory, Buddhist eco-spirituality, and more.

Requirements/Evaluation: Each week each student will either write a 5- to 7-page essay on assigned readings or offer a 2-page critique of their partner's paper.

Prerequisites: None

Enrollment Limit: 10

Enrollment Preferences: Environmental Studies majors and concentrators

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 291(D2) REL 291(D2) SOC 291(D2)

Writing Skills Notes: Each student will write five five-page papers and five two-page papers in this class. They will be given extensive weekly feedback on their writing in the form of one-on-one meetings and written comments, and they will be given multiple opportunities for revision. Emphasis will be placed on the mechanics of argumentation, logic and rhetoric, and the development of a distinctive voice.

Attributes: ENVI Humanities, Arts + Social Science Electives

Fall 2024

TUT Section: T1 TBA Nicolas C. Howe

REL 292 (S) Religion and Politics in Puerto Rico, Cuba and the Diaspora

Cross-listings: LATS 253

Secondary Cross-listing

This course analyzes the role of religion in Caribbean history and politics, with a focus on Puerto Rico and Cuba. These Caribbean Islands have lived out contested colonized histories and experiences, as well as diasporic realities in several key US communities, such as New York City and Miami. Since 1898, the US government and military have played a significant role in both Islands, forcibly shaping their economies and politics. Religion, particularly the Protestant missionary enterprise after the US invasions in 1898, has also shaped histories and politics on the islands and throughout their diasporas. We will analyze the role and impact of Protestant religion in these historically indigenous, African descendent, and Roman Catholic religious spaces, as well as how these religious engagements and theologies impacted migration and the creation of diasporic communities in the US. Both the role of religion in the imperialist endeavor and in the solidarity movements that responded will occupy our time in this course, with special attention to key figures in both sides of such efforts. With some enhanced understanding of the intertwining of religion and politics in Puerto Rico, Cuba and their diasporic communities, participants in this class will also consider implications for other Caribbean nations, such as the Dominican Republic, as well as, selectively, Latin American countries that have experienced US interventions and the creation of diasporic communities.

Class Format: This course will follow a lecture-discussion format, in which students are expected to come to class prepared to address the assigned readings, to have completed short assignments in preparation for discussions, to make presentations to the class, and/or to lead discussions.

Requirements/Evaluation: Evaluation in this course will be based on class participation, online discussion forum posts based on readings, two short 5-6 page essays on an aspect of Puerto Rican or Cuban political/religious reality discussed in class, and a final 8-10 page research essay on a theme in the course agreed upon by student and professor.

Prerequisites: None

Enrollment Limit: 25

Enrollment Preferences: LATS concentrators and Religion majors, and those with expressed interest in these fields

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

LATS 253(D2) REL 292(D2)

Attributes: LATS Core Electives

Spring 2025

LEC Section: 01 W 1:10 pm - 3:50 pm Efrain Agosto

REL 294 (S) Paul and Early Christianity: Race, Ethnicity, Empire, and the New Testament

In the Christian New Testament, 13 letters are attributed to "Paul" (out of a total of 27 documents that comprise the New Testament). These letters have been a rich source for a host of political and theological debates over the last two millennia, but in this course, we will examine them as expressions of earliest Christianity's encounter with race, ethnicity, gender, and the ethics of a new religious movement, established in the midst of the oppressive Roman imperial order. Seven of these letters were almost certainly written by someone known to us as Paul of Tarsus. How Paul, a devout Jew, addressed controversial issues in his newfound communities, often in equally controversial ways, will guide our discussions of the role of religion and politics in his world as well as our own. Reading the letters of Paul and related documents in the New Testament, and interpretations of Paul over the centuries, including in modern scholarship, especially by African American, Asian American, and Latinx biblical scholars, theologians, artists, and thinkers will focus our study of religion and politics, ancient and modern.

Requirements/Evaluation: Students will prepare oral and written summaries of the letters (at least one per student) from their own perspectives in conversation with scholarly interpretation, as well as write short papers (two for the semester, 3-4 pages each) on relevant themes for today inherent in these ancient documents. There will also be a final, research paper (8-10 pages) examining race, ethnicity, gender, and/or politics -- then and now -- using several of the letters as sources for the written exploration.

Prerequisites: None

Enrollment Limit: 20

Enrollment Preferences: juniors and seniors, either Religion majors, concentrators, or at least one course in Religion

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Not offered current academic year

REL 295 (S) Foundations of Confucian Thought (DPE) (WS)

Cross-listings: CHIN 215 / ASIA 215

Secondary Cross-listing

How should people treat each other? What constitutes human nature and does it tend towards good or evil? How should we organize society, by focusing on laws and regulations, or on ritual and moral guidance? What is the nature of moral rulership? What is the proper relationship between the individual and larger units of society, from the family to the state? These are some of the key questions that the school of thought that has come to be known as "Confucianism" addresses. As the dominant moral and political philosophy for thousands of years in much of East Asia, Confucianism has shaped our world, past and present, in innumerable ways. In this class we will focus on the foundational texts of the Confucian tradition: the *Analects* (purported to record the words of Confucius himself), *Mengzi* (often romanized as "Mencius"), and *Xunzi*. Beyond those questions noted above, we will further examine how these texts construct their arguments; how they were first composed, compiled, and circulated; how they employ such key concepts as "humaneness" (*ren*), "moral power" (*de*), and "ritual propriety" (*li*); and how they functioned as part of the larger philosophical, linguistic, political, and historical context that we now think of as "early China."

Requirements/Evaluation: Evaluation is based on writing assignments (3-4 pages, 5-6 pages, and 10-12 pages) and participation in class discussions.

Prerequisites: None.

Enrollment Limit: 19

Enrollment Preferences: Enrollment priority goes to current or prospective majors in the Department of Asian Languages, Literatures, and Cultures; current or prospective Asian Studies concentrators; and Religion majors.

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

CHIN 215(D1) REL 295(D2) ASIA 215(D1)

Writing Skills Notes: Writing will include short writing assignments (1 paragraph, 3-4 pages, and 5-6 pages) that will involve drafts, feedback and revision, and one longer final paper of 10-12 pages that will involve close consultation with the instructor during the writing process.

Difference, Power, and Equity Notes: Throughout the course we will examine how these texts deal with issues of differentials of power, both political and social, in a range of contexts. In particular, we will discuss how these texts conceptualize political and social power and how they see hierarchy

and difference functioning in both beneficial and deleterious ways in society.

Not offered current academic year

REL 299 (S) Shakespeare's Torah

Cross-listings: JWST 299

Primary Cross-listing

For readers and speakers of the English language over the past five centuries, no literary body of work has been more central than the writings of William Shakespeare. His plays and poems have shaped the linguistic, philosophical, and artistic representation of human experience in ways that permeate every aspect of our lives. Shakespeare's capacious work and its central preoccupation with the essential questions of humanity have also inspired an extensive tradition of commentary, interpretation, and performance. In this regard, his work occupies a position similar to the one held by the collection of writings known in the Jewish tradition as *Torah*. This term refers both to the set of books contained in the Hebrew Bible and to the rabbinic tradition that emerged from reading those books, which in turn has provided the core principles for over two millennia of Jewish interpretive practice. This course invites students to read Shakespeare as Torah by applying the essential features of that practice to his extraordinary work. Through a deep and sustained encounter with four plays in four different genres (*Hamlet*, *Henry IV*, *Twelfth Night*, and *The Tempest*), we will combine analytic, critical, and creative principles to make meaning in and out of these texts. The goal throughout is to explore how the Jewish art of interpretation can illuminate our experience of Shakespeare's humanity.

Requirements/Evaluation: class participation, regular short written and oral assignments, and a final project

Prerequisites: none

Enrollment Limit: 18

Enrollment Preferences: If the class is overenrolled, preference will be given to Jewish Studies concentrators, Religion majors, and students who have taken REL/JWST 222.

Expected Class Size: 18

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

REL 299(D2) JWST 299(D2)

Attributes: JWST Core Electives

Not offered current academic year

REL 301 (S) Social Construction (DPE)

Cross-listings: COMP 315 / WGSS 302 / STS 301 / SOC 301

Primary Cross-listing

"Social construction" can often seem like the great collegial insight. By now, you've all heard that categories such as race, gender, and sexuality are in some sense not part of nature, but instead are created and maintained socially or culturally. The idea of social construction has been vital to critical race theory and queer theory, and, in this course, we will push ourselves into philosophy of science to see whether or not these same insights apply to everything. If we know that "Whiteness," "heterosexuality," and "masculinity," for instance, are all socially constructed, we will ask if the same is true of "electrons," "money," "the solar system," and "climate change." Can it be that all of our reality is socially constructed? Or does social construction have limits? If so, what are they? We will also ask more fundamental questions, such as: What does it mean to say something is socially constructed? How does social construction relate to claims that an aspect of the world is "real" or "not real?" Is social construction a theory about language, power, culture, societies, human perceptions, or the limits of science? What kind of political, ethical, ontological, or epistemological work do theories of social construction do? We will begin with different accounts of the social construction of race, gender, and sexuality. In the second part of the course, we will dig deeper into philosophical debates about social construction as such. Then we will explore constructionism about natural science. In the last part of the course, we will change gears and explore look at cutting-edge work in the theory of social science aimed at explaining the construction and ontology of social worlds. The class will culminate in a project in which students will put their social construction theories into practice.

Requirements/Evaluation: regular attendance and participation, short weekly reflection papers, a 8-10 page research paper, and final project

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: Preference will be given to majors and concentrators from STS, ANSO, COMP, REL, PHIL, WGSS, AAS, LATS, JWST,

and AFR. If the class is overenrolled students will be asked to submit an email about themselves and why they want to take the course.

Expected Class Size: 15

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 315(D1) WGSS 302(D2) STS 301(D2) SOC 301(D2) REL 301(D2)

Difference, Power, and Equity Notes: Central to REL 301 will be an analysis of the social construction of race, gender, and sexuality. It will show how power and difference are tied up in their construction and maintenance of these categories. Students will be taught how to critically analyze race, gender, and sexuality as well as social construction as such. Students will also learn sophisticated tools for studying systems of social power and difference.

Attributes: PHIL Related Courses

Spring 2025

SEM Section: 01 W 1:10 pm - 3:50 pm Jason Josephson Storm

REL 306 (F) Feminist Approaches to Religion (WS)

Cross-listings: WGSS 307

Primary Cross-listing

What does feminist theory have to offer the study and practice of religion? How have participants in various religious traditions helped to produce and enact different kinds of feminist approaches to critique and transform religions? Feminisms and religions have a long though often troubled history of interconnection. In this course, we shall explore a range of feminist analyses that have either emerged out of particular religious contexts or have been applied to the study of religious traditions and practices. The course prioritizes attention to the intersections and interactions of gender, race, ethnicity, sexuality, and nationality (among other factors) with religion.

Requirements/Evaluation: weekly GLOW posts before class, one "position paper" for class discussion (3 pages), a research question with rationale for interest and potential action plan (1 page), exploratory research statement (2 pages), essay on interpretive approach to research project (3 pages), participation in writing workshop on 7-page early drafts of final papers, one 15-page final paper.

Prerequisites: none; open to all

Enrollment Limit: 15

Enrollment Preferences: Religion and Women's, Gender and Sexuality Studies majors have priority, and then students who have taken either REL 200 or WGSS 101.

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 307(D2) REL 306(D2)

Writing Skills Notes: This course features a series of scaffolded writings assignments that will culminate in a final research project.

Attributes: WGSS Theory Courses

Not offered current academic year

REL 308 (S) What is Power?

Cross-listings: STS 308 / SOC 308

Primary Cross-listing

What is power? Despite the importance of notions of power across the social sciences, there is a broad lack of consensus. Is power essentially domination or resistance? Is it freedom, empowerment, privilege, or oppression? Are there forms of unequal social power which are morally neutral or even good? Is power the kind of thing held by individuals, races, genders, classes, discourses, causal mechanisms, institutions, or social structures? What is the connection between social and physical power? Does power obey laws? How does power relate to technology? Or knowledge? Or

agency? Or ideology? This course begins with the observation that power is often described as a causal relation--an individual's power is supposed to equal their capacity to produce a change in someone else's behavior. This suggests that the better we can understand the nature of cause and effect, the better we can understand power. Fortunately, in recent decades philosophers have made significant progress in theorizing causation. Hence, this seminar will put two very different bodies of theory in conversation: **critical theory about power** and **philosophy of science about cause and effect**. We will touch on classic philosophical accounts of power and causation, but focus our attention on more recent developments in philosophy of science, political theory, and other fields. The insights we gain in this course from analyzing the nature of power should empower us to more effectively transform society. It will help students in the social sciences to understand the nature of causation in the social world, and it will help students interested in political action to better understand the nature of power. Thinkers to be considered may include: Aristotle, Amy Allen, Hannah Arendt, Bourdieu, Judith Butler, Nancy Cartwright, Foucault, Gramsci, Byung-Chul Han, Han Feizi, Giddens, Steven Lukes, Machiavelli, J.L. Mackie, Marx, Nietzsche, and Max Weber. **(Note that in 2023 this course will also fulfill the senior seminar requirement for STS)**

Requirements/Evaluation: critical annotations for every class, midterm review essay (4-6 pages), final essay (10-12 pages)

Prerequisites: None.

Enrollment Limit: 15

Enrollment Preferences: STS concentrators, then Religion, Sociology, and Political Science majors.

Expected Class Size: 14

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

STS 308(D2) REL 308(D2) SOC 308(D2)

Attributes: PHIL Related Courses STS Senior Seminars

Not offered current academic year

REL 312 (S) The Mughal Empire: Power, Art, and Religion in India

Cross-listings: ASIA 312 / GBST 312 / HIST 312

Secondary Cross-listing

Established in the early 1500s, the Mughal Empire was one of the grandest and the longest to rule the Indian subcontinent for over three hundred years. Commanding unprecedented resources and administering a population of 100 to 150 million at its zenith--much larger than any European empire in the early modern world--the Mughals established a centralized administration, with a vast complex of personnel, money, and information networks. Mughal emperors were also political and cultural innovators of global repute. Moreover, while the Mughal dynasty was brought to an end with British colonial rule over India in 1857, the Mughal administrative structures and cultural influences continued to have a lasting impact on the British and later Indian states that followed. Centered around the intersection of the themes of power, patronage of art and architecture and religion, this course will ask: What factors contributed to the durability of the Mughal Empire for three centuries? How did global trade and innovations in taxation contribute to its wealth and stability? How did this dynasty of Muslim monarchs rule over diverse, and largely non-Muslim populations? How did they combine Persian cultural elements with regional ones to establish an empire that was truly Indian in nature? How were the Mughals viewed in their contemporary world of gunpowder empires like the Safavids of Persia and the Ottomans of Turkey? Readings will include the best of the recent scholarship on this vastly influential empire and a rich collection of primary sources, including emperor's memoirs, accounts of European travelers, and racy biographies, which will allow students make their own analysis. They will also have the opportunity to interpret paintings (some of which are held in the WCMA collections) and architecture. They will also discuss how the Mughals are remembered in South Asian film and music.

Requirements/Evaluation: participation, several short essays, one final paper

Prerequisites: none, open to first-year students with instructor permission

Enrollment Limit: 20

Enrollment Preferences: History majors and potential History majors

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

REL 312(D2) ASIA 312(D2) GBST 312(D2) HIST 312(D2)

Attributes: HIST Group B Electives - Asia HIST Group G Electives - Global History HIST Group P Electives - Premodern

Not offered current academic year

REL 318 (S) Myths and the Making of Latine California (WS)

Cross-listings: LATS 318 / AMST 318

Secondary Cross-listing

California is home not only to the largest ethnic Mexican population in the USA but also to the largest Central American population, while also being home to long-standing Latine communities hailing from Chile to Cuba. Since the era of Spanish colonization, especially starting in 1769, California has been woven into fantastic imaginations among many peoples in the Americas. Whether imagined as Paradise or Hell, as environmental disaster or agricultural wonderland, as a land of all nations or a land of multiracial enmity, many myths have been inscribed onto and pursued within the space we call California. In a state whose name comes from an early modern Spanish novel, how did certain narratives of California come to be, who has imagined California in certain ways, and why? What impact have these myths had on different Latine populations in the history of California, and how have different Latines shaped, contested, and remade these myths as well as the California landscape that they share with other peoples? In this course, we consider "myth" as a category of socially powerful narratives and not just a simple term that refers to an "untrue story." We examine myths by focusing on a few specific moments of interaction between the Latine peoples who have come to make California home and the specific places in which they have interacted with each other. Of special interest are select creation stories (found in Jewish, Christian, and Indigenous traditions), imaginations of the Spanish missions, the Gold Rush, agricultural California, wilderness California, California as part of Greater México, California as "sprawling, multicultural dystopia," and California as "west of the west," including its imagination as a technological and spiritual "frontier."

Requirements/Evaluation: this course will be mostly discussion oriented, with grading based upon participation, short writing exercises, one 3-page review essay with mandatory revision, one 5- to 8-page midterm review essay, and a final 10- to 15-page comparative review essay

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Latina/o Studies concentrators, Religion majors, American Studies majors, Environmental Studies majors and concentrators, Comparative Literature majors

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

LATS 318(D2) AMST 318(D2) REL 318(D2)

Writing Skills Notes: The students are expected to engage in regular writing of response papers, a mandatory revision of their first essay after receiving instructor feedback, a second essay, and a scaffolded final project with instructor and peer feedback at different stages. Attention to writing and the ways that writing interacts with myths, peoples, and place-making is part of the practice and the theoretical orientation of the course.

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora AMST Space and Place Electives ENVI Humanities, Arts + Social Science Electives LATS Core Electives

Not offered current academic year

REL 319 (S) Milton's Paradise Lost

Cross-listings: ENGL 315

Secondary Cross-listing

If you know anything about John Milton, you probably think of him as some blind guy who wrote a really long poem about the Bible. It's hard to shake the feeling that Milton is the fustiest of English poets--dull, pious, brilliant and all, and not someone you would read if you didn't have to. But then what are we to make of the following? The first piece that Milton wrote that was read widely throughout Europe was a boisterous defense of the English Revolution. Milton was most famous in his lifetime as the poet who went to bat for the Puritan insurgents--the poet who came right out and said that the king looked better without his head. Of all the major English poets, Milton is the revolutionary. So a course on Milton is by necessity a course on literature and revolution. We will read *Paradise Lost*, widely regarded as the greatest non-dramatic poem in English, and a few other books to help us prepare for that big one. Some questions: How did the mid-seventeenth century, probably the most tumultuous decades in the history of modern Britain, transform the culture of the English-speaking world? What is the relationship between literature and the state or between literature and radical politics? Is there a poetics of revolution? How can a poet who seems to be writing for Sunday school--about God and Adam and Eve and the serpent--really have been writing about rebellion all along?

Requirements/Evaluation: one 6- to 8-page paper, one 10- to 12-page paper, informal weekly writing assignments, and active seminar participation

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam.

If you are interested in taking the course without the prereq, do contact Prof. Thorne.

Enrollment Limit: 25

Enrollment Preferences: English majors

Expected Class Size: 15

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 315(D1) REL 319(D2)

Attributes: ENGL Literary Histories A

Not offered current academic year

REL 320 (F) "You Do You!" The Ethics and Politics of Personal Authenticity

From the breathtaking expansion of the "self-help" industry to corporate advertisement, from the fashion and entertainment industries to cultural politics around sexuality and race, the rhetoric and ideal of personal authenticity pervades our daily existence. From every corner we are told: "To thine own self be true!" This powerful moral ideal has arguably become an inescapable and hegemonic frame of U.S. cultural life in the 21st century (and more broadly middle-class life around the globe). The imperative of authentic self-realization -- to discover and become your "true self," in opposition to mere conformity to social conventions and independent of external expectations -- is seen as essential if we are to live a healthy and fulfilling life, and to fully realize what it means to be human in the deepest sense. This course will interrogate this ideal and imperative of personal authenticity from several angles. We will begin by examining some contemporary manifestations of this ethos. We will then explore the historical roots and evolution of the emphasis on authentic selfhood in the modern West, as well as comparable notions of sincerity, selfhood, interiority, and introspection in other (non-liberal, non-Christian) cultural contexts and religious traditions. We will also consider the ideal of authenticity in light of contemporary social theory, as well as engage a variety of ethical-political critiques of authenticity. Through this, we will investigate a number of important questions: Is there such a thing as the "true self" that is autonomous and free of social influences and norms, and how does one discover this true self? What are the limits and social consequences of this aspiration towards authentic selfhood? What are the effects of the widespread commodification of authenticity, and how should we understand the relation between personal authenticity and the conditions of late-stage capitalism? Is the rhetoric of personal authenticity simply an expression of narcissistic individualism, or is there a higher moral value and ideal that it speaks to? Can community cohesion and shared collective purpose be sustained alongside the imperative of authenticity? How does the ideal of authentic selfhood interact with collective or socially-conferred identities (like race, heritage, or religion)? Is personal authenticity ultimately just a white secular value, or is it an available and achievable ideal for those who do not fit this hegemonic mold?

Requirements/Evaluation: In-class participation; Personal journaling; Semester-long research project with multiple stages and steps, culminating in a final 12-15 page paper; 3 reading response papers (that serve as steps towards research project)

Prerequisites: None

Enrollment Limit: 15

Enrollment Preferences: Religion majors; Juniors and seniors

Expected Class Size: 10

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Not offered current academic year

REL 325 (F) Faith and Profit in the Medieval Mediterranean

Cross-listings: HIST 325

Secondary Cross-listing

In many historical societies, there have been tensions between the demands of economic and religious life. What can I sell, what should I do with money, and how shall I interact with strangers? What is the relationship between religious ideals and the habits of everyday life? These questions can become especially acute when representatives of two or more competing belief systems interact with each other. The medieval Mediterranean

provides numerous rich examples of societies and individuals facing these questions. In this class, we will look at how medieval Jews, Christians, and Muslims resolved these and other dilemmas in the market societies surrounding the Mediterranean basin, as they created their own forms of religious law and economic philosophy. In the process, we will gain a more profound understanding of the roots of modern debates about capitalism, property, and economic justice.

Requirements/Evaluation: Attendance and participation, two short papers, one final 12-15-page research paper

Prerequisites: None

Enrollment Limit: 25

Enrollment Preferences: Junior and senior History majors

Expected Class Size: 15-20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

REL 325(D2) HIST 325(D2)

Attributes: HIST Group C Electives - Europe and Russia HIST Group P Electives - Premodern

Not offered current academic year

REL 330 (S) Modern Jewish Political Theory

Cross-listings: PSCI 375 / JWST 492

Primary Cross-listing

By the late 19th century, Jews across Europe were faced with an urgent political problem. Amidst burgeoning national self-consciousness throughout the continent, despite the liberatory promises of the Enlightenment, Jews remained a vulnerable, segregated, and stigmatized minority population. Jews had to decide where to pin their hopes. Should they ally themselves with the liberals or the communists? Should they embrace nationalism or cosmopolitanism? Should they, perhaps, abandon Europe altogether and re-constitute themselves elsewhere? If so, should they focus their efforts on relocation to the historical land of Israel? Or could they go anywhere? Wherever they might go, should they aspire to build a modern Jewish nation-state, a semi-autonomous Jewish community, or some other arrangement? Should this coincide with the cultivation of a distinctively Jewish modern language? If so, should it be Hebrew or Yiddish? In this course we will assess various answers to these questions proffered by Jewish political thinkers in the modern period. We will pay particular attention to the construction of "Jews" and "Judaism" in these arguments. And we will ask persistently: what constitutes a "Jewish justification" for a political claim in modern Jewish political theory? Coverage will include: Jewish liberalism, political Zionism, Yiddishist autonomism, messianic quietism, and other views. We will read mostly primary sources, including texts by: Hermann Cohen, Theodore Herzl, Chaim Zhitlowsky, Franz Rosenzweig, Leo Strauss, Hannah Arendt, and many others.

Requirements/Evaluation: six short (1-2 pages) response papers; two 6- to 8-page papers, each analyzing a different view in depth; a final 18- to 20-page paper that incorporates the two previously submitted 6-8 page papers, but also compares the two views and adjudicates between them

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Religion majors, Jewish Studies concentrators, and Political Science students on the "Theory" track

Expected Class Size: 18

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

REL 330(D2) PSCI 375(D2) JWST 492(D2)

Attributes: JWST Capstone Course JWST Core Electives

Not offered current academic year

REL 332 (F) Islam and Feminism

Cross-listings: ARAB 332 / WGSS 334

Primary Cross-listing

This course examines the relationship between feminism and Islam, exploring Islamic feminism, decolonial feminism, and the critiques of imperialist feminism, homonationalism, and femonationalism. The first part of the course will begin with a critical examination of orientalist and colonial representations of Muslim women as oppressed and in need of liberation. We will then explore Muslim responses to such critiques that were entwined with nationalist and independence movements. This historical backdrop is critical to understanding why the question of women and their rights and roles become crucial to Muslim self-understanding and Islamic reform. The second part of the course will explore the breadth of Islamic feminist literature, covering: 1) feminist readings of scripture; 2) feminist critiques of Islamic law; and 3) feminist theology. The final part of the course will focus on Muslim feminist and decolonial feminist critiques of feminism and its link to imperialism and the weaponization of gender and sexuality in global discourse.

Requirements/Evaluation: weekly responses, midterm essay, final research paper

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: Religion, Arabic Studies, Women's, Gender and Sexuality Studies

Expected Class Size: 10

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

REL 332(D2) ARAB 332(D2) WGSS 334(D2)

Fall 2024

SEM Section: 01 MR 2:35 pm - 3:50 pm Saadia Yacoob

REL 334 (S) Imagining Joseph

Cross-listings: ANTH 334 / COMP 334 / JWST 334

Secondary Cross-listing

Beloved son, rival brother, faithful servant, dreamer, seer, object of desire, lover, husband, bureaucrat, Joseph is one of the most fully-limned and compelling figures in the Jewish, Christian, and Muslim scriptural traditions. The story of Joseph unfolds over fourteen chapters in the Hebrew Bible, and is the subject of the fourth longest sura in the Qur'an. Through millennia, the story of Joseph has inspired a wealth of interpretations, commentary, apocrypha, re-tellings, and back-story, including an apocryphal book of scripture about Joseph and his wife, Asenath, Sufi poetry about Joseph and Zuleikha (Potiphar's wife), a trilogy by the 20th century German novelist Thomas Mann, a musical by Andrew Lloyd Weber, and many expressions in Western visual art. The course will explore these various expressions, looking to them for the ways in which Joseph has captured the imaginations of peoples and cultures across time and space. The course will be organized as a collaborative seminar in which the class will read the foundational scriptures together, followed by thematic discussions to which students will contribute insights from their own readings of particular peripheral texts. Students will learn the pleasures of close and intense exegetical reading in approaching the Hebrew Bible and Qur'an, as well as the more expansive pleasures of linking post-scriptural expressions together.

Requirements/Evaluation: occasional response papers; substantial final project and paper; class participation

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: based on responses to a questionnaire

Expected Class Size: 12

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

REL 334(D2) ANTH 334(D2) COMP 334(D1) JWST 334(D2)

Attributes: JWST Core Electives

Spring 2025

SEM Section: 01 W 1:10 pm - 3:50 pm Peter Just

REL 335 (S) Humanitarianism and Jewish History (WS)

Cross-listings: JWST 434 / HIST 434

Secondary Cross-listing

In the twentieth century, Jewish history and humanitarian history became deeply intertwined. As the victims of persecution and expulsion, mass violence and genocide, Jews repeatedly figured as the recipients of aid and humanitarian intervention. At the same time, Jewish political figures, legal thinkers, intellectuals and scholars, social activists, and aid workers played central roles in the establishment of humanitarian organizations and in debates about the moral, political, and legal frameworks that have shaped approaches to humanitarianism across the decades since World War I. This research seminar is designed to open up big questions about the history of humanitarianism and to carve out space for students to conduct research on a particular place, time, and aspect of that larger history in conversation with other students working on related topics. In the first half of the semester, in discussions of common readings, we will examine various works of scholarship that connect to the history of humanitarianism from the nineteenth century to the present. Beginning in the first half of the semester and with greater intensity in the second half of the semester, you will conduct independent archival research on some aspect of the history of humanitarianism using the digitized archives of the American Jewish Joint Distribution Committee, culminating in a twenty-plus-page paper. In the final weeks of the semester, the seminar will continue to meet weekly as a research colloquium, to provide a forum for you to present your research and drafts in progress and to give feedback on fellow students' work. In this seminar, we are not merely studying history; you are actually doing history. Over the semester, you will learn how to pose historical questions; to engage critically with readings beyond summarizing them; to synthesize an enormous amount of source material; and to learn how to write more clearly. The goal is for each student to produce a polished research paper based on engagement with archival sources and relevant secondary literature that will serve as a capstone to your coursework at Williams or as a potential jumping-off point for future research projects, including a senior thesis in History or Jewish Studies.

Requirements/Evaluation: class participation, several short papers, oral presentations, and a 20-page research paper

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: History majors and Jewish Studies concentrators

Expected Class Size: 10

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

JWST 434(D2) REL 335(D2) HIST 434(D2)

Writing Skills Notes: Students will write two drafts of their research paper before submitting the final paper for a grade. They will receive timely comments on drafts from professor and peers, to be incorporated into their final paper.

Attributes: GBST Borders, Exiles + Diaspora Studies HIST Group C Electives - Europe and Russia JWST Capstone Course JWST Core Electives

Spring 2025

SEM Section: 01 W 7:00 pm - 9:40 pm Alexandra Garbarini

REL 340 Science, Religion, and the (post)colony: Critical approaches to the global history of knowledge (DPE)

Histories of science and religion have been deeply intertwined with colonial and postcolonial history. Colonial claims to legitimacy were often rooted in perceptions of scientific and technological superiority, and colonial expansion often marched in lockstep with missionary activity and forced conversions. In the process, race and human difference emerged as concepts at the intersection of scientific and religious discourses and was forged within the colonial framework. This colonial history of science and religion impacted how scientific and religious thought, practices and institutions developed through the period of decolonization and into today. Similarly, the attendant history of race and human difference continues to influence postcolonial and contemporary discourses around race, ethnicity, identity and migration. In this course, we will trace key moments in the history of science and religion and their relation to coloniality. We will start in the sixteenth century with the rise of modern European empires, move into the height of modern colonialism, indigenous genocides and chattel slavery, and trace decolonization from the middle of the nineteenth into today. Throughout, we will investigate how science and religion emerged as concepts, practices and institutions, and how these narratives impacted, and were impacted by colonial expansion and history. We will pay particular attention to questions of race, gender, sexuality and human difference as key concepts and practices that emerged at the intersections of science, religion and (post)colonialism

Requirements/Evaluation: 2 response papers (3-5pages each) + final project (could be a 10-15p paper or creative project of any kind)

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Concentrators, followed by seniors and juniors

Expected Class Size: 15

Grading:

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: The course addresses questions of race, gender, sexuality and human difference as seen through the history of science, technology and medicine. Students will creatively engage with critical race theory, postcolonial theory and queer theory. They will also investigate human suffering as a category that provides a deeper understanding of difference, diversity and equality.

Not offered current academic year

REL 347 (F) Monstrosity

Cross-listings: STS 411

Primary Cross-listing

The history of science is full of monsters. From the grotesque homunculi of alchemical lore, through the stitched-together corpses of the gothic imagination, to the fearsome mutants of the atomic age, each era has birthed its own nightmares as it has strived to unlock the secrets of nature. At the heart of this course lies the premise that monsters--be they born of alchemy, literature, or the lab--serve as critical mirrors to a society's norms, embodying the deviations and transgressions against the constructed "normal" within various cultural and historical contexts. Monsters often challenge and redefine boundaries, reflecting inherent ideas of the natural, anxieties about gender and race, and troubling binary oppositions such as human versus animal, animate versus inanimate, and the living versus the dead. This course will show how the concept of monstrosity has shaped scientific inquiry, medical practices, and technological advancements. We will trace a roughly chronological and thematic journey navigating through different epochs and aspects of monstrosity: from early notions of the connection between demons and disease, through the marvels of the "Scientific Revolution," to the spectacle of anatomical wonders and "freak shows." We will explore the eerie corridors of Gothic and early horror literature, where science births its own type of monsters, and scrutinize how the dawn of evolutionary theory produced new notions of monsters, mutants, and other anomalous bodies. The course will further examine the dark intersections of eugenics, race, and monstrosity, before venturing into the realm of genetic anomalies and anxieties reflecting changing notions of biological inheritance. We will explore the concepts of abjection and the monstrous feminine, revealing how monstrosity intersects with the constructions of gender, sexuality, and desire. We will spend a week on the psychological appeal of horror and speculations about why we love to be terrorized. Finally, we look ahead to the future, contemplating how ongoing scientific and medical innovations continue to redefine the boundaries of what is considered monstrous. *(This course will function as a senior seminar for Science & Technology Studies concentrators, but it is also open to students with other concentrations/interests.)*

Requirements/Evaluation: Weekly critical reflections, an independent research project culminating in a 10-15 page research paper (Alternatively, students may opt to create a work of fiction paired with a shorter research paper instead of the final research paper, pending the instructor's approval).

Prerequisites: none.

Enrollment Limit: 15

Enrollment Preferences: Preference will be given to STS concentrators.

Expected Class Size: 10

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

REL 347(D2) STS 411(D2)

Attributes: STS Senior Seminars

Fall 2024

SEM Section: 01 TF 2:35 pm - 3:50 pm Jason Josephson Storm

REL 353 (S) Disinterest in the Bhagavad Gita

Cross-listings: ENGL 353 / COMP 313 / ASIA 351

Secondary Cross-listing

In this course, students will read the *Bhagavad Gita* alongside selected responses to it. These responses range from philosophical and theological commentaries written in Sanskrit by Shankaracharya, Abhinavagupta, and Ramanuja, to later "Bhakti" poetic responses in other Indian languages, to 18th and 19th century European aesthetic and political commentary (Herder, Schlegel, Hegel), to the work of 20th century commentators like M.K. Gandhi, B.G. Tilak, B.R. Ambedkar and D.D. Kosambi. We will examine the *Gita's* theory of action and the place of disinterest in this theory. We will inquire into the social, metaphysical, and political conditions of possibility of such disinterestedness, and think about disinterestedness itself as a condition for political action and aesthetic experience. Finally, we will reflect on how such a comparative history of interpretation might help us model a dialectical history of thought.

Requirements/Evaluation: Weekly meetings, weekly reading; weekly essay or response. Attendance in 2-3 lectures over the semester.

Prerequisites: No prerequisites

Enrollment Limit: 10

Enrollment Preferences: Majors in English and Comparative Literature; Religion, Classics, or Philosophy majors; Sophomores looking to major in any of these.

Expected Class Size: 8-10

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 353(D1) COMP 313(D1) REL 353(D2) ASIA 351(D1)

Attributes: ENGL Literary Histories A

Spring 2025

TUT Section: T1 TBA Paresh Chandra

REL 358 (F) Religion and Law (DPE)

Cross-listings: GBST 358

Primary Cross-listing

This course explores the concept of "law" through an investigation of the complex relationship between law, ethics, and religion. In doing so, we will look at legal theoretical texts as well as legal anthropological studies to pose critical questions about the nature of law, the functioning logic of law, the relationship between law and lived experience, and the legal construction of categories and facts. In the course, we will consider two intersections of religion and law: the particularities of religious legal traditions and the relationship between religion and secular law. Topics will include the secular legal construction of religion, the relationship between law and ethics, the nature of legal hermeneutics, and the racial, gender, and sexual politics of legal interpretation.

Requirements/Evaluation: reading response, two essays, final research paper

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: Religion majors

Expected Class Size: 10

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

GBST 358(D2) REL 358(D2)

Difference, Power, and Equity Notes: Law is seen as both a repressive and liberatory force. In taking a critical approach to the nature of law and legal interpretation, this course prepares students to think about the language of "rule of law," "order," and "justice" as a complex relationship between law and power.

Not offered current academic year

REL 360 (F) The Gothic Cathedral: An Art History

Cross-listings: ARTH 360

Secondary Cross-listing

Through their enormous scale, through the gravity-defying complexity of their construction, and through the sumptuousness of their materials and decoration, Gothic cathedrals -- the medieval equivalent of the blockbuster movie, and then some -- have amazed visitors for centuries. The widespread social media reaction of shock and dismay to the fire at Notre Dame Cathedral in Paris four years ago, moreover, indicates that this power of the cathedral to dazzle and to capture hearts remains very much alive. But how have art historians, specifically, made sense of these extraordinary, and extraordinarily complex, monuments? And how have the questions they have asked about the cathedral changed over time? Through a close examination of a number of influential books, in particular -- each one of them a kind of miniature cathedral in its own right -- this 300-level seminar will investigate the shifting interpretation of the Gothic Cathedral over the past 150 years. In so doing, the seminar aims to shed light not only on the fascinating multiplicity of realities that make up the Gothic cathedral but also on the changing shape of the discipline of art history itself, from its beginnings to the early 2020s.

Requirements/Evaluation: participation in class discussion; 1 or 2 oral presentations; four 3-4-page papers, and a 6-8-page paper

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: art majors and sophomores, but open to all

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTH 360(D1) REL 360(D2)

Attributes: ARTH pre-1800

Not offered current academic year

REL 397 (F) Independent Study: Religion

Religion independent study.

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Fall 2024

IND Section: 01 TBA Denise K. Buell

REL 398 (S) Independent Study: Religion

Religion independent study.

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Spring 2025

IND Section: 01 TBA Denise K. Buell

REL 401 (F) Issues in the Study of Religion

To be conducted as a working seminar or colloquium. Major issues in the study of religious thought and behavior will be taken up in a cross-cultural context enabling the student to consolidate and expand perspectives gained in the course of the major sequence. Topics will vary from year to year. In keeping with the seminar framework, opportunity will be afforded the student to pursue independent reading and research.

Requirements/Evaluation: class presentations, short writing assignments to build towards final project, and a substantial research project

Prerequisites: senior Religion major or permission of instructor

Enrollment Limit: 15

Enrollment Preferences: senior Religion majors

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

Fall 2024

SEM Section: 01 W 1:10 pm - 3:50 pm Jason Josephson Storm

REL 420 (F) Islam and the Image (DPE) (WS)

Cross-listings: ARTH 521

Secondary Cross-listing

This seminar responds to a recent incident at a US liberal arts university where a professor was sacked for showing images of Prophet Muhammad as part of her section on Islamic art. Why is image-making so hotly contested in Islam? What is the history of figural depictions in this tradition? The seminar explores artworks made for Muslim patrons from the medieval period to the modern era, considering how paintings produced for Muslim audiences can be situated within the frameworks of "Islamic art," a loaded historiographical term that has been questioned in recent times. The seminar also addresses some of the major problems that continue to haunt art scholarship in the field. For most of its history, the academic study of Islamic art has seldom considered contemporaneous literary voices that shed light on the motivations behind artworks. Furthermore, the historiography, deeply entrenched in its colonial and orientalist roots, has largely isolated images from their supporting texts--a curious oversight in light of the fact that painting in Muslim lands has historically been primarily an art of the book. These biases have affected the way museums have collected, displayed and interpreted paintings. For example, Western museums continue to place figural depictions made for books and albums in "South Asian" collections while textual manuscripts and calligraphic specimens made for the same Muslim audiences--even at times bound in the same albums--are categorized as "Islamic art." What does this isolation of text from image imply about prevailing views of Islamic art? To better understand the cultural, historical and religious context surrounding artworks students will read primary literature ranging from autobiography to devotional poetry, often written by the very patrons and subjects of the paintings to be discussed.

Requirements/Evaluation: class participation, short weekly writing assignments, final essay project

Prerequisites: Undergraduates wishing to enroll must have taken at least one art history course or one religious studies course. Undergraduates must email indicating their interest in the course prior to enrolling.

Enrollment Limit: 19

Enrollment Preferences: MA students, then advanced undergraduates

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTH 521(D1) REL 420(D2)

Writing Skills Notes: Weekly writing assignments consisting of 300-500 words. Final papers 15-20 pages for graduate students. 12-15 pages for undergraduate students. 1-page abstract for the final paper due by mid-November. A 4-5 page project outline due right after Thanksgiving break. After receiving feedback and comments from the instructor, the final paper will be due in the last week of classes.

Difference, Power, and Equity Notes: Highlights a global art history that is underrepresented. The class focuses on pluralistic engagements with non-Western cultures and epistemologies.

Attributes: ARTH pre-1800

Not offered current academic year

REL 425 (S) Fragments and Healing: Disability Studies and Late Antique Art

Cross-listings: ARTH 425 / ARTH 584

Secondary Cross-listing

This seminar will investigate some of the ways that contemporary Disability Studies can help us see and think about the complexities of differently

abled bodies in Late Antiquity (broadly, from ca. 200 until ca. 750), the formative period for Christian art (and consequently for much of Western art). Disability Studies is an extremely active and rich body of literature and art that has not often been brought into conversation with historical periods of art, and so this seminar seeks to open up discussion of the insights possible from that conversation, not only how Late Antique art can be re-interpreted, but also how that period of art can reveal under-explored areas in the field of Disability Studies. The seminar will undertake a mutual interrogation of accepted notions in both fields and, in this way, to explore some new understandings of Disability Studies' capacities for allowing us to think *with* our art, culture, and bodies. The means at our disposal for this seminar are art of Late Antiquity and of the contemporary world, and that idea of mutual interrogation also operates in our study and display of that art. The seminar will look at art of healing and recuperation, art produced by and directed at diversely-abled bodies, and at fragments and restoration, and think about art as documents, reflections, and determinants of those bodies, now and in the past. It will, for this reason, work around the collection of WCMA, with exhibition and collection research, and the historical archives of the Library holdings, so that the widest possible study of bodies and difference is opened for our thinking and dialogue.

Requirements/Evaluation: participation in discussion; three 1-2-page reading reports; one 3-5-page exhibition response; one 15-20-page final essay

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: senior art-history majors and graduate students; other students will need instructor consent

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Unit Notes: In this seminar, students will develop skills of crafting clear and persuasive arguments through an iterative writing process. Further, to help them achieve these goals, they will receive timely comments on their written work.

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTH 425(D1) ARTH 584(D1) REL 425(D2)

Attributes: ARTH pre-1800

Not offered current academic year

REL 493 (F) Senior Thesis: Religion

Religion senior thesis; this is part of a full-year thesis (493-494).

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Fall 2024

HON Section: 01 TBA Denise K. Buell

REL 494 (S) Senior Thesis: Religion

Religion senior thesis; this is part of a full-year thesis (493-494).

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Spring 2025

HON Section: 01 TBA Denise K. Buell

REL 497 (F) Independent Study: Religion

Religion independent study.

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Fall 2024

IND Section: 01 TBA Denise K. Buell

REL 498 (S) Independent Study: Religion

Religion independent study.

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Spring 2025

IND Section: 01 TBA Denise K. Buell

Winter Study -----

REL 30 (W) Senior Project: Religion

An advanced course for senior Religion majors (who are not writing theses) to further develop their senior seminar paper into a polished 25 page research paper (which will also be the focus of a brown-bag presentation during the spring semester). The course will help the students with general research methods, workshopping, paper writing, and presentation practice.

Class Format: senior project

Requirements/Evaluation: participation in research and writing workshops, completion of research project.

Prerequisites: REL 401

Enrollment Limit: 10

Enrollment Preferences: For senior religion majors

Expected Class Size: 10

Grading: pass/fail only

Not offered current academic year

REL 31 (W) Senior Thesis: Religion

Religion senior thesis.

Class Format: thesis

Grading: pass/fail only

Not offered current academic year

REL 99 (W) Independent Study: Religion

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study

Grading: pass/fail only

Not offered current academic year

ROMANCE LANGUAGES (Div I)

FRENCH

Chair: Professor Leyla Rouhi

Professors: B. Martin, K. Pieprzak; Assistant Professors: P. Leelah, S. Saint-Just

Teaching Associates:

MAJOR—French Language and Literature

The French major seeks to provide training in literary and cultural analysis and linguistic expression through the study of selected texts from the French-speaking world. Emphasis is placed on the changes in form and subject matter from the early modern period to the contemporary era.

The major consists of nine courses. One of these courses must be the 400-level senior seminar during the student's final year at the College.

Students entering the major program at the 200-level may, with the permission of the Department, choose as part of their major program, one course in Art History, History, Philosophy, Comparative Literature or other subjects that relate to and broaden their study of French. Students entering the major program at a very advanced level may, in some cases and with the permission of the Department, include two such courses in their major program.

Working with the major advisor, the student will formulate a curricular plan that will ensure balance and coherence in courses taken. Such balance and coherence will be based on the above areas of literary and cultural investigation. Prospective majors should discuss their program with the major advisor by the end of their sophomore year. This is especially imperative for students who are planning to spend a part or all of their junior year in France.

Inasmuch as all courses in French assume the active participation of each student in discussions conducted in the foreign language, regular attendance at class meetings is expected.

MAJOR—French Studies

The major in French Studies is an interdisciplinary program that provides students with the opportunity to acquire skills and knowledge embracing the cultural, historical, social, and political heritage of France and the Francophone world. The program allows for an individualized course of study involving work in several departments and the opportunity to study abroad.

Students electing the French Studies major should register with the French Studies faculty advisor during their sophomore year. At that time, they should submit a feasibility plan that articulates their projected program.

The French Studies major consists of ten courses satisfying the following requirements:

at least five RLFR courses in French language, literature, film, or culture;

the RLFR senior seminar during the student's final year at the College;

Electives: The remaining courses needed to complete the major must be drawn from at least three different departments and relate primarily to an aspect of the cultures, histories, societies, and politics of France and the Francophone world. These courses will be selected in consultation with members of the Department of Romance Languages. Appropriate electives might include:

AFR 360 Political Thought Frantz Fanon

ARTH 254 Manet to Matisse

HIST 390 Haitian and French Revolutions

RLFR 101-450 All courses in French and Francophone language, literature, film, and culture

THE DEGREE WITH HONORS IN FRENCH

Students majoring in French may apply to be admitted to the Honors Program in French upon demonstrating the following: (1) fluency of spoken and written language; (2) potential for successful independent research, as demonstrated by strong performance in advanced-level coursework; (3) interest and motivation; and (4) overall quality and feasibility of the proposal.

By May 15th of their junior year, candidates will have found a thesis advisor, and given the Department a three- to five-page proposal and a preliminary bibliography. (In some cases, and upon consultation with the Department, candidates will have the option to choose a second reader in addition to their primary advisor; for example, when the thesis is interdisciplinary enough in nature that it requires the expertise of an additional reader). This proposal will be discussed by the Department; by June 1st, the candidate will be informed whether they can proceed with the thesis, and

if so, what changes need to be made to the focus and scope of the project. The summer before the senior year will be spent reading, researching (in relevant archives or with field work), and compiling a more detailed bibliography.

Upon their return to Williams, candidates will devote to their theses two semesters of independent study (beyond the nine courses required for the major) and the winter study period of their senior year (493-W31-494). The thesis will be written in French and will usually not be shorter than fifty pages. By the end of the Fall semester, students will normally have a clear outline of the project, have done substantial research, and produced the draft of at least the first half of the project. During January this draft will be suitably rewritten and edited with a view to a final version, while the candidates will also begin work on remaining chapters.

Candidates will submit what they have written to the department on the last day of Winter Study.

On the Tuesday of the first week of the spring semester candidates will make a presentation of the project at a departmental colloquium in French. The thesis will be promptly discussed and evaluated to determine whether or not the student should continue in the honors program. The second semester of independent thesis work will be spent writing more chapters, as well as revising, rewriting, and polishing the project where necessary. The completed thesis in its final form will be due on April 25th. At the end of the Spring term, the student will present and defend the final project before members of the Department and others by invitation. The grade will be awarded once members of the Department have consulted after the defense.

THE CERTIFICATE IN FRENCH

The Certificate in French Language and Cultures consists of a sequence of seven courses for which the student must earn a cumulative grade average of B or higher.

For students with no prior study of French, the course sequence will consist of RLFR 101-102, RLFR 103, RLFR 104, and three additional courses, with at least one of these at the 200-level or higher taken at Williams. For students starting the sequence at RLFR 103 or higher, six additional courses must be taken, including at least three French courses at the 200-level or higher. For these students starting at French 103 or higher, two electives may be taken in other departments: one elective should be in French or Francophone culture (art, literature, theatre, music) and the other in French or Francophone civilization (history, political science, philosophy).

PLACEMENT

A placement test in French is administered at Williams at the opening of the fall semester. Incoming first-year students who register for any French course above the 101 level must take this test, regardless of their previous preparation.

STUDY ABROAD

We encourage all students of French to complement their courses at Williams with the life-changing experience of studying abroad in a Francophone country. In particular, French majors and certificate students are strongly advised to complete part of the requirements for the major or certificate by studying abroad, for either a semester or a year. Most study abroad programs require applicants to have completed a fifth-semester French course in college (French 105) or higher before they go abroad. Credit for up to a total of 4 courses towards the major or certificate can be granted for either a semester or a full year abroad, at the discretion of the Romance Languages Department. Students who are planning to get credit for their study abroad courses should meet with a French faculty member in advance, to review the courses they intend to take abroad. Normally, only courses that focus on French language or Francophone literature, history, politics, art, and culture may be counted towards the major or certificate. The final assignment of course credit will be authorized in consultation with the student's French advisor, once the student has returned to Williams. Such credits can only be determined by review of course format, course materials, and evidence of satisfactory academic performance; students should thus provide not only their study abroad transcript, but retain course materials (including syllabi, papers, exams, and other projects) for potential review back at Williams. While students can gain credit for 100-, 200-, and 300-level courses during their time abroad, the 400-level senior seminar must be taken during the senior year at Williams. Early planning is essential: Students interested in studying abroad are strongly urged to attend the yearly Francophone Study Away Information Session (held each October) during their first year or sophomore year. Students will receive credit for only those study abroad programs recommended and approved by the Dean of Study Away and the Romance Languages Department. Williams has long-term affiliations with the following programs: Hamilton College (Paris), Sweet Briar College (Paris), CUPA (Paris), Middlebury College (Paris), Wellesley College (Aix-en-Provence), Boston University (Grenoble), and both SIT and CIEE (in Morocco, Senegal, and Madagascar). For more on all approved study-abroad programs, see the webpages for the French program (french.williams.edu) and Study Away (study-away.williams.edu/programs). Finally, the Department does not administer proficiency exams (for study abroad, fellowships, or job applications) to students who have not completed a French course at Williams; and most study abroad programs will not accept students who have not taken any college courses in French (at Williams) prior to their application. Students should thus plan well ahead (as early as their first year and sophomore year) to take appropriate courses at Williams, before applying for and taking part in study abroad programs in the Francophone world.

This year-long course offers a complete introduction to the French language and is designed to help you become fully conversant in French by focusing on four fundamental language skills: listening, speaking, reading, and writing. Through daily practice, class activities, interactive discussion, listening exercises, written work, reading assignments, and active engagement with music, video, and film, you will quickly gain confidence and increasing facility with your abilities to speak and understand both spoken and written French. In addition, our study of grammar, vocabulary, and communication skills will be organized around an engaging and dynamic introduction to a variety of French-speaking cultures around the world, from France and Belgium, to Québec and Martinique, to Sénégal and Morocco. *Conducted in French.*

Requirements/Evaluation: Active class participation, workbook exercises and compositions, chapter tests, midterm, and final exam.

Prerequisites: None. For students who've never formally studied French. Students who've previously studied French (in any formal course, at any level) MUST take the French Placement Test in the summer or during First Days. For more info: <https://french.williams.edu>

Enrollment Limit: 18

Enrollment Preferences: All are welcome, but if over-enrolled, preference will be given to first-year and second-year students and those with compelling justification for admission.

Expected Class Size: 18

Grading: yes pass/fail option, no fifth course option

Unit Notes: RLFR 101-102 is a year-long course. Credit is granted only if both semesters (RLFR 101 and 102) are taken. RLFR 101-102 students must also take the French Winter Study Course. This commitment to a year-long immersion in French is designed to help students become fully conversant in French by the end of the academic year.

Distributions: (D1) (DPE)

Difference, Power, and Equity Notes: Through its focus on French and Francophone cultures around the world, this course enables students to gain both linguistic and cultural proficiency, and to engage with the great diversity of colonial and post-colonial cultures, histories, and identities in France and Belgium, Québec and Martinique, Sénégal and Morocco.

Fall 2024

SEM Section: 01 M-F 10:00 am - 10:50 am Brian Martin

RLFR 102 (S) Introduction to French Language and Francophone Cultures

This year-long course offers a complete introduction to the French language and is designed to help you become fully conversant in French by focusing on four fundamental language skills: listening, speaking, reading, and writing. Through daily practice, class activities, interactive discussion, listening exercises, written work, reading assignments, video-observations, and film-viewing, you will quickly gain confidence and increasing facility with your abilities to speak and understand both spoken and written French. In addition, our study of grammar, vocabulary, and communication skills will be organized around an engaging and dynamic introduction to a variety of French-speaking cultures around the world, from France and Belgium, to Québec and Martinique, to Sénégal and Morocco. *Conducted in French.*

Class Format: This class meets 5 times a week from M-F. Students are required to attend class from Monday to Friday.

Requirements/Evaluation: participation, daily homework including weekly short writing assignments, oral and written mid-semester and final exams

Prerequisites: RLFR 101, or by Placement Test, or permission of instructor

Enrollment Limit: 20

Enrollment Preferences: Preference will go to first- and second-year students and those with compelling justification for admission. Statement of interest solicited if overenrolled.

Expected Class Size: 18

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Spring 2025

LEC Section: 01 M-F 10:00 am - 10:50 am Sophie F. Saint-Just

RLFR 103 (F) Intermediate Studies in French Language and Francophone Cultures

As a continuation of French 101-102, this dynamic first-semester intermediate course is designed to help you improve your French, while at the same

time learning more about French and Francophone cultures, politics, literature, and film. Through the active study and daily practice of listening, speaking, reading, and writing in French, you will: continue developing your communication skills and learn to express your opinions and ideas; improve your command of spoken and written French through a revision of important grammatical structures; strengthen your reading and writing skills in order to prepare you for further study of literary texts; and develop an increased vocabulary and cultural appreciation of French-speaking cultures around the world.

Class Format: This class is scheduled to meet 5 times a week. Students will meet with the instructor 3 times a week, with the French TA once a week, and will do guided group work once a week.

Requirements/Evaluation: Class participation, Homework, Regular tests, Short Writing Assignments and Final Exam.

Prerequisites: RLFR 101-102, or by Placement Test, or Permission of Instructor

Enrollment Limit: 18

Enrollment Preferences: All are welcome, but if over-enrolled, preference will be given to first-year and second-year students and those with compelling justification for admission.

Expected Class Size: 15

Grading: yes pass/fail option, no fifth course option

Distributions: (D1)

Fall 2024

SEM Section: 01 M-F 9:00 am - 9:50 am Preea Leelah

SEM Section: 02 M-F 10:00 am - 10:50 am Preea Leelah

RLFR 104 (S) Intermediate French II: Advanced Intermediate Studies in French

As a continuation of French 103, this course will help students gain greater fluency in French, through an exploration of French and Francophone literature, film, media, politics, and culture. With a focus on listening, speaking, reading, and writing, students will review advanced grammar expand their vocabulary, gain greater confidence, and both discuss and debate central questions in the social, political, and cultural landscape of French-speaking communities in Europe, Africa, and the Caribbean.

Requirements/Evaluation: Participation, Homework, Writing Assignments, Quizzes, Final Project.

Prerequisites: RLFR 103, or by Placement Test, or Permission of Instructor.

Enrollment Limit: 18

Enrollment Preferences: Enrollment preference for students who completed RLFR 103 in Fall 2024, or those who have placed into RLFR 104 on the French Placement Test.

Expected Class Size: 15

Grading: yes pass/fail option, no fifth course option

Distributions: (D1)

Spring 2025

SEM Section: 01 MWF 9:00 am - 9:50 am Katarzyna M. Pieprzak

SEM Section: 02 MWF 10:00 am - 10:50 am Katarzyna M. Pieprzak

RLFR 105 (F) Advanced French: Advanced Studies in French Language and Francophone Culture (DPE) (WS)

In this French course, we will read and examine literary texts from the twelfth to the 19th centuries, and films from the twentieth and twenty-first centuries. In order to analyze them, we will briefly situate them in their social and historical contexts. These works will help us better understand contemporary France and explore France's colonial past. We will also learn how to write two short research paper in French in the form of an explication de texte. While the themes, authors, time periods will vary, our approach will remain the same. Three themes, love, fear, and France's colonial past, will serve as the course's organizing principles. A small section of the course will be devoted to grammar revisions in order to continue to improve our reading and language skills. Throughout the semester we will develop our writing skills in French. Conducted in French

Requirements/Evaluation: class participation, online grammar exercises, 2 four-page papers, 1 class introduction, 2 low-stakes one-page response papers

Prerequisites: RLFR 104, placement exam, or by permission of instructor

Enrollment Limit: 15

Enrollment Preferences: All are welcome, but if overenrolled, preference will be given to first- and second-year students and French major and certificate students. If necessary, a statement of interest will be solicited.

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (DPE) (WS)

Writing Skills Notes: In this course students will practice writing two short structured papers in French where there will present their interpretation of literary or visual text. Students will write two response papers.

Difference, Power, and Equity Notes: In this course student will examine visual and literary texts that reframe difference, power and equity in relation to race, class, gender, ethnicity, sexuality, and religion.

Fall 2024

LEC Section: 01 MR 1:10 pm - 2:25 pm Sophie F. Saint-Just

LEC Section: 02 MR 2:35 pm - 3:50 pm Sophie F. Saint-Just

RLFR 106 (S) Advanced French: Danger and Desire in French Film and Fiction (DPE)

Cross-listings: COMP 107

Primary Cross-listing

This is an advanced course in French language designed to help you improve your speaking, comprehension, reading, and writing, through the dynamic study of short literary texts and films focusing on danger and desire in nineteenth-, twentieth-, and twenty-first-century France and the Francophone World. Through active discussion and debate, textual and cinematic analysis, grammatical review, and careful writing and revision, you will improve your command of spoken and written French, strengthen your ability to express complex ideas, expand your vocabulary, and deepen your understanding of French and Francophone fiction, film, and cultures. This is an ideal course to prepare for study abroad or for more advanced coursework in French and Francophone literature and cinema. As a focus for improving your French, we will examine a broad range of texts and films on danger and desire in France, Québec, and Algeria from 1820 to 2025, with an emphasis on passion and ambition, infatuation and seduction, betrayal and vengeance, courage and cruelty, warfare and resistance. Works to include nineteenth-century texts by Chateaubriand, Duras, Balzac, Mérimée, Flaubert, Maupassant, Zola; twentieth-century texts by Colette, Camus, Sartre, Beauvoir, Duras, Ernaux, Guibert, Quint, Lindon, Vilrouge; and twenty-first-century films by Caron, Ozon, Ducastel, Martineau, Dercourt, and Becker. Conducted in French.

Requirements/Evaluation: Active class participation, grammar exercises, midterm exam, and two papers.

Prerequisites: Exceptional performance in RLFR 104; successful performance in RLFR 105; or by placement test; or permission of the instructor.

Enrollment Limit: 16

Enrollment Preferences: All are welcome, but if over-enrolled, preference will be given to French Majors and French Certificate students.

Expected Class Size: 16

Grading: yes pass/fail option, no fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 107(D1) RLFR 106(D1)

Difference, Power, and Equity Notes: This course centers on a critical examination of difference, power, and equity in French film and fiction. The content examines the effects of class, ethnicity, gender, and sexuality on social inequalities among rich and poor, soldiers and civilians, nations and colonies, men and women. The course employs critical tools to teach students how to articulate and interrogate social injustice, through reading, viewing, discussion, writing, and revision.

Spring 2025

SEM Section: 01 TR 9:55 am - 11:10 am Brian Martin

RLFR 107 (S) Advanced French: Formation and Transformation (DPE)

This advanced course is designed to help you refine your French speaking, comprehension, and writing skills in preparation for studying abroad or for more advanced French coursework. We will explore the themes of *formation* (the French term that means at once education and training) and personal transformation, through fictional and autobiographical texts and films. How do individuals find their place in societies and both define and redefine their own identities? Is it possible to reflect critically on one's own *formation*, or is it easier to do so through works of fiction? We will also reflect on our own educational experiences as we read works by authors such as Marguerite Duras, Maryse Condé, Annie Ernaux, and Pierre Bourdieu, and watch both recent and classic films from 1950s France to 2020s Québec.

Requirements/Evaluation: One close-reading presentation and essay, one discussion-leading presentation, two analytical essays, final project

Prerequisites: Successful performance in RLFR 105 or 106, or by placement test, or permission of the instructor.

Enrollment Limit: 20

Enrollment Preferences: Students from all majors welcome, but if over-enrolled, preference will be given to French majors and certificate students.

Expected Class Size: 20

Grading: yes pass/fail option, no fifth course option

Distributions: (D1) (DPE)

Difference, Power, and Equity Notes: This course explores questions of difference, power, and equity through a critical analysis of educational systems in France and the Francophone World. Although education is assumed to create equity (in both France and in North America), the content of this course will help students nuance this view and articulate how different social identities are often excluded from the power and opportunity that education seems to promise.

Not offered current academic year

RLFR 206 (S) The Outsider in French & Francophone Film Adaptations of Literary Texts (DPE)

Cross-listings: COMP 209

Primary Cross-listing

In this course students will examine the figure of the outsider (queer, black, woman, intruder, loner) in several French and Francophone literary texts and their film adaptations and will explore questions such as: how are such outsiders translated onto the screen? To what extent does outsider status help maintain, challenge, or reveal hegemonic discourse? In what ways do non-Western and Western filmmakers (re)cast power and privilege through the figure of the outsider in their film adaptations (of Western canonical texts)? Students will read original French and Francophone literary texts and apply theories of film adaptation to their analyses.

Requirements/Evaluation: Three response papers, one short essay on film adaption, one video essay with a student partner

Prerequisites: Students should have taken RLFR 105 or above, or placement test, or by permission of instructor

Enrollment Limit: 16

Enrollment Preferences: Comparative Literature majors, Africana Studies concentrators, French majors and certificates

Expected Class Size: 12

Grading: yes pass/fail option, no fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

RLFR 206(D1) COMP 209(D1)

Difference, Power, and Equity Notes: This course fulfills the DPE requirement because it focuses via the figure of the outsider on power dynamics (based on sexual identity race, class, gender) between cultural producers in literary texts and their film adaptations.

Attributes: FMST Core Courses

Spring 2025

SEM Section: 01 TR 11:20 am - 12:35 pm Sophie F. Saint-Just

RLFR 213 (F) Francophone North America in the 21st Century: Revendications, réparations et retrouvailles

This course investigates post-2000 productions from Acadie, Haiti, Louisiana, and Quebec to examine the socio-literary changes and the current phenomenon of "*L'Archipel linguistique*." Looking at the concept of "*Retrouvailles*," or the gathering of Francophone regions through literary expression

in a largely Anglophone continent, we will examine how literature depicts current affairs, as well as what it can do to produce change. In addition to novels and films, we will rely on radio shows, news pieces, and tv shows to get a broader picture of the present stakes. All course discussions will be in French. Topics will include socio-political and cultural issues, (neo)colonialism, activism, linguistic insecurity, and race relations as they are addressed in visual art, music, and literature. Some of the texts covered in this course are *Kukum* (2019) by Michel Jean, *L'Énigme du retour* (2009) by Dany Laferrière, *Ô Malheureuse* (2019) by Ashlee Michot, *Suite des sens* (2023) by Jean Arceneaux, *Alma* (2006) by Georgette LeBlanc. Conducted in French.

Requirements/Evaluation: Evaluation is based on active in-class engagement, two short written compositions, two short presentations, and a final project.

Prerequisites: French 105 or 106, or results of the Williams College French Placement Test, or permission of instructor.

Enrollment Limit: 20

Enrollment Preferences: Preference given to French majors or French certificate students and Comp Lit majors.

Expected Class Size: 15

Grading: yes pass/fail option, no fifth course option

Distributions: (D1)

Not offered current academic year

RLFR 216 (S) Women Behaving Badly: Deviant Women in Early Modern French Literature (DPE)

Cross-listings: WGSS 216

Primary Cross-listing

Female deviance often implies resisting a dominant and oppressive patriarchal status quo embedded within cultural and historical backgrounds. This course explores female characters in early modern French literature who refuse to conform to established gender roles. Defying social constructs of femininity, through either judicious negotiations or more aggressive and violent behavior, is an important trope in the writings of both male and female authors of the seventeenth and eighteenth centuries. What constitutes deviant behavior, however, depends on social definitions of gender roles, which evolve over time. In this course, we will first examine women's place within the historical and socio-cultural context of the *Ancien Régime*, which will lead to an examination of female behavior censured during the seventeenth and eighteenth centuries. We will then reflect on how we, as modern readers, perceive such deviancy at it relates to the past. Finally, we will discuss the relevance of studying deviant women in light of current events, such as the #MeToo movement, which has led to a new level of consciousness and empathy for the plight of marginalized groups. Potential readings to include Corneille's *Médée*, Madame de la Fayette's *Princesse de Clèves*, Laclos's *Liaisons dangereuses*, and Isabelle de Charrière's *Lettre à Mistriss Henley*.

Requirements/Evaluation: active class participation, one presentation (8-10 minutes), three to four papers (3-5 pages), and a longer final paper

Prerequisites: strong performance in RLFR 105; successful performance in RLFR 106; or by French placement exam; or by permission of instructor

Enrollment Limit: 20

Enrollment Preferences: French majors and certificate students; Comparative Literature majors; Women's, Gender and Sexuality Studies majors; and those with compelling justification for admission

Expected Class Size: 15

Grading: yes pass/fail option, no fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 216(D2) RLFR 216(D1)

Difference, Power, and Equity Notes: This course focuses on a critical examination of difference, power, and equity in early modern France. Through the study of deviant women, the course thus challenges students to examine the effects of class, race, ethnicity, gender, and sexuality in narratives on women, misogyny, and criminality.

Spring 2025

SEM Section: 01 TR 9:55 am - 11:10 am Preea Leelah

RLFR 217 (F) Fierté, Sororité, Vitalité: Trans and Non-Binary Narratives of Francophone Expression

Ten years have passed since Time magazine announced to the world with its June 2014 cover story that the "Transgender Tipping Point" was upon us. The cover spoke to a nation confronting transgender equality as "America's Next Civil Rights Frontier." While this "tipping point" is perhaps salient in the United States, trans(gender), non-binary, and genderqueer identities have world histories with their own vocabularies, knowledge systems, and critiques of normativities. As an important branch of feminist, gender, and sexuality studies, transgender studies continue to revolutionize intersectional inquiry and activist initiatives. In this course, students will explore the genealogical roots of Francophone trans literatures, art, and media as they overlap with fields like critical race studies, Indigenous studies, medicine and technology, carcerality, care, sex work, and entertainment. This course provides an introduction trans studies and trans of color critique and focuses particularly on the contemporary period to give students insight into the ongoing debates that structure the field and its near future. The course will also have a strong focus on genre and medium as students engage with visual art collections (Kehinde Wiley's *Tahiti* and Namsa Leuba's *Illusions*), documentary film (Véronique Kanor's *Les femmes viennent aussi de Mars*), serial web comics (Sophie Labelle's *Assignée garçon*), podcasts (Lauren Bastide's *La Poudre* with Paul Preciado), poetry and performance art (Kama La Mackerel's *Zom-Fam*), short stories (Chantal Spitz's "Joséphine" and Magali Nirina Marson's "Je me déserte..."), and novels (Ananda Devi's *Le rire des déesses*, Emmanuelle Bayamack-Tam's *Arcadie*, and Abdellah Taïa's *Un pays pour mourir*). Conducted in French.

Requirements/Evaluation: Evaluation will be based on active participation and preparation, one presentation, one short essay, one multimedia midterm project, and a final paper.

Prerequisites: French 105 or 106, or results of the College Placement Exam, or permission of instructor.

Enrollment Limit: 20

Enrollment Preferences: French majors and certificate students.

Expected Class Size: 15

Grading: no pass/fail option, yes fifth course option

Distributions: (D1)

Not offered current academic year

RLFR 225 (F) Remembering the Great War: The First World War in Literature and Film (DPE)

Cross-listings: COMP 224

Secondary Cross-listing

From 1914 to 1918, the First World War ravaged Europe and slaughtered millions of soldiers and civilians from across the globe. Known as the "war to end (all) war(s)," World War I set the stage for an entire century of military conflict and carnage. New technologies led to unprecedented violence in the trenches, killing and wounding as many as 41 million soldiers and civilians. Beyond the slaughter at the front, the Great War also led to the global influenza pandemic that claimed up to 50 million lives, and the Armenian genocide that presaged the later atrocities of the Holocaust. The war also led to massive political transformation, from the Irish Rebellion and Russian Revolution, to the collapse of the German, Russian, Austro-Hungarian, and Ottoman Empires, and the redrawing of national borders across Europe and the Middle East. Even the end of the war with the Treaty of Versailles lay the groundwork for new animosities that would lead to the Second World War just two decades later. However, the First World War also inspired great social change, from the emergence of the United States as a global leader and the founding of the League of Nations, to growing discontent with colonial rule in Asia and Africa, and greater power for women whose wartime labor influenced the post-war passage of their right to vote in countries across Europe and North America. In our study of the Great War, we will examine texts and films that bear witness to the suffering and courage of soldiers and civilians, and consider the legacy of the war in the twentieth- and twenty-first centuries. Readings to include memoirs and novels by Barbusse, Barker, Brittain, Cocteau, Graves, Hemingway, Jünger, Remarque, Wharton, Woolf; poetry by Apollinaire, Brooke, Mackintosh, McCrae, Owen, Sassoon; films by Attenborough, Boyd, Carion, Chaplin, Jeunet, Ozon, Renoir, Trumbo, Walsh, Weir; and archival materials on the roles of Williams students and faculty during the First World War. *Readings and Discussions in English.*

Requirements/Evaluation: Active class participation, two shorter papers (4-5 pages), a midterm, and a longer final paper (5-7 pages).

Prerequisites: None.

Enrollment Limit: 16

Enrollment Preferences: All are welcome, but if the course is overenrolled, preference will be given to Comparative Literature majors and French majors and certificate students; if the course is over-enrolled, students will submit a form online.

Expected Class Size: 16

Grading: yes pass/fail option, no fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 224(D1) RLFR 225(D1)

Difference, Power, and Equity Notes: As the course description explains, this course centers on a critical examination of difference, power, and equity during WWI. The content examines the effects of class, race, ethnicity, gender, and sexuality on social inequalities among soldiers & civilians, nations & colonies, men & women. The course also employs critical tools to teach students how to articulate and interrogate the social injustices of the Great War, from reading & discussion, to analytical essays & archival investigation.

Not offered current academic year

RLFR 229 Black Outside the U.S.

This course explores multiple ways Black identity evolves, adapts and is experienced differently depending on location. Students analyze Black experience in the U.S., France and Senegal through a range of texts from books and social media to music and film. One key aspect of the course is a study abroad trip to Senegal, which increases cultural awareness through experiential learning. This combination of textual learning with experiential knowledge exemplifies how language, religion, gender, geography, and performance shape one's racial identity. In the first section of the course, students investigate Black experience in the U.S., focusing on such topics as the one-drop rule, racial profiling and where mixed people fit within Black/White tensions. The second section highlights the politics of language in France. Students explore how words like "Black," "noir" and "race" have strong political connotations in France and spur both resistance to and alliance with Black American civil rights history. In the third part of the course, students visit Dakar, Senegal, and analyze Blackness through their own observations and encounters. Their trip insights jumpstart the final focus of the course on Senegal. Students investigate the influence of French colonialism on Black identity in Senegal, which makes the two geographical experiences of Blackness very different but still forever linked.

Class Format: seminar, the course includes a required spring break trip to Dakar, Senegal, which is no additional cost to students

Requirements/Evaluation: evaluation will be based on class participation, short weekly reading responses, two 4-5 page papers, a presentation based on the spring break trip, and a final presentation including a short 2-page report

Prerequisites: none

Enrollment Limit: 8

Enrollment Preferences: students who have taken other AFR courses, Francophone speakers and students

Expected Class Size: 8

Grading:

Distributions: (D2)

Attributes: AFR Core Electives GBST Borders, Exiles + Diaspora Studies

Not offered current academic year

RLFR 232 (S) Liberté, Egalité, Fraternité ? Race, Gender, and Political Power in Eighteenth-Century France (DPE)

Cross-listings: COMP 219

Primary Cross-listing

The French Revolution of 1789 was, to a large extent, inspired by Enlightenment thinkers such as Voltaire, Rousseau, and Diderot who promoted ideas on individual liberty, scientific progress, religious freedom, and secularism. The Revolution brought with it promises of a society freed from the abuses of an absolute monarchy. Yet as feminist thinker Olympe de Gouges would note, when France redefined its notion of citizenship after 1789, it did not include women and people of color. This course examines Enlightenment ideas that led to the French Revolution, while analyzing how those ideas failed to bring true equality. Voltaire, Buffon, and Montesquieu all advocated for the abolition of slavery, but they also held racist and sexist views, justified by pseudoscientific discourse. By further juxtaposing these thinkers with feminist and abolitionist authors such as Olympe de Gouges and Claire de Duras, we will examine how eighteenth-century female authors advocated for the rights of women. Finally, we will analyze artworks such as Marie-Guillemine Benoist's *Portrait d'une négresse* (1800) and discuss how France is using such works today to reckon with its history of discrimination.

Requirements/Evaluation: active class participation, one presentation (8-10 minutes), three to four papers (3-5 pages), and a longer final paper

Prerequisites: excellent performance in RLFR 105; successful performance in RLFR 106; other RLFR 200-level courses; or by French placement exam; or by permission of instructor

Enrollment Limit: 20

Enrollment Preferences: French majors and certificate students; Comparative Literature majors; and those with compelling justification for admission

Expected Class Size: 20

Grading: yes pass/fail option, no fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

RLFR 232(D1) COMP 219(D1)

Difference, Power, and Equity Notes: In its focus on Race, Gender, and Political Power, this course centers on a critical examination of difference, power, and equity in eighteenth-century France. Through the study of enlightenment and feminist thinkers and leaders, the course asks students to analyze the social, political, and discursive effects of class, race, ethnicity, gender, and sexuality in narratives on revolution, and to re-examine both past and present definitions of "liberty, equality, fraternity."

Not offered current academic year

RLFR 234 (S) Francophone Oceania: The Other Side of the Postcard

Manava i Te Ao Ma'ohi! Tongan-Fijian author Epeli Hau'ofa writes: "Centuries before Europeans entered the Pacific, in the days when boundaries were not imaginary lines in the ocean but points of entry that were constantly negotiated and even contested, the sea was open to anyone who could navigate a way through." Of critical importance to Oceanian communities and scholarship today is the project of remembering and re-membering the stories, knowledges, travel routes, and more-than-human ecologies that have crisscrossed the vast aqueous landscapes of this "other" side of the globe. This course is a comprehensive survey of the literature, modern history, and aesthetics that inform the field of contemporary Francophone Oceanian Studies. Major concepts in Indigenous Oceanian philosophy and genealogies of thought (from Ma'ohi, Kanak, and Ni-Vanuatu communities in particular), European imperialism and racial politics, gender and sexuality, maritime knowledges, the French nuclear agenda and climate fiction will be studied. Students will use multimedia formats and storytelling techniques to cross-examine narrative development, philosophy, and Oceanian history from a comparative perspective. Texts may include: Déwé Gorodé's *Sous les cendres des conqués* (1985), Chantal T. Spitz's *L'île des rêves écrasés* (1991), Claudine Jacques' *L'Âge du perroquet-banane, Parabole païenne* (2002), Ari'irau's *Matamimi ou la vie nous attend* (2006), Nicholas Kurtovitch's *Dans le ciel splendide* (2015), Titaua Peu's *Pina* (2016), and Titaua Porcher's *Hina, Maui et compagnie* (2018) among others. Conducted in French.

Requirements/Evaluation: Evaluation will be based on active participation and preparation, two short presentations, a guided journal, and a final project.

Prerequisites: RLFR 105 or 106; or results of the College Placement exam; or permission of Instructor.

Enrollment Limit: 20

Enrollment Preferences: French majors and certificate holders

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Not offered current academic year

RLFR 260 (F) Francophone Graphic Novels (DPE)

Cross-listings: COMP 260

Primary Cross-listing

In this class we will read contemporary graphic novels and *bandes dessinées* from Côte d'Ivoire, Morocco, Guadeloupe, Lebanon, France, and Québec to analyze how they approach subjects such as colonial history, migration and discrimination, gender and sexuality, and representations of disability and the racialized body. We will pay particular attention to the visual form and the critical theory of the graphic novel to further understand why this hybrid genre has become so popular and widespread, and how it is shaping conversations about difference and power in the Francophone world. Conducted in French.

Requirements/Evaluation: weekly 1-page response papers, midterm 4-5-page paper, presentation and final 7-8-page research paper

Prerequisites: RLFR 105, 106, by placement or by permission of instructor

Enrollment Limit: 20

Enrollment Preferences: French majors and certificate students, Comparative Literature majors

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 260(D1) RLFR 260(D1)

Difference, Power, and Equity Notes: The readings in this course focus on French colonial and Francophone postcolonial history, contemporary migration, and structures of discrimination built on race, religion, gender, and ableism in the French-speaking world. We will explore how graphic novels in their hybrid visual/verbal forms propose different ways of shaping the dynamics and the discourse of difference and power.

Fall 2024

SEM Section: 01 TR 9:55 am - 11:10 am Katarzyna M. Pieprzak

RLFR 262 (S) Lâche pas la patate: Francophone Culture in Louisiana

The expression "*Lâche pas la patate*," or "don't drop the potato" is a way of saying "don't ever stop speaking French in Louisiana." This begs the question: why preserve a language? In Louisiana, Francophone activists have been fighting to preserve their unique dialect of French--or what Professor Barry Jean Ancelet calls "the problem language"--for decades. By promoting the education and use of French in the state, what else are they preserving? From historical, thematic, and literary perspectives, this course is designed to provide an answer to such questions through the examination of Francophone Louisiana from its foundation as a French colony to today. In this course, we rely on contemporary publications and media in French to get a broader picture of the current stakes in Francophone Louisiana. Topics will include sociolinguistics, race relations, creolization, activism, and Americanization. Primary sources include rituals, cartoons, films, memes, music, literature, and cuisine. Texts and media (such as films and podcasts) included are *Les Aventures de Boudini et ses amis*, *Tout bec doux*, *Ô Malheureuse*, *Film Quest*, *L'Habitation Saint-Ybars*, *Bayou zen*, *Finding Cajun*, *Mille misères La Veillée*, *Charrer-Veiller*, *Feux Follets*, *Istrouma : Manifeste Houma*. Conducted in French.

Requirements/Evaluation: Evaluation is based on active in-class engagement, a mid-term exam, two short presentations, and a final research project.

Prerequisites: French 105 or 106; or results of the College Placement Test, or permission of instructor.

Enrollment Limit: 20

Enrollment Preferences: French majors/certificate students, comp lit majors.

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Not offered current academic year

RLFR 307 (F) Building Francophone Cities: Literature, Art and History (DPE)

Cross-listings: COMP 308

Primary Cross-listing

Through literature, visual art, and urban history, this class will engage with the remarkable histories, presents and imagined futures of five Francophone cities: Casablanca (Morocco), Algiers (Algeria), Kinshasa (Democratic Republic of the Congo), Fort-de-France (Martinique) and Port-au-Prince (Haiti). We will learn about their colonial foundations and postcolonial transformations while paying attention to how these urban spaces and their people and histories are represented and imagined by poetry, novels, and visual art. (Conducted in French)

Requirements/Evaluation: Active participation, weekly 1-page response papers, midterm 5-page paper, final project (oral presentation and 8-page paper).

Prerequisites: RLFR 105 or above, or by permission of instructor

Enrollment Limit: 18

Enrollment Preferences: French majors or certificate students, Comp. Lit. majors

Expected Class Size: 15

Grading: yes pass/fail option, no fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

RLFR 307(D1) COMP 308(D1)

Difference, Power, and Equity Notes: This course examines the French colonial history and postcolonial futures of five major Francophone cities and pays particular attention to questions of representation of class, race and gender in the historical, literary and visual record.

Not offered current academic year

RLFR 316 (F) Paris on Fire: Incendiary Voices from the City of Light (DPE)

Cross-listings: WGSS 315 / COMP 314

Primary Cross-listing

During the 1830s, Honoré de Balzac described Paris as a "surprising assemblage of movements, machines, and ideas, a city of one hundred thousand novels, the head of the world," but also characterized the French capital as a "land of contrasts," a "monstrous wonder," a "moral sewer." Similarly, writers from Victor Hugo to Émile Zola have simultaneously celebrated Parisian elegance and condemned the appalling misery of Paris's urban poor. Since 1889, Paris has been fêted as the "City of Light" for its Enlightenment legacy, Eiffel Tower modernity, and luminous energy, captured in countless paintings, photographs, and film. However, Paris is also the site of revolution, resistance, and riots. From revolutionary revolt (1830, 1848, 1871), to wartime resistance (1870, 1914-18, 1940-44), to reformist and race riots (1968 and 2005), Paris has repeatedly sparked with incendiary passion and political protest. As fires raged during the 2005 riots, many heard the echo of Hitler's 1944 question, "Is Paris burning?" and asked: why was Paris burning again at the dawn of the twenty-first century? Following the 2015 terrorist attacks, many wondered yet again what the future would hold for the City of Light. To answer these questions, we will examine the social, political, and literary landscape of Paris during the nineteenth, twentieth, and twenty-first centuries, from urbanization and modernization, to occupation and liberation, to immigration and globalization. Readings to include poetry, short stories, and novels by Hugo, Balzac, Baudelaire, Maupassant, Verne, Zola, Apollinaire, Colette, Duras, Perec, Rochefort, and Charef. Films to include works by Clair, Truffaut, Godard, Minnelli, Clément, Lelouch, Luhrmann, Kassovitz, Besson, and Jeunet. Conducted in French.

Requirements/Evaluation: Active class participation, midterm exam, and two papers.

Prerequisites: Strong performance in RLFR 106, or another RLFR 200-level or 300-level course, or permission of the instructor.

Enrollment Limit: 16

Enrollment Preferences: French Majors and French Certificate students, Comparative Literature Majors.

Expected Class Size: 16

Grading: yes pass/fail option, no fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

RLFR 316(D1) WGSS 315(D2) COMP 314(D1)

Difference, Power, and Equity Notes: This course examines the operations of difference, power, and equity in French film and fiction, history and politics, art and culture, from 1830 to 2025. In readings, lectures, and discussions, we will look at how class, ethnicity, gender, and sexuality structure the lives and struggles of the working class and urban poor, women and men, migrants and immigrants. Students will learn critical tools to better understand and interrogate social inequity and injustice.

Attributes: GBST Urbanizing World

Fall 2024

SEM Section: 01 MW 11:00 am - 12:15 pm Brian Martin

RLFR 318 (F) Twentieth-Century French Novel: From Adversity to Modernity (DPE)

Cross-listings: COMP 318

Primary Cross-listing

In his futurist novel *Paris in the Twentieth Century* (1863), Jules Verne envisions an era of technological superiority, complete with hydrogen cars and high-speed trains, televisions and skyscrapers, computers and the internet. But in Verne's vision of modernity, technological sophistication gives way to intellectual stagnation and social indifference, in a world where poetry and literature have been abandoned in favor of bureaucratic efficiency, mechanized surveillance, and the merciless pursuit of profit. To contest or confirm this dystopic vision, we will examine a broad range of twentieth-century novels and their focus on adversity and modernity. In a century dominated by the devastation of two World Wars, the atrocities of colonial empire, and massive social and political transformation, the novel both documented and interrogated France's engagement with race and

ethnicity, gender and sexuality, colonialism and immigration. Within this historical context, we will discuss the role of the novel in confronting war and disease, challenging poverty and greed, and exposing urban isolation and cultural alienation in twentieth-century France. Readings to include novels by Colette, Genet, Camus, Duras, Ernaux, Guibert, Begag. Lectures to include discussions of Gide, Proust, Sartre, Beauvoir, Cixous, Foucault, Jelloun, Djébar. Films to include works by Fassbinder, Annaud, Lioret, Ducastel, Martineau, Téchiné, Charef. *Conducted in French*.

Requirements/Evaluation: Active class participation, two shorter papers, a midterm, and a longer final paper.

Prerequisites: A 200-level course (at Williams or abroad), or by placement test, or permission of the instructor.

Enrollment Limit: 16

Enrollment Preferences: French majors and certificate students, Comparative Literature majors, and those with compelling justification for admission. Seniors returning from Study Abroad (in France or other Francophone countries) are particularly welcome.

Expected Class Size: 16

Grading: yes pass/fail option, no fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 318(D1) RLFR 318(D1)

Difference, Power, and Equity Notes: As the course description explains, this course focuses on a critical examination of difference, power, and equity in twentieth-century France. The course also employs critical tools to teach students how to examine the roles of race and ethnicity, gender and sexuality, colonialism and immigration, in the French novel's critical representation of war and disease, poverty and greed, urban isolation and cultural alienation during the twentieth-century.

Not offered current academic year

RLFR 320 (F) Transcending Boundaries: The Creation and Evolution of Creole Cultures (DPE)

Cross-listings: COMP 310 / GBST 306 / AFR 306

Primary Cross-listing

Born out of a history of resistance, Creole cultures transcend racial boundaries. This course provides a comprehensive framework for understanding the creation of Creole nations in various parts of the world. Beginning with an examination of the dark history of slavery and French colonialism, we will reflect upon the cultural transformation that took place when people speaking mutually unintelligible languages were brought together. We will then delve into the study of how deterritorialized peoples created their languages and cultures, distinct from the ones imposed by colonizing forces. As we journey from the past to the present, we will also explore how international events such as a worldwide pandemic, social justice, racism, and police brutality are currently affecting these islands. Potential readings will include prominent authors from different Creole-speaking islands, including Frantz Fanon and Aimé Césaire from Martinique, Maryse Condé from Guadeloupe, Ananda Devi from Mauritius and Jacques Roumain from Haiti. Conducted in French with introductions to different creoles.

Requirements/Evaluation: Active class participation, three papers (of 3-4 pages each), presentation, final research paper (7-8 pages)

Prerequisites: Any RLFR 200-level course or above, or by permission of instructor.

Enrollment Limit: 18

Enrollment Preferences: All are welcome. If overenrolled, preference will be given to French majors and certificate students; Comparative Literature majors; Africana Studies students; Global Studies students; and those with compelling justification for admission

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

RLFR 320(D1) COMP 310(D1) GBST 306(D2) AFR 306(D2)

Difference, Power, and Equity Notes: This course qualifies for a Difference, Power, and Equity requirement because it examines the history of slavery as related to French colonialism in different parts of the world. It also considers International issues of social justice, racism and police brutality.

Not offered current academic year

RLFR 330 (S) Unveiling Herstory: Heroines of the Francophone Enlightenment (DPE)

On May 10, 2022, Paris unveiled the first statue of a black woman, Solitude, an emblematic figure of courage and resilience in the eighteenth-century

fight against slavery in Guadeloupe. Against the backdrop of the contemporary French movement wherein statues of Enlightenment thinkers like Diderot, Rousseau, and Voltaire have been vandalized and sparked intense debates on memory and politics, Solitude's recognition adds a profound dimension. Once revered as iconoclastic and progressive these male figures have in recent years been scrutinized for perpetuating ideals associated with white male hegemony, challenging conventional notions of freedom and equality. This tutorial invites students to reevaluate the Enlightenment movement, navigating beyond traditional narratives centered around male figures like Voltaire and Rousseau. It explores the transformative era post-French Revolution, shining a spotlight on the exceptional contributions made by women who defied societal norms within the eighteenth-century francophone world. Adopting a global perspective, the course not only examines events in France but also delves into its former colonies, particularly Haiti and Guadeloupe. By scrutinizing literary and ethnographic texts, as well as visual imagery, the course unravels the stories of remarkable women like Charlotte Corday, a key influencer during the Reign of Terror, and Sanité Belair, an active participant in the Haitian Revolution. The overarching goal is to underscore the significant roles and contributions of these women, often marginalized in historical narratives. Moreover, the course addresses the impact of archival gaps, shedding light on how the destruction of judicial archives by the French in their former colonies has shaped the remembrance of figures like Solitude and Belair.

Requirements/Evaluation: Weekly meeting with instructor for one hour. Weekly 2-3 page response papers. Final paper.

Prerequisites: Any RLFR 200-level course or above, or by permission of instructor.

Enrollment Limit: 10

Enrollment Preferences: All are welcome. If overenrolled, preference will be given to French majors and certificate students; and those with compelling justification for admission

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE)

Difference, Power, and Equity Notes: This course examines the history of slavery and French colonialism. It also explores issues of female empowerment, racism, social justice and equity.

Spring 2025

TUT Section: T1 TBA Preea Leelah

RLFR 360 (F) Repairing a Broken World: Intro to North African Contemporary Art (DPE)

Cross-listings: ARTH 460 / ARTH 560 / ARAB 360 / COMP 361

Primary Cross-listing

How do artists respond to a world in crisis? How does visual art engage violent histories, injured bodies, social injustice and ecological disaster? In this course we will explore the political and ethical concept of repair as it emerges in the work of contemporary North African visual artists. Repair is both a material and symbolic transformational practice of putting together something that is torn or broken. It is never complete, nor does it redeem a history of harm or violence. Rather repair is an invitation: a bringing of people, histories, objects, buildings, feelings and geographies into relation with one another in order to link worlds that have been splintered and separated. It is also a call to imagine other futures. North African contemporary artists have deeply engaged in this type of repair work, attending to colonial history, economies of extraction and environmental damage, race and slavery, housing inequity, gender identity and broken transmission of memory. We will dive into the work of individual artists as well as collectives while reading theoretical texts about broken-world thinking, reparative epistemology, alternative archives, and material reparations.

Class Format: Conducted in French.

Requirements/Evaluation: For undergrads: Active participation, 8 1-page response papers, 5-page mid-term paper, 10-12 page final paper and presentation. For grad students: Active participation, 8 response papers, 5-page mid-term paper, and 20-page final paper and presentation.

Prerequisites: Any RLFR 200-level course or above, or by permission of instructor.

Enrollment Limit: 18

Enrollment Preferences: If over-enrolled, preference will be given to RLFR, ARAB, ARTH and COMP majors, and only 2 spots will be offered to Grad Art students.

Expected Class Size: 15

Grading: yes pass/fail option, no fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

RLFR 360(D1) ARTH 460(D1) ARTH 560(D1) ARAB 360(D1) COMP 361(D1)

Difference, Power, and Equity Notes: This course critically examines art work that engages colonial history, economies of extraction and environmental damage, race and slavery, housing inequity, gender identity.

Fall 2024

SEM Section: 01 TF 2:35 pm - 3:50 pm Katarzyna M. Pieprzak

RLFR 378 (S) Proust's "In Search of Lost Time"

Cross-listings: ENGL 378 / COMP 378

Secondary Cross-listing

In this seminar we will study Marcel Proust's novel-sequence *In Search of Lost Time*, widely regarded as one of the most transformative works of 20th-century fiction. The first-person narrative chronicling the life of a fictional figure bearing a close relationship to Proust himself spans several decades from the late 19th to the early 20th century, centering on French high society as it enters the modern world, shaped by historical events such as the Dreyfus Affair and the First World War. Proust's exploration of the consciousness of the protagonist, an aspiring writer, has led readers to see him as a philosopher of aesthetics, of the psyche, of time and memory, and of the nature of desire. His narrative ranges from meditations on such subjects to social satire to absorbing and sometimes soap opera-like plots exploring upward and downward social mobility and a wide array of sexual entanglements, straight and queer. Through his fluent prose, Proust renders the vicissitudes of desire, loss, and joy, of betrayal and emotional intransigence, and tests the power of memory and the imagination to recapture the past. Because of the length of *In Search of Lost Time*, the emphasis of the course will be more on reading (about 7 to 7½ hours per week) and less on writing (four or five 1½-page journal entries and a final paper of 8-10 pages) than the average 300-level course; and approximately one-third of the sequence will be bracketed as optional reading.

Requirements/Evaluation: Regular class participation, several 2-page journal entries, and a final paper of 8-10 pages

Prerequisites: a 100-level ENGL course, a score of 5 on the AP English Lit exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 22

Enrollment Preferences: English, French, and Comparative Literature majors

Expected Class Size: 16-18

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 378(D1) COMP 378(D1) RLFR 378(D1)

Attributes: ENGL Literary Histories C

Not offered current academic year

RLFR 412 (S) Senior Seminar: Nineteenth-Century French Novel: Desperate Housewives and Extreme Makeovers (DPE)

Cross-listings: WGSS 408 / COMP 412

Primary Cross-listing

In 1834, Honoré de Balzac wrote that "Paris is a veritable ocean. Sound it: you will never know its depth." The same can be said of the French nineteenth-century novel and its boundless ability to echo the past and illuminate the present. From the Romanticism of Stendhal and Hugo, and the Realism of Balzac and Flaubert, to the Naturalism of Zola and Maupassant, the novel became a forum for examining illicit sexuality, institutional misogyny, social injustice, criminal passions, revolutionary struggles, and Parisian pleasures in nineteenth-century France. Characters such as the miserable housewife Emma Bovary, the reluctant revolutionary Jean Valjean, the social climber Julien Sorel, the ambitious undergraduate Eugène de Rastignac, and the domestically abused Gervaise Macquart became synonymous with France's turbulent social and political landscape from the 1830s to the 1880s. As recent film adaptations make clear, these desperate housewives and extreme makeovers continue to haunt our twenty-first century present. Reinterpreted by such actors as Gérard Depardieu, Isabelle Huppert, Uma Thurman, Claire Danes, and Jennifer Aniston, the nineteenth-century novel continues to sound out the scandalous and sensational depths of our own century. Readings to include novels by Balzac, Stendhal, Hugo, Flaubert, Maupassant, Zola. Films to include adaptations by Clément, Berri, August, Arteta, Lelouch, Chabrol. Conducted in French.

Requirements/Evaluation: Active class participation, midterm exam, and two papers.

Prerequisites: A 200-level or 300-level RLFR course at Williams, or Advanced coursework during Study Abroad in France or the Francophone World,

or permission of the instructor.

Enrollment Limit: 16

Enrollment Preferences: French Majors and French Certificate students, Comparative Literature Majors, Women's, Gender, & Sexuality Studies Majors.

Expected Class Size: 16

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 408(D2) RLFR 412(D1) COMP 412(D1)

Difference, Power, and Equity Notes: This course analyzes difference, power, and equity through its examination of gender diversity, institutional misogyny, urban criminality, human sexuality, social injustice, and revolutionary struggle in nineteenth-century France. In class discussions and critical essays on 1830s-1880s France, students will examine and articulate the inequities and injustices between women and men, the privileged and oppressed, the wealthy and working class, and both the rural and urban poor.

Spring 2025

SEM Section: 01 TR 11:20 am - 12:35 pm Brian Martin

RLFR 414 (S) Senior Seminar: Coming of Age: French and Francophone Childhood and Adolescent Film (DPE)

Cross-listings: COMP 414

Primary Cross-listing

Like the bildungsroman in literature, the coming of age story is a genre in itself in cinema. In this senior seminar, we will watch, discuss, and analyze French and Francophone childhood and adolescent narrative films whose protagonists bring into focus larger issues such as racial discrimination, class, gender, sexual identity, social mobility, repression from the state, regime change, delinquency, justice, bereavement, and human trafficking. We will watch seminal films by Euzhan Palcy, the Dardennes brothers, Céline Sciamma, Férid Boughédir, François Truffaut, Faiza Ambah, and Raoul Peck.

Requirements/Evaluation: three three-page response papers; thesis statement, methodology, and works cited list on one page; 2 low-stakes presentations and one script of a video essay or academic journal "special issue" essay

Prerequisites: 200-level RLFR courses

Enrollment Limit: 19

Enrollment Preferences: French and Comparative Literature majors and certificate students

Expected Class Size: 10

Grading: yes pass/fail option, no fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

RLFR 414(D1) COMP 414(D1)

Difference, Power, and Equity Notes: This course qualifies for a Difference, Power, and Equity requirement because the films we focus on racial inequality, class, gender, sexual identity, post slavery society in the Caribbean, lack of social mobility, repression from the state, regime change, delinquency, justice, bereavement, and human trafficking.

Not offered current academic year

RLFR 415 (S) Breaking the Silence: Women Voices, Empowerment and Equality in the Francophone World (DPE)

Cross-listings: WGSS 415 / COMP 415

Primary Cross-listing

How have Francophone women challenged the historical and current effects of colonialism and gendered racism in France and the Francophone world? How have Francophone women writers challenged the status quo of patriarchy and advocated for change? Beginning with political activist Olympe de Gouges, who published *Le droit de la femme et de la citoyenne* (1791) challenging gender inequality in France, we will then examine Claire

de Duras' portrayal of the intersection between race and gender, Simone de Beauvoir's challenge to traditional femininity and gender roles, and Ananda Devi's intimate portrayal of violence against women in post-colonial societies. Throughout the course, we will use a feminist and intersectional lens to analyze how Francophone women writers have broken the silence then and now.

Requirements/Evaluation: Three 3-4-page response papers, a final 10-page research paper, presentation and active participation.

Prerequisites: Any 200-level RLFR course, or by permission of instructor

Enrollment Limit: 18

Enrollment Preferences: Senior French majors and students completing the certificate in French, but open to advanced students of French; Comparative Literature majors; Women's, Gender and Sexuality Studies majors; and those with compelling justification for admission.

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 415(D2) COMP 415(D1) RLFR 415(D1)

Difference, Power, and Equity Notes: In its focus on Race, Gender, and Political Power, this course centers on a critical examination of difference, power, and equity. This course uses a feminist and intersectional lens to analyze how French and Francophone women writers have challenged the historical and current effects of colonialism and gendered racism.

Not offered current academic year

RLFR 493 (F) Senior Thesis: French

French senior thesis; this is part of a full-year thesis (493-494).

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Fall 2024

HON Section: 01 TBA Leyla Rouhi

RLFR 494 (S) Senior Thesis: French

French senior thesis; this is part of a full-year thesis (493-494).

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Spring 2025

HON Section: 01 TBA Leyla Rouhi

RLFR 497 (F) Independent Study: French

French independent study.

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Fall 2024

IND Section: 01 TBA Leyla Rouhi

RLFR 498 (S) Independent Study: French

French independent study.

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Spring 2025

IND Section: 01 TBA Leyla Rouhi

Winter Study -----

RLFR 30 (W) Honors Essay: French

To be taken by candidates for honors other than by thesis route.

Class Format: honors essay

Grading: pass/fail only

Not offered current academic year

RLFR 31 (W) Senior Thesis: French

To be taken by students registered for French 493-494.

Class Format: thesis

Grading: pass/fail only

Not offered current academic year

RLFR 88 (W) French Sustaining Program

Students registered for RLFR 101-102 are required to attend and pass the French Sustaining Program. However, students are also required to register for a regular Winter Study course. Once the regular Winter Study registration process is complete, the Registrar's Office will automatically enroll you in the Sustaining Program. Check your class schedule to confirm enrollment.

Grading: pass/fail option only

Not offered current academic year

RLFR 99 (W) Independent Study: French

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study

Grading: pass/fail only

Not offered current academic year

ROMANCE LANGUAGES (Div I)

ITALIAN

Chair: Professor Leyla Rouhi

Visiting Assistant Professor: M. Sassi

The study of Italian in the target language encourages students to gain a deep appreciation of the language, culture and literature through active participation and meaningful experience with the culture on its own terms. Italian courses at Williams are therefore conducted exclusively in Italian in order to enhance and reinforce the emotive and cognitive involvement of the students as they are introduced to the Italian world-view in a lively and natural manner. Students desirous of more contact with Italian are encouraged to attend the weekly Italian Table in the designated college dining hall. More information can be found at cflc.williams.edu/italian.

RLIT 101 (F) Elementary Italian

This course is designed for beginners. Its goal is to allow students to develop basic oral/listening and reading/writing proficiency in Italian. During the semester, students will be trained in grammar, pronunciation, listening-oral skills, reading, and writing in Italian by studying various communication settings and real-life situations. *The class is conducted entirely in Italian.*

Class Format: five hours a week with the professor

Requirements/Evaluation: participation, homework, compositions, quizzes, an oral exam, oral presentation, midterm and final exams

Prerequisites: none; not open to those who have had one year or more of high school Italian

Enrollment Limit: 20

Enrollment Preferences: instructor will prioritize on the basis of study abroad plans and year at Williams

Expected Class Size: 20

Grading: no pass/fail option, yes fifth course option

Unit Notes: students registered for RLIT 101-102 are required to attend and pass the sustaining program during Winter Study; credit granted only if both semesters (RLIT 101 and 102) are taken

Distributions: (D1)

Fall 2024

SEM Section: 01 M-F 9:00 am - 9:50 am Mario Sassi

RLIT 102 (S) Elementary Italian

This course is designed for beginners who already have some basic knowledge of Italian. Its goal is for students to review and expand their oral/listening and reading/writing proficiency in Italian. During the semester, students will continue to learn Italian grammar, vocabulary, and pronunciation while improving listening-oral skills, reading, and writing in Italian. *The class is conducted entirely in Italian.*

Requirements/Evaluation: participation, homework, compositions, quizzes, an oral exam, oral presentation, midterm and final exams

Prerequisites: RLIT 101 and the Winter Study sustaining program; not open to those who have had one year or more of high school Italian

Enrollment Limit: 20

Enrollment Preferences: instructor will prioritize on the basis of study abroad plans and year at Williams

Expected Class Size: 20

Grading: no pass/fail option, no fifth course option

Unit Notes: students registered for RLIT 101-102 are required to attend and pass the sustaining program during the winter study period; credit granted only if both semesters (RLIT 101 and 102) are taken

Distributions: (D1)

Spring 2025

SEM Section: 01 M-F 9:00 am - 9:50 am Mario Sassi

RLIT 103 (F) History of Italy in Movies

The course aims primarily to enhance the student's speaking, reading, and writing abilities while introducing the history of Italy and its rich cinematic culture. Students will review and expand the previous semesters' grammar structures to achieve a higher level of fluency and sophistication in language production. The class is intended as a continuation of Italian 101 and 102, but welcomes study-abroad returnees and students who have an intermediate level of Italian. **The class is conducted entirely in Italian.**

Requirements/Evaluation: oral presentations, midterm exams, tests, compositions, participation, final project

Prerequisites: RLIT 101/102 or by permission of the instructor

Enrollment Limit: 15

Enrollment Preferences: Students from 101/102 classes, as well as study-abroad returnees

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Fall 2024

SEM Section: 01 MWF 10:00 am - 10:50 am Mario Sassi

RLIT 105 (F) Pathway to Proficiency

The course aims primarily to enhance the student's speaking, reading, and writing ability while introducing the formal study of Italian culture and society by analyzing short literary texts, articles, films, shows, and podcasts. In addition, students will review and expand the previous semesters' grammar structures to achieve a higher level of fluency and sophistication in language production. Italian 105 is intended for study-abroad returnees and other advanced speakers; students who have been particularly successful in Italian 101-102 are also encouraged to enroll. *The class is conducted entirely in Italian.*

Requirements/Evaluation: oral presentations, midterm and final exams, tests, compositions, participation

Prerequisites: RLIT 101/102 or by permission of the instructor

Enrollment Limit: 15

Enrollment Preferences: Students from 101/102 classes, as well as study-abroad returnees.

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Not offered current academic year

Winter Study -----

RLIT 88 (W) Italian Sustaining Program

Students registered for RLIT 101-102 are required to attend and pass the Italian Sustaining Program. However, students are also required to register for a regular Winter Study course. Once the regular Winter Study registration process is complete, the Registrar's Office will automatically enroll you in the Sustaining Program; check your class schedule to confirm enrollment.

Grading: pass/fail option only

Not offered current academic year

RLIT 99 (W) Independent Study: Italian

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is

approved prior to the Winter Study registration period.

Class Format: independent study

Grading: pass/fail only

Not offered current academic year

ROMANCE LANGUAGES (Div I)

SPANISH

Chair: Professor Leyla Rouhi

Professors: G. Bell-Villada, S. Fox, J. French. Assistant Professor: C. Macías Prieto*. Visiting Assistant Professor: A. Castro

Teaching Associates:

*On leave: C. Macías Prieto (Fall)

THE MAJOR IN SPANISH

Students who major in Spanish can expect to acquire linguistic fluency along with in-depth knowledge of the cultures of Spain and Latin America. Through the study of the major writers and historical events of the Spanish-speaking world, our program offers training in literary analysis and linguistic expression, as well as a deep appreciation of Hispanic civilizations.

The major consists of nine courses above the 102 level. In exceptional circumstances, the Department may decide to accept RLSP 101-102 for the Spanish major. One of the nine courses must be the 400-level senior seminar taken during the student's final year at the College; another must be a course that substantially focuses on literature or cultural texts produced before 1800. Students entering at the 200-level may, with the permission of the Department, choose as part of their major program one course not conducted in Spanish but offered by faculty in Romance Languages or another Department or Program, such as Latino/a Studies, Comparative Literature, History, etc., provided that the subject matter relate to and broaden their study of Spanish. Students entering at a very advanced level may, in some cases and with the permission of the Department, include two such courses in their major program. Working with a member of the Spanish faculty, the student will formulate a curricular plan that will ensure balance and coherence in courses taken prior to declaring a major in Spanish. This is especially imperative for students who are planning to spend a part or all of their junior year in Latin America or Spain.

THE DEGREE WITH HONORS IN SPANISH

Students majoring in Spanish may apply to be admitted to the Honors Program in Spanish upon demonstrating the following: (1) fluency of spoken and written language; (2) potential for successful independent research, as demonstrated by strong performance in advanced-level coursework; (3) interest and motivation; and (4) overall quality and feasibility of the proposal. Two routes are available to those who wish to apply for the degree with honors.

The first of these involves the writing of a senior thesis.

By May 15th of their junior year, candidates will have found a thesis advisor, and given the Department a three- to five-page proposal and a preliminary bibliography. (In some cases, and upon consultation with the Department, candidates will have the option to choose a second reader in addition to their primary advisor; for example, when the thesis is interdisciplinary enough in nature that it requires the expertise of an additional reader).

This proposal will be discussed by the Department; by June 1st, the candidate will be informed whether they can proceed with the thesis, and if so, what changes need to be made to the focus and scope of the project. The summer before the senior year will be spent compiling a more detailed bibliography and reading.

Upon their return to Williams, candidates will devote to their theses two semesters of independent study (beyond the nine courses required for the major) and the winter study period of their senior year (493-W31-494). The thesis will be written in Spanish and will usually not be shorter than fifty pages. By the end of the Fall semester, students will normally have a clear outline of the project, have done substantial research, and produced the draft of at least the first half of the project. During January this draft will be suitably rewritten and edited with a view to a final version, while the candidates will also begin work on remaining chapters.

Candidates will submit what they have written to the department on the last day of Winter Study.

On the Tuesday of the first week of the spring semester candidates will make a presentation of the project at a departmental colloquium in Spanish. The thesis will be promptly discussed and evaluated to determine whether or not the student should continue in the honors program. The second semester of independent thesis work will be spent writing more chapters, as well as revising, rewriting, and polishing the project where necessary. The completed thesis in its final form will be due on April 25th. At the end of the Spring term, the student will present and defend the final project before members of the Department and others by invitation. The grade will be awarded once members of the Department have consulted after the defense.

The second route is a group of three clearly related courses (offered by the Department of Romance Languages or by other departments, such as History, Art, Philosophy, English, etc.), only one of which may be counted in the nine courses comprising the major. One of the courses will be an Independent Study (plus senior year WSP 30) in the spring of the senior year, at the end of which the student will write an essay that synthesizes the

content of the three related courses. Students may apply for this route by November 2 of the senior year.

In the case of both routes to the degree with honors, the department's recommendation for graduation with honors will be based on the originality and thoroughness of the finished project.

THE CERTIFICATE IN SPANISH

The Certificate in Spanish Language and Culture consists of a sequence of seven courses for which the student must earn a cumulative grade average of B or higher. Those so interested should express their intent to the chair of the department by March 1 or earlier.

For students with no prior Spanish background, the course sequence will consist of Spanish 101-102, Spanish 103 and 104, and three courses in Spanish above the 104 level, with at least one of these courses at the 200-level or higher taken at Williams. If the student starts out the sequence at Spanish 103, in addition to the three courses in Spanish beyond the 104 level (including a 200-level course or higher), two electives may be taken in other departments. One elective should be in Spanish or Latin-American cultural history (art, literature, drama, music) and the other in Spanish or Latin-American intellectual, political, or social history. Spanish 200, 201, or 208 can be counted for the elective requirement.

Electives may be considered from a variety of departments and programs. However, students should consult with the chair of Romance Languages before making any enrollment decisions.

PLACEMENT

Students come to study Spanish at Williams with a wide range of backgrounds and prior experiences. Some will have studied Spanish for many years in high school and earlier. Others will have grown up speaking Spanish with family and friends but had little opportunity to study the language at school. Others have lived in Spanish-speaking countries or otherwise studied in immersive contexts. And for others, Spanish is a brand-new language that they are eager to begin learning.

Whatever your previous experience with Spanish, *¡Bienvenida! ¡Bienvenido!* We are glad to have you with us. In order to figure out the most appropriate point of entry, we ask that all students who wish to begin their study of Spanish in the new academic year take the department's placement exam when it is offered during First Days. The only students who don't need to take the placement exam are those who qualify as "true beginners," those with no previous experience of Spanish and for whom 101-102 is obviously the right choice. Everyone else should take the placement test. After you do, the Registrar's Office will notify you of the level and/or course the Spanish faculty have recommended for you. You should free to reach out to the department chair, your recommended instructor, or any other faculty member if you have questions or concerns about your placement.

STUDY ABROAD

Spanish majors, as well as non-majors interested in further exposure to the language and the culture, are strongly encouraged to study in Spain or Latin America for either a semester or a full year. We recommend that you start planning for study abroad as early as possible, and that you speak to our faculty early on to go over the many possible destinations and programs available to you. In recent years, Williams students have studied in such varied and far-flung locations as Buenos Aires, Havana, Lima, Barcelona, and Madrid. Those who are interested in Madrid may wish to consider the Hamilton College program, with which we maintain consortial ties. Credit for up to four courses can be granted at the discretion of the Department for study overseas. Those four courses count towards the certificate or the major in Spanish. Students interested in study abroad should consult with a member of the department at their earliest convenience.

FAQ

Students **MUST** contact departments/programs **BEFORE** assuming study away credit will be granted toward the major or concentration.

Can your department or program typically pre-approve courses for major/concentration credit?

Yes, in some cases, provisional approval can be granted (students should be sure to contact the department for details).

What criteria will typically be used/required to determine whether a student may receive major/concentration credit for a course taken while on study away?

Course title and description, and complete syllabus, including readings/assignments. If it is a program we are familiar with, the course title and description are enough. If it is a new program/new type of course we need all the available materials (syllabus, assignments, etc.).

Does your department/program place restrictions on the number of major/concentration credits that a student might earn through study away?

Yes. Four maximum.

Does your department/program place restrictions on the types of courses that can be awarded credit towards your major?

Yes. They have to be courses that focus on language, culture, history, or politics of the target language/culture.

Are there specific major requirements that cannot be fulfilled while on study away?

Yes. Our Senior Seminars are required for the major.

Are there specific major requirements in your department/program that students should be particularly aware of when weighing study

away options? (Some examples might include a required course that is always taught in one semester, laboratory requirements.)

No.

Give examples in which students thought or assumed that courses taken away would count toward the major or concentration and then learned they wouldn't:

This hardly ever happens but could happen if a student doesn't seek out pre-approval from a faculty member.

RLSP 101 (F) Elementary Spanish

This course focuses on grammar, elementary composition, practice in conversation, and reading of short, easy prose. It is taught by the intensive oral method.

Requirements/Evaluation: Engaged daily participation, regular homework exercises, quizzes, a midterm, and a final exam. All students must take the Winter Study Sustaining program to continue to RLSP 102.

Prerequisites: This course is for students who have no previous background in Spanish.

Enrollment Limit: 18

Enrollment Preferences: This course is introductory. Students who have a background in Spanish should seek an alternate course. Preference will be given to those with potential interest in pursuing the certificate, major, and/or studying away in a Spanish speaking country.

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Fall 2024

SEM Section: 01 M-F 10:00 am - 10:50 am Soledad Fox

RLSP 102 (S) Elementary Spanish

This course is a continuation of RLSP 101 and must be completed after also taking the Winter Study Sustaining Program to be eligible for credit. It focuses on grammar, elementary composition, practice in conversation, and reading of easy texts. It is taught by the intensive oral method.

Class Format: The class meets five hours a week; students will complete workbook and lab exercises weekly.

Requirements/Evaluation: Daily preparation and participation, regular assignments, frequent tests, a midterm and a final. At least two cultural activities per semester must be attended.

Prerequisites: RLSP 101; this course is for students who have studied less than two years of Spanish in secondary school. Students must complete RLSP 101 as well as the Winter Study sustaining program to be eligible to enroll.

Enrollment Limit: 20

Enrollment Preferences: Students enrolled in RLSP 101.

Expected Class Size: 20

Grading: no pass/fail option, no fifth course option

Unit Notes: Students in RLSP 101-102 are required to attend and pass the sustaining program during the winter study period.

Distributions: (D1)

Spring 2025

SEM Section: 01 M-F 10:00 am - 10:50 am Leyla Rouhi

RLSP 103 (F) Intensive Intermediate Spanish

RLSP 103 (F) Intensive Intermediate Spanish. This course is a continuation of Spanish 101-102. It is designed to help students improve their proficiency in each of the major skill-groups (listening, speaking, reading and writing) while providing an introduction to the cultures of the Spanish-speaking world. Classroom activities and homework are designed to increase vocabulary and improve your ability to handle daily life in a

Spanish-speaking country, to express your views on complex subjects such as art and politics, and to increase your knowledge of the cultural traditions of Latin America and Spain. Film screenings and readings in Hispanic literature, culture and politics will provide material for in-class discussion and some writing assignments. This course provides the linguistic and cultural training that is necessary to engage the diverse Spanish-speaking communities of Latin America, Spain and the US; it will help to prepare students for further literary and cultural studies as well as provide skills that are increasingly essential in fields such as medicine, law, and education. **Conducted in Spanish.**

Class Format: Class meets four hours a week: three times with the professor (either in the morning or at noon) and one time in the afternoon with the TA.

Requirements/Evaluation: Regular attendance and active in-class participation, workbook exercises and weekly compositions, quizzes, midterm and final exams.

Prerequisites: RLSP 101-102 or by Spanish placement exam

Enrollment Limit: 20

Enrollment Preferences: If the course is over-subscribed, priority will be given to first-year students and others with a demonstrable commitment to study of Spanish.

Expected Class Size: 20

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Fall 2024

SEM Section: 01 MWF 11:00 am - 11:50 am Gene H. Bell-Villada

CON Section: 02 W 2:10 pm - 3:00 pm Gene H. Bell-Villada

SEM Section: 03 MWF 10:00 am - 10:50 am Jennifer L. French

CON Section: 04 TBA Jennifer L. French

RLSP 104 (S) Intensive Intermediate Spanish, Upper Level

This course is a continuation of Spanish 103. During the spring semester we resume our work to expand your proficiency in each of the major skill-groups (listening, speaking, reading and writing) while increasing familiarity with the vibrant cultures of the Spanish-speaking world. Students in both sections of RLSP 104 can once again expect to sample a variety of written and audiovisual media--poems and short fiction, essays, journalism, blogs and film--to deepen their understanding of Hispanic cultures. However, Section 2 will have a more distinct focus on cinema: we will watch a series of classic and contemporary films and develop the specialized vocabulary and skills needed to analyze them in class discussions and student writing. Regardless of which section you are in, students in Spanish 104 can expect to write regularly and to meet with their professor, teaching associate and classmates in varying combinations for four hours each week. This course is designed to prepare students for further literary and cultural studies in Spanish--including the challenges of study abroad--and to hone communication skills that are increasingly essential in professional fields such as medicine, law, and education. Conducted in Spanish. *Más* and its accompanying *Cuaderno de Práctica* will serve as our primary texts. Conducted in Spanish. For students who have not taken Spanish 103 at Williams, the departmental placement exam is required for enrollment in this course.

Class Format: Seminar. Students will spend 4 hours per week in class in engagement with their Professor, Teaching Associate (TA), and classmates. In addition to the regular MWF classes with their Professor, students will meet for one additional hour per week with the TA. As will be explained in the course syllabus and at the first class meeting, this additional hour with the TA will take place at a time (to be decided during the first weeks of class) that is mutually beneficial for the TA and students.

Requirements/Evaluation: Weekly 1- to 2-page compositions, daily homework and class participation, oral reports, midterm exams and a final exam.

Prerequisites: RLSP 103 or by Spanish placement exam or permission of instructor.

Enrollment Limit: 20

Enrollment Preferences: If the course is over-subscribed, priority will be given to first-year students and others with a demonstrable commitment to study of Spanish.

Expected Class Size: 20

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Spring 2025

SEM Section: 01 MWF 11:00 am - 11:50 am Carlos Macías Prieto

SEM Section: 02 MWF 10:00 am - 10:50 am Jennifer L. French

RLSP 105 (F) Advanced Grammar, Composition, Conversation

In this course students will refine their knowledge of Spanish grammar and vocabulary towards further fluency in speaking and writing. The focus of the class is grammar through active engagement with grammar exercises as well as relevant cultural materials. The section that meets at 9 a.m. will have a focus on Latin American poetry, and the section that meets at noon will focus on the politics and culture of contemporary Spain. Students will produce regular grammar and composition exercises as well as oral reports. They will also meet with the Teaching Associate, in smaller groups, weekly.

Class Format: students must participate in TA sessions once a week.

Requirements/Evaluation: regular grammar and composition assignments, a mid-term, occasional quizzes, oral reports; active participation and regular attendance required.

Prerequisites: RLSP 104, or results of the Williams College Placement Test, or permission of instructor

Enrollment Limit: 20

Enrollment Preferences: first-year students, potential majors

Expected Class Size: 20

Grading: no pass/fail option, yes fifth course option

Distributions: (D1)

Fall 2024

SEM Section: 01 MWF 12:00 pm - 12:50 pm Leyla Rouhi

SEM Section: 02 MWF 9:00 am - 9:50 am Alejandro Castro

RLSP 106 (S) Advanced Grammar and Composition through Literature (WS)

This course is designed for advanced students who wish to further polish and refine their grammatical, lexical, and writing skills in Spanish. The course may be taken immediately after 104, by placement exam results, or even after students have begun to sample the Department's literature and culture offerings at the 200- and 300-level. Classic works of short fiction by celebrated Latin American authors such as Gabriel García Márquez and Julio Cortázar will be discussed; selected Latin American films will be viewed as well. For written and oral assignments: weekly essays, in-class presentations, and language-laboratory activities. *Conducted in Spanish.*

Class Format: Grammatical practice. Study of idioms. Discussion of literary texts.

Requirements/Evaluation: A weekly essay based on the stories read in class. Written lab exercises. Participation in the grammatical and literary discussions. Oral presentations, quizzes, a mid-term exam, and a final exam

Prerequisites: RLSP 104, any course 201+, placement exam or permission of instructor

Enrollment Limit: 12

Enrollment Preferences: In the event of over-enrollment, preference will be given to sophomores.

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (WS)

Writing Skills Notes: Weekly essays, corrected for both language and content. Constant feedback from instructor. Students will be required to revise and rewrite their graded essays.

Spring 2025

SEM Section: 01 MWF 10:00 am - 10:50 am Gene H. Bell-Villada

CON Section: 02 W 2:10 pm - 3:00 pm Gene H. Bell-Villada

RLSP 201 (F) The Spanish Labyrinth

How can you learn to separate the stereotypical images of Spain from its current reality? How can we talk about one "Spain" when the country is a complex composite of ancient and diverse cultural remnants mixed with recent influxes of immigrants, and separatist movements? How has the vulnerable peninsula survived centuries of violent upheavals and divisiveness; dramatic economic rises and collapses? How have recent events and political tensions affected Spain's health system, demographics, and economy? This course aims to offer students a strong foundation in Spanish issues, whether they have already spent time abroad, or hope to do so in the future. In this course we will approach Spain by studying examples of its literary and artistic production, from periods of brilliant cultural exchange, and times of censorship, repression, and crisis. Some topics of focus will be the Inquisition, the Civil War, contemporary Spain's obsession with its own recent past, and its uncertain future. Secondary texts will also be provided for historical and socio-political background and reference. Conducted in Spanish. We will also use films and music.

Requirements/Evaluation: Conducted entirely in Spanish. Evaluation will be based on active daily participation and attendance, oral presentations, 2 short papers and a final research project.

Prerequisites: RLSP 105, or RLSP 200, or results of Williams College Placement Exam, or permission of instructor

Enrollment Limit: 20

Enrollment Preferences: Spanish majors, certificate candidates, and anyone who has studied away in Spain or plans to.

Expected Class Size: 20

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Fall 2024

SEM Section: 01 TR 11:20 am - 12:35 pm Soledad Fox

RLSP 202 (S) Introduction to the Analysis of Literature in Spanish (WS)

This course is intended for students who are considering a major in Spanish, including those who have recently completed RLSP 105, 107, 200, 201 or 209. Using a textbook, *Aproximaciones al estudio de la literatura hispánica*, we will study the fundamentals of genre analysis while reading selected works of prose, poetry, and drama from Latin America and Spain. In addition to studying the principles and techniques of literary analysis, this course will continue to develop your speaking, writing, and reading comprehension skills with a particular emphasis on composition. *Conducted in Spanish.*

Class Format: Students are expected to be active participants at all scheduled class meetings, which will be used for discussion and collaborative analysis of literary texts as well as workshoping student writing.

Requirements/Evaluation: Graded assignments will include three essays of five pages each as well as consistent preparation and class participation.

Prerequisites: RLSP 105, 107, 200, 209, or placement exam results indicating readiness for a 200-level course

Enrollment Limit: 20

Enrollment Preferences: first- and second-year students who are considering the major in Spanish

Expected Class Size: 20

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (WS)

Writing Skills Notes: Each student will write and revise three essays of roughly five pages each. Feedback will be provided regarding grammar, style, and argument. On Fridays we will workshop student papers.

Spring 2025

SEM Section: 01 MWF 11:00 am - 11:50 am Jennifer L. French

RLSP 203 (F) From Modernismo to El Boom de la Novela

A survey of some of the leading imaginative writers of Ibero America. Readings will begin with the modernista poets and go on to include fiction of Mexico by Rulfo, a wide sampling of verse by Pablo Neruda, and narratives of the "Boom" period by authors such as Borges, Cortázar, Lispector, and García Márquez. *Conducted in Spanish.*

Requirements/Evaluation: Response journals, three 6- to 8-page papers, a mid-term and final exam, and class participation.

Prerequisites: RLSP 105, or RLSP 200, or results of Williams College Placement Exam, or permission of instructor

Enrollment Limit: 12

Enrollment Preferences: Seniors, juniors, and then sophomores

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Attributes: GBST Latin American Studies

Fall 2024

LEC Section: 01 MR 2:35 pm - 3:50 pm Gene H. Bell-Villada

RLSP 205 (S) Magical Realists, Fantasists, Experimentalists: The Latin-American Novel in Translation (DPE)

Cross-listings: COMP 205

Primary Cross-listing

A course specifically designed to enable students who have no knowledge of Spanish to read and discover those Latin-American authors who, in the twentieth century and after, have attracted world-wide attention. Among the texts to be discussed: Borges, Labyrinths; Cortázar, Blow-up and Hopscotch; Lispector, the Hour of the Star; lesser works by Fuentes and Puig; and by Nobel Prize-winner Gabriel García Márquez, One Hundred Years of Solitude. Conducted in English

Requirements/Evaluation: class participation, two brief papers, a midterm, and a final exam

Prerequisites: none

Enrollment Limit: 22

Enrollment Preferences: Latina/o Studies concentrators, Comp Lit majors

Expected Class Size: 22

Grading: yes pass/fail option, yes fifth course option

Unit Notes: does not carry credit for the Spanish major or the certificate

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 205(D1) RLSP 205(D1)

Difference, Power, and Equity Notes: This course offers students an opportunity to read some major works of fiction that have challenged the canon of European and American literature. Through the readings, class members will understand that great literature comes not only from London or Paris, from the U.S. or Russia. Several of these novels, moreover, directly challenge European and Western cultural hegemony and make an implicit claim for the legitimacy of Latin American cultural concerns.

Attributes: GBST Latin American Studies

Spring 2025

LEC Section: 01 MR 2:35 pm - 3:50 pm Gene H. Bell-Villada

RLSP 206 (S) Latin-American Civilizations

An introduction to the multiple elements constituting Latin-American culture. Class assignments include readings from selected Latin-American essayists and screenings of classic films. Particular focus on the conflict between local and foreign cultural traditions. Areas to be considered: Spanish Catholicism, the influence of European liberalism and U.S. expansion, the Indian and African contribution, and the cultural impact of social revolution in Mexico and Cuba. *Conducted in Spanish.*

Requirements/Evaluation: two essays on assigned topics, response journals, one oral presentation, active discussion of the ideas and the facts presented in class, a midterm, and a final

Prerequisites: RLSP 105, or RLSP 200, or results of Williams College Placement Exam, or permission of instructor

Enrollment Limit: 12

Enrollment Preferences: Juniors, sophomores, first-years.

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Attributes: GBST Latin American Studies

Not offered current academic year

RLSP 209 (F) Spanish for Heritage Speakers

Cross-listings: LATS 209

Primary Cross-listing

This course is intended for students of Latino/a heritage. It will address the unique needs of students whose knowledge of Spanish comes primarily from informal and family situations rather than a conventional classroom experience. The goal of the course is to build on and expand students' existing knowledge of Spanish while developing skills for using the language in more formal/academic contexts. *Conducted in Spanish.*

Requirements/Evaluation: homework, class participation, and a series of communicative projects

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Potential Spanish majors/certificate students and LATS concentrators

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

RLSP 209(D1) LATS 209(D2)

Attributes: LATS Countries of Origin + Transnationalism Elect

Fall 2024

SEM Section: 01 MWF 12:00 pm - 12:50 pm Alejandro Castro

RLSP 210 (S) Graphic Novels, Spain, and Economic Crisis

The massive economic crisis that began in 2007 affected all areas of life in Spain, among other things, led to the rise of several social movements and critiques of neoliberalism. In this class we will study graphic novels -- a booming medium in contemporary Spain -- along with other mediums such as literature and film to see how they reflect this key moment in Spanish society. We will consider the ways in which these novels represent new social movements as well as effects of the crisis that continue to this day. In the process, we will not only gain a better understanding of contemporary Spain, but also unpack the characteristics of visual storytelling. Readings may include Miguel Brieva's *Lo que me está pasando*, Manel Fontdevila's *¡No os indignéis tanto!*, and Isaac Rosa's & Cristina Bueno's *Aquí vivió: Historia de un desahucio*.

Requirements/Evaluation: Conducted entirely in Spanish. Evaluation will be based on active participation and attendance, one group presentation, four take-home essay quizzes, and one final project (12-15 pages).

Prerequisites: Spanish 105 or 106, or results of the College Placement Exam, or permission of instructor.

Enrollment Limit: 20

Enrollment Preferences: Spanish majors and certificate students.

Expected Class Size: 15

Grading: yes pass/fail option, no fifth course option

Distributions: (D1)

Not offered current academic year

RLSP 217 (S) Love and marriage in Medieval and Early Modern Spain

We are often told that love is a natural human feeling and marriage its happiest consequence. But these two conditions are constructed and depend on society's dominant values. In this class we focus on pre-modern Spain to study the principles and fears that create definitions of love and marriage, also with a view to how some of these have survived to this day in our own communities. Our theoretical frames will come from the medieval and early modern periods, but also from contemporary definitions and critiques. Primary sources will include lyrical traditions, the writings of King Alfonso X, the works of Santa Teresa de Ávila, San Juan de la Cruz, Lope de Vega, Tirso de Molina, Pedro Calderón de la Barca, Miguel de Cervantes, among others.

Requirements/Evaluation: Active and meaningful participation, short assignments, one final project.

Prerequisites: RLSP 105 or 200, or results of Williams College Placement Exam, or permission of instructor

Enrollment Limit: 22

Enrollment Preferences: Spanish and Comparative Literature majors

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Not offered current academic year

RLSP 219 (F) Latin American Diasporic Cultures: The Venezuelan Case

The history of Latin America cannot be fully understood without the study of the mass migrations that have taken place to and from the region throughout the 20th and 21st centuries. These displacements differ in nature, do not share a single origin, route, or destination. They primarily stem from complex political conflicts (racial, gender, sexual, economic, climatic) and have left a definitive mark on the hemispheric cultural imagination. This course aims to study the narratives surrounding migration and migrants in Latin America. What are the geographies of displacement? Is the Chihuahuan Desert or the Darien Gap a wall? Is the Caribbean Sea a border? What happens to the narrative when it emerges under the sign of exile? How does the figure of the migrant destabilize notions of law, nation, and personhood? How is the migrant body constituted, and how do literature, cinema, visual arts, or performance portray it? We will conduct a panoramic analysis of cultural materials and critical interventions produced throughout the continent regarding the figure of the migrant, arriving at the current Venezuelan diaspora--comprising more than seven million people--and its aesthetic, ethical, and political resonances. Primary materials include texts by Reinaldo Arenas, Virgilio Piñera, Manuel Ramos Otero, Valeria Luiselli, Sonia Nazario, Juan Pablo Villalobos, Balam Rodrigo, Adalber Salas Hernández, and Gina Saraceni, as well as works by visual artists José Rafael Perozo and Gerardo Rosales, films by Mariana Rondón and Diego Quemada-Díez, among others. *Conducted in Spanish*, the course will also have a public orientation, with some activities open to the wider university community.

Requirements/Evaluation: Evaluation is based on active participation, several short compositions, a conference paper, and a final project.

Prerequisites: RLSP 105 or higher; or results of the College Placement Test; or permission of instructor.

Enrollment Limit: 20

Enrollment Preferences: Spanish majors and certificate candidates; comp lit majors with a focus on Spanish.

Expected Class Size: 20

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Fall 2024

SEM Section: 01 TF 2:35 pm - 3:50 pm Alejandro Castro

RLSP 220 (S) Women on the Verge

Cross-listings: WGSS 222

Primary Cross-listing

From the early twentieth century to the present day, the radical changes in the lives of Spanish women have clearly reflected the tug of war between progress and tradition in recent Spanish history. The dramatic upheavals in Spanish politics have marked and transformed the lives of women to such a great extent that one can often gauge the political and social climate of any given historical moment by considering how the role of women was defined by the law, the Catholic church, education, and other social and political institutions. Using literary and historical texts as well as films, newspapers and other media, this course will look at the transformations in the public and private lives of Spanish women during the following periods: the turn of the century, the Second Republic, the Spanish Civil War, the Franco years, the transition to democracy, and the present day.

Requirements/Evaluation: This course is conducted entirely in Spanish.

Prerequisites: RLSP 105, or RLSP 200, or results of Williams College Placement Exam, or permission of instructor

Enrollment Limit: 20

Enrollment Preferences: Spanish and Comparative Literature majors

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

RLSP 220(D1) WGSS 222(D2)

Not offered current academic year

RLSP 231 (F) Indigenous Writers of Colonial Mexico and Peru (DPE) (WS)

This course examines the writings of 16th and 17th Century Indigenous authors of New Spain and colonial Peru. We will study the works of well-known Indigenous writers such as Hernando de Alvarado Tezozomoc, Fernando de Alva Ixtlilxochitl, El "Inca" Garcilaso de la Vega, and Guaman Poma de Ayala, as well as writings by lesser-known and anonymous Indigenous authors. Our focus on the historical contexts and formal aspects of their works will be supplemented and enhanced by a study of the critical methods of textual analysis that are particularly relevant to Indigenous texts, as facilitated by a set of selected critical readings. The course, in short, will aim to interrogate the idea of a "Spanish lettered city" (a colonial city dominated by Spanish men of letters) and will explore the possibilities of an "alter-native" lettered city, one in which Indigenous writing flourishes during times of crisis. *Conducted in Spanish.*

Requirements/Evaluation: Each student will write four 4- to 5-page papers on which I will provide written feedback regarding grammar, style, and argument. Each student will also provide three 2-page critiques of their partner's papers as a form of feedback. After receiving my feedback and the feedback of their peers, each student will revise the first three papers and submit a final version. Excellent preparation and active, engaged participation in class discussions is required.

Prerequisites: RLSP 105, 107, 200, or 202, placement exam results, or permission of instructor.

Enrollment Limit: 19

Enrollment Preferences: Spanish majors and certificate students, current and potential; LATS concentrators

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (DPE) (WS)

Writing Skills Notes: Each student will write four 4- to 5-page papers on which I will provide written feedback regarding grammar, style, and argument. Each student will also provide three 2-page critiques of their partner's papers as a form of feedback. After receiving my feedback and the feedback of their peers, each student will revise each of the papers and submit a final version.

Difference, Power, and Equity Notes: This course will introduce students to the rich and varied cultural production of colonial Mexico and Peru. It will highlight the often marginalized and neglected intellectual histories of Indigenous peoples and other minoritized sectors of colonial society. As such, students will acquire critical tools to examine and understand the rich and varied cultural production of Mexico and Peru during the Spanish colonial era.

Attributes: GBST Latin American Studies LATS Countries of Origin + Transnationalism Elect

Not offered current academic year

RLSP 232 (S) Islam in medieval and Early Modern Spain

The presence of Islam--in all its diverse manifestations--is not new to Europe, least of all to Spain. In this course we will focus for the most part on the medieval and early modern periods to study the ways in which which Muslims and Islam have inhabited and been portrayed in the Iberian Peninsula. We will cover a wide range of perspectives as well as cultural material. While the bulk of the course is focused on the period prior to 1700 CE, towards the end of the course we will relate our findings to contemporary Spain through social and legal debates, among them topics related to immigration. *Conducted in Spanish*

Requirements/Evaluation: Several short reaction papers, active and regular class participation, presentations, and one final project.

Prerequisites: RLSP 105 or above, or results of the Williams College Placement Exam, or permission of instructor

Enrollment Limit: 22

Enrollment Preferences: Spanish majors and certificate candidates, Comp Lit majors with a focus in Spanish

Expected Class Size: 22

Grading: yes pass/fail option, no fifth course option

Distributions: (D1)

Spring 2025

SEM Section: 01 MWF 12:00 pm - 12:50 pm Leyla Rouhi

RLSP 259 Violent States, Violent Subjects: Nation-Building and War in 19th Century Latin America (DPE) (WS)

Although the massive, mechanized wars of the 20th century often overshadow earlier conflicts, the 19th century was also a period of widespread bloodshed in Latin America. First, of course, came the carnage of the Independence Wars, which was followed by decades of civil war (Mexico, Argentina, Peru, Uruguay, Colombia, Venezuela) and two bitter international wars--the Paraguayan War (1864-1870) and the Pacific War (1879-1883)--each of which would have a lasting impact on the countries involved. The restoration of peace brought economic development and new opportunities for dominant groups, but also the return of some of the most violent practices of the colonial period: indigenous peoples were conquered, their lands settled by whites or used for grazing cattle, and blacks (often despite the official abolition of slavery) met with new forms of exclusion, exploitation, and physical violence. In this tutorial we will explore the literary links between some of the violent conflicts listed above and the foundation of national identities in Latin America, reading texts that probe the social and ethical implications of State-sponsored violence. Issues to be explored include militarism and the development of nationalism; genocide and the national community; torture, truth and testimony; and the notion of 'civilization.' We will read one or two key precursors and a variety of 19th century texts that may include works by Juan Francisco Manzano, Esteban Echeverría, Ricardo Palma, Rosa Guerra, Dorotea Duprat de Lassere and Juan Crisóstomo Centurión, and Lucio V. Mansilla. In addition, we will read a few contemporary texts, written in the aftermath of the late-20th century dictatorships in the Southern Cone, that actively reflect on the long history of State-sponsored violence in Latin America (Ricardo Piglia, Diamela Eltit, Augusto Roa Bastos). Students will work in trios throughout the semester, each group meeting with the instructor once a week. Each week one of the students will present a 5-page paper on the assigned reading and one will be designated the official respondent, whose job is to lead a discussion of the paper. The third member of the group will turn in a revision of the previous week's paper. Prerequisites: one 200-level RLSP course or permission of instructor. Heritage learners, international students and second-language learners are all heartily welcome. Conducted in Spanish.

Class Format: Conducted in Spanish.

Requirements/Evaluation: Each student will write and revise a minimum of three five-page papers during the course of the semester. Students will be evaluated on the basis of their preparation for each tutorial meeting as evidenced by the quality and frequency of their engagement with the material, including their classmates' written work. Essays will be graded after they have been revised and submitted to the professor.

Prerequisites: Any 200-level Spanish course.

Enrollment Limit: 12

Enrollment Preferences: Priority given to Spanish majors.

Expected Class Size: 12

Grading:

Distributions: (D1) (DPE) (WS)

Writing Skills Notes: Students will practice writing throughout the semester, and will receive abundant feedback on their written work from their tutorial partners and the instructor. We are altering the tutorial format from the standard duos to trios of students, so that students will have ample opportunity to revise their written work.

Difference, Power, and Equity Notes: This course focuses on issues of diversity, power and privilege within the internal and regional constitution of Latin American countries. We will read with an awareness of some of the ways that differences of race, class, nationality and gender may be mobilized in times of conflict, and consider how the collective narratives that are constructed and imposed in the aftermath tend to deal with those conflicts.

Attributes: GBST Latin American Studies

Not offered current academic year

RLSP 301 (S) Cervantes' "Don Quijote"

We will devote the semester to the study of one novel: Miguel de Cervantes' *Don Quijote*, published in the early part of the 17th century. We will try to understand the reasons for the novel's immense and ongoing influence. We will study Cervantes' handling of issues that continue to have relevance to our lives today: relationships, the role of fiction in life, the shapes of mental illness, how we show people who we think we are, how our governments, families and friends decide who we are, the fun and annoyance of going on a road trip with someone, the meaning of justice, and the meaning of storytelling, to name a few. In the process, we will set things in context to understand what was going on in Cervantes' world. Finally, we will find that even an entire semester was not enough to engage fully with this extraordinary work. *Conducted in English using a contemporary translation.*

Class Format: lecture/discussion

Requirements/Evaluation: active class participation; two to three short projects and one final research project

Prerequisites: any 200-level RLSP or Comp lit or English course at Williams

Enrollment Limit: 20

Enrollment Preferences: Spanish majors and Comp Lit majors and Engl majors.

Expected Class Size: 15

Grading: no pass/fail option, yes fifth course option

Distributions: (D1)

Not offered current academic year

RLSP 304 (S) Environmental Literature and Film in Latin America (DPE) (WS)

Cross-listings: ENVI 311 / COMP 311

Primary Cross-listing

What use are aesthetics when the world is (literally) on fire? We will take up this question and others in a critical engagement with Latin American cultural production of the twentieth and twentieth centuries, especially works of literature and film that directly or indirectly engage with environmental crisis. Students can expect to explore a variety of media, forms and genres, including works that range from (more or less) mainstream to cutting edge. Our examinations of literature and film will be supported by theoretical writings produced in the Americas and other places. Writers and directors whose work may be considered include, but are not limited to: Lucrecia Martel, Ciro Guerra, Rafael Barrett, Samanta Schweblin, Ernesto Cardenal, Juan Rulfo, María Luisa Bombal, Eduardo Gudynas, Silvia Rivera Cusicanqui, Eduardo Viveiros de Castro, Isabelle Stengers.

Requirements/Evaluation: This course will be conducted seminar-style. Students will be expected to prepare thoroughly and be active, engaged participants in class discussions. In addition to day to day preparation and participation, other graded assignments will include discussion-leading, one short (5-7 page) essay and a longer (15-20 page) paper combining research and original analysis.

Prerequisites: One college literature or film course at the 200-level or above.

Enrollment Limit: 19

Enrollment Preferences: Envi majors and concentrators, Comp Lit majors, Spanish majors and those working towards the Spanish certificate.

Expected Class Size: 12

Grading: no pass/fail option, yes fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 311(D1) RLSP 304(D1) COMP 311(D1)

Writing Skills Notes: All students in the course will write (and rewrite) no less than 20 pages. Major writing assignments will be scaffolded, with explicit discussion of the writing process (pre-writing, drafting, revision) and consultation.

Difference, Power, and Equity Notes: The works of literature and film that we will be examining challenge North American conceptions of climate change (and environmental crisis more broadly) by making visible (often uncomfortably so) the colonial and neocolonial history of extractivism.

Attributes: ENVI Humanities, Arts + Social Science Electives

Not offered current academic year

RLSP 311 (F) The Politics of Love in Latin American Literature (DPE) (WS)

Cynical, sincere, confused and confusing, love and politics have a lot of complicated history together in Latin America. This course considers works of literature and other cultural texts in which love and politics are explicitly intertwined: the authors, artists and activists we consider profess love for their

followers and would-be converts, represent love as a (revolutionary) political force, contest the legitimacy of patriarchal heteronormativity, and sometimes all three. We will consider writings by 20th and 21st century political leaders whose speeches and other writings convey the melodrama of *radionovelas* (Eva Perón) as well as the sacrificial love of the guerrillero (José Martí, Che Guevara) and the anarchist (Rafael Barrett). We may also consider the love professed by historical figures including Catholic missionaries (Antonio Ruiz de Rivera) and 19th century abolitionists (Juan Francisco Manzano, Gertrudis Gómez de Avellaneda) and/or nation-builders (Mármol, Sarmiento). We may examine tensions around the domestication of love in writings in translation by Brazil's Clarice Lispector and the torment of eros in Elena Garro's political novel *Memories of the Future*. We will likely read poems of grief and love for those murdered in the secret detention centers of the Southern Cone dictatorships (Raúl Zurita, Juan Gelman). We will delve into the politics of queer love, solidarity and mourning with authors such as Mario Puig, Reinaldo Arenas, and Cristina Peri Rossi, and in Sebastián Lelio's 2017 film, *A Fantastic Woman*. We will conclude by considering the politics of love as articulated by Black Lives Matter, particularly as the movement has taken shape in Latin American countries, and its impact in Colombia and elsewhere. Conducted in Spanish.

Requirements/Evaluation: Regular preparation for class is required, as is thoughtful participation in class discussions. Students will be evaluated for both. Students will also be evaluated for discussion-leading and making presentations on their original research in progress. There will be two graded essays, one of 5-7 pages and the other 15-20.

Prerequisites: One RLSP course at the 200 level.

Enrollment Limit: 19

Enrollment Preferences: Students majoring or completing a certificate in Spanish.

Expected Class Size: 10

Grading: no pass/fail option, yes fifth course option

Distributions: (D1) (DPE) (WS)

Writing Skills Notes: Students will be writing and rewriting roughly twenty pages. Longer assignments will be broken down into stages (proposal, bibliography, research, analysis, draft, revision) with feedback from the instructor at every stage.

Difference, Power, and Equity Notes: Using literary texts, we will delve into the ways a wide variety of political actors -- from the mainstream to the radical fringe -- talk about love in Latin American contexts. Some of them will seem comparatively cynical, but in other cases we will be looking at how people contest the hegemony of patriarchal, capitalistic and heteronormative definitions of what "counts" as true love.

Not offered current academic year

RLSP 319 (F) Dictatorship and the Latin-American Novel (DPE)

Military dictatorship is among the most crucial factors in Latin-American society and history, and some of the continent's leading novelists have taken it upon themselves to depict the experience in their work. In this course we will examine both the fact of dictatorship itself and the diverse representation thereof in Spanish-American fiction. Novels by García Márquez, Vargas Llosa, Poniatowska, and Tomas Eloy Martínez will be closely studied. Students will also read *Absalom! Absalom!* by Faulkner, whose influence on Latin-American authors' techniques of representation has been decisive and profound.

Class Format: In-person.

Requirements/Evaluation: three 8-page papers, response journals, an oral report, a final 3-page paper, and class participation

Prerequisites: RLSP 105, or RLSP 200, or results of Williams College Placement Exam, or permission of instructor

Enrollment Limit: 12

Enrollment Preferences: Spanish majors, Latina/o Studies concentrators

Expected Class Size: 5-10

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (DPE)

Difference, Power, and Equity Notes: This course focuses on the ultimate sort of power--namely, military dictatorship. And it focuses on the historical fact of such a phenomenon within the U.S. political sphere of influence--Latin America. To study dictatorship and its depiction in literature is a means of understanding the nature of that power imbalance and of taking a first step toward some sense of equity.

Attributes: GBST Latin American Studies

Not offered current academic year

RLSP 342 (S) Reading Sor Juana: "única poetisa americana, musa décima," (DPE) (WS)

This course focuses on the writings of one of the most revered women writers in Hispanic Letters, Sor Juana Inés de la Cruz, who was regarded by her contemporaries as the Tenth Muse. Our exploration and study of Sor Juana's writings will focus on the different genres in which she wrote--prose, poetry, and drama--and it will include a survey and analysis of the historical context in which she wrote, the formal aspects of her writings, and critical essays about her work written by leading scholars in the field of Latin American literature. Near the end of the semester, the course will conclude by expanding its focus to examine the ways in which Sor Juana's work has influenced contemporary Latin American and U.S. Latina authors. *Conducted in Spanish.*

Requirements/Evaluation: Each student will write three 5-7 page papers on which I will provide written feedback regarding grammar, style, and argument. Each student will also provide two 2-page critiques of their partner's papers as a form of feedback. After receiving my feedback and the feedback of their peers, each student will revise each of the papers and submit a final version. Excellent preparation and class participation is required.

Prerequisites: One RLSP course at the 200-level or above or permission of instructor

Enrollment Limit: 19

Enrollment Preferences: Spanish majors

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (DPE) (WS)

Writing Skills Notes: Each student will write three 5-7 page papers on which I will provide written feedback regarding grammar, style, and argument. Each student will also provide two 2-page critiques of their partner's papers as a form of feedback. After receiving my feedback and the feedback of their peers, each student will revise each of the papers and submit a final version.

Difference, Power, and Equity Notes: This course will highlight the intellectual production of one of the most revered women writers in Hispanic Letters. It will explore the challenges women writers faced as well as the social critiques Sor Juana makes in her writings about the exclusion of women and other racial minorities in Spanish colonial society. As such, students will gain critical skills to analyze and understand the diversity of Spanish-American society through Sor Juana's texts.

Attributes: GBST Latin American Studies LATS Countries of Origin + Transnationalism Elect

Not offered current academic year

RLSP 344 (S) Contemporary Latin American Queer Aesthetics (DPE)

Conducted in Spanish, this advanced seminar examines a panoramic corpus of contemporary cinema, literature, and music in Latin America to trace possible shared political and cultural characteristics of a queer aesthetic. We will explore the works of renowned figures such as Reinaldo Arenas, Chavela Vargas, Pedro Lemebel, and Mariana Rondón, among others, to delve into the intricate layers of queer expression within the region. Is it possible to discern a common transnational queer identity among Latin American countries? What would it look like, sound like? Would it have a shared political mission? What would be its symbols? Primarily focusing on Venezuela, Cuba, Puerto Rico, Dominican Republic, Mexico, Chile, and Argentina, we will analyze a wide range of cultural artifacts--including the work of writers, filmmakers, and musicians--to discuss contemporary debates on identity and representation surrounding sexuality, but also in its intersection with race, gender, and social class. Through an interdisciplinary and intersectional lens, this course will offer a feminist analysis of Latin American counterculture, interrogating the process whereby queer aesthetics enter and sabotage the mainstream. By the end of the seminar, students will have a strong knowledge of contemporary queer artistic practices in Latin America and will be able to identify the most prominent theoretical contributions on sexual and gender dissidence from the region.

Requirements/Evaluation: Evaluation is based on active participation, class presentations, a weekly forum debate, and either a final paper or project.

Prerequisites: Any 200-level course in Spanish taken at Williams or permission of the instructor.

Enrollment Limit: 20

Enrollment Preferences: Spanish majors, Spanish certificate candidates.

Expected Class Size: 15

Grading: no pass/fail option, yes fifth course option

Distributions: (D1) (DPE)

Difference, Power, and Equity Notes: The course explores the politics and aesthetics of Latin American cultural material from the framework of resistance and queer activism, giving students the opportunity to understand the construction of alternative Latin American identities that go against the mainstream.

Spring 2025

SEM Section: 01 TF 2:35 pm - 3:50 pm Alejandro Castro

RLSP 405 (S) Alternative American Literatures: From the Indigenous Chronicle to the Latin American & Chic. Novel (DPE) (WS)

Do the Americas have a common literature? If so, is it possible to trace their roots and continuity from the colonial era to the present? Literary critic Martin Lienhard suggests that it is indeed possible to trace the origin of a literature common to Latin America from the colonial era and into present by focusing on what he calls "alternative literatures"--literatures that relativize the importance of Europeanized and Creole literatures and valorize the richness of oral traditions in the Americas. Such literatures, he asserts, are closely tied to marginalized sectors of society. In this course, we will take Lienhard's concept of "alternative literatures" as a point of departure to pursue our own examinations of how these "alternative literatures" are constituted. While the primary aim of this course is to focus on the writings of Latin American authors, we will end by exploring the relationship between "alternative" Latin American literatures and Chicana/o/x literatures. Readings will include narrative texts such as *Cartas de relación*, chronicles of conquest, religious texts, indigenous annals, poetry, and drama, as well as contemporary Latin American and Chicana/o/x novels.

Requirements/Evaluation: Four essays, class presentations, active participation, and regular attendance required

Prerequisites: any 300-level RLSP course or permission of instructor

Enrollment Limit: 15

Enrollment Preferences: Senior Spanish Majors.

Expected Class Size: 15

Grading: yes pass/fail option, no fifth course option

Distributions: (D1) (DPE) (WS)

Writing Skills Notes: Each student will write four 4-6 page papers on which I will provide written feedback regarding grammar, style, and argument. Each student will also provide three 2-page critiques of their partner's papers as a form of feedback. After receiving my feedback and the feedback of their peers, each student will revise each of the papers and submit a final version.

Difference, Power, and Equity Notes: This course will highlight intellectual production of indigenous peoples of the Americas under Spanish colonial rule as well as the writings of more contemporary minority authors of Latin America. It will explore the new identities and textualities that emerge as a result of the encounter and subsequent conquest of the Americas. As such, students will gain critical skills to analyze a diversity of Spanish-American colonial texts from the 16th century as well as more contemporary narrative texts.

Spring 2025

SEM Section: 01 TF 1:10 pm - 2:25 pm Carlos Macías Prieto

RLSP 407 (F) Gender, Race and Nature: Ecocritical Examinations of Latin American Culture (DPE)

This senior seminar brings an ecocritical focus to the study of Latin American cultural production. We are particularly interested in works of literature and other kinds of cultural texts that critique, subvert, or transcend conventionally Eurocentric and patriarchal conceptualizations of the human and its relation to non-human being. Rhetorical tropes linked to extractivist economic practices and their alternatives will be identified and analyzed over the course of the semester as we sample a wide range of literary and non-literary texts (poetry, narrative prose, essay, film, painting, woodcuts, music, digital media) produced throughout the 20th and 21st centuries. We will also read and discuss writings by leading ecocritics and decolonial theorists including Silvia Rivera Cusicanqui, Eduardo Gudynas, Mary Louise Pratt, Walter D. Mignolo, and more.

Requirements/Evaluation: Thorough preparation and active class participation, discussion-leading, one 5-7 page paper and one 15-20 page paper as well as a paper proposal, abstract, bibliography, and draft.

Prerequisites: Study abroad, one or more RLSP courses at the 200+ level, or permission of instructor.

Enrollment Limit: 19

Enrollment Preferences: Senior Spanish majors, then other interested students.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE)

Difference, Power, and Equity Notes: This course brings decolonial theory and ecocriticism together in an approach to Latin American cultural production.

Not offered current academic year

RLSP 493 (F) Senior Thesis: Spanish

Spanish senior thesis; this is part of a full-year thesis (493-494).

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Fall 2024

HON Section: 01 TBA Leyla Rouhi

RLSP 494 (S) Senior Thesis: Spanish

Spanish senior thesis; this is part of a full-year thesis (493-494).

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Spring 2025

HON Section: 01 TBA Leyla Rouhi

RLSP 497 (F) Independent Study: Spanish

Spanish independent study.

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Fall 2024

IND Section: 01 TBA Leyla Rouhi

RLSP 498 (S) Independent Study: Spanish

Spanish independent study.

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Spring 2025

IND Section: 01 TBA Leyla Rouhi

Winter Study -----

RLSP 30 (W) Honors Essay: Spanish

To be taken by candidates for honors other than by thesis route.

Class Format: honors essay

Grading: pass/fail only

Not offered current academic year

RLSP 31 (W) Senior Thesis: Spanish

To be taken by students registered for Spanish 493-494.

Class Format: thesis

Grading: pass/fail only

Not offered current academic year

RLSP 88 (W) Spanish Sustaining Program

Students registered for RLSP 101-102 are required to attend and pass the Spanish Sustaining Program. However, students are also required to register for a regular Winter Study course. Once the regular Winter Study registration process is complete, the Registrar's Office will automatically enroll you in the Sustaining Program--check your class schedule to confirm enrollment.

Grading: pass/fail option only

Not offered current academic year

RLSP 99 (W) Independent Study: Spanish

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study

Grading: pass/fail only

Not offered current academic year

RUSSIAN (Div I)

Chair: Professor Janneke van de Stadt

Professors: J. van de Stadt and J. Cassidy; Assistant Professor: O. Kim; Visiting Assistant Professor: P. Orte; Bolin Dissertation Fellow: Kamal Abdul Kariem; Teaching Associate: Aisulu Beken

On leave: O. Kim

LANGUAGE STUDY

The department provides language instruction to enable students to acquire all five linguistic skills: understanding, speaking, reading, writing, and culture. Russian 101-W88-102 covers the basics of Russian grammar. Russian 103 through 202 offer additional instruction in grammar and vocabulary acquisition, and provide extensive practice in reading and conversation.

STUDY ABROAD

The department strongly encourages students who want fluency in Russian to spend a semester or year studying in Russia or one of the former Soviet republics. Students generally apply to one of several approved foreign study programs. Russian 104 or the equivalent and junior standing are normally prerequisite for study abroad.

FAQ

Students **MUST** contact departments/programs **BEFORE** assuming study away credit will be granted toward the major or concentration.

Can your department or program typically pre-approve courses for major/concentration credit?

No, generally not until after a student returns and can provide course material for review (e.g. completed work such as exams, portfolios, lab reports and the like).

What criteria will typically be used/required to determine whether a student may receive major/concentration credit for a course taken while on study away?

In Addition to course title and description, we always have a conversation with our students about the actual work they completed since sometimes syllabi are vague, or not followed with complete thoroughness.

Does your department/program place restrictions on the number of major/concentration credits that a student might earn through study away?

Yes, four courses.

Does your department/program place restrictions on the types of courses that can be awarded credit towards your major?

No.

Are there specific major requirements that cannot be fulfilled while on study away?

No, the only candidate for this would be the Senior Seminar, and it has never been an issue.

Are there specific major requirements in your department/program that students should be particularly aware of when weighing study away options? (Some examples might include a required course that is always taught in one semester, laboratory requirements.)

No.

Give examples in which students thought or assumed that courses taken away would count toward the major or concentration and then learned they wouldn't:

None to date.

LITERATURE AND CULTURE IN TRANSLATION

The department regularly offers courses on Russian literature, culture, and politics in English for those students who have little or no knowledge of Russian, but who wish to become acquainted with Russian literary, cultural, and social history.

THE CERTIFICATE IN RUSSIAN

To enhance a student's educational and professional profiles, the Certificate in Russian offers a useful tool for using the language in a wide variety of disciplines. The sequence of language and culture courses is designed to supplement a student's major at Williams by enabling the student to expand their knowledge in a related field.

Students who enter Williams with previous training in Russian may substitute more advanced courses for all the 100-level courses; they can also be exempted from up to two of the required courses. Thus, in order to earn a certificate a student must take no fewer than five courses (including three

courses in Russian) after enrolling at Williams. The student must achieve proficiency at the level of a B in RUSS 251 or the equivalent.

Required Courses

101

102

103

104

one additional course conducted in Russian

Elective Courses

at least one course on Russian cultural history

at least one course on Russian intellectual, political, or social history, or post-Soviet economics

THE MAJOR

The Russian major offers students an interdisciplinary approach to the intellectual and cultural history of Russia and the former Soviet republics. Students complete the major by combining courses in Russian language and literature with courses in history, political science, music, economics, and art. The major requires a minimum of ten courses of which at least six must be conducted in Russian, at least two must be at the 300-level, and one at the 400-level. In addition, students may take up to four related courses offered by other departments and taught in English.

Examples of appropriate courses in other departments are:

HIST 241 Imperial Russia

SOC 248 Post-Soviet Paradoxes

HIST 337 After Stalin: Soviet History

PSCI 286 Russian Politics and Foreign Policy under Vladimir Putin

Students selecting the major must typically complete Russian 104 or 152 (or the equivalent) by the end of the junior year. Majors will normally be expected to take the 400-level seminar offered in their senior year, even if they have previously taken another version of it. Russian majors may receive major credit for summer language study (in consultation with the department) and for as many as four courses taken during study abroad.

THE DEGREE WITH HONORS IN RUSSIAN

At the beginning of the second semester of the senior year, students may nominate themselves to candidacy for the degree with honors. By the end of the junior year at the latest, however, they will have established in consultation with the department their qualifications for embarking on the project, the pattern of study to be followed, and the standards of performance.

Students earn a degree with honors by submitting a senior thesis (493-W31-494) of honors quality.

RUSS 101 (F) Elementary Russian I

An introduction to contemporary standard Russian, this course provides opportunities to acquire basic proficiency in all five language skills--listening comprehension, speaking, reading, writing, and culture--through immersion, intensive use of authentic materials, and a strong emphasis on the spoken word in all class activities. Greater emphasis is placed on writing in the second semester. For students who already know some Russian, consultation with the department is required before registering for any Russian language course in the sequence 101 through 252.

Class Format: this class is hyphenated with RUSS 102 and meets five times a week

Requirements/Evaluation: active class participation, completion of all assignments, regular summative exercises, written and oral final exercises

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: first-and second-year students; students expressing an interest in the Russian major or certificate; students who need to learn Russian for research purposes

Expected Class Size: 10

Grading: yes pass/fail option, yes fifth course option

Unit Notes: students registered for RUSS 101-102 are required to attend and to pass the sustaining program during the winter study period; credit granted only if both semesters (RUSS 101 and 102) are taken.

Distributions: (D1)

Fall 2024

SEM Section: 01 MWF 10:00 am - 10:50 am TR 9:55 am - 11:10 am Peter A. Orte

RUSS 102 (S) Elementary Russian II

An introduction to contemporary standard Russian, this course provides opportunities to acquire basic proficiency in all five language skills-listening comprehension, speaking, reading, writing, and culture-through immersion, intensive use of authentic materials, and a strong emphasis on the spoken word in all class activities. Greater emphasis is placed on writing in this semester. For students who already know some Russian, consultation with the department is required before registering for any Russian language course in the sequence 101 through 202.

Requirements/Evaluation: active class participation, completion of homework assignments, oral assessments, and summative exercises.

Prerequisites: RUSS 101 or permission of the instructor

Enrollment Limit: 15

Enrollment Preferences: students expressing an interest in the Russian major or Russian-language certificate and students who need to learn Russian for research purposes

Expected Class Size: 10

Grading: yes pass/fail option, yes fifth course option

Unit Notes: credit granted only if both semesters (RUSS 101 and 102) are taken

Distributions: (D1)

Spring 2025

SEM Section: 01 MWF 10:00 am - 10:50 am TR 9:55 am - 11:10 am Janneke van de Stadt

RUSS 103 (F) Intermediate Russian I

This course develops all five skills--listening comprehension, speaking, reading, writing, and culture--for students who have completed at least one year of college-level Russian. Coursework includes a systematic review of Russian grammar, as well as an examination of a variety of authentic materials from Russian and Russophone cultures, current events, and daily life.

Requirements/Evaluation: completion of daily homework assignments, oral assessments, summative exercises, active class participation. This course meets three times per week with the instructor and once per week with the course TA at a time to be determined on the first day of class.

Prerequisites: students who passed RUSS102 or its equivalent

Enrollment Limit: 15

Enrollment Preferences: Students who major, or are planning to major, in Russian, or students seeking a Russian-language certificate

Expected Class Size: 10

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Fall 2024

SEM Section: 01 MWF 10:00 am - 10:50 am Janneke van de Stadt

RUSS 104 (S) Intermediate Russian

This course continues to develop all five skills--listening comprehension, speaking, reading, writing, and culture--for students who have completed at least three semesters of college-level Russian. Coursework includes the ongoing study of Russian grammar, especially of increasing complexity, as well as an examination of a variety of authentic materials from Russian and Russophone cultures, current events, and daily life. Significant attention

will be devoted to vocabulary expansion. Students who complete the yearlong sequence of RUSS 103 and RUSS 104 should be well prepared to undertake study abroad in Russia and are encouraged to do so.

Class Format: the class meets four hours a week: three with the professor and the fourth with the Russian Teaching Associate (time to be arranged)

Requirements/Evaluation: Daily class participation and preparation, completion of all assignments and exercises, in and out of class. This course meets three times per week with the instructor and once per weeks with the course TA.

Prerequisites: RUSS 103 or the equivalent; consult with instructor if unsure

Enrollment Limit: 15

Enrollment Preferences: Russian Majors and language certificate seekers, then students of Russian language, literature, history or culture.

Expected Class Size: 5-10

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Spring 2025

SEM Section: 01 MWF 10:00 am - 10:50 am Olga Kim

RUSS 201 (F) Advanced Russian I

This course continues to develop all five skills--conversation, listening comprehension, reading, culture, and writing--for students who have completed at least two years of college-level Russian or the equivalent. Coursework includes the study of higher-level Russian grammar, as well as an examination of a variety of materials--print and other media--from Russian and Russophone cultures, current events, history, and the arts.

Class Format: Class meets with the instructor three times per week, and once a week with the Teaching Associate at a time and place TBA.

Requirements/Evaluation: regular attendance, active class participation, completion of all daily homework as well regular written and oral assignments both in and out of class

Prerequisites: Russian 104 or the equivalent, consult with the instructor if unsure

Enrollment Limit: 15

Enrollment Preferences: Russian majors and language certificate seekers; students of Russian language, history, and culture

Expected Class Size: 5

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Fall 2024

SEM Section: 01 MWF 12:00 pm - 12:50 pm Julie A. Cassidy

RUSS 202 (S) Advanced Russian II

This course continues to develop all five skills--conversation, listening comprehension, reading, culture, and writing--for students who have completed at least two years of college-level Russian or the equivalent. Coursework includes the study of higher-level Russian grammar, as well as an examination of a variety of materials--print and other media--from Russian and Russophone cultures, current events, history, and the arts.

Requirements/Evaluation: class participation, oral and written assignments both in and out of class, 2-3 short essays, 2-3 summative exercises, 2 oral assessments. This course will meet several times per week with the instructor and once per week with the course TA at a time to be determined on the first day of class.

Prerequisites: RUSS 201 or permission of the instructor

Enrollment Limit: 15

Enrollment Preferences: Russian majors and language-certificate seekers, as well as students of Russian language, history, and culture

Expected Class Size: 5

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Spring 2025

SEM Section: 01 MWF 12:00 pm - 12:50 pm Janneke van de Stadt

RUSS 203 (F) Nineteenth-Century Russian Literature in Translation

Cross-listings: COMP 203

Primary Cross-listing

Description: Nineteenth Century Russian literature is well known for its exploration of extreme states of consciousness. Because of this, it also contains some of the most compelling diagnoses of the illnesses and malaise of the modern condition: alienation, loss of meaning, suffering in face of the abuse of power, and the destructiveness of hyperrationality. Covering Russian literature's first modern treatments of madness up to the Silver Age, we will take this theme as a path to explore 19th century Russian literature as a whole. We will read works by Pushkin, Gogol, Dostoevsky, Tolstoy, and others in order to better understand the Russian response to modernity and cast our glance along with them into the depths of the human soul.

Requirements/Evaluation: Daily reading and participation 20%; 1 paper illustrating the practice of close reading 1-2 pp. 10%; paper 2: paper comparing two readings 3-4 pp. 15%; paper 3, comparing two readings or a creative assignment "re-writing" a Russian classic 4-5 pp. 20%; Final paper + presentation (essay on a critical work or story that we did not read or an independent creative assignment): 5-6 pp. 25%; Course Test or final essay: 10%.

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: RUSS or COMP

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 203(D1) RUSS 203(D1)

Attributes: GBST Russian + Eurasian Studies

Not offered current academic year

RUSS 204 (S) To See the Past: Russian and Soviet Cinema on History

Cross-listings: COMP 204 / GBST 204

Primary Cross-listing

This course surveys Soviet and Russian cultural history of the 20th- and 21st-centuries through the history of the cinematic medium. We will watch and analyze key films of this period--films by Eisenstein, Vertov, Tarkovsky, Muratova, Balabanov, Zviagintsev, and Fedorchenko among others--from a double perspective. On the one hand, we will study the cultural and historical contexts of the Soviet Union and Russia; on the other hand, we will learn the formal and stylistic aspects of the cinematic medium as it developed historically (from silent, to sound, to color, to digital etc.). From this double perspective, we will try to answer a larger question that underlies this course: What kind of historical thinking can we learn through cinema as a medium? In other words, we will take cinema neither simply as a direct reflection of state ideology nor as pure aesthetic form or entertainment for the masses. Rather, we will approach the films of this period as audio-visual texts that are rich in historical content and require our informed and attentive interpretation.

Requirements/Evaluation: For each class you'll watch 1 or 2 film(s) and read typically 1 article under 20 pages. You will submit short viewing response before each class. Additionally, there will be short viewing or creative assignments to familiarize students with formal aspects of film. Evaluation will be based on participation, one presentation, short sequence analysis, and final paper or video essay

Prerequisites: none, open to all students

Enrollment Limit: 15

Enrollment Preferences: declared or prospective Russian or Comparative Literature majors, Russian Certificate seekers, Global Studies concentrators

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

RUSS 204(D1) COMP 204(D1) GBST 204(D2)

Attributes: GBST Russian + Eurasian Studies

Spring 2025

SEM Section: 01 MR 1:10 pm - 2:25 pm Olga Kim

RUSS 209 (F) Siberia: Region Making and Imperial Imagination in Russia

Cross-listings: ANTH 209

Secondary Cross-listing

Siberia is often framed as an essential part of Russia and a repository of all that is Russian. However, imaginations of Siberia also paint contradictory images of the region: as a heaven or a hell, a wasteland or a breadbasket, a place of freedom or a place of imprisonment, a Russian colony or as the Russian heartland. This course takes as its root that Siberia is not any one thing and not any one place. Rather, Siberia is an idea and set of representations that change over time. In this course, we will analyze and unpack this idea. The course asks: what is Siberia; how did Siberia become so integral to Russia and ideas of Russianness; who defines Siberia; what are the images of Siberia and for whom do they matter; and what do these imaginations of Siberia facilitate and obscure? To answer these questions, we will engage in an interdisciplinary study of Siberia incorporating ethnography, history, film, and literature. The primary goal of the course is to expose students to the various ways Siberia has been imagined, who it has been imagined and represented by, and how these imaginations and representations have lives of their own. In doing so, the course will help students view Russia through its peripheries rather than through Moscow and Saint Petersburg and will enable students to grapple with how "regions" are created.

Requirements/Evaluation: Regular GLOW posts and participation in classroom discussion, a midterm paper, and a hybrid reflective and analytic paper comparing imaginations of Siberia with place from their own life that has been highly imagined.

Prerequisites: None

Enrollment Limit: 19

Enrollment Preferences: Majors in Anthropology and Sociology and majors and certificate-seekers in Russian.

Expected Class Size: 15

Grading: no pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

RUSS 209(D1) ANTH 209(D2)

Fall 2024

SEM Section: 01 TF 2:35 pm - 3:50 pm Kamal A. Kariem

RUSS 217 (S) Indigeneity Today: Comparative Indigenous Identities in the US and Russia (DPE) (WS)

Cross-listings: ANTH 217

Secondary Cross-listing

Indigenous movements for land, rights, and cultural preservation have spread to and originated in all corners of the world. However, the global nature of these movements at times obscures ways of being Indigenous in differing contexts. This course analyzes Indigeneity in both the United States and Russia today. Through reading and analyzing ethnography, theory, and literature, it focuses on Indigenous peoples in a comparative context. Rather than prioritizing concern with Indigenous peoples emerging from the US, it attempts to demonstrate what Indigeneity has been in both the United States and Russia and what it is and means today. It asks the following questions: what is Indigeneity and who is Indigenous; how is Indigenous identity constructed and by whom; and what convergences and divergences exist in Indigeneity between the US and Russia or for that matter in other contexts? To help answer these questions, in this course we will grapple with Indigeneity as a social category and other social formations, especially ethnicity, nationality, and race. Topics include: Indigeneity and the State, Revitalization and Resurgence, Indigenous People and Nature Protection, and Hemispheric and Global Indigeneities.

Requirements/Evaluation: 10 posts to the course Glow discussion page, 3 times leading class discussion on the assigned readings, 1 short

presentation, 1 extended portfolio project with regular shorter and longer writing submissions, and 1 final paper and final presentation (as the final part of the portfolio).

Prerequisites: None

Enrollment Limit: 16

Enrollment Preferences: Majors and certificate-seekers in Russian, then majors in Anthropology and Sociology, and then Global Studies concentrators

Expected Class Size: 12-15

Grading: no pass/fail option, yes fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

RUSS 217(D1) ANTH 217(D2)

Writing Skills Notes: This course has the following assignments: Weekly post to the Glow discussion page, 1 extended project with regular writing submissions, 1 final paper and final presentation. For the extended project, we will have instructor feedback for all project assignments. In instructor feedback, comprehension of the material and the content of the writing, improvement in writing style and clarity, and development of voice will be discussed. There will also be peer feedback/review.

Difference, Power, and Equity Notes: In the course, students will learn about Indigeneity as a context-specific social formation. It understands Indigeneity as a category of difference with past and present importance. We will read about, discuss, and write about Indigeneity as a social category, along with other social categories it arose alongside (such as race, ethnicity, and nationality), and how it has been mobilized by both those who identify as Indigenous and by those who designate others as Indigenous.

Spring 2025

SEM Section: 01 TF 2:35 pm - 3:50 pm Kamal A. Kariem

RUSS 219 (F) Cults of Personality (WS)

Cross-listings: COMP 215

Primary Cross-listing

First uttered by Soviet leader Nikita Khrushchev in 1956, the phrase "cult of personality" was formulated to discredit the hero-worship that accompanied Joseph Stalin's iron-fisted rule of the Soviet Union. Since then, the phrase has gained currency as a condemnation of a variety of seemingly all-powerful leaders in oppressive political regimes, including China's Mao Zedong, Iran's Ayatollah Khomeini, and the ruling Kim family in North Korea. In this course, we will examine the phenomenon of the cult of personality from a variety of perspectives, beginning with the cult surrounding Stalin and ending with that of Vladimir Putin. Our course material will encompass scholarship from multiple disciplines, including history, sociology, political science, cultural and media studies, as well as artistic expression typically labeled propaganda in literature, the visual arts, and film. Although our course will begin in the Soviet Union and end in contemporary Russia, we will explore how the cult of personality has been adapted and updated for different cultural and political purposes in fascist Germany and Spain, China, Iran, North Korea, and Cuba. *All readings will be in English, and all films will have English subtitles.*

Requirements/Evaluation: completion of weekly reading and writing assignments, as well as active engagement during tutorial sessions

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: first-year students

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 215(D1) RUSS 219(D1)

Writing Skills Notes: Students will be writing papers (5-6 pages) every other week and receiving detailed feedback on their writing with the expectation that they will identify areas in need of improvement and work on these throughout the semester. The course will also require that students write one paper together with their tutorial partner and that they rewrite two different papers, one at midterm and the other at the end of the term.

Not offered current academic year

RUSS 305 (F) Dostoevsky and the Meaning of Life

Cross-listings: COMP 305

Primary Cross-listing

This course surveys the works of the great Russian writer Fyodor Dostoevsky, whose oeuvre represents a life-long quest to uncover the meaning of life. Readings include Dostoevsky's major novels, *Crime and Punishment*, *Demons*, and *The Brothers Karamazov*, as well as several shorter works, including *Notes from Underground*. We will also examine Dostoevsky's journalism, so that we understand how he answers life's most troubling questions in the social and political context of his day, as well as what role artistic representation plays in these answers. *All readings will be in English.*

Requirements/Evaluation: willingness and ability to complete lengthy reading assignments, active class participation, two short papers, and final project

Prerequisites: none, open to all students

Enrollment Limit: 40

Enrollment Preferences: Russian and Comp Lit majors, as well as those seeking the Russian Certificate

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

RUSS 305(D1) COMP 305(D1)

Fall 2024

SEM Section: 01 MR 2:35 pm - 3:50 pm Julie A. Cassiday

RUSS 306 (S) Tolstoy and the Meaning of Life

Cross-listings: COMP 306

Primary Cross-listing

This course examines the works of the great Russian writer Lev Tolstoy, whose stories and novels represent a life-long quest to uncover the meaning of life. Readings include Tolstoy's two major novels, *War and Peace* and *Anna Karenina*, as well as several shorter works, such as *The Death of Ivan Ilych* and *Hadji Murad*. We will also examine Tolstoy's aesthetic and didactic writing so that we understand precisely how Tolstoy answers life's most troubling questions, as well as what role artistic representation plays in these answers. *All readings will be in English.*

Requirements/Evaluation: timely completion of all reading assignments, active participation in class discussions, 2 short papers, and a final project

Prerequisites: none

Enrollment Limit: 50

Enrollment Preferences: RUSS and COMP majors, then students studying Russian

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

RUSS 306(D1) COMP 306(D1)

Attributes: GBST Russian + Eurasian Studies

Not offered current academic year

RUSS 331 (F) The Brothers Karamazov (WS)

Cross-listings: COMP 331 / ENGL 371

Primary Cross-listing

Widely hailed as one of the greatest novels ever written, Dostoevsky's *The Brothers Karamazov* contains a series of enigmas, not the least of which is precisely who murdered the Karamazov father. In addition to exploring the shared guilt of all four of the brothers Karamazov in the crime of patricide, Dostoevsky poses the most probing questions of his day: Are families tied together merely by blood or by deeper spiritual bonds? Is religious faith possible in an age of reason, science, and technology? Can man's earthly laws ever carry out divine justice? Is humanity prepared to bear the burden of responsibility that comes with freedom? This tutorial will spend an entire semester exploring Dostoevsky's masterwork, and we will read a variety of secondary sources alongside *The Brothers Karamazov*, including history, philosophy, and literary theory. Our goal will be to understand Dostoevsky's answers to these so-called "accursed questions" through the unique artistic form of *The Brothers Karamazov*.

Requirements/Evaluation: completion of weekly reading and writing assignments, as well as active engagement during tutorial sessions

Prerequisites: at least one 200-level literature class

Enrollment Limit: 10

Enrollment Preferences: students majoring or considering a major in Russian, Comparative Literature, or English

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

RUSS 331(D1) COMP 331(D1) ENGL 371(D1)

Writing Skills Notes: Students will write six 6-page papers in the course of the semester and received detailed feedback on their writing and argumentation for each paper, which they will be expected to incorporate into subsequent papers.

Attributes: JLST Interdepartmental Electives

Not offered current academic year

RUSS 345 (S) Bagging the Monsters : Tolstoy's Other Prose

War and Peace and *Anna Karenina*, which Henry James famously described as "baggy monsters," are works that are immediately identified with Leo Tolstoy, a giant of nineteenth-century Russian literature. But Tolstoy wrote so much more! From short works of adult fiction, to stories for children, pedagogical essays, political tracts, aesthetic treatises, and philosophical musings. He produced variously and prodigiously throughout his life and that's not even counting his fascinating diaries and personal correspondence. Our course readings will probe this exceptional variety with the goal of understanding the scope of Tolstoy's thinking in greater depth. All readings and discussion will be in Russian.

Requirements/Evaluation: Active, regular, and substantive class participation; leading discussion; weekly short writing assignments of 1-2 pages; and 1 longer writing piece of 4-5 pages.

Prerequisites: Three years of college Russian or the equivalent. Students who have not taken Russian language at Williams must consult the instructor.

Enrollment Limit: 10

Enrollment Preferences: Russian majors and certificate seekers, then comparative literature majors.

Expected Class Size: 5

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Not offered current academic year

RUSS 346 (S) The Nineteenth-Century Povest'

Among the genres that made nineteenth-century Russian literature famous, perhaps the most elusive is the *povest'*. Neither short story nor novella, the term *povest'* describes a type of short fiction, which any author aspiring to literary greatness in nineteenth-century Russia felt obliged to take on. This course surveys representative *povesti* by Russian writers from Karamazin to Chekhov, offering a survey of nineteenth-century Russian literature through the lens of its short fiction. Along the way, we will read *povesti* by Pushkin, Lermontov, Gogol, Turgenev, Dostoevsky, and Tolstoy. All works will be read in the Russian original.

Requirements/Evaluation: completion of all reading assignments; two oral presentations in class; two short papers; a final project presented in class

Prerequisites: RUSS 202 or the equivalent, or permission of the instructor.

Enrollment Limit: 10

Enrollment Preferences: Russian majors and those pursuing the Russian certificate.

Expected Class Size: 5

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Spring 2025

SEM Section: 01 TF 1:10 pm - 2:25 pm Julie A. Cassidy

RUSS 348 (F) Altering States: Post-Soviet Paradoxes of Identity and Difference (DPE) (WS)

Cross-listings: GBST 348 / SOC 348

Secondary Cross-listing

Critics and apologists of Soviet-style socialism alike agree that the Soviet ideology was deeply egalitarian. Putting aside for a moment the very reasonable doubts about how justified this perception actually was, it is still worth asking, how did people who lived in the world in which differences in rank, class, gender or ethnicity were not supposed to matter, make sense of their post-socialist condition, one in which new forms of difference emerged, and old ones assumed greater prominence? And how do these encounters with difference impact current events, such as Russia's invasion of Ukraine, or the lingering tensions between East and West Germans? This tutorial will examine new dilemmas through ethnographic studies and documentary films that aim to capture in real time the process of articulating and grappling with newly discovered divides. We will focus especially closely on Ukraine and Russia, but will also read comparative studies, as well as works on East Germany and Georgia. This course fulfills the DPE requirement by exploring comparatively the ways in which people in different countries made sense of the social, cultural and political heterogeneity of the post-socialist condition.

Requirements/Evaluation: 5-page paper every other week, written comments on the partner's paper in alternate weeks

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: Anthropology, Sociology, and Russian majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

GBST 348(D2) RUSS 348(D1) SOC 348(D2)

Writing Skills Notes: This is a tutorial course, with plenty of opportunities to work on writing and argumentation. Tutorial papers receive written feedback from both the instructor and the tutorial partner, and are workshopped during the tutorial meetings.

Difference, Power, and Equity Notes: Students will learn to identify and interrogate processes of social differentiation and exclusion as they take place across Russia and Eastern Europe. We will also train ourselves to identify parallels, as well as differences, between responses to the social and economic uncertainty ushered by the fall of socialism, and the discontents triggered by similar conditions closer to home.

Attributes: GBST Russian + Eurasian Studies

Fall 2024

TUT Section: T1 M 7:00 pm - 9:40 pm Olga Shevchenko

RUSS 401 (F) Let's Remember the USSR! (DPE)

This course is devoted to memories of the USSR. We will focus on memoirs that portray various epochs of Soviet history from different points of view, watch films dealing with the Soviet legacy, and respond to essays that consider the problems of history and myth. In so doing, we will discuss the significance of nostalgia, official vs. unofficial culture, the politics of memory, and the institution of monuments. Much of our course will focus on daily life in the USSR as remembered by the people who lived through it. However, we will also explore the meaning and status of such memories today in former Soviet countries through responses to daily readings, essays, and presentations. Of course, along the way, we will work on improving our spoken and written Russian.

Requirements/Evaluation: Daily work (reading, preparing questions for discussion) 25%; weekly 1-2 page short written assignments (responses to open-ended questions about the daily readings) 25%; 2 short 10 minute presentations (on two illustrious works or figures) 25%; 1 final project, longer researched presentation 10-15 minutes 25%.

Prerequisites: Three years of Russian or instructor's consent.

Enrollment Limit: 15

Enrollment Preferences: RUSS or COMP

Expected Class Size: 5-10

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (DPE)

Difference, Power, and Equity Notes: This course will address several issues that directly relate to the DPE description: the lives of dissidents in the USSR; the legacy of imperialism in the countries of the former Soviet Union; and the role that the official version of history plays in Russia today.

Fall 2024

SEM Section: 01 MR 1:10 pm - 2:25 pm Peter A. Orte

RUSS 493 (F) Senior Thesis: Russian

Russian senior thesis; this is part of a full-year thesis (493-494).

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Fall 2024

HON Section: 01 TBA Gail M. Newman

RUSS 494 (S) Senior Thesis: Russian

Russian senior thesis; this is part of a full-year thesis (493-494).

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Spring 2025

HON Section: 01 TBA Gail M. Newman

RUSS 497 (F) Independent Study: Russian

Russian independent study.

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Fall 2024

IND Section: 01 TBA Gail M. Newman

RUSS 498 (S) Independent Study: Russian

Russian independent study.

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Spring 2025

IND Section: 01 TBA Gail M. Newman

Winter Study -----

RUSS 30 (W) Honors Project: Russian

May be taken by candidates for honors other than by thesis route.

Class Format: independent study

Grading: pass/fail only

Not offered current academic year

RUSS 31 (W) Senior Thesis: Russian

To be taken by students registered for Russian 493-494.

Class Format: thesis

Grading: pass/fail only

Distributions: (D1)

Not offered current academic year

RUSS 88 (W) Russian Sustaining Program

Students registered for RUSS 101-102 are required to attend and pass the Russian Sustaining Program. However, students are also required to register for a regular Winter Study course. Once the regular Winter Study registration process is complete, the Registrar's Office will automatically enroll you in the Sustaining Program; check your class schedule to confirm enrollment.

Requirements/Evaluation: regular attendance and active participation required to earn a "Pass"

Grading: pass/fail option only

Not offered current academic year

RUSS 99 (W) Independent Study: Russian

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study

Grading: pass/fail only

Not offered current academic year

SCIENCE AND TECHNOLOGY STUDIES (Div II)

Chair: Professor Jason Josephson Storm

Advisory Committee

- Matt E. Carter, Associate Professor of Biology; Faculty Director, Rice Center for Teaching; affiliated with: Biology, Neuroscience
- José A. Constantine, Director of CES and the Environmental Studies Program, Associate Professor of Geosciences, Faculty Fellow of the Davis Center and the Office of Institutional Diversity, Equity and Inclusion; affiliated with: Geosciences, Davis Center, Institutional Diversity, Equity, and Inclusion, Center for Environmental Studies
- Laura D. Ephraim, Associate Professor of Political Science; on leave Fall 2023
- Ezra D. Feldman, Lecturer; affiliated with: English, Science & Technology Studies, Graduate Program in the History of Art
- Laura J. Martin, Associate Professor of Environmental Studies and Faculty Affiliate in History; affiliated with: Center for Environmental Studies, History
- Bojana Mladenovic, Professor of Philosophy and Director of the Williams-Exeter Programme at Oxford University; affiliated with: Philosophy, Williams-Exeter Programme at Oxford
- Jason Josephson Storm, Professor of Religion, Chair of Science & Technology Studies; affiliated with: Religion, Science & Technology Studies; on leave 2023-2024

Science and Technology Studies (STS) is an interdisciplinary program concerned with science and technology and their relationship to society. The community of scholars in the Williams STS program apply methods from diverse disciplines. They seek to illuminate the historical, social, cultural, ethical, and political dimensions of science and technology. By bridging humanities, social sciences, science, and technology, our program seeks to build relationships across campus.

The STS program at Williams takes a broad umbrella approach to the discipline. Topics include: sociology of knowledge production; philosophy of science; history of science and technology; the economics of research and development; science and public policy; technology and the environment; scientometrics; interactions between humans and technology; science fiction and other artistic depictions of science and technology; boundaries between pseudo-science, religion, and science; and the broader ethical issues evoked by science and technology.

Science and Technology Studies concentrators must complete a total of **six courses**. Five of these must have the STS prefix. Students must take: Introduction to STS; Senior Seminar; and three electives, of which at most two can originate in the same department. In addition, Science and Technology Studies concentrators must complete one course with a laboratory or field work component in natural, social, or computer science; this course may also satisfy one of the divisional distribution requirements.

Students may petition the Chair for recognition of a course as an STS course even if it is not cross-listed in STS. The petitions will be approved or denied on a case-by-case basis.

The program is administered by a chair and an advisory committee of faculty who teach in the program. Students who wish to enroll normally register with the chair by the fall of their junior year.

STUDY ABROAD

FAQ

Students **MUST** contact departments/programs **BEFORE** assuming study away credit will be granted toward the major or concentration.

Can your department or program typically pre-approve courses for major/concentration credit?

Yes, in some cases, if appropriate course information is available in advance (e.g. syllabi and/or course descriptions), though students should be sure to contact the department.

What criteria will typically be used/required to determine whether a student may receive major/concentration credit for a course taken while on study away?

Complete syllabus and course description, including readings/assignments.

Does your department/program place restrictions on the number of major/concentration credits that a student might earn through study away?

No.

Does your department/program place restrictions on the types of courses that can be awarded credit towards your major?

No.

Are there specific major requirements that cannot be fulfilled while on study away?

No.

Are there specific major requirements in your department/program that students should be particularly aware of when weighing study away options? (Some examples might include a required course that is always taught in one semester, laboratory requirements.)

Yes. Be sure to check record of enrollment in classes with laboratory or fieldwork components to satisfy program.

Give examples in which students thought or assumed that courses taken away would count toward the major or concentration and then learned they wouldn't:

None to date.

STS 101 (S) Science, Technology, and Human Values

Cross-listings: SOC 201

Primary Cross-listing

This course offers an introduction to science and technology studies. Attention will be devoted to exploring the nature of science and technology, their relationships to and interactions with one another, society and the natural world, and the influences these interactions exert in shaping what humans value. With widespread use of new social media, controversial developments in such bio-technical practices as gene-editing and the cloning of mammals, rapid advances in various forms of technological surveillance, and the increasing sophistication of technological weaponry in the military, the triumph of technology remains a defining feature of modern life. For the most part, modern humans remain unflinchingly confident in the possibilities technology holds for continuing to improve the human condition. As with other features of modernity, however, technology has also had significant, albeit largely unanticipated, social consequences. This course will focus on the less often examined latent functions of science and technology in modern society. It will consider, for example, the social effects of technology on community life, on privacy, and on how people learn, think, understand the world, communicate, and organize themselves. The course will also examine the effects of technology on medicine, education, criminal law, and agriculture and will consider such counter-cultural reactions to technology as the Luddite movement in early nineteenth century England, Amish agrarian practices, and the CSA (community supported agriculture) movement.

Requirements/Evaluation: A midterm, final, and two short papers.

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: first-years and sophomores

Expected Class Size: 20

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

STS 101(D2) SOC 201(D2)

Spring 2025

SEM Section: 01 TR 11:20 am - 12:35 pm James L. Nolan

STS 142 (S) AlterNatives: Indigenous Futurism and Science Fiction (DPE)

Cross-listings: AMST 142

Secondary Cross-listing

Indigenous people occupy a paradoxical position in time. As survivors of genocide, they are already post-apocalyptic, occupying what could be called "their ancestors' dystopia." But Indigenous people are also imagined to exist frozen in history, merely one step in the ceaseless march of civilization that brought us to the present. This tutorial explores how contemporary Native science and speculative fiction imagines and enacts futurity from this dynamic temporal position. Looking across numerous national and transnational Indigenous contexts, we will survey a diverse range of media, including short stories, novels, visual art, video games, films, and online platforms like Second Life. Pairing these with works in Science and Technology Studies (STS) and Native American and Indigenous Studies (NAIS), we will explore concepts like the Native "slipstream," eco-erotics, post-post-apocalyptic stress, Native pessimism, biomedical speculative horror, and what it would be like to fly a canoe through outer space.

Requirements/Evaluation: participation, weekly 2- to 4-page written responses to class readings, short fiction prompts, and/or your partner's writing

Prerequisites: permission of instructor

Enrollment Limit: 10

Enrollment Preferences: first and second year students, American Studies majors, Science and Technology Studies concentrators

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

STS 142(D2) AMST 142(D2)

Difference, Power, and Equity Notes: Students in this course will explore the relationship between political violence, resistance, and speculation. We will develop close reading practices, analytical methods, and careful discussion dynamics to enable students to make sense and use of concepts like futurity, race, settler colonialism, gender, and technological determinism.

Attributes: AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora

Not offered current academic year

STS 150 (F) Data for Justice (DPE) (QFR)

Cross-listings: AMST 150 / SOC 150 / WGSS 150 / INTR 150

Secondary Cross-listing

This course is a unique and inclusive introduction to data science where quantitative thinking, programming, and social justice intertwine. We will build our data science skills using R, a popular open-source data science tool. We will focus on essential stages of data analysis, including data acquisition, cleaning, wrangling, visualization, and exploration. But rather than divorcing these techniques from the social issues they can help illuminate, we ground them in a social justice context. Overall, we will apply data science skills to topics drawn from criminal justice, environmental justice, diversity and inclusion in arts and media, education equity, and much more, with the goal of growing our collective capacity to use data science as a tool for social good. During a time when humans are increasingly subjugated to data-driven algorithmic decisions, when there are social media accounts dedicated to highlighting misuses of data, and when artificial intelligence makes faking data a nearly trivial task, using data to ethically and carefully promote justice is more important than ever.

Class Format: This course is taught in a highly interactive format and will frequently use a flipped-classroom approach. Students should expect substantial time devoted to in-class collaboration.

Requirements/Evaluation: Students will complete regularly assigned activities, problem sets, and other assessments. To move towards a non-hierarchical, transparent, and egalitarian grading system, the instructor adopts a mastery-based approach.

Prerequisites: None. This course assumes no prior knowledge of data science or R programming. An interest in social justice and a willingness to engage intensively with data and computing are essential.

Enrollment Limit: 18

Enrollment Preferences: Students without prior college-level courses in statistics and programming.

Expected Class Size: 18

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

STS 150(D2) AMST 150(D2) SOC 150(D2) WGSS 150(D2) INTR 150(D2)

Difference, Power, and Equity Notes: This course uses data science as a lens for injustice in spheres such as criminal justice, environmental justice, diversity and inclusion in arts and media, education equity. We will consider race, gender, LGBTQ+, disability, and other axes of identity. Additionally, we will adopt a data-critical perspective, thinking about how social forces shape data and our understanding of it.

Quantitative/Formal Reasoning Notes: This course teaches quantitative tools in R, a widely-adopted data science platform. We will focus on essential stages of data analysis, including data acquisition, cleaning, wrangling, visualization, and exploration.

LEC Section: 01 TR 9:55 am - 11:10 am Chad M. Topaz

LEC Section: 02 TR 11:20 am - 12:35 pm Chad M. Topaz

STS 153 (S) Androids, Cyborgs, Selves (WS)

Cross-listings: ENGL 153

Secondary Cross-listing

In this expository writing course, we will analyze and argue about how humanoid and partly human bodies appear in legend, fiction, and film. When are these bodies inviting? When are they threatening? How are they gendered, how are they raced, and why? Which technologies fit easily into human forms, and which are resistant? What do the persons who inhabit these near-human bodies desire? Students in this course will develop arguments in reply to these and related questions, developing 3 or 4 essays through multiple stages of planning, drafting, and revising. Because this is an expository writing seminar, we will spend half or more of our class time discussing and practicing writing skills.

Requirements/Evaluation: several response papers (500 words); three or four essays (1200-1500 words, in multiple drafts); class participation

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: See details for ENGL 100-level courses on English Department Website.

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

STS 153(D2) ENGL 153(D1)

Writing Skills Notes: This expository writing course is dedicated to facilitating real improvement in students' written argumentative work. Students will write and revise response papers and 5-page essays (in multiple drafts) over the course of the semester, receiving substantial instructor feedback. Students will practice: drafting, revising, and responding to critique; writing appropriately for given occasions and audiences; grounding their writing in close, analytical reading; and acknowledging sources.

Spring 2025

SEM Section: 01 TR 8:30 am - 9:45 am Ezra D. Feldman

STS 208 (S) Designer Genes (DPE)

Cross-listings: ENGL 208 / WGSS 208 / AMST 206

Secondary Cross-listing

In this course, we explore cultural texts that attempt to come to terms with--or exploit--the revolution in contemporary genetics with a particular focus on gender, race, class, and sexuality. The mapping of the human genome in 2001 opened incredible opportunities for medicine, law, and society, but it also, as Alice Wexler has written, "opened a vast arena for contests of power over what it means to be human, who has the power to define what is normal, [and] who has access to what resources and when." Wexler was writing before the final sequencing of the human genome. Now we have CRISPR technology, ushering in a new, more pressing set of ethical concerns. We are currently in the midst of a "global race to genetically modify humans," as the anthropologist Eben Kirksey has documented in his new book *The Mutant Project*. How will we come to define the human? Who gets to decide? Our writers and filmmakers make clear that genetic medicine cannot be thought apart from a profit-driven American health care system or family and gender dynamics. Joanna Rudnick's documentary *In the Family*, for instance, explores the personal and political issues associated with hereditary breast cancer and the patenting of genes. Octavia Butler's Afro-futurist novel *Dawn* explores black female sexuality, reproduction, and the survival of the species in her character's encounter with a genetically enhanced alien species. The film *Gattaca* shows us a fully realized dystopian society where genetically modified humans are the norm--a society that now "has discrimination down to a science." The transgender artist Tamara Pertamina, on the other hand, "hopes to decolonize the science of genetic engineering," as Kirksey has written, with her performance artist projects. Our texts come from a number of different genres, including the memoir, science fiction, film, documentary, art, and non-fiction writing at the intersections of science, medicine, philosophy, anthropology, and law.

Requirements/Evaluation: Personal essay, short analysis papers, final research group project

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: None; if class is overenrolled, professor will ask for statements of interest.

Expected Class Size: 25

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 208(D1) STS 208(D2) WGSS 208(D2) AMST 206(D2)

Difference, Power, and Equity Notes: This course asks students to think deeply about questions of social justice in the context of the revolution in modern genetics. Race, class, gender, and sexuality all play a role in who has access to new life-saving technologies, and how these technologies are used. This course employs critical tools (feminist and queer theory, ethics' case studies, close reading) to help students question and articulate the social injustices at play in scientific research and bioengineering.

Attributes: AMST Critical and Cultural Theory Electives ENGL Criticism Courses ENGL Literary Histories C WGSS Racial Sexual + Cultural Diversity Courses

Spring 2025

SEM Section: 01 TF 2:35 pm - 3:50 pm Bethany Hicok

STS 212 (F) Ethics and Reproductive Technologies (WS)

Cross-listings: WGSS 212 / PHIL 212

Secondary Cross-listing

In her groundbreaking book, *The Tentative Pregnancy*, Barbara Katz Rothman writes that "[t]he technological revolution in reproduction is forcing us to confront the very meaning of motherhood, to examine the nature and origins of the mother-child bond, and to replace--or to let us think we can replace--chance with choice." Taking this as our starting point, in this course we will examine a number of conceptual and ethical issues in the use and development of technologies related to human reproduction, drawing out their implications for such core concepts as "motherhood" and "parenthood," family and genetic relatedness, exploitation and commodification, and reproductive rights and society's interests in reproductive activities. Topics will range from consideration of "mundane" technologies such as contraception, abortion, in vitro fertilization (IVF), prenatal genetic screening and testing, and surrogacy, to the more extraordinary, possibly including pre-implantation genetic diagnosis (PGD), post-menopausal reproduction, uterine transplants, and "artificial wombs." Background readings include sources rooted in traditional modes of bioethical analysis as well as those incorporating feminist approaches.

Class Format: discussion

Requirements/Evaluation: active participation in class discussions, three or four short reflection papers, and two longer papers (5-7 and 7-10 pages)

Prerequisites: none, but introductory-level course in PHIL and/or WGSS recommended

Enrollment Limit: 19

Enrollment Preferences: WGSS and PHIL majors (declared or prospective), PHLH and STS concentrators (declared or prospective)

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Unit Notes: meets Contemporary Value Theory requirement only if registration is under PHIL

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 212(D2) PHIL 212(D2) STS 212(D2)

Writing Skills Notes: Students will write periodic short papers (2-3 pages each), a midterm paper (5-7 pages) and a final paper (7-10 pages). Short papers focus on concepts, arguments, and writing skills needed in the midterm and final papers, in which students are expected to describe and evaluate arguments from assigned readings, and to present clear and effective arguments in support of their own ethical positions. Students receive feedback on all papers and have the opportunity to revise midterm and final papers.

Attributes: PHIL Contemporary Value Theory Courses PHLH Bioethics + Interpretations of Health

Fall 2024

STS 219 (F) Realizing Utopias

Cross-listings: REL 219

Secondary Cross-listing

Our world can be better. We are faced with unfolding global catastrophes, such as the pandemic, anthropogenic climate change, economic crises, racialized injustice, and political polarization, and many people seem to have lost their capacity to imagine better futures. Perhaps that is why we as a society have no problem picturing the end of the world--fictional dystopias and apocalypses are abundant while (e)utopias are scarce. This a problem because, as numerous political theorists have observed, it is hard to organize meaningful change around cynicism and nihilism. But our dystopian present makes it even more important to imagine and even realize utopias. This course will help us do so. Our core collective goal will be to explore pragmatic realizations of radical hope. Complementing urgent efforts to resist or mitigate intense injustice in the present, we will aspire to articulate bold visions for emancipatory communities of the future. Rather than primarily focusing on the limitations of existing institutions, this seminar will treat these as problems to be solved rather than as reasons to accept the status quo, and we will embrace affirmative projects of designing the frameworks for better worlds. But we also don't want to blind ourselves to the challenges of being visionary. In brief, we will engage in serious explorations of the underlying principles and rationales for various emancipatory political communities while also pragmatically assessing their potential difficulties. We will spend the first part of the course reading political theory (on issues such as resource allocation, collective decision making, and social justice) alongside various artistic and political manifestos. We will spend one week reading utopian novels (including as possibilities socialist, anarchist, techno-futurist, ecotopias, Afrofuturist, queer utopias, and many more). But the majority of the course will be project-based. Students will form small teams to engage in radical thought experiments and then construct and refine their ideas of better possible societies/political communities. These teams will produce 1) policy papers to address how their utopian societies would deal with real world issues, and 2) artifacts (such as art, manifestos, pamphlets, short stories, videos, or the like) that might appear in the futures they envision, exploring both their ideals and their limits. The semester will culminate in a public exhibition of these works. Thinkers to be considered may include: Marx & Engels, José Esteban Muñoz, Boaventura de Sousa Santos, Lucy Sargisson, David Schweickart, Colin Ward, Erik Olin Wright, and others.

Requirements/Evaluation: attendance and participation, short writing assignments, group policy papers, and artifacts (e.g., art, manifestos, pamphlets, short stories, or videos) for end of semester exhibit.

Prerequisites: none.

Enrollment Limit: 20

Enrollment Preferences: If overenrolled students will be asked for a statement of interest and utopian project idea.

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

REL 219(D2) STS 219(D2)

Not offered current academic year

STS 221 (S) History of Photography

Cross-listings: ARTH 221

Secondary Cross-listing

This lecture course will examine the history of photography from its beginnings in the 1830s to the present, from the first grainy black and white images to the work of contemporary artists using cutting-edge photographic technologies. We will examine photographs used for documentary, scientific, and aesthetic purposes, and we will trace the medium's emergence and acceptance as a fine art. We will also explore photography's physical and conceptual characteristics as a medium, paying particular attention to its uniquely intimate and frequently contested relationship to "the real." By the end of the course, students will have a broad understanding of photography as a unique medium within the history of art and knowledge of the theoretical frameworks that developed alongside that history.

Requirements/Evaluation: three to four short papers, quizzes, virtual exhibition

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: art history majors

Expected Class Size: 25

Grading: yes pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTH 221(D1) STS 221(D2)

Attributes: ARTH post-1800 FMST Related Courses

Not offered current academic year

STS 224 (F) Going Nuclear: American Culture in the Atomic Age

Cross-listings: HIST 273 / SOC 224

Secondary Cross-listing

This course will examine the historical development and use of the nuclear bomb. Among other features of the early atomic age, the course will look at the Manhattan Project, the delivery of the bombs for combat, the destructive effects of the bomb's initial use in Hiroshima and Nagasaki, and the ongoing testing of nuclear weapons in the Marshall Islands after WWII. The class will investigate the role of the nuclear arms race in the Cold War, the consequences of nuclear production on specific communities, and the implications of the atomic age on our critical understanding of technological innovation more generally. We will also consider the saliency of competing narratives interpreting America's decision (and continuing policies) to build, use, and stockpile nuclear weapons. Employing both sociological and historical perspectives, we will explore the interactions between science, politics, and culture in the nuclear age.

Requirements/Evaluation: a midterm, a final exam, and a 10- to 12-page research paper

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: Preference given to sociology and history majors.

Expected Class Size: 20

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 273(D2) STS 224(D2) SOC 224(D2)

Attributes: HIST Group F Electives - U.S. + Canada

Fall 2024

LEC Section: 01 TR 11:20 am - 12:35 pm James L. Nolan

STS 226 (F) The Art of Natural History (WS)

Cross-listings: ARTH 229

Secondary Cross-listing

The scientific revolutions of the eighteenth and nineteenth centuries fundamentally changed the way the natural world was seen and celebrated, classified and organized, displayed and manipulated. New discoveries in the natural sciences and competing theories of evolution intertwined with shifting conceptions of natural history, of nature, and of humankind's proper place within it. This course will investigate the links between art and natural science. It will seek to understand the crucial role of the visual arts and visual culture in the study and staging of natural history from the eighteenth century to the present. We will pursue the questions that preoccupied the artists themselves. How should an artist react to new ecological insights? What is the proper artistic response to newly discovered flora and fauna? What is the role of aesthetics in the communication of knowledge? How are those aesthetics connected to ethics? How might a drawing of a plant convey information that is different from that of a photograph or a glass model of a plant? How might a theatrical diorama frame a scientific idea in a way that is different from a bronze statue? Students will seek to understand the myriad connections between seeing, depicting, and knowing, to question long-held assumptions about the division between "objective" science and "subjective" art, and to recognize that art has the ability not only to interpret, disseminate, and display scientific knowledge, but to create it as well.

Requirements/Evaluation: Five 5 page essays, five 1-2 page responses to partner's essays, critical conversation.

Prerequisites: None.

Enrollment Limit: 8

Enrollment Preferences: Sophomores with an interest in art history, art studio, ecology, environmental studies, and science and technology studies, juniors with these same interests, then art history majors, and science and technology majors, in that order.

Expected Class Size: 8

Grading: no pass/fail option, no fifth course option

Materials/Lab Fee: \$150 Lab and materials fees for all classes are covered by the Book Grant for all Williams financial aid recipients.

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

STS 226(D2) ARTH 229(D1)

Writing Skills Notes: This course will require students to write a short paper or a critical response to their partner's paper each week. Students will receive critical feedback on both form and content from their professor and from their peers.

Attributes: ARTH post-1800

Not offered current academic year

STS 228 (F) Feminist Bioethics (WS)

Cross-listings: WGSS 228 / PHIL 228

Secondary Cross-listing

In this course we will explore the ways in which feminist approaches to moral thinking have influenced both the methodology and the content of contemporary bioethics. The first portion of the course will address the emergence of the "Ethics of Care," critically assessing its origins in feminist theory, its development within the context of the caring professions, and its potential as a general approach to bioethical reasoning. The second portion of the course will use feminist philosophy to inform our understanding of the ways in which gender structures interactions with and within the health care system. To do this we will explore topics that might traditionally be considered "women's issues" in healthcare, such as medicine and body image (e.g., cosmetic surgery, eating disorders), reproductive and genetic technologies, and research on women and their health care needs. In addition we'll also look at feminist analyses of topics that traditionally have not been regarded as "gendered," such as resource allocation and end of life issues.

Class Format: discussion

Requirements/Evaluation: active participation in class discussions; periodic short papers (2-3 pages); midterm and final paper (5-7 and 7-10 pages, respectively); and one oral presentation

Prerequisites: none, although previous coursework in WGSS is desirable

Enrollment Limit: 19

Enrollment Preferences: prospective and declared majors or concentrators in PHIL, WGSS, STS, and PHLH, especially those who need the course to satisfy major or concentration requirements

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Unit Notes: meets Contemporary Value Theory requirement only if registration is under PHIL

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 228(D2) PHIL 228(D2) STS 228(D2)

Writing Skills Notes: Students will write periodic short papers (2-3 pages each), a midterm paper (5-7 pages) and a final paper (7-10 pages). Short papers focus on concepts, arguments, and writing skills needed in the midterm and final papers, in which students are expected to describe and evaluate arguments from assigned readings, and to present clear and effective arguments in support of their own ethical positions. Students receive feedback on all papers and have the opportunity to revise midterm and final papers.

Attributes: AMST Critical and Cultural Theory Electives JLST Interdepartmental Electives PHIL Contemporary Value Theory Courses PHLH Bioethics + Interpretations of Health

Not offered current academic year

STS 229 (S) The Panopticon: Surveillance, Power, and Inequality (DPE)

Cross-listings: SOC 228

Secondary Cross-listing

Surveillance is built into the very fabric of modern life. From CCTV cameras, to supermarket loyalty cards, to the massive gathering of personal data on social media sites, people participate in today's "surveillance societies" just by doing everyday activities. This course uses the metaphor of the "Panopticon" as a doorway to engagement with traditional and new forms of surveillance. First described by philosopher and social theorist Jeremy Bentham, the Panopticon is a physical structure that enables one observer to see all inhabitants without those inhabitants knowing when they are being observed. In *Discipline and Punish*, Michel Foucault famously expanded thinking on the Panopticon as a metaphor for the "disciplinary" power that lies at the heart of inequality in modern society. Since Bentham and Foucault's time, however, surveillance technologies have changed significantly. To what extent does the concept of the Panopticon give us purchase on today's surveillance societies? How does watching people with new digital and algorithmic surveillance technologies shape the exercise of power and, in turn, (re)produce forms of inequality? Can privacy, convenience, and safety ever be truly balanced? Topics include: the historical origins and expansion of surveillance in modern societies, policing and state surveillance, and social media surveillance.

Requirements/Evaluation: participation, reading responses, midterm essay, final paper

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: Anthropology and Sociology majors

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

STS 229(D2) SOC 228(D2)

Difference, Power, and Equity Notes: This course explores how power is distributed unequally through the mechanism of surveillance technologies, particularly in regard to racial and class differences. Among other topics, it will consider the concrete case of surveillance by police in Baltimore City and the question of if and when surveillance is appropriate there, given the city's ongoing crisis of citizen and police violence. Students will discuss police surveillance in a context shaped by racial segregation and class inequality.

Spring 2025

SEM Section: 01 MR 2:35 pm - 3:50 pm Ben Snyder

STS 231 (S) Africa and the Anthropocene (DPE)

Cross-listings: ENVI 231 / AFR 231

Secondary Cross-listing

Despite its low contributions to global carbon emissions, the continent of Africa is predicted to experience some of the worst effects of climate change. This interdisciplinary course investigates the causes and consequences of this troubling contradiction. It positions the African continent as an important site for understanding how legacies of empire, racial and gendered inequality, resource extraction, and capital accumulation impact contemporary global environmental politics. Students will engage theoretical texts, reports from international organizations, films, novels, and web-based content. Topics include: humanism/post-humanism; migration and displacement; representations of conflict; and sustainable development.

Requirements/Evaluation: Assignments include: 2 short written commentaries (2-3 pages each), mid-term current event analysis (5-7 pages), final analytical essay (10-12 pages) and class presentation

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Environmental Studies majors and concentrators

Expected Class Size: 19

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

STS 231(D2) ENVI 231(D2) AFR 231(D2)

Difference, Power, and Equity Notes: Africa and the Anthropocene considers inequity in environmental politics from the vantage of the African continent. Through selected readings and classroom discussions students will tackle questions of power, racial and gendered difference, empire, and economic stratification. The course contributes to the DPE requirement by helping students to develop skills to better analyze abiding challenges in global society.

Attributes: AFR Black Landscapes ENVI Humanities, Arts + Social Science Electives GBST African Studies GBST Economic Development Studies

Not offered current academic year

STS 236 (F) Aesthetics of Automation: From the Mechanical Turk to A.I.

In this course we will study the changing aesthetics of automation in European and North American cultural contexts from the 18th century to the present. We will also explore the wider cultural and material effects of automation (as imagined and as implemented) upon public and private spheres, craftsmen and courts, wage-laborers, artists, and inventors. The objects we examine will be as various as the dulcimer-playing android presented as a gift to Marie Antoinette, IBM's Deep Blue, and singer-actor Janelle Monae's android alter-ego, Cindi Mayweather. Our primary sources will consist of visual representations in print and film as well as literary and commercial writing; our secondary sources will consist of essays in aesthetic theory, cultural studies, science and technology studies, and the history of technology.

Requirements/Evaluation: mid-term and final essays, an annotated bibliography, discussion participation, and brief in-class writing exercises.

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: STS concentrators

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Fall 2024

SEM Section: 01 TR 8:30 am - 9:45 am Ezra D. Feldman

STS 239 (S) The Ethics of Artificial Intelligence

Cross-listings: PHIL 239

Secondary Cross-listing

Human beings will someday live alongside artificially intelligent beings who equal or exceed us. The rise of AI will be a tectonic shift for culture, technology, and our fundamental sense of ourselves. When AI is fully realized, it is likely to be amongst the most important things to happen to our species. Some challenges we face are broad and about the future. How can we ensure that AI's will act morally? Is a world with AI's overall better or worse for us? How do we create legal and policy frameworks that cover a new kind of thinking being? If they are conscious, will AI's have dignity and rights? Other questions are pressing and immediate: Artificial intelligence techniques are used today to help decide whether someone gets a bank loan, is eligible to be released on bail, or in need of particular medical treatment. And right now there are autonomous vehicles deciding how to behave in traffic, and autonomous weapons capable of delivering lethal force. Is it moral for us to pass along these sorts of decisions to AI's? What if they are biased, unbeknownst to us? What if they are more fair? How should we understand intellectual and creative work in an era of generative models that take on some aspects of thought? In this course we will engage ethical questions surrounding the seeming inevitability of AI.

Class Format: mixture of lectures and discussion

Requirements/Evaluation: four short (3- to 4-page) writing assignments and a final essay (8-10 pages)

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: CSCI or PHIL majors or STS or COGS concentrators

Expected Class Size: 25

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

STS 239(D2) PHIL 239(D2)

Attributes: PHIL Contemporary Value Theory Courses

Spring 2025

LEC Section: 01 MW 8:25 pm - 9:40 pm Joseph L. Cruz

STS 240 (F) Great Astronomers and Their Original Publications (WS)

Cross-listings: ASTR 240 / LEAD 240

Secondary Cross-listing

In this course we will study some of the greatest figures in astronomy and consider their leadership in advancing progress in the field. We will consider their lives and works, especially as represented by original copies of their books and other publications. These great astronomers include: 16th century, Nicolaus Copernicus (heliocentric universe); Tycho Brahe (best pre-telescopic observations); 17th century, Galileo (discoveries with his first astronomical telescope, 1610; sunspots, 1613; *Dialogo*, 1632); Johannes Kepler (laws of planetary motion, 1609, 1619, Rudolphine Tables 1627); Johannes Hevelius and Elisabeth Hevelius (atlases of the Moon and of stars, 1647, and 1687); Isaac Newton (*Principia Mathematica*: laws of universal gravitation and of motion, 1687); 18th century, Edmond Halley (*Miscellanea curiosa*, eclipse maps, 1715, 1724); John Flamsteed and Margaret Flamsteed (*Atlas Coelestis*, 1729); and William Herschel and Caroline Herschel (1781, 1798). Also, from more recent times in which original works are often articles rather than books: 20th century, Albert Einstein (special relativity, 1905; general relativity, 1916); Marie Curie (radioactivity); Cecilia Payne-Gaposchkin (hydrogen dominating stars, 1929), Edwin Hubble (Hubble's law, 1929); George Ellery Hale (Mt. Wilson Observatory 100" telescope, 1917; Palomar Observatory 200" telescope, 1948), Vera Rubin (dark matter, 1970s); Jocelyn Bell Burnell (pulsar discovery, 1968); and 21st century: Wendy Freedman (Universe's expansion rate, 2000s). First editions will be available in Williams' Chapin Library of rare books, where we will meet in an adjacent classroom. We will also consider how such original materials are collected and preserved, and look at examples from the wider world of rarities, such as a leaf from the Gutenberg Bible (c. 1453) and a Shakespeare First Folio (1623, with a discussion of astronomical references in Shakespeare's plays). The course will be taught in collaboration between an astronomer and a rare-books librarian, with remote lectures by experts from around the world.

Class Format: Meeting on campus in the Chapin Library classroom (Sawyer 452)

Requirements/Evaluation: class participation, two 5-page intermediate papers, and a final 15-page paper; student choice of additional readings from a provided reading list

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: if overenrolled, preference by written paragraph of explanation of why student wants to take the course

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ASTR 240(D3) STS 240(D2) LEAD 240(D2)

Writing Skills Notes: Comments on submitted papers will aid in writing skills

Attributes: LEAD Facets or Domains of Leadership

Not offered current academic year

STS 254 (S) Food, Forests, & Fungi: Environmental Health in the Anthropocene (DPE) (WS)

Cross-listings: ANTH 254 / ENVI 254

Secondary Cross-listing

This tutorial will examine the impacts of the climate crisis on human, environmental, and planetary health via the lens of food systems & plant medicines in the Anthropocene. We use anthropological, environmental, evolutionary, & ecological approaches to explore the ecosystems connecting

humans, plants, animals, and fungi that have been massively disrupted by systems of industrial agriculture, industrial forestry, corporate food systems, and corporate biomedicine. We will dwell on the growing signs of our climate catastrophe including the sharp rise of global temperatures, floods, hurricanes, alongside declining freshwater reserves, melting cryosphere, and falling crop yields, that are helping produce a growing wave of hunger and climate refugees in every world region. Along the way, we will hear from and read about youthful climate activists from Extinction Rebellion, Ende Gelände, Fridays for the Future, 350.org, and the Sunrise Movement who are designing and implementing innovative, local, and sustainable solutions to inaction, apathy, and inertia even as situations of internal migration or displacement, food scarcity, food sovereignty, water shortages, and other climate-related disruptions are increasing in both developing and developed parts of our globe. We learn how activist narratives intersect with wider movements to promote more local and circular economies of regenerative agriculture and forestry, ethically produced and sourced organic food, wild & cultivated botanicals, and complementary medicines that are healing both humans and the planet.

Requirements/Evaluation: Weekly attendance, reading 200-300 pages/week, weekly lead essays or oral responses to texts, showing up in mind & body each week.

Prerequisites: none, but a class in ENVI or ANTH preferred

Enrollment Limit: 10

Enrollment Preferences: ANTH, ENVI, STS majors and concentrators

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

STS 254(D2) ANTH 254(D2) ENVI 254(D2)

Writing Skills Notes: Students will write essays: either a lead essay of 1400 words, or written & oral feedback on the lead essay plus an oral response to text. Students receive intensive weekly feedback on their essays and a mid semester writing chat with instructor to negotiate and understand strengths and weaknesses of their writing.

Difference, Power, and Equity Notes: We will examine the ways that food systems reproduce social and structural inequalities within public health, environmental health, climate health. We also examined the interconnected nature of the health of our planet, food systems, forests, and fungal networks and how climate activism and action can fight unequal access to food, forests, nature, and health.

Attributes: ENVI Humanities, Arts + Social Science Electives PHLH Nutrition, Food Security+Environmental Health

Not offered current academic year

STS 261 (S) Science and Militarism in the Modern World (WS)

Cross-listings: ENVI 261

Secondary Cross-listing

In 1961, United States President Dwight D. Eisenhower warned about the global dangers of what he called the "military-industrial complex." In this course, we will interrogate the military-scientific complex, or the imbrication of militarism and scientific knowledge. Surveying conflicts from World War II through to the present-day War on Terror, this course will consider how empire, networks of expert knowledge, resource extraction, environmental contamination, and land degradation have shaped the modern world. Students will engage a range of textual materials including books, films, photographs, and news reports. Course requirements include weekly writing assignments and participation in small group discussions.

Class Format: This course adopts a tutorial model. Students will be divided into 5 groups of 2. Each week the groups will meet with me. Each pair will include one "presenter," who shares a 5-7 page paper responding to the week's theme, and one "respondent," who will offer a 2-3 page response to the presenter's paper. The roles of presenter and respondent will alternate each week. Each student will produce 5 papers as "presenter" and 5 papers as "respondent."

Requirements/Evaluation: Each student will produce five (5-7 page) papers as "presenter" and five (2-3 page) papers as "respondent." Grades will be issued based on the portfolio of papers and active participation in discussions.

Prerequisites: None

Enrollment Limit: 10

Enrollment Preferences: ENVI and STS majors and concentrators

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 261(D2) STS 261(D2)

Writing Skills Notes: This is a writing intensive tutorial. Students will complete weekly written assignments and receive in-depth feedback to improve their writing. Over the course of the semester, students will write 10 papers ranging from 2-7 pages.

Attributes: ENVI Humanities, Arts + Social Science Electives

Not offered current academic year

STS 262 (F) Paper Trails (DPE)

Cross-listings: SOC 262 / GBST 262

Secondary Cross-listing

Long before the invention of the passport, states or state-like entities sought to document and manage populations and discipline bodies. This course invites students to critically reflect on documentation practices and systemic violence, particularly against racial, ethnic, sexual, and political minorities. Students will explore identity-making through documentary practices such as the three-generation life history, a biographical form that Soviet-allied countries used to reward loyalty and punish disloyalty. Labels, such as a criminal record or pre-existing health conditions, also trail or precede individuals their whole lives. Students will grapple with what happens when the paper trail goes cold--when identification documents are invalidated, birth certificates withheld, household registries purged, and archives destroyed. Students will explore the rise of surveillance and biometric data alongside the actors, technologies, and industries that try to circumvent them in places such as the Xinjiang Uyghur Autonomous Region and along the US-Mexico border. In this project-based course, students will exhume paper trails and imagine alternative ways to create, alter, and subvert them.

Requirements/Evaluation: thoughtful and consistent class participation, facilitation of guest speakers, Special Collections visit, project memos, and final project and presentations

Prerequisites: None

Enrollment Limit: 15

Enrollment Preferences: Anthropology and sociology majors, Global Studies concentrators; Science and Technology Studies concentrators. If the course overenrolls, the instructor will send out a Google Form to make enrollment decisions.

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

SOC 262(D2) STS 262(D2) GBST 262(D2)

Difference, Power, and Equity Notes: In this course, students will interrogate some of the key documents that structure our lives and serve as tools for waging systemic violence against ethnic, racial, sexual, and political minorities. Students will synthesize and apply these lessons about bureaucratic documentation toward the benefit of a community partner.

Fall 2024

SEM Section: 01 MWF 8:30 am - 9:45 am Phi H. Su

STS 269 (F) Mindfulness Examined: Meditation, Emotion, and Affective Neuroscience (DPE) (WS)

Cross-listings: ASIA 269 / REL 269 / ANTH 269

Secondary Cross-listing

This course asks students to practice and study mindfulness while observing their own minds, emotions, and behavior for an entire semester. We examine the historic roots and current applications of mindfulness, both as a Buddhist meditation practice as well as a secular tool to improve our awareness of awareness. Throughout, we are interested in the nexus of mind, brain, and emotions and the ways that mindfulness has been studied within contemplative and affective neuroscience, integrative neurobiology, and evolutionary psychology. How and why has the research on mindfulness and other meditative practices exploded since 2000? How has this research helped us understand and explain how our minds as well as brains shape everyday emotions and behaviors? We examine the ways evolutionary psychologists, clinical psychiatrists, neuroscientists, clinicians, and medical anthropologists have studied and applied mindfulness to better understand human emotions. We consider the applications of mindfulness for clinicians, therapists, and educators--all of whom attend to how emotions impact interpersonal relationships. We will train in a variety of meditation

practices all semester, while learning to better appreciate our own minds, emotions, and relationships.

Requirements/Evaluation: weekly tutorial papers and discussion

Prerequisites: A prior class or some experience with meditation is recommended

Enrollment Limit: 10

Enrollment Preferences: ANTH, SOC, REL, ASST majors; PHLH, STS concentrators; seniors and juniors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ASIA 269(D2) STS 269(D2) REL 269(D2) ANTH 269(D2)

Writing Skills Notes: This class will involve weekly tutorial essays or oral responses, intensive written feedback on every essay, and a mid-semester 'writing chat' with the instructor.

Difference, Power, and Equity Notes: This class fulfills the Difference, Power, and Equity requirement because it will explore the ways that mindfulness can address the growing epidemic of anxiety, depression, and other mental health issues we find in the US today. We study mindfulness from an intersectional perspective and relate its benefits to intersecting inequities and intergenerational trauma in the US today.

Attributes: GBST South + Southeast Asia Studies PHLH Social Determinants of Health

Not offered current academic year

STS 275 (S) Environmental Science, Policy, and Justice (DPE)

Cross-listings: ENVI 275

Secondary Cross-listing

Environmental science is much more than collecting data. Scientific experts are often called upon--and often position themselves--to guide environmental governance, which means that science has (some) power over public life. What is, and what should be, the relationship between science, on the one hand, and the creation and implementation of environmental policy, on the other? In this seminar we will study how science shapes governance and how science itself is governed. We will explore how legislatures, agencies, and courts respond to scientific information and uncertainty. And we will learn about how communities facing environmental racism and injustice collect data and use it in their advocacy. Along the way, we will challenge the idea of a unified "scientific method," and we will think about how Western scientific knowledge relates to other ways of knowing, including non-Western sciences, embodied knowledge, and traditional knowledge. Topics include: international climate negotiation, chemical exposure, the regulation of biotechnology, agricultural policy, pandemic responses, and plastics and electronics waste.

Requirements/Evaluation: several short essays, final essay

Prerequisites: none

Enrollment Limit: 18

Enrollment Preferences: juniors, seniors

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

STS 275(D2) ENVI 275(D2)

Difference, Power, and Equity Notes: This course will explore how unequal power leads to environmental injustice. Specifically, we will analyze how local and global environmental problems are distributed unevenly according to race, gender, and class. Using case studies we will analyze how communities facing environmental racism interact with scientists and sciences.

Attributes: ENVI Environmental Policy EVST Social Science/Policy

Not offered current academic year

STS 281 (F) Religion and Science

Cross-listings: REL 281

Secondary Cross-listing

In the last few years the deniers of religion such as Dennett and Dawkins have forcefully argued that recent scientific developments show the degree to which religion is irrelevant to a modern understanding of what it means to be human. Atran and Boyer have made a similar case, arguing that recent progresses in our understanding of human cognition demonstrate that religion is a purely natural phenomenon that has little if any value for human development. Theologians such as Haught and Polkinghorne have rejected these views, arguing that a proper understanding of scientific developments such as evolution and quantum mechanics suggests religiously relevant views of the universe and our place therein. This course considers these competing perspectives while offering critical reflections on the views and categories involved in these controversies. We also examine the works of reflective naturalists such as Bellah and Herrstein, who argue that far from showing the irrelevance of religious ideas and practices, the new mind and life sciences suggest a much more nuanced view according to which religion is both grounded in the natural world and central to the development of human culture. Hence, it cannot be easily discounted as irrelevant to a scientifically informed understanding of what it means to be human.

Requirements/Evaluation: tutorial format. one paper every two weeks

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: preference for religion majors or future religion majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

STS 281(D2) REL 281(D2)

Fall 2024

TUT Section: T1 TBA Georges B. Dreyfus

STS 290 (S) Technologies of Friendship

Cross-listings: ENGL 290

Primary Cross-listing

Contemporary friendships--whether among roommates, near neighbors, or friends living thousands of miles apart--are highly mediated. We communicate and signal our attachment through Zoom windows, apps, and social media platforms, and we create ambiguous relationships with people whom we "follow" or "friend" without having met in person. Sometimes we text as much as we talk even with intimate friends, and carrying on in-person friendships was complicated in myriad ways by the Covid-19 pandemic. But friendships have always been mediated, and in this tutorial we will examine how writers across centuries have described the tools and technologies of friendship: some perhaps quaint or sentimental (for example the written letter) and others creepy or invasive (for example Apple's "Find My" app or social media's "suggestions"). We will ask common and important questions, such as "Can one have too many friends?"; "Are long-distance friendships sustainable?"; and "What health risks do we take for friendship, and what other risks do technologies of friendship carry?" Readings will include works of fiction and journalism, and scholarship from psychology, the history of technology, and science and technology studies. The technologies we will consider include emojis, coffeehouses, memes, letters, telephones, video games, social media, and novels themselves.

Requirements/Evaluation: Students will write essays and critique their partner's essays in alternate weeks. Essays will receive detailed instructor feedback, including writing instruction.

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: STS concentrators

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 290(D1) STS 290(D2)

Not offered current academic year

STS 301 (S) Social Construction (DPE)

Cross-listings: COMP 315 / WGSS 302 / SOC 301 / REL 301

Secondary Cross-listing

"Social construction" can often seem like the great collegial insight. By now, you've all heard that categories such as race, gender, and sexuality are in some sense not part of nature, but instead are created and maintained socially or culturally. The idea of social construction has been vital to critical race theory and queer theory, and, in this course, we will push ourselves into philosophy of science to see whether or not these same insights apply to everything. If we know that "Whiteness," "heterosexuality," and "masculinity," for instance, are all socially constructed, we will ask if the same is true of "electrons," "money," "the solar system," and "climate change." Can it be that all of our reality is socially constructed? Or does social construction have limits? If so, what are they? We will also ask more fundamental questions, such as: What does it mean to say something is socially constructed? How does social construction relate to claims that an aspect of the world is "real" or "not real?" Is social construction a theory about language, power, culture, societies, human perceptions, or the limits of science? What kind of political, ethical, ontological, or epistemological work do theories of social construction do? We will begin with different accounts of the social construction of race, gender, and sexuality. In the second part of the course, we will dig deeper into philosophical debates about social construction as such. Then we will explore constructionism about natural science. In the last part of the course, we will change gears and explore look at cutting-edge work in the theory of social science aimed at explaining the construction and ontology of social worlds. The class will culminate in a project in which students will put their social construction theories into practice.

Requirements/Evaluation: regular attendance and participation, short weekly reflection papers, a 8-10 page research paper, and final project

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: Preference will be given to majors and concentrators from STS, ANSO, COMP, REL, PHIL, WGSS, AAS, LATS, JWST, and AFR. If the class is overenrolled students will be asked to submit an email about themselves and why they want to take the course.

Expected Class Size: 15

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 315(D1) WGSS 302(D2) STS 301(D2) SOC 301(D2) REL 301(D2)

Difference, Power, and Equity Notes: Central to REL 301 will be an analysis of the social construction of race, gender, and sexuality. It will show how power and difference are tied up in their construction and maintenance of these categories. Students will be taught how to critically analyze race, gender, and sexuality as well as social construction as such. Students will also learn sophisticated tools for studying systems of social power and difference.

Attributes: PHIL Related Courses

Spring 2025

SEM Section: 01 W 1:10 pm - 3:50 pm Jason Josephson Storm

STS 305 (F) Environmental Political Thought (WS)

Cross-listings: PSCI 305

Secondary Cross-listing

In the face of planetary crisis, it is as difficult as it is crucial to find the time and calm "to think what we are doing" (Hannah Arendt's famous line). This course aims to hold space for that thinking; to collaboratively find the presence of mind to take the measure of the doings that caused, and that may redress, the awful reality of earth's degradation. To do so, we will read, discuss, and write about some of the most significant book-length works of environmental political thought published in the last five years. These books conceptualize and intervene into the politics of phenomena such as climate change, species depletion, toxic pollution and (a special interest of the instructor) waste by applying--and sometimes reinventing--approaches from political theory, political economy, science & technology studies, philosophy, and critical theory. They consider the enmeshment of environmental problems with racism, colonialism, economic inequality, and speciesism, among other modalities of power, and weigh the promise of political action and organization to reconstitute relationships among earth's human and more-than-human elements. By interpreting, evaluating, applying and extending the arguments of these books in discussion and writing, students will be challenged to scrutinize their preconceptions and develop, support

and articulate original arguments about politics and the environment.

Requirements/Evaluation: Four mini-essays of 2-3 pages each; one final paper of 7-10 pages that incorporates substantially revised material from at least one mini-essay; class participation

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Political theory concentrators, Political Science majors

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

PSCI 305(D2) STS 305(D2)

Writing Skills Notes: Students will discuss and fine-tune their writing processes in class and office hours. Students will be given written feedback on mini-essays, with particular attention to developing a sense of voice and purpose in written argumentation. This feedback will support their revision of at least one mini-essay as part of writing the final paper.

Attributes: PSCI Political Theory Courses

Fall 2024

SEM Section: 01 W 7:00 pm - 9:40 pm Laura D. Ephraim

STS 308 (S) What is Power?

Cross-listings: REL 308 / SOC 308

Secondary Cross-listing

What is power? Despite the importance of notions of power across the social sciences, there is a broad lack of consensus. Is power essentially domination or resistance? Is it freedom, empowerment, privilege, or oppression? Are there forms of unequal social power which are morally neutral or even good? Is power the kind of thing held by individuals, races, genders, classes, discourses, causal mechanisms, institutions, or social structures? What is the connection between social and physical power? Does power obey laws? How does power relate to technology? Or knowledge? Or agency? Or ideology? This course begins with the observation that power is often described as a causal relation--an individual's power is supposed to equal their capacity to produce a change in someone else's behavior. This suggests that the better we can understand the nature of cause and effect, the better we can understand power. Fortunately, in recent decades philosophers have made significant progress in theorizing causation. Hence, this seminar will put two very different bodies of theory in conversation: **critical theory about power** and **philosophy of science about cause and effect**. We will touch on classic philosophical accounts of power and causation, but focus our attention on more recent developments in philosophy of science, political theory, and other fields. The insights we gain in this course from analyzing the nature of power should empower us to more effectively transform society. It will help students in the social sciences to understand the nature of causation in the social world, and it will help students interested in political action to better understand the nature of power. Thinkers to be considered may include: Aristotle, Amy Allen, Hannah Arendt, Bourdieu, Judith Butler, Nancy Cartwright, Foucault, Gramsci, Byung-Chul Han, Han Feizi, Giddens, Steven Lukes, Machiavelli, J.L. Mackie, Marx, Nietzsche, and Max Weber. **(Note that in 2023 this course will also fulfill the senior seminar requirement for STS)**

Requirements/Evaluation: critical annotations for every class, midterm review essay (4-6 pages), final essay (10-12 pages)

Prerequisites: None.

Enrollment Limit: 15

Enrollment Preferences: STS concentrators, then Religion, Sociology, and Political Science majors.

Expected Class Size: 14

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

STS 308(D2) REL 308(D2) SOC 308(D2)

Attributes: PHIL Related Courses STS Senior Seminars

Not offered current academic year

STS 312 (F) Philosophical Implications of Modern Physics (QFR)

Cross-listings: PHYS 312 / PHIL 312

Secondary Cross-listing

Some of the discoveries made by physicists over the last century seem to show that our common sense views are deeply at odds with our most sophisticated and best confirmed scientific theories. The course will present the essential ideas of relativity theory and quantum theory and explore their implications for philosophy. We will ask, for example, what these theories tell us about the nature of space, time, probability and causality.

Requirements/Evaluation: attendance, participation, problem sets, exams, six 1- to 2-page papers and a 12- to 15-page term paper

Prerequisites: MATH 140, high-school physics, and either a 200-level course in PHIL or a 100-level course in PHYS

Enrollment Limit: 20

Enrollment Preferences: Philosophy majors and Physics majors

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

PHYS 312(D3) PHIL 312(D2) STS 312(D2)

Attributes: PHIL Contemp Metaphysics + Epistemology Courses

Not offered current academic year

STS 319 (S) Neuroethics (WS)

Cross-listings: PSYC 319 / NSCI 319

Secondary Cross-listing

Neuroscience studies the brain and mind, and thereby some of the most profound aspects of human existence. In the last decade, advances in our understanding of brain function and in our ability to manipulate brain function have raised significant ethical challenges. This tutorial will explore a variety of important neuroethical questions. Potential topics will include pharmacological manipulation of "abnormal" personality; the use of "cosmetic pharmacology" to enhance cognition; the use of brain imaging to detect deception or to understand the ability, personality or vulnerability of an individual; the relationship between brain activity and consciousness; manipulation of memories; the neuroscience of morality and decision making. In addition to exploring these and other ethical issues, we will explore the basic science underlying them.

Requirements/Evaluation: six 5-page position papers and five 2-page response papers as well as participation in discussions

Prerequisites: PSYC 212 (same as BIOL 212 or NSCI 201); or permission of instructor

Enrollment Limit: 10

Enrollment Preferences: Psychology majors and Neuroscience concentrators

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

PSYC 319(D3) STS 319(D2) NSCI 319(D3)

Writing Skills Notes: In alternating weeks, each student in a tutorial pair will write a 5-page essay based on the assigned readings. Essays will be discussed during tutorial meetings and written feedback from the professor will be provided for each essay. At the end of the semester, students will choose one of their prior essays to revise as their final submission. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Attributes: NSCI Group B Electives PSYC Area 1 - Behavioral Neuroscience

Spring 2025

TUT Section: T1 TBA Noah J. Sandstrom

STS 323 (F) Writing Gender in Sci-Fi and Speculative Fictions (DPE)

Cross-listings: WGSS 329 / ENGL 329

Primary Cross-listing

This creative writing course will pair selected readings in feminist STS and queer theory with science fiction, speculative fiction, and horror stories that together put questions to gender. How and when is sci-fi a home for radical re-imaginings of gender? When and why does "genre fiction" house (and facilitate) radical gender politics--or their opposite? Readings may include works by Octavia Butler, Ursula Le Guin, Brian Evanson, and Samuel Delany. Students will both analyze these fictions and take them as inspirations for their own stories and worlds.

Class Format: This course balance seminar-style discussion with workshops examining students' creative writing.

Requirements/Evaluation: Students will be evaluated on three substantial pieces of writing, in multiple drafts. Students will be able to choose their balance of creative and analytical (expository) prose (2-1 or 1-2). Attendance, along with seminar and workshop discussion, will count toward the final grade. There will be no exam.

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: STS concentrators; WGSS majors; students who have not taken other creative writing courses at Williams.

Expected Class Size: 25

Grading: yes pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 329(D2) ENGL 329(D1) STS 323(D2)

Difference, Power, and Equity Notes: In this course students will confront and reflect on the operations of difference, power, and equity through readings, class discussions, and assignments. Readings include scholarship on the construction of gender and sexuality, as well as works of fiction that denaturalize the categories of sex and gender. Course assignments will include expository and creative writing, and students will work in both modes to imagine how this world could be otherwise and how other worlds could be.

Fall 2024

SEM Section: 01 W 1:10 pm - 3:50 pm Ezra D. Feldman

STS 331 (S) Automation in an Unequal Society (DPE)

Cross-listings: SOC 331

Secondary Cross-listing

Could you be competing for a job--even after getting a college degree--with a robot or an AI-powered chatbot? As technologies advance, every few years debates emerge: will this new kind of automation increase unemployment, or will it generate new kinds of jobs? Will these new jobs be more interesting and high paying, or will they be boring and poorly paid? To think these questions through, in this course we will study some key attempts to understand the socio-economic and political determinants as well as the repercussions of automation. We will delve into the micro-level dynamics operating between machines and workers involved in concrete production processes. We will also explore the macro-level trends in national and global inequality that social scientists associate with automation. In our investigation of both macro- and micro-levels, we will focus on how the risks and benefits of automation get distributed unevenly along already existing axes of class, race, gender, etc.

Requirements/Evaluation: Class participation; 1 mid-term paper proposal; 1 final paper

Prerequisites: none, open to all students

Enrollment Limit: 20

Enrollment Preferences: Preference given to ANTH/SOC majors and STS concentrators

Expected Class Size: 20

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

SOC 331(D2) STS 331(D2)

Difference, Power, and Equity Notes: The course is centrally concerned with the iniquitous distribution of risks and benefits of automation. Students will gain familiarity with how social scientists study the impacts of automation on class, racial, and gendered dynamics. We will consider how automation may disempower certain workers, and deepen already existing social segmentations.

Not offered current academic year

STS 340 Science, Religion, and the (post)colony: Critical approaches to the global history of knowledge (DPE)

Histories of science and religion have been deeply intertwined with colonial and postcolonial history. Colonial claims to legitimacy were often rooted in perceptions of scientific and technological superiority, and colonial expansion often marched in lockstep with missionary activity and forced conversions. In the process, race and human difference emerged as concepts at the intersection of scientific and religious discourses and was forged within the colonial framework. This colonial history of science and religion impacted how scientific and religious thought, practices and institutions developed through the period of decolonization and into today. Similarly, the attendant history of race and human difference continues to influence postcolonial and contemporary discourses around race, ethnicity, identity and migration. In this course, we will trace key moments in the history of science and religion and their relation to coloniality. We will start in the sixteenth century with the rise of modern European empires, move into the height of modern colonialism, indigenous genocides and chattel slavery, and trace decolonization from the middle of the nineteenth into today. Throughout, we will investigate how science and religion emerged as concepts, practices and institutions, and how these narratives impacted, and were impacted by colonial expansion and history. We will pay particular attention to questions of race, gender, sexuality and human difference as key concepts and practices that emerged at the intersections of science, religion and (post)colonialism

Requirements/Evaluation: 2 response papers (3-5pages each) + final project (could be a 10-15p paper or creative project of any kind)

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Concentrators, followed by seniors and juniors

Expected Class Size: 15

Grading:

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: The course addresses questions of race, gender, sexuality and human difference as seen through the history of science, technology and medicine. Students will creatively engage with critical race theory, postcolonial theory and queer theory. They will also investigate human suffering as a category that provides a deeper understanding of difference, diversity and equality.

Not offered current academic year

STS 363 (S) Data for Justice Research Practicum (DPE) (QFR)

Cross-listings: WGSS 363 / INTR 350 / AMST 363

Secondary Cross-listing

Civil rights activist, educator, and investigative journalist Ida B. Wells said that "the way to right wrongs is to shine the light of truth upon them." In this inclusive, collaborative, research-based course, students will bring statistical, computational, and/or mathematical approaches to bear on issues of social justice. Guided closely by the instructor, students will work in groups to carry out original research in an area such as criminal justice, education equity, environmental justice, health care equity, economic justice, or inclusion in arts/media. Prior research experience is not required; one goal of this course is to build skills for advanced research.

Class Format: This course is an intensive research practicum. Formation of research groups and selection of research topics will be facilitated by the instructor. The primary modality of work is peer collaboration.

Requirements/Evaluation: To move towards a non-hierarchical, transparent, and egalitarian grading system, the instructor adopts a mastery-based, ungraded assessment framework.

Prerequisites: INTR 150 (Data for Justice), or prior equivalent exposure to computing, statistics, and social justice topics as approved by the instructor.

Enrollment Limit: 10

Enrollment Preferences: Students who have a declared major in Division I or II, who meet the prerequisites of the course, and who fill out the instructor's preregistration survey (contact the instructor for link).

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 363(D2) STS 363(D2) INTR 350(D2) AMST 363(D2)

Difference, Power, and Equity Notes: Students will research issues of social justice in areas such as criminal justice, arts/media, environmental justice, education, and health care, and along identity axes such as gender, race/ethnicity, disability status, and sexual orientation.

Quantitative/Formal Reasoning Notes: Students will use multiple mathematical, statistical, and computational frameworks to acquire, model, and analyze real-world data.

Spring 2025

SEM Section: 01 TR 9:55 am - 11:10 am Chad M. Topaz

SEM Section: 02 TR 11:20 am - 12:35 pm Chad M. Topaz

STS 370 (S) Campus and Community Health in Disruptive Times (DPE) (WS)

Cross-listings: ANTH 371 / WGSS 371

Secondary Cross-listing

We study and seek "campuses where students feel enabled to develop their life projects, building a sense of self-efficacy and respecting others, in community spaces that work to diminish rather than augment power asymmetries." --*Sexual Citizens* (Hirsch and Khan, 2020). Students will design and pursue innovative ethnographic projects that explore campus or community health. We will learn ethnographic techniques such as observant participation, interviewing, focus groups, qualitative surveys, as well as design thinking and data visualization skills. We use and critique the methods of medical anthropology and medical sociology in order to hone our skills in participatory research. Every week, we collaborate with and share our research with our participants and peers both inside and outside class through a variety of innovative exercises. We attend to the parallel roles of narrative and listening in both medicine and ethnography, as we contrast the discourse of providers & patients along with researchers & participants. We aim to understand the strengths and limits of ethnographic inquiry while privileging marginalized voices and attending to power and identity within our participatory research framework. We recognize that our campus health projects are always already shaped by power and privilege, as we examine the ways that daily life, individual practices, and collective institutions shape health on and off campus. Our ethnographic case studies explore how systemic inequalities of wealth, race, gender, sex, ethnicity, and citizenship shape landscapes of pediatric care, mental health, maternity care, and campus sexual assault in the US and elsewhere. We consider how lived practices shape health access & outcomes as well as well-being in our communities and on our campus.

Requirements/Evaluation: Weekly attendance, 3 written fieldnotes (3000 words), weekly writing & fieldwork exercises in class and out of class, a final presentation that includes data visualizations and analysis of research findings.

Prerequisites: A course in Anthropology, Sociology, STS or in DIV II is strongly recommended

Enrollment Limit: 19

Enrollment Preferences: Majors in Anthropology, Sociology, WGSS; Concentrators in PH, STS, ASIA, ENVI

Expected Class Size: 19

Grading: yes pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ANTH 371(D2) WGSS 371(D2) STS 370(D2)

Writing Skills Notes: This class assignments includes over 9,000 words of essay assignments, and will help students develop critical writing skills, including use of rhetoric, evidence, argument, synthesizing data, logic, and anticipating counter-arguments.

Difference, Power, and Equity Notes: This class uses experiential learning to examine the intersectionality of race, class, gender, & sexuality in impacting healthcare and health outcomes. It explores the ways that intersectionality and implicit bias shapes health and well-being in patient/provider encounters as well as ethnographic research. It engages with and critiques efforts to 'improve' community and individual health outcomes in the US and elsewhere across the globe.

Attributes: ENVI Humanities, Arts + Social Science Electives EXPE Experiential Education Courses PHLH Methods in Public Health WGSS Racial Sexual + Cultural Diversity Courses

Not offered current academic year

STS 373 (S) Technologies of Race (DPE) (WS)

Cross-listings: AMST 372 / AFR 374

Secondary Cross-listing

This course is an introduction to theories, methods, sources, and approaches for interdisciplinary research and creativity in and through the interdisciplinary field of American Studies. We will focus on the intersection of race, gender, sexuality, and disability with modern media technologies, from early photography in the mid-19th century to contemporary trends in machine learning and artificial intelligence. Through a process of shared inquiry, course participants will investigate the ways that historical legacies of oppression and futuristic speculation combine to shape human lives in the present under racial capitalism. Whether analyses of the automation of militarized border control in Texas, or of the ways that obsolete, racist concepts are embedded in machine vision and surveillance systems, the readings in the course will chart out the key moments in the co-evolution of race and technology in the Americas. Students will gain a working competence in all four tracks of the American Studies major (Space and Place; Comparative Studies in Race, Ethnicity, and Diaspora; Arts in Context; and Critical and Cultural Theory). Finally, we will also explore alternative paths toward a future where technology might help to effect the abolition of oppressive structures and systems, rather than continue to perpetuate them.

Requirements/Evaluation: Four papers, in-class writing/reflective work, and a final exam.

Prerequisites: none

Enrollment Limit: 16

Enrollment Preferences: AMST majors or prospective majors.

Expected Class Size: 16

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 372(D2) STS 373(D2) AFR 374(D2)

Writing Skills Notes: Students in this course develop a capacity to write generative arguments in an interdisciplinary scholarly context. Students will receive feedback not only on structure, substance, and style, but also on how to best build a line of inquiry, how to gather high-quality evidence, and how to make one's thinking productively intersect with more than one scholarly or creative field.

Difference, Power, and Equity Notes: This course requires students to contextualize technologies historically and in relation to one another, with attention to their entanglements with racial discourses and racism. Students gain critical skills that equip them to imagine possible futures where technologies serve increasingly as abolitionist tools.

Attributes: AFR Theories, Methods, and Poetics AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora AMST Critical and Cultural Theory Electives AMST Space and Place Electives

Spring 2025

SEM Section: 01 MR 1:10 pm - 2:25 pm Brian Murphy

STS 376 (F)(S) Human-Computer Interaction

Cross-listings: CSCI 376

Secondary Cross-listing

Human-Computer Interaction (HCI) principles are practiced in the design and evaluation of most software, greatly impacting the lives of anyone who uses interactive technology and other products. There are many ways to design and build applications for people, so what methods can increase the likelihood that our design is the most useful, intuitive, and enjoyable? This course provides an introduction to the field of human-computer interaction, through a user-centered approach to designing and evaluating interactive systems. HCI draws on methods from computer science, the social and cognitive sciences, and interaction design. In this course we will use these methods to: ideate and propose design problems, study existing systems and challenges, explore design opportunities and tradeoffs, evaluate and improve designs, and communicate design problems and solutions to varying audiences.

Requirements/Evaluation: course projects, in-class group work/participation, and exams

Prerequisites: CSCI 136

Enrollment Limit: 24

Enrollment Preferences: current or expected Computer Science majors

Expected Class Size: 24

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

STS 376(D2) CSCI 376(D3)

Attributes: COGS Interdepartmental Electives

Fall 2024

LEC Section: 01 MR 2:35 pm - 3:50 pm Laura South

Spring 2025

LEC Section: 01 MW 11:00 am - 12:15 pm Laura South

STS 378 (S) Human Artificial Intelligence Interaction

Cross-listings: CSCI 378

Secondary Cross-listing

Artificial intelligence (AI) is already transforming society and every industry today. In order to ensure that AI serves the collective needs of humanity, we as computer scientists must guide AI so that it has a positive impact on the human experience. This course is an introduction to harnessing the power of AI so that it benefits people and communities. We will cover a number of general topics such as: agency and initiative, AI and ethics, bias and transparency, confidence and errors, human augmentation and amplification, trust and explainability, and mixed-initiative systems. We explore these topics via readings and projects across the AI spectrum, including: dialog and speech-controlled systems, computer vision, data science, recommender systems, text summarization, and UI personalization, among others.

Class Format: Lecture content is delivered via video, and in-class time will be spent doing hands-on activities or in group discussion.

Requirements/Evaluation: homework, programming assignments, group work, participation, and quizzes

Prerequisites: CSCI 136, and at least one of CSCI 237, 256, or 334

Enrollment Limit: 24

Enrollment Preferences: current or expected Computer Science majors

Expected Class Size: 24

Grading: yes pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

STS 378(D2) CSCI 378(D3)

Attributes: COGS Interdepartmental Electives

Not offered current academic year

STS 379 (F) Animals and Society

Cross-listings: ENVI 380

Secondary Cross-listing

How do humans and animals shape each other's lives? People encounter animals in farms, laboratories, zoos, wildernesses, and backyards, on purpose and by chance. They treat animals as family members, entertainment, food, vectors of disease, and objects of scientific wonder. Drawing on the works of biologists, philosophers, and feminist science and technology studies scholars, this seminar will examine our relationships with animals and help clarify our responsibilities to them. We will ask: What are the social and environmental consequences of consuming animals? Should humans swim with dolphins, feed manatees, use gene-editing to create species that can survive climate change? Should moral standing depend upon the ability to communicate or the ability to experience emotions like grief and joy? What can animal models tell us about human health and society, and when is animal otherness too large a gap to bridge? What might human violence toward animals tell us about sexism, racism, or capitalism, and what will human-animal relationships look like in the future?

Requirements/Evaluation: short essays, final portfolio

Prerequisites: none

Enrollment Limit: 18

Enrollment Preferences: juniors and seniors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 380(D2) STS 379(D2)

Attributes: ENVI Humanities, Arts + Social Science Electives

Not offered current academic year

STS 397 (F) Independent Study: Science and Technology Studies

Independent Study: Science and Technology Studies

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Fall 2024

IND Section: 01 TBA Jason Josephson Storm

STS 398 (S) Independent Study: Science and Technology Studies

Independent Study: Science and Technology Studies

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Spring 2025

IND Section: 01 TBA Jason Josephson Storm

STS 411 (F) Monstrosity

Cross-listings: REL 347

Secondary Cross-listing

The history of science is full of monsters. From the grotesque homunculi of alchemical lore, through the stitched-together corpses of the gothic imagination, to the fearsome mutants of the atomic age, each era has birthed its own nightmares as it has strived to unlock the secrets of nature. At the heart of this course lies the premise that monsters--be they born of alchemy, literature, or the lab--serve as critical mirrors to a society's norms, embodying the deviations and transgressions against the constructed "normal" within various cultural and historical contexts. Monsters often challenge and redefine boundaries, reflecting inherent ideas of the natural, anxieties about gender and race, and troubling binary oppositions such as human versus animal, animate versus inanimate, and the living versus the dead. This course will show how the concept of monstrosity has shaped scientific inquiry, medical practices, and technological advancements. We will trace a roughly chronological and thematic journey navigating through different epochs and aspects of monstrosity: from early notions of the connection between demons and disease, through the marvels of the "Scientific Revolution," to the spectacle of anatomical wonders and "freak shows." We will explore the eerie corridors of Gothic and early horror literature, where science births its own type of monsters, and scrutinize how the dawn of evolutionary theory produced new notions of monsters, mutants, and other anomalous bodies. The course will further examine the dark intersections of eugenics, race, and monstrosity, before venturing into the realm of genetic anomalies and anxieties reflecting changing notions of biological inheritance. We will explore the concepts of abjection and the monstrous feminine, revealing how monstrosity intersects with the constructions of gender, sexuality, and desire. We will spend a week on the psychological appeal of horror and speculations about why we love to be terrorized. Finally, we look ahead to the future, contemplating how ongoing scientific and medical innovations continue to redefine the boundaries of what is considered monstrous. (*This course will function as a senior seminar for Science & Technology Studies concentrators, but it is also open to students with other concentrations/interests.*)

Requirements/Evaluation: Weekly critical reflections, an independent research project culminating in a 10-15 page research paper (Alternatively, students may opt to create a work of fiction paired with a shorter research paper instead of the final research paper, pending the instructor's approval).

Prerequisites: none.

Enrollment Limit: 15

Enrollment Preferences: Preference will be given to STS concentrators.

Expected Class Size: 10

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

REL 347(D2) STS 411(D2)

Attributes: STS Senior Seminars

Fall 2024

SEM Section: 01 TF 2:35 pm - 3:50 pm Jason Josephson Storm

STS 412 (S) Cold War Archaeology (DPE) (WS)

Cross-listings: AMST 412 / AFR 394

Secondary Cross-listing

In this advanced American Studies course, we will examine Cold War history and culture with attention to the intersection of racialization and nuclear paranoia. The concurrent unfolding of the struggle for Civil Rights and the national strategy of Civil Defense played out against the backdrop of a global ideological battle, as the United States and the Soviet Union fought each other for planetary domination. From the scientific fantasy of bombproofing and "safety in space," to the fears of both racial and radioactive contamination that drove the creation of the American suburbs, the affective and material dimensions of nuclear weaponry have, from the beginning, been entangled with race. Drawing on the critical and analytical toolkits of American Studies and media archaeology, students will dig beneath the surface of received narratives about the arms race, the space race, and race itself. Students will uncover generative connections between mineral extraction, the oppression of Indigenous populations, the destructive legacies of "urban renewal," and the figure of the "typical American family" huddled in their backyard bunker. Finally, this course will examine the ways in which the Cold War exceeds its historical boundaries, entangles with the ideology and military violence of the Global War on Terror, and persistently shapes the present through its architectural, affective, and cultural afterlives.

Requirements/Evaluation: Three short papers, in-class writing/reflective work, and a final paper.

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: AMST majors or prospective majors.

Expected Class Size: 12

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 412(D2) STS 412(D2) AFR 394(D2)

Writing Skills Notes: Students in this course develop a capacity to write generative arguments in an interdisciplinary scholarly context. Students will receive feedback not only on structure, substance, and style, but also on how to best build a line of inquiry, how to gather high-quality evidence, and how to make one's thinking productively intersect with more than one scholarly or creative field.

Difference, Power, and Equity Notes: This course requires students to contextualize historical events during the Cold War in relation to racialization, inequitable distributions of resources, and the stratification of national space in relation to risk and radioactivity. Students gain critical skills that equip them to see the ways in which the Cold War continues to shape processes of racialization, oppression, and imperial extraction, and spatial arrangements.

Attributes: AFR Black Landscapes AMST Comp Studies in Race, Ethnicity, Diaspora AMST Critical and Cultural Theory Electives AMST Space and Place Electives

Not offered current academic year

STS 413 (F) Feminist Technoscience (DPE)

Cross-listings: WGSS 413

Primary Cross-listing

Are Feminism and Science compatible commitments? What do these nouns mean when paired with one another, when capitalized (or not), when pluralized (or not), and when deployed by a range of authors in different disciplines? Scholars of feminist science and technology studies (FSTS) have addressed these questions in their studies of scientific objectivity, technological vulnerability, environmentalism, and the makings (or doings) of race as well as gender. We will explore these questions and topics with a view to identifying the range of ethical, political, and epistemological practices within feminist and critical technoscience. We will read theoretical texts in FSTS, such as Donna Haraway's "Situated Knowledges" and Safiya Umoja Noble's "A future for intersectional black feminist technology studies." We will also read case studies, such as Pat Treusch's "The Art of Failure in Robotics" and Emily Martin's "The Egg and the Sperm: How Science Has Constructed a Romance Based on Stereotypical Male-Female Roles." While our preliminary readings will be set in advance, students will help shape the syllabus as we advance toward a better understanding of feminist technoscience's potentials and limitations at a time when technical change often outpaces careful consideration of its consequences.

Requirements/Evaluation: discussion participation; five response papers (~2 pages); mid-semester essay (8 pages); annotated bibliography; final research project (12-15 page essay + in-class presentation)

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: Science and Technology Studies concentrators

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

STS 413(D2) WGSS 413(D2)

Difference, Power, and Equity Notes: Central to "Feminist Technoscience" is a recognition of and engagement with the historical under-privileging of women, women's work, and women's bodies in capital-S "Science" and in a wide range of other technoscientific practices. We will examine and elucidate several branches of feminist theory. We will also examine feminist accounts of contemporary technoscientific work as well as critical STS with a focus on race.

Attributes: STS Senior Seminars

Not offered current academic year

Winter Study -----

STS 99 (W) Independent Study: Science and Technology Studies

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study

Grading: pass/fail only

Not offered current academic year

SELF-INSTRUCTIONAL LANGUAGES (Div I)

Director: Shaina Adams-EI Guabli

The Self-Instructional Languages Program (SILP) enables students to study important foreign languages relevant to their academic interests but not taught in regular courses at Williams. The program can field a limited number of courses per year; a Self-Instructional Languages course will be scheduled only if and when at least two students are accepted for study and a tutor/examiner have been contracted. In the past, we have offered one-year long American Sign Language Elementary Hebrew, Hindi, Korean, Persian, Portuguese, and Swahili courses. Students work independently with standard language textbooks and audio materials for roughly ten hours per week and attend twice-weekly group review sessions with tutors who are native speakers. Language faculty from other institutions provide the course syllabus, conduct the exams, and determine the final grades. An organizational meeting for enrolled students is held the first week of each semester.

Interested students must complete an [application](#) and have it approved before registering for a course. More information can be found on the [Self-Instructional Languages site](#).

Note that like other elementary language courses, the Self-Instructional Languages courses are hyphenated, meaning no credit is given for the first semester if the second semester is not completed. Students must normally begin a course in the fall semester. It cannot be taken Pass/Fail.

A consecutive year of intermediate language study will be considered only upon petition of those students completing a full year of elementary study with the Self-Instructional Languages Program and as long as a minimum of two students are enrolled to continue their language study.

All courses adhere to the guidelines of the National Association of Self-Instructional Language Programs (NASILP).

SILP 101 (F) Elementary Hebrew

Interested students must complete an application through the Self-Instructional Languages Program and have it approved before registering for this course. Introduction to the alphabet and language structure with emphasis on communicative skills. Students will receive a foundation in the language, be able to hold simple conversations, use a range of vocabulary related to daily activities and transactions, and gain familiarity with basic, frequently used grammatical structures and the writing system of the language. Students must be highly motivated in self-instructional learning, and will work with an outside tutor/examiner. This is a hyphenated course and requires a full-year of study in order to receive credit. More information can be found on the Self-Instructional Languages site.

Class Format: Twice-weekly review sessions

Requirements/Evaluation: Written and oral midterm and final exams.

Prerequisites: Sophomore or higher standing with a GPA of 3.0 or higher; application to the Self-Instructional Languages Program in April.

Enrollment Limit: 6

Enrollment Preferences: Interested students must complete an application through the Self-Instructional Languages Program and have it approved before registering for this course; this is a hyphenated course and requires a full-year of study to receive credit.

Expected Class Size: 2-6

Grading: no pass/fail option, yes fifth course option

Unit Notes: Minimum of two students, plus contracted tutor/examiner in order to schedule the course

Distributions: (D1)

Attributes: JWST Elective Courses

Fall 2024

LEC Section: 01 TBA Shaina Adams-EI Guabli

SILP 102 (S) Elementary Hebrew

Continuation in developing communicative skills, vocabulary building, and furthering familiarity with frequently used grammatical structures and writing.

Interested students must complete an application through the Self-Instructional Languages Program and have it approved before registering for this course. Introduction to the alphabet and language structure with emphasis on communicative skills. Students will receive a

foundation in the language, be able to hold simple conversations, use a range of vocabulary related to daily activities and transactions, and gain familiarity with basic, frequently used grammatical structures and the writing system of the language. Students must be highly motivated in self-instructional learning, and will work with an outside tutor/examiner. This is a hyphenated course and requires a full-year of study in order to receive credit. More information can be found on the Self-Instructional Languages site.

Class Format: Twice-weekly review sessions

Requirements/Evaluation: Written and oral midterm exam and final exam.

Prerequisites: CRHE 101

Enrollment Limit: 6

Enrollment Preferences: Students who have completed CRHE 101.

Expected Class Size: 2-6

Grading: no pass/fail option, yes fifth course option

Unit Notes: Minimum of two students, plus contracted tutor/examiner in order to schedule the course

Distributions: (D1)

Attributes: JWST Elective Courses

Spring 2025

LEC Section: 01 TBA Shaina Adams-EI Guabli

SILP 103 (F) Elementary Hindi-Urdu

Cross-listings: ASIA 197

Primary Cross-listing

Interested students must complete an application through the Self-Instructional Languages Program and have it approved before registering for this course. Introduction to the alphabet and language structure with emphasis on communicative skills. Students will receive a foundation in the language, be able to hold simple conversations, use a range of vocabulary related to daily activities and transactions, and gain familiarity with basic, frequently used grammatical structures and the writing system of the language. Students must be highly motivated in self-instructional learning, and will work with an outside tutor/examiner. This is a hyphenated course and requires a full-year of study in order to receive credit. More information can be found on the Self-Instructional Languages site. Both the Devanagari script of Hindi and the Nastaliq script of Urdu will be introduced throughout the year-long course.

Class Format: Twice-weekly review sessions

Requirements/Evaluation: Written and oral midterm and final exams.

Prerequisites: Sophomore or higher standing with a GPA of 3.0 or higher; application to the Self-Instructional Languages Program in April.

Enrollment Limit: 6

Enrollment Preferences: Interested students must complete an application through the Self-Instructional Languages Program and have it approved before registering for this course; this is a hyphenated course and requires a full-year of study to receive credit.

Expected Class Size: 2-6

Grading: no pass/fail option, yes fifth course option

Unit Notes: Minimum of two students in order to schedule the course.

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

SILP 103(D1) ASIA 197(D1)

Fall 2024

LEC Section: 01 TBA Shaina Adams-EI Guabli

SILP 104 (S) Elementary Hindi-Urdu

Cross-listings: ASIA 198

Primary Cross-listing

Urdu script will be introduced as the course continues to develop communicative skills, vocabulary building, and familiarity with frequently used grammatical structures and writing in both scripts. **Interested students must complete an application through the Self-Instructional Languages Program and have it approved before registering for this course.** Students must be highly motivated in self-instructional learning, and will work with an outside tutor/examiner. This is a hyphenated course and requires a full-year of study in order to receive credit. More information can be found on the Self-Instructional Languages site.

Class Format: Twice-weekly review sessions

Requirements/Evaluation: Written and oral midterm and final exams.

Prerequisites: CRHI 101

Enrollment Limit: 6

Enrollment Preferences: Students who have completed CRHI 101.

Expected Class Size: 2-6

Grading: no pass/fail option, yes fifth course option

Unit Notes: Minimum of two students in order to schedule the course.

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ASIA 198(D1) SILP 104(D1)

Spring 2025

LEC Section: 01 TBA Shaina Adams-EI Guabli

SILP 105 (F) Elementary Korean

Cross-listings: ASIA 195

Primary Cross-listing

Interested students must complete an application through the Self-Instructional Languages Program and have it approved before registering for this course. Introduction to the alphabet and language structure with emphasis on communicative skills. Students will receive a foundation in the language, be able to hold simple conversations, use a range of vocabulary related to daily activities and transactions, and gain familiarity with basic, frequently used grammatical structures and the writing system of the language. Students must be highly motivated in self-instructional learning, and will work with an outside tutor/examiner. This is a hyphenated course and requires a full-year of study in order to receive credit. More information can be found on the Self-Instructional Languages site.

Class Format: Twice-weekly review sessions

Requirements/Evaluation: Written and oral mid-term and final exam.

Prerequisites: Sophomore or higher standing with a GPA of 3.0 or higher; application to the Self-Instructional Languages Program in April.

Enrollment Limit: 6

Enrollment Preferences: Interested students must complete an application through the Self-Instructional Languages Program and have it approved before registering for this course; this is a hyphenated course and requires a full-year of study to receive credit.

Expected Class Size: 2-6

Grading: no pass/fail option, yes fifth course option

Unit Notes: Minimum of two students, plus contracted tutor/examiner in order to schedule the course

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

SILP 105(D1) ASIA 195(D1)

Fall 2024

LEC Section: 01 TBA Shaina Adams-EI Guabli

SILP 106 (S) Elementary Korean

Cross-listings: ASIA 196

Primary Cross-listing

Continuation in developing communicative skills, vocabulary building, and furthering familiarity with frequently used grammatical structures and writing.

Interested students must complete an application through the Self-Instructional Languages Program and have it approved before registering for this course. Introduction to the alphabet and language structure with emphasis on communicative skills. Students will receive a foundation in the language, be able to hold simple conversations, use a range of vocabulary related to daily activities and transactions, and gain familiarity with basic, frequently used grammatical structures and the writing system of the language. Students must be highly motivated in self-instructional learning, and will work with an outside tutor/examiner. This is a hyphenated course and requires a full-year of study in order to receive credit. More information can be found on the Self-Instructional Languages site.

Class Format: Twice-weekly review sessions

Requirements/Evaluation: Written and oral midterm exam and final exam.

Prerequisites: CRKO 101

Enrollment Limit: 6

Enrollment Preferences: Students who have completed CRKO 101.

Expected Class Size: 2-6

Grading: no pass/fail option, yes fifth course option

Unit Notes: minimum of two students in order to schedule the course

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ASIA 196(D1) SILP 106(D1)

Spring 2025

LEC Section: 01 TBA Shaina Adams-EI Guabli

SILP 107 (F) Elementary Persian

Interested students must complete an application through the Self-Instructional Languages Program and have it approved before registering for this course. Introduction to the alphabet and language structure with emphasis on communicative skills. Students will receive a foundation in the language, be able to hold simple conversations, use a range of vocabulary related to daily activities and transactions, and gain familiarity with basic, frequently used grammatical structures and the writing system of the language. Students must be highly motivated in self-instructional learning, and will work with an outside tutor/examiner. This is a hyphenated course and requires a full-year of study in order to receive credit. More information can be found on the Self-Instructional Languages site.

Class Format: Twice-weekly review sessions

Requirements/Evaluation: Oral and written midterm and final exams.

Prerequisites: Sophomore or higher standing with a GPA of 3.0 or higher; application to the Self-Instructional Languages Program in April.

Enrollment Limit: 6

Enrollment Preferences: Interested students must complete an application through the Self-Instructional Languages Program and have it approved before registering for this course; this is a hyphenated course and requires a full-year of study to receive credit.

Expected Class Size: 2-6

Grading: no pass/fail option, yes fifth course option

Unit Notes: Minimum of two students, plus contracted tutor/examiner in order to schedule the course

Distributions: (D1)

Fall 2024

LEC Section: 01 TBA Shaina Adams-EI Guabli

SILP 108 (S) Elementary Persian

Continuation in developing communicative skills, vocabulary building, and furthering familiarity with frequently used grammatical structures and writing. **Interested students must complete an application through the Self-Instructional Languages Program and have it approved before registering for this course.** This is a hyphenated course and requires a full-year of study in order to receive credit. More information can be found on the Self-Instructional Languages site.

Requirements/Evaluation: Oral and written midterm and final exams.

Prerequisites: Must have completed CRPE 101.

Enrollment Limit: 6

Enrollment Preferences: Completed CRPE 101.

Expected Class Size: 2-6

Grading: no pass/fail option, yes fifth course option

Unit Notes: Minimum of two students, plus contracted tutor/examiner in order to schedule the course

Distributions: (D1)

Spring 2025

LEC Section: 01 TBA Shaina Adams-EI Guabli

SILP 109 (F) Elementary Portuguese

Interested students must complete an application through the Self-Instructional Languages Program and have it approved before registering for this course. Introduction to the alphabet and language structure with emphasis on communicative skills. Students will receive a foundation in the language, be able to hold simple conversations, use a range of vocabulary related to daily activities and transactions, and gain familiarity with basic, frequently used grammatical structures and the writing system of the language. Students must be highly motivated in self-instructional learning, and will work with an outside tutor/examiner. This is a hyphenated course and requires a full-year of study in order to receive credit. More information can be found on the Self-Instructional Languages site.

Class Format: This course is conducted using online technology with Vassar College. The course will be scheduled according to the Vassar College academic calendar. The class meets twice-weekly for one-hour review sessions with Vassar's native-speaking tutor.

Requirements/Evaluation: Grading is 20% attendance/preparedness, 30% midterm and 50% final; exams are oral and written and administered by an outside consultant.

Prerequisites: Sophomore or higher standing with a GPA of 3.0 or higher; application to the Self-Instructional Languages Program in April.

Enrollment Limit: 6

Enrollment Preferences: Interested students must complete an application through the Self-Instructional Languages Program and have it approved before registering for this course; this is a hyphenated course and requires a full-year of study in order to receive credit.

Expected Class Size: 2-6

Grading: no pass/fail option, yes fifth course option

Unit Notes: Minimum of two students, plus contracted tutor/examiner in order to schedule the course. Contingent on continuation of Vassar-Williams partnership.

Distributions: (D1)

Fall 2024

LEC Section: 01 TBA Shaina Adams-EI Guabli

SILP 110 (S) Elementary Portuguese

Continuation in developing communicative skills, vocabulary building, and furthering familiarity with frequently used grammatical structures and writing. **Interested students must complete an application through the Self-Instructional Languages Program and have it approved before registering for this course.** Students must be highly motivated in self-instructional learning, and will work with an outside tutor/examiner. This is a

hyphenated course and requires a full-year of study in order to receive credit. More information can be found on the Self-Instructional Languages site.

Class Format: This is a one-year course in partnership with Vassar College, conducted using online technology. The course will be scheduled according to the Vassar College academic calendar. Classes meet with Vassar's native-speaking tutor. Interested students must complete an application through the Self-Instructional Languages Program and have it approved before registering for this course; this is a hyphenated course and requires a full-year of study to receive credit.

Requirements/Evaluation: Grading is 20% attendance/preparedness, 30% midterm and 50% final; exams are oral and written and administered by an outside consultant

Prerequisites: CRPO 101.

Enrollment Limit: 6

Enrollment Preferences: Students who have completed CRPO 101. Sophomore or higher standing with a GPA of 3.0 or higher; application to the Self-Instructional Languages Program in April.

Expected Class Size: 2-6

Grading: no pass/fail option, yes fifth course option

Unit Notes: Minimum of two students, plus contracted tutor/examiner in order to schedule the course; contingent on continuation of course partnership with Vassar College

Distributions: (D1)

Spring 2025

LEC Section: 01 TBA Shaina Adams-EI Guabli

SILP 111 (F) Elementary American Sign Language

Interested students must complete an application through the Self-Instructional Languages Program and have it approved before registering for this course. Introduction to the alphabet and language structure with emphasis on communicative skills. Students will receive a foundation in the language, be able to hold simple conversations, and use a range of vocabulary related to daily activities and transactions. Students must be highly motivated in self-instructional learning, and will work with an outside tutor/examiner. This is a hyphenated course and requires a full-year of study in order to receive credit. More information can be found on the Self-Instructional Languages site.

Class Format: Twice weekly review sessions

Requirements/Evaluation: Midterm and final exams

Prerequisites: Sophomore or higher standing with a GPA of 3.0 or higher; application to the Self-Instructional Languages Program in April.

Enrollment Limit: 6

Enrollment Preferences: Interested students must complete an application through the Self-Instructional Languages Program and have it approved before registering for this course; this is a hyphenated course and requires a full-year of study to receive credit.

Expected Class Size: 2-6

Grading: no pass/fail option, yes fifth course option

Unit Notes: Minimum of two students, plus contracted tutor/examiner in order to schedule the course

Distributions: (D1)

Fall 2024

LEC Section: 01 TBA Shaina Adams-EI Guabli

SILP 112 (S) Elementary American Sign Language

Continuation in developing communicative skills, vocabulary building, and furthering familiarity with frequently used grammatical structures and writing.

Interested students must complete an application through the Self-Instructional Languages Program and have it approved before registering for this course. Students must be highly motivated in self-instructional learning, and will work with an outside tutor/examiner. This is a hyphenated course and requires a full-year of study in order to receive credit. More information can be found on the Self-Instructional Languages site.

Class Format: Twice weekly review sessions

Requirements/Evaluation: Midterm and final exam

Prerequisites: CRSL 101

Enrollment Limit: 6

Enrollment Preferences: Students must have completed CRSL 101.

Expected Class Size: 2-6

Grading: no pass/fail option, yes fifth course option

Unit Notes: Minimum of two students, plus contracted tutor/examiner in order to schedule the course

Distributions: (D1)

Spring 2025

LEC Section: 01 TBA Shaina Adams-EI Guabli

SILP 113 (F) Elementary Swahili

Interested students must complete an application through the Self-Instructional Languages Program and have it approved before registering for this course. Introduction to the alphabet and language structure with emphasis on communicative skills. Students will receive a foundation in the language, be able to hold simple conversations, use a range of vocabulary related to daily activities and transactions, and gain familiarity with basic, frequently used grammatical structures and the writing system of the language. Students must be highly motivated in self-instructional learning, and will work with an outside tutor/examiner. This is a hyphenated course and requires a full-year of study in order to receive credit. More information can be found on the Self-Instructional Languages site.

Class Format: Twice-weekly review sessions

Requirements/Evaluation: Written and oral midterm and final exams.

Prerequisites: Sophomore or higher standing with a GPA of 3.0 or higher; application to the Self-Instructional Languages Program in April.

Enrollment Limit: 6

Enrollment Preferences: Interested students must complete an application through the Self-Instructional Languages Program and have it approved before registering for this course; this is a hyphenated course and requires a full-year of study to receive credit.

Expected Class Size: 2-6

Grading: no pass/fail option, yes fifth course option

Unit Notes: Minimum of two students, plus contracted tutor/examiner in order to schedule the course

Distributions: (D1)

Fall 2024

LEC Section: 01 TBA Shaina Adams-EI Guabli

SILP 114 (S) Elementary Swahili

Continuation in developing communicative skills, vocabulary building, and furthering familiarity with frequently used grammatical structures and writing.

Interested students must complete an application through the Self-Instructional Languages Program and have it approved before registering for this course. Students must be highly motivated in self-instructional learning, and will work with an outside tutor/examiner. This is a hyphenated course and requires a full-year of study in order to receive credit. More information can be found on the Self-Instructional Languages site.

Class Format: Twice-weekly review session

Requirements/Evaluation: Written and oral midterm and final exams.

Prerequisites: CRSW 101

Enrollment Limit: 6

Enrollment Preferences: Students who have completed CRSW 101. Interested students must complete an application through the Self-Instructional

Languages Program and have it approved before registering for this course; this is a hyphenated course and requires a full-year of study

Expected Class Size: 2-6

Grading: no pass/fail option, yes fifth course option

Unit Notes: Minimum of two students, plus contracted tutor/examiner in order to schedule the course

Distributions: (D1)

Spring 2025

LEC Section: 01 TBA Shaina Adams-EI Guabli

SILP 201 (F) Intermediate Korean

Cross-listings: ASIA 297

Primary Cross-listing

Intermediate level in developing linguistic abilities and fundamental reading, writing, listening and speaking skills. Students will be able to carry on more sophisticated conversations; use the language to manage logistics of everyday life; and demonstrate more complicated grammatical structures in speaking and writing. **Interested students must complete an application through the Self-Instructional Languages Program and have it approved before registering for this course.** This is a hyphenated course and requires a full-year of study in order to receive credit. More information can be found on the Self-Instructional Languages site.

Class Format: Twice-weekly review sessions

Requirements/Evaluation: Written and oral midterm and final exams.

Prerequisites: CRKO 101-102

Enrollment Limit: 6

Enrollment Preferences: Interested students must complete an application through the Self-Instructional Languages Program and have it approved before registering for this course; this is a hyphenated course and requires a full-year of study to receive credit.

Expected Class Size: 2-6

Grading: no pass/fail option, yes fifth course option

Unit Notes: Minimum of two students, plus a contracted tutor and examiner in order to schedule the course

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

SILP 201(D1) ASIA 297(D1)

Fall 2024

LEC Section: 01 TBA Shaina Adams-EI Guabli

SILP 202 (S) Intermediate Korean

Cross-listings: ASIA 298

Primary Cross-listing

Continuation of intermediate skills in speaking and writing. **Interested students must complete an application through the Self-Instructional Languages Program and have it approved before registering for this course.** This is a hyphenated course and requires a full-year of study in order to receive credit. More information can be found on the Self-Instructional Languages site.

Class Format: Twice-weekly review sessions

Requirements/Evaluation: Written and oral midterm and final exam.

Prerequisites: CRKO 201

Enrollment Limit: 6

Enrollment Preferences: Interested students must complete an application through the Self-Instructional Languages Program and have it approved before registering for this course; this is a hyphenated course and requires a full-year of study to receive credit.

Expected Class Size: 2-6

Grading: no pass/fail option, yes fifth course option

Unit Notes: Minimum of two students, plus contracted tutor/examiner in order to schedule the course

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

SILP 202(D1) ASIA 298(D1)

Spring 2025

LEC Section: 01 TBA Shaina Adams-EI Guabli

ANTHROPOLOGY AND SOCIOLOGY (Div II)

SOCIOLOGY

Chair: Professor James Nolan

- Zaid Adhami, Assistant Professor of Religion and Faculty Affiliate in Anthropology & Sociology; affiliated with: Religion, Anthropology & Sociology
- Bhumika Chauhan, Visiting Lecturer in Sociology
- David B. Edwards, James N. Lambert '39 Professor of Anthropology
- Antonia E. Foias, Preston S. Parish '41 Third Century Professor of Anthropology; on leave Spring 2024
- Venus M. Green, Gaius Charles Bolin Fellow in the Department of Anthropology and Sociology
- Kim Gutschow, Senior Lecturer in Religion and Anthropology/Sociology; affiliated with: Religion, Anthropology & Sociology
- Nicolas C. Howe, Professor of Environmental Studies and Faculty Affiliate in Anthropology and Sociology; affiliated with: Center for Environmental Studies, Anthropology & Sociology; on leave Spring 2024
- Peter Just, Professor of Anthropology
- Kamal A. Kariem, Gaius Charles Bolin Fellow in the Department of German and Russian and Faculty Affiliate in Anthropology and Sociology; affiliated with: German and Russian, Anthropology & Sociology
- Joel Lee, Associate Professor of Anthropology; on leave 2023-2024
- James A. Manigault-Bryant, Chair and Professor of Africana Studies and Faculty Affiliate in Anthropology and Sociology and Religion; affiliated with: Africana Studies, Religion, Anthropology & Sociology
- Gregory C. Mitchell, Professor of Women's, Gender and Sexuality Studies and Faculty Affiliate in Anthropology/Sociology; affiliated with: Women, Gender & Sexuality Studies, Anthropology & Sociology; on leave 2023-2024
- James L. Nolan, Washington Gladden 1859 Professor of Sociology
- Marketa Rulikova, Visiting Assistant Professor of Sociology
- Olga Shevchenko, Paul H. Hunn '55 Professor in Social Studies; on leave Fall 2023
- Christina E. Simko, Chair and Associate Professor of Sociology; affiliated with: Anthropology & Sociology, American Studies
- Ben Snyder, Associate Professor of Sociology
- Phi H. Su, Assistant Professor of Sociology; affiliated with: Anthropology & Sociology, Science & Technology Studies

The disciplines of anthropology and sociology aim to teach students how to enter into the social/cultural worlds of others, how to grasp those worlds from the viewpoints of their inhabitants, and how to articulate those denizens' habits of mind, worldviews, and values to broader audiences.

Anthropology critically analyzes social forms and practices in all their local and global diversity, illuminating the cultural grounding of the ideologies, narratives, and structures in which we are all implicated. **Archaeology** extends this analysis to social formations of the historical and prehistorical past. **Sociology** studies the nature and trajectories of modernity, examining the intricacies of industrial and post-industrial societies and the dilemmas that confront individuals in modern social systems. These disciplines introduce students to classical and contemporary theories that illuminate the contours and contradictions of social experience. The Anthropology & Sociology program promotes a critical engagement with these theories while at the same time bringing evidence and case studies into conversation with theory.

The Department emphasizes qualitative fieldwork in its many forms. We teach students how to formulate, frame, and address intellectual problems. We also teach students the empirical methods widely used in anthropology, sociology, and other related disciplines, including, but not limited to ethnography, participant observation, interviewing, discourse and visual analysis, archival research, oral history, and archaeological methods.

Because the program emphasizes critical thinking skills to assess social claims made by others, and the application of anthropological and sociological skills to present day concerns, undergraduate training in Anthropology or Sociology has proven invaluable to majors pursuing a range of careers, including public policy, diplomacy, international development, marketing, social media development, K-12 education, journalism, medicine, and law.

MAJORS

The department offers separate majors in both Anthropology and Sociology, with a broad and diverse array of courses in both disciplines. The department is committed, however, to the unity of the social sciences. To this end, Anthropology and Sociology offer joint core courses in methodology and theory, as well as several elective courses in common. All joint courses are designated "ANSO."

Requirements

For the degree in Anthropology or Sociology, students must complete a minimum of nine courses as outlined below:

Core Courses

Majors in both disciplines must take a sequence of four core courses. Three of these are joint (ANSO) courses. The sequences are:

Anthropology

ANTH 101 How to Be Human

Sociology

SOC 101 Invitation to Sociology

Joint Courses

ANSO 205 Ways of Knowing

ANSO 305 Social Theory

ANSO 402 Senior Seminar

Elective Courses

Majors in Anthropology or Sociology must take five elective courses from the course listings of their respective disciplines or from the joint ANSO listings. Two of the courses chosen are normally at the 300 level or above. In close consultation with their departmental advisors, students may take some selected courses from other disciplines to fulfill major requirements in either Anthropology or Sociology.

Majors in each wing of the department are allowed to count up to two courses in the other wing towards fulfillment of their major requirements.

STATISTICS AND DATA ANALYSIS

In addition to the nine total courses required for the major, it is recommended that Anthropology and Sociology majors take Statistics 101 or a comparable course in statistics and data analysis.

AREA STUDIES CONCENTRATION

Students who wish to combine a major in Anthropology or Sociology with an Area Studies concentration are encouraged to do so. Courses taken to satisfy an Area Studies requirement may be counted toward the major with prior approval of a student's departmental advisor. The only exception to this rule is the Area Studies senior seminar, which cannot ordinarily be counted toward the Anthropology or Sociology degree.

LANGUAGE STUDY, STUDY ABROAD, AND WINTER STUDY

Departmental advisors will help interested students integrate a major with study abroad, foreign language study, or field research during the winter study period. The department encourages Williams students to take advantage of established foreign study programs in Egypt, Japan, India, Hong Kong, and other countries. Because some foreign study programs do not offer courses that can be counted toward the Anthropology or Sociology degrees, however, sophomores planning to study abroad in junior year must consult with the departmental advisor before declaring a major.

FAQ

Students **MUST** contact departments/programs **BEFORE** assuming study away credit will be granted toward the major or concentration.

Can your department or program typically pre-approve courses for major/concentration credit?

Yes. In some cases, provisional approval can be granted (students should be sure to contact the department for details). We welcome discussions of curricular plans for those major who travel abroad in their junior year. However, typically, students don't have access to all the salient information until **AFTER** they have taken the course.

What criteria will typically be used/required to determine whether a student may receive major/concentration credit for a course taken while on study away?

Course title and description, and complete syllabus including readings/assignments. The syllabus and readings/assignment information is required in cases when the course title and description are not sufficient to ascertain whether a course should count towards the major. We also request information on course hours.

Does your department/program place restrictions on the number of major/concentration credits that a student might earn through study away?

Yes. We credit two, and in special cases three courses.

Does your department/program place restrictions on the types of courses that can be awarded credit towards your major?

Yes. The expectation is for an intellectually rigorous semester-long course with a paper/exam component.

Are there specific major requirements that cannot be fulfilled while on study away?

Yes. ANSO 205, ANSO 305 and ANSO 402 are almost always taken in the department.

Are there specific major requirements in your department/program that students should be particularly aware of when weighing study away options? (Some examples might include a required course that is always taught in one semester, laboratory requirements.)

Yes. ANSO 305 is offered in the fall and ANSO 205 and ANSO 402 only in the spring. We advise our majors to be aware if they plan to spend all or part of their junior year abroad.

Give examples in which students thought or assumed that courses taken away would count toward the major or concentration and then learned they wouldn't:

In one case, a student had assumed that he could take the equivalent of ANSO 205 abroad, and was disappointed to discover that was not the case. He ended up taking ANSO 205 his senior year.

THE DEGREE WITH HONORS IN ANTHROPOLOGY OR SOCIOLOGY

Honors and highest honors are normally awarded for the completion of a year-long research project that has resulted in an original thesis of high quality. Students wishing to write an honors thesis should engage a member of the department faculty as a Thesis Advisor as soon as possible and must submit a proposal for the thesis for department approval no later than the end of spring reading period of the junior year. If the proposal is approved, they will be permitted to register for Anthropology and Sociology 493-W31-494, during which they will write and defend a thesis. If their overall work in the major continues to be of high quality and the thesis is deemed of a similar quality, they may be awarded honors or highest honors in Anthropology or Sociology.

SOC 101 (F)(S) Invitation to Sociology (DPE)

This course provides students with an introduction to sociological analysis and an overview of sociology as a discipline. We will focus on the relationship of individuals to the social world and become acquainted with systematic institutional analysis. Students will explore the intersection of biography, history, culture, and social structure as seen in the work of classical and contemporary social thinkers, including Marx, Durkheim, Weber, Simmel, Du Bois, and Goffman. Special consideration will be given to the social and cultural problems of capitalism, rationality and irrationality in modern institutions and organizations, the psychological dilemmas facing the individual in modern society, and the problem of social order and conflict. Students will emerge from the semester equipped with an analytical lens that will enable them to see the social world -- ranging from everyday interactions to broad political struggle -- in a new light.

Requirements/Evaluation: Thoughtful and consistent participation, several research memos and presentations, book review, final research paper

Prerequisites: none

Enrollment Limit: 30

Enrollment Preferences: strictly limited to first-year students and sophomores (with exceptions for declared ANTH or SOC majors)

Expected Class Size: 30

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: This course interrogates the social construction of identities, and how these differences manifest unequally in institutions.

Fall 2024

LEC Section: 01 MW 11:00 am - 12:15 pm Christina E. Simko

LEC Section: 02 TF 1:10 pm - 2:25 pm Ben Snyder

Spring 2025

LEC Section: 01 TR 11:20 am - 12:35 pm Olga Shevchenko

SOC 150 (F) Data for Justice (DPE) (QFR)

Cross-listings: STS 150 / AMST 150 / WGSS 150 / INTR 150

Secondary Cross-listing

This course is a unique and inclusive introduction to data science where quantitative thinking, programming, and social justice intertwine. We will build our data science skills using R, a popular open-source data science tool. We will focus on essential stages of data analysis, including data acquisition, cleaning, wrangling, visualization, and exploration. But rather than divorcing these techniques from the social issues they can help illuminate, we ground them in a social justice context. Overall, we will apply data science skills to topics drawn from criminal justice, environmental justice, diversity and inclusion in arts and media, education equity, and much more, with the goal of growing our collective capacity to use data science as a tool for social good. During a time when humans are increasingly subjugated to data-driven algorithmic decisions, when there are social media accounts dedicated to highlighting misuses of data, and when artificial intelligence makes faking data a nearly trivial task, using data to ethically and carefully promote justice is more important than ever.

Class Format: This course is taught in a highly interactive format and will frequently use a flipped-classroom approach. Students should expect substantial time devoted to in-class collaboration.

Requirements/Evaluation: Students will complete regularly assigned activities, problem sets, and other assessments. To move towards a non-hierarchical, transparent, and egalitarian grading system, the instructor adopts a mastery-based approach.

Prerequisites: None. This course assumes no prior knowledge of data science or R programming. An interest in social justice and a willingness to engage intensively with data and computing are essential.

Enrollment Limit: 18

Enrollment Preferences: Students without prior college-level courses in statistics and programming.

Expected Class Size: 18

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

STS 150(D2) AMST 150(D2) SOC 150(D2) WGSS 150(D2) INTR 150(D2)

Difference, Power, and Equity Notes: This course uses data science as a lens for injustice in spheres such as criminal justice, environmental justice, diversity and inclusion in arts and media, education equity. We will consider race, gender, LGBTQ+, disability, and other axes of identity. Additionally, we will adopt a data-critical perspective, thinking about how social forces shape data and our understanding of it.

Quantitative/Formal Reasoning Notes: This course teaches quantitative tools in R, a widely-adopted data science platform. We will focus on essential stages of data analysis, including data acquisition, cleaning, wrangling, visualization, and exploration.

Fall 2024

LEC Section: 01 TR 9:55 am - 11:10 am Chad M. Topaz

LEC Section: 02 TR 11:20 am - 12:35 pm Chad M. Topaz

SOC 201 (S) Science, Technology, and Human Values

Cross-listings: STS 101

Secondary Cross-listing

This course offers an introduction to science and technology studies. Attention will be devoted to exploring the nature of science and technology, their relationships to and interactions with one another, society and the natural world, and the influences these interactions exert in shaping what humans value. With widespread use of new social media, controversial developments in such bio-technical practices as gene-editing and the cloning of mammals, rapid advances in various forms of technological surveillance, and the increasing sophistication of technological weaponry in the military, the triumph of technology remains a defining feature of modern life. For the most part, modern humans remain unflinchingly confident in the possibilities technology holds for continuing to improve the human condition. As with other features of modernity, however, technology has also had significant, albeit largely unanticipated, social consequences. This course will focus on the less often examined latent functions of science and technology in modern society. It will consider, for example, the social effects of technology on community life, on privacy, and on how people learn, think, understand the world, communicate, and organize themselves. The course will also examine the effects of technology on medicine, education, criminal law, and agriculture and will consider such counter-cultural reactions to technology as the Luddite movement in early nineteenth century England, Amish agrarian practices, and the CSA (community supported agriculture) movement.

Requirements/Evaluation: A midterm, final, and two short papers.

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: first-years and sophomores

Expected Class Size: 20

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

STS 101(D2) SOC 201(D2)

Spring 2025

SEM Section: 01 TR 11:20 am - 12:35 pm James L. Nolan

SOC 211 (S) Race, Environment, and the Body

Cross-listings: ENVI 211 / AMST 211 / AFR 211

Secondary Cross-listing

This course is organized around three distinct, but overlapping, concerns. The first concern is how polluting facilities like landfills, industrial sites, and sewage treatment plants are disproportionately located in communities of color. The second concern is the underlying, racist rationales for how corporations, in collaboration with state agencies, plot manufacturers of pollution. The final concern is how the environmental crises outlined in the first two sections of the course are experienced in the body. In reviewing a range of Black cultural productions--like literature, scholarship, music, and film--we will not only consider how environmental disparities physically affect human bodies, but also how embodiments of eco-crises lend to imaginaries of the relationship between the self and the natural world.

Class Format: discussion

Requirements/Evaluation: class participation, 2-3 short papers (5-7 pages), and a self-scheduled final

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: preference given to AFR concentrators, ENVI concentrators and majors, and ANSO majors.

Expected Class Size: 20

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 211(D2) SOC 211(D2) AMST 211(D2) AFR 211(D2)

Attributes: AFR Core Electives AMST Comp Studies in Race, Ethnicity, Diaspora AMST Space and Place Electives ENVI Humanities, Arts + Social Science Electives PHLH Nutrition, Food Security+Environmental Health PHLH Social Determinants of Health

Not offered current academic year

SOC 216 (F) The City

Modern humans have moved to the city, a site with concentrated powers of various kinds, this move has effected irreversible change in human life. We will examine these forces through readings in urban theories as well as ethnographic studies. We will address themes such as the organization of urban life, the political economy of cities, housing and homelessness, and urban planning. The city is also the chief site of cultural production and meaning, and our scope of interest will range from studying subcultures, to reading graffiti, to analyzing monuments. Bearing in mind the inexorable social change of past decades, we will reconsider some classical thought on urban life in the context of postmodern discourse, conceptualize the post-industrial and global city, and conclude with an examination of the problems faced by cities in developing countries. This course is designed to provide students with a comprehensive introduction to urban studies. Students will become familiarized with both classical and modern urban theories, and in reading ethnographies they will have an opportunity to understand some fundamental methodological approaches to the study of the city.

Requirements/Evaluation: response papers, mid term exam and final research paper

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: Anthropology and Sociology majors

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Attributes: AMST Space and Place Electives GBST Urbanizing World

Not offered current academic year

SOC 218 (S) Law and Modern Society

This class is designed to introduce students to the field of law and society. The course begins with an overview of the various theoretical perspectives on the subject, including Durkheimian, Marxist, Foucauldian, and Weberian analyses of law and society; as well as the work of those following in the different theoretical schools established by these scholars. Informed by the theoretical overview, the next part of the course considers empirical research in selected areas of law, including tort law, criminal trial procedures, "community justice," jury trials, and the adjudication of drug offenses. Recognizing that understandings of our own legal practices are enlightened through comparisons to other legal systems, the second half of the course is primarily historical/comparative in focus. In this section, through an exploration of several case studies, American legal processes and habits are compared with related legal practices in such places as Japan, England, Scotland, Ireland, Australia, Germany, Norway, and Canada.

Class Format: discussion

Requirements/Evaluation: a short paper and midterm and final exams

Prerequisites: none

Enrollment Limit: 30

Enrollment Preferences: Priority given to sociology majors.

Expected Class Size: 30

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

Attributes: JLST Interdepartmental Electives

Spring 2025

LEC Section: 01 MR 1:10 pm - 2:25 pm James L. Nolan

SOC 219 (F) Images and Society

"This is obvious!" is what we say when we believe our point is irrefutable. But images are far less obvious than we may like to think. This course will create a forum for discussing the role of images in our lives, as well as the place of the visual in social inquiry. It will explore the variety of ways in which images--and even vision itself--are shaped by the social and cultural context in which they are embedded, develop skills for critical analysis of existing representations, and address the analytical possibilities and limitations of the study of signs and images. The course will touch upon a range of visual material, from advertising to paintings, but the bulk of the course is dedicated to photography, both as an object of visual analysis and as, increasingly, a research method in social sciences. Topics for discussion include debates around truth in photography and the politics of representation, changing uses of photography in institutional settings, different photographic cultures and their anthropological and sociological significance, as well as the use of photography in social research. Primary sources for the discussions will be drawn from a variety of spheres, from Soviet propaganda posters to Indian studio portraiture, and will include the images we encounter in everyday life, media, politics, academia, "high" art and popular culture.

Requirements/Evaluation: active class participation, several short papers, and a final project

Prerequisites: none; open to all

Enrollment Limit: 15

Enrollment Preferences: Anthropology and Sociology majors

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

Attributes: FMST Related Courses

Fall 2024

SEM Section: 01 MR 2:35 pm - 3:50 pm Olga Shevchenko

SOC 221 (F) Money and Intimacy

Does money matter in affectionate relationships? Can dollars buy love and care? What impact does market economics have on intimate relationships? This course will examine these questions and their relevance over the course of history, considering what forces have contributed to the shift in thinking about them, and, most importantly, how sociological research and knowledge helps us understand their current status. We will look into a wide range of aspects of private life that require actors to mix personal affairs with financial transactions, including romantic encounters, marriages (and divorces), families of various kinds and compositions, child adoptions, and outsourced care for dependents to name just a few. Intimacy carries different value and content in these contexts, as so does handling exchanges within them, and negotiating the balance of intimate and economic exchanges also necessitates applying diverse strategies *vis-à-vis* the external social world. The course will simultaneously look into the changing character of the economy as it has responded to shifting social values. We will specifically focus on how previously private concerns have penetrated the public sphere and shaped the evolution of what has been dubbed 'emotional capitalism'. People skills, teamwork, emotional labor, commodification of intimacy, care, sex, and body parts, are only few examples of the central concepts at stake. Naturally, a reflection on the growth of new technologies and social media will enrich many of the discussed themes.

Requirements/Evaluation: Each student will be expected to write a final research paper. Other requirements will include response papers to assigned readings and films, as well as contributions to both classroom and Glow discussions. There will be no final exam.

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: Anthropology and Sociology majors

Expected Class Size: 20

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

Not offered current academic year

SOC 224 (F) Going Nuclear: American Culture in the Atomic Age

Cross-listings: HIST 273 / STS 224

Primary Cross-listing

This course will examine the historical development and use of the nuclear bomb. Among other features of the early atomic age, the course will look at the Manhattan Project, the delivery of the bombs for combat, the destructive effects of the bomb's initial use in Hiroshima and Nagasaki, and the ongoing testing of nuclear weapons in the Marshall Islands after WWII. The class will investigate the role of the nuclear arms race in the Cold War, the consequences of nuclear production on specific communities, and the implications of the atomic age on our critical understanding of technological innovation more generally. We will also consider the saliency of competing narratives interpreting America's decision (and continuing policies) to build, use, and stockpile nuclear weapons. Employing both sociological and historical perspectives, we will explore the interactions between science, politics, and culture in the nuclear age.

Requirements/Evaluation: a midterm, a final exam, and a 10- to 12-page research paper

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: Preference given to sociology and history majors.

Expected Class Size: 20

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 273(D2) STS 224(D2) SOC 224(D2)

Attributes: HIST Group F Electives - U.S. + Canada

Fall 2024

LEC Section: 01 TR 11:20 am - 12:35 pm James L. Nolan

SOC 226 (F) The Working Globe: North and South Workers in Globalized Production (DPE)

Cross-listings: GBST 226

Primary Cross-listing

The course introduces students to the concept of globalization of production by focusing on how workers from distant cities and villages across the Global North and South are joined together in the same transnational labor processes. We will reflect on case studies that trace the real-world production of everyday goods and services like automobiles, garments, retail, and electronics. We will map global supply chains and investigate how they exploit and reproduce global inequalities. Focusing specifically on the labor process and on the condition of workers, students will acquire a grounded perspective on the global economy, as well as on the dynamics underlying precarity, deindustrialization, and uneven development. The key guiding concern for the course will be to understand the relationship between workers of the North and South: Does global production place these workers in a relation of fundamental conflict, or can a community of interest emerge between them?

Class Format: Assignments will require group work and presentations

Requirements/Evaluation: Class participation; 1-2 group presentations; 1 final paper

Prerequisites: None, open to all students

Enrollment Limit: 20

Enrollment Preferences: Preference given to ANTH/SOC majors and GBST concentrators

Expected Class Size: 20

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

GBST 226(D2) SOC 226(D2)

Difference, Power, and Equity Notes: Primarily the course investigates how historical inequalities between countries are reproduced by centering production relations and the site of work. Students will delve deeply into the inequality between workers of the global North and South, and they will also encounter situations where these differences intersect with racial and gendered dynamics.

Not offered current academic year

SOC 228 (S) The Panopticon: Surveillance, Power, and Inequality (DPE)

Cross-listings: STS 229

Primary Cross-listing

Surveillance is built into the very fabric of modern life. From CCTV cameras, to supermarket loyalty cards, to the massive gathering of personal data on social media sites, people participate in today's "surveillance societies" just by doing everyday activities. This course uses the metaphor of the "Panopticon" as a doorway to engagement with traditional and new forms of surveillance. First described by philosopher and social theorist Jeremy Bentham, the Panopticon is a physical structure that enables one observer to see all inhabitants without those inhabitants knowing when they are being observed. In *Discipline and Punish*, Michel Foucault famously expanded thinking on the Panopticon as a metaphor for the "disciplinary" power that lies at the heart of inequality in modern society. Since Bentham and Foucault's time, however, surveillance technologies have changed significantly. To what extent does the concept of the Panopticon give us purchase on today's surveillance societies? How does watching people with new digital and algorithmic surveillance technologies shape the exercise of power and, in turn, (re)produce forms of inequality? Can privacy, convenience, and safety ever be truly balanced? Topics include: the historical origins and expansion of surveillance in modern societies, policing and state surveillance, and social media surveillance.

Requirements/Evaluation: participation, reading responses, midterm essay, final paper

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: Anthropology and Sociology majors

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

STS 229(D2) SOC 228(D2)

Difference, Power, and Equity Notes: This course explores how power is distributed unequally through the mechanism of surveillance technologies, particularly in regard to racial and class differences. Among other topics, it will consider the concrete case of surveillance by police in Baltimore City and the question of if and when surveillance is appropriate there, given the city's ongoing crisis of citizen and police violence. Students will discuss police surveillance in a context shaped by racial segregation and class inequality.

Spring 2025

SEM Section: 01 MR 2:35 pm - 3:50 pm Ben Snyder

SOC 230 (S) Memory and Forgetting (DPE)

Cross-listings: AMST 233

Primary Cross-listing

On the surface, remembering generally confronts us as a deeply personal act. What is more private than nostalgic reverie or the secrets of a dark and painful past? Yet even "individual" memories take shape through social frameworks, and we also remember "collectively" through shared myths, narratives, traditions, and the like. This course will explore the social dimensions of memory and remembering as well as their inevitable counterpart--forgetting. How do social frameworks inform our individual understandings of the past and shape our sense of selfhood? How and why are figures from the past cast as heroes or villains? How do collectivities celebrate past glories, and how do they deal with shameful or embarrassing episodes? How do economic and political power relations shape struggles over the past? In an increasingly global society, can we speak of "cosmopolitan" or "transcultural" forms of memory? Topics will include autobiographical memory and self-identity; memorials, museums, and monuments; reputations, commemorations, and collective trauma; silence, denial, and forgetting; and transitional justice, official apologies, and reparations.

Requirements/Evaluation: thoughtful and consistent class participation; an autobiographical essay (4-5 pages); four response papers (2 pages each); and a research paper (8-10 pages) with class presentation

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: if overenrolled, students will be asked to submit a short statement of interest

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

SOC 230(D2) AMST 233(D2)

Difference, Power, and Equity Notes: This course pays particular attention to how power and inequality shape narratives about the past. We will examine and compare several efforts to transform national memories, such as the Equal Justice Initiative memorial in the United States and the Truth and Reconciliation Commission in South Africa. In doing so, we will also consider the role of memory and memorialization in broader processes of social change.

Not offered current academic year

SOC 241 (S) Meritocracy

Cross-listings: PSCI 241

Secondary Cross-listing

Although fewer than 1% of Americans have a degree from the country's top 30 colleges and universities, 39% of Fortune 500 CEOs, 41% of federal judges, 44% of the writing and editorial staff at the *New York Times*, 64% of Davos attendees, and 100% of Supreme Court justices do. Is this a

positive sign that the United States is governed by its most talented and capable members who have risen through hard work and equal opportunity? Or a negative one pointing to the power of a corrupt and self-selecting elite? This course explores the theme of meritocracy--rule by the intelligent--in comparative perspective. We will look at both old and new arguments regarding the proper role and definition of merit in political society as well as take the measure of meritocracy in present-day Singapore, France, and the United States. The course concludes with a focus on the current debate over American meritocracy and inequality.

Requirements/Evaluation: one short paper, one long paper, take-home final exam, discussion questions, class participation

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Political Science and Sociology majors, first-years and sophomores intending a Political Science or Sociology major

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

SOC 241(D2) PSCI 241(D2)

Attributes: POEC Depth PSCI American Politics Courses PSCI Comparative Politics Courses

Not offered current academic year

SOC 244 (F) What They Saw in America

Cross-listings: HIST 366 / AMST 244

Primary Cross-listing

This course traces the travels and writings of important observers of the United States, including Alexis de Tocqueville, Max Weber, G.K. Chesterton, Sayyid Qutb, and Wang Huning. The course will consider their respective journeys: Where did they go? With whom did they talk? What did they see? The historical scope and varying national origins of the observers provide a unique and useful outsider's view of America--one that sheds light on persisting qualities of American national character and gives insight into the nature and substance of international attitudes toward the United States over time. The course will analyze the common themes found in the visitors' respective writings about America and will pay particular attention to their insights on religion, democracy, agrarianism, capitalism, and race.

Requirements/Evaluation: A midterm examination, two short essays, and a final paper.

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: Priority given to Sociology, History, Anthropology, and American Studies majors.

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

SOC 244(D2) HIST 366(D2) AMST 244(D2)

Attributes: HIST Group F Electives - U.S. + Canada

Fall 2024

SEM Section: 01 MR 1:10 pm - 2:25 pm James L. Nolan

SOC 246 (F) Goals Points Seconds

Sport is sometimes dubbed a civic religion in America. Figuratively, it has its values to uphold and rituals to follow, its professional sport gods to worship. Engaging in sports -- whether actively as athletes or passively as fans -- supplies a sense of personal identity, provides a basis for community, and even injects meaning into their lives. In the broader society, the world of sport anchors social hierarchies and mirrors other social dynamics. Through the analysis of the world of sports and athletics, broader social trends and trajectories can be traced. While some of these trends are a century old, some of them have evolved relatively recently, as sport has moved beyond its traditional role as ritual and recreation and become a

centerpiece of capitalism and consumer culture. Particular attention will be paid to changing values and practices associated with amateur and professional sports, the transformation of collegiate sports, social mobility through athletics, the role of media and marketing, the rise of sports betting, esports, and the culture of sports celebrity and fandom.

Requirements/Evaluation: 12-page research paper; 2 response papers; group project; active participation in discussions

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: seniors; juniors; if relevant no more than 2 students per athletic team (lottery would be applied)

Expected Class Size: 20

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

Fall 2024

SEM Section: 01 TF 1:10 pm - 2:25 pm Marketa Rulikova

SOC 252 (F) Im/mobilities (DPE) (WS)

Cross-listings: AMST 252 / AAS 252

Primary Cross-listing

We think of the freedom to move as a mark of privilege. In the United States, passing a driving test, owning a car, and getting a passport are milestones that signal modernity and freedom. Likewise, we think of restrictions on movement as the domain of the underprivileged, such as the current and formerly incarcerated. But as the Covid-19 pandemic revealed, there have always been two sides to immobility: privileged as well as involuntary immobility. There are correspondingly two sides to mobility: those who move because they want to and others because they have no choice. In this class, students will explore conceptions of mobility as adventurous, free, and modern (as with jet-setting international elites). They will compare and contrast when mobility can be threatening, exclusionary, and limited (as recognized by the Black Lives Matter movement). This class invites students to interpret their environment through the lens of mobility and inequality. Drawing on sociology, anthropology, cultural studies, geography, and migration studies, this interdisciplinary course offers a beginning conversation on the causes and consequences of the freedom to move--or to stay still.

Requirements/Evaluation: Thoughtful and consistent class participation, several short reflection papers, two drafts of an opinion essay, class presentation

Prerequisites: None

Enrollment Limit: 15

Enrollment Preferences: Given to first-year students and sophomores, particularly those who have demonstrated an interest in AAS/SOC. If the course overenrolls, the instructor will send out a Google Form to make enrollment decisions.

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 252(D2) AAS 252(D2) SOC 252(D2)

Writing Skills Notes: Emphasis on the processes of writing and revising, several short papers on which students will receive close feedback, and drafts of a final written assessment

Difference, Power, and Equity Notes: This course explores a politics of im/mobilities: how we move through space through different bodies at the intersection of race, class, gender, ability, and citizenship. Students will use their own bodies as research sites for deepening their understanding of how we navigate the freedom to move or stay still.

Fall 2024

SEM Section: 01 MR 2:35 pm - 3:50 pm Phi H. Su

SOC 255 (F) Race, Environment, and the Body

Cross-listings: AFR 255 / AMST 257 / ENVI 256

Secondary Cross-listing

This course examines the relationship between structural racism and racial/ethnic health disparities. Through class discussions of readings and media images, we will explore three topics: 1) how racism intersects with classism, sexism, and xenophobia to govern the implementation of local, state and federal health care policies; 2) how the uneven enforcement of health care policies ultimately produces differences in mortality, morbidity, and quality of life among various populations; and 3) anti-racist public health scholarship that offers strategies for creating racial health equity.

Class Format: Discussion

Requirements/Evaluation: Class participation, 2-3 short papers (5-7 pages), and a final presentation

Prerequisites: None

Enrollment Limit: 20

Enrollment Preferences: Preference given to AFR majors, ENVI concentrators and majors, and ANSO majors.

Expected Class Size: 20

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

SOC 255(D2) AFR 255(D2) AMST 257(D2) ENVI 256(D2)

Attributes: AFR Core Electives AMST Comp Studies in Race, Ethnicity, Diaspora AMST Space and Place Electives ENVI Humanities, Arts + Social Science Electives PHLH Nutrition,Food Security+Environmental Health PHLH Social Determinants of Health

Fall 2024

LEC Section: 01 TF 1:10 pm - 2:25 pm Christopher O. Ndubuizu

SOC 262 (F) Paper Trails (DPE)

Cross-listings: STS 262 / GBST 262

Primary Cross-listing

Long before the invention of the passport, states or state-like entities sought to document and manage populations and discipline bodies. This course invites students to critically reflect on documentation practices and systemic violence, particularly against racial, ethnic, sexual, and political minorities. Students will explore identity-making through documentary practices such as the three-generation life history, a biographical form that Soviet-allied countries used to reward loyalty and punish disloyalty. Labels, such as a criminal record or pre-existing health conditions, also trail or precede individuals their whole lives. Students will grapple with what happens when the paper trail goes cold--when identification documents are invalidated, birth certificates withheld, household registries purged, and archives destroyed. Students will explore the rise of surveillance and biometric data alongside the actors, technologies, and industries that try to circumvent them in places such as the Xinjiang Uyghur Autonomous Region and along the US-Mexico border. In this project-based course, students will exhume paper trails and imagine alternative ways to create, alter, and subvert them.

Requirements/Evaluation: thoughtful and consistent class participation, facilitation of guest speakers, Special Collections visit, project memos, and final project and presentations

Prerequisites: None

Enrollment Limit: 15

Enrollment Preferences: Anthropology and sociology majors, Global Studies concentrators; Science and Technology Studies concentrators. If the course overenrolls, the instructor will send out a Google Form to make enrollment decisions.

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

SOC 262(D2) STS 262(D2) GBST 262(D2)

Difference, Power, and Equity Notes: In this course, students will interrogate some of the key documents that structure our lives and serve as tools for waging systemic violence against ethnic, racial, sexual, and political minorities. Students will synthesize and apply these lessons about

bureaucratic documentation toward the benefit of a community partner.

Fall 2024

SEM Section: 01 MWF 8:30 am - 9:45 am Phi H. Su

SOC 291 (F) Religion and Ecology in America (WS)

Cross-listings: ENVI 291 / REL 291

Secondary Cross-listing

This course examines the relationship between religious and environmental thought in American cultural history. Exploring a broad range of practices, stories, and beliefs, we will examine the spiritual roots and branches of modern environmentalism. Rather than survey the formal teachings of organized religious groups, we will explore the creation and contestation of environmental meaning in the public sphere through literature, art, philosophy, and popular culture. How have religious writers, thinkers, and artists shaped the way we think about nature? How have they shaped the way we think about politics, science, and social justice? In pursuit of these questions, we will consider a diverse array of topics and cases, including struggles to protect Native American sacred places, the role of Black churches in fighting environmental racism, Protestant outdoorsmanship, Catholic climate activism, Jewish eco-mysticism, atheist biological theory, Buddhist eco-spirituality, and more.

Requirements/Evaluation: Each week each student will either write a 5- to 7-page essay on assigned readings or offer a 2-page critique of their partner's paper.

Prerequisites: None

Enrollment Limit: 10

Enrollment Preferences: Environmental Studies majors and concentrators

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 291(D2) REL 291(D2) SOC 291(D2)

Writing Skills Notes: Each student will write five five-page papers and five two-page papers in this class. They will be given extensive weekly feedback on their writing in the form of one-on-one meetings and written comments, and they will be given multiple opportunities for revision. Emphasis will be placed on the mechanics of argumentation, logic and rhetoric, and the development of a distinctive voice.

Attributes: ENVI Humanities, Arts + Social Science Electives

Fall 2024

TUT Section: T1 TBA Nicolas C. Howe

SOC 301 (S) Social Construction (DPE)

Cross-listings: COMP 315 / WGSS 302 / STS 301 / REL 301

Secondary Cross-listing

"Social construction" can often seem like the great collegial insight. By now, you've all heard that categories such as race, gender, and sexuality are in some sense not part of nature, but instead are created and maintained socially or culturally. The idea of social construction has been vital to critical race theory and queer theory, and, in this course, we will push ourselves into philosophy of science to see whether or not these same insights apply to everything. If we know that "Whiteness," "heterosexuality," and "masculinity," for instance, are all socially constructed, we will ask if the same is true of "electrons," "money," "the solar system," and "climate change." Can it be that all of our reality is socially constructed? Or does social construction have limits? If so, what are they? We will also ask more fundamental questions, such as: What does it mean to say something is socially constructed? How does social construction relate to claims that an aspect of the world is "real" or "not real?" Is social construction a theory about language, power, culture, societies, human perceptions, or the limits of science? What kind of political, ethical, ontological, or epistemological work do theories of social construction do? We will begin with different accounts of the social construction of race, gender, and sexuality. In the second part of the course, we will dig deeper into philosophical debates about social construction as such. Then we will explore constructionism about natural science. In the last part of the course, we will change gears and explore look at cutting-edge work in the theory of social science aimed at explaining the construction and

ontology of social worlds. The class will culminate in a project in which students will put their social construction theories into practice.

Requirements/Evaluation: regular attendance and participation, short weekly reflection papers, a 8-10 page research paper, and final project

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: Preference will be given to majors and concentrators from STS, ANSO, COMP, REL, PHIL, WGSS, AAS, LATS, JWST, and AFR. If the class is overenrolled students will be asked to submit an email about themselves and why they want to take the course.

Expected Class Size: 15

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 315(D1) WGSS 302(D2) STS 301(D2) SOC 301(D2) REL 301(D2)

Difference, Power, and Equity Notes: Central to REL 301 will be an analysis of the social construction of race, gender, and sexuality. It will show how power and difference are tied up in their construction and maintenance of these categories. Students will be taught how to critically analyze race, gender, and sexuality as well as social construction as such. Students will also learn sophisticated tools for studying systems of social power and difference.

Attributes: PHIL Related Courses

Spring 2025

SEM Section: 01 W 1:10 pm - 3:50 pm Jason Josephson Storm

SOC 303 (S) Cultures of Climate Change

Cross-listings: ENVI 303

Secondary Cross-listing

This course asks why people think and talk about climate change in such very different ways. Climate change is a physical phenomenon that can be observed, quantified, and measured. But it is also an idea, and as such it is subject to the vagaries of cultural interpretation. Despite scientific agreement about its existence and its causes, many people do not see climate change as a serious problem, or as a problem at all. Many others see it as the most serious problem our species has ever faced. What are the sources of this disparity? Why can't we agree about what climate change means? How does something as complex as climate change become a "problem" in the first place? And what can its many proposed "solutions" tell us about the role of culture in environmental policy, politics, and decision-making. This course will explore a broad array of factors, from religion to race, class to colonialism. Emphasizing ethnographic and historical accounts of climate change as lived experience, it will apply a range of theories from the social sciences and humanities to case studies from around the world.

Requirements/Evaluation: a 15- to 18-page research paper and several shorter writing assignments

Prerequisites: ENVI 101 or permission of instructor

Enrollment Limit: 19

Enrollment Preferences: Environmental Studies majors and concentrators first; Anthropology and Sociology majors second

Expected Class Size: 19

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

SOC 303(D2) ENVI 303(D2)

Attributes: ENVI Humanities, Arts + Social Science Electives

Not offered current academic year

SOC 308 (S) What is Power?

Cross-listings: STS 308 / REL 308

Secondary Cross-listing

What is power? Despite the importance of notions of power across the social sciences, there is a broad lack of consensus. Is power essentially domination or resistance? Is it freedom, empowerment, privilege, or oppression? Are there forms of unequal social power which are morally neutral or even good? Is power the kind of thing held by individuals, races, genders, classes, discourses, causal mechanisms, institutions, or social structures? What is the connection between social and physical power? Does power obey laws? How does power relate to technology? Or knowledge? Or agency? Or ideology? This course begins with the observation that power is often described as a causal relation--an individual's power is supposed to equal their capacity to produce a change in someone else's behavior. This suggests that the better we can understand the nature of cause and effect, the better we can understand power. Fortunately, in recent decades philosophers have made significant progress in theorizing causation. Hence, this seminar will put two very different bodies of theory in conversation: **critical theory about power** and **philosophy of science about cause and effect**. We will touch on classic philosophical accounts of power and causation, but focus our attention on more recent developments in philosophy of science, political theory, and other fields. The insights we gain in this course from analyzing the nature of power should empower us to more effectively transform society. It will help students in the social sciences to understand the nature of causation in the social world, and it will help students interested in political action to better understand the nature of power. Thinkers to be considered may include: Aristotle, Amy Allen, Hannah Arendt, Bourdieu, Judith Butler, Nancy Cartwright, Foucault, Gramsci, Byung-Chul Han, Han Feizi, Giddens, Steven Lukes, Machiavelli, J.L. Mackie, Marx, Nietzsche, and Max Weber. **(Note that in 2023 this course will also fulfill the senior seminar requirement for STS)**

Requirements/Evaluation: critical annotations for every class, midterm review essay (4-6 pages), final essay (10-12 pages)

Prerequisites: None.

Enrollment Limit: 15

Enrollment Preferences: STS concentrators, then Religion, Sociology, and Political Science majors.

Expected Class Size: 14

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

STS 308(D2) REL 308(D2) SOC 308(D2)

Attributes: PHIL Related Courses STS Senior Seminars

Not offered current academic year

SOC 313 (S) The 626 (DPE)

Cross-listings: AAS 312

Primary Cross-listing

Ryka Aoki's *Light from Uncommon Stars* is "a defiantly joyful adventure in California's San Gabriel Valley, with cursed violins, Faustian bargains, and queer alien courtship over fresh-made doughnuts." What sociological insight could a sci-fi novel about intense extracurricular pressure, food, and foreignness have to offer about the San Gabriel Valley, area code 626? In this course, we take the fantastical characters and plots of Aoki's novel as an invitation to delve into the histories of Asian American settlement to Gabrielino/Tongva lands on the eastern fringes of present-day Los Angeles County. The multilingual boba shops, restaurants, and store fronts throughout the valley mask a history of violent backlash and English-only initiatives. Media reports of academic and musical prodigies skew a broader socioeconomic picture that includes crimmigration, deportation, and xenophobia. And the figure of an intergalactic refugee mother exposes the toll that crossing borders takes on individuals, families, and communities. In this project-based course, we survey the formation of a particular place and its surroundings. In doing so, students grapple with general questions such as: How does migration shape intergenerational dynamics? When and with what tools do people confront racism and intersecting forms of discrimination? How do ethnic enclaves form and fracture? And how do communities mobilize for political rights?

Requirements/Evaluation: thoughtful and consistent participation; mock film festival screening and vote; regular writing assignments; teach-ins

Prerequisites: N/A

Enrollment Limit: 15

Enrollment Preferences: ANSO majors and AAS concentrators. If the course overenrolls, the instructor will send out a Google Form to make enrollment decisions.

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

SOC 313(D2) AAS 312(D2)

Difference, Power, and Equity Notes: This course explores the making of the San Gabriel Valley as the "Asian American Holy Land." It delves into actors' diverse responses to the model minority stereotype, class, and belonging. Students will evaluate (pan)ethnicity as something to be explained, rather than explanatory, and consider the gaps between diversity and inclusion versus equity in the so-called majority-minority context of the 626.

Attributes: AAS Core Electives

Spring 2025

SEM Section: 01 TF 2:35 pm - 3:50 pm Phi H. Su

SOC 320 (S) Thinking the Family Album

What is a family? How does it function as a metaphor, and is this metaphor a political one? How does the family remember, and how does it tell its own story? What do everyday forms of family memory, like scrapbooks and family photo albums, do to shape the family? Are they a thing of the past? What comes to replace them? Who talks through them, and who is there to listen? And how can we reclaim the many untold stories and unheard voices by engaging with the idea of a family album? This course will convene as a seminar in which the participants will engage with the notion of the family as a social institution, and with the genre of family photography as one of the key practices through which this institution is experienced and upheld. We will pay particular attention to the idea of a family album, as an object and as a metaphor, as expressed in the controversial exhibition *The Family of Man* (1955) and its critical reception, or in the ongoing participatory project *Family Pictures USA* by Thomas Allen Harris. The seminar's goal is to unsettle the uniform notion of the family, and to experiment with ways of making the genre of family photography better reflect the difficult and varied histories that the notion of the family may conceal.

Requirements/Evaluation: Thoughtful and consistent class participation, three position papers and a final project

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: Anthropology and Sociology majors

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

Spring 2025

SEM Section: 01 MR 2:35 pm - 3:50 pm Olga Shevchenko

SOC 329 (F) Capitalism and the Future of Work

What does it mean to work? How does capitalism shape the way we work? What might work look like in the future? In this three-part course, students engage with global capitalism's past, present, and future, asking analytic and normative questions about work and the trajectory of capitalism. The first part of the course examines the historical origins of capitalism and leading theories about what capitalism is and how it stratifies the world into racialized social classes. A central theme in part one will be how capitalist labor relations shape meaning and subjectivity, particularly the experience of dignity. In part two, we examine recent and emerging trends in capitalist labor, such as the death of the career, the rise of the "gig" economy, platform capitalism, and even the seemingly inevitable end of work itself as entire occupations become automated by machine learning. A key question will be how these transformations exacerbate and/or alleviate longstanding inequalities from capitalism's 19th century past. The course concludes by asking students to imagine a better vision for work in the next century. Should we continue to work at all? What kinds of productive activity should we value, and how would we go about taming, eroding, or even smashing capitalism to allow them to flourish?

Requirements/Evaluation: participation, reading responses, midterm paper, final paper

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: Anthropology and Sociology majors

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

Fall 2024

SEM Section: 01 TF 2:35 pm - 3:50 pm Ben Snyder

SOC 331 (S) Automation in an Unequal Society (DPE)

Cross-listings: STS 331

Primary Cross-listing

Could you be competing for a job--even after getting a college degree--with a robot or an AI-powered chatbot? As technologies advance, every few years debates emerge: will this new kind of automation increase unemployment, or will it generate new kinds of jobs? Will these new jobs be more interesting and high paying, or will they be boring and poorly paid? To think these questions through, in this course we will study some key attempts to understand the socio-economic and political determinants as well as the repercussions of automation. We will delve into the micro-level dynamics operating between machines and workers involved in concrete production processes. We will also explore the macro-level trends in national and global inequality that social scientists associate with automation. In our investigation of both macro- and micro-levels, we will focus on how the risks and benefits of automation get distributed unevenly along already existing axes of class, race, gender, etc.

Requirements/Evaluation: Class participation; 1 mid-term paper proposal; 1 final paper

Prerequisites: none, open to all students

Enrollment Limit: 20

Enrollment Preferences: Preference given to ANTH/SOC majors and STS concentrators

Expected Class Size: 20

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

SOC 331(D2) STS 331(D2)

Difference, Power, and Equity Notes: The course is centrally concerned with the iniquitous distribution of risks and benefits of automation. Students will gain familiarity with how social scientists study the impacts of automation on class, racial, and gendered dynamics. We will consider how automation may disempower certain workers, and deepen already existing social segmentations.

Not offered current academic year

SOC 335 (F) Nowheres (DPE)

Cross-listings: GBST 335

Primary Cross-listing

We live in a world of nation-states. The world map, according to journalist Joshua Keating, is "itself as an institution, an exclusive club of countries" that rarely accepts new members. Throughout the course, we question how countries conquered the world and became the taken-for-granted political unit. We do so, paradoxically, by looking at contemporary nations that do not appear on the world map. These include nations without statehood, such as Somaliland; those that span countries, including indigenous nations across the US and Canada; and nations that have lost their countries, such as Palestine and South Vietnam. By interrogating "nowheres," we tease out what it means to be a country, and pinpoint when and why the definitions do not apply uniformly. Students will reflect on why the world map has been so remarkably static since the end of the Cold War. We will further probe the social, political, and human costs of the exceptions to this general rule. Students will raise questions and attempt answers to what our interconnected world means for "nowheres" looming on the horizon--nation-states that, as a result of climate change, will soon vanish.

Requirements/Evaluation: Thoughtful and consistent class participation, visits to Sawyer Library and WCMA, three short response papers, and a final assessment on a "nowhere" of students' choosing

Prerequisites: None

Enrollment Limit: 15

Enrollment Preferences: Anthropology and Sociology majors, Global Studies concentrators

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

SOC 335(D2) GBST 335(D2)

Difference, Power, and Equity Notes: This course asks students to grapple with the asymmetries of modern statehood--why some places meet the criteria for statehood but are denied it, while others fall short of formal definitions but are still considered states. Students will assess the stakes of statehood for places that cannot achieve it or do not aspire to. They will creatively marshal these lessons to become the class expert on a "nowhere" that provides us with a lens for interrogating the world map as it currently exists.

Not offered current academic year

SOC 340 (F) Performing Masculinity in Global Popular Culture (DPE)

Cross-listings: AMST 358 / WGSS 347 / THEA 341 / LATS 341

Secondary Cross-listing

This course examines popular cultural contexts, asking what it means to be a man in contemporary societies. We focus on the manufacture and marketing of masculinity in advertising, fashion, TV/film, theater, popular music, and the shifting contours of masculinity in everyday life, asking: how does political economy change the ideal shape, appearance, and performance of men? How have products - ranging from beer to deodorant to cigarettes -- had their use value articulated in gendered ways? Why must masculinity be the purview of "males" at all; how can we change discourses to better include performances of female masculinities, butch-identified women, and trans men? We will pay particular attention to racialized, queer, and subaltern masculinities. Some of our case studies include: the short half-life of the boy band in the US and in Asia, hip hop masculinities, and the curious blend of chastity and homoeroticism that constitutes masculinity in the contemporary vampire genre. Through these and other examples, we learn to recognize masculinity as a performance shaped by the political economy of a given culture.

Requirements/Evaluation: masculinity reflections, mid-term essay exam (or quizzes), visual rhetorical analyses of pop culture images

Prerequisites: none; WGSS 202 would be helpful

Enrollment Limit: 15

Enrollment Preferences: a short statement of interest will be solicited; a subsection of applicants may be interviewed

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 358(D2) WGSS 347(D2) SOC 340(D2) THEA 341(D1) LATS 341(D2)

Difference, Power, and Equity Notes: This course examines the construction of masculinity as it relates to intersecting identities such as race, sexuality, class, and global political economic considerations. Key to understanding masculinity are questions about the diversity of experiences of masculinity, cultural variations of gender norms, privilege, agency, patriarchy, heteronormativity, and interlocking systems of oppression.

Attributes: EXPE Experiential Education Courses FMST Related Courses LATS Comparative Race + Ethnic Studies Electives

Not offered current academic year

SOC 348 (F) Altering States: Post-Soviet Paradoxes of Identity and Difference (DPE) (WS)

Cross-listings: GBST 348 / RUSS 348

Primary Cross-listing

Critics and apologists of Soviet-style socialism alike agree that the Soviet ideology was deeply egalitarian. Putting aside for a moment the very reasonable doubts about how justified this perception actually was, it is still worth asking, how did people who lived in the world in which differences in rank, class, gender or ethnicity were not supposed to matter, make sense of their post-socialist condition, one in which new forms of difference emerged, and old ones assumed greater prominence? And how do these encounters with difference impact current events, such as Russia's invasion of Ukraine, or the lingering tensions between East and West Germans? This tutorial will examine new dilemmas through ethnographic studies and documentary films that aim to capture in real time the process of articulating and grappling with newly discovered divides. We will focus especially closely on Ukraine and Russia, but will also read comparative studies, as well as works on East Germany and Georgia. This course fulfills the DPE requirement by exploring comparatively the ways in which people in different countries made sense of the social, cultural and political heterogeneity of the post-socialist condition.

Requirements/Evaluation: 5-page paper every other week, written comments on the partner's paper in alternate weeks

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: Anthropology, Sociology, and Russian majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

GBST 348(D2) RUSS 348(D1) SOC 348(D2)

Writing Skills Notes: This is a tutorial course, with plenty of opportunities to work on writing and argumentation. Tutorial papers receive written feedback from both the instructor and the tutorial partner, and are workshopped during the tutorial meetings.

Difference, Power, and Equity Notes: Students will learn to identify and interrogate processes of social differentiation and exclusion as they take place across Russia and Eastern Europe. We will also train ourselves to identify parallels, as well as differences, between responses to the social and economic uncertainty ushered by the fall of socialism, and the discontents triggered by similar conditions closer to home.

Attributes: GBST Russian + Eurasian Studies

Fall 2024

TUT Section: T1 M 7:00 pm - 9:40 pm Olga Shevchenko

SOC 349 (S) Race, Gender, and Labor (DPE)

This course draws on approaches from sociology, labor studies, and Black studies to examine the historical and contemporary intersections of race, gender, and labor. In particular, we will explore the racial, classed, and gendered dimensions of the labor movement, historic economic shifts that impacted and reorganized U.S. labor regimes, Black labor in slavery's afterlife as it relates to prisons, and global analyses of racialized gendered labor regimes for migrant and immigrant labor within the Global South and the U.S. We will begin the course by grounding ourselves in the Black feminist framework of intersectionality, which will guide our analyses of the intersections of race, class, and gender in labor formations. We will then focus on the monumental shift in labor relations that enslaved Black people's toppling of the plantation system in the US South brought forth, as well as the technologies of re-enslavement instituted as a reaction to Black people's emancipation. After that, we will move through different themes and time periods, considering how race, gender, and class intersect in regimes of labor exploitation and the successes and setbacks of labor movements.

Requirements/Evaluation: Major course requirements include engagement in course discussions, reading reflections, a midterm paper, group presentations, and final research paper.

Prerequisites: None

Enrollment Limit: 15

Enrollment Preferences: Anthropology and Sociology, Women, Gender, and Sexuality Studies (WGSS) and/or Africana Studies majors

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: This course foregrounds intersectional subjectivities and perspectives. It provides interdisciplinary toolkits to strengthen students' ability to identify and address how unequal power dynamics sustain difference and inequity--e.g., in racial and gender pay gaps and inequalities in the globalized care economy--and to practice collective strategies for transformative social change, engaging with critical epistemologies developed by workers fighting for racial, gender, and economic justice.

Spring 2025

SEM Section: 01 TF 1:10 pm - 2:25 pm Venus M. Green

SOC 362 (S) Stories We Tell

Cross-listings: COMP 362

Primary Cross-listing

From The Moth to StoryCorps to Williams College's own Storytime, stories are ubiquitous in contemporary society. Indeed, sociologists have argued that social life is itself "storied"--that we locate ourselves within familiar narrative structures, using them to "construct" identities and "tell" our lives.

Stories, in this view, are not only the stuff of literature, but also the very fabric of social life: the foundation for individual and collective identities. This course grapples with the role of stories and storytelling in modern social life. What role do stories play in constituting personal identity? What cultural templates structure the stories we tell? Why are memoirs so popular, and how can we explain the more recent resurgence of interest in oral forms of storytelling? What role does storytelling play in politics and social movements? Specific topics will include confessional culture, podcasts, memoir, politics, and social change. Along the way, we will pay explicit attention to medium, and consider how sociologists might learn from journalists, documentarians, and memoirists to convey stories from their own research.

Requirements/Evaluation: occasional discussion questions, one 2-page reflective essay, one 6-8 page paper, and a final project (either a 10-page paper or an equivalent podcast or video essay)

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: if overenrolled, students will be asked to submit a short statement of interest

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

SOC 362(D2) COMP 362(D1)

Spring 2025

SEM Section: 01 TR 9:55 am - 11:10 am Christina E. Simko

SOC 380 (S) Who Cares? (DPE)

What does it mean to care--about a person, a situation, or a cause? We often assume that care arises spontaneously and organically. Yet both feelings of care and acts of care always take shape in social contexts. In this course, we will uncover and critically interrogate the norms surrounding caring, caregiving, and care-receiving in our own communities. What social factors influence our willingness to offer care, and to accept it from others? Why is caregiving so heavily gendered and racialized? Is care inevitably corrupted by capitalism? Specific topics will include domestic work and reproductive labor; parenthood; therapy and mental health care; the discourse of self-care; and social movements that center around enacting care. The course will culminate in a significant experiential learning component: as a class, we will work collaboratively to design and implement a project that pushes or challenges the "care norms" in the northern Berkshires.

Requirements/Evaluation: thoughtful and consistent participation, including in-class discussions and shared resources created outside of class time; four journal entries (2-3 pages each); collaboratively designed experiential learning project; annotated bibliography; op-ed style essay (4-5 pages)

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: if overenrolled, students will be asked to submit a short statement of interest

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: This course centers the relationship between structural inequality and the cultural norms surrounding caregiving and care-receiving. Throughout the semester, we will reflect on how care norms both reflect and perpetuate larger systems of inequality, especially race and gender. Through a student-designed experiential learning project, we will strive to create social change in the local community.

Spring 2025

SEM Section: 01 TR 11:20 am - 12:35 pm Christina E. Simko

SOC 390 (S) Sex Marriage Family

Cross-listings: PSCI 380

Secondary Cross-listing

Something has happened to America over the past fifteen years. Large minorities of young adults, especially young men, are now celibate.

Cohabitation has skyrocketed but marriage is disappearing, and the country's birth rate is at an all-time low. Not surprisingly, loneliness has become epidemic. A similar story can be told for most other developed countries. The implications for political polarization, economic growth, social insurance programs, public health, military defence, even national survival are grim. What is the cause of this loss of faith in the future? Can public policy reverse these trends? This course is an investigation into relations between the sexes in the developed world, the fate of children and the family, and government attempts to shape them. The course investigates family models in historical and comparative context; the family and the welfare state; the economics of sex, gender, marriage, and class inequality; the dramatic value and behavioral changes of Gen Z around sex, cohabitation, and parenthood; and state policies to encourage partnership/marriage and childbearing.

Requirements/Evaluation: Two short papers, research paper proposal, every-class discussion questions, class participation.

Prerequisites: none

Enrollment Limit: 18

Enrollment Preferences: Political Economy, Political Science, and Sociology majors and prospective majors

Expected Class Size: 16

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

PSCI 380(D2) SOC 390(D2)

Attributes: POEC Depth POEC Skills PSCI American Politics Courses PSCI Comparative Politics Courses PSCI Research Courses

Spring 2025

SEM Section: 01 TF 2:35 pm - 3:50 pm Darel E. Paul

SOC 397 (F) Independent Study: Sociology

Sociology independent study.

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Fall 2024

IND Section: 01 TBA Christina E. Simko

SOC 398 (S) Independent Study: Sociology

Sociology independent study.

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Spring 2025

IND Section: 01 TBA Christina E. Simko

SOC 493 (F) Senior Thesis: Sociology

Sociology senior thesis; this is part of a full-year thesis (493-494).

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Fall 2024

HON Section: 01 TBA Christina E. Simko

SOC 494 (S) Senior Thesis: Sociology

Sociology senior thesis; this is part of a full-year thesis (493-494).

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Spring 2025

HON Section: 01 TBA Christina E. Simko

Winter Study -----

SOC 31 (W) Senior Thesis: Sociology

To be taken by students registered for Sociology 493-494.

Class Format: independent study

Grading: pass/fail only

Not offered current academic year

SOC 99 (W) Independent Study: Sociology

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study

Grading: pass/fail only

Not offered current academic year

MATHEMATICS AND STATISTICS (Div III)

STATISTICS

Chair of the Department of Mathematics and Statistics: C. Carlisle and Margaret Tippit Professor of Statistics, Richard De Veaux

- Colin C. Adams, Thomas T. Read Professor of Mathematics
- Palak Arora, Visiting Assistant Professor of Mathematics
- Christina Athanasouli, Assistant Professor of Mathematics
- Bhagya Athukorallage, Visiting Assistant Professor of Mathematics
- Julie C. Blackwood, Associate Professor of Mathematics; on leave Spring 2024
- Xizhen Cai, Assistant Professor of Statistics
- Duncan A. Clark, Assistant Professor of Statistics
- Daniel Condon, Visiting Assistant Professor of Mathematics
- Richard D. De Veaux, C. Carlisle and Margaret Tippit Professor of Statistics; on leave 2023-2024
- Thomas A. Garrity, Webster Atwell Class of 1921 Professor of Mathematics
- Leo Goldmakher, Associate Professor of Mathematics
- Pamela E. Harris, Associate Professor of Mathematics; on leave 2023-2024
- Stewart D. Johnson, Professor of Mathematics
- Susan R. Loepp, William R. Kenan, Jr. Professor of Mathematics; on leave 2023-2024
- Steven J. Miller, Professor of Mathematics
- Ralph E. Morrison, Associate Professor of Mathematics; on leave 2023-2024
- Anna C. Neufeld, Assistant Professor of Statistics
- Shaoyang Ning, Assistant Professor of Statistics
- Allison Pacelli, Professor of Mathematics
- Lori A. Pedersen, Lecturer in Mathematics
- Anna M. Plantinga, Assistant Professor of Statistics
- Norean R. Sharpe, Visiting Professor of Statistics
- Cesar E. Silva, Chair & Hagey Family Professor of Mathematics
- Mihai Stoiciu, Professor of Mathematics; on leave Fall 2023
- Ivo Terek, Visiting Assistant Professor of Mathematics
- Elizabeth M. Upton, Assistant Professor of Statistics; on leave 2023-2024

MAJOR IN STATISTICS

The major in Statistics is designed to meet three goals: to introduce some of the central ideas of information and data science, to develop problem-solving ability by teaching students to combine creative thinking with rigorous reasoning, and to develop interdisciplinary skills by applying statistics to an application area of interest.

REQUIREMENTS (10 courses plus colloquium)

The major in Statistics consists of ten courses plus a colloquium requirement. The major includes courses in mathematics, computer science and statistics. Students interested in continuing their study of statistics in graduate school should strongly consider taking Math 350/351 in addition to the other requirements.

Mathematics (2 courses)

MATH 150 or 151 Multivariable Calculus or equivalent high school course

MATH 250 Linear Algebra

Except in unusual circumstances, students planning to major in statistics should complete the calculus sequence (MATH 130, 140, 150/151) before the spring of the sophomore year, at the latest. MATH 150 is a prerequisite for STAT 201 and MATH 250 is a prerequisite for STAT 346.

Computer Science (1 course)

CSCI 134 Intro to Computer Science or CSCI 135 Diving into the Deluge of Data or CSCI 136 Data Structures and Advanced Programming or some other course in the Computer Science Department with prior approval of the Math/Stat department.

Core Courses (4 courses)

STAT 201 Statistics and Data Analysis, STAT 202 Introduction to Statistical Modeling or STAT 302 Applied Statistical Modeling

STAT 346 Regression and Forecasting

STAT 341 Probability

STAT 360 Inferential Statistics

Continuation (2 courses)

Any two courses among the 300 or 400 level courses in the department with a STAT prefix.

Capstone Course (1 course)

The capstone course is a 400-level STAT course taken in the senior year. Although the specific methodological emphasis of the course may vary from year to year, an in-depth project with both a written report and an oral presentation is typically part of the capstone course.

Pass/Fail policies during the Academic Year 2020-2021

Information about the Department of Mathematics and Statistics Pass/Fail policies during the Academic Year 2020-2021 can be found [here](#).

Colloquium Requirement

Participation in the Department Colloquium, in which each senior major presents a talk on a mathematical or statistical topic of their choice. Each major must also attend at least 20 colloquia (15 during the Academic Year 2020-2021), and up to 5 attendances may be counted in their junior year. Up to 5 colloquia in mathematics or computer science may also be counted. Students engaged in study away may petition the department in advance to count up to 5 suitable colloquia attendances from their study away program.

PLACEMENT

Students with an AP Stat score of 5 or 4 are placed in the advanced introductory course Stat 202.

NOTES

Substitutions, Study Abroad, and Transfer Credit: In some cases, and with prior permission of the Mathematics and Statistics Department, appropriate courses from other institutions may be substituted for the application and continuation requirements, but at least eight courses must be taken from the Department of Mathematics and Statistics at Williams.

These can, with prior permission, include courses taken away. Students with transfer credit should contact the department about special arrangements.

Double Counting: No course may count towards two different majors.

Early Senior Capstone Course: In exceptional circumstances, with the prior permission of the department, a student may be allowed to satisfy the Senior Capstone Course requirement in the junior year, provided that the student has completed at least three 300-level statistics courses before enrolling in the capstone course.

Planning Courses: Core courses are normally offered every year. Other 300 and 400 level statistics courses are offered on an irregular basis. Students should check with the department before planning far into the future.

Course Admission: Courses are normally open to all students meeting the prerequisites, subject to any course caps. Students with questions about the level at which courses are conducted are invited to consult department faculty.

FAQ

Students MUST contact departments/programs BEFORE assuming study away credit will be granted toward the major or concentration.

Can your department or program typically pre-approve courses for major/concentration credit?

Yes, in many cases, though students should be sure to contact the department.

What criteria will typically be used/required to determine whether a student may receive major/concentration credit for a course taken

while on study away?

Course title and description, and complete syllabus including readings/assignments.

Does your department/program place restrictions on the number of major/concentration credits that a student might earn through study away?

No.

Does your department/program place restrictions on the types of courses that can be awarded credit towards your major?

Yes. They have to be approved MATH/STAT courses.

Are there specific major requirements that cannot be fulfilled while on study away?

Yes. Colloquium requirement, Senior Seminar requirement.

Are there specific major requirements in your department/program that students should be particularly aware of when weighing study away options? (Some examples might include a required course that is always taught in one semester, laboratory requirements.)

Yes. The highly cumulative structure of the major.

Give examples in which students thought or assumed that courses taken away would count toward the major or concentration and then learned they wouldn't:

None to date.

THE DEGREE WITH HONORS IN STATISTICS

The degree with honors in Statistics is awarded to the student who has demonstrated outstanding intellectual achievement in a program of study which extends beyond the requirements of the major. The principal considerations for recommending a student for the degree with honors will be: Mastery of core material and skills, breadth and, particularly, depth of knowledge beyond the core material, ability to pursue independent study of statistics, originality in methods of investigation, and, where appropriate, creativity in research.

An honors program normally consists of two semesters (STAT 493 and 494) and a winter study (WSP 031) of independent research, culminating in a thesis and a presentation. During the Academic Year 2020-2021 the winter study requirement for the honors program in Statistics is waved. One of STAT 493 or STAT 494 can count as a continuation course, but not both. Neither counts as the 400-level senior capstone course.

An honors program in actuarial studies requires significant achievement on four appropriate examinations of the Society of Actuaries.

Highest honors will be reserved for the rare student who has displayed exceptional ability, achievement or originality. Such a student usually will have written a thesis or pursued actuarial honors. In all cases, the award of honors and highest honors is the decision of the Department.

STAT 101 (F)(S) Elementary Statistics and Data Analysis (QFR)

It is impossible to be an informed citizen in today's world without an understanding of data. Whether it is opinion polls, unemployment rates, salary differences between men and women, the efficacy of vaccines, etc, we need to be able to interpret and gain information from statistics. This course will introduce the common methods used to analyze and present data with an emphasis on interpretation and informed decision making.

Requirements/Evaluation: weekly homework, quizzes, exams, and a project

Prerequisites: MATH 102 (or demonstrated proficiency on a diagnostic test)

Enrollment Limit: 50

Enrollment Preferences: juniors and seniors

Expected Class Size: 35

Grading: yes pass/fail option, yes fifth course option

Unit Notes: Students with MATH150 but no statistics should enroll in STAT201. Students with AP Stat 4/5 or STAT 101/161 should enroll in STAT 202.

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: It is a quantitative course.

Attributes: COGS Related Courses PHLH Statistics Courses

LEC Section: 01 MWF 11:00 am - 11:50 am Mihai Stoiciu

Spring 2025

LEC Section: 01 MWF 9:00 am - 9:50 am Anna M. Plantinga

STAT 161 (F)(S) Introductory Statistics for Social Science (QFR)

This course will cover the basics of modern statistical analysis with a view toward applications in the social sciences. Topics include exploratory data analysis, linear regression, basic statistical inference, and elements of probability theory. The course focuses on the application of statistical tools to solve problems, to make decisions, and the use of statistical thinking to understand the world.

Requirements/Evaluation: Weekly homework, quizzes, two midterms and a final exam (midterms include take-home components), and a data analysis project. Students will need to become familiar with the statistical software STATA.

Prerequisites: MATH 130 (or equivalent); not open to students who have completed STAT 101 or equivalent

Enrollment Limit: 40

Enrollment Preferences: Economics majors, sophomores

Expected Class Size: 40

Grading: yes pass/fail option, no fifth course option

Unit Notes: Students with calculus background should consider STAT 201. Students without any calculus background should consider STAT 101. Students with AP Stat 4 or 5 should consider Stat 202. Please refer to the placement chart on the Math&Stat department website for more information.

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: Reasoning with data

Attributes: PHLH Statistics Courses

Fall 2024

LEC Section: 01 MWF 9:00 am - 9:50 am Duncan A. Clark

LEC Section: 02 MWF 11:00 am - 11:50 am Duncan A. Clark

Spring 2025

LEC Section: 01 MWF 10:00 am - 10:50 am Duncan A. Clark

LEC Section: 02 MWF 12:00 pm - 12:50 pm Duncan A. Clark

STAT 197 (F) Independent Study: Statistics

Directed 100-level independent study in Statistics.

Requirements/Evaluation: decided by the department

Prerequisites: permission of department

Enrollment Limit: 20

Enrollment Preferences: decided by the department

Expected Class Size: 1

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3)

Not offered current academic year

STAT 198 (S) Independent Study: Statistics

Directed 100-level independent study in Statistics.

Requirements/Evaluation: decided by the department

Prerequisites: permission of department

Enrollment Limit: 20

Enrollment Preferences: decided by the department

Expected Class Size: 1

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3)

Not offered current academic year

STAT 201 (F)(S) Statistics and Data Analysis (QFR)

Statistics can be viewed as the art and science of turning data into information. Real world decision-making, whether in business or science, is often based on data and the perceived information it contains. Sherlock Holmes, when prematurely asked the merits of a case by Dr. Watson, snapped back, "Data, data, data! I can't make bricks without clay." In this course, we will study the basic methods by which statisticians attempt to extract information from data. These will include many of the standard tools of statistical inference such as hypothesis testing, confidence intervals, and linear regression as well as exploratory and graphical data analysis techniques. This is an accelerated introductory statistics course that involves computational programming and incorporates modern statistical techniques.

Requirements/Evaluation: weekly homework and projects, midterm exams, and a final exam.

Prerequisites: MATH 150 or equivalent; not open to students who have completed STAT 101 or STAT 161 or equivalent

Enrollment Limit: 40

Enrollment Preferences: Prospective Statistics majors, students for whom the course is a major prerequisite, and seniors

Expected Class Size: 40

Grading: yes pass/fail option, yes fifth course option

Unit Notes: Students with AP Stat 4/5 or STAT 101/161 should enroll in STAT 202. Students with no calc or stats background should enroll in STAT 101. Students with MATH 140 but no statistics should enroll in STAT 161.

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: Students will learn to choose, carry out, interpret, and communicate analyses of data.

Attributes: COGS Related Courses PHLH Statistics Courses

Fall 2024

LEC Section: 01 TF 1:10 pm - 2:25 pm Elizabeth M. Upton

Spring 2025

LEC Section: 01 TF 1:10 pm - 2:25 pm Elizabeth M. Upton

STAT 202 (F)(S) Introduction to Statistical Modeling (QFR)

Data come from a variety of sources: sometimes from planned experiments or designed surveys, sometimes by less organized means. In this course we'll explore the kinds of models and predictions that we can make from both kinds of data, as well as design aspects of collecting data. We'll focus on model building, especially multiple regression, and talk about its potential to answer questions about the world -- and about its limitations. We'll emphasize applications over theory and analyze real data sets throughout the course.

Requirements/Evaluation: Homework problems; quizzes; exams; a final project (on a topic that interests you!). Participation matters! Engagement with your peers is an important part of learning, of being a statistician in the Real World...and of your evaluation in this course. While your assignments will be submitted (and graded) individually, you'll be responsible for giving and receiving peer feedback, contributing to class discussions, and working together with classmates on practice problems.

Prerequisites: MATH 140 and STAT 101/161/201/AP Statistics 4/5, or permission of instructor.

Enrollment Limit: 40

Enrollment Preferences: Prospective Statistics majors and more senior students

Expected Class Size: 25

Grading: yes pass/fail option, yes fifth course option

Unit Notes: Students with a 4 on the AP Stats exam should contact the department for proper placement. Students with STAT 201 are strongly encouraged to take STAT 346 or other 300-level statistics electives.

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: This course uses mathematical tools and computing programs to create models, make predictions, assess uncertainty, and describe data. We'll also emphasize choosing appropriate mathematical tools and interpreting their results in a real-world context.

Attributes: PHLH Statistics Courses

Fall 2024

LEC Section: 01 TR 8:30 am - 9:45 am Anna C. Neufeld

LEC Section: 02 TR 9:55 am - 11:10 am Anna C. Neufeld

Spring 2025

LEC Section: 01 TR 8:30 am - 9:45 am Anna C. Neufeld

LEC Section: 02 TF 1:10 pm - 2:25 pm Xizhen Cai

STAT 297 (F) Independent Study: Statistics

Directed 200-level independent study in Statistics.

Requirements/Evaluation: decided by the department

Prerequisites: permission of department

Enrollment Limit: 20

Enrollment Preferences: decided by the department

Expected Class Size: 1

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3)

Not offered current academic year

STAT 298 (S) Independent Study: Statistics

Directed 200-level independent study in Statistics.

Requirements/Evaluation: decided by the department

Prerequisites: permission of department

Enrollment Limit: 20

Enrollment Preferences: decided by the department

Expected Class Size: 1

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3)

Not offered current academic year

STAT 335 (S) Introduction to Biostatistics and Epidemiology (QFR)

Epidemiology is the study of disease and disability in human populations, while biostatistics focuses on the development and application of statistical methods to address questions that arise in medicine, public health, or biology. This course will begin with epidemiological study designs and core concepts in epidemiology, followed by key statistical methods in public health research. Topics will include multiple regression, analysis of categorical data (two sample methods, sets of 2x2 tables, RxC tables, and logistic regression), survival analysis (Cox proportional hazards model), and if time permits, a brief introduction to regression with correlated data.

Requirements/Evaluation: Evaluation will be primarily based on weekly assignments (regular homework or mini-projects), two midterm exams, and a final exam.

Prerequisites: Stat 201 or Stat 202, or permission of instructor (prior experience should include a working understanding of multiple linear regression, the basics of statistical inference, and R).

Enrollment Limit: 20

Enrollment Preferences: Statistics majors and prospective majors who have not yet taken Stat 346; public health concentrators

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: Students will learn how to choose, implement, and interpret statistical analyses relevant to public health studies.

Attributes: PHLH Statistics Courses

Spring 2025

LEC Section: 01 MWF 12:00 pm - 12:50 pm Anna M. Plantinga

STAT 341 (F)(S) Probability (QFR)

Cross-listings: MATH 341

Secondary Cross-listing

The historical roots of probability lie in the study of games of chance. Modern probability, however, is a mathematical discipline that has wide applications in a myriad of other mathematical and physical sciences. Drawing on classical gaming examples for motivation, this course will present axiomatic and mathematical aspects of probability. Included will be discussions of random variables (both discrete and continuous), distribution and expectation, independence, laws of large numbers, and the well-known Central Limit Theorem. Many interesting and important applications will also be presented, including some from classical Poisson processes, random walks and Markov Chains.

Requirements/Evaluation: homework, classwork, and exams

Prerequisites: MATH 150 and MATH 250 or permission of the instructor

Enrollment Limit: 50

Enrollment Preferences: Priority will be given to Mathematics majors and to Statistics Majors.

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

STAT 341(D3) MATH 341(D3)

Quantitative/Formal Reasoning Notes: This is a 300-level Math/Stat course.

Fall 2024

LEC Section: 01 MWF 12:00 pm - 12:50 pm Mihai Stoiciu

Spring 2025

LEC Section: 01 TR 9:55 am - 11:10 am Steven J. Miller

STAT 342 (S) Introduction to Stochastic Processes (QFR)

Stochastic processes are mathematical models for random phenomena evolving in time or space. Examples include the number of people in a queue at time t or the accumulated claims paid by an insurance company in an interval of time t . This course introduces the basic concepts and techniques of stochastic processes used to construct models for a variety of problems of practical interest. The theory of Markov chains will guide our discussion as we cover topics such as martingales, random walks, Poisson process, birth and death processes, and Brownian motion.

Requirements/Evaluation: weekly homework/labs, classwork, and exams

Prerequisites: STAT 341

Enrollment Limit: 30

Enrollment Preferences: senior Statistics majors

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: This is a statistics class with a focus on mathematical skills and translating real world phenomena into mathematical descriptions.

Spring 2025

LEC Section: 01 TF 2:35 pm - 3:50 pm Elizabeth M. Upton

STAT 344 (S) Statistical Design of Experiments (QFR)

When you hear the word experiment you might be picturing white lab coats and pipettes, but businesses, especially e-commerce, are constantly experimenting as well. How do you get the most out of both scientific and business investigations? By doing the right experiment in the first place. We'll explore the techniques used to plan experiments that are both efficient and statistically sound. We'll learn how to analyze the data that come from these experiments and the conclusions we can draw from that analysis. We'll look at both classical tools like fractional factorial designs as well as optimal design, and see how these two frameworks differ in their philosophy and in what they can do. Throughout the course, we'll make extensive use of both R and JMP software to work with real-world data.

Requirements/Evaluation: Homework problems--both individual and in groups, midterm, final, and projects (on topics that interest you!).

Prerequisites: STAT 161 or 201 or 202, or equivalent, and Math 140 or equivalent, or permission of instructor

Enrollment Limit: 20

Enrollment Preferences: Statistics majors, seniors, juniors, sophomores, first years

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: This course uses mathematical tools and computing programs to design experiments, analyze their results, and assess their effectiveness. We'll also emphasize choosing appropriate mathematical tools and interpreting their results in a real-world context.

Spring 2025

LEC Section: 01 MWF 10:00 am - 10:50 am Richard D. De Veaux

STAT 346 (F)(S) Regression Theory and Applications (QFR)

This course focuses on the building of empirical models through data in order to predict, explain, and interpret scientific phenomena. Regression modeling is the most widely used method for analyzing and predicting a response data and for understand the relationship with explanatory variables. This course provides both theoretical and practical training in statistical modeling with particular emphasis on simple linear and multiple regression, using R to develop and diagnose models. The course covers the theory of multiple regression and diagnostics from a linear algebra perspective with emphasis on the practical application of the methods to real data sets. The data sets will be taken from a wide variety of disciplines.

Requirements/Evaluation: Weekly homework, quizzes, theory and data analysis exams, and final course project.

Prerequisites: MATH/STAT 341, MATH 250, and at least one of STAT 201 or 202. Or permission of the instructor.

Enrollment Limit: 30

Enrollment Preferences: Statistics Majors

Expected Class Size: 20

Grading: yes pass/fail option, no fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: This course prepares students in the use of quantitative methods for the modeling, prediction and understanding of scientific phenomena.

Fall 2024

LEC Section: 01 TR 9:55 am - 11:10 am Xizhen Cai

Spring 2025

STAT 355 (F) Multivariate Statistical Analysis (QFR)

To better understand complex processes, we study how variables are related to one another and how they work in combination. In addition, we want to make inferences about more than one variable at a time. Elementary statistical methods might not apply. In this course, we study the tools and the intuition that are necessary to analyze and describe such datasets with more than multiple variables. Topics covered will include data visualization techniques for data sets with more variables, clustering algorithms, parametric and non-parametric techniques to estimate joint distributions, techniques for combining variables, performing dimension reduction, and making inferences.

Requirements/Evaluation: Homework, projects, quizzes, and exams.

Prerequisites: MATH 250, and STAT 346 or permission of instructor

Enrollment Limit: 15

Enrollment Preferences: Juniors/seniors

Expected Class Size: 10

Grading: yes pass/fail option, no fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: It is an advanced statistics class with prerequisites that are QFR courses

Fall 2024

LEC Section: 01 TF 1:10 pm - 2:25 pm Xizhen Cai

STAT 356 (F) Time Series Analysis (QFR)

Time series -- data collected over time -- crop up in applications from economics to engineering to transit. But because the observations are generally not independent, we need special methods to investigate them. This course will include exploratory methods and modeling for time series, including descriptive methods and checking for significance, and a foray into the frequency domain. We will emphasize applications to a variety of real data, explored using R.

Requirements/Evaluation: Evaluation is primarily based on quizzes and projects (on topics that interest you!). You'll be given the opportunity to assess your own work and resubmit/reattempt assignments as you gain mastery of a topic. Participation matters! Engagement with your peers is an important part of learning, of being a statistician in the Real World...and of your evaluation in this course. While most assignments will be submitted (and graded) individually, you'll be responsible for giving and receiving peer feedback, contributing to live and online discussions, and working together with classmates on practice problems.

Prerequisites: STAT 346 (may be taken concurrently) or permission of instructor

Enrollment Limit: 15

Enrollment Preferences: Statistics majors, seniors

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: This course uses mathematical tools and computing programs to create models, make predictions, assess uncertainty, and describe data. We'll also emphasize choosing appropriate mathematical tools and interpreting their results in a real-world context.

Not offered current academic year

STAT 360 (F) Statistical Inference (QFR)

How do we estimate unknown parameters and express the uncertainty we have in our estimate? Is there an estimator that works best? Many topics from introductory statistics such as random variables, the central limit theorem, point and interval estimation and hypotheses testing will be revisited and put on a more rigorous mathematical footing. The focus is on maximum likelihood estimators and their properties. Bayesian and computer intensive resampling techniques (e.g., the bootstrap) will also be considered.

Requirements/Evaluation: Homework, Quizzes, Exams

Prerequisites: MATH 250, STAT 201 or 202, STAT 341

Enrollment Limit: 15

Enrollment Preferences: Statistics majors

Expected Class Size: 15

Grading: no pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: A rigorous mathematical course laying the foundation for reasoning with data

Fall 2024

LEC Section: 01 MWF 10:00 am - 10:50 am Richard D. De Veaux

STAT 365 (S) Bayesian Statistics (QFR)

The Bayesian approach to statistical inference represents a reversal of traditional (or frequentist) inference, in which data are viewed as being fixed and model parameters as unknown quantities. Interest and application of Bayesian methods have exploded in recent decades, being facilitated by recent advances in computational power. We begin with an introduction to Bayes' Theorem, the theoretical underpinning of Bayesian statistics which dates back to the 1700's, and the concepts of prior and posterior distributions, conjugacy, and closed-form Bayesian inference. Building on this, we introduce modern computational approaches to Bayesian inference, including Markov chain Monte Carlo (MCMC), Metropolis-Hastings sampling, and the theory underlying these simple and powerful methods. Students will become comfortable with modern software tools for MCMC using a variety of applied hierarchical modeling examples, and will use R for all statistical computing.

Requirements/Evaluation: weekly homework and exams

Prerequisites: MATH/STAT 341 and STAT 346, or permission of instructor

Enrollment Limit: 20

Enrollment Preferences: juniors and seniors, Statistics majors, students who have taken STAT 360

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: This course utilizes mathematics and computer-based tools for the Bayesian approach for analyzing data and making statistical inferences.

Not offered current academic year

STAT 372 (S) Longitudinal Data Analysis (QFR)

This course explores modern statistical methods for drawing scientific inferences from longitudinal data, i.e., data collected repeatedly on experimental units over time. The independence assumption made for most classical statistical methods does not hold with this data structure because we have multiple measurements on each individual. Topics will include linear and generalized linear models for correlated data, including marginal and random effect models, as well as computational issues and methods for fitting these models. As time permits, we will also investigate joint modeling of longitudinal and time-to-event data. We will consider many applications in the social and biological sciences.

Requirements/Evaluation: Weekly homework, midterm exams, a final exam, and a data analysis project

Prerequisites: STAT 346 (and an appropriate introductory statistics course, typically STAT 201 or 202)

Enrollment Limit: 20

Enrollment Preferences: junior and senior Statistics majors

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: The course will cover a variety of statistical analysis methods for longitudinal data.

Attributes: PHLH Statistics Courses

Not offered current academic year

STAT 397 (F) Independent Study: Statistics

Directed independent study in Statistics.

Prerequisites: permission of department

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3)

Not offered current academic year

STAT 398 (S) Independent Study: Statistics

Directed independent study in Statistics.

Prerequisites: permission of department

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3)

Not offered current academic year

STAT 440 (S) Categorical Data Analysis (QFR)

This course focuses on methods for analyzing categorical response data. Traditional tools of statistical data analysis for continuous response data are not designed to handle such data and pose inappropriate assumptions. We will develop methods specifically designed to address the discrete nature of the observations and consider many applications in the social and biological sciences as well as in medicine, engineering and economics. The first part of the course will discuss statistical inference for parameters of categorical distributions and arising in contingency tables. The longer second part will focus on statistical modeling via generalized linear models for binary, multinomial, ordinal and count response variables, using maximum likelihood.

Requirements/Evaluation: Class participation and performance on exams, homework, and a project.

Prerequisites: STAT 346 and STAT 360

Enrollment Limit: 15

Enrollment Preferences: seniors and statistics majors

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: Arguing with data.

Attributes: PHLH Statistics Courses

Not offered current academic year

STAT 442 (S) Statistical Learning and Data Mining (QFR)

In both science and industry today, the ability to collect and store data can outpace our ability to analyze it. Traditional techniques in statistics are often unable to cope with the size and complexity of today's data bases and data warehouses. New methodologies in Statistics have recently been developed, designed to address these inadequacies, emphasizing visualization, exploration and empirical model building at the expense of traditional hypothesis testing. In this course we will examine these new techniques and apply them to a variety of real data sets.

Class Format: Students cannot take both STAT 315 and STAT 442. Only one of the two can be taken for credit.

Requirements/Evaluation: class participation, weekly homework, exams and an end-of-term project

Prerequisites: MATH/STAT 341 and STAT 346, or permission of instructor

Enrollment Limit: 20

Enrollment Preferences: Statistics majors, juniors and seniors. Students cannot take both STAT 315 and STAT 442. Only one of the two can be taken for credit.

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: This is an advanced statistics class involving theory and application of statistical methods to data.

Spring 2025

LEC Section: 01 MR 2:35 pm - 3:50 pm Anna C. Neufeld

STAT 458 (F) Generalized Linear Models- Theory and Applications (QFR)

This course will explore generalized linear models (GLMs)--the extension of linear models, discussed in Stat346, to response variables that have specific non-normal distributions, such as counts and proportions. We will consider the general structure and theory of GLMs and see their use in a range of applications. As time permits, we will also examine extensions of these models for clustered data such as mixed effects models and generalized estimating equations.

Requirements/Evaluation: Weekly homework consisting of theoretical exercises and data analyses carried out in R. Short frequent quizzes and one midterm (with an in-class and take-home component). Final project and final exam.

Prerequisites: STAT 346, or permission of instructor

Enrollment Limit: 20

Enrollment Preferences: Seniors and Statistics majors

Expected Class Size: 10

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: This is an intensive statistics course, involving theoretical and mathematical reasoning as well as the application of mathematical ideas to data using software.

Fall 2024

LEC Section: 01 TF 2:35 pm - 3:50 pm Elizabeth M. Upton

STAT 465 (S) Bayesian Statistics (QFR)

Prior knowledge being constantly updated by empirical observations -- the essence of Bayesian thinking provides a natural, intuitive, and more importantly, mathematically sounded, probabilistically principled way to characterize the process of learning. With some of its key ideas formulated based on Bayes' Theorem dating back to 18th century, Bayesian inference is one of oldest schools of statistics (more than a century earlier than the Frequentist!). Yet it was not until the recent developments in sampling algorithms and computational powers that Bayesian inference gained its revival. Bayesian, and Bayesian-based methods, with their flexibilities in modeling (generative) process of data, interpretability with posterior probability statements, and coherent principles to incorporate empirical evidence a priori, have played key roles in modern data analysis, especially for those "big data" with enhanced complexity and connectivity. This course is designed to provide students a comprehensive understanding to what is Bayesian and the how's and why's. Students will be introduced to classic Bayesian models, basic computational algorithms/methods for Bayesian inference, as well as their applications in various fields, and comparisons with classic Frequentist methods. As Bayesian inference finds its roots and merits particularly in application, this course puts great emphasis on enhancing students' skills in statistical computation (mostly with R) and data analysis.

Requirements/Evaluation: Homework, exams, and project

Prerequisites: MATH/STAT 341, STAT 346, and STAT 360, or permission of instructor

Enrollment Limit: 20

Enrollment Preferences: seniors, Statistics majors

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: This course utilizes mathematics and computer-based tools for the Bayesian approach for analyzing data and making statistical inferences.

Not offered current academic year

STAT 493 (F)(S) Senior Thesis: Statistics

Each student carries out an individual research project under the direction of a faculty member that culminates in a thesis. See description under *The Degree with Honors in Statistics*.

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3)

Fall 2024

HON Section: 01 TBA Richard D. De Veaux

Spring 2025

HON Section: 01 TBA Richard D. De Veaux

STAT 494 (S) Senior Thesis: Statistics

Each student carries out an individual research project under the direction of a faculty member that culminates in a thesis. See description under *The Degree with Honors in Statistics*.

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3)

Not offered current academic year

STAT 497 (F)(S) Independent Study: Statistics

Directed independent study in Statistics.

Prerequisites: permission of department

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3)

Fall 2024

IND Section: 01 TBA Richard D. De Veaux

Spring 2025

IND Section: 01 TBA Richard D. De Veaux

STAT 498 (S) Independent Study: Statistics

Directed independent study in Statistics.

Prerequisites: permission of department

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3)

Not offered current academic year

STAT 499 (F)(S) Statistics Colloquium

Statistics senior colloquium. Meets every week for an hour both fall and spring. Senior statistics majors must participate. This colloquium is in addition to the regular four semester-courses taken by all students.

Requirements/Evaluation: delivering a passing talk and participation throughout the year

Prerequisites: Statistics majors must take the colloquium in their senior year

Enrollment Limit: none

Enrollment Preferences: none

Expected Class Size: 25

Grading: non-graded

Distributions: (D3)

Fall 2024

SEM Section: 01 W 1:10 pm - 3:50 pm Richard D. De Veaux

Spring 2025

SEM Section: 01 W 1:10 pm - 3:50 pm Richard D. De Veaux

Winter Study -----

STAT 30 (W) Senior Project: Statistics

To be taken by candidates for honors in Statistics other than by thesis route.

Class Format: senior project

Grading: pass/fail only

Not offered current academic year

STAT 31 (W) Senior Honors Thesis

Statistics senior honors thesis.

Class Format: thesis

Grading: pass/fail only

Not offered current academic year

STAT 99 (W) Indep Study: Statistics

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study

Grading: pass/fail only

Not offered current academic year

ROMANCE LANGUAGES (Div I)

SPANISH

Chair: Professor Leyla Rouhi

Professors: G. Bell-Villada, S. Fox, J. French. Assistant Professor: C. Macías Prieto*. Visiting Assistant Professor: A. Castro

Teaching Associates:

*On leave: C. Macías Prieto (Fall)

THE MAJOR IN SPANISH

Students who major in Spanish can expect to acquire linguistic fluency along with in-depth knowledge of the cultures of Spain and Latin America. Through the study of the major writers and historical events of the Spanish-speaking world, our program offers training in literary analysis and linguistic expression, as well as a deep appreciation of Hispanic civilizations.

The major consists of nine courses above the 102 level. In exceptional circumstances, the Department may decide to accept RLSP 101-102 for the Spanish major. One of the nine courses must be the 400-level senior seminar taken during the student's final year at the College; another must be a course that substantially focuses on literature or cultural texts produced before 1800. Students entering at the 200-level may, with the permission of the Department, choose as part of their major program one course not conducted in Spanish but offered by faculty in Romance Languages or another Department or Program, such as Latino/a Studies, Comparative Literature, History, etc., provided that the subject matter relate to and broaden their study of Spanish. Students entering at a very advanced level may, in some cases and with the permission of the Department, include two such courses in their major program. Working with a member of the Spanish faculty, the student will formulate a curricular plan that will ensure balance and coherence in courses taken prior to declaring a major in Spanish. This is especially imperative for students who are planning to spend a part or all of their junior year in Latin America or Spain.

THE DEGREE WITH HONORS IN SPANISH

Students majoring in Spanish may apply to be admitted to the Honors Program in Spanish upon demonstrating the following: (1) fluency of spoken and written language; (2) potential for successful independent research, as demonstrated by strong performance in advanced-level coursework; (3) interest and motivation; and (4) overall quality and feasibility of the proposal. Two routes are available to those who wish to apply for the degree with honors.

The first of these involves the writing of a senior thesis.

By May 15th of their junior year, candidates will have found a thesis advisor, and given the Department a three- to five-page proposal and a preliminary bibliography. (In some cases, and upon consultation with the Department, candidates will have the option to choose a second reader in addition to their primary advisor; for example, when the thesis is interdisciplinary enough in nature that it requires the expertise of an additional reader).

This proposal will be discussed by the Department; by June 1st, the candidate will be informed whether they can proceed with the thesis, and if so, what changes need to be made to the focus and scope of the project. The summer before the senior year will be spent compiling a more detailed bibliography and reading.

Upon their return to Williams, candidates will devote to their theses two semesters of independent study (beyond the nine courses required for the major) and the winter study period of their senior year (493-W31-494). The thesis will be written in Spanish and will usually not be shorter than fifty pages. By the end of the Fall semester, students will normally have a clear outline of the project, have done substantial research, and produced the draft of at least the first half of the project. During January this draft will be suitably rewritten and edited with a view to a final version, while the candidates will also begin work on remaining chapters.

Candidates will submit what they have written to the department on the last day of Winter Study.

On the Tuesday of the first week of the spring semester candidates will make a presentation of the project at a departmental colloquium in Spanish. The thesis will be promptly discussed and evaluated to determine whether or not the student should continue in the honors program. The second semester of independent thesis work will be spent writing more chapters, as well as revising, rewriting, and polishing the project where necessary. The completed thesis in its final form will be due on April 25th. At the end of the Spring term, the student will present and defend the final project before members of the Department and others by invitation. The grade will be awarded once members of the Department have consulted after the defense.

The second route is a group of three clearly related courses (offered by the Department of Romance Languages or by other departments, such as History, Art, Philosophy, English, etc.), only one of which may be counted in the nine courses comprising the major. One of the courses will be an Independent Study (plus senior year WSP 30) in the spring of the senior year, at the end of which the student will write an essay that synthesizes the

content of the three related courses. Students may apply for this route by November 2 of the senior year.

In the case of both routes to the degree with honors, the department's recommendation for graduation with honors will be based on the originality and thoroughness of the finished project.

THE CERTIFICATE IN SPANISH

The Certificate in Spanish Language and Culture consists of a sequence of seven courses for which the student must earn a cumulative grade average of B or higher. Those so interested should express their intent to the chair of the department by March 1 or earlier.

For students with no prior Spanish background, the course sequence will consist of Spanish 101-102, Spanish 103 and 104, and three courses in Spanish above the 104 level, with at least one of these courses at the 200-level or higher taken at Williams. If the student starts out the sequence at Spanish 103, in addition to the three courses in Spanish beyond the 104 level (including a 200-level course or higher), two electives may be taken in other departments. One elective should be in Spanish or Latin-American cultural history (art, literature, drama, music) and the other in Spanish or Latin-American intellectual, political, or social history. Spanish 200, 201, or 208 can be counted for the elective requirement.

Electives may be considered from a variety of departments and programs. However, students should consult with the chair of Romance Languages before making any enrollment decisions.

PLACEMENT

Students come to study Spanish at Williams with a wide range of backgrounds and prior experiences. Some will have studied Spanish for many years in high school and earlier. Others will have grown up speaking Spanish with family and friends but had little opportunity to study the language at school. Others have lived in Spanish-speaking countries or otherwise studied in immersive contexts. And for others, Spanish is a brand-new language that they are eager to begin learning.

Whatever your previous experience with Spanish, *¡Bienvenida! ¡Bienvenido!* We are glad to have you with us. In order to figure out the most appropriate point of entry, we ask that all students who wish to begin their study of Spanish in the new academic year take the department's placement exam when it is offered during First Days. The only students who don't need to take the placement exam are those who qualify as "true beginners," those with no previous experience of Spanish and for whom 101-102 is obviously the right choice. Everyone else should take the placement test. After you do, the Registrar's Office will notify you of the level and/or course the Spanish faculty have recommended for you. You should free to reach out to the department chair, your recommended instructor, or any other faculty member if you have questions or concerns about your placement.

STUDY ABROAD

Spanish majors, as well as non-majors interested in further exposure to the language and the culture, are strongly encouraged to study in Spain or Latin America for either a semester or a full year. We recommend that you start planning for study abroad as early as possible, and that you speak to our faculty early on to go over the many possible destinations and programs available to you. In recent years, Williams students have studied in such varied and far-flung locations as Buenos Aires, Havana, Lima, Barcelona, and Madrid. Those who are interested in Madrid may wish to consider the Hamilton College program, with which we maintain consortial ties. Credit for up to four courses can be granted at the discretion of the Department for study overseas. Those four courses count towards the certificate or the major in Spanish. Students interested in study abroad should consult with a member of the department at their earliest convenience.

FAQ

Students MUST contact departments/programs BEFORE assuming study away credit will be granted toward the major or concentration.

Can your department or program typically pre-approve courses for major/concentration credit?

Yes, in some cases, provisional approval can be granted (students should be sure to contact the department for details).

What criteria will typically be used/required to determine whether a student may receive major/concentration credit for a course taken while on study away?

Course title and description, and complete syllabus, including readings/assignments. If it is a program we are familiar with, the course title and description are enough. If it is a new program/new type of course we need all the available materials (syllabus, assignments, etc.).

Does your department/program place restrictions on the number of major/concentration credits that a student might earn through study away?

Yes. Four maximum.

Does your department/program place restrictions on the types of courses that can be awarded credit towards your major?

Yes. They have to be courses that focus on language, culture, history, or politics of the target language/culture.

Are there specific major requirements that cannot be fulfilled while on study away?

Yes. Our Senior Seminars are required for the major.

Are there specific major requirements in your department/program that students should be particularly aware of when weighing study

away options? (Some examples might include a required course that is always taught in one semester, laboratory requirements.)

No.

Give examples in which students thought or assumed that courses taken away would count toward the major or concentration and then learned they wouldn't:

This hardly ever happens but could happen if a student doesn't seek out pre-approval from a faculty member.

RLSP 101 (F) Elementary Spanish

This course focuses on grammar, elementary composition, practice in conversation, and reading of short, easy prose. It is taught by the intensive oral method.

Requirements/Evaluation: Engaged daily participation, regular homework exercises, quizzes, a midterm, and a final exam. All students must take the Winter Study Sustaining program to continue to RLSP 102.

Prerequisites: This course is for students who have no previous background in Spanish.

Enrollment Limit: 18

Enrollment Preferences: This course is introductory. Students who have a background in Spanish should seek an alternate course. Preference will be given to those with potential interest in pursuing the certificate, major, and/or studying away in a Spanish speaking country.

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Fall 2024

SEM Section: 01 M-F 10:00 am - 10:50 am Soledad Fox

RLSP 102 (S) Elementary Spanish

This course is a continuation of RLSP 101 and must be completed after also taking the Winter Study Sustaining Program to be eligible for credit. It focuses on grammar, elementary composition, practice in conversation, and reading of easy texts. It is taught by the intensive oral method.

Class Format: The class meets five hours a week; students will complete workbook and lab exercises weekly.

Requirements/Evaluation: Daily preparation and participation, regular assignments, frequent tests, a midterm and a final. At least two cultural activities per semester must be attended.

Prerequisites: RLSP 101; this course is for students who have studied less than two years of Spanish in secondary school. Students must complete RLSP 101 as well as the Winter Study sustaining program to be eligible to enroll.

Enrollment Limit: 20

Enrollment Preferences: Students enrolled in RLSP 101.

Expected Class Size: 20

Grading: no pass/fail option, no fifth course option

Unit Notes: Students in RLSP 101-102 are required to attend and pass the sustaining program during the winter study period.

Distributions: (D1)

Spring 2025

SEM Section: 01 M-F 10:00 am - 10:50 am Leyla Rouhi

RLSP 103 (F) Intensive Intermediate Spanish

RLSP 103 (F) Intensive Intermediate Spanish. This course is a continuation of Spanish 101-102. It is designed to help students improve their proficiency in each of the major skill-groups (listening, speaking, reading and writing) while providing an introduction to the cultures of the Spanish-speaking world. Classroom activities and homework are designed to increase vocabulary and improve your ability to handle daily life in a

Spanish-speaking country, to express your views on complex subjects such as art and politics, and to increase your knowledge of the cultural traditions of Latin America and Spain. Film screenings and readings in Hispanic literature, culture and politics will provide material for in-class discussion and some writing assignments. This course provides the linguistic and cultural training that is necessary to engage the diverse Spanish-speaking communities of Latin America, Spain and the US; it will help to prepare students for further literary and cultural studies as well as provide skills that are increasingly essential in fields such as medicine, law, and education. **Conducted in Spanish.**

Class Format: Class meets four hours a week: three times with the professor (either in the morning or at noon) and one time in the afternoon with the TA.

Requirements/Evaluation: Regular attendance and active in-class participation, workbook exercises and weekly compositions, quizzes, midterm and final exams.

Prerequisites: RLSP 101-102 or by Spanish placement exam

Enrollment Limit: 20

Enrollment Preferences: If the course is over-subscribed, priority will be given to first-year students and others with a demonstrable commitment to study of Spanish.

Expected Class Size: 20

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Fall 2024

SEM Section: 01 MWF 11:00 am - 11:50 am Gene H. Bell-Villada

CON Section: 02 W 2:10 pm - 3:00 pm Gene H. Bell-Villada

SEM Section: 03 MWF 10:00 am - 10:50 am Jennifer L. French

CON Section: 04 TBA Jennifer L. French

RLSP 104 (S) Intensive Intermediate Spanish, Upper Level

This course is a continuation of Spanish 103. During the spring semester we resume our work to expand your proficiency in each of the major skill-groups (listening, speaking, reading and writing) while increasing familiarity with the vibrant cultures of the Spanish-speaking world. Students in both sections of RLSP 104 can once again expect to sample a variety of written and audiovisual media--poems and short fiction, essays, journalism, blogs and film--to deepen their understanding of Hispanic cultures. However, Section 2 will have a more distinct focus on cinema: we will watch a series of classic and contemporary films and develop the specialized vocabulary and skills needed to analyze them in class discussions and student writing. Regardless of which section you are in, students in Spanish 104 can expect to write regularly and to meet with their professor, teaching associate and classmates in varying combinations for four hours each week. This course is designed to prepare students for further literary and cultural studies in Spanish--including the challenges of study abroad--and to hone communication skills that are increasingly essential in professional fields such as medicine, law, and education. Conducted in Spanish. *Más* and its accompanying *Cuaderno de Práctica* will serve as our primary texts. Conducted in Spanish. For students who have not taken Spanish 103 at Williams, the departmental placement exam is required for enrollment in this course.

Class Format: Seminar. Students will spend 4 hours per week in class in engagement with their Professor, Teaching Associate (TA), and classmates. In addition to the regular MWF classes with their Professor, students will meet for one additional hour per week with the TA. As will be explained in the course syllabus and at the first class meeting, this additional hour with the TA will take place at a time (to be decided during the first weeks of class) that is mutually beneficial for the TA and students.

Requirements/Evaluation: Weekly 1- to 2-page compositions, daily homework and class participation, oral reports, midterm exams and a final exam.

Prerequisites: RLSP 103 or by Spanish placement exam or permission of instructor.

Enrollment Limit: 20

Enrollment Preferences: If the course is over-subscribed, priority will be given to first-year students and others with a demonstrable commitment to study of Spanish.

Expected Class Size: 20

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Spring 2025

SEM Section: 01 MWF 11:00 am - 11:50 am Carlos Macías Prieto

SEM Section: 02 MWF 10:00 am - 10:50 am Jennifer L. French

RLSP 105 (F) Advanced Grammar, Composition, Conversation

In this course students will refine their knowledge of Spanish grammar and vocabulary towards further fluency in speaking and writing. The focus of the class is grammar through active engagement with grammar exercises as well as relevant cultural materials. The section that meets at 9 a.m. will have a focus on Latin American poetry, and the section that meets at noon will focus on the politics and culture of contemporary Spain. Students will produce regular grammar and composition exercises as well as oral reports. They will also meet with the Teaching Associate, in smaller groups, weekly.

Class Format: students must participate in TA sessions once a week.

Requirements/Evaluation: regular grammar and composition assignments, a mid-term, occasional quizzes, oral reports; active participation and regular attendance required.

Prerequisites: RLSP 104, or results of the Williams College Placement Test, or permission of instructor

Enrollment Limit: 20

Enrollment Preferences: first-year students, potential majors

Expected Class Size: 20

Grading: no pass/fail option, yes fifth course option

Distributions: (D1)

Fall 2024

SEM Section: 01 MWF 12:00 pm - 12:50 pm Leyla Rouhi

SEM Section: 02 MWF 9:00 am - 9:50 am Alejandro Castro

RLSP 106 (S) Advanced Grammar and Composition through Literature (WS)

This course is designed for advanced students who wish to further polish and refine their grammatical, lexical, and writing skills in Spanish. The course may be taken immediately after 104, by placement exam results, or even after students have begun to sample the Department's literature and culture offerings at the 200- and 300-level. Classic works of short fiction by celebrated Latin American authors such as Gabriel García Márquez and Julio Cortázar will be discussed; selected Latin American films will be viewed as well. For written and oral assignments: weekly essays, in-class presentations, and language-laboratory activities. *Conducted in Spanish.*

Class Format: Grammatical practice. Study of idioms. Discussion of literary texts.

Requirements/Evaluation: A weekly essay based on the stories read in class. Written lab exercises. Participation in the grammatical and literary discussions. Oral presentations, quizzes, a mid-term exam, and a final exam

Prerequisites: RLSP 104, any course 201+, placement exam or permission of instructor

Enrollment Limit: 12

Enrollment Preferences: In the event of over-enrollment, preference will be given to sophomores.

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (WS)

Writing Skills Notes: Weekly essays, corrected for both language and content. Constant feedback from instructor. Students will be required to revise and rewrite their graded essays.

Spring 2025

SEM Section: 01 MWF 10:00 am - 10:50 am Gene H. Bell-Villada

CON Section: 02 W 2:10 pm - 3:00 pm Gene H. Bell-Villada

RLSP 201 (F) The Spanish Labyrinth

How can you learn to separate the stereotypical images of Spain from its current reality? How can we talk about one "Spain" when the country is a complex composite of ancient and diverse cultural remnants mixed with recent influxes of immigrants, and separatist movements? How has the vulnerable peninsula survived centuries of violent upheavals and divisiveness; dramatic economic rises and collapses? How have recent events and political tensions affected Spain's health system, demographics, and economy? This course aims to offer students a strong foundation in Spanish issues, whether they have already spent time abroad, or hope to do so in the future. In this course we will approach Spain by studying examples of its literary and artistic production, from periods of brilliant cultural exchange, and times of censorship, repression, and crisis. Some topics of focus will be the Inquisition, the Civil War, contemporary Spain's obsession with its own recent past, and its uncertain future. Secondary texts will also be provided for historical and socio-political background and reference. Conducted in Spanish. We will also use films and music.

Requirements/Evaluation: Conducted entirely in Spanish. Evaluation will be based on active daily participation and attendance, oral presentations, 2 short papers and a final research project.

Prerequisites: RLSP 105, or RLSP 200, or results of Williams College Placement Exam, or permission of instructor

Enrollment Limit: 20

Enrollment Preferences: Spanish majors, certificate candidates, and anyone who has studied away in Spain or plans to.

Expected Class Size: 20

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Fall 2024

SEM Section: 01 TR 11:20 am - 12:35 pm Soledad Fox

RLSP 202 (S) Introduction to the Analysis of Literature in Spanish (WS)

This course is intended for students who are considering a major in Spanish, including those who have recently completed RLSP 105, 107, 200, 201 or 209. Using a textbook, *Aproximaciones al estudio de la literatura hispánica*, we will study the fundamentals of genre analysis while reading selected works of prose, poetry, and drama from Latin America and Spain. In addition to studying the principles and techniques of literary analysis, this course will continue to develop your speaking, writing, and reading comprehension skills with a particular emphasis on composition. *Conducted in Spanish.*

Class Format: Students are expected to be active participants at all scheduled class meetings, which will be used for discussion and collaborative analysis of literary texts as well as workshoping student writing.

Requirements/Evaluation: Graded assignments will include three essays of five pages each as well as consistent preparation and class participation.

Prerequisites: RLSP 105, 107, 200, 209, or placement exam results indicating readiness for a 200-level course

Enrollment Limit: 20

Enrollment Preferences: first- and second-year students who are considering the major in Spanish

Expected Class Size: 20

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (WS)

Writing Skills Notes: Each student will write and revise three essays of roughly five pages each. Feedback will be provided regarding grammar, style, and argument. On Fridays we will workshop student papers.

Spring 2025

SEM Section: 01 MWF 11:00 am - 11:50 am Jennifer L. French

RLSP 203 (F) From Modernismo to El Boom de la Novela

A survey of some of the leading imaginative writers of Ibero America. Readings will begin with the modernista poets and go on to include fiction of Mexico by Rulfo, a wide sampling of verse by Pablo Neruda, and narratives of the "Boom" period by authors such as Borges, Cortázar, Lispector, and García Márquez. *Conducted in Spanish.*

Requirements/Evaluation: Response journals, three 6- to 8-page papers, a mid-term and final exam, and class participation.

Prerequisites: RLSP 105, or RLSP 200, or results of Williams College Placement Exam, or permission of instructor

Enrollment Limit: 12

Enrollment Preferences: Seniors, juniors, and then sophomores

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Attributes: GBST Latin American Studies

Fall 2024

LEC Section: 01 MR 2:35 pm - 3:50 pm Gene H. Bell-Villada

RLSP 205 (S) Magical Realists, Fantasists, Experimentalists: The Latin-American Novel in Translation (DPE)

Cross-listings: COMP 205

Primary Cross-listing

A course specifically designed to enable students who have no knowledge of Spanish to read and discover those Latin-American authors who, in the twentieth century and after, have attracted world-wide attention. Among the texts to be discussed: Borges, Labyrinths; Cortázar, Blow-up and Hopscotch; Lispector, the Hour of the Star; lesser works by Fuentes and Puig; and by Nobel Prize-winner Gabriel García Márquez, One Hundred Years of Solitude. Conducted in English

Requirements/Evaluation: class participation, two brief papers, a midterm, and a final exam

Prerequisites: none

Enrollment Limit: 22

Enrollment Preferences: Latina/o Studies concentrators, Comp Lit majors

Expected Class Size: 22

Grading: yes pass/fail option, yes fifth course option

Unit Notes: does not carry credit for the Spanish major or the certificate

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 205(D1) RLSP 205(D1)

Difference, Power, and Equity Notes: This course offers students an opportunity to read some major works of fiction that have challenged the canon of European and American literature. Through the readings, class members will understand that great literature comes not only from London or Paris, from the U.S. or Russia. Several of these novels, moreover, directly challenge European and Western cultural hegemony and make an implicit claim for the legitimacy of Latin American cultural concerns.

Attributes: GBST Latin American Studies

Spring 2025

LEC Section: 01 MR 2:35 pm - 3:50 pm Gene H. Bell-Villada

RLSP 206 (S) Latin-American Civilizations

An introduction to the multiple elements constituting Latin-American culture. Class assignments include readings from selected Latin-American essayists and screenings of classic films. Particular focus on the conflict between local and foreign cultural traditions. Areas to be considered: Spanish Catholicism, the influence of European liberalism and U.S. expansion, the Indian and African contribution, and the cultural impact of social revolution in Mexico and Cuba. *Conducted in Spanish.*

Requirements/Evaluation: two essays on assigned topics, response journals, one oral presentation, active discussion of the ideas and the facts presented in class, a midterm, and a final

Prerequisites: RLSP 105, or RLSP 200, or results of Williams College Placement Exam, or permission of instructor

Enrollment Limit: 12

Enrollment Preferences: Juniors, sophomores, first-years.

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Attributes: GBST Latin American Studies

Not offered current academic year

RLSP 209 (F) Spanish for Heritage Speakers

Cross-listings: LATS 209

Primary Cross-listing

This course is intended for students of Latino/a heritage. It will address the unique needs of students whose knowledge of Spanish comes primarily from informal and family situations rather than a conventional classroom experience. The goal of the course is to build on and expand students' existing knowledge of Spanish while developing skills for using the language in more formal/academic contexts. *Conducted in Spanish.*

Requirements/Evaluation: homework, class participation, and a series of communicative projects

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Potential Spanish majors/certificate students and LATS concentrators

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

RLSP 209(D1) LATS 209(D2)

Attributes: LATS Countries of Origin + Transnationalism Elect

Fall 2024

SEM Section: 01 MWF 12:00 pm - 12:50 pm Alejandro Castro

RLSP 210 (S) Graphic Novels, Spain, and Economic Crisis

The massive economic crisis that began in 2007 affected all areas of life in Spain, among other things, led to the rise of several social movements and critiques of neoliberalism. In this class we will study graphic novels -- a booming medium in contemporary Spain -- along with other mediums such as literature and film to see how they reflect this key moment in Spanish society. We will consider the ways in which these novels represent new social movements as well as effects of the crisis that continue to this day. In the process, we will not only gain a better understanding of contemporary Spain, but also unpack the characteristics of visual storytelling. Readings may include Miguel Brieva's *Lo que me está pasando*, Manel Fontdevila's *¡No os indignéis tanto!*, and Isaac Rosa's & Cristina Bueno's *Aquí vivió: Historia de un desahucio*.

Requirements/Evaluation: Conducted entirely in Spanish. Evaluation will be based on active participation and attendance, one group presentation, four take-home essay quizzes, and one final project (12-15 pages).

Prerequisites: Spanish 105 or 106, or results of the College Placement Exam, or permission of instructor.

Enrollment Limit: 20

Enrollment Preferences: Spanish majors and certificate students.

Expected Class Size: 15

Grading: yes pass/fail option, no fifth course option

Distributions: (D1)

Not offered current academic year

RLSP 217 (S) Love and marriage in Medieval and Early Modern Spain

We are often told that love is a natural human feeling and marriage its happiest consequence. But these two conditions are constructed and depend on society's dominant values. In this class we focus on pre-modern Spain to study the principles and fears that create definitions of love and marriage, also with a view to how some of these have survived to this day in our own communities. Our theoretical frames will come from the medieval and early modern periods, but also from contemporary definitions and critiques. Primary sources will include lyrical traditions, the writings of King Alfonso X, the works of Santa Teresa de Ávila, San Juan de la Cruz, Lope de Vega, Tirso de Molina, Pedro Calderón de la Barca, Miguel de Cervantes, among others.

Requirements/Evaluation: Active and meaningful participation, short assignments, one final project.

Prerequisites: RLSP 105 or 200, or results of Williams College Placement Exam, or permission of instructor

Enrollment Limit: 22

Enrollment Preferences: Spanish and Comparative Literature majors

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Not offered current academic year

RLSP 219 (F) Latin American Diasporic Cultures: The Venezuelan Case

The history of Latin America cannot be fully understood without the study of the mass migrations that have taken place to and from the region throughout the 20th and 21st centuries. These displacements differ in nature, do not share a single origin, route, or destination. They primarily stem from complex political conflicts (racial, gender, sexual, economic, climatic) and have left a definitive mark on the hemispheric cultural imagination. This course aims to study the narratives surrounding migration and migrants in Latin America. What are the geographies of displacement? Is the Chihuahuan Desert or the Darien Gap a wall? Is the Caribbean Sea a border? What happens to the narrative when it emerges under the sign of exile? How does the figure of the migrant destabilize notions of law, nation, and personhood? How is the migrant body constituted, and how do literature, cinema, visual arts, or performance portray it? We will conduct a panoramic analysis of cultural materials and critical interventions produced throughout the continent regarding the figure of the migrant, arriving at the current Venezuelan diaspora--comprising more than seven million people--and its aesthetic, ethical, and political resonances. Primary materials include texts by Reinaldo Arenas, Virgilio Piñera, Manuel Ramos Otero, Valeria Luiselli, Sonia Nazario, Juan Pablo Villalobos, Balam Rodrigo, Adalber Salas Hernández, and Gina Saraceni, as well as works by visual artists José Rafael Perozo and Gerardo Rosales, films by Mariana Rondón and Diego Quemada-Díez, among others. *Conducted in Spanish*, the course will also have a public orientation, with some activities open to the wider university community.

Requirements/Evaluation: Evaluation is based on active participation, several short compositions, a conference paper, and a final project.

Prerequisites: RLSP 105 or higher; or results of the College Placement Test; or permission of instructor.

Enrollment Limit: 20

Enrollment Preferences: Spanish majors and certificate candidates; comp lit majors with a focus on Spanish.

Expected Class Size: 20

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Fall 2024

SEM Section: 01 TF 2:35 pm - 3:50 pm Alejandro Castro

RLSP 220 (S) Women on the Verge

Cross-listings: WGSS 222

Primary Cross-listing

From the early twentieth century to the present day, the radical changes in the lives of Spanish women have clearly reflected the tug of war between progress and tradition in recent Spanish history. The dramatic upheavals in Spanish politics have marked and transformed the lives of women to such a great extent that one can often gauge the political and social climate of any given historical moment by considering how the role of women was defined by the law, the Catholic church, education, and other social and political institutions. Using literary and historical texts as well as films, newspapers and other media, this course will look at the transformations in the public and private lives of Spanish women during the following periods: the turn of the century, the Second Republic, the Spanish Civil War, the Franco years, the transition to democracy, and the present day.

Requirements/Evaluation: This course is conducted entirely in Spanish.

Prerequisites: RLSP 105, or RLSP 200, or results of Williams College Placement Exam, or permission of instructor

Enrollment Limit: 20

Enrollment Preferences: Spanish and Comparative Literature majors

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

RLSP 220(D1) WGSS 222(D2)

Not offered current academic year

RLSP 231 (F) Indigenous Writers of Colonial Mexico and Peru (DPE) (WS)

This course examines the writings of 16th and 17th Century Indigenous authors of New Spain and colonial Peru. We will study the works of well-known Indigenous writers such as Hernando de Alvarado Tezozomoc, Fernando de Alva Ixtlilxochitl, El "Inca" Garcilaso de la Vega, and Guaman Poma de Ayala, as well as writings by lesser-known and anonymous Indigenous authors. Our focus on the historical contexts and formal aspects of their works will be supplemented and enhanced by a study of the critical methods of textual analysis that are particularly relevant to Indigenous texts, as facilitated by a set of selected critical readings. The course, in short, will aim to interrogate the idea of a "Spanish lettered city" (a colonial city dominated by Spanish men of letters) and will explore the possibilities of an "alter-native" lettered city, one in which Indigenous writing flourishes during times of crisis. *Conducted in Spanish.*

Requirements/Evaluation: Each student will write four 4- to 5-page papers on which I will provide written feedback regarding grammar, style, and argument. Each student will also provide three 2-page critiques of their partner's papers as a form of feedback. After receiving my feedback and the feedback of their peers, each student will revise the first three papers and submit a final version. Excellent preparation and active, engaged participation in class discussions is required.

Prerequisites: RLSP 105, 107, 200, or 202, placement exam results, or permission of instructor.

Enrollment Limit: 19

Enrollment Preferences: Spanish majors and certificate students, current and potential; LATS concentrators

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (DPE) (WS)

Writing Skills Notes: Each student will write four 4- to 5-page papers on which I will provide written feedback regarding grammar, style, and argument. Each student will also provide three 2-page critiques of their partner's papers as a form of feedback. After receiving my feedback and the feedback of their peers, each student will revise each of the papers and submit a final version.

Difference, Power, and Equity Notes: This course will introduce students to the rich and varied cultural production of colonial Mexico and Peru. It will highlight the often marginalized and neglected intellectual histories of Indigenous peoples and other minoritized sectors of colonial society. As such, students will acquire critical tools to examine and understand the rich and varied cultural production of Mexico and Peru during the Spanish colonial era.

Attributes: GBST Latin American Studies LATS Countries of Origin + Transnationalism Elect

Not offered current academic year

RLSP 232 (S) Islam in medieval and Early Modern Spain

The presence of Islam--in all its diverse manifestations--is not new to Europe, least of all to Spain. In this course we will focus for the most part on the medieval and early modern periods to study the ways in which which Muslims and Islam have inhabited and been portrayed in the Iberian Peninsula. We will cover a wide range of perspectives as well as cultural material. While the bulk of the course is focused on the period prior to 1700 CE, towards the end of the course we will relate our findings to contemporary Spain through social and legal debates, among them topics related to immigration. *Conducted in Spanish*

Requirements/Evaluation: Several short reaction papers, active and regular class participation, presentations, and one final project.

Prerequisites: RLSP 105 or above, or results of the Williams College Placement Exam, or permission of instructor

Enrollment Limit: 22

Enrollment Preferences: Spanish majors and certificate candidates, Comp Lit majors with a focus in Spanish

Expected Class Size: 22

Grading: yes pass/fail option, no fifth course option

Distributions: (D1)

Spring 2025

SEM Section: 01 MWF 12:00 pm - 12:50 pm Leyla Rouhi

RLSP 259 Violent States, Violent Subjects: Nation-Building and War in 19th Century Latin America (DPE) (WS)

Although the massive, mechanized wars of the 20th century often overshadow earlier conflicts, the 19th century was also a period of widespread bloodshed in Latin America. First, of course, came the carnage of the Independence Wars, which was followed by decades of civil war (Mexico, Argentina, Peru, Uruguay, Colombia, Venezuela) and two bitter international wars--the Paraguayan War (1864-1870) and the Pacific War (1879-1883)--each of which would have a lasting impact on the countries involved. The restoration of peace brought economic development and new opportunities for dominant groups, but also the return of some of the most violent practices of the colonial period: indigenous peoples were conquered, their lands settled by whites or used for grazing cattle, and blacks (often despite the official abolition of slavery) met with new forms of exclusion, exploitation, and physical violence. In this tutorial we will explore the literary links between some of the violent conflicts listed above and the foundation of national identities in Latin America, reading texts that probe the social and ethical implications of State-sponsored violence. Issues to be explored include militarism and the development of nationalism; genocide and the national community; torture, truth and testimony; and the notion of 'civilization.' We will read one or two key precursors and a variety of 19th century texts that may include works by Juan Francisco Manzano, Esteban Echeverría, Ricardo Palma, Rosa Guerra, Dorotea Duprat de Lassere and Juan Crisóstomo Centurión, and Lucio V. Mansilla. In addition, we will read a few contemporary texts, written in the aftermath of the late-20th century dictatorships in the Southern Cone, that actively reflect on the long history of State-sponsored violence in Latin America (Ricardo Piglia, Diamela Eltit, Augusto Roa Bastos). Students will work in trios throughout the semester, each group meeting with the instructor once a week. Each week one of the students will present a 5-page paper on the assigned reading and one will be designated the official respondent, whose job is to lead a discussion of the paper. The third member of the group will turn in a revision of the previous week's paper. Prerequisites: one 200-level RLSP course or permission of instructor. Heritage learners, international students and second-language learners are all heartily welcome. Conducted in Spanish.

Class Format: Conducted in Spanish.

Requirements/Evaluation: Each student will write and revise a minimum of three five-page papers during the course of the semester. Students will be evaluated on the basis of their preparation for each tutorial meeting as evidenced by the quality and frequency of their engagement with the material, including their classmates' written work. Essays will be graded after they have been revised and submitted to the professor.

Prerequisites: Any 200-level Spanish course.

Enrollment Limit: 12

Enrollment Preferences: Priority given to Spanish majors.

Expected Class Size: 12

Grading:

Distributions: (D1) (DPE) (WS)

Writing Skills Notes: Students will practice writing throughout the semester, and will receive abundant feedback on their written work from their tutorial partners and the instructor. We are altering the tutorial format from the standard duos to trios of students, so that students will have ample opportunity to revise their written work.

Difference, Power, and Equity Notes: This course focuses on issues of diversity, power and privilege within the internal and regional constitution of Latin American countries. We will read with an awareness of some of the ways that differences of race, class, nationality and gender may be mobilized in times of conflict, and consider how the collective narratives that are constructed and imposed in the aftermath tend to deal with those conflicts.

Attributes: GBST Latin American Studies

Not offered current academic year

RLSP 301 (S) Cervantes' "Don Quijote"

We will devote the semester to the study of one novel: Miguel de Cervantes' *Don Quijote*, published in the early part of the 17th century. We will try to understand the reasons for the novel's immense and ongoing influence. We will study Cervantes' handling of issues that continue to have relevance to our lives today: relationships, the role of fiction in life, the shapes of mental illness, how we show people who we think we are, how our governments, families and friends decide who we are, the fun and annoyance of going on a road trip with someone, the meaning of justice, and the meaning of storytelling, to name a few. In the process, we will set things in context to understand what was going on in Cervantes' world. Finally, we will find that even an entire semester was not enough to engage fully with this extraordinary work. *Conducted in English using a contemporary translation.*

Class Format: lecture/discussion

Requirements/Evaluation: active class participation; two to three short projects and one final research project

Prerequisites: any 200-level RLSP or Comp lit or English course at Williams

Enrollment Limit: 20

Enrollment Preferences: Spanish majors and Comp Lit majors and Engl majors.

Expected Class Size: 15

Grading: no pass/fail option, yes fifth course option

Distributions: (D1)

Not offered current academic year

RLSP 304 (S) Environmental Literature and Film in Latin America (DPE) (WS)

Cross-listings: ENVI 311 / COMP 311

Primary Cross-listing

What use are aesthetics when the world is (literally) on fire? We will take up this question and others in a critical engagement with Latin American cultural production of the twentieth and twentieth centuries, especially works of literature and film that directly or indirectly engage with environmental crisis. Students can expect to explore a variety of media, forms and genres, including works that range from (more or less) mainstream to cutting edge. Our examinations of literature and film will be supported by theoretical writings produced in the Americas and other places. Writers and directors whose work may be considered include, but are not limited to: Lucrecia Martel, Ciro Guerra, Rafael Barrett, Samanta Schweblin, Ernesto Cardenal, Juan Rulfo, María Luisa Bombal, Eduardo Gudynas, Silvia Rivera Cusicanqui, Eduardo Viveiros de Castro, Isabelle Stengers.

Requirements/Evaluation: This course will be conducted seminar-style. Students will be expected to prepare thoroughly and be active, engaged participants in class discussions. In addition to day to day preparation and participation, other graded assignments will include discussion-leading, one short (5-7 page) essay and a longer (15-20 page) paper combining research and original analysis.

Prerequisites: One college literature or film course at the 200-level or above.

Enrollment Limit: 19

Enrollment Preferences: Envi majors and concentrators, Comp Lit majors, Spanish majors and those working towards the Spanish certificate.

Expected Class Size: 12

Grading: no pass/fail option, yes fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 311(D1) RLSP 304(D1) COMP 311(D1)

Writing Skills Notes: All students in the course will write (and rewrite) no less than 20 pages. Major writing assignments will be scaffolded, with explicit discussion of the writing process (pre-writing, drafting, revision) and consultation.

Difference, Power, and Equity Notes: The works of literature and film that we will be examining challenge North American conceptions of climate change (and environmental crisis more broadly) by making visible (often uncomfortably so) the colonial and neocolonial history of extractivism.

Attributes: ENVI Humanities, Arts + Social Science Electives

Not offered current academic year

RLSP 311 (F) The Politics of Love in Latin American Literature (DPE) (WS)

Cynical, sincere, confused and confusing, love and politics have a lot of complicated history together in Latin America. This course considers works of literature and other cultural texts in which love and politics are explicitly intertwined: the authors, artists and activists we consider profess love for their

followers and would-be converts, represent love as a (revolutionary) political force, contest the legitimacy of patriarchal heteronormativity, and sometimes all three. We will consider writings by 20th and 21st century political leaders whose speeches and other writings convey the melodrama of *radionovelas* (Eva Perón) as well as the sacrificial love of the guerrillero (José Martí, Che Guevara) and the anarchist (Rafael Barrett). We may also consider the love professed by historical figures including Catholic missionaries (Antonio Ruiz de Rivera) and 19th century abolitionists (Juan Francisco Manzano, Gertrudis Gómez de Avellaneda) and/or nation-builders (Mármol, Sarmiento). We may examine tensions around the domestication of love in writings in translation by Brazil's Clarice Lispector and the torment of eros in Elena Garro's political novel *Memories of the Future*. We will likely read poems of grief and love for those murdered in the secret detention centers of the Southern Cone dictatorships (Raúl Zurita, Juan Gelman). We will delve into the politics of queer love, solidarity and mourning with authors such as Mario Puig, Reinaldo Arenas, and Cristina Peri Rossi, and in Sebastián Lelio's 2017 film, *A Fantastic Woman*. We will conclude by considering the politics of love as articulated by Black Lives Matter, particularly as the movement has taken shape in Latin American countries, and its impact in Colombia and elsewhere. Conducted in Spanish.

Requirements/Evaluation: Regular preparation for class is required, as is thoughtful participation in class discussions. Students will be evaluated for both. Students will also be evaluated for discussion-leading and making presentations on their original research in progress. There will be two graded essays, one of 5-7 pages and the other 15-20.

Prerequisites: One RLSP course at the 200 level.

Enrollment Limit: 19

Enrollment Preferences: Students majoring or completing a certificate in Spanish.

Expected Class Size: 10

Grading: no pass/fail option, yes fifth course option

Distributions: (D1) (DPE) (WS)

Writing Skills Notes: Students will be writing and rewriting roughly twenty pages. Longer assignments will be broken down into stages (proposal, bibliography, research, analysis, draft, revision) with feedback from the instructor at every stage.

Difference, Power, and Equity Notes: Using literary texts, we will delve into the ways a wide variety of political actors -- from the mainstream to the radical fringe -- talk about love in Latin American contexts. Some of them will seem comparatively cynical, but in other cases we will be looking at how people contest the hegemony of patriarchal, capitalistic and heteronormative definitions of what "counts" as true love.

Not offered current academic year

RLSP 319 (F) Dictatorship and the Latin-American Novel (DPE)

Military dictatorship is among the most crucial factors in Latin-American society and history, and some of the continent's leading novelists have taken it upon themselves to depict the experience in their work. In this course we will examine both the fact of dictatorship itself and the diverse representation thereof in Spanish-American fiction. Novels by García Márquez, Vargas Llosa, Poniatowska, and Tomas Eloy Martínez will be closely studied. Students will also read *Absalom! Absalom!* by Faulkner, whose influence on Latin-American authors' techniques of representation has been decisive and profound.

Class Format: In-person.

Requirements/Evaluation: three 8-page papers, response journals, an oral report, a final 3-page paper, and class participation

Prerequisites: RLSP 105, or RLSP 200, or results of Williams College Placement Exam, or permission of instructor

Enrollment Limit: 12

Enrollment Preferences: Spanish majors, Latina/o Studies concentrators

Expected Class Size: 5-10

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (DPE)

Difference, Power, and Equity Notes: This course focuses on the ultimate sort of power--namely, military dictatorship. And it focuses on the historical fact of such a phenomenon within the U.S. political sphere of influence--Latin America. To study dictatorship and its depiction in literature is a means of understanding the nature of that power imbalance and of taking a first step toward some sense of equity.

Attributes: GBST Latin American Studies

Not offered current academic year

RLSP 342 (S) Reading Sor Juana: "única poetisa americana, musa décima," (DPE) (WS)

This course focuses on the writings of one of the most revered women writers in Hispanic Letters, Sor Juana Inés de la Cruz, who was regarded by her contemporaries as the Tenth Muse. Our exploration and study of Sor Juana's writings will focus on the different genres in which she wrote--prose, poetry, and drama--and it will include a survey and analysis of the historical context in which she wrote, the formal aspects of her writings, and critical essays about her work written by leading scholars in the field of Latin American literature. Near the end of the semester, the course will conclude by expanding its focus to examine the ways in which Sor Juana's work has influenced contemporary Latin American and U.S. Latina authors. *Conducted in Spanish.*

Requirements/Evaluation: Each student will write three 5-7 page papers on which I will provide written feedback regarding grammar, style, and argument. Each student will also provide two 2-page critiques of their partner's papers as a form of feedback. After receiving my feedback and the feedback of their peers, each student will revise each of the papers and submit a final version. Excellent preparation and class participation is required.

Prerequisites: One RLSP course at the 200-level or above or permission of instructor

Enrollment Limit: 19

Enrollment Preferences: Spanish majors

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (DPE) (WS)

Writing Skills Notes: Each student will write three 5-7 page papers on which I will provide written feedback regarding grammar, style, and argument. Each student will also provide two 2-page critiques of their partner's papers as a form of feedback. After receiving my feedback and the feedback of their peers, each student will revise each of the papers and submit a final version.

Difference, Power, and Equity Notes: This course will highlight the intellectual production of one of the most revered women writers in Hispanic Letters. It will explore the challenges women writers faced as well as the social critiques Sor Juana makes in her writings about the exclusion of women and other racial minorities in Spanish colonial society. As such, students will gain critical skills to analyze and understand the diversity of Spanish-American society through Sor Juana's texts.

Attributes: GBST Latin American Studies LATS Countries of Origin + Transnationalism Elect

Not offered current academic year

RLSP 344 (S) Contemporary Latin American Queer Aesthetics (DPE)

Conducted in Spanish, this advanced seminar examines a panoramic corpus of contemporary cinema, literature, and music in Latin America to trace possible shared political and cultural characteristics of a queer aesthetic. We will explore the works of renowned figures such as Reinaldo Arenas, Chavela Vargas, Pedro Lemebel, and Mariana Rondón, among others, to delve into the intricate layers of queer expression within the region. Is it possible to discern a common transnational queer identity among Latin American countries? What would it look like, sound like? Would it have a shared political mission? What would be its symbols? Primarily focusing on Venezuela, Cuba, Puerto Rico, Dominican Republic, Mexico, Chile, and Argentina, we will analyze a wide range of cultural artifacts--including the work of writers, filmmakers, and musicians--to discuss contemporary debates on identity and representation surrounding sexuality, but also in its intersection with race, gender, and social class. Through an interdisciplinary and intersectional lens, this course will offer a feminist analysis of Latin American counterculture, interrogating the process whereby queer aesthetics enter and sabotage the mainstream. By the end of the seminar, students will have a strong knowledge of contemporary queer artistic practices in Latin America and will be able to identify the most prominent theoretical contributions on sexual and gender dissidence from the region.

Requirements/Evaluation: Evaluation is based on active participation, class presentations, a weekly forum debate, and either a final paper or project.

Prerequisites: Any 200-level course in Spanish taken at Williams or permission of the instructor.

Enrollment Limit: 20

Enrollment Preferences: Spanish majors, Spanish certificate candidates.

Expected Class Size: 15

Grading: no pass/fail option, yes fifth course option

Distributions: (D1) (DPE)

Difference, Power, and Equity Notes: The course explores the politics and aesthetics of Latin American cultural material from the framework of resistance and queer activism, giving students the opportunity to understand the construction of alternative Latin American identities that go against the mainstream.

Spring 2025

SEM Section: 01 TF 2:35 pm - 3:50 pm Alejandro Castro

RLSP 405 (S) Alternative American Literatures: From the Indigenous Chronicle to the Latin American & Chic. Novel (DPE) (WS)

Do the Americas have a common literature? If so, is it possible to trace their roots and continuity from the colonial era to the present? Literary critic Martin Lienhard suggests that it is indeed possible to trace the origin of a literature common to Latin America from the colonial era and into present by focusing on what he calls "alternative literatures"--literatures that relativize the importance of Europeanized and Creole literatures and valorize the richness of oral traditions in the Americas. Such literatures, he asserts, are closely tied to marginalized sectors of society. In this course, we will take Lienhard's concept of "alternative literatures" as a point of departure to pursue our own examinations of how these "alternative literatures" are constituted. While the primary aim of this course is to focus on the writings of Latin American authors, we will end by exploring the relationship between "alternative" Latin American literatures and Chicana/o/x literatures. Readings will include narrative texts such as *Cartas de relación*, chronicles of conquest, religious texts, indigenous annals, poetry, and drama, as well as contemporary Latin American and Chicana/o/x novels.

Requirements/Evaluation: Four essays, class presentations, active participation, and regular attendance required

Prerequisites: any 300-level RLSP course or permission of instructor

Enrollment Limit: 15

Enrollment Preferences: Senior Spanish Majors.

Expected Class Size: 15

Grading: yes pass/fail option, no fifth course option

Distributions: (D1) (DPE) (WS)

Writing Skills Notes: Each student will write four 4-6 page papers on which I will provide written feedback regarding grammar, style, and argument. Each student will also provide three 2-page critiques of their partner's papers as a form of feedback. After receiving my feedback and the feedback of their peers, each student will revise each of the papers and submit a final version.

Difference, Power, and Equity Notes: This course will highlight intellectual production of indigenous peoples of the Americas under Spanish colonial rule as well as the writings of more contemporary minority authors of Latin America. It will explore the new identities and textualities that emerge as a result of the encounter and subsequent conquest of the Americas. As such, students will gain critical skills to analyze a diversity of Spanish-American colonial texts from the 16th century as well as more contemporary narrative texts.

Spring 2025

SEM Section: 01 TF 1:10 pm - 2:25 pm Carlos Macías Prieto

RLSP 407 (F) Gender, Race and Nature: Ecocritical Examinations of Latin American Culture (DPE)

This senior seminar brings an ecocritical focus to the study of Latin American cultural production. We are particularly interested in works of literature and other kinds of cultural texts that critique, subvert, or transcend conventionally Eurocentric and patriarchal conceptualizations of the human and its relation to non-human being. Rhetorical tropes linked to extractivist economic practices and their alternatives will be identified and analyzed over the course of the semester as we sample a wide range of literary and non-literary texts (poetry, narrative prose, essay, film, painting, woodcuts, music, digital media) produced throughout the 20th and 21st centuries. We will also read and discuss writings by leading ecocritics and decolonial theorists including Silvia Rivera Cusicanqui, Eduardo Gudynas, Mary Louise Pratt, Walter D. Mignolo, and more.

Requirements/Evaluation: Thorough preparation and active class participation, discussion-leading, one 5-7 page paper and one 15-20 page paper as well as a paper proposal, abstract, bibliography, and draft.

Prerequisites: Study abroad, one or more RLSP courses at the 200+ level, or permission of instructor.

Enrollment Limit: 19

Enrollment Preferences: Senior Spanish majors, then other interested students.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE)

Difference, Power, and Equity Notes: This course brings decolonial theory and ecocriticism together in an approach to Latin American cultural production.

Not offered current academic year

RLSP 493 (F) Senior Thesis: Spanish

Spanish senior thesis; this is part of a full-year thesis (493-494).

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Fall 2024

HON Section: 01 TBA Leyla Rouhi

RLSP 494 (S) Senior Thesis: Spanish

Spanish senior thesis; this is part of a full-year thesis (493-494).

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Spring 2025

HON Section: 01 TBA Leyla Rouhi

RLSP 497 (F) Independent Study: Spanish

Spanish independent study.

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Fall 2024

IND Section: 01 TBA Leyla Rouhi

RLSP 498 (S) Independent Study: Spanish

Spanish independent study.

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Spring 2025

IND Section: 01 TBA Leyla Rouhi

Winter Study -----

RLSP 30 (W) Honors Essay: Spanish

To be taken by candidates for honors other than by thesis route.

Class Format: honors essay

Grading: pass/fail only

Not offered current academic year

RLSP 31 (W) Senior Thesis: Spanish

To be taken by students registered for Spanish 493-494.

Class Format: thesis

Grading: pass/fail only

Not offered current academic year

RLSP 88 (W) Spanish Sustaining Program

Students registered for RLSP 101-102 are required to attend and pass the Spanish Sustaining Program. However, students are also required to register for a regular Winter Study course. Once the regular Winter Study registration process is complete, the Registrar's Office will automatically enroll you in the Sustaining Program--check your class schedule to confirm enrollment.

Grading: pass/fail option only

Not offered current academic year

RLSP 99 (W) Independent Study: Spanish

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study

Grading: pass/fail only

Not offered current academic year

THEATRE (Div I)

Chair: Amy Holzapfel

- Robert E. Baker-White, Chair and Professor of Theatre
- Amy S. Holzapfel, Professor of Theatre
- Sydney Maresca, Visiting Assistant Professor of Theatre
- Jessica R. Pearson-Bleyer, Visiting Assistant Professor of Theatre
- James L. Pethica, Senior Lecturer in English and Theatre; affiliated with: English, Theatre
- Shanti Pillai, Assistant Professor of Theatre; on leave 2023-2024
- Omar A. Sangare, Professor of Theatre; on leave 2023-2024
- Kim Stauffer, Visiting Lecturer in Theatre
- Erica Terpening-Romeo, Visiting Assistant Professor of Theatre

The Department of Theatre is committed to the merging of embodied practice and scholarship in the fields of theatre and performance studies. The curriculum is dedicated to the study, practice, appreciation, and interpretation of theatre, performance, and other time-based arts. The major in Theatre emphasizes the collaborative nature of the theatre and performance making by drawing upon courses offered by faculty of the Language, Literature, Music, and Art Departments. Although students will be equipped to proceed to graduate and professional schools in theatre, the major is primarily directed toward those interested in studying theatre and performance as artistic phenomenon and as interpretive tools. Because a deep understanding of theatre requires training and experience with the synthesis on stage, the major includes curricular study of production and performance, as well as continued participation in departmental stage production.

The production arm of the Department of Theatre operates under the supervision of the departmental faculty. Major departmental productions as well as laboratory and experimental productions of all kinds are mounted on the new stages of the '62 Center for Theatre and Dance. Participation in acting or technical work is open to all members of the Williams College community. Students majoring in Theatre will be asked to consult regularly with departmental advisors in devising the sequence of courses and production participation that will constitute their major.

MAJOR

The Major in Theatre consists of nine courses, including the following:

Theatre 101 The Art of Playing: An Introduction to Theatre and Performance

Theatre 201 Worldbuilding: Staging and Design For The Theater

Theatre 301 Embodied Archives: Global Theatre & Performance Histories

Theatre 406 Practicing Theory: Senior Seminar

Five additional elective courses must be taken from the department's other offerings (including courses cross-listed with Theatre). Two of the five electives must be taken at the 200-level or higher by the end of the student's junior year, and an additional two of the five must be taken at the 300-level or higher by the time of graduation. Substitutions of other Williams' courses, or of Study Abroad courses, may be made only with the consent of the department Chair. Students should consult with the department Chair regularly in planning a balance of practice and scholarship in their elective choices and in mapping a route through the major.

Production Requirement for the Theatre Major:

All majors in Theatre are required to participate in a *minimum of four* department productions. Participation in at least *one* of these four must be in stage management. Assignment to productions in stage management must be made in consultation with the department Chair. Students participating in a production will be enrolled in THEA 290-299: Theatre Department Production as a partial-credit, fifth course, admitted by permission of the department Chair and evaluated on a Pass/Fail basis only. Students remaining in the course beyond the sixth week of the start of a term will be graded by the instructor. Enrollment is by audition or appointment within the Theatre department. Students who do not wish to enroll for credit will be given the opportunity by the department to be removed from the course. Rehearsals for productions are scheduled TBA, based on the availability of the ensemble, and do not conflict with other academic commitments, such as evening courses or evening exams. The department normally produces three productions per academic year. Students may enroll in multiple productions in the same semester and may repeat a production course by permission of the department Chair. *For each departmental production they participate in, a student will receive a partial credit of .5 on their College*

transcript. Production credits do not accrue, nor do they count towards a student's 32 required course credits for graduation.

THE DEGREE WITH HONORS IN THEATRE

GUIDELINES FOR HONORS

IN THE DEPARTMENT OF THEATRE WILLIAMS COLLEGE

Students interested in pursuing Honors in Theatre should first refer to the guidelines for undertaking Honors in any discipline at Williams College. These guidelines state: "Williams awards the degree with Honors to those students who have demonstrated imagination, initiative, and intellectual independence within the major."

Next, students should refer to the description of the Degree with Honors in Theatre as described in the Williams course catalog. This states:

THE DEGREE WITH HONORS IN THEATRE

Candidates for Honors should apply for admission through the submission of a project proposal to the Department Chair by the first Friday of the second term of their junior year. Students considering admission to the Honors program in Theatre must have achieved at least a 3.5 grade point average in all Theatre courses, with a minimum of five courses completed by the fall term of their junior year (this GPA must be maintained throughout the senior year in order to achieve Honors), and have already demonstrated both ability and experience through coursework, production, and/or performance. In addition, applicants must have a plan in place to complete their Stage Management requirement by the end of the first term of their senior year. For projects including a production element, all performances must occur within the second term of the yearlong Honors project. Admission into the program will be determined on the basis of the student's acceptance of the terms and conditions stated by the faculty. Students may request a specific faculty advisor. However, students are not guaranteed to be assigned their requested advisor. Requests may be denied depending on faculty availability. All candidates will be informed of their admittance to the Honors program by the end of the second term of their junior year.

Once a student is admitted, the department Chair will assign an Honors Advisor, who will work with the student to specify a timeline and program for the completion of the Honors project.

Students will be evaluated on an ongoing basis. If a student's work in the first or second term does not meet the standards of Honors, their project will be converted into a standard Independent Study. The Honors Advisor will determine both the first and second semester grades for the candidate. All Honors candidates will present their completed projects to the department for evaluation by the faculty of Theatre. Determination of High Honors, Honors, or No Honors will be made by the department. Honors of any kind are contingent upon satisfactory completion of the Honors project. High Honors is awarded only to those whose performance in the program has been regarded as exceptional.

PROJECT PROPOSAL

The project proposal is a written essay of approximately 750-1000 words that describes the nature, goals, and methodology of the proposed course of study and project to be undertaken in the pursuit of Honors. The proposal must be structured by the following sections with headings, designating each section:

Project Description: a complete and detailed description of the proposed project, including its major aims and objectives. Successful proposals will not only convey the critical and intellectual significance of the project but also its artistic and creative potentials by making reference to select theory, practice, or scholarship in the fields of performance and theatre studies, as well

as other disciplines if relevant.

Methodology: a description of the methods and strategies to be undertaken in pursuit of the project's objectives.

Contribution to Field: a brief rationale for the project's expected contributions to the practice and field of theatre arts and/or scholarship.

Contribution to Educational Experience: a brief description of how the proposed project contributes to the candidate's own educational goals and development.

Timeline of Completion: an estimated timeline of the project, including stages of development and expected deadlines.

Required Supplemental Materials (not included in proposal word count):

Bibliography: a preliminary bibliography of resources, which may include texts, videos, archives, or other reference materials to be consulted during the planned course of study, formatted in MLA or Chicago.

Resume: a recent resume.

Please note: for projects involving a performance and/or production components, candidates should be mindful of the scope and scale of their proposed project, taking into account the resources and labor required for the realization of their project. All accepted Honors projects will be provided with a modest and equitable budget, the limits of which they must agree to work within. Budgeting will begin only after acceptance into the Honors program. See: Guidelines for Production in Honors Projects.

All documents, including the project proposal and any supplemental material, must be submitted digitally to the Chair.

TIMETABLE OF PROPOSAL AND COMPLETION OF HONORS

The following offers the default timetable for admission into Honors and completion of all Honors projects, based on a regular academic calendar (fall/spring). Note: students wishing to apply for Honors in an off-cycle fashion (spring and fall of the same calendar year) must be in touch with the Chair early in the second term of their junior year to express interest in applying for Honors.

For all Honors candidates: failure to meet established deadlines may result in dismissal from Honors.

JUNIOR YEAR:

Fall term: candidates meet with the Chair to express interest in pursuing Honors.

By second Friday of Spring term: project proposal due to Chair.

Candidates will be informed by mid April of the decision by the faculty of Theatre regarding admission to Honors. Admission into the program will be determined on the basis of the student's acceptance of the terms and conditions stated by the faculty. Department assigns Honors Advisor(s) to admitted candidates.

SENIOR YEAR, FALL:

Course registration for Fall: all Honors candidates must enroll in THEA 493

During term: research and preparation for production or written thesis

Course pre-registration for Winter Study and Spring term: candidates should expect to register for W32 and THEA 494.

December 1: progress report due to Honors Advisor. The report is a written statement of 2-3 pages in which the candidate accounts for the progress they have made so far as well as their plans for moving forward in the remainder of the academic year

End of Fall term: Honors Advisor, in consultation with faculty in Theatre, determines whether a candidate may proceed with Honors for a second term or turn the project into an Independent Study. Should a candidate not be given permission to continue in Honors for the second term, they must change their enrollments as appropriate for Winter Study and the Spring term.

SENIOR YEAR, WINTER STUDY:

Candidates must continue to advance their Honors projects, using the time to prepare for their second term

SENIOR YEAR, SPRING:

March 15: progress report due to Honors Advisor. The report is a written statement of 2-3 pages, in which the candidate accounts for the progress they have made so far as well as their plans for moving forward in the remainder of the year.

If applicable, the production and performance component of the Honors project will occur during this term.

May 1: all written theses and digital production portfolios due to Honors Advisor. All written theses must conform to the formatting guidelines set by Williams College and include proper citation as well as a bibliography. All production components and performance elements must be fully completed by this time. In the case of an Honors project in production, the student must submit to their Honors Advisor a digital production portfolio, which may contain: director's or actor's notes or journal, research materials, photographs or video of the production, or design renderings and sketches, etc. The candidate will work with their Honors Advisor to determine the exact contents of the digital portfolio. All production portfolios must also contain a proper bibliography of sources and materials consulted during the project.

During the final two weeks of classes: oral presentations of theses will be scheduled by the Chair, in consultation with candidates and faculty members.

By end of exam period: candidates will be informed of the departmental decision of Honors, High Honors, or No Honors. Note: All written Honors theses must be digitally submitted to the Library Archives by the final day of exam period.

Additional Information

Proposals for Joint or Collaborative Projects:

Students may submit proposals for projects that are collaborative in nature, and may even propose joint projects in which no more than two Senior Theatre Majors plan to execute an Honors project together. However, in such cases the department will evaluate admission to the Honors program on an individual basis, and, should the project be approved, will also determine the awarding of No Honors, Honors, or High Honors on an individual basis. If one student from a joint project is admitted to the Honors program and the other is not, then the department will work with the approved student to see whether a revision to the original proposal will allow the project to proceed.

Technical, Financial, and Staff Support:

Students proposing to engage in production or performance as part of their Honors projects should recognize that departmental constraints (financial, technical, and personnel) dictate to a significant degree what levels of support are possible in any given year. See: Guidelines for Production in Honors Projects. The Department will make every effort to support the interests and

goals of students as we see fit and within our range of possibility. However, students should tailor their proposals toward projects that can be produced with modest and limited means, both in material resources and staffing support. All honors projects will be given a fair and equitable budget. Flexibility within proposals is required. Due to their unique nature, not all projects will necessarily receive the exact same kind of technical or material support: at the same time, the department will do its best to assure that Honors projects are supported as equally as possible so as to maximize the educational benefits for each Honors candidate. We aim to create equity of access within the varied requirements of Honors.

STUDY ABROAD

The Theatre Department attempts to work individually with majors and prospective majors who desire to study abroad. In general, with careful planning it is usually quite easy for students to complete the major in Theatre if they study abroad for one semester of their junior year. For those wishing to study abroad for more than one semester of junior year, a more complicated situation may arise, but one that can often be successfully managed through close consultation with the department chair. Students are encouraged to consult with the chair early in their Williams careers if they anticipate a combination of Theatre major and study abroad.

FAQ

Students **MUST** contact departments/programs **BEFORE** assuming study away credit will be granted toward the major or concentration.

Can your department or program typically pre-approve courses for major/concentration credit?

Yes, in many cases, though students should be sure to contact the department.

What criteria will typically be used/required to determine whether a student may receive major/concentration credit for a course taken while on study away?

Course title and description, and complete syllabus, including readings/assignments.

Does your department/program place restrictions on the number of major/concentration credits that a student might earn through study away?

No.

Does your department/program place restrictions on the types of courses that can be awarded credit towards your major?

Yes.

Are there specific major requirements that cannot be fulfilled while on study away?

Yes.

Are there specific major requirements in your department/program that students should be particularly aware of when weighing study away options? (Some examples might include a required course that is always taught in one semester, laboratory requirements.)

Yes.

Give examples in which students thought or assumed that courses taken away would count toward the major or concentration and then learned they wouldn't:

None to date.

THE NATIONAL THEATRE INSTITUTE

The Department of Theatre is affiliated with the National Theatre Institute, which offers additional theatre study through its resident semester program. The Institute is fully accredited by Connecticut College and is a member of the Twelve-College Exchange. Limited numbers of Williams students can therefore be selected to take a full semester of intensive theatre study at the NTI, located at the Eugene O'Neill Memorial Theatre Centre in Waterford, Connecticut. During the semester, students from participating colleges live and work as members of a theatre company gaining experience with professional theatre artists in a workshop environment. Early application is essential.

THEA 101 (F) The Art of Playing: An Introduction to Theatre and Performance

Cross-listings: COMP 151 / GBST 116

Primary Cross-listing

This is an introduction to the global art and practice of making theatre. Students will learn about the history, aesthetics, and approaches to the performer's labor associated with select performance forms from around the world. Emphasis will be on the analysis of embodied practices and the relationship between the stage and everyday life. Through readings, audiovisual materials, performance exercises, and discussions we will engage with theatre as a constantly evolving art form, sharpening our analytical skills through theoretical approaches from performance studies. Central to our exploration will be excavating the Eurocentric assumptions that conventionally shape the practice and study of theater in the United States. We will seek ways to decolonize our perspectives and ask critical questions about performance's potential to enact strategies of anti-racism and anti-imperialism. This course, open to all students, is a gateway to the major in Theatre, and is a prerequisite for THEA 201, THEA 204, THEA 301, and THEA 401.

Requirements/Evaluation: two 5-page critical essays, journal reflections, studio exercises, and active participation in all activities

Prerequisites: none

Enrollment Limit: 14

Enrollment Preferences: prospective Theatre majors or Theatre majors or Comparative Literature majors

Expected Class Size: 14

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

THEA 101(D1) COMP 151(D1) GBST 116(D2)

Fall 2024

SEM Section: 01 MW 11:00 am - 12:15 pm Shanti Pillai

SEM Section: 02 M 7:00 pm - 9:40 pm Shanti Pillai

THEA 103 (F) Acting: Fundamentals

In this course students will examine the power of public presence through theory and practice while expanding their talents, sensitivity, and imagination, and will increase their self-awareness, confidence, creativity, and other skills that are useful in social situations, public speaking, theatre performances, and virtual interactions.

Requirements/Evaluation: committed participation in class, preparation and performance of assigned material, and some modest written assignments

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: Preference given to students beyond their first semester at the college.

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Fall 2024

STU Section: 01 M 1:10 pm - 3:50 pm Omar A. Sangare

STU Section: 02 M 7:00 pm - 9:40 pm Omar A. Sangare

THEA 104 (F) Greek Literature: Performance, Conflict, Desire

Cross-listings: COMP 101 / CLAS 101 / DANC 101

Secondary Cross-listing

In the *Iliad*, Paris' desire for the famously beautiful Helen leads to the Trojan War, the devastating conflict between the Trojans and the Greeks retold and reimagined time and again in ancient Greek literature. The stories of Troy and its aftermath were performed not only as epic poems (as in the *Iliad* and the *Odyssey*), but also re-enacted by singing and dancing choruses, dramatized on the tragic stage, and recounted in oratory. Beginning with the Homeric epics, this course explores the recurring and ever-shifting debates, longings, hostilities, and aspirations that drive Greek literature and shape

its reception, with a particular focus on questions of performance context and audience. Our attention to sound, movement, and staging will be enriched by consideration of select examples from the rich reception history of Greek myth in modern theater and dance. The nexus of performance, conflict, and desire will also give us a distinct perspective on many important topics within the study of Greek culture, including the embodiment of personal and collective identities, the workings of Athenian democracy, and the development of literary genres. This course will include readings from, e.g., Homer, Sappho, Herodotus, Aeschylus, Sophocles, Euripides, Aristophanes, Thucydides, and Plato, as well as viewings of relevant performance works. All readings are in translation.

Requirements/Evaluation: midterm and final exam; brief (one or two pages) written assignments; participation in class.

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: Classics majors, first years, sophomores

Expected Class Size: 20

Grading: no pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 101(D1) THEA 104(D1) CLAS 101(D1) DANC 101(D1)

Fall 2024

LEC Section: 01 TR 9:55 am - 11:10 am Sarah E. Olsen

THEA 109 (S) The Art of Yoga: Practice, Philosophy, Politics, Possibilities (DPE)

Cross-listings: ASIA 109

Primary Cross-listing

This course offers an immersive, interdisciplinary approach to hatha yoga, the branch of yoga that emphasizes bodily techniques for channeling energy, and achieving balance and quietude. It has been practiced and theorized variously in South Asia since ancient times. More recently, beginning in the late 19th century, it has been popularized throughout the globe, and has served as a source of inspiration for artists in various disciplines, including the theatre. Our work will follow four interrelated paths that will provide a broad context for our own experience and offer us tools for developing creativity: 1) We will dedicate ourselves to the careful study of the physical practice of yoga asanas, giving emphasis to biomechanical principles of alignment. Our study will include some basics of yoga anatomy; 2) We will study some allied philosophical principles, as they emerge from the Sanskrit text, Patanjali's *Yoga Sutras*, and some current commentaries on that text, by means of expanding the significance of our practice to all areas of our lives; 3) We will attend to the cultural politics of yoga by discussing new scholarship on its ancient origins as well as critical inquiry about how issues of appropriation, Orientalism, and racism shape its current manifestations; 4) We will examine how artists have incorporated elements of yoga into their practice. To explore how yoga might support our own artistic and innovative thinking, we will pair our practice with creative exercises. In this way, the course aims to explore the relationship of theory and practice. It will be of interest to students in the arts and anyone interested in fostering artistry and the imagination. Students must be prepared to engage in a physical practice of asana, as well as commit to reading, writing, and discussion. No previous experience with yoga is required.

Requirements/Evaluation: Students will write 3-page weekly papers, either in response to readings or embodied exercises, or the tutorial partner's essay. Written feedback will be given by instructor. Students will be expected to demonstrate that they are regularly practicing outside of class both by the quality of questions they bring to our sessions together, as well as their continuous refinement of the poses. Students will not be evaluated in relation to a standard, but according to their own dedicated and steady progress with respect to the experience of yoga practice. The evaluation process includes attendance.

Prerequisites: Prospective students will be asked to submit an online form with questions about their interest in the class.

Enrollment Limit: 10

Enrollment Preferences: Preference will be given to first-year students.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Materials/Lab Fee: \$50 for yoga mat, belt, and balls.

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

THEA 109(D1) ASIA 109(D1)

Difference, Power, and Equity Notes: Throughout the course we will reflect on the ways in which the knowledge created through yogic practice and philosophy disrupts and provincializes European epistemological systems. Moreover, we will engage in critical inquiry into the ways in which the global popularity of yoga is shaped by colonial legacies of Orientalist representation, as well as contemporary modes of cultural appropriation and consumerism.

Spring 2025

TUT Section: T1 TBA Shanti Pillai

THEA 141 (F) Opera

Cross-listings: MUS 141

Secondary Cross-listing

An introduction to the history of opera, from the genre's birth c. 1600 to the present. At various points in its 400-year development, opera has been considered the highest synthesis of the arts, a vehicle for the social elite, or a form of popular entertainment. Opera's position in European cultural history will be a primary focus of our inquiry. We will also study the intriguing relationship between text and music, aspects of performance and production, and the artistic and social conventions of the operatic world. The multidimensional nature of opera invites a variety of analytical and critical perspectives, including those of music analysis, literary studies, feminist interpretations, and political and sociological approaches. Works to be considered include operas by Monteverdi, Lully, Charpentier, Handel, Gluck, Mozart, Rossini, Donizetti, Verdi, Wagner, Bizet, Puccini, Strauss, Berg, Britten, Glass, and Adams.

Class Format: discussion

Requirements/Evaluation: a midterm, a brief paper, an 8-page paper, and a final exam

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: Students with experience in music and/or theater studies.

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

THEA 141(D1) MUS 141(D1)

Not offered current academic year

THEA 150 (S) The Broadway Musical (DPE)

Cross-listings: MUS 150

Secondary Cross-listing

Named for a specific road but enjoying a global impact, the Broadway musical has intersected with multiple styles and societal concerns over the past century. In this course, we explore the American musical theater's roots and relationship to opera, operetta, vaudeville, minstrelsy, and Tin Pan Alley. Traveling through the genre's history, we will encounter a wide range of musical styles, including ragtime, jazz, rock, and hip hop, and will explore several genre transformations, such as movies made into musicals and musicals into movies. We will develop a range of analytical skills as we investigate connections between choreography, lyrics, music, staging, and production. Throughout the semester, we will consider the genre's representations and reflections of ethnicity, race, sexuality, and class. The syllabus includes representative works by Gilbert and Sullivan, Cohan, Gershwin, Kern, Weill, Rodgers and Hammerstein, Lerner and Loewe, Bernstein, Sondheim, Lloyd Webber, Tesori, and Miranda, with particular focus on such works as Showboat, Oklahoma!, Guys and Dolls, West Side Story, Hair, Rent, and Hamilton.

Class Format: discussion

Requirements/Evaluation: a midterm, a brief paper, an 8-page paper, and a final exam

Prerequisites: none

Enrollment Limit: 30

Enrollment Preferences: Seniors and Juniors and music majors.

Expected Class Size: 30

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

THEA 150(D1) MUS 150(D1)

Difference, Power, and Equity Notes: We will develop skills aimed at analyzing and interpreting how perceptions of race, gender, and class shaped, and were shaped by, Broadway. We will consider the extent to which, for example, blackface minstrelsy and ethnic-based humor persisted and how specific musicals aimed to engage with critical social and political issues throughout the genre's history. Musicals have played a major role in the contested and ongoing endeavor to define "America."

Not offered current academic year

THEA 183 (F) Stage Direction for Opera and Musical Theatre

Cross-listings: MUS 183

Secondary Cross-listing

The course provides an overview of the fundamentals of stage direction for opera and musical theatre. Students will develop an understanding of the basic principles of design and the process necessary for developing an approach to directing a production. They will explore the work of stage directors whose output has been particularly influential and learn about a variety of approaches to process and rehearsal technique. Repertoire studied will include a range of opera and musical theatre from the beginning of the form to its current trends and a broad variety of directorial approaches from traditional to concept productions. Students will complete the process of developing a concept/approach for a production with a title of their choosing.

Class Format: Hybrid lecture/studio format

Requirements/Evaluation: Students will complete the process of developing a concept/approach for a production with a title of their choosing.

Prerequisites: none

Enrollment Limit: 24

Enrollment Preferences: Music and Theatre majors

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

MUS 183(D1) THEA 183(D1)

Fall 2024

LEC Section: 01 TF 2:35 pm - 3:50 pm James K. Mitchell

THEA 201 (S) Worldbuilding: Design for the Theater

Cross-listings: ARTS 201

Primary Cross-listing

This course examines designers' creative processes as they investigate a theatrical text and then dream-into-being the fictional worlds of a hypothetical production. Class will consist of several practical projects in multiple areas of design. We will practice a two-pronged technique in response to a text: developing a personal, intuitive creative response while simultaneously supporting all logistical requirements, resulting in an inventive yet dramaturgically sound design. Emphasis will be on folding this individual work process into a larger group collaboration by refining methods of communication, presentation, and group critique.

Requirements/Evaluation: Coursework is group class discussion and critiques, paired with several hands-on projects throughout the term.

Prerequisites: THEA 101 or permission of instructor

Enrollment Limit: 10

Enrollment Preferences: Theatre majors

Expected Class Size: 8

Grading: yes pass/fail option, yes fifth course option

Unit Notes: this course is a prerequisite for all upper-level design and directing courses; this course does not count toward the Art major

Materials/Lab Fee: \$125 for materials and copying charged to term bill

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTS 201(D1) THEA 201(D1)

Spring 2025

STU Section: 01 W 1:10 pm - 3:50 pm Sydney Maresca

THEA 203 (F) Living Masks: Theory and Practice

The Mask is one of the oldest performance tools in the history of humanity - they conceal, reveal, and transform. For millennia they have been used in spiritual contexts like ritual storytelling, dance, and funerals. In our own times, theoretical and protective masks are part of everyday conversations and day to day life. This course will survey, discuss, and experiment with masks thematically and tangibly across histories, cultures, and traditions. There will be practical assignments in creating masks with various mediums such as recyclable materials, cloth, and paper mâché.

Requirements/Evaluation: multiple mask-fabricating assignments, some physical theatrical exercises, short papers, short presentations, a final paper and presentation, committed participation and attendance, students will also be expected to partake in discussions

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: Theatre majors; Art Studio majors

Expected Class Size: 8

Grading: yes pass/fail option, no fifth course option

Materials/Lab Fee: \$75 lab fee

Distributions: (D1)

Not offered current academic year

THEA 206 (S) Directing for the Stage

An introduction to the resources available to the Stage Director for translating interpretive concepts into stageworthy physical realization. Kinetic and visual directorial controls, as well as textual implications and elements of dramatic structure, and strategies of working with actors and other collaborators will be studied in detail. Most assignments will involve hands-on directing projects presented in class for collective critique.

Requirements/Evaluation: committed participation in the preparation and performance of production exercises; there will be some written assignments

Prerequisites: Theatre 101 or permission of instructor

Enrollment Limit: 10

Enrollment Preferences: Theatre majors and prospective Theatre majors

Expected Class Size: 8

Grading: no pass/fail option, yes fifth course option

Distributions: (D1)

Spring 2025

STU Section: 01 W 1:10 pm - 3:50 pm

THEA 209 (S) Realism: Scene Study

A studio in the acting, craft, and performance of realism. How do we perform in the present moment? How do we act with purpose and intention? What

makes something look and feel like it is happening for the first time? When might acting require us to do *less* rather than more? In this studio, we will explore tools and methods used by actors to tell truthful stories and convey the close imitation of reality on stage. Beginning with basic techniques and exercises, we will move into more advanced scene studies based on short scenes from works by contemporary U.S. playwrights. Playwrights may include Branden Jacobs-Jenkins, Bess Wohl, Amy Herzog, Annie Baker, Dominique Morisseau, Eboni Booth, Quiara Alegría Hudes, Jackie Sibblies Drury, Lauren Yee, Mona Mansour, Martyna Majok, Taylor Mac, and others. As a final project, students will perform two- or three-person scenes, potentially in front of an invited audience.

Requirements/Evaluation: active participation in class exercises and discussion; off-book performance of a variety of scenes throughout the semester; final project with research and performance.

Prerequisites: none

Enrollment Limit: 14

Enrollment Preferences: Theatre majors, preference given to those who have taken Thea 101.

Expected Class Size: 14

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Spring 2025

STU Section: 01 TR 11:20 am - 12:35 pm Erica Terpening-Romeo

THEA 210 (F) The Art of Making Art: Production Management Across the Arts

An introductory look at management across the performing arts from the point of view of the Production Manager and Artistic Producer. How do these team members facilitate the conceptual ideas of creative teams while balancing the practical realities of the business of the arts? This course will examine how collaborators in a variety of fields breakdown barriers, embrace change and recover from failures. Through exercises, textual analysis and research projects participants will develop a theoretical creative project and will explore the management process in the following areas: communication, collaboration, scheduling, budgeting, human resources, negotiation and creativity.

Requirements/Evaluation: Case Study; Field Notebook; (4) Research Projects/Presentations; Collaborative Creative Project; Active classroom participation

Prerequisites: None

Enrollment Limit: 10

Enrollment Preferences: Preference given to Theatre majors, juniors and seniors

Expected Class Size: 5

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Not offered current academic year

THEA 216 (F) Asian/American Identities in Motion (DPE)

Cross-listings: AAS 216 / AMST 213 / DANC 216 / GBST 214 / ASIA 216

Secondary Cross-listing

The course aims to explore dance and movement-based performances as mediums through which identities in Asian and Asian American (including South Asian) communities are cultivated, expressed, and contested. Students will engage with how social and historical contexts influence the processes through which dance practices are invested with particular sets of meanings, and how artists use performance to reinforce or resist stereotypical representations. Core readings will be drawn from Dance, Performance, Asian, and Asian American Studies to engage with issues such as nation formation, racial and ethnic identity politics, appropriation, tradition and innovation among other topics. This is primarily a discussion-based seminar course, and might also include screenings, movement workshops, and discussion with guest artists and scholars. No previous dance experience is required.

Requirements/Evaluation: reading responses, in-class writing assignments, participation in discussions and presentations, two 5-6 page essays, and a final cumulative essay assignment.

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: first years and sophomores

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AAS 216(D2) AMST 213(D2) DANC 216(D1) GBST 214(D2) ASIA 216(D1) THEA 216(D1)

Difference, Power, and Equity Notes: This course introduces students to the role of performance in nation formation in Asia and the history of Asian Americans in the US through analysis of dance practices. Student will explore how race was central to the formation of Asian and the American nations, and how social and legal discriminatory practices against minorities influence identity and popular cultural practices. The assigned material provide examples of how artists address these inequalities and differences in social power.

Attributes: AAS Core Electives AAS Gateway Courses

Fall 2024

SEM Section: 01 WF 11:00 am - 12:15 pm Munjulika R. Tarah

THEA 217 (F) Acting Through Impulse

Acting Through Impulse: An actor's job is inherently contradictory: we must remain present and alive onstage but craft a coherent, repeatable performance. We must access depth and intensity of feeling but do so sustainably, while remaining grounded in our bodies. This course will explore the link between aliveness and preparation, between impulse and regulation. Forging those links requires cooperation between the imagination, the body, and the text. Together, we will approach impulse from several angles: first, through movement and image, then through the operations of the nervous system, and finally through scenework. There will be journal and written assignments, but the bulk of the classwork will be practice-based, incorporating physical exercises, warm-up training, monologue work and scene performance.

Requirements/Evaluation: Short written assignments. Journal entries. Physical exercises, monologue and scene performances.

Prerequisites: None

Enrollment Limit: 14

Enrollment Preferences: Theatre majors; students having taken THEA 101

Expected Class Size: 14

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Fall 2024

STU Section: 01 T 1:10 pm - 3:50 pm Erica Terpening-Romeo

THEA 220 (S) Greek Tragedy (DPE)

Cross-listings: CLAS 202 / COMP 220

Secondary Cross-listing

Ancient Greek tragedy was a cultural phenomenon deeply embedded in its 5th-century Athenian context, yet it is also a dramatic form that resonates powerfully with 21st-century artists and audiences. This course examines tragedy on both levels. We will read such plays as Aeschylus' *Agamemnon*, Sophocles' *Electra*, and Euripides' *Medea* in English translation, considering their literary and dramatic features as well as their relationship to civic, social, and ritual contexts. We will discuss such topics as the construction of gender and identity on the dramatic stage, the engagement between tragedy and other literary genres, and the distinctive styles of the three major Athenian playwrights. We will also survey a set of recent productions and adaptations of these plays, with a particular focus on how modern playwrights and producers use Greek tragedy to explore justice, power, race, gender, status, and sexuality. We will consider how a dramatic form largely produced by and for Athenian citizen men became a creative resource for a remarkably diverse range of 21st-century artists, and explore how modern productions offer fresh perspectives on ancient material. All readings will be in English.

Requirements/Evaluation: class participation, several essays, brief oral presentations

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: Classics, Comp Lit, and Theater majors; first-years; sophomores

Expected Class Size: 25

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

THEA 220(D1) CLAS 202(D1) COMP 220(D1)

Difference, Power, and Equity Notes: This course considers the questions of justice and power central to the performance of tragedy in the ancient Greek world, as well as the manifold ways in which 21st-century artists have used Greek drama to explore the modern construction of race, gender, class, and sexuality. Students will also examine how theater can operate both as a form of institutional power and as a space for exposing, critiquing, and reimagining dominant cultural narratives.

Not offered current academic year

THEA 221 (S) Acting Shakespeare

Acting Shakespeare: In this course we will learn to understand, unpack, and embody Shakespearean text. Our work will be both intellectually and physically rigorous, with equal time spent on the meaning and mechanics of the language--and decoding the secret directions for actors Shakespeare embedded in his plays--and on the physical and vocal training necessary to fully embody these texts. Actors must feel empowered to take full ownership of Shakespeare's work, rather than being too reverent or shrinking in its shadow. So we will spend the final part of the semester "meddling" with Shakespeare, finding opportunities to explode, expand, and explore these endlessly resilient and versatile plays. Classwork will include written assignments as well as rigorous scene work and monologue work. We will work with selections from several plays, including Hamlet, Twelfth Night, Measure for Measure, Romeo and Juliet, and Richard III.

Requirements/Evaluation: Short written assignments. Rigorous rehearsal and performance of monologues and short scenes.

Prerequisites: None

Enrollment Limit: 14

Enrollment Preferences: Theatre majors; students who have taken THEA 101

Expected Class Size: 14

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Spring 2025

STU Section: 01 TF 1:10 pm - 2:25 pm Erica Terpening-Romeo

THEA 225 (F) Facilitating Creativity: Introduction to Stage Management Theory

In this course students will explore the pillars of stage management (leadership, communication, safety, collaboration, empowerment) and theatre making from the point of view of the stage manager. Using the production process (pre-production, rehearsals, tech, performances, closing) as the framework, students will develop communication and organizational tools that break down barriers in the creative process. Management theory is integrated into each step, allowing each student to identify how their practice can be informed by theory and to begin cultivating their individual management style.

Requirements/Evaluation: Course long development of a prompt book and stage management paperwork, reflection essays and active classroom participation.

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: preference given to THEA majors

Expected Class Size: 5

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Fall 2024

SEM Section: 01 TR 9:55 am - 11:10 am Jennifer C. Hard

THEA 226 (S) Gender and the Dancing Body (DPE)

Cross-listings: DANC 226 / AMST 226 / WGSS 226

Secondary Cross-listing

This course posits that the dancing body is a particularly rich site for examining the history of gender in America and beyond. The aim of the course is to explore ideas related to gender as prescribed by dominant cultural, social, and religious institutions, and how dance has been used to challenge those normative ideologies. We will examine a wide range of dance genres, from stage performances to popular forms to dance on television, with particular attention to the intersections of race and class with gender. This is primarily a discussion-based seminar course and may also include film screenings, movement workshops, discussions with guest artists and scholars. No previous dance experience required.

Requirements/Evaluation: participation in discussions and presentations, reading responses, in-class writing assignments, two 5-6 page essays, and a final cumulative essay.

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: first years and sophomores

Expected Class Size: 10-15

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

DANC 226(D1) AMST 226(D2) WGSS 226(D2) THEA 226(D1)

Difference, Power, and Equity Notes: In the course, students will explore the concept of gender as a social construction and how the body's historical associations to markers of gender and sexuality lead to differences in socio-political power. The assigned texts and viewings provide examples of how bodies and their movements make meaning in a network of power relationships, and how artists use dance to address social inequalities such as sexism, racism, and transmisogyny, to imagine a more just world.

Spring 2025

SEM Section: 01 WF 11:00 am - 12:15 pm Munjulika R. Tarah

THEA 229 (S) Modern Drama

Cross-listings: COMP 202 / ENGL 202

Primary Cross-listing

An introduction to major plays and key movements in European and American theatre since the late nineteenth century. Our focus will be on close reading, with attention also to questions of performance and production. Plays to be discussed will likely include: Ibsen, *Hedda Gabler*; Wilde, *The Importance of Being Earnest*; Chekhov, *The Cherry Orchard*; Pirandello, *Six Characters in Search of an Author*; Brecht, *Mother Courage*; Miller, *Death of a Salesman*; Beckett, *Waiting for Godot*; Hansberry, *A Raisin in the Sun*; Pinter, *Betrayal*; Churchill, *Cloud Nine*; Stoppard, *Arcadia*.

Requirements/Evaluation: Two 6-page papers; regular Glow posts; and active participation in class discussions.

Prerequisites: none

Enrollment Limit: 18

Enrollment Preferences: Theatre, English, and Comparative Literature majors

Expected Class Size: 18

Grading: no pass/fail option, no fifth course option

Unit Notes: This course is strongly recommended for any students majoring in Theatre.

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 202(D1) THEA 229(D1) ENGL 202(D1)

Attributes: ENGL Literary Histories C

Spring 2025

SEM Section: 01 MR 2:35 pm - 3:50 pm James L. Pethica

THEA 230 Performance Practices of India (DPE)

This course explores ancient and contemporary performance practices in India. Our objects of study will include the text and performance of Sanskrit plays, contemporary and experimental theater productions, as well as forms of dance and ritual. We will discuss dramaturgical structure, staging, acting conventions, gender representation, performer training, the experience and role of the audience, as well as mythological and political themes. Thinking historically and ethnographically, we will seek to understand the aesthetics and social purposes of these practices, in addition to the relationship that performance has with everyday life, contested concepts of the nation, and caste. Throughout the semester we will interrogate the ways in which Western categories such as "classical," "folk," "religious," "traditional," and even the distinction between "dance/theater/music/visual arts" are not indigenous or accurate concepts for organizing thinking about performance in this part of the world.

Requirements/Evaluation: Evaluation will be based on participation in discussion, reading responses, an oral presentation, and one 10-page paper.

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: preference for seniors and juniors

Expected Class Size: 12

Grading:

Distributions: (D1) (DPE)

Difference, Power, and Equity Notes: We will examine British colonial edicts that prohibited performance practices as a form of social control as well as in the name of Christian morality. From here we will explore how upper-caste Independence era artists and leaders sought to reinvent the arts as vessels of "Indian" identity, at the cost of further marginalizing hereditary performance communities. We will also interrogate how the Indian state has promoted narrow visions of "femininity" and how artists contest religious nationalism

Attributes: GBST South + Southeast Asia Studies

Not offered current academic year

THEA 231 (F) Race and Performance (DPE)

How does race function in performance, and, dare we say, "live and in living color?" How does one deconstruct discrimination at its roots? From a perspective of global solidarity, we will read plays every week and examine how race functions in theater and performance. This class offers students a discussion that does not center whiteness, but takes power, history, culture, philosophy, and hierarchy as core points of debate. In the first three weeks, we will establish the common terms of the discussion about stereotypes, representation, and historical claims, but then we will quickly move toward an advanced conversation about effective discourse and activism through art, performance, and cultural production. In this class, we assume that colonialism, slavery, white supremacy, and oppressive contemporary state apparatuses are real, undeniable, and manifest. Since our starting point is clear, our central question is not about recognizing or delineating the issues, but rather, it is a debate about how to identify the target of our criticism in order to counter oppression effectively and dismantle long-standing structures. Not all BIPOC communities are represented in this course, as claiming comprehensive inclusion in a single semester would be tokenistic and disingenuous. Instead, we will aspire to understand and negotiate some of the complexities related to race in several communities locally in the U.S. and beyond.

Requirements/Evaluation: Requirement/Evaluation: Participation; performance review; in-class presentation; and final paper.

Prerequisites: None.

Enrollment Limit: 14

Enrollment Preferences: Declared or prospective Theatre majors; students who have taken Theatre 101.

Expected Class Size: 14

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (DPE)

Difference, Power, and Equity Notes: Entire focus of the course is on how representations of race in cultural production affect ideas surrounding oppression, discriminatory social structures, etc.

Fall 2024

SEM Section: 01 TR 11:20 am - 12:35 pm

THEA 238 (F) Musical Theatre

Students in this course will investigate the history and practice of one of the few truly American art forms: the musical theatre. From its beginnings, influenced by operetta, minstrelsy, and popular music to the current Broadway landscape which grapples with post-Pandemic performance, the American musical has provided fascinating insights into the values, ideas, and mores of the society which created it. Special attention will be paid to the Black creators, women writers, and artists of color whose work has shaped the genre but who have remained under-acknowledged by past generations of both academic and popular historians. Students will encounter well-loved Broadway smash hits as well as forgotten off-Broadway gems while being encouraged to develop a deeper, more nuanced love for the genre.

Requirements/Evaluation: Journal entries, 10 minute research presentation, 10 page final paper

Prerequisites: none

Enrollment Limit: 18

Enrollment Preferences: Theatre majors; Music majors

Expected Class Size: 18

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Not offered current academic year

THEA 239 (F) Introduction to Dramaturgy: The Art & Practice of Storytelling (WS)

The dramaturg is a storyteller and major collaborator in theatre. Working as part of an artistic ensemble, the dramaturg helps to tell a story, shape a theatrical production, and facilitate the rewarding process of creating a world on stage. This seminar/studio course will introduce students to the fundamentals of dramaturgy, including: new play development, production research, literary management, educational outreach, criticism/journalism, community engagement, and translation/adaptation. Assignments over the term will be hands-on, practical, creative, and project-based and include independent writing, research, and oral presentation. We will write, and we will revise. We will also read plays and discuss urgent topics in the theatre industry. During some terms, students may be invited to participate as dramaturgs on Theatre Department productions. As a culminating project, students will complete a creative written adaptation and accompanying dramaturgical casebook for a source of their choosing. Students may be asked to attend live performances and exhibitions when relevant.

Class Format: This is a studio course with a strong emphasis on writing and research, both critical and creative.

Requirements/Evaluation: Assignments will be project-based and will range from making image galleries to writing program notes and an educational study guide. In-class writing and participation in class discussion is required. A major project over the term will include the formation and assembly of a dramaturgy casebook, including: research and historical summary; timeline; artist's bio; educational guide; image gallery; program note; community outreach strategy; lobby design; critical/theoretical perspective; and creative adaptation.

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: if overenrolled, preference will be given to declared Theatre majors followed by prospective Theatre majors

Expected Class Size: 10

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (WS)

Writing Skills Notes: This course fulfills the Writing Intensive distribution by requiring students to write for both public audiences and more internal-facing communities. Students will write several short critical pieces intended for lobby displays, programs, educational settings, and more journalistic venues. In addition, they will write and develop a short creative adaptation. All writing will receive feedback from both the instructor and class peers prior to its required revision.

Fall 2024

STU Section: O1 MW 11:00 am - 12:15 pm Amy S. Holzapfel

THEA 250 (F) Feminist Theatres: A Global Perspective (DPE) (WS)

Cross-listings: COMP 247 / WGSS 250 / ENGL 253

Primary Cross-listing

What makes a work of theatre "feminist"? How do plays and performances across global networks engage with different models of feminism: liberal, radical, materialist, and intersectional? Why has feminism mattered to theatre-makers of the past? Should it still matter now? If so, what forms might future feminist theatres take? In this tutorial course, students will work in pairs to examine the social and political relation of feminism to the art and practice of theatre. Taking a global and comparative perspective on the subject, we will focus on the intersectionalities of gender, race, class, ethnicity, nationality, and sexual identity in the production of feminist-driven theatrical practices. Artists, companies, and movements to be considered may include: Spiderwoman Theatre, Adrienne Kennedy, Caryl Churchill, Sphinx Theatre Company, Ntozake Shange, Griselda Gambaro, Manjula Padmanabhan, Cherríe Moraga, Lisa Kron, Arethusa Speaks, Maya Krishna Rao, Tracie Chima Utoh-Ezeajugh, Alexis Scheer, Tori Sampson, Clare Barron, and others. Close analysis of source material will be informed by critical and autobiographical writings by: Audre Lorde, Judith Butler, bell hooks, Gloria Anzaldúa, Kimberlé Crenshaw, Eve K. Sedgwick, Gayatri Spivak, Jill Dolan, José E. Muñoz, and Donna Haraway. This course will follow a standard tutorial format, with students taking turns presenting or responding to their peer every other week; for their presentations, students will write a 5-page paper or, in up to two cases if they choose, offer their argumentation through more performance-driven methods (such as an oral argument, spoken-word monologue, or activist prompt).

Requirements/Evaluation: students will meet with instructor in pairs for an hour each week; every other week they will be responsible for sharing either a 5-page paper or, if they choose, in up to two cases, a more performance-driven presentation, such as: an oral argument, spoken-word monologue, or activist prompt (five presentations/papers in all). They will comment on / respond to their partner's papers/presentations in alternate weeks; emphasis will be placed on developing skills in reading, interpretation, critical argumentation, and written and oral communication.

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: THEA majors; WGSS majors; ENGL majors; COMP majors. Students from all majors are welcome and invited to contact Prof. Holzapfel about their interest in the class: ash2@williams.edu

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

THEA 250(D1) COMP 247(D1) WGSS 250(D2) ENGL 253(D1)

Writing Skills Notes: This course fulfills the writing skills requirement by engaging students in the active and creative process of critical writing, based on the notion that "writing is thinking, not thinking written down." Emphasis will be given to crafting and developing an argument, clarifying prose, selecting evidence, gaining authority, and incorporating theoretical ideas into an essay. We will also focus on the performance and presentation of written arguments.

Difference, Power, and Equity Notes: This tutorial examines intersections between gender, race, sexuality, class, nationality, and ethnicity in relation to theatre's ongoing engagement with feminism. We will consider how articulations of difference, power, and equity arise and are, in fact, prioritized in quite different ways within the politics of feminism itself, leading to their variable expressions through art.

Not offered current academic year

THEA 252 (S) Stop Making Sense: Absurd(ist) Theatre in Historical Context (WS)

Cross-listings: COMP 256 / ENGL 256

Primary Cross-listing

We want to make sense of things. In nearly all of our academic pursuits, the point of analysis is to find meaning, to explain intricate or confusing phenomena, to provide clarity from complexity. What happens when we can't do this, indeed, when the objects of our analytical attention seem willfully designed to thwart the attempt? Such is the challenge of "understanding" the traditions of the absurd. In this tutorial course, we will engage this challenge within the realm of Western theatre and performance from 1900 to the present. Beginning with selected readings from writers who have engaged the absurd in theoretical fashion (Albert Camus, Soren Kierkegaard, Jean-Paul Sartre, Martin Esslin), the course will move swiftly to original

artworks for contemplation and analysis. Some questions we will grapple with include: How do we, can we, should we respond to art that specifically defies meaning? Can art that seems pointless have a point? Playwrights will range from canonical (Samuel Beckett, Eugene Ionesco) to more obscure but equally engaging (as well as baffling) artists (Peter Handke, Slavomir Mrocek). We will follow standard practice in tutorial pairs, as each week one student will prepare original analysis of the assigned reading, and the other will craft a response to prompt an hour-long discussion. Whether we "make sense," or perhaps discover different ways of appreciating the varied works of art, will depend on the nature of those weekly attempts.

Requirements/Evaluation: Evaluation will be based on weekly tutorial papers/response papers, and active participation in weekly tutorial sessions.

Prerequisites: None

Enrollment Limit: 10

Enrollment Preferences: Theatre, English, and Comparative Literature majors.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 256(D1) THEA 252(D1) ENGL 256(D1)

Writing Skills Notes: Weekly tutorial papers and response papers, plus regular feedback on writing/argumentation skills. The course will provide consistent and ongoing feedback on students' writing, and will require multiple assignments, each prompting comments which address writing problems and strategies, as appropriate.

Not offered current academic year

THEA 254 (S) PHYSICAL VOICE & ACTING

This course is an advanced acting class where students explore the integration of performance and vocal expression. Through the process of integrating voice work and physical acting methods, students develop the breath to support their play, availability, intention, and objectives. The goal is to inspire students to listen and respond with the whole body, to allow action to have voice at any moment, and for the voice to be fully supported by the body. It is an embodied practical class where we will explore the power of voice and its range: the quiet intimate voice, the sung and deep voice, and the dance of articulation via heightened contemporary texts. Overall the goal is to integrate intention and action via breath and voice. Time outside of class to develop a practice is required. Physical engagement, reading, writing, and spoken reflection are core components of the class. Students will also be lead in the process of examining and developing a decolonizing practice to do with our relationship to time and product.

Class Format: On Fridays students will work independently in small groups.

Requirements/Evaluation: Weekly one-page reflection papers, bi-weekly readings, in-class presentations of one short physical theatre solo, one monologue, and one scene. Evaluation will be based on attendance, level of engagement in all studio exercises, participation in class discussion about artistic process, and demonstration of growing vocal and physical articulation.

Prerequisites: No prerequisites.

Enrollment Limit: 14

Enrollment Preferences: Enrollment preferences will be theatre majors and prospective theatre majors.

Expected Class Size: 14

Grading: no pass/fail option, yes fifth course option

Distributions: (D1)

Spring 2025

STU Section: 01 W 7:00 pm - 9:40 pm Omar A. Sangare

THEA 266 (F) Introduction to Playwriting (WS)

Are you tired of the classics? Were you frustrated by casting choices in the past? Have you struggled to find a play to direct? Sometimes, you must step away from the canon and create your own work. Do you have something to say about race, gender, ethnicity, nationalism, yourself, and the Other? Do you have a story to tell? Did you ever want to write your own play but didn't know how to start? This is your chance. In this course, you will participate in a series of workshops that will lead to the writing of your first play. You will be guided through the principles of playwriting, beginning with understanding the basics: plot, character, dialog, setting, and theatricality. The mechanics of playwriting will be enhanced by a theoretical

understanding of the concepts of genre, style, and aesthetics. Every week, your homework will be to write new dialogs, leading to the first draft of your first play. In class, students are expected to read each other's work aloud and, on occasion, to stage it. By the end of the semester, having brought at least one play into the world, you will not become an experienced playwright, but you will be well on your way to understanding the foundations of the craft. This course culminates with a festival of public staged readings of original student work.

Requirements/Evaluation: Participation; in-class workshops; and students are expected to write several graded drafts of two ten-minute plays and a single one-act play.

Prerequisites: None.

Enrollment Limit: 10

Enrollment Preferences: In instance of over-enrollment, preference will be given to Seniors, Juniors, & Sophomores in the Theatre Major.

Expected Class Size: 10

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (WS)

Writing Skills Notes: Course is based on original composition and supervised revision of multiple texts.

Fall 2024

STU Section: 01 R 1:10 pm - 3:50 pm

THEA 270 Stop Making Sense: Absurd(ist) Theatre in Historical Context (WS)

In most academic work the point of analysis is to make sense, to find meaning, to explain intricate or confusing phenomena, to provide clarity from complexity. What happens when we can't do this, indeed, when the objects of our analytical attention seem willfully designed to thwart the attempt? Such is the challenge of "understanding" the traditions of the absurd. In this tutorial course, we will engage this challenge within the realm of Western theatre and performance from 1900 to the present. Beginning with selected readings from writers who have engaged the absurd in theoretical fashion (Albert Camus, Soren Kierkegaard, Jean-Paul Sartre, Martin Esslin), the course will move swiftly to original artworks for contemplation and analysis. Some questions we will grapple with include: How do we, can we, should we respond to art that specifically defies meaning? Can art that seems pointless have a point? How and when have strategies of nonsense, circular reasoning, linguistic obfuscation, and intentional theatrical absence been employed to disguise, or deflect attention from, specific didactic (even political) agendas? What role specifically does theatre, theatricality, or performativity play in the presentation of art that refuses understanding? Playwrights will range from canonical (Samuel Beckett, Eugene Ionesco) to more obscure but equally engaging (as well as baffling) artists (Peter Handke, Slavomir Mrocek, Richard Foreman). We will follow standard practice in tutorial pairs, as each week one student will prepare original analysis of the assigned reading, and the other will craft a response to prompt an hour-long discussion. Whether we "make sense," or perhaps discover different ways of appreciating the varied works of art, will depend on the nature of those weekly attempts.

Requirements/Evaluation: Standard tutorial requirements; weekly paper or response paper from each member of the tutorial pair. Evaluation based on improvement in written expression and engaged contribution to weekly discussions.

Prerequisites: None

Enrollment Limit: 10

Enrollment Preferences: Theatre, English, and Comparative Literature majors and prospective majors.

Expected Class Size: 10

Grading:

Distributions: (D1) (WS)

Writing Skills Notes: This tutorial will demand writing from each student each week (either a primary paper or a shorter response paper), and each student will receive regular, extensive feedback including a focus on strategies for successful persuasive argumentation.

Not offered current academic year

THEA 271 (S) Acting Out: Performativity, Production, and Politics in East Asian Theatres (DPE)

Cross-listings: CHIN 275 / COMP 271 / ASIA 275 / AAS 275

Secondary Cross-listing

"Asian Theaters," for those in the West, can conjure up a variety of exotic impressions: spectacle and cacophony, mysterious masks and acrobatic

bodies, exquisite styles and strangely confusing conventions. Although Asian theaters have been studied systematically in the West for at least a century, the West has never truly left its "othering" look at them. Yet, what is "different" for the West is bedrock for Asian cultures. Theatre, one of the most important and dynamic forms of cultural production and communication, has actively involved all strata of Asian societies for a millennium. How to explain theatre's continued presence and relevance for Asian nations? What do the traditions of Kun, Kabuki, and P'ansori reveal about the cultures and communities in which they were created? This course seeks to understand from the Asian perspective, rather than "exoticize" and "other," musical and dance theatres from China, Japan, and Korea. Examining the evolving presentations of signature dramas dating from the sixteenth to the eighteenth centuries, we will act out Asian theatres in the following ways: (1) by reading the original plays in translation in tandem with their contemporary and intercultural reproductions, we will explore how Asian theatres fare in the era of globalization within and beyond national borders; (2) by revealing the "technologies" of writing, reading, acting, and staging these plays in different cultural milieus, we will consider what kinds of language and rhetoric, forms of music and movement, as well as visual components are deployed to convey evolving messages; (3) by considering key performances held outside of the proscenium stage, we will gain exposure to alternative theatrical spaces in Asian and diasporic communities that reform performing conventions, reconfigure staging environments, and renegotiate cultural values. In this manner, we will together gain an appreciation for the aesthetic devices, thematic concerns, and production politics of East Asian theatres and their global reproductions. Class materials include drama, production videos, and invited zoom sessions with Asian theatre practitioners and directors who live in the U.S. and other diasporic communities. All materials are in English. No language prerequisite. Funded by the Global Initiatives Venture Fund, this course includes an all-expense-paid travel component, a cultural and academic exchange project titled "Redefining Amateurism: Experiential Learning with Student Theatre in Contemporary China," which will bring up to eight Williams students to Nanjing, China during the Spring Break (3/23-4/3/2025). Students will participate in workshops with playwrights and theater-makers in contemporary China and engage in black-box theater productions with students from Nanjing University and Shanghai Theatre Academy. This travel component is OPTIONAL for students taking this course. However, students enrolled in this class will receive priority consideration to be included in the free travel project. Selection criteria include active participation, excellent performance in the course, etc.

Class Format: Funded by the Global Initiatives Venture Fund, this course includes an all-expense-paid travel component, which will bring up to eight Williams students to Nanjing, China during the Spring Break (3/23-4/3/2025). This travel component is OPTIONAL for students taking this course. However, students enrolled in this class will receive priority consideration to be included in the free travel project. Selection criteria include active participation, excellent performance in the course, etc.

Requirements/Evaluation: Evaluation will be based on 1) ACTIVE in-class discussion; 2) three small projects (papers and audio/video essays); 3) a take-home midterm; and 4) Poster presentation based on students' final projects.

Prerequisites: None; open to all. No knowledge of Asian languages required, though students with advanced Asian language proficiency are encouraged to work with primary sources if they wish.

Enrollment Limit: 20

Enrollment Preferences: Current or prospective majors in the Department of Asian Languages, Literatures, and Cultures; Theatre majors; Comp Lit majors; Concentrators in Asian Studies or Asian American Studies.

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

CHIN 275(D1) THEA 271(D1) COMP 271(D1) ASIA 275(D1) AAS 275(D2)

Difference, Power, and Equity Notes: This course examines the power dynamics of spectacle and cacophony and how theatre provided a cultural space that engaged all strata of East Asian societies, thereby masking class and ethnic divisions within these nation-states, while also presenting a distinct image of "China," "Japan," and "Korea" to be consumed in the West. Students will learn ways in which "traditional" theatre productions affirm or subvert Western biases against Asians.

Attributes: AAS Non-Core Electives GBST East Asian Studies

Spring 2025

SEM Section: 01 TF 2:35 pm - 3:50 pm Man He

THEA 274 Performing Utopia

How is performance utopian by design? How do we perform utopias in our daily lives? This course examines the performative dimensions of utopia and the utopian aspirations of performance. According to Jill Dolan, performance can be a utopian prompt, a space and time to imagine new forms of

sociality and ways of being in the world. Using a case-study model, we will consider how different modes of performance--theatre, dance, film, art, and, more recently, social media--have helped produce and sustain utopian socialities in and across shifting temporalities in the U.S. imaginary, including: the Shakers, Harmony, Oneida, Drop City, Soul City, The Farm, as well as recent "intentional communities" that envision "opting out" as a new way of inhabiting earth in the Anthropocene. Alongside such real-world examples, we will consider how performance itself has been theorized as a productively utopian (and also dystopian) realm by critics like Jill Dolan, Miranda Joseph, and Jose E. Muñoz, and artists and companies like Bread and Puppet, The Living Theatre, Rachel Rosenthal, Miguel Gutierrez, Guillermo Gómez-Peña, Faye Driscoll, Theaster Gates, Nick Cave, and Taylor Mac. As a way of gaining knowledge through embodied practice, students will work collaboratively each week to envision, create, and perform everyday "mini-utopias" that rise and fall ephemerally. Students will be required to attend a weekend field trip to The Shaker Museum in Hancock, MA, and may as well, when relevant, be asked to attend various live performances or exhibitions at local arts institutions throughout the term.

Class Format: This course will contain a studio component

Requirements/Evaluation: In-class writing and participation; collaborative, weekly creations of "mini-utopias"; a 6-8 page midterm paper based on independent, archival research; leading of a 10-minute in-class discussion; and a final, 15-minute collaborative performance, or other creative presentation, developed from case-study research and inclusive of an invited audience.

Prerequisites: none

Enrollment Limit: 18

Enrollment Preferences: Theatre majors

Expected Class Size: 12

Grading:

Distributions: (D1)

Not offered current academic year

THEA 283 (F) The Actor-Creator: Introduction to Physical Theatre Tools

Cross-listings: ARTS 383

Primary Cross-listing

This course is an introductory course to the Jacques Lecoq Pedagogy which was born in France and uses observation as a first creative tool. The body is at the heart of this pedagogy and we will have rigorous physical training in order to become more expressive, more precise, and more creative. Improvisation will be the key tool to learn and discover how to write theater on our feet. In the course, we will first observe life: spaces and people. What are the specifics of the different spaces that exist around us and how do they change the body that is in them? Then, we will look at the actor's body. How do you enhance its presence? What brings life to this body? How can we allow ourselves to start using the body as a creative tool that will be able to transform and write? We will next observe the body within the elements. What kind of character will come out of fire? Or of air? What happens when air meets fire? By letting the elements transform us we will find specificity in the character's physicality and relationships. Then we will look at painting, poetry, and music; How can we translate a poem on stage? How do words move? And colors? Is yellow's rhythm the same as brown? We will end the course by working with full masks created by the students/artists and also brought by the teacher. Mask work is an incredible tool to help actors articulate their thoughts, and feelings, and craft their acting. What stories will come out of that? Who's destiny will we learn about? This will be an occasion to bring forth stories you are interested in, that touch you and move you. This course is open to anyone who is interested in creating live performances. Whether you are a writer, a painter, a director, a musician, or an actor you are welcome to bring your fierce and curious artist spirit to create theater that will be telling the stories that matter to you today.

Requirements/Evaluation: Attendance and active participation in each class session. Assigned project and scene work (solo and in small groups). Creation of physical performance objects (masks, etc.) Solo and group presentation of assigned work in class.

Prerequisites: None

Enrollment Limit: 16

Enrollment Preferences: Theatre majors

Expected Class Size: 12

Grading: no pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTS 383(D1) THEA 283(D1)

Not offered current academic year

THEA 287 Design for Film & Television

The production designer is responsible for creating, controlling, and managing 'the look' of films and narrative television from page to screen. This hands-on course explores the processes of production design, art direction, and lighting direction processes as related to design for film and television. From initial Production Design sketches and 'Feel-Boards' to accommodating desired cinematographic angles when designing a studio set, design for film requires a designer to shape an entire visual world while keeping in mind the story as a whole. The goal of this course is to provide an initial understanding of the Production Design process in practice through studio work and instruction.

Class Format: This class will be a combination of instruction and in class studio work.

Requirements/Evaluation: committed participation in class discussion and feedback; and the thoughtful, timely completion and presentation of multiple design projects of varying scales, focusing on scenic and lighting design, considered both individually and when working in tandem

Prerequisites: THEA 201, THEA 285, ARTS 100, or permission from instructor with equivalent experience

Enrollment Limit: 12

Enrollment Preferences: In instance of over-enrollment, preference will be given to Seniors, Juniors, & Sophomores in the Theatre Majors & Art Majors

Expected Class Size: 8

Grading:

Materials/Lab Fee: up to \$125 for materials and copying charged to term bill

Distributions: (D1)

Not offered current academic year

THEA 288 (F) Storyboarding: Building Visual Narratives

In this class, we will explore the process of sequencing images to create meaning over time. We will examine and research visual texts with episodic and sequential structures (such as picture books, comics, albums, film/animation, theatre, and opera) and interpret them into storyboards of various 2D and/or 3D visual media. We will focus on developing and communicating complete dramaturgically-based visual ideas with an eye towards conceptual artistic propositions. This class is geared towards all students interested in directing/writing/designing/creating for time-based visual mediums such as film and theatre. No previous artistic expertise is required, but the majority of the work here will be hands-on art projects, presentations, discussions and group critiques in a studio art class format.

Requirements/Evaluation: Coursework is comprised of text comprehension, group discussion/critique, and biweekly studio-style art projects.

Prerequisites: THEA 101 or permission of instructor

Enrollment Limit: 12

Enrollment Preferences: theatre majors, art majors

Expected Class Size: 8

Grading: yes pass/fail option, yes fifth course option

Materials/Lab Fee: materials and copying up to \$125 to be added to the students' term bill

Distributions: (D1)

Not offered current academic year

THEA 301 (S) Embodied Archives: Global Theatre Histories, From Antiquity to 1900 (DPE)

A survey of global theatre and performance, spanning from antiquity to 1900. Students will engage with the archives and repertoires of the theatrical past, approaching subjects both critically and creatively. Topics to be considered may include: Indian Sanskrit drama; ancient Greco/Roman theatre; pre-Columbian Mesoamerican dance/drama; Japanese Noh and Kabuki performance; Medieval and Renaissance English theatre; West African masquerade; French Neoclassicism; Spanish "golden age" theatre; and American melodrama. In addition, we will consider receptions of such traditions in the present, examining how contemporary theatre makers have engaged with (adapted, appropriated, recycled, or re-appropriated) historical sources. As a major project in the class, students will develop and share their own artistic approaches to selected archival works. While attending to theatre's formal aspects, we will at the same time focus on the relationship of performance to politics and society, as well as to the enduring legacies of empire, state power, colonialism, and private capital in which theatre is historically embedded. If and when possible, we will encounter archival sources housed in College Archives and WCMA. This course is required for Theatre majors and is a prerequisite for THEA 401.

Requirements/Evaluation: active participation in class discussion; a 5-7 page midterm paper; an oral presentation on a selected historical resource; a final creative adaptation/script, or live performance

Prerequisites: Theatre majors must have already taken THEA 101 by the time they enroll in this course

Enrollment Limit: 14

Enrollment Preferences: Theatre majors; Comparative Literature majors

Expected Class Size: 8

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (DPE)

Difference, Power, and Equity Notes: This course works to dismantle the ongoing bias in theatre studies that positions textual and literary forms of theatre in the globalized north as the primary sites of knowledge transfer, status, and value in the field. Instead, theatre and performance are approached as global and diverse forms of repertoire and embodied knowledge that must be analyzed in relation to the structures of social inequity and power in which they historically arise.

Not offered current academic year

THEA 304 (F) The Gay Menagerie: Gay Male Subcultures (DPE)

Cross-listings: ANTH 305 / AMST 305 / WGSS 305

Secondary Cross-listing

Bears. Cubs. Otters. Pups. Twinks. Radical Fairies. Leathermen. Mollies. Drag queens. Dandies. Sisters of Perpetual Indulgence. Gay men, including gay trans men, have organized themselves into various subcultures within their community for centuries. This seminar is devoted to exploring these subcultures in (a mostly US-context) in greater detail using ethnographic texts, anthropological studies, historical accounts (including oral histories), and media. Topics include cruising and flagging, the anthropological significance of gay bars, histories of bath house culture, rural vs urban queer experiences, the ball scene, drag, diva worship, the reclamation of "fabulousness and faggotry," the leadership roles of trans women and effeminate gay men in activist movements, gay gentrification, the growth of gay consumerism/ gay tourism/homonationalism, hierarchies of masculinity in the gay community (i.e., masc for masc culture), HIV/AIDS and the politics of PrEP, chemsex, the role of racialized dating "preferences," genealogies of BDSM and leather culture, sexual health and discourses of "risk," the politics of barebacking and other sexual practices, queering consent, and the effects of hookup apps on gay culture. In addition to lectures, and discussions, there will also be some low-key performance-studies based exercises in queer praxis (e.g., drag workshops, mock debates, animal improvisation, role playing, etc.)

Class Format: There will be some minor performance elements such as workshops during class.

Requirements/Evaluation: Quizzes, journaling assignment, short diva report, 10 page research paper on a gay subcultural group

Prerequisites: None; WGSS 202 (Foundations in Sexuality Studies) will be helpful but is not required

Enrollment Limit: 12

Enrollment Preferences: WGSS majors; in the event of over-enrollment there statements of interest will be solicited

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ANTH 305(D2) AMST 305(D2) WGSS 305(D2) THEA 304(D1)

Difference, Power, and Equity Notes: This course examines the how marginalized communities respond to their oppression through creative forms. It takes as central to its curriculum the role of sexual diversity and the relationship of the gay community to power through the central idiom of "difference."

Attributes: WGSS Racial Sexual + Cultural Diversity Courses

Not offered current academic year

THEA 305 (F) Designing Character: Introduction to Costume Design for Performance

Cross-listings: ARTS 200

Primary Cross-listing

This course introduces students to the processes and techniques of costume design for performance. With a focus on building character through

research and design, students will practice developing costume design concepts and using them to illuminate a script, tell a story, and explore characters. Coursework is project-based and will include reading plays, researching period, rendering characters in costumes, expressing design ideas, and sharing and receiving feedback. Class projects will include *The Bald Soprano* by Eugene Ionesco and *Intimate Apparel* by Lynn Nottage. Drawing experience not required, but you must be brave enough to try.

Requirements/Evaluation: Project-based costume design work includes period research, drawing, painting, short writing assignments, and presentation. Class participation includes sharing work in process, receiving feedback, and offering generous feedback to classmates.

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: Theatre and Art Studio majors

Expected Class Size: 10

Grading: yes pass/fail option, yes fifth course option

Unit Notes: does not satisfy any requirements for the Art major

Materials/Lab Fee: \$100 lab fee charged to term bill

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTS 200(D1) THEA 305(D1)

Fall 2024

STU Section: 01 W 1:10 pm - 3:50 pm Sydney Maresca

THEA 312 (S) Dressed for Diplomacy: Global Fashion in Early Modern Europe

In this course we will examine the context and cultural messaging contained in portraits of people from around the globe visiting (or brought without consent to) western Europe in the sixteenth, seventeenth, and eighteenth centuries, including visitors from the Arctic, North and South America, Asia, Africa, and Oceania. Though these images are often read as "authentic" depictions of regional dress, the clothes worn by the people in these images represent a complex spectrum of hybridities of foreign and European garments as recorded by European hands. In what ways are the people in these images performing diplomacy? Who decided what the people wore in these pictures and how does it reflect the goals of the portrait? Is it possible to "read" the clothing in these portraits as "speaking" for the person pictured? For the painter? For a political objective? What kinds of agency and self-representation were the portrait subjects able to express through the medium of dress? What role do clothes play in diplomacy and how were the global visitors expressing their diplomatic intentions through dress? What did it mean for a foreign visitor to wear their home clothing while abroad or to take on the dress of their host country? How are international and inter-personal relations expressed and effected by clothing, gesture, comportment, and self-fashioning? Coursework will include participation class discussions, investigations of visual primary sources, one presentation on readings, and a final 8 page research paper on the subject.

Requirements/Evaluation: Participation class discussions, investigations of visual primary sources, one presentation on readings, and a final 8 page research paper on the subject.

Prerequisites: No prerequisites.

Enrollment Limit: 12

Enrollment Preferences: Theatre majors

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Spring 2025

SEM Section: 01 R 1:10 pm - 3:50 pm Sydney Maresca

THEA 315 (F) Inhabited Theatrical Environments: Scenic Design for Performance

Cross-listings: ARTS 313

Primary Cross-listing

How do you develop a point of view and translate it to the stage? What is an effectively inhabited space for performance? We will explore the different ways a scenic environment provides the visual foundation for live theatrical events in theaters as well as site-specific shows. In addition to working intuitively, this course combines critical readings of texts to contextualize works for the current moment. Research will be at the center of our work -- deepening skills to source, curate, and present personal points of view as designers and creators. This work will serve to expand our imaginations to the aesthetic possibilities of performance. Students will also develop a basic knowledge of model building and drafting. Class time is a combination of discussions of theatrical texts, student project presentations, and studio work.

Requirements/Evaluation: Creative projects preparation and presentation. Active participation in class and critique sessions. Occasional writing assignments to accompany design work.

Prerequisites: None

Enrollment Limit: 10

Enrollment Preferences: Theatre majors

Expected Class Size: 8

Grading: no pass/fail option, yes fifth course option

Materials/Lab Fee: Up to \$125 in studio costs.

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTS 313(D1) THEA 315(D1)

Not offered current academic year

THEA 317 (F) Black Migrations: African American Performance at Home and Abroad

Cross-listings: DANC 317 / AFR 317 / AMST 317 / ENGL 317 / COMP 319

Secondary Cross-listing

In this course, students will investigate, critique and define the concepts migration and diaspora with primary attention to the experiences of African Americans in the United States and Europe. Drawing on a broad definition of performance, students will explore everything from writing and painting to sports and dance to inquire how performance reflects, critiques and negotiates migratory experiences in the African diaspora. For example, how did musician Sidney Bechet's migration from New Orleans to Chicago to London influence the early jazz era? How did Katherine Dunham's dance performances in Germany help her shape a new black dance aesthetic? Why did writer James Baldwin go all the way to Switzerland to write his first novel on black, religious culture in Harlem? What drew actor/singer Paul Robeson to Russia, and why did the U.S. revoke his passport in response to his speeches abroad? These questions will lead students to investigate multiple migrations in the African diasporic experience and aid our exploration of the reasons for migration throughout history and geography. In addition to critical discussions and written analysis, students will explore these topics through their own individual and group performances in class. No prior performance experience is necessary.

Class Format: discussion

Requirements/Evaluation: class participation, in-class student performances, several 2-page performance response papers, one 10- to 12-page research paper, a final performance with a 3-page report

Prerequisites: none; open to all

Enrollment Limit: 15

Enrollment Preferences: Africana Studies majors and concentrators; Dance and Theatre majors; American Studies, Comparative Literature, and English majors

Expected Class Size: 10

Grading: no pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

THEA 317(D1) DANC 317(D1) AFR 317(D2) AMST 317(D2) ENGL 317(D1) COMP 319(D1)

Attributes: AFR Core Electives AFR Culture, Performance, and Popular Technologies AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora AMST Space and Place Electives GBST Borders, Exiles + Diaspora Studies

Not offered current academic year

THEA 321 (S) Arts Organizing in Africa and the Diaspora (DPE)

Cross-listings: DANC 323 / MUS 323

Secondary Cross-listing

At the heart of this class is the question, how do artists and organizations use the performing arts to effect social change in their communities? Drawing from a number of case studies from throughout Africa and the African Diaspora, we will first endeavor to understand and contextualize issues related to education, social uplift, the environment, and the economy as they relate to specific communities. We will then examine how a series of organizations (from grassroots campaigns to multinational initiatives) utilize the performing arts in response to those issues. Among the issues we will discuss at length are: -How do performers and organizations navigate the interplay between showcasing the performance talents of individuals and groups and foregrounding an issue or cause? More broadly, what dilemmas emerge as social and aesthetic imperatives intermingle? -What are the dynamics between people acting on a local level within their communities and their various international partnerships and audiences? -How can government or NGO sponsorship help and/or hinder systemic change? By the end of the semester, students will be equipped with conceptual frameworks and critical vocabularies that can help them ascertain the functions of performance within larger organizations and in service to complex societal issues. Throughout the course, we will watch and listen to a variety of performances from traditional genres to hip-hop, however this class is less about learning to perform or analyze any particular genre than it is about thinking through how performance is used as a vehicle for social change. Case studies will include youth outreach and uplift in Tanzania through the United African Alliance, campaigns to promote girls' education in Benin and Zimbabwe, community-wide decolonizing initiatives through the Yole!Africa Center in the Democratic Republic of Congo, and the cultural reclamation of a mining town in Suriname through the arts organization, Stichting Kibii.

Requirements/Evaluation: Four case study profiles, midterm essay (5-7pages), and a final project. Regular participation in class discussion.

Prerequisites: None

Enrollment Limit: 15

Enrollment Preferences: If the course exceeds the maximum enrollment, selection will be made based on students explanations for why they want to take the class.

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

DANC 323(D1) THEA 321(D1) MUS 323(D1)

Difference, Power, and Equity Notes: This course interrogates on a fundamental level issues of power and equity. Using the performing arts as a critical lens, we discuss a series of social and environmental challenges that communities of African descent face. These are in direct dialogue with global systems of power and economic factors. Issues include: environment, education, local communities' interactions with multinational corporations, and representational politics in performance.

Attributes: MUS World Music/Ethnomusicology

Not offered current academic year

THEA 329 (S) Marxist Feminisms: Race, Performance, Labor (DPE) (WS)

Cross-listings: AMST 329 / AFR 329 / WGSS 369

Secondary Cross-listing

This seminar provides an overview of queer, black and women of color feminist, decolonial, and critical ethnic studies critiques of orthodox Marxism. Beginning with core texts from the tradition, including *Capital Volume I*, we will examine a range of social positions and modes of extraction that complicate Marx's emphasis on the white male industrial factory worker. Every week, we will focus on texts that foreground conditions of reproduction, racial slavery, care and domestic work, indentured servitude, immigrant labor, land expropriation, and sex work among others. Throughout the seminar and particularly at the close of it, we will turn to critical perspectives and aesthetic practices that not only respond to these conditions but also incite new social relations and ways of being in the world. As such, this seminar will equip students with critical understandings of how racial capitalism has fundamentally relied on the mass elimination, capture, recruitment, and displacement of different racialized, gendered, and abled bodies in and beyond the U.S. as well as how the capitalist system of value and life under these conditions can and must be undone and reimaged.

Requirements/Evaluation: in-class participation, short presentation, weekly posts, paper, and final project (paper, community resource distribution proposal, and creative project options)

Prerequisites: previous coursework in AMST, WGSS, AFR, THEA, or LATS

Enrollment Limit: 15

Enrollment Preferences: AMST, AFR, WGSS, THEA juniors and seniors, AAS concentrators

Expected Class Size: 15

Grading: yes pass/fail option, no fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

THEA 329(D1) AMST 329(D2) AFR 329(D2) WGSS 369(D2)

Difference, Power, and Equity Notes: This course satisfies the DPE requirement as it explores difference, power, and equity by asking how racial, gendered, sexual, and class differences are produced, whose voices are centered and whose are excluded, and what forms of labor is valued over other forms.

Attributes: WGSS Theory Courses

Not offered current academic year

THEA 333 (S) Living Things: Bodies and Objects in Sculpture and Performance

Cross-listings: ARTS 332

Primary Cross-listing

This studio course seeks to promote art making that transgresses the boundaries between the visual and performing arts to see a life that animates both bodies and objects. Cultivating various approaches to the experience of embodiment and kinesthetic responses to objects, props, and clothing, students will perform sculptures and sculpt performances indoors and outdoors. Exploring relationships between time and space will support creating works that suggest and invite movement, encourage interaction, and investigate the physical potency inherent in objects, people, and performance. Emphasis will be made on collaborative process and developing dialogue between actors, dancers, and visual artists.

Requirements/Evaluation: Evaluation will be based on participation in studio exercises, bi-weekly collaborative group projects, a final solo work to be performed at the end of the semester, and five 2-page reflection essays.

Prerequisites: Students must have completed at least one course either in Theatre or in Studio Art.

Enrollment Limit: 12

Enrollment Preferences: Preference will be given to Theatre and Studio Art majors.

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Materials/Lab Fee: \$200-\$350 for supplies such as fabrics, papers, paints, markers, props, etc. as needed.

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTS 332(D1) THEA 333(D1)

Not offered current academic year

THEA 336 (F) Boucicault to McDonagh: Irish Theatre, 1870 to the present (DPE)

Cross-listings: COMP 360 / ENGL 364

Primary Cross-listing

During the Irish Literary Revival of c.1885-1920, Irish writers sought to assert "Irishness" as culturally distinctive, and resisted the marginalizing impacts of British colonial rule. The achievement of Independence in 1923 brought years of insularity and censorship, but over the past three decades Ireland's embrace of globalization and the hybridizing impacts of postmodernism has led to a remarkable flowering of creative vitality. This course will trace the evolution of Irish theatre over the past century-and-a-half. We will read plays by Dion Boucicault, Oscar Wilde, W.B.Yeats, J.M.Synge, Augusta Gregory, George Bernard Shaw, Douglas Hyde, Sean O'Casey, Samuel Beckett, Brendan Behan, Brian Friel, Marina Carr, Frank McGuinness, Christina Reid, Conor McPherson, and Martin McDonagh, and also chart the course of the founding and history of the Abbey Theatre, one of first National Theatres in Europe.

Requirements/Evaluation: Two essays of 6+ pages; regular Glow posts; class participation

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Theatre majors, English and Comparative Literature majors

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 360(D1) ENGL 364(D1) THEA 336(D1)

Difference, Power, and Equity Notes: This course is centrally concerned with identity politics within a colonial context. Irish writers prior to independence from Britain sought to assert "Irishness" as culturally distinctive. After 1923, they continued to wrestle with the legacies of colonial subjection and the inferiorizing identifications that had been ingrained during colonial rule. The texts we will read centre on questions of cultural self-definition and explore (and resist) the process of othering.

Attributes: ENGL Literary Histories B ENGL Literary Histories C

Not offered current academic year

THEA 340 (F) Shakespeare on Page, Stage and Screen: Text to Performance (WS)

Cross-listings: ENGL 345 / COMP 343

Primary Cross-listing

Four centuries on, Shakespeare still challenges us. How should we weigh the respective claims of our own era's concerns--with matters of gender, sexuality, race, class, or materiality, for instance--against historicist attention to the cultural, political and theatrical circumstances in which his plays were actually written? And when it comes to realizing the texts in dramatic performance, such challenges--and opportunities--multiply further. Critical fidelity to Shakespeare's times, language and theatrical milieu prioritizes a historical authenticity that can be constraining or even sterilizing. At the other extreme, staging the plays with the primary aim of making them "speak to our times" risks revisionary absorption in our own interests. We will read six plays, of different genres and written at different periods of Shakespeare's career. These will likely be *Romeo and Juliet*, *Henry V*, *Twelfth Night*, *Hamlet*, *The Tempest*, and *A Midsummer Night's Dream*. Close reading of the texts will be the priority, but we will also attend to the demands and opportunities of performance, and assess a range of recent film and stage productions.

Requirements/Evaluation: Three papers ranging from 4 to 7 pages; regular Glow posts; class participation.

Prerequisites: A THEA course; a 100-level ENGL course; a score of 5 on the AP Literature exam or a 6 or 7 on the IB exam; or permission of instructor.

Enrollment Limit: 18

Enrollment Preferences: Theatre and English majors or prospective majors

Expected Class Size: 18

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 345(D1) THEA 340(D1) COMP 343(D1)

Writing Skills Notes: Three papers rising from 4 to 6+ pages; regular discussion board postings and several short response papers. Students will receive substantive feedback on their writing, and there will be opportunities for revision.

Attributes: ENGL Literary Histories A

Fall 2024

SEM Section: 01 MR 2:35 pm - 3:50 pm James L. Pethica

THEA 341 (F) Performing Masculinity in Global Popular Culture (DPE)

Cross-listings: AMST 358 / WGSS 347 / SOC 340 / LATS 341

Secondary Cross-listing

This course examines popular cultural contexts, asking what it means to be a man in contemporary societies. We focus on the manufacture and marketing of masculinity in advertising, fashion, TV/film, theater, popular music, and the shifting contours of masculinity in everyday life, asking: how does political economy change the ideal shape, appearance, and performance of men? How have products - ranging from beer to deodorant to cigarettes -- had their use value articulated in gendered ways? Why must masculinity be the purview of "males" at all; how can we change discourses to better include performances of female masculinities, butch-identified women, and trans men? We will pay particular attention to racialized, queer, and subaltern masculinities. Some of our case studies include: the short half-life of the boy band in the US and in Asia, hip hop masculinities, and the curious blend of chastity and homoeroticism that constitutes masculinity in the contemporary vampire genre. Through these and other examples, we learn to recognize masculinity as a performance shaped by the political economy of a given culture.

Requirements/Evaluation: masculinity reflections, mid-term essay exam (or quizzes), visual rhetorical analyses of pop culture images

Prerequisites: none; WGSS 202 would be helpful

Enrollment Limit: 15

Enrollment Preferences: a short statement of interest will be solicited; a subsection of applicants may be interviewed

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 358(D2) WGSS 347(D2) SOC 340(D2) THEA 341(D1) LATS 341(D2)

Difference, Power, and Equity Notes: This course examines the construction of masculinity as it relates to intersecting identities such as race, sexuality, class, and global political economic considerations. Key to understanding masculinity are questions about the diversity of experiences of masculinity, cultural variations of gender norms, privilege, agency, patriarchy, heteronormativity, and interlocking systems of oppression.

Attributes: EXPE Experiential Education Courses FMST Related Courses LATS Comparative Race + Ethnic Studies Electives

Not offered current academic year

THEA 345 (S) Contemporary American Theatre: Poetry, Politics, Place

Cross-listings: ENGL 349

Primary Cross-listing

As Gertrude Stein once remarked, "The hardest thing is to know one's present moment." What is going on in U.S. theatre today? Who are the dramatists and theatre makers of the present moment? This survey course will introduce students to twenty-first century American drama and performance, focusing on the poetic, political, and environmental aspects of the art form. Topics to be considered may include: theatre as social practice, the rise of activism, participatory, site-specific, and immersive theatre, social justice theatre, supernaturalism, changing labor practices in the industry, and the turn to digital performance. Artists and companies to be considered may include: Suzan Lori-Parks, Branden Jacobs-Jenkins, Quiara Alegria Hudes, Anne Washburn, Taylor Mac, Hansol Jung, Clare Barron, Jeremy O. Harris, Lucas Hnath, Lauren Yee, Larissa FastHorse, Jihae Park, The Civilians, Elevator Repair Service, Jackie Sibblies Drury, Eboni Booth, Sanaz Toossi, Alexis Scheer, and Jacklyn Backhaus. Assignments will include both critical and creative responses to the material addressed in the class. Whenever possible, we will attend live performances on campus and in the regional community.

Requirements/Evaluation: written and dramaturgical-based assignments; a 10-minute oral presentation in pairs on a selected artist or group; a 5-7 page mid-term critical paper, and a final 7-9 page paper, 20-page theatrical script, or 5-10 minute live performance

Prerequisites: none

Enrollment Limit: 16

Enrollment Preferences: Theatre majors, or students interested in the arts

Expected Class Size: 16

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 349(D1) THEA 345(D1)

Not offered current academic year

THEA 390 (F) Feminist and Queer Horror Films (DPE)

Cross-listings: WGSS 398 / ENGL 333 / AMST 390 / COMP 390

Secondary Cross-listing

This course focuses on pairing theoretical readings with a variety of horror films with feminist or queer themes. Many tropes are associated with this genre - "the final girl" in slasher movies, "the transvestite murderer," femme lesbian vampires, supernatural BDSM figures, vampires as allegories for HIV/AIDS, werewolves as metaphors for FTM gender transitions or puberty, lonely mothers in creaky houses as unreliable narrators, Satanic spawn, and creepy long-haired girls. Some films reinforce gender stereotypes while others snap on more explicitly feminist and queer lenses. This course functions as a survey of many different genres, introducing students to classic 1970s films and working up to the present day and we will learn how these tropes developed and then were subverted by more modern day films such as those by A24 Studios and the new renaissance of Black horror, etc. Most films will focus on the US, with some notable exceptions in Japan, Spain, and elsewhere globally. There will be graphic content. You must be 18 or over to take this class.

Requirements/Evaluation: Class participation, short reflection papers, 2-3 extemporaneous oral class responses, several creative assignments.

Prerequisites: None. Prior WGSS courses will be helpful.

Enrollment Limit: 15

Enrollment Preferences: Stage 1 is a statement of interest form; Stage 2 will be a very brief interview. There is NO preference by major or class year.

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Materials/Lab Fee: Some of the creative assignments will have an "artsy-craftsy" component, but should not cost more than 25 dollars total per student per semester, though amounts will vary depending on how the student chooses to execute the assignment.

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 398(D2) ENGL 333(D1) AMST 390(D2) COMP 390(D1) THEA 390(D1)

Difference, Power, and Equity Notes: This course necessarily examines power when it comes to gender and sexuality - who has it? what do they do with it? how does this power turn deadly? how can agency be regained? Horror is almost never about equitable situations but rather the imbalance that comes from difference (along whatever axis) causing a lack of equity.

Attributes: WGSS Racial Sexual + Cultural Diversity Courses

Fall 2024

SEM Section: 01 MW 7:00 pm - 8:15 pm Gregory C. Mitchell

THEA 397 (F) Independent Study: Theatre

Theatre independent study

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Fall 2024

IND Section: 01 TBA Robert E. Baker-White

THEA 398 (S) Independent Study: Theatre

Theatre independent study

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Spring 2025

IND Section: 01 TBA Robert E. Baker-White

THEA 401 (S) Senior Seminar: Practicing Theory

This class constitutes a culminating course of study for the Theater major. It aims to delve deep into consideration of the relationship between theory and practice, between text and performance, between performer and audience, and between aesthetics and politics. We will explore a selection of influential ideas and methodologies that have shaped both making theater and thinking about theater in various historical periods and cultural contexts. Seminar members will read and consider both theoretical and artistic texts. Through discussion and experimentation, we will endeavor to understand how theater engages with cultural, social, and philosophical issues that link the stage with the realities and fantasies of everyday life. Throughout the semester, focus will be maintained on the contributions of the members themselves, in both scholarly contributions to seminar sessions, and in artistic contributions through the presentation of assigned creative projects.

Requirements/Evaluation: Participation in discussion, reading responses, analytical writing, and creative projects.

Prerequisites: limited to senior Theatre majors

Enrollment Limit: 10

Enrollment Preferences: senior Theatre majors only

Expected Class Size: 10

Grading: no pass/fail option, yes fifth course option

Unit Notes: this course is required for the Theatre major

Materials/Lab Fee: up to \$100 for materials and copying charged to term bill

Distributions: (D1)

Spring 2025

SEM Section: 01 M 7:00 pm - 9:40 pm Shanti Pillai

THEA 455 (F)(S) Advanced Practicum

This independently designed practicum offers an opportunity for students to gain practical, hands-on experience in theatre at an advanced level by receiving course credit for serving as an assistant to a faculty member on a Theatre Department production. Students interested in assisting a faculty member or guest artist on a production in any non-acting capacity--directing, design (costume, lighting, multimedia, scenic, sound), dramaturgy, or technical management--may enroll in the Advanced Practicum, pending the approval of a designated faculty advisor as well as the Department Chair. Working closely with the faculty advisor, the student will both serve as an assistant on the production and design a curriculum of readings and assignments intended to complement the experience of the assistantship. If funding allows, practitioners in the professional theatre will be invited as guest evaluators. Though the nature of each assistantship will vary according to the demands of each production, the experience of the assistantship will ideally simulate that which a student might undertake within the professional theatre.

Requirements/Evaluation: research, attendance at rehearsals, studio work, & final portfolio; research, attending weekly production meetings, rehearsals, studio work, and final portfolio, as well as other tasks determined by the faculty advisor

Prerequisites: THEA 101 and THEA 201

Enrollment Limit: 4

Enrollment Preferences: Theatre majors

Expected Class Size: 1

Grading: no pass/fail option, yes fifth course option

Distributions: (D1)

Fall 2024

STU Section: 01 TBA Robert E. Baker-White

Spring 2025

STU Section: 01 TBA Robert E. Baker-White

THEA 493 (F) Senior Honors Thesis: Theatre

Theatre senior honors thesis; this is part of a full-year thesis (493-494).

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Fall 2024

HON Section: 01 TBA Robert E. Baker-White

THEA 494 (S) Senior Honors Thesis: Theatre

Theatre senior honors thesis; this is part of a full-year thesis (493-494).

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Spring 2025

HON Section: 01 TBA Robert E. Baker-White

Winter Study -----

THEA 30 (W) Senior Production: Theatre

Theatre senior production.

Class Format: senior project

Grading: pass/fail only

Not offered current academic year

THEA 31 (W) Senior Thesis: Theatre

Theatre senior thesis.

Class Format: thesis

Grading: pass/fail only

Not offered current academic year

THEA 32 (W) Senior Honors Thesis: Theatre

Class Format: independent study

Grading: pass/fail only

Not offered current academic year

THEA 99 (W) Independent Study: Theatre

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study

Grading: pass/fail only

Not offered current academic year

TUTORIAL PROGRAM

The Tutorial Program offers students a distinctive opportunity to take a heightened form of responsibility for their own intellectual development. No student is required to take a tutorial course, but any student with the appropriate qualifications and interests is invited to do so.

Tutorials place much greater weight than regular courses—or even small seminars—on student participation. They aim to teach students how to develop and present arguments; listen carefully, and then refine their positions in the context of a challenging discussion; and respond quickly and cogently to critiques of their work. Tutorials place particular emphasis on developing analytical skills, writing abilities, and the talents of engaging in rigorous conversation and oral debate.

Since the program's inception in 1988, students have ranked tutorials among the most demanding—and rewarding—courses they have taken at Williams. While not designed to be more difficult than other courses, tutorials are nonetheless challenging, with frequent writing assignments and the expectation that students will be well prepared to participate actively and effectively in weekly discussions. At the same time, students have consistently placed tutorials among the most enriching and consequential courses they have taken. They have appreciated the close attention to their writing and argumentation skills; the opportunity to be held accountable, in a detailed way, for the extended implications of their ideas; the chance to develop their oral abilities as they engage in debate; and the close intellectual bonds tutorials build between teachers and students, and students with each other. Many students have formed important advising and mentoring relationships with their tutorial teachers.

The ways in which particular tutorials are conducted vary across the disciplines, but here is a description of how most tutorials at Williams are organized:

Tutorials are usually limited to 10 students. At the start of term, the instructor divides the students into pairs. Each pair meets weekly with the instructor for roughly one hour. Many tutorial courses begin and end the term with a group seminar, and in a few departments, instructors hold weekly group meetings of all tutorial members to provide background information designed to facilitate the students' independent work. But at the heart of every tutorial is the weekly meeting between the instructor and two students. At these weekly meetings, one student delivers a prepared essay or presentation (e.g., an analysis of a text or work of art, a discussion of a problem set, a report on laboratory exercises, etc.) pertaining to the assignment for that week, while the other student—and then the instructor—offer a critique. In the following week, students switch roles. Typically, students write five or six essays (usually in the range of 4-7 pages) during the term, and offer five or six critiques of their partners' work.

Registration

Students pre-register for tutorials as they would any other course. Because of limited enrollments and the special logistical arrangements involved in organizing tutorials, students may not drop a tutorial after 4:00 pm on the day before the first scheduled organizational meeting of the semester. It is important that students determine, before the start of the term, their interest in and commitment to the course, and consult with the instructor if necessary.

Tutorials may not be taken on a pass/fail basis.

AAS 351 (F) Racism in Public Health (DPE)

Cross-listings: PHLH 351

Secondary Cross-listing

Across the nation, states, counties and communities have declared racism a public health crisis. This push to identify systemic racism as a high priority in public health action and policy is an important symbolic and political move. It names the faults of histories, systems and institutions but also brings to the spotlight the individual and community responsibility to dismantle racism in the US. In this tutorial, we will examine racism in public health policy, practice and research through an investigation of several mediums of evidence and information, ranging from peer reviewed literature to news editorials, podcasts and documentaries. We will explore specific pathways by which legacies of colonialism and racism function in various public health disciplines such as epidemiology, social & behavioral sciences, health policy and environmental health while also examining the dynamics of power and history in research and community practice. We will take deep dives into issues on how health can be impacted by redlining, racist medical algorithms, racial trauma and stress and police violence, to name a few. Students will also have two opportunities to select their own case studies, as a way for you to research and learn about particular racial health issues that are of personal interest. This course is also about self-reflection and exploration of the ways in which our identities and lived experiences impact our understanding and perspective. We will gain skills in speaking across differences and articulation of how our own perceptions and lived experiences of race and racism impact our study of public health. This tutorial requires an openness to self-reflection and the practice of listening and articulation.

Requirements/Evaluation: bi-weekly tutorial papers, weekly journaling, oral commentaries and tutorial discussion

Prerequisites: PHLH 201 or instructor approval.

Enrollment Limit: 10

Enrollment Preferences: 1-Public Health concentrators. 2- Asian American Studies concentrators.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AAS 351(D2) PHLH 351(D2)

Difference, Power, and Equity Notes: In this course students will examine and critically examine the inequities and race based social and health injustices, and the ways racism infiltrates public health action and policy, both historically and currently. They will also refine their self reflection skills in understanding how their own positions of privilege and power, or lack thereof, inform their understanding of public health.

Attributes: AAS Non-Core Electives PHLH Social Determinants of Health

Fall 2024

TUT Section: T1 TBA Marion Min-Barron

AFR 128 (S) James Baldwin's Song

Cross-listings: MUS 179 / COMP 129

Primary Cross-listing

"It is only in his music [. . .] that the Negro in America has been able to tell his story. It is a story which otherwise has yet to be told and which no American is prepared to hear," wrote James Baldwin in *Notes of a Native Son* in 1955. In this course, we strive to listen more closely to racialized experience through James Baldwin's musical literature. Through analysis and creation of music, we hope to better understand cultural difference and collective humanity. In this course, we closely analyze James Baldwin's use of song names, creation of musician characters, and replication of musical elements in his writing. Baldwin's musical word play crosses historical and genre boundaries. So we will explore texts from his early to late career, such as the gospel music of his youth in the semi-autobiographical novel *Go Tell It on the Mountain*, the metaphor of the blues in the play written during the civil-rights movement *Blues for Mr. Charlie*, the jazz musician protagonist in "Sonny's Blues" written after World War II in Paris, and his only musical recording in *A Lover's Question* set down near the end of his life. In addition to closely analyzing James Baldwin's attention to music throughout his literature, students will learn basic music writing and production skills. The tutorial will draw on a range of musical resources, including playlists, music workshops, guest lectures and performances. All of these resources will guide students to a more attuned hearing not only of music but also of the African American experience it reflects. By the end of the course, students will have written several short 1-2 page close analysis essays and song lyrics. For their final project, students will produce an original song based on key insights from the course. No musical experience is required, though an openness to learn and practice songwriting is expected.

Requirements/Evaluation: Several short 1-2 page close analysis essays of Baldwin's work, oral peer feedback presentations, song lyrics, and an original song composition for the final project

Prerequisites: None

Enrollment Limit: 10

Enrollment Preferences: This course is specifically for first-year students and they will receive preference in this class; a statement of interest will be solicited from pre-registrants.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

MUS 179(D1) AFR 128(D2) COMP 129(D1)

Attributes: AFR Core Electives

Spring 2025

AFR 159 (F) Crossing the Color Line: A History of Passing (DPE) (WS)

Cross-listings: HIST 159

Secondary Cross-listing

In June 2015, Rachel Dolezal emerged as a media spectacle and the subject of national scrutiny after her *white* parents stated publicly that Dolezal is a white woman *passing as black*. Their insistence that Dolezal is white came in the wake of her reports to local news media and police that she had been the victim of several hate crimes. To critics, Dolezal is a fraud who has committed cultural appropriation. Yet, for her supporters, Dolezal's racial identification as a black woman is authentic and indisputable, since race is not based on biology but rather is a social construction. For both groups as well as impartial observers, many wondered curiously why a white woman had chosen to pass as black, especially given that historically it has been African Americans who opted to *become* white. Inspired by the controversy surrounding Dolezal, this tutorial will explore the history of passing in the United States. Whereas our attention will primarily be focused on black-to-white passing, we will expand our understandings of passing by emphasizing the variety of ways that identities have been shaped through the crossing of boundaries--class, ethnic, gender, intellectual, political, religious, and sexual. To accomplish our goals, we will read and cross-examine fictional and nonfictional as well as primary and secondary historical accounts of boundary-crossers. We will also screen several films that engage the theme of passing.

Requirements/Evaluation: Weekly formal response papers and written critiques.

Prerequisites: None.

Enrollment Limit: 10

Enrollment Preferences: First and second-year students will be prioritized, followed by history majors. Should the course be overenrolled, students will be asked to complete an enrollment questionnaire.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 159(D2) AFR 159(D2)

Writing Skills Notes: Students will be required to complete formal writing assignments each week, alternating between response papers (4 pages) and written critiques (2-pages) of their peers' work. Students will receive substantial feedback on their writing skills, with verbal and written suggestions for improvement. Students also will receive feedback from their tutorial partners.

Difference, Power, and Equity Notes: Narratives of racial passing provocatively raise questions about the construction, logics, reinforcement, and subversion of racial categories and identities. Tutorial students will have the opportunity to deconstruct the meanings of race and identity in addition to thinking culturally, historically, and ontologically about the implications and value of these constructs. In essence, we will theorize racial identity, reconsidering, if not challenging, its stable notions of identic intelligibility.

Attributes: HIST Group F Electives - U.S. + Canada

Fall 2024

TUT Section: T1 TBA Tyran K. Steward

AFR 202 (S) Narrating Color: Black Women Sing and Write About Complexion

Cross-listings: WGSS 206 / COMP 236

Primary Cross-listing

Colorism, skin color discrimination where light skin is privileged over dark skin, is not a new phenomenon, but globally entrenched in our society and one of the many vestiges of white supremacy. For Black Americans of all backgrounds, colorism is a familiar and a living legacy concretized by the institution of slavery in the Americas. Although some believe that we are "post-color," similarly to those that naively believe we are "post-race," one can look to the recent example of misogynoir (misogyny directed at Black women) and skin color politics that Meghan Markle, the Duchess of Sussex, has faced at the hands of the British Monarchy, that her light-skinned color, biraciality, and class privileges couldn't protect her from. Alternatively, we can look at the numerous examples of colorism and anti-Black racism that tennis icon Serena Williams is subjected to because of her dark-brown skin complexion and body shape. One cannot fully understand the issue of colorism without understanding that it is an outgrowth or an extension of

anti-Black racism firmly rooted in white supremacy, and so insidious that it impacts all aspects of Black life. Examining colorism through literary texts and music, provides a depth of understanding that both compliments and expands these empirical studies. Literature and music provide the narratives and rhythm that paint a vivid picture of the many ways that colorism impacts the lives of Black people. Through the methods of literary and rhetorical criticism we will examine the works of five Black women authors and music artists that take up issues around colorism and passing. We will explore, Toni Morrison's, *The Origins of Others* (2017), Brit Bennett's, *The Vanishing Half* (2020), Tressie McMillian Cottom's, *Thick* (2019), Marita Golden's, *Don't Play in the Sun* (2004), Yaba Blay's, *One Drop: Shifting the Lens on Race* (2021), Nina Simone's, "Four Women" (1966) and "Young, Gifted and Black" (1958), Sara Martin's, "Mean Tight Mama" (1927), India.Arie's, "Brown Skin" (2001), Azealia Banks' "Liquorice" (2012), and Beyoncé's "Creole" (2012), "Formation" (2016) and "Brown Skin Girl" (2020). By examining colorism in both literature and music, it will give first year students a foundational and nuanced understanding of skin tone bias and equip them with the tools to critically engage literary and music texts.

Requirements/Evaluation: Three, short papers (4-5 pages) discussing aspects of the readings and songs; three response papers to tutorial partner's papers (2 pages long); two, video essays; two, Twitter threads explaining aspects of one of the books and one of the songs; and a curated playlist of songs that would serve as accompaniment to one of the texts from the class.

Prerequisites: N/A

Enrollment Limit: 10

Enrollment Preferences: This class is specifically designed for first year students. Sophomores can register only with advanced permission.

Expected Class Size: 8-10

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 206(D2) AFR 202(D2) COMP 236(D1)

Attributes: AFR Core Electives AFR Culture, Performance, and Popular Technologies

Spring 2025

TUT Section: T1 TBA VaNatta S. Ford

AMST 490 (S) The Suburbs (WS)

Cross-listings: ENVI 491 / HIST 491

Secondary Cross-listing

The suburbs transformed the United States. At the broadest level, they profoundly altered spatial residential geography (especially in terms of race), consumer expectations and behavior, governmental policies, cultural norms and assumptions, societal connections, and Americans' relationship to nature. More specifically, the different waves of post-World War II suburban development have both reflected large-scale shifts in how power and money have operated in the American political economy; and set in motion deep-seated changes in electoral politics, in Americans' understandings of how their income should be used, and in how the built landscape should be re-imagined. This tutorial will explore the rich historical literature that has emerged over the last twenty years to provide students with a history of the suburbs, to see the suburbs as more than simply collections of houses that drew individual homeowners who wanted to leave urban areas. We will focus most of our attention on the period from 1945 through the 1980s. Some of the questions we will consider will include: how did the first wave of suburban development bring together postwar racial and Cold War ideologies? Is it possible, as one historian has argued, that suburbs actually created the environmental movement of the 1960s? And how have historians understood the role that suburbs played in America's conservative political turn, leading to the election of Ronald Reagan?

Class Format: Students will meet with the professor either in assigned pairs or "trios" at a regularly scheduled time each week. Students in pairs will meet for one hour; students in trios will meet for 75 minutes.

Requirements/Evaluation: This class follows a typical tutorial format; every other week, students will write and present orally a 5- to 7-page essay on the assigned readings; on alternate weeks, students will write a 2-page critique. During two of the weeks of the semester (around the middle of the semester and at the end), all students will write papers that explore a common question or theme.

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: History majors and students with course work related to the topic.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 491(D2) AMST 490(D2) HIST 491(D2)

Writing Skills Notes: Students will reflect on what their writing goals are for the semester, and they will receive feedback on their writing from the professor and from their tutorial partner. The final writing assignment will afford students the chance also to reflect back on their previous papers and the semester's course content.

Attributes: AMST Space and Place Electives ENVI Humanities, Arts + Social Science Electives HIST Group F Electives - U.S. + Canada

Spring 2025

TUT Section: T1 TBA Karen R. Merrill

ANTH 216 (F) Cities and Urbanism of the Ancient World (WS)

Cross-listings: GBST 216

Primary Cross-listing

This is a course on cities in the ancient world, which will examine four major ancient urban centers (Nineveh and Nimrud, Iraq; Teotihuacan, Mexico; and Angkor, Cambodia) and end with a sustained, in-depth exploration of urbanism in prehispanic Maya civilization. As more and more people move into cities across the world, human societies are becoming forever transformed. This transformation into an urban globalized world has ancient roots at the beginning of the first civilizations in Euroasia and the Americas. We will delve into the nature of the urban transformation by first exploring sociological and anthropological definitions of urbanism, and recent studies of modern urbanism. We will look at Nineveh, Nimrud, Teotihuacan, and Angkor to consider how ancient urbanism was distinct from modern cities, while at the same time, ancient urbanites had to deal with similar issues as residents of modern cities. We will then examine in more depth the cities of prehispanic Maya civilization, answering such questions as: how different were Maya cities from other premodern ones? Is there one type of Maya city or many? How different was life in Maya cities from life in Maya villages? What were the power structures of Maya cities? How common were immigrants and slaves in these ancient cities?

Requirements/Evaluation: 5-page papers every other week, oral responses on alternate weeks; tutorial attendance is required.

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: first years, sophomores, or majors in Anthropology or Sociology

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

GBST 216(D2) ANTH 216(D2)

Writing Skills Notes: Throughout the semester, writing skills (developing an argument, construction of paragraphs, use of case studies) will be emphasized. An opportunity to rewrite at least one tutorial paper will allow students to actively apply what they are learning.

Attributes: GBST Urbanizing World

Fall 2024

TUT Section: T1 TBA Antonia E. Foias

ANTH 243 (S) Reimagining Rivers (DPE) (WS)

Cross-listings: ENVI 243

Secondary Cross-listing

In the era of climate change and widening inequality, how we live with rivers will help define who we are. Rivers are the circulatory systems of civilization, yet for much of modern history they have been treated as little more than sewers, roads, and sources of power. Today they are in crisis. Rivers and the people who rely on them face a multitude of problems, including increased flooding, drought, pollution, and ill-conceived dams. These problems will threaten human rights, public health, political stability, and ecological resilience far into the future unless we learn to manage rivers more

justly and sustainably. Can we reimagine rivers before it is too late? This course will pursue this question by examining the social, cultural, and political dimensions of conflict over rivers in the twentieth and twenty-first centuries. Drawing on scholarship from a wide range of social science and humanities disciplines and focusing on case studies in Asia, Africa, Europe, and the Americas, it will explore a diverse array of sources: film, fiction, ethnography, history, journalism, and more.

Requirements/Evaluation: Each week, each student will either write a 5-page essay on assigned readings or write a 2-page critique of a partner's paper.

Prerequisites: None

Enrollment Limit: 10

Enrollment Preferences: Environmental Studies majors and concentrators

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 243(D2) ANTH 243(D2)

Writing Skills Notes: Students take turns writing 5-page essays and 2-page responses to those essays, with each writing 6 in total. For each five-page paper, I meet with the student to discuss technical aspects of the paper and specific ways in which it could be improved. At the end of the semester, students have the option of handing in one revised paper as part of a portfolio of papers from throughout the semester. This enables me to have an ongoing, in-depth discussion with each student about their writing skills.

Difference, Power, and Equity Notes: This course focuses on the role of rivers in struggles over cultural difference, social power, and environmental equity. Throughout the course, students read and write extensively about environmental justice, and they engage with diverse theoretical approaches to studying the intersection of water, power, and social identity. Our focus from beginning to end is on the profound impact of river management on the lives of marginalized indigenous, agrarian, and urban communities.

Attributes: ENVI Humanities, Arts + Social Science Electives

Spring 2025

TUT Section: T1 TBA Nicolas C. Howe

ARTH 218 (F) From the Battlefield to the Hermit's Cell: Art and Experience in Norman Europe (WS)

Cross-listings: WGSS 284 / REL 284

Primary Cross-listing

This tutorial provides students with the chance to investigate in-depth three of the most astonishing works of art created during the entire Middle Ages: the Bayeux Tapestry (c.1077-1082), the Cappella Palatina (c.1130s-1166), and the Psalter of Christina of Markyate (1120s-1160s). Created within a hundred years of each other all within territories controlled by the Normans--a warrior dynasty that settled in northern France in the 10th century and then expanded north into England and south into Italy in the 11th and 12th centuries--each of these works is unprecedentedly ambitious in scale, dazzling in its material properties, and survives in its original wholeness, a rarity in the medieval world. Despite these similarities, however, each work is very different from the other two and so sheds light on very different aspects of Norman experience, across Europe. The Bayeux Tapestry, likely made by female embroiderers for a baronial hall, is a giant textile (over 70 meters long) that in gruesome and fascinating detail tells the story of the Norman invasion of England by William the Conqueror in 1066. The Cappella Palatina in Palermo, in turn, commissioned by King Roger II, is a royal chapel covered in sumptuous mosaics that reveals through its decoration and ritual the dynamic interaction of Islamic, Byzantine, and Latin Christian traditions in the multicultural Norman kingdom of Sicily in the 12th century. And the Psalter of Christina of Markyate, a large prayerbook made for the use of a female recluse in southern England, contains 40 full-page paintings and 215 decorated initials, a vast and inventive program of imagery that through its creative profundity helped reshape private devotional art and culture for centuries to come. Through their variety, then, these three objects--an embroidery, a building, and a book--give students insight into the rich array of concerns and aspirations, from the political to the spiritual and from the public to the private, that gave substance and meaning to 11th- and 12th-century European life, for women as well as men. What is more, these three remarkable works of art have been the focus of much interesting scholarship in recent years, so an exploration of some of that literature provides a compelling introduction to the discipline of art history itself, past and present.

Requirements/Evaluation: Participation in discussion; five 4-5-page tutorial papers; five 1-2-page response papers.

Prerequisites: None

Enrollment Limit: 10

Enrollment Preferences: First years and sophomores, but open to all.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 284(D2) REL 284(D2) ARTH 218(D1)

Writing Skills Notes: In this tutorial, students will develop skills of critical reading and focus on how to craft clear and persuasive arguments of their own. To help them achieve these goals, they will receive timely comments on their written work, especially the five 5-7-page papers they will submit, with suggestions for improvement.

Attributes: ARTH pre-1800

Fall 2024

TUT Section: T1 TBA Peter D. Low

ARTS 204 (F) Introduction to Performance Art: Bodies, Borders and Resistance

In this introductory tutorial class, we will explore time, space and politics through the presence of the artist's body as well as the relation between the artist and the audience. We will study the history of Performance Art, beginning with its origins in the early 20th century and leading us to contemporary Performance Art work presented in art contexts and in everyday life. We will read and discuss texts, watch films and videos, attend live events and analyze the role of photography as documentary witness, all via themes of liveness and ephemerality. Using this information as inspiration, we will create our own performances, which will include designing, writing and performing, as well as watching and documenting the performances through photography and video, accumulating in intimate conversations, feedback and critique. Specifically, we will think about and create Performance Art through our own body's lived experiences--exploring the borders of the body through race, gender and ability as well as relationships to place and land--to create, rebel and resist.

Requirements/Evaluation: We will discuss weekly readings and create live performances which will be evaluated throughout the semester. You will be required to create a unique performance art piece for your midterm and final that will also be documented photographically and via video/sound.

Prerequisites: Art Major

Enrollment Limit: 12

Enrollment Preferences: Art Majors

Expected Class Size: 8

Grading: no pass/fail option, no fifth course option

Materials/Lab Fee: \$100-\$200 lab fee charged to term bill. Lab and materials fees for all studio art classes are covered by the Book Grant for all Williams financial aid recipients.

Distributions: (D1)

Fall 2024

TUT Section: T1 T 1:10 pm - 3:50 pm Ohan Breiding

ARTS 254 (S) Architecture as Politics: Space, Design, Technology (DPE)

Cross-listings: ENVI 264

Primary Cross-listing

This course delves into the intersection of architecture as a form of political expression, technology, and their collective impact on societal change. Emphasizing architecture as a discipline deeply intertwined with politics and shaped by technological advancement, this course will examine how a spectrum of art tools--from traditional to digital and computational--helps shape buildings and public spaces, shifts power structures, and hinders or promotes social justice. The curriculum blends theoretical exploration with practical application. Students will engage in critical analysis, technology-driven design workshops, and peer evaluations, culminating in a final project that melds techno-political theory with cutting-edge architectural practices. This course is ideal for students keen on leveraging technological architectural techniques to craft spaces with profound

political and social impact.

Requirements/Evaluation: This is an intensive studio tutorial requiring working outside of scheduled class hours. In this course, students can work with the following media assuming that they can master them for a 200-level course: architecture models (physical and digital), photo reportages, 2D collages (e.g., Photoshop), digital humanities (cartographies, counter mapping, oral histories, digital archives), and curatorial platforms. Students will participate in tutorials plus a final project of significant scope. Evaluation will be based primarily on the quality of the final project but also on participation.

Prerequisites: Drawing I or permission of instructor.

Enrollment Limit: 10

Enrollment Preferences: Studio Art majors, Art History and Studio Art majors, ENVI majors and concentrators.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Materials/Lab Fee: \$350-\$450 lab fee charged to term bill. Lab and materials fees for all studio art classes are covered by the Book Grant for all Williams financial aid recipients.

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTS 254(D1) ENVI 264(D1)

Difference, Power, and Equity Notes: This tutorial will employ theories and approaches from design activism and critical environmental studies to analyze the relationship between space and difference, including, but not limited to, race, class, ethnicity, gender, sexuality, religion, and species. Students will apply these theories and approaches to creating place-based projects.

Spring 2025

TUT Section: T1 TR 11:20 am - 12:35 pm Giuseppina Forte

ARTS 328 (F) The Art of Almost Nothing

In this studio tutorial class, students will create studio art projects by using materials that are mainly not bought but found, repurposed, and/or overlooked and ubiquitous. In this time of extreme material production and consumption, with a great deal being thrown out and unrecoverable, how can we make intentional, creative meaning from what is around us? This class is concerned with impacts on the environment but also with how consumer culture has wielded profound influence in the current production of studio art. How can we engage with our major concerns--aesthetic, topical, critical--and use what is around us mindfully and creatively with desired impact? Some of the artists we will look at: William Pope L., Ana Mendieta, David Hammons, Tania Bruguera, and the Yes Men. This class is a hands-on studio class with weekly assignments.

Class Format: studio class, 3 hours per week

Requirements/Evaluation: projects, assignments, class participation, attendance

Prerequisites: Three studio art classes of any kind at Williams or previous studio experience with permission of instructor

Enrollment Limit: 10

Enrollment Preferences: Any student who has taken at least three or more previous studio art classes at Williams

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Materials/Lab Fee: Under \$100. Lab and materials fees for all studio art classes are covered by the Book Grant for all Williams financial aid recipients.

Distributions: (D1)

Fall 2024

TUT Section: T1 W 10:00 am - 12:50 pm Laylah Ali

ASIA 109 (S) The Art of Yoga: Practice, Philosophy, Politics, Possibilities (DPE)

Cross-listings: THEA 109

Secondary Cross-listing

This course offers an immersive, interdisciplinary approach to hatha yoga, the branch of yoga that emphasizes bodily techniques for channeling energy, and achieving balance and quietude. It has been practiced and theorized variously in South Asia since ancient times. More recently, beginning in the late 19th century, it has been popularized throughout the globe, and has served as a source of inspiration for artists in various disciplines, including the theatre. Our work will follow four interrelated paths that will provide a broad context for our own experience and offer us tools for developing creativity: 1) We will dedicate ourselves to the careful study of the physical practice of yoga asanas, giving emphasis to biomechanical principles of alignment. Our study will include some basics of yoga anatomy; 2) We will study some allied philosophical principles, as they emerge from the Sanskrit text, Patanjali's *Yoga Sutras*, and some current commentaries on that text, by means of expanding the significance of our practice to all areas of our lives; 3) We will attend to the cultural politics of yoga by discussing new scholarship on its ancient origins as well as critical inquiry about how issues of appropriation, Orientalism, and racism shape its current manifestations; 4) We will examine how artists have incorporated elements of yoga into their practice. To explore how yoga might support our own artistic and innovative thinking, we will pair our practice with creative exercises. In this way, the course aims to explore the relationship of theory and practice. It will be of interest to students in the arts and anyone interested in fostering artistry and the imagination. Students must be prepared to engage in a physical practice of asana, as well as commit to reading, writing, and discussion. No previous experience with yoga is required.

Requirements/Evaluation: Students will write 3-page weekly papers, either in response to readings or embodied exercises, or the tutorial partner's essay. Written feedback will be given by instructor. Students will be expected to demonstrate that they are regularly practicing outside of class both by the quality of questions they bring to our sessions together, as well as their continuous refinement of the poses. Students will not be evaluated in relation to a standard, but according to their own dedicated and steady progress with respect to the experience of yoga practice. The evaluation process includes attendance.

Prerequisites: Prospective students will be asked to submit an online form with questions about their interest in the class.

Enrollment Limit: 10

Enrollment Preferences: Preference will be given to first-year students.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Materials/Lab Fee: \$50 for yoga mat, belt, and balls.

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

THEA 109(D1) ASIA 109(D1)

Difference, Power, and Equity Notes: Throughout the course we will reflect on the ways in which the knowledge created through yogic practice and philosophy disrupts and provincializes European epistemological systems. Moreover, we will engage in critical inquiry into the ways in which the global popularity of yoga is shaped by colonial legacies of Orientalist representation, as well as contemporary modes of cultural appropriation and consumerism.

Spring 2025

TUT Section: T1 TBA Shanti Pillai

ASIA 111 (S) The Asia-Pacific War (WS)

Cross-listings: HIST 112

Secondary Cross-listing

The "Asia-Pacific War," as it is known in Japan, raged from the full-scale Japanese invasion of China in 1937 until Japan's total defeat in 1945. This war, though certainly tied to the Allied war against Germany and Italy, was viewed by many participants at the time as truly a war apart due to the immense distances involved, the gleeful, racism-fueled brutality on both sides of the conflict, and the resultant abuses of POWs, use of atomic weapons, and other atrocities. Students will explore the intersection of colonialism, racism and opportunism that fed the conflagration, and the remarkable rapprochement between American and Japanese former enemies immediately after the war. It will examine in depth the roles of China and the USSR in this conflict, which are often mentioned but functionally ignored in the West. It will cover the various warzones and home fronts, focusing as much as possible on conveying the experiences of participants through primary sources. It will likewise seek to bridge the *analysis* of the military and socio-political sides of this conflict, which are often treated as distinct, by drawing on key academic works in the field.

Requirements/Evaluation: Weekly meetings with professor and one peer partner; 5-page papers (6 total); 2-page critiques of partner's papers (6 total)

Prerequisites: None

Enrollment Limit: 10

Enrollment Preferences: History majors and Asian Studies concentration students, then everyone else.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 112(D2) ASIA 111(D2)

Writing Skills Notes: Students will alternate weekly between writing 5-page tutorial papers and 2-page critiques of their peers' writing. Formal writing assignments throughout the semester will total at least 40 pages. Students will receive regular written feedback on their writing from the professor, as well as oral critiques from the professor and tutorial partners.

Attributes: HIST Group B Electives - Asia

Spring 2025

TUT Section: T1 TBA Viktor Shmagin

ASIA 351 (S) Disinterest in the Bhagavad Gita

Cross-listings: ENGL 353 / COMP 313 / REL 353

Secondary Cross-listing

In this course, students will read the *Bhagavad Gita* alongside selected responses to it. These responses range from philosophical and theological commentaries written in Sanskrit by Shankaracharya, Abhinavagupta, and Ramanuja, to later "Bhakti" poetic responses in other Indian languages, to 18th and 19th century European aesthetic and political commentary (Herder, Schlegel, Hegel), to the work of 20th century commentators like M.K. Gandhi, B.G. Tilak, B.R. Ambedkar and D.D. Kosambi. We will examine the *Gita's* theory of action and the place of disinterest in this theory. We will inquire into the social, metaphysical, and political conditions of possibility of such disinterestedness, and think about disinterestedness itself as a condition for political action and aesthetic experience. Finally, we will reflect on how such a comparative history of interpretation might help us model a dialectical history of thought.

Requirements/Evaluation: Weekly meetings, weekly reading; weekly essay or response. Attendance in 2-3 lectures over the semester.

Prerequisites: No prerequisites

Enrollment Limit: 10

Enrollment Preferences: Majors in English and Comparative Literature; Religion, Classics, or Philosophy majors; Sophomores looking to major in any of these.

Expected Class Size: 8-10

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 353(D1) COMP 313(D1) REL 353(D2) ASIA 351(D1)

Attributes: ENGL Literary Histories A

Spring 2025

TUT Section: T1 TBA Paresh Chandra

ASIA 481 (F) History of Taiwan (WS)

Cross-listings: HIST 481

Secondary Cross-listing

Almost all discussions of contemporary Taiwan reference the fierce debate over its sovereignty and international status: is the island of Taiwan an independent nation, or an "inalienable part" of the much larger and more powerful People's Republic of China? Part of the argument for Taiwan's

separate nationhood derives from its claim to a unique history different from that of the P.R.C.. In this tutorial course, we will look closely at the distinctive aspects of Taiwan's history that underlie this claim, including its aboriginal populations, maritime history, experience of Japanese colonialism, settlement by mainland Chinese after World War II, role in the Cold War, and the development of a Taiwanese ethnic and political identity in the postwar period. We will also examine contemporary arguments for Taiwan as part of China. The goal of the course is neither to debate nor resolve the "Taiwan question", but to explore the history and historical arguments that inform it.

Requirements/Evaluation: weekly papers and critiques

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: History and Asian Studies majors/concentrators

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 481(D2) ASIA 481(D2)

Writing Skills Notes: In this tutorial course, students will write bi-weekly 5- to 7-page papers with feedback from both the instructor and tutorial partner. Students will revise one of their tutorial papers as a final assignment. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Attributes: HIST Group B Electives - Asia

Fall 2024

TUT Section: T1 TBA Anne Reinhardt

ASTR 402 (S) Between the Stars: The Interstellar Medium (QFR)

The matter between the stars--the interstellar medium--tells the story of the evolution of galaxies and the stars within them. Stars are accompanied by diffuse matter all through their lifetimes, from their birthplaces in dense molecular clouds, to the stellar winds they eject as they evolve, and to their final fates as they shed their outer layers, whether as planetary nebulae or dazzling supernovae. As these processes go on, they enrich the interstellar medium with the products of the stars' nuclear fusion. Interpreting the emission from this interstellar gas is one of astronomers' most powerful tools to measure the physical conditions, motions, and composition of our own galaxy and others. In this course we will study the interstellar medium in its various forms, from cold, dense, star-forming molecular clouds to X-ray-emitting bubbles formed by supernovae. We will learn about the physical mechanisms that produce the radiation we observe, including radiative ionization and recombination, collisional excitation of "forbidden" lines, collisional ionization, and synchrotron radiation. Applying our understanding of these processes, we will analyze the physical conditions and chemical compositions of a variety of nebulae. Finally, we will discuss the evolution of interstellar material in galaxies across cosmic time. This course is observing-intensive. Throughout the semester, students will work in small groups to design, carry out, analyze, and critique their own observations of the interstellar medium taken using the rooftop telescope.

Class Format: Tutorial meetings will be scheduled with the professor. Students will also complete observing projects using the rooftop telescope.

Requirements/Evaluation: weekly problem sets, 10-page final paper, and observing projects

Prerequisites: ASTR 111 and PHYS 201 or permission of instructor

Enrollment Limit: 10

Enrollment Preferences: juniors and seniors

Expected Class Size: 6

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: In this course, students will derive quantitative physical formulas, use these equations to calculate and compare physical properties, and generate and analyze graphical representations of data. They will also make and analyze measurements of astronomical data through observing projects.

Spring 2025

BIOL 209 (F) Animal Communication (WS)

Cross-listings: NSCI 209

Primary Cross-listing

Animal communication systems come in as many varieties as the species that use them. What they have in common are a sender that encodes information into a physical signal and a receiver that senses the signal, extracts the information, and adjusts its subsequent behavior accordingly. This tutorial will consider all aspects of communication, using different animal systems to explore different aspects of the biology of signaling. Topics will include the use of syntax to carry meaning in chickadee calls, synchronous signaling by fireflies, gestural communication by primates, long-distance chemical attractants that allow male moths to find the object of their desire, and cultural evolution within learned signaling systems.

Requirements/Evaluation: evaluation will be based on five 5-page papers, five short response papers, and the student's effectiveness in tutorial discussions.

Prerequisites: BIOL 101 and 102; open to sophomores, juniors, and seniors

Enrollment Limit: 10

Enrollment Preferences: Biology majors and Neuroscience concentrators who need a Biology elective to complete the concentration; then sophomores.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

NSCI 209(D3) BIOL 209(D3)

Writing Skills Notes: This course is a tutorial, and each student will write five position papers and five response papers. Extensive feedback will be provided; students will be required to rewrite one position paper, and may rewrite any of them.

Attributes: COGS Related Courses NSCI Group A Electives

Fall 2024

TUT Section: T1 TBA Heather Williams

BIOL 440 (S) Cell Signaling and Tissue Engineering: A Potential Fountain of Youth? (WS)

It is a long quest of mankind to have a healthy and long life but it is inevitable that our bodies lose function due to injury, disease or as we grow old. At the heart of tissue engineering is the idea that we can restore tissue function by replacing with or rebuild the right structure. To artificially generate tissues, organs or even organisms, one fundamental question must be addressed: How do our different organs, composed of cells with the identical genetic information, develop into such functionally different organs? Through the lens of tissue engineering, we will explore the mechanism by which cells sense the surrounding physical and chemical cues, and respond by changing their gene expression and consequent behaviors. We will devote most of our discussion to the scientific rationale and challenges of tissue engineering. Topics to be covered include 3D organoids in regenerative medicine, disease modeling, biobanking and drug discovery, computational modeling of stem cell dynamics, tissue growth and pattern formation, mechanotransduction, biomaterial fabrication, immunomodulation and cultured meat. Bioengineering of bone and cartilage, cardiovascular and nervous systems, etc. will be presented as case studies to illustrate details of certain aspects of tissue engineering in the broader context of the overall strategic approach used to solve a clinical problem. We will also consider the role of social factors like legislative regulation, health care philosophy, ethics and economics in the process of moving concept into the clinic and market.

Requirements/Evaluation: six 4-5 page papers; six 1-2 page response papers; tutorial presentations; contribution to the intellectual enterprise

Prerequisites: BIOL202 or permission of instructor

Enrollment Limit: 10

Enrollment Preferences: Junior and seniors, with preference to senior Biology majors who have not had a 400-level course

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (WS)

Writing Skills Notes: Each student will write six 4-5 page papers that address questions given by the professor and six 1-2 page critiques of their tutorial partner's papers, either adding to or refuting the main points made. Both papers and critiques will receive feedback from professor regarding structure, style and argument. As a final assignment, each student will write a paper that requires synthesizing/ revising their ideas from the previous five papers and also a peer review of their partner's final paper.

Attributes: BIMO Interdepartmental Electives

Spring 2025

TUT Section: T1 TBA Pei-Wen Chen

COMP 129 (S) James Baldwin's Song

Cross-listings: MUS 179 / AFR 128

Secondary Cross-listing

"It is only in his music [. . .] that the Negro in America has been able to tell his story. It is a story which otherwise has yet to be told and which no American is prepared to hear," wrote James Baldwin in *Notes of a Native Son* in 1955. In this course, we strive to listen more closely to racialized experience through James Baldwin's musical literature. Through analysis and creation of music, we hope to better understand cultural difference and collective humanity. In this course, we closely analyze James Baldwin's use of song names, creation of musician characters, and replication of musical elements in his writing. Baldwin's musical word play crosses historical and genre boundaries. So we will explore texts from his early to late career, such as the gospel music of his youth in the semi-autobiographical novel *Go Tell It on the Mountain*, the metaphor of the blues in the play written during the civil-rights movement *Blues for Mr. Charlie*, the jazz musician protagonist in "Sonny's Blues" written after World War II in Paris, and his only musical recording in *A Lover's Question* set down near the end of his life. In addition to closely analyzing James Baldwin's attention to music throughout his literature, students will learn basic music writing and production skills. The tutorial will draw on a range of musical resources, including playlists, music workshops, guest lectures and performances. All of these resources will guide students to a more attuned hearing not only of music but also of the African American experience it reflects. By the end of the course, students will have written several short 1-2 page close analysis essays and song lyrics. For their final project, students will produce an original song based on key insights from the course. No musical experience is required, though an openness to learn and practice songwriting is expected.

Requirements/Evaluation: Several short 1-2 page close analysis essays of Baldwin's work, oral peer feedback presentations, song lyrics, and an original song composition for the final project

Prerequisites: None

Enrollment Limit: 10

Enrollment Preferences: This course is specifically for first-year students and they will receive preference in this class; a statement of interest will be solicited from pre-registrants.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

MUS 179(D1) AFR 128(D2) COMP 129(D1)

Attributes: AFR Core Electives

Spring 2025

TUT Section: T1 TBA Rashida K. Braggs

COMP 227 (F) Outdoor Pools: Where Eros Meets Thanatos (WS)

In an outdoor swimming pool is where Eros meets Thanatos: in both F. Scott Fitzgerald's novel *The Great Gatsby* (1925) and Billy Wilder's movie *Sunset Boulevard* (U.S.A., 1950), the protagonists are shot dead in their pool, and in his adaptation of *Romeo and Juliet* (U.S.A., 1996) Baz Luhrmann transposes the balcony scene to an outdoor pool where romance unfolds. What is it about outdoor swimming pools that they irremediably capture our imagination? This interdisciplinary tutorial explores the function and significance of outdoor swimming pools in French, German, and U.S. culture through literature, painting, photography, and film. Whether we regard them as a symbol of status and wealth, the remnants of Hollywood's Golden Age era, the embodiment of order and discipline, or a major environmental impact factor, they nevertheless fascinate us. Because outdoor swimming

pools, whether private or public, are a microcosm of society and a metaphor for human civilization, they have also been at the center of discussions about racial segregation and religious discrimination in Europe as well as in the U.S.A.. Although pools are mostly governed by tacit rules, such as respect for personal space and the desexualization of encounters, visitors have often disregarded and broken these regulations. That explains why outdoor swimming pools have often served as the perfect backdrop for literature and cinema's steamiest and most violent scenes. We will start the course with a brief social history of pools and read a few sociological studies of swimming pools by experts (Jeff Wiltse, Kate Moles, Susie Scott) to lay the theoretical ground for our analysis. In the course of the tutorial, we will explore through novels, photographs, paintings, and films the various functions assigned to outdoor swimming pools depending on the time period. We will also delve into the genre of summer pool side literature (the satirical *Summer House with Swimming Pool* (2011) by Hermann Koch, the thriller *The Swimming Pool* (2018) by Clare Mackintosh, and Julie Otsuka's latest novel, *The Swimmers* (2022)) and try to explain its great popularity. While the outdoor pool functions as a mirror of excess and decadence in the 1920's as evidenced by the lavish pool parties thrown by *The Great Gatsby* by F. Scott Fitzgerald (1925), it becomes the epitome of white middleclass suburban life in the 60's as John Cheever's short story *The Swimmer* narrates. During the 1970's, the pool advances as a symbol of sexual liberation as the erotic thriller *The Swimming Pool* (France, 1969) by Jacques Deray, the sexually charged pool paintings *Peter Getting Out of Nick's Pool* (1966) or *Portrait of an Artist (Pool with Two Figures)* (1972) by David Hockney, or the male nudes by Tom Bianchi in his *Fire Island Pines: Poloroids 1975-1983* attest. In the 1980's the outdoor pool becomes once more the mirror of opulence and eroticism, which Helmut Newton's photographs of Hollywood celebrities (Liz Taylor swimming in her jewels) and for Playboy magazine capture as well as Paul Thomas Anderson's film *Boogie Nights* (U.S.A.,1997) about the booming porn industry during the Reagan-era. Starting in the late 90's, the outdoor swimming pool takes on greater political significance, largely due to the emergence and increasing visibility of female and gay filmmakers. In François Ozon's thriller *Swimming Pool* (France, 1996), the pool is the setting of female solidarity and feminist revenge. In her character study movie *Everyone else* (Germany, 2009), Maren Ade carefully examines how gender roles and stereotypes play out and get reinforced during a pool party. At last, in her recent comedy *Freibad*, (Germany, 2022) Doris Dorrie chooses a women-only public outdoor pool as the backdrop to raise questions of racial segregation and religious discrimination

Requirements/Evaluation: six 5- to 7-page argumentative papers; six 2- to 3-page response papers; final paper optional

Prerequisites: None

Enrollment Limit: 10

Enrollment Preferences: Freshmen, sophomores, and juniors

Expected Class Size: 8

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (WS)

Writing Skills Notes: Each student will write five 5- to 7-page papers on which they will receive written feedback regarding grammar, style, and argument. Each student will write five 3-page critiques of their partners' papers. As the final assignment, each student will revise one of their five papers.

Fall 2024

TUT Section: T1 TBA Christophe A. Koné

COMP 231 (F) Postmodernism (WS)

Cross-listings: ENGL 266

Primary Cross-listing

In one definition, postmodernism in art and literature is what you get when you combine modernism's radical experimentation with pop culture's easy appeal. This term has been used to describe works from Andy Warhol's paintings of Campbell's soup cans and Jean Baudrillard's critical essays on Disneyland to Murakami Haruki's euphoric conspiracy novels. Theorists of the postmodern have argued that it represents not only a radical change in aesthetic sensibilities, but a fundamentally new relationship between art, language, and society. In this tutorial, we will read some of the most important theoretical essays defining the postmodern (essays which themselves often embrace this playful and sometimes ironic style), and we will pair them with artistic texts that are said to illustrate the features of postmodernism. The latter will be mainly novels and short stories from around the world, but one feature of this theory is a flattening of the distinction between high and low culture as well as between the written and the visual, so we will also examine examples from architecture, visual art, and/or broader pop culture. Texts will include essays by critics like Jean Baudrillard, Fredric Jameson, Jean-François Lyotard, and Azuma Hiroki; novels and short stories by writers like Don DeLillo, Italo Calvino, and Murakami Haruki; painting and sculpture associated with Pop Art and Superflat; the architecture of Williamstown-area museums; etc. Writing assignments will focus on reading the theoretical texts closely and applying their ideas to the artistic texts in creative and interesting ways. Open to sophomores as well as advanced students.

Class Format: After an introductory lecture meeting, students will meet with the instructor in pairs for approximately an hour each week.

Requirements/Evaluation: participation plus 4 papers (4-5 pages), 2 short papers (1-2 pages), and 4 peer critiques (1 page)

Prerequisites: a previous literature or critical theory course at Williams plus sophomore standing or higher, or permission of instructor

Enrollment Limit: 10

Enrollment Preferences: Comparative Literature majors, students with a demonstrated interest

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 266(D1) COMP 231(D1)

Writing Skills Notes: Students will write several regularly spaced papers that build on one another by revisiting, extending, and/or rewriting earlier material. Students will receive detailed written feedback from the instructor on each paper, addressing argument, organization, and style, as well as written peer feedback on the longer papers. (See requirements for details about the number and type of assignments.)

Attributes: ENGL Criticism Courses

Fall 2024

TUT Section: T1 TBA Christopher A. Bolton

COMP 236 (S) Narrating Color: Black Women Sing and Write About Complexion

Cross-listings: WGSS 206 / AFR 202

Secondary Cross-listing

Colorism, skin color discrimination where light skin is privileged over dark skin, is not a new phenomenon, but globally entrenched in our society and one of the many vestiges of white supremacy. For Black Americans of all backgrounds, colorism is a familiar and a living legacy concretized by the institution of slavery in the Americas. Although some believe that we are "post-color," similarly to those that naively believe we are "post-race," one can look to the recent example of misogynoir (misogyny directed at Black women) and skin color politics that Meghan Markle, the Duchess of Sussex, has faced at the hands of the British Monarchy, that her light-skinned color, biraciality, and class privileges couldn't protect her from. Alternatively, we can look at the numerous examples of colorism and anti-Black racism that tennis icon Serena Williams is subjected to because of her dark-brown skin complexion and body shape. One cannot fully understand the issue of colorism without understanding that it is an outgrowth or an extension of anti-Black racism firmly rooted in white supremacy, and so insidious that it impacts all aspects of Black life. Examining colorism through literary texts and music, provides a depth of understanding that both compliments and expands these empirical studies. Literature and music provide the narratives and rhythm that paint a vivid picture of the many ways that colorism impacts the lives of Black people. Through the methods of literary and rhetorical criticism we will examine the works of five Black women authors and music artists that take up issues around colorism and passing. We will explore, Toni Morrison's, *The Origins of Others* (2017), Brit Bennett's, *The Vanishing Half* (2020), Tressie McMillian Cottom's, *Thick* (2019), Marita Golden's, *Don't Play in the Sun* (2004), Yaba Blay's, *One Drop: Shifting the Lens on Race* (2021), Nina Simone's, "Four Women" (1966) and "Young, Gifted and Black" (1958), Sara Martin's, "Mean Tight Mama" (1927), India.Arie's, "Brown Skin" (2001), Azealia Banks' "Liquorice" (2012), and Beyoncé's "Creole" (2012), "Formation" (2016) and "Brown Skin Girl" (2020). By examining colorism in both literature and music, it will give first year students a foundational and nuanced understanding of skin tone bias and equip them with the tools to critically engage literary and music texts.

Requirements/Evaluation: Three, short papers (4-5 pages) discussing aspects of the readings and songs; three response papers to tutorial partner's papers (2 pages long); two, video essays; two, Twitter threads explaining aspects of one of the books and one of the songs; and a curated playlist of songs that would serve as accompaniment to one of the texts from the class.

Prerequisites: N/A

Enrollment Limit: 10

Enrollment Preferences: This class is specifically designed for first year students. Sophomores can register only with advanced permission.

Expected Class Size: 8-10

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 206(D2) AFR 202(D2) COMP 236(D1)

Attributes: AFR Core Electives AFR Culture, Performance, and Popular Technologies

Spring 2025

TUT Section: T1 TBA VaNatta S. Ford

COMP 268 (S) The Contemporary African American and Latin American Novella (WS)

Cross-listings: ENGL 243

Secondary Cross-listing

This tutorial examines how the novella has been deployed in the African American and Latin American contexts in our present century. Throughout the term, we will grow a vocabulary to understand how, from the perspective of craft, an elongated brevity can often lend itself, perhaps counterintuitively, to such an immersive reading experience. We will also contemplate why so many of the texts appear focused on countering established historical narratives. What unique possibilities does the form of the novella offer in this regard? In these explorations, we will encounter novellas from, among others, César Aira, Yuri Herrera, Jocelyn Nicole Johnson, Gayl Jones, John Keene, Bruna Dantas Lobato, Toni Morrison, and Alejandro Zambra. These readings will be paired with brief critical texts that will frame the essays to be written each week.

Requirements/Evaluation: five tutorial essays (4-5 pages); five responses to partners tutorial essays; thoughtful participation in tutorial meetings

Prerequisites: A 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam, or permission of the instructor.

Enrollment Limit: 10

Enrollment Preferences: Sophomores, but juniors and seniors are also welcome.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 268(D1) ENGL 243(D1)

Writing Skills Notes: Beyond the quantity of assigned writing, significant class time will be spent covering strategies for effective and persuasive academic writing. Throughout the semester, students will receive written feedback from the instructor with specific suggestions for revision and improvement.

Attributes: AMST Arts in Context Electives ENGL Criticism Courses ENGL Literary Histories C

Spring 2025

TUT Section: T1 TBA Ricardo A Wilson

COMP 313 (S) Disinterest in the Bhagavad Gita

Cross-listings: ENGL 353 / REL 353 / ASIA 351

Secondary Cross-listing

In this course, students will read the *Bhagavad Gita* alongside selected responses to it. These responses range from philosophical and theological commentaries written in Sanskrit by Shankaracharya, Abhinavagupta, and Ramanuja, to later "Bhakti" poetic responses in other Indian languages, to 18th and 19th century European aesthetic and political commentary (Herder, Schlegel, Hegel), to the work of 20th century commentators like M.K. Gandhi, B.G. Tilak, B.R. Ambedkar and D.D. Kosambi. We will examine the *Gita's* theory of action and the place of disinterest in this theory. We will inquire into the social, metaphysical, and political conditions of possibility of such disinterestedness, and think about disinterestedness itself as a condition for political action and aesthetic experience. Finally, we will reflect on how such a comparative history of interpretation might help us model a dialectical history of thought.

Requirements/Evaluation: Weekly meetings, weekly reading; weekly essay or response. Attendance in 2-3 lectures over the semester.

Prerequisites: No prerequisites

Enrollment Limit: 10

Enrollment Preferences: Majors in English and Comparative Literature; Religion, Classics, or Philosophy majors; Sophomores looking to major in any of these.

Expected Class Size: 8-10

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 353(D1) COMP 313(D1) REL 353(D2) ASIA 351(D1)

Attributes: ENGL Literary Histories A

Spring 2025

TUT Section: T1 TBA Paresh Chandra

DANC 210 (F) LET'S MAKE A DANCE: Dance Making and Re-Making

This tutorial is designed for both first-time dance makers as well as more experienced dance students who seek the opportunity to practice dance making in a structured, intimate setting. Any genre or style of dance may be explored. Projects are designed primarily to empower the creator to clarify the intent and vision for their work. Central to this is the practice of giving and receiving feedback, using Liz Lerman's Critical Response Process (CRP). Tutorial partners will be active artistic advisors for each others' projects. Projects may include solo and group work, site-specific dance making, and creating in collaboration. Students are expected to rigorously build upon and revise their work(s) in three possible roles: artist, responder, and facilitator. Studying the work and philosophies of dance makers in a variety of genres, such as Akram Khan, Pina Bausch, Camille A. Brown, and William Forsythe will give further context to our work. Weekly presentation of assignments, active participation in CRP sessions, reading assignments, identifying to the group one's intended goal(s) for the week, written reflection on sessions, and final showing will be required. The full class will meet periodically for group feedback.

Class Format: plus one periodic full class meeting

Requirements/Evaluation: weekly presentation of assignments, participation in CRP sessions, identifying to the group one's intended goal, written reflection on sessions, and final showing

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: Students with some prior dance experience in technique and/or performance; no experience with choreography is required

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Fall 2024

TUT Section: T1 TBA Erica Dankmeyer

DANC 302 (S) Moving Words, Wording Dance (DPE) (WS)

Cross-listings: ENGL 335

Primary Cross-listing

How can we capture the "liveness" of dance and performance through writing? How can the spoken and written word promote a deeper understanding of felt emotions expressed through embodied practice? In this tutorial, we will explore different modes of writing about performance such as ethnography, non-fiction, and performative writing. While there will be skill-based goals and a set outline for the tutorial, core texts that will anchor the conversations and paired writing assignments will be selected according to the interests of enrolled students. Texts will be complemented with visual materials and/or virtual conversation with artist-scholars to encourage a multilayered experience with writing about performance. The course is reading and writing intensive, and oriented towards juniors, seniors, and those with deep interest in analytical and creative writing. Students will (i) read several monographs during the semester, (ii) produce creative and critical writing (at least 5-6 pages every two weeks and a longer final essay) (iii) be committed to the peer review and revision process of their own work and that of their writing partners, and (iv) participate in discussions about course materials and reflections about their writing process.

Class Format: enrollment in the course will require each student to have in-person or zoom meeting with the instructor before the first class meeting, and attendance in the first organizational meeting or class session.

Requirements/Evaluation: This tutorial is reading and writing intensive, and oriented towards juniors, seniors, and those with deep interest in analytical and creative writing. Students will (i) read several monographs during the semester, (ii) produce creative and critical writing (at least 5-6 pages every two weeks and a longer final essay) (iii) be committed to the peer review and revision process of their own work and that of their writing partners, and (iv) participate in discussions about course materials and reflections about their writing process.

Prerequisites: none

Enrollment Limit: 8

Enrollment Preferences: Juniors and seniors, and those with specific interest in performance, creative, and analytical writing. Prior dance or performance experience not required.

Expected Class Size: 6

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 335(D1) DANC 302(D1)

Writing Skills Notes: Each student will write three 5- to 6- page papers on which the professor and peers will provide critical feedback on content, style, and form. After each cycle of feedback, students will have the option to submit a revision, and discuss the revision process and the revised paper. As the final assignment, students will select one of the three papers to develop into a longer essay, which will be 10-15 pages.

Difference, Power, and Equity Notes: The monographs that will anchor the tutorial engage with politics of identity as it manifests in both staged and in everyday performances. The introductory points of exploration and the objects of analysis in the course are bodies in motion. So our inquiry throughout the semester will necessarily include how bodies "make meaning" in a network of power relationships within the context of historical associations to markers of race, class, gender, sexuality, and socially constructed differences

Spring 2025

TUT Section: T1 TBA Munjulika R. Tarah

ECON 219 (S) Global Economic History (WS)

What generated the rise of agricultural civilizations and early empires in the ancient world? Why did Western Europe--and not China, India, or the Middle East--first experience the Industrial Revolution? Why did Latin America stagnate over the 20th century, while Japan and eventually China and India boomed? What explains the historical success of the US economy? Why did the Soviet Union rise and fall? And why was African economic growth slow for so long before taking off in recent decades? These and other questions will guide our exploration of global economic development over the past several millennia. Our focus will be broadly comparative across space and time, with an emphasis on how institutions, resource endowments, culture, technology, and market forces help explain economic differences and change around the world. Throughout the course, we will draw on micro and macroeconomic concepts and simple empirical tools to understand and interpret the historical roots of the modern global economy.

Class Format: tutorial; weekly one hour meetings in groups of two

Requirements/Evaluation: evaluation will be based on five 5- to 6-page papers, critiques of fellow students' papers, a longer revision of a paper, and engagement in discussion

Prerequisites: ECON 110 and ECON 120 or equivalent courses subject to instructor approval

Enrollment Limit: 10

Enrollment Preferences: first-year students and sophomores intending to major in Economics and/or History

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

Writing Skills Notes: This tutorial course requires students to write five 5-7-page papers, to write 1-2 page responses to their tutorial partner's papers, and to revise and extend one of their papers into a larger final paper of approximately 10-12 pages. Along the way, I offer detailed comments on all of their writing, with an eye towards producing a very polished final paper.

Attributes: GBST Economic Development Studies

Spring 2025

TUT Section: T1 TBA Steven E. Nafziger

ECON 375 (S) Inclusive Growth and Crisis Response: The Role of Social Protection Systems

Cross-listings:

Secondary Cross-listing

Over the past three decades, developing countries have increasingly expanded social protection systems to tackle poverty and vulnerability while promoting inclusive social development and equitable economic growth. These systems provide pro-poor policy instruments that can balance trade and labor market reforms, fiscal adjustments (such as reduced general subsidies) and other economic policies aimed at enabling better market performance. In addition, social protection systems help vulnerable people to cope with shocks to their livelihoods, promoting resilience, human capital development and sometimes high-return risk-taking. In times of crisis, these systems are more important than ever. From March to June 2020, the World Bank identified 195 countries that have adapted and expanded their social protection systems to respond to the COVID-19 pandemic. This tutorial offers the opportunity to explore how shock-responsive social protection systems can better enable developing countries to respond to global and local shocks in a manner that minimizes the medium- to long-term costs of the resulting crises. The tutorial examines how developing countries build social protection systems to tackle poverty, vulnerability and social exclusion that result from global and local shocks. Topics include how the design and implementation of effective interventions both respond to crises and strengthen long-term developmental outcomes. The tutorial focuses on country responses to the COVID-19 pandemic as both a relevant case study and an example of the kinds of global crises to which national social protection systems must be able to respond in the future.

Requirements/Evaluation: Students will write five papers during the term, and will prepare and deliver formal comments on five papers written by other students

Prerequisites: ECON 251 or ECON 252

Enrollment Limit: 10

Enrollment Preferences: CDE Fellows; Junior and senior Economics majors at instructor's discretion.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ECON 532(D2) ECON 375(D2)

Spring 2025

TUT Section: T1 TBA Michael Samson

TUT Section: T1 TBA Michael Samson

ENGL 243 (S) The Contemporary African American and Latin American Novella (WS)

Cross-listings: COMP 268

Primary Cross-listing

This tutorial examines how the novella has been deployed in the African American and Latin American contexts in our present century. Throughout the term, we will grow a vocabulary to understand how, from the perspective of craft, an elongated brevity can often lend itself, perhaps counterintuitively, to such an immersive reading experience. We will also contemplate why so many of the texts appear focused on countering established historical narratives. What unique possibilities does the form of the novella offer in this regard? In these explorations, we will encounter novellas from, among others, César Aira, Yuri Herrera, Jocelyn Nicole Johnson, Gayl Jones, John Keene, Bruna Dantas Lobato, Toni Morrison, and Alejandro Zambra. These readings will be paired with brief critical texts that will frame the essays to be written each week.

Requirements/Evaluation: five tutorial essays (4-5 pages); five responses to partners tutorial essays; thoughtful participation in tutorial meetings

Prerequisites: A 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam, or permission of the instructor.

Enrollment Limit: 10

Enrollment Preferences: Sophomores, but juniors and seniors are also welcome.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 268(D1) ENGL 243(D1)

Writing Skills Notes: Beyond the quantity of assigned writing, significant class time will be spent covering strategies for effective and persuasive academic writing. Throughout the semester, students will receive written feedback from the instructor with specific suggestions for revision and improvement.

Attributes: AMST Arts in Context Electives ENGL Criticism Courses ENGL Literary Histories C

Spring 2025

TUT Section: T1 TBA Ricardo A Wilson

ENGL 266 (F) Postmodernism (WS)

Cross-listings: COMP 231

Secondary Cross-listing

In one definition, postmodernism in art and literature is what you get when you combine modernism's radical experimentation with pop culture's easy appeal. This term has been used to describe works from Andy Warhol's paintings of Campbell's soup cans and Jean Baudrillard's critical essays on Disneyland to Murakami Haruki's euphoric conspiracy novels. Theorists of the postmodern have argued that it represents not only a radical change in aesthetic sensibilities, but a fundamentally new relationship between art, language, and society. In this tutorial, we will read some of the most important theoretical essays defining the postmodern (essays which themselves often embrace this playful and sometimes ironic style), and we will pair them with artistic texts that are said to illustrate the features of postmodernism. The latter will be mainly novels and short stories from around the world, but one feature of this theory is a flattening of the distinction between high and low culture as well as between the written and the visual, so we will also examine examples from architecture, visual art, and/or broader pop culture. Texts will include essays by critics like Jean Baudrillard, Fredric Jameson, Jean-François Lyotard, and Azuma Hiroki; novels and short stories by writers like Don DeLillo, Italo Calvino, and Murakami Haruki; painting and sculpture associated with Pop Art and Superflat; the architecture of Williamstown-area museums; etc. Writing assignments will focus on reading the theoretical texts closely and applying their ideas to the artistic texts in creative and interesting ways. Open to sophomores as well as advanced students.

Class Format: After an introductory lecture meeting, students will meet with the instructor in pairs for approximately an hour each week.

Requirements/Evaluation: participation plus 4 papers (4-5 pages), 2 short papers (1-2 pages), and 4 peer critiques (1 page)

Prerequisites: a previous literature or critical theory course at Williams plus sophomore standing or higher, or permission of instructor

Enrollment Limit: 10

Enrollment Preferences: Comparative Literature majors, students with a demonstrated interest

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 266(D1) COMP 231(D1)

Writing Skills Notes: Students will write several regularly spaced papers that build on one another by revisiting, extending, and/or rewriting earlier material. Students will receive detailed written feedback from the instructor on each paper, addressing argument, organization, and style, as well as written peer feedback on the longer papers. (See requirements for details about the number and type of assignments.)

Attributes: ENGL Criticism Courses

Fall 2024

TUT Section: T1 TBA Christopher A. Bolton

ENGL 335 (S) Moving Words, Wording Dance (DPE) (WS)

Cross-listings: DANC 302

Secondary Cross-listing

How can we capture the "liveness" of dance and performance through writing? How can the spoken and written word promote a deeper understanding of felt emotions expressed through embodied practice? In this tutorial, we will explore different modes of writing about performance such as ethnography, non-fiction, and performative writing. While there will be skill-based goals and a set outline for the tutorial, core texts that will anchor the conversations and paired writing assignments will be selected according to the interests of enrolled students. Texts will be complemented with visual materials and/or virtual conversation with artist-scholars to encourage a multilayered experience with writing about performance. The course is reading and writing intensive, and oriented towards juniors, seniors, and those with deep interest in analytical and creative writing. Students will (i) read several monographs during the semester, (ii) produce creative and critical writing (at least 5-6 pages every two weeks and a longer final essay) (iii) be committed to the peer review and revision process of their own work and that of their writing partners, and (iv) participate in discussions about course materials and reflections about their writing process.

Class Format: enrollment in the course will require each student to have in-person or zoom meeting with the instructor before the first class meeting, and attendance in the first organizational meeting or class session.

Requirements/Evaluation: This tutorial is reading and writing intensive, and oriented towards juniors, seniors, and those with deep interest in analytical and creative writing. Students will (i) read several monographs during the semester, (ii) produce creative and critical writing (at least 5-6 pages every two weeks and a longer final essay) (iii) be committed to the peer review and revision process of their own work and that of their writing partners, and (iv) participate in discussions about course materials and reflections about their writing process.

Prerequisites: none

Enrollment Limit: 8

Enrollment Preferences: Juniors and seniors, and those with specific interest in performance, creative, and analytical writing. Prior dance or performance experience not required.

Expected Class Size: 6

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 335(D1) DANC 302(D1)

Writing Skills Notes: Each student will write three 5- to 6- page papers on which the professor and peers will provide critical feedback on content, style, and form. After each cycle of feedback, students will have the option to submit a revision, and discuss the revision process and the revised paper. As the final assignment, students will select one of the three papers to develop into a longer essay, which will be 10-15 pages.

Difference, Power, and Equity Notes: The monographs that will anchor the tutorial engage with politics of identity as it manifests in both staged and in everyday performances. The introductory points of exploration and the objects of analysis in the course are bodies in motion. So our inquiry throughout the semester will necessarily include how bodies "make meaning" in a network of power relationships within the context of historical associations to markers of race, class, gender, sexuality, and socially constructed differences

Spring 2025

TUT Section: T1 TBA Munjulika R. Tarah

ENGL 353 (S) Disinterest in the Bhagavad Gita

Cross-listings: COMP 313 / REL 353 / ASIA 351

Primary Cross-listing

In this course, students will read the *Bhagavad Gita* alongside selected responses to it. These responses range from philosophical and theological commentaries written in Sanskrit by Shankaracharya, Abhinavagupta, and Ramanuja, to later "Bhakti" poetic responses in other Indian languages, to 18th and 19th century European aesthetic and political commentary (Herder, Schlegel, Hegel), to the work of 20th century commentators like M.K. Gandhi, B.G. Tilak, B.R. Ambedkar and D.D. Kosambi. We will examine the *Gita's* theory of action and the place of disinterest in this theory. We will inquire into the social, metaphysical, and political conditions of possibility of such disinterestedness, and think about disinterestedness itself as a condition for political action and aesthetic experience. Finally, we will reflect on how such a comparative history of interpretation might help us model a

dialectical history of thought.

Requirements/Evaluation: Weekly meetings, weekly reading; weekly essay or response. Attendance in 2-3 lectures over the semester.

Prerequisites: No prerequisites

Enrollment Limit: 10

Enrollment Preferences: Majors in English and Comparative Literature; Religion, Classics, or Philosophy majors; Sophomores looking to major in any of these.

Expected Class Size: 8-10

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 353(D1) COMP 313(D1) REL 353(D2) ASIA 351(D1)

Attributes: ENGL Literary Histories A

Spring 2025

TUT Section: T1 TBA Paresh Chandra

ENVI 243 (S) Reimagining Rivers (DPE) (WS)

Cross-listings: ANTH 243

Primary Cross-listing

In the era of climate change and widening inequality, how we live with rivers will help define who we are. Rivers are the circulatory systems of civilization, yet for much of modern history they have been treated as little more than sewers, roads, and sources of power. Today they are in crisis. Rivers and the people who rely on them face a multitude of problems, including increased flooding, drought, pollution, and ill-conceived dams. These problems will threaten human rights, public health, political stability, and ecological resilience far into the future unless we learn to manage rivers more justly and sustainably. Can we reimagine rivers before it is too late? This course will pursue this question by examining the social, cultural, and political dimensions of conflict over rivers in the twentieth and twenty-first centuries. Drawing on scholarship from a wide range of social science and humanities disciplines and focusing on case studies in Asia, Africa, Europe, and the Americas, it will explore a diverse array of sources: film, fiction, ethnography, history, journalism, and more.

Requirements/Evaluation: Each week, each student will either write a 5-page essay on assigned readings or write a 2-page critique of a partner's paper.

Prerequisites: None

Enrollment Limit: 10

Enrollment Preferences: Environmental Studies majors and concentrators

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 243(D2) ANTH 243(D2)

Writing Skills Notes: Students take turns writing 5-page essays and 2-page responses to those essays, with each writing 6 in total. For each five-page paper, I meet with the student to discuss technical aspects of the paper and specific ways in which it could be improved. At the end of the semester, students have the option of handing in one revised paper as part of a portfolio of papers from throughout the semester. This enables me to have an ongoing, in-depth discussion with each student about their writing skills.

Difference, Power, and Equity Notes: This course focuses on the role of rivers in struggles over cultural difference, social power, and environmental equity. Throughout the course, students read and write extensively about environmental justice, and they engage with diverse theoretical approaches to studying the intersection of water, power, and social identity. Our focus from beginning to end is on the profound impact of river management on the lives of marginalized indigenous, agrarian, and urban communities.

Attributes: ENVI Humanities, Arts + Social Science Electives

Spring 2025

TUT Section: T1 TBA Nicolas C. Howe

ENVI 244 (S) Environmental Ethics (WS)

Cross-listings: PHIL 244

Primary Cross-listing

What ethical standards should guide our individual and societal choices when those choices affect current and future environmental conditions? This course will introduce students to fundamental concepts, methods, and issues in environmental ethics. Initial tutorial meetings will focus on theoretical materials that will background later discussions and will include classic readings from the environmental ethics literature, among others. Most sessions will pair readings about key concepts with specific cases that raise complex ethical issues, including the concept of moral standing and, e.g., people who do not yet exist, non-human individuals, species, and complex living systems; the concept of moral responsibility and complicity in environmentally damaging practices; the legitimacy of cost-benefit analysis as an environmental policy tool; and the valuation of human lives.

Requirements/Evaluation: five essays (5-7 pages each) and five prepared oral responses to partners' essays; evaluation will be based on essays, oral responses, and quality of discussion

Prerequisites: ENVI 101 or one course in PHIL

Enrollment Limit: 10

Enrollment Preferences: declared and prospective Environmental Studies majors and concentrators

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Unit Notes: meets Value Theory requirement only if registration is under PHIL

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 244(D2) PHIL 244(D2)

Writing Skills Notes: Students will write five tutorial papers of 5-7 pages in length, one of which they will revise and submit at the end of the term. In each of the tutorial papers students will describe and evaluate arguments that appear in the assigned readings, and will develop arguments in support of their own ethical positions. Students will receive written and oral feedback, concentrated particularly in the first half of the semester, to improve their ability to present clear and effective written arguments.

Attributes: ENVI Humanities, Arts + Social Science Electives EVST Culture/Humanities PHIL Contemporary Value Theory Courses

Spring 2025

TUT Section: T1 TBA Julie A. Pedroni

ENVI 264 (S) Architecture as Politics: Space, Design, Technology (DPE)

Cross-listings: ARTS 254

Secondary Cross-listing

This course delves into the intersection of architecture as a form of political expression, technology, and their collective impact on societal change. Emphasizing architecture as a discipline deeply intertwined with politics and shaped by technological advancement, this course will examine how a spectrum of art tools--from traditional to digital and computational--helps shape buildings and public spaces, shifts power structures, and hinders or promotes social justice. The curriculum blends theoretical exploration with practical application. Students will engage in critical analysis, technology-driven design workshops, and peer evaluations, culminating in a final project that melds techno-political theory with cutting-edge architectural practices. This course is ideal for students keen on leveraging technological architectural techniques to craft spaces with profound political and social impact.

Requirements/Evaluation: This is an intensive studio tutorial requiring working outside of scheduled class hours. In this course, students can work with the following media assuming that they can master them for a 200-level course: architecture models (physical and digital), photo reportages, 2D collages (e.g., Photoshop), digital humanities (cartographies, counter mapping, oral histories, digital archives), and curatorial platforms. Students will participate in tutorials plus a final project of significant scope. Evaluation will be based primarily on the quality of the final project but also on participation.

Prerequisites: Drawing I or permission of instructor.

Enrollment Limit: 10

Enrollment Preferences: Studio Art majors, Art History and Studio Art majors, ENVI majors and concentrators.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Materials/Lab Fee: \$350-\$450 lab fee charged to term bill. Lab and materials fees for all studio art classes are covered by the Book Grant for all Williams financial aid recipients.

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTS 254(D1) ENVI 264(D1)

Difference, Power, and Equity Notes: This tutorial will employ theories and approaches from design activism and critical environmental studies to analyze the relationship between space and difference, including, but not limited to, race, class, ethnicity, gender, sexuality, religion, and species. Students will apply these theories and approaches to creating place-based projects.

Spring 2025

TUT Section: T1 TR 11:20 am - 12:35 pm Giuseppina Forte

ENVI 291 (F) Religion and Ecology in America (WS)

Cross-listings: REL 291 / SOC 291

Primary Cross-listing

This course examines the relationship between religious and environmental thought in American cultural history. Exploring a broad range of practices, stories, and beliefs, we will examine the spiritual roots and branches of modern environmentalism. Rather than survey the formal teachings of organized religious groups, we will explore the creation and contestation of environmental meaning in the public sphere through literature, art, philosophy, and popular culture. How have religious writers, thinkers, and artists shaped the way we think about nature? How have they shaped the way we think about politics, science, and social justice? In pursuit of these questions, we will consider a diverse array of topics and cases, including struggles to protect Native American sacred places, the role of Black churches in fighting environmental racism, Protestant outdoorsmanship, Catholic climate activism, Jewish eco-mysticism, atheist biological theory, Buddhist eco-spirituality, and more.

Requirements/Evaluation: Each week each student will either write a 5- to 7-page essay on assigned readings or offer a 2-page critique of their partner's paper.

Prerequisites: None

Enrollment Limit: 10

Enrollment Preferences: Environmental Studies majors and concentrators

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 291(D2) REL 291(D2) SOC 291(D2)

Writing Skills Notes: Each student will write five five-page papers and five two-page papers in this class. They will be given extensive weekly feedback on their writing in the form of one-on-one meetings and written comments, and they will be given multiple opportunities for revision. Emphasis will be placed on the mechanics of argumentation, logic and rhetoric, and the development of a distinctive voice.

Attributes: ENVI Humanities, Arts + Social Science Electives

Fall 2024

TUT Section: T1 TBA Nicolas C. Howe

ENVI 491 (S) The Suburbs (WS)

Cross-listings: AMST 490 / HIST 491

Secondary Cross-listing

The suburbs transformed the United States. At the broadest level, they profoundly altered spatial residential geography (especially in terms of race), consumer expectations and behavior, governmental policies, cultural norms and assumptions, societal connections, and Americans' relationship to nature. More specifically, the different waves of post-World War II suburban development have both reflected large-scale shifts in how power and money have operated in the American political economy; and set in motion deep-seated changes in electoral politics, in Americans' understandings of how their income should be used, and in how the built landscape should be re-imagined. This tutorial will explore the rich historical literature that has emerged over the last twenty years to provide students with a history of the suburbs, to see the suburbs as more than simply collections of houses that drew individual homeowners who wanted to leave urban areas. We will focus most of our attention on the period from 1945 through the 1980s. Some of the questions we will consider will include: how did the first wave of suburban development bring together postwar racial and Cold War ideologies? Is it possible, as one historian has argued, that suburbs actually created the environmental movement of the 1960s? And how have historians understood the role that suburbs played in America's conservative political turn, leading to the election of Ronald Reagan?

Class Format: Students will meet with the professor either in assigned pairs or "trios" at a regularly scheduled time each week. Students in pairs will meet for one hour; students in trios will meet for 75 minutes.

Requirements/Evaluation: This class follows a typical tutorial format; every other week, students will write and present orally a 5- to 7-page essay on the assigned readings; on alternate weeks, students will write a 2-page critique. During two of the weeks of the semester (around the middle of the semester and at the end), all students will write papers that explore a common question or theme.

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: History majors and students with course work related to the topic.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 491(D2) AMST 490(D2) HIST 491(D2)

Writing Skills Notes: Students will reflect on what their writing goals are for the semester, and they will receive feedback on their writing from the professor and from their tutorial partner. The final writing assignment will afford students the chance also to reflect back on their previous papers and the semester's course content.

Attributes: AMST Space and Place Electives ENVI Humanities, Arts + Social Science Electives HIST Group F Electives - U.S. + Canada

Spring 2025

TUT Section: T1 TBA Karen R. Merrill

GBST 216 (F) Cities and Urbanism of the Ancient World (WS)

Cross-listings: ANTH 216

Secondary Cross-listing

This is a course on cities in the ancient world, which will examine four major ancient urban centers (Nineveh and Nimrud, Iraq; Teotihuacan, Mexico; and Angkor, Cambodia) and end with a sustained, in-depth exploration of urbanism in prehispanic Maya civilization. As more and more people move into cities across the world, human societies are becoming forever transformed. This transformation into an urban globalized world has ancient roots at the beginning of the first civilizations in Euroasia and the Americas. We will delve into the nature of the urban transformation by first exploring sociological and anthropological definitions of urbanism, and recent studies of modern urbanism. We will look at Nineveh, Nimrud, Teotihuacan, and Angkor to consider how ancient urbanism was distinct from modern cities, while at the same time, ancient urbanites had to deal with similar issues as residents of modern cities. We will then examine in more depth the cities of prehispanic Maya civilization, answering such questions as: how different were Maya cities from other premodern ones? Is there one type of Maya city or many? How different was life in Maya cities from life in Maya villages? What were the power structures of Maya cities? How common were immigrants and slaves in these ancient cities?

Requirements/Evaluation: 5-page papers every other week, oral responses on alternate weeks; tutorial attendance is required.

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: first years, sophomores, or majors in Anthropology or Sociology

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

GBST 216(D2) ANTH 216(D2)

Writing Skills Notes: Throughout the semester, writing skills (developing an argument, construction of paragraphs, use of case studies) will be emphasized. An opportunity to rewrite at least one tutorial paper will allow students to actively apply what they are learning.

Attributes: GBST Urbanizing World

Fall 2024

TUT Section: T1 TBA Antonia E. Foias

GBST 348 (F) Altering States: Post-Soviet Paradoxes of Identity and Difference (DPE) (WS)

Cross-listings: RUSS 348 / SOC 348

Secondary Cross-listing

Critics and apologists of Soviet-style socialism alike agree that the Soviet ideology was deeply egalitarian. Putting aside for a moment the very reasonable doubts about how justified this perception actually was, it is still worth asking, how did people who lived in the world in which differences in rank, class, gender or ethnicity were not supposed to matter, make sense of their post-socialist condition, one in which new forms of difference emerged, and old ones assumed greater prominence? And how do these encounters with difference impact current events, such as Russia's invasion of Ukraine, or the lingering tensions between East and West Germans? This tutorial will examine new dilemmas through ethnographic studies and documentary films that aim to capture in real time the process of articulating and grappling with newly discovered divides. We will focus especially closely on Ukraine and Russia, but will also read comparative studies, as well as works on East Germany and Georgia. This course fulfills the DPE requirement by exploring comparatively the ways in which people in different countries made sense of the social, cultural and political heterogeneity of the post-socialist condition.

Requirements/Evaluation: 5-page paper every other week, written comments on the partner's paper in alternate weeks

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: Anthropology, Sociology, and Russian majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

GBST 348(D2) RUSS 348(D1) SOC 348(D2)

Writing Skills Notes: This is a tutorial course, with plenty of opportunities to work on writing and argumentation. Tutorial papers receive written feedback from both the instructor and the tutorial partner, and are workshopped during the tutorial meetings.

Difference, Power, and Equity Notes: Students will learn to identify and interrogate processes of social differentiation and exclusion as they take place across Russia and Eastern Europe. We will also train ourselves to identify parallels, as well as differences, between responses to the social and economic uncertainty ushered by the fall of socialism, and the discontents triggered by similar conditions closer to home.

Attributes: GBST Russian + Eurasian Studies

Fall 2024

TUT Section: T1 M 7:00 pm - 9:40 pm Olga Shevchenko

GEOS 211 (F) Rates and Dates: Calibrating the Rock Record (WS)

Late in the eighteenth century, the Scottish naturalist, James Hutton, argued that Earth had "no vestige of a beginning, no prospect of an end"

challenging the widely held biblical view that Earth was a mere 6,000 years old. Yet it was not until the discovery of radioactive decay that geologists were able to accurately date rocks and assign absolute ages to the geologic time scale, which had been developed using fossils and relative dating of rocks. Before radiometric dating, there were numerous attempts to estimate the age of Earth using the rates of natural phenomena, but these early approaches were plagued by faulty assumptions about geologic processes. We still endeavor to estimate the rate of a wide variety of geologic processes, and many are critical to society, such as climate change, sea-level rise, plate motions, and mass extinctions. In this tutorial, we explore the methods of radiometric dating that allow us to determine the age of igneous rocks that cooled from a magma, estimate when deeply buried metamorphic rocks cooled below certain temperatures, and determine the age of organic materials from their radiocarbon signatures. We then examine methods used to estimate the rates of geologic processes with particular emphasis on diffusion -- the movement of matter or energy in response to a gradient in concentration, temperature, or potential energy -- and the explicit and implicit assumptions that are critical to rate calculations. Topics include the basic isotope systematics of geochronology (U-Pb, K-Ar, and ¹⁴C ages) and thermochronology (U-Th/He or ⁴⁰Ar/³⁹Ar), as well as the rates of processes such as plate motion, sea-level rise or fall, glacial advance or retreat, magma storage and ascent, and/or mineral growth rates. There will be weekly tutorial meetings with pairs of students, and students will alternate writing papers on assigned topics. This course is in the Solid Earth group for the Geosciences major.

Requirements/Evaluation: Four 5-page papers and four oral critiques of partner's papers, plus 2 problem sets

Prerequisites: Any 100-level Geosciences course

Enrollment Limit: 10

Enrollment Preferences: Geosciences majors or students with a strong interest in Geosciences.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (WS)

Writing Skills Notes: Students will write four 5-page papers and will receive peer and instructor feedback on how to improve their writing skills and formulate sound arguments. In addition, there will be two quantitative problem sets.

Attributes: GEOS Group C Electives - Solid Earth

Fall 2024

TUT Section: T1 TBA Mike R. Hudak, Paul M. Karabinos

HIST 112 (S) The Asia-Pacific War (WS)

Cross-listings: ASIA 111

Primary Cross-listing

The "Asia-Pacific War," as it is known in Japan, raged from the full-scale Japanese invasion of China in 1937 until Japan's total defeat in 1945. This war, though certainly tied to the Allied war against Germany and Italy, was viewed by many participants at the time as truly a war apart due to the immense distances involved, the gleeful, racism-fueled brutality on both sides of the conflict, and the resultant abuses of POWs, use of atomic weapons, and other atrocities. Students will explore the intersection of colonialism, racism and opportunism that fed the conflagration, and the remarkable rapprochement between American and Japanese former enemies immediately after the war. It will examine in depth the roles of China and the USSR in this conflict, which are often mentioned but functionally ignored in the West. It will cover the various warzones and home fronts, focusing as much as possible on conveying the experiences of participants through primary sources. It will likewise seek to bridge the *analysis* of the military and socio-political sides of this conflict, which are often treated as distinct, by drawing on key academic works in the field.

Requirements/Evaluation: Weekly meetings with professor and one peer partner; 5-page papers (6 total); 2-page critiques of partner's papers (6 total)

Prerequisites: None

Enrollment Limit: 10

Enrollment Preferences: History majors and Asian Studies concentration students, then everyone else.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 112(D2) ASIA 111(D2)

Writing Skills Notes: Students will alternate weekly between writing 5-page tutorial papers and 2-page critiques of their peers' writing. Formal writing assignments throughout the semester will total at least 40 pages. Students will receive regular written feedback on their writing from the professor, as well as oral critiques from the professor and tutorial partners.

Attributes: HIST Group B Electives - Asia

Spring 2025

TUT Section: T1 TBA Viktor Shmagin

HIST 134 (F) The Great War (WS)

In November 2018, world leaders gathered in France to commemorate the centennial of the end of the First World War. Yet the armistice that brought hostilities on the Western front to a close on the eleventh hour of the eleventh day of the eleventh month of 1918, did not have the same significance for Eastern Europe and the Middle East, where revolutions and civil wars continued to be fought well into 1923. Ultimately, the Great War toppled four empires (German, Habsburg, Russian, and Ottoman) and forcibly displaced and killed millions of civilians (including Armenians and Jews), creating new countries and colonies throughout Europe, the Middle East, and Africa. This tutorial will explore the global history of the First World War, a history that is indispensable for understanding the world of today. We will consider a broad range of topics and sources in our examination of the political, social, cultural, economic, and military histories of the Great War and its aftermath. For three-quarters of the semester, the tutorial follows a traditional format in which weekly tutorial meetings center on the writing of a paper and the partner's critique. The last segment of the course is structured around a research paper assignment, introducing students to archival research and longer-format writing.

Requirements/Evaluation: bi-weekly 5- to 7-page papers; bi-weekly written critiques; one revised paper; final 8- to 10-page research paper.

Prerequisites: permission of instructor

Enrollment Limit: 10

Enrollment Preferences: first- and second-year students

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

Writing Skills Notes: Bi-weekly 5-7 page papers; one formal paper revision; 8-10 page research paper. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Attributes: HIST Group C Electives - Europe and Russia HIST Group G Electives - Global History

Fall 2024

TUT Section: T1 TBA Alexandra Garbarini

HIST 155 (S) School Wars (WS)

Throughout the 20th century, parents, students, teachers, and policymakers have fought bitterly about the purpose of and practices in public schools. Public schools have been the site of a series of intense conflicts over the meanings of democracy and equality; the relationship between the individual, the family, and the state; and about competing claims to recognize the rights of teachers, children, and parents. Organized both chronologically and thematically, this course examines a series of "school wars" in the 20th century, focusing especially on battles over religion, race, and sex. Topics will include evolution/creationism, segregation and desegregation, bilingual education, sex education, free speech, and school prayer. This course asks how, why, and with what consequences schools have been an arena of cultural conflict in the United States? How do these debates help us understand the contested relationship between the rights of children and students, the rights of parents and families, the rights of communities and states, and the obligations of the federal government? How can historical analysis shed light on our present-day "school wars"? Many of these conflicts wind up in court, and we will be looking at some key Supreme Court decisions, but we will also draw upon memoirs, social histories, oral histories, popular culture, and other archival and documentary sources that focus on the experience of teachers and students. Tutorials meet in pairs. Every week, each student will either write an essay (1000-1250 words) that responds to and analyzes the readings OR a short essay (no more than 500 words) that responds to their partner's paper and raises further questions for discussion.

Requirements/Evaluation: four to five tutorial papers (approximately 5 pages) and four to five short response papers (approximately 2 pages)

Prerequisites: first-years or sophomores

Enrollment Limit: 10

Enrollment Preferences: first-year students, and then sophomores who have not previously taken a 100-level seminar

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

Writing Skills Notes: Students will write bi-weekly 5-page papers about the readings, and bi-weekly 2-page responses to their tutorial partner's paper. For the final paper, each student will revise and expand one of the papers they wrote in the semester. Students will receive regular written and oral feedback on their work from the professor and their tutorial partner. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Attributes: HIST Group F Electives - U.S. + Canada

Spring 2025

TUT Section: T1 TBA Sara Dubow

HIST 159 (F) Crossing the Color Line: A History of Passing (DPE) (WS)

Cross-listings: AFR 159

Primary Cross-listing

In June 2015, Rachel Dolezal emerged as a media spectacle and the subject of national scrutiny after her *white* parents stated publicly that Dolezal is a white woman *passing as black*. Their insistence that Dolezal is white came in the wake of her reports to local news media and police that she had been the victim of several hate crimes. To critics, Dolezal is a fraud who has committed cultural appropriation. Yet, for her supporters, Dolezal's racial identification as a black woman is authentic and indisputable, since race is not based on biology but rather is a social construction. For both groups as well as impartial observers, many wondered curiously why a white woman had chosen to pass as black, especially given that historically it has been African Americans who opted to *become* white. Inspired by the controversy surrounding Dolezal, this tutorial will explore the history of passing in the United States. Whereas our attention will primarily be focused on black-to-white passing, we will expand our understandings of passing by emphasizing the variety of ways that identities have been shaped through the crossing of boundaries--class, ethnic, gender, intellectual, political, religious, and sexual. To accomplish our goals, we will read and cross-examine fictional and nonfictional as well as primary and secondary historical accounts of boundary-crossers. We will also screen several films that engage the theme of passing.

Requirements/Evaluation: Weekly formal response papers and written critiques.

Prerequisites: None.

Enrollment Limit: 10

Enrollment Preferences: First and second-year students will be prioritized, followed by history majors. Should the course be overenrolled, students will be asked to complete an enrollment questionnaire.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 159(D2) AFR 159(D2)

Writing Skills Notes: Students will be required to complete formal writing assignments each week, alternating between response papers (4 pages) and written critiques (2-pages) of their peers' work. Students will receive substantial feedback on their writing skills, with verbal and written suggestions for improvement. Students also will receive feedback from their tutorial partners.

Difference, Power, and Equity Notes: Narratives of racial passing provocatively raise questions about the construction, logics, reinforcement, and subversion of racial categories and identities. Tutorial students will have the opportunity to deconstruct the meanings of race and identity in addition to thinking culturally, historically, and ontologically about the implications and value of these constructs. In essence, we will theorize racial identity, reconsidering, if not challenging, its stable notions of identic intelligibility.

Attributes: HIST Group F Electives - U.S. + Canada

Fall 2024

HIST 481 (F) History of Taiwan (WS)

Cross-listings: ASIA 481

Primary Cross-listing

Almost all discussions of contemporary Taiwan reference the fierce debate over its sovereignty and international status: is the island of Taiwan an independent nation, or an "inalienable part" of the much larger and more powerful People's Republic of China? Part of the argument for Taiwan's separate nationhood derives from its claim to a unique history different from that of the P.R.C.. In this tutorial course, we will look closely at the distinctive aspects of Taiwan's history that underlie this claim, including its aboriginal populations, maritime history, experience of Japanese colonialism, settlement by mainland Chinese after World War II, role in the Cold War, and the development of a Taiwanese ethnic and political identity in the postwar period. We will also examine contemporary arguments for Taiwan as part of China. The goal of the course is neither to debate nor resolve the "Taiwan question", but to explore the history and historical arguments that inform it.

Requirements/Evaluation: weekly papers and critiques

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: History and Asian Studies majors/concentrators

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 481(D2) ASIA 481(D2)

Writing Skills Notes: In this tutorial course, students will write bi-weekly 5- to 7-page papers with feedback from both the instructor and tutorial partner. Students will revise one of their tutorial papers as a final assignment. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Attributes: HIST Group B Electives - Asia

Fall 2024

TUT Section: T1 TBA Anne Reinhardt

HIST 486 (S) Race and A Global War: Africa During World War II (DPE) (WS)

This course highlights African experiences of World War II. Although most histories have excluded Africa's role in the war, the continent and its people were at the center of major developments during in this global conflict. In fact, many Africans remember the Italian invasion of Ethiopia in 1935 as the start of the war. African servicemen fought alongside the Allied and Axis forces on major warfronts in Europe, Africa and Asia. African communities and individuals also established war charity campaigns to collect funds, which they sent to war ravaged societies in Europe. Indeed, African economies, despite their colonial statuses, kept European imperial nations afloat in their most hour of need. At the same time, African colonial subjects faced severe food shortages, the loss of working-age men to labor and military recruiters, and dramatically increased taxes. We will examine the impact of these and other wartime pressures on different African communities. How did African societies meet such challenges and how did they view the war? In this course we will examine the roles that women played during the war, and the various other ways that African communities met wartime demands. Other topics we will explore include the role of African women; colonial propaganda; political protest against the war; race and racial thought in the wartime era; war crimes; African American support for the liberation of Ethiopia; and the war's impact on decolonization across the continent. We will further study how Africans and outsiders have differently conceptualized the continent's role in the war by analyzing a variety of sources, including scholarly writings, archival materials, films, former soldiers' biographies, and propaganda posters.

Requirements/Evaluation: Students will be evaluated based on a series of 5-7-page tutorial response papers and 2-page critiques, as well as preparedness for and performance in weekly tutorial discussions.

Prerequisites: None

Enrollment Limit: 10

Enrollment Preferences: Preference will be given to history majors and students with prior experience with African history. If the course is over-enrolled, students may be asked to complete a questionnaire to determine enrollment

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

Writing Skills Notes: Students will alternate weekly between writing 5-7-page tutorial papers and 2-page critiques of their peers' writing. Formal writing assignments throughout the semester will total at least 40 pages. Students will receive written feedback on their writing from the professor, as well as oral critiques from the professor and tutorial partners. The final writing assignment will afford students the chance to reflect on their previous papers and the semester's course content.

Difference, Power, and Equity Notes: This course explores the colonial relationship during a major global crisis. Students will examine existing narratives of African contributions to the war and to come up with their own interpretations, and will be called to critically engage the question of why and how colonies made significant contributions to the Allied cause by producing needed materials and resources or by joining the fight. Africans made these contributions spite of various and complex inequities.

Attributes: AFR Core Electives GBST African Studies HIST Group A Electives - Africa

Spring 2025

TUT Section: T1 TBA Benjamin Twagira

HIST 487 (S) FIRE! A SOCIAL HISTORY (WS)

This tutorial offers a social history of fire in a national, international, and transnational framework. The aim of this course isn't to historicize fire, itself. Rather, "fire" is treated as a subtext to other historical developments and events in the twentieth and twenty-first centuries that have been factually and figuratively shaped by it. In this regard, we will grasp fire not only as combustion or conflagration but also through its nuanced meanings and their implications for how we think historically about issues related to capitalism, class, climate and environment, labor, gender, immigration, internationalism, policing, politics, race, radicalism, and sex. In essence, bodies might be on fire, burning with sexual desire; buildings might be on fire, engulfed in an intense conflagration; cities might be on fire, ignited by gunfire and urban unrests; workers might be fired or even fired up in a working-class movement, the latter incited by the push for labor democracy; or there might be fire weather, sparked by drier conditions and sweltering temperatures reflecting climate change. Thus, we will examine "fire" in a variety of historical contexts, from actual accounts of disastrous fire incidents due to environmental or industrial mishaps to stories of passion or protest inflaming individuals and groups to studies of rebellions and riots that produce fiery conditions. Lastly, we will analyze society's historical fascination with "fire" events, both real and imagined, and the way they have prompted efforts to rebuild, reform, and reimagine. To accomplish our goals, we will engage primary and secondary sources in addition to screening films that focus on histories directly or indirectly related to fire.

Requirements/Evaluation: Weekly formal papers and written critiques. 10-12 page research paper.

Prerequisites: None.

Enrollment Limit: 10

Enrollment Preferences: Open to sophomores, juniors, and seniors. History majors will be prioritized. Should the course become overenrolled, I will have non-history majors complete a questionnaire.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

Writing Skills Notes: Students will be required to complete formal writing assignments each week, alternating between response papers (4 pages) and written critiques (2-pages) of their peers' work. Students will receive substantial feedback on their writing skills, with verbal and written suggestions for improvement. Students also will receive feedback from their tutorial partners.

Attributes: HIST Group F Electives - U.S. + Canada

Spring 2025

TUT Section: T1 TBA Tyran K. Steward

HIST 488 (F) Sites of Memory and American Wars (WS)

This tutorial will examine the ways that U.S. military ventures have been memorialized through a variety of physical sites, including landscapes, monuments and statues, museums, and other depictions. Given the enormous national conversation and reconsideration of many of these sites over

the last decade, we will ask such questions as: How and why has the memorialization of U.S. wars changed since the country's founding? Who determines what is preserved and what stories are told? What is the relationship between individual experiences, collective memories, and national narratives? What do "sites of memory" tell us about society's views of wars and soldiers and about the United States? Throughout, we will pay attention to how these sites reflect historical understandings of the time and have also served as focal points of social and political protests.

Class Format: Students will meet with the professor either in assigned pairs or "trios" at a regularly scheduled time each week. Students in pairs will meet for one hour; students in trios will meet for 75 minutes.

Requirements/Evaluation: This course follows a typical tutorial format; every other week, students will write and present orally a 5- to 7-page essay on the assigned readings; on alternate weeks, students will write a 2-page critique. During two of the weeks of the semester (around the middle of the semester and at the end), all students will write papers that explore a common question or theme.

Prerequisites: None

Enrollment Limit: 10

Enrollment Preferences: History majors and students with course work related to the topic.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

Writing Skills Notes: At the start of the semester, students will outline what their writing goals are for the semester, and they will receive feedback on their writing from the professor and from their tutorial partner. The final writing assignment will afford students the chance to reflect on their previous papers and the semester's course content.

Attributes: HIST Group F Electives - U.S. + Canada

Fall 2024

TUT Section: T1 TBA Karen R. Merrill

HIST 491 (S) The Suburbs (WS)

Cross-listings: ENVI 491 / AMST 490

Primary Cross-listing

The suburbs transformed the United States. At the broadest level, they profoundly altered spatial residential geography (especially in terms of race), consumer expectations and behavior, governmental policies, cultural norms and assumptions, societal connections, and Americans' relationship to nature. More specifically, the different waves of post-World War II suburban development have both reflected large-scale shifts in how power and money have operated in the American political economy; and set in motion deep-seated changes in electoral politics, in Americans' understandings of how their income should be used, and in how the built landscape should be re-imagined. This tutorial will explore the rich historical literature that has emerged over the last twenty years to provide students with a history of the suburbs, to see the suburbs as more than simply collections of houses that drew individual homeowners who wanted to leave urban areas. We will focus most of our attention on the period from 1945 through the 1980s. Some of the questions we will consider will include: how did the first wave of suburban development bring together postwar racial and Cold War ideologies? Is it possible, as one historian has argued, that suburbs actually created the environmental movement of the 1960s? And how have historians understood the role that suburbs played in America's conservative political turn, leading to the election of Ronald Reagan?

Class Format: Students will meet with the professor either in assigned pairs or "trios" at a regularly scheduled time each week. Students in pairs will meet for one hour; students in trios will meet for 75 minutes.

Requirements/Evaluation: This class follows a typical tutorial format; every other week, students will write and present orally a 5- to 7-page essay on the assigned readings; on alternate weeks, students will write a 2-page critique. During two of the weeks of the semester (around the middle of the semester and at the end), all students will write papers that explore a common question or theme.

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: History majors and students with course work related to the topic.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 491(D2) AMST 490(D2) HIST 491(D2)

Writing Skills Notes: Students will reflect on what their writing goals are for the semester, and they will receive feedback on their writing from the professor and from their tutorial partner. The final writing assignment will afford students the chance also to reflect back on their previous papers and the semester's course content.

Attributes: AMST Space and Place Electives ENVI Humanities, Arts + Social Science Electives HIST Group F Electives - U.S. + Canada

Spring 2025

TUT Section: T1 TBA Karen R. Merrill

HIST 495 (F) The Medieval World System: Globalization before 1500 (WS)

In recent years, scholars have turned increasing attention to global history in the pre-modern period. This tutorial takes as its focus the global Middle Ages: roughly speaking, the period between 500 and 1500 CE. This was a period that saw mass-produced consumer goods cross from China to India, East Africa, and the Middle East, inspiring admiration and imitation in multiple different markets. It saw games, music, and forms of literature become popular across continents, and saw religious communities forge networks spanning thousands of kilometers. To study the global Middle Ages is to place exchange and networks, both commercial and cultural, at the heart of our analysis. We will read and analyze many accounts by medieval travelers, merchants, and pilgrims who crossed Afro-Eurasia, alongside works by modern historians and archaeologists who have pieced together the patterns of movement and exchange that tied together the diverse societies of pre-modern Afro-Eurasia.

Requirements/Evaluation: Students will meet in pairs with the instructor once a week. Every other week each student will present a paper of approximately 5-7 pages on a topic determined by the instructor, due by 5pm the day before the tutorial meeting. The student not writing the paper will critique the paper written by their tutorial partner. Each student will write six papers and serve as a critic on the six papers of their tutorial partner.

Prerequisites: None

Enrollment Limit: 10

Enrollment Preferences: Junior and Senior History majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

Writing Skills Notes: Students will meet in pairs with the instructor once a week. Every other week each student will present a paper of approximately 5-7 pages on a topic determined by the instructor, due by 5pm the day before the tutorial meeting. The student not writing the paper will critique the paper written by their tutorial partner. Each student will write six papers and serve as a critic on the six papers of their tutorial partner.

Attributes: HIST Group G Electives - Global History HIST Group P Electives - Premodern

Fall 2024

TUT Section: T1 TBA Joel S. Pattison

JLST 272 (S) Free Will and Responsibility (WS)

Cross-listings: PHIL 272

Secondary Cross-listing

Our practice of holding people responsible seems justified as long as their choices are free. But when does a choice qualify as free? We're all deeply influenced by factors ranging from the general laws of nature to specific features of our genetic endowment and social environment (including religion, political ideology, and advertising). These affect not only our particular choices but also, more fundamentally, who we are and what we value. The key question, then, is whether, and how, agency is possible amidst all of these influences. We'll attempt to answer this question by examining recent philosophical work on the nature of free will and responsibility.

Requirements/Evaluation: Six tutorial papers (5-6 pages in length) and five critiques (2-3 pages in length)

Prerequisites: one PHIL course (or permission of instructor; please email with any questions)

Enrollment Limit: 10

Enrollment Preferences: current and prospective Philosophy majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

PHIL 272(D2) JLST 272(D2)

Writing Skills Notes: Students will write a tutorial paper (5-6 pages in length) every other week, and a peer critique (2-3 pages in length) in alternating weeks, evenly spaced throughout the semester. The instructor will provide timely comments on writing skills, with suggestions for improvement.

Attributes: JLST Theories of Justice/Law PHIL Contemporary Value Theory Courses

Spring 2025

TUT Section: T1 TBA Melissa J. Barry

LEAD 290 (F) How Change Happens in American Politics (WS)

Cross-listings: PSCI 290

Secondary Cross-listing

An unprecedented assault on the U.S. Capitol, the rise of white nationalism, a pandemic, economic volatility, racial reckoning, the overturning of *Roe v. Wade*, and rapidly evolving environmental crises -- American politics in the last four years has been tumultuous. What might we expect to come next? From the Founding to the present, the American political order has undergone cataclysmic and thoroughgoing transformations, yet it has also proven to be remarkably stable and enduring. How can this be? Where do we find continuities and where upheavals? Who or what has been responsible for the continuities, and who or what for the changes? What sorts of transformations have been possible, and why -- what marriage of individual action and contextual factors have created political change in the past and in the present? Finally, what are the costs of change (and of continuity) -- and who pays them? In this tutorial, we assess American political change, or lack of, to gain a sense of the role that political leaders have played in driving change. We examine when and how individuals and leadership have mattered vis-à-vis broader historical and contextual factors, including war, economic developments, demographic change, and constitutional and institutional practices. We consider general models of change, as well as specific case studies, including civil rights and social justice for racial and ethnic groups, gender equality and family relations, and reactionary or traditionalist politics. Finally, we will look at arguments that America has been "exceptional" -- or, unlike other countries -- as well as critiques of these arguments to help us gain an understanding of future prospects for political transformation.

Requirements/Evaluation: participation in weekly meetings as well as 4 lead essays (5-6 pages) and 4 critiques (2 pages)

Prerequisites: one prior course in political science

Enrollment Limit: 10

Enrollment Preferences: Declared and prospective Political Science majors and Leadership Studies concentrators

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

LEAD 290(D2) PSCI 290(D2)

Writing Skills Notes: Extensive written feedback will be provided on tutorial essays and critiques. Additionally, the tutorial sessions will include attention to the quality of the written argument in the paper that is the focus of each session. At the end of the semester, students will be required to revise one of the tutorial papers incorporating the feedback, oral and written, provided by their tutorial partner and the instructor.

Attributes: LEAD Facets or Domains of Leadership POEC Depth PSCI American Politics Courses

Fall 2024

TUT Section: T1 TR 8:30 am - 9:45 am Nicole E. Mellow

MATH 102 (F) Foundations in Quantitative Skills

This course will strengthen a student's foundation in quantitative reasoning in preparation for the science curriculum and QFR requirements. The material will be at the college algebra/precalculus level, and covered in a tutorial format with students working in small groups with the professor.

Access to this course is limited to placement by a quantitative skills counselor.

Requirements/Evaluation: homework, presentations during the tutorial meetings, and projects

Prerequisites: access to the course is limited to placement by a quantitative skills counselor

Enrollment Limit: 10

Enrollment Preferences: students who need most help with the quantitative reasoning

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D3)

Fall 2024

TUT Section: T1 TBA Julie C. Blackwood

MATH 382 (S) Fourier Analysis (QFR)

Fourier analysis is the study of waves and frequencies. More precisely, the goal of Fourier analysis is to decompose a complicated function into a simple combination of pure waves, thereby gaining insight into the behavior of the function itself. It's difficult to overstate the impact of this branch of mathematics; it is foundational throughout theoretical mathematics (e.g., to study the distribution of prime numbers), applied mathematics (e.g., to solve differential equations), physics (e.g., to study properties of light and sound), computer science (e.g., to compute with large integers and matrices), audio engineering (e.g., to pitch-correcting algorithms), medical science (e.g., throughout radiology), etc. The goal of this course is to cover the basic theory (fourier series, the fourier transform, the fast fourier transform) and explore a number of applications, including Dirichlet's theorem on primes in arithmetic progressions, the isoperimetric inequality, the heat equation, and Heisenberg's uncertainty principle.

Class Format: Every week, each student will either give a lecture (based on provided readings) or explain solutions to selected problems.

Requirements/Evaluation: Evaluation will be based on lectures and presentation of problem solutions.

Prerequisites: MATH 350 or MATH 351 or permission of instructor.

Enrollment Limit: 10

Enrollment Preferences: By lottery.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: It's math!

Spring 2025

TUT Section: T1 TBA Leo Goldmakher

MUS 179 (S) James Baldwin's Song

Cross-listings: AFR 128 / COMP 129

Secondary Cross-listing

"It is only in his music [. . .] that the Negro in America has been able to tell his story. It is a story which otherwise has yet to be told and which no American is prepared to hear," wrote James Baldwin in *Notes of a Native Son* in 1955. In this course, we strive to listen more closely to racialized experience through James Baldwin's musical literature. Through analysis and creation of music, we hope to better understand cultural difference and collective humanity. In this course, we closely analyze James Baldwin's use of song names, creation of musician characters, and replication of musical elements in his writing. Baldwin's musical word play crosses historical and genre boundaries. So we will explore texts from his early to late career, such as the gospel music of his youth in the semi-autobiographical novel *Go Tell It on the Mountain*, the metaphor of the blues in the play written during the civil-rights movement *Blues for Mr. Charlie*, the jazz musician protagonist in "Sonny's Blues" written after World War II in Paris, and his only musical recording in *A Lover's Question* set down near the end of his life. In addition to closely analyzing James Baldwin's attention to music throughout his literature, students will learn basic music writing and production skills. The tutorial will draw on a range of musical resources, including playlists, music workshops, guest lectures and performances. All of these resources will guide students to a more attuned hearing not only of music but also of the African American experience it reflects. By the end of the course, students will have written several short 1-2 page close analysis

essays and song lyrics. For their final project, students will produce an original song based on key insights from the course. No musical experience is required, though an openness to learn and practice songwriting is expected.

Requirements/Evaluation: Several short 1-2 page close analysis essays of Baldwin's work, oral peer feedback presentations, song lyrics, and an original song composition for the final project

Prerequisites: None

Enrollment Limit: 10

Enrollment Preferences: This course is specifically for first-year students and they will receive preference in this class; a statement of interest will be solicited from pre-registrants.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

MUS 179(D1) AFR 128(D2) COMP 129(D1)

Attributes: AFR Core Electives

Spring 2025

TUT Section: T1 TBA Rashida K. Braggs

NSCI 209 (F) Animal Communication (WS)

Cross-listings: BIOL 209

Secondary Cross-listing

Animal communication systems come in as many varieties as the species that use them. What they have in common are a sender that encodes information into a physical signal and a receiver that senses the signal, extracts the information, and adjusts its subsequent behavior accordingly. This tutorial will consider all aspects of communication, using different animal systems to explore different aspects of the biology of signaling. Topics will include the use of syntax to carry meaning in chickadee calls, synchronous signaling by fireflies, gestural communication by primates, long-distance chemical attractants that allow male moths to find the object of their desire, and cultural evolution within learned signaling systems.

Requirements/Evaluation: evaluation will be based on five 5-page papers, five short response papers, and the student's effectiveness in tutorial discussions.

Prerequisites: BIOL 101 and 102; open to sophomores, juniors, and seniors

Enrollment Limit: 10

Enrollment Preferences: Biology majors and Neuroscience concentrators who need a Biology elective to complete the concentration; then sophomores.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

NSCI 209(D3) BIOL 209(D3)

Writing Skills Notes: This course is a tutorial, and each student will write five position papers and five response papers. Extensive feedback will be provided; students will be required to rewrite one position paper, and may rewrite any of them.

Attributes: COGS Related Courses NSCI Group A Electives

Fall 2024

TUT Section: T1 TBA Heather Williams

NSCI 319 (S) Neuroethics (WS)

Cross-listings: PSYC 319 / STS 319

Secondary Cross-listing

Neuroscience studies the brain and mind, and thereby some of the most profound aspects of human existence. In the last decade, advances in our understanding of brain function and in our ability to manipulate brain function have raised significant ethical challenges. This tutorial will explore a variety of important neuroethical questions. Potential topics will include pharmacological manipulation of "abnormal" personality; the use of "cosmetic pharmacology" to enhance cognition; the use of brain imaging to detect deception or to understand the ability, personality or vulnerability of an individual; the relationship between brain activity and consciousness; manipulation of memories; the neuroscience of morality and decision making. In addition to exploring these and other ethical issues, we will explore the basic science underlying them.

Requirements/Evaluation: six 5-page position papers and five 2-page response papers as well as participation in discussions

Prerequisites: PSYC 212 (same as BIOL 212 or NSCI 201); or permission of instructor

Enrollment Limit: 10

Enrollment Preferences: Psychology majors and Neuroscience concentrators

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

PSYC 319(D3) STS 319(D2) NSCI 319(D3)

Writing Skills Notes: In alternating weeks, each student in a tutorial pair will write a 5-page essay based on the assigned readings. Essays will be discussed during tutorial meetings and written feedback from the professor will be provided for each essay. At the end of the semester, students will choose one of their prior essays to revise as their final submission. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Attributes: NSCI Group B Electives PSYC Area 1 - Behavioral Neuroscience

Spring 2025

TUT Section: T1 TBA Noah J. Sandstrom

PHIL 127 (F)(S) Meaning and Value (WS)

What gives an individual life meaning? Pleasure? Success in fulfilling desires? Flourishing in ways distinctive to a rational agent or a human being (including, for example, developing rational capacities and self-mastery, succeeding in worthwhile projects, cultivating relationships, living morally, developing spiritually)? Can we be mistaken about how well our lives are going, or about what has value? What are the main sources of uncertainty here? Does the fact that our lives will end threaten their meaning? How can science contribute to our understanding of these issues? We'll examine these and related questions through historical and contemporary readings. This course aims to teach skills required for good philosophical thinking, including those involved in reading texts closely, reconstructing and evaluating arguments, articulating ideas clearly in discussion, and crafting well-structured and carefully-reasoned papers.

Class Format: Students will meet in trios for this tutorial. We will meet on a fixed weekly schedule agreed to by the instructor and participants.

Requirements/Evaluation: Four lead tutorial papers (5-6 pages in length), seven critiques (2 pages in length), and one rewrite.

Prerequisites: First-years and sophomores only.

Enrollment Limit: 12

Enrollment Preferences: First-years and sophomores, and students who need to fulfill their 100-level requirement for the philosophy major. This tutorial is an appropriate first course in PHIL.

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Unit Notes: This tutorial meets the 100-level PHIL major requirement.

Distributions: (D2) (WS)

Writing Skills Notes: Each student will write a lead tutorial paper (5-6 pages in length) or a peer critique (2 pages) in alternating weeks. The instructor will provide timely comments on writing skills, with suggestions for improvement.

Fall 2024

TUT Section: T1 TBA Melissa J. Barry

Spring 2025

TUT Section: T1 TBA Melissa J. Barry

PHIL 213 (S) Biomedical Ethics (WS)

Much like the construction of medical knowledge itself, it is from specific cases that general principles of biomedical ethics arise and are systematized into a theoretical framework, and it is to cases they must return, if they are to be both useful and comprehensible to those making decisions within the biomedical context. In this tutorial we will exploit this characteristic of biomedical ethics by using a case-based approach to examining core concepts of the field. The first portion of the course will be devoted to developing and understanding four moral principles which have come to be accepted as canonical: respect for autonomy, beneficence, nonmaleficence, and justice. The remainder of the course will consider key concepts at the core of medical ethics and central issues for the field, such as privacy and confidentiality, the distinction between killing and "letting die," and therapy vs. research. To this end, each week we will (1) read philosophical material focused on one principle or concept, and (2) consider in detail one bioethics case in which the principle or concept has special application or relevance. In some weeks, students will be asked to choose from a small set which case they would like to address; in others the case will be assigned.

Requirements/Evaluation: bi-weekly papers, oral commentaries, and tutorial discussions

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: PHIL majors, PHLH concentrators, those who have a curricular need for the course, those who have been dropped from the course in previous semesters due to over enrollment

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

Writing Skills Notes: Students will write five tutorial papers of 5-7 pages in length, one of which they will revise and resubmit. In each of the tutorial papers students will describe and evaluate arguments that appear in the assigned readings, and will develop arguments in support of their own ethical positions. Students will receive written and oral feedback, concentrated particularly in the first half of the semester, to improve their ability to present clear and effective written arguments.

Attributes: PHIL Contemporary Value Theory Courses PHLH Bioethics + Interpretations of Health

Spring 2025

TUT Section: T1 TBA Julie A. Pedroni

PHIL 224 (S) Nietzsche, Marx and Freud (WS)

Nietzsche, Marx and Freud have had a profound influence on literature, philosophy, and critical theories of the 20th and 21st centuries. In this tutorial we will treat them as diagnosticians of modernity who engaged in unveiling illusions and opening up possible alternative human futures. Each questioned the emancipatory effects of dominant understandings of reason and freedom as well as idealist and humanist accounts of moral progress in history; each aimed to liberate human beings from unnecessary suffering. We will focus on questions concerning their distinctive diagnostic and critical methods, the problems they identified, and their respective understandings of religion and modern science.

Class Format: We may also meet in a seminar format once or twice during the semester.

Requirements/Evaluation: Bi-weekly papers, 2-3 page commentaries, and tutorial discussions.

Prerequisites: One of the following: 100-level Philosophy course or permission of instructor. Exposure to history of modern European philosophy and/or intellectual history will be very helpful.

Enrollment Limit: 10

Enrollment Preferences: Philosophy majors or prospective majors and students with background and interest in modern philosophy and critical theories more generally.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

Writing Skills Notes: Students write five or six 5-6 page tutorial papers. Each will receive regular feedback to improve their ability to present clear, well-supported and engaging written arguments and interpretations.

Attributes: PHIL History Courses

Spring 2025

TUT Section: T1 TBA Jana Sawicki

PHIL 243 (S) The Philosophy of Higher Education: College Controversies (WS)

What are the purposes of higher education? What are the purposes of liberal arts colleges in America? What should be the goals of Williams College? We will begin examining these questions by studying the history of some controversies in American higher education, and then turn to contemporary controversies such as campus free speech, cancel culture, divestment, decolonization, and admissions criteria.

Class Format: This course is a tutorial. Students will meet in pairs with the instructor one hour per week.

Requirements/Evaluation: A 5- to 7-page paper every other week (6 in all), prepare and present a written critique of their partners' papers in alternate weeks

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: I will be seeking a balance of interests and backgrounds; preference given to students who have taken at least one philosophy course

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

Writing Skills Notes: A 5- to 7-page paper every other week (6 in all), prepare and present a written critique of their partners' papers in alternate weeks, and will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Attributes: PHIL Contemporary Value Theory Courses

Spring 2025

TUT Section: T1 TBA Steven B. Gerrard

PHIL 244 (S) Environmental Ethics (WS)

Cross-listings: ENVI 244

Secondary Cross-listing

What ethical standards should guide our individual and societal choices when those choices affect current and future environmental conditions? This course will introduce students to fundamental concepts, methods, and issues in environmental ethics. Initial tutorial meetings will focus on theoretical materials that will background later discussions and will include classic readings from the environmental ethics literature, among others. Most sessions will pair readings about key concepts with specific cases that raise complex ethical issues, including the concept of moral standing and, e.g., people who do not yet exist, non-human individuals, species, and complex living systems; the concept of moral responsibility and complicity in environmentally damaging practices; the legitimacy of cost-benefit analysis as an environmental policy tool; and the valuation of human lives.

Requirements/Evaluation: five essays (5-7 pages each) and five prepared oral responses to partners' essays; evaluation will be based on essays, oral responses, and quality of discussion

Prerequisites: ENVI 101 or one course in PHIL

Enrollment Limit: 10

Enrollment Preferences: declared and prospective Environmental Studies majors and concentrators

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Unit Notes: meets Value Theory requirement only if registration is under PHIL

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 244(D2) PHIL 244(D2)

Writing Skills Notes: Students will write five tutorial papers of 5-7 pages in length, one of which they will revise and submit at the end of the term. In each of the tutorial papers students will describe and evaluate arguments that appear in the assigned readings, and will develop arguments in support of their own ethical positions. Students will receive written and oral feedback, concentrated particularly in the first half of the semester, to improve their ability to present clear and effective written arguments.

Attributes: ENVI Humanities, Arts + Social Science Electives EVST Culture/Humanities PHIL Contemporary Value Theory Courses

Spring 2025

TUT Section: T1 TBA Julie A. Pedroni

PHIL 272 (S) Free Will and Responsibility (WS)

Cross-listings: JLST 272

Primary Cross-listing

Our practice of holding people responsible seems justified as long as their choices are free. But when does a choice qualify as free? We're all deeply influenced by factors ranging from the general laws of nature to specific features of our genetic endowment and social environment (including religion, political ideology, and advertising). These affect not only our particular choices but also, more fundamentally, who we are and what we value. The key question, then, is whether, and how, agency is possible amidst all of these influences. We'll attempt to answer this question by examining recent philosophical work on the nature of free will and responsibility.

Requirements/Evaluation: Six tutorial papers (5-6 pages in length) and five critiques (2-3 pages in length)

Prerequisites: one PHIL course (or permission of instructor; please email with any questions)

Enrollment Limit: 10

Enrollment Preferences: current and prospective Philosophy majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

PHIL 272(D2) JLST 272(D2)

Writing Skills Notes: Students will write a tutorial paper (5-6 pages in length) every other week, and a peer critique (2-3 pages in length) in alternating weeks, evenly spaced throughout the semester. The instructor will provide timely comments on writing skills, with suggestions for improvement.

Attributes: JLST Theories of Justice/Law PHIL Contemporary Value Theory Courses

Spring 2025

TUT Section: T1 TBA Melissa J. Barry

PHIL 274 (F) Messing with People: The Ethics of Human Experimentation (WS)

The Tuskegee Syphilis Study and Stanley Milgram's Obedience experiments are infamous. Yet, other lesser known experiments are equally important landmarks in research ethics that continue to shape the design, conduct, and regulation of research involving human participants. In this tutorial we'll closely examine a series of contemporary and historical cases of human experimentation (roughly, one case per week) with an eye toward elucidating the moral norms that ought to govern such research. A number of conceptual themes will emerge throughout the course of the term, including notions of exploitation and coercion, privacy and confidentiality, and the balance between public interests and individual rights. The cases will be drawn from different domains of research, including clinical medicine, public health, social and behavioral sciences, and education. Specific issues are likely to include the ethics of placebo research; deception in research; studies of illicit/illegal behavior; genetic research; research involving social media; experimentation with children, pregnant people and fetuses; research involving persons with mental illness, justice and research with marginalized populations, among other topics.

Requirements/Evaluation: evaluations will be based on written work, on biweekly papers, oral commentaries, and tutorial discussions

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: Philosophy majors (declared and prospective); Public Health concentrators (declared and prospective)

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

Writing Skills Notes: Students will write six tutorial papers of 5-7 pages in length, one of which they will revise and resubmit. In each of the tutorial papers students will describe and evaluate arguments that appear in the assigned readings, and will develop arguments in support of their own ethical positions. Students will receive written and oral feedback, concentrated particularly in the first half of the semester, to improve their ability to present clear and effective written arguments.

Attributes: PHIL Contemporary Value Theory Courses PHLH Bioethics + Interpretations of Health

Fall 2024

TUT Section: T1 TBA Julie A. Pedroni

PHLH 351 (F) Racism in Public Health (DPE)

Cross-listings: AAS 351

Primary Cross-listing

Across the nation, states, counties and communities have declared racism a public health crisis. This push to identify systemic racism as a high priority in public health action and policy is an important symbolic and political move. It names the faults of histories, systems and institutions but also brings to the spotlight the individual and community responsibility to dismantle racism in the US. In this tutorial, we will examine racism in public health policy, practice and research through an investigation of several mediums of evidence and information, ranging from peer reviewed literature to news editorials, podcasts and documentaries. We will explore specific pathways by which legacies of colonialism and racism function in various public health disciplines such as epidemiology, social & behavioral sciences, health policy and environmental health while also examining the dynamics of power and history in research and community practice. We will take deep dives into issues on how health can be impacted by redlining, racist medical algorithms, racial trauma and stress and police violence, to name a few. Students will also have two opportunities to select their own case studies, as a way for you to research and learn about particular racial health issues that are of personal interest. This course is also about self-reflection and exploration of the ways in which our identities and lived experiences impact our understanding and perspective. We will gain skills in speaking across differences and articulation of how our own perceptions and lived experiences of race and racism impact our study of public health. This tutorial requires an openness to self-reflection and the practice of listening and articulation.

Requirements/Evaluation: bi-weekly tutorial papers, weekly journaling, oral commentaries and tutorial discussion

Prerequisites: PHLH 201 or instructor approval.

Enrollment Limit: 10

Enrollment Preferences: 1-Public Health concentrators. 2- Asian American Studies concentrators.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AAS 351(D2) PHLH 351(D2)

Difference, Power, and Equity Notes: In this course students will examine and critically examine the inequities and race based social and health injustices, and the ways racism infiltrates public health action and policy, both historically and currently. They will also refine their self reflection skills in understanding how their own positions of privilege and power, or lack thereof, inform their understanding of public health.

Attributes: AAS Non-Core Electives PHLH Social Determinants of Health

Fall 2024

TUT Section: T1 TBA Marion Min-Barron

PHYS 402 (S) Applications of Quantum Mechanics (QFR)

This course will explore a number of important topics in the application of quantum mechanics to physical systems, including perturbation theory, the variational principle and the semiclassical interaction of atoms and radiation. The course will finish up with three weeks on quantum optics including an experimental project on non-classical interference phenomena. Applications and examples will be taken mostly from atomic physics with some discussion of solid state systems.

Requirements/Evaluation: weekly problem sets, tutorial participation, presentations, and a final exam, all of which have a substantial quantitative component

Prerequisites: PHYS 301

Enrollment Limit: 10 per sec

Enrollment Preferences: Physics and Astrophysics Majors

Expected Class Size: 16

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: This course has weekly problem sets, all of which have a substantial quantitative component.

Spring 2025

TUT Section: T1 F 1:10 pm - 2:25 pm Betul Pamuk

PHYS 411 (F) Classical Mechanics (QFR)

This course will explore advanced topics in classical mechanics. Central ideas include the calculus of variations, the Lagrangian and Hamiltonian formulations of mechanics, phase space, central-force motion, non-inertial reference frames (including implications for physics on a rotating Earth), rigid-body rotations, and non-linear dynamics & chaos, with additional topics from continuum and fluid mechanics as time permits. Numerical and perturbative techniques will be developed and used extensively. We will also examine the ways in which classical mechanics informs other fields of physics. In addition to weekly tutorial meetings the class will meet weekly as a whole to introduce and discuss new material.

Requirements/Evaluation: weekly problem sets, tutorial participation, presentations, a final project, and a final exam, all of which have a substantial quantitative component

Prerequisites: PHYS 202 and PHYS/MATH 210 or MATH 309

Enrollment Limit: 30

Enrollment Preferences: majors

Expected Class Size: 24

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: weekly problem sets requiring substantial quantitative reasoning using analytical and numerical methods.

Fall 2024

TUT Section: T1 F 1:10 pm - 2:25 pm Katharine E. Jensen, Frederick W. Strauch

PSCI 160 (F) Refugees in International Politics (DPE) (WS)

Globally, refugees seem to create, and be caught up in, chronic crisis. This course evaluates how this can be--how a crisis can be chronic, and for whom this chronic crisis is a solution. We investigate who refugees are, in international law and popular understanding; read refugee stories; examine international and national laws distinguishing refugees from other categories of migrants; evaluate international organizations' roles in managing population displacement; look at the way that images convey stereotypes and direct a type of aid; consider refugee camps in theory and example; and reflect on what exclusion, integration, and assimilation mean to newcomers and host populations. In whose interest is the prevailing system? Who might change it, and how?

Requirements/Evaluation: Ten essays: five lead, five response. The first two weeks' essay grades will be unrecorded.

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: first-year students, to be selected randomly from list of those enrolled.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

Writing Skills Notes: In addition to writing every week, students will have a chance work on specific skills cumulatively.

Difference, Power, and Equity Notes: This course examines the way in which home states categorize people and oppress some, producing refugees; the way that host states categorize people and oppress some, using immigration to shore up the prevailing ethnic hierarchy; and why we worry about some of these categories of oppression more than others.

Attributes: PSCI International Relations Courses

Fall 2024

TUT Section: T1 TBA Cheryl Shanks

PSCI 259 (S) George Orwell: Capitalism, Socialism and Totalitarianism

It is hard to overstate the enduring influence of George Orwell on political discourse in the 20th century and beyond. Before his death in 1950 at the young age of forty six, Orwell produced a stunningly large and diverse body of work in the fields of journalism, literature, and political commentary. Much of this work was inspired by his own experiences as a police officer in Burma, several years working and traveling with destitute workers in England and France, as well as his experiences fighting against fascism during the Spanish Civil War in the late 1930s. While a fairly obscure and struggling author for much of his life, Orwell achieved worldwide fame after the Second World War with the publication of *Animal Farm* (1945) and *1984* (1949). This tutorial has two main objectives. First, it will introduce students to Orwell's most important books and essays in the context of a turbulent political era marked by the Great Depression, the rise of totalitarianism, world war, and the emerging Cold War. Second, the tutorial will examine the past and ongoing uses and abuses of Orwell's legacy by scholars and analysts on both the political left and the right. As Louis Menand argues, "almost everything in the popular understanding of Orwell is a distortion of what he really thought and the kind of writer he was." The course will conclude by examining what Orwell's thought contributes to a consideration of current issues ranging from the emergence of cancel culture to the possibilities of democratic socialism in the 21st century.

Requirements/Evaluation: 4 lead essays of 5-6 pages and 4 response essays of 2 pages.

Prerequisites: At least one introductory political science course.

Enrollment Limit: 10

Enrollment Preferences: Declared and prospective political science majors.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Unit Notes: This course could also be listed in other subfields.

Distributions: (D2)

Attributes: PSCI International Relations Courses

Spring 2025

TUT Section: T1 TR 8:30 am - 9:45 am James McAllister

PSCI 290 (F) How Change Happens in American Politics (WS)

Cross-listings: LEAD 290

Primary Cross-listing

An unprecedented assault on the U.S. Capitol, the rise of white nationalism, a pandemic, economic volatility, racial reckoning, the overturning of *Roe v. Wade*, and rapidly evolving environmental crises -- American politics in the last four years has been tumultuous. What might we expect to come next? From the Founding to the present, the American political order has undergone cataclysmic and thoroughgoing transformations, yet it has also proven to be remarkably stable and enduring. How can this be? Where do we find continuities and where upheavals? Who or what has been responsible for the continuities, and who or what for the changes? What sorts of transformations have been possible, and why -- what marriage of

individual action and contextual factors have created political change in the past and in the present? Finally, what are the costs of change (and of continuity) -- and who pays them? In this tutorial, we assess American political change, or lack of, to gain a sense of the role that political leaders have played in driving change. We examine when and how individuals and leadership have mattered vis-à-vis broader historical and contextual factors, including war, economic developments, demographic change, and constitutional and institutional practices. We consider general models of change, as well as specific case studies, including civil rights and social justice for racial and ethnic groups, gender equality and family relations, and reactionary or traditionalist politics. Finally, we will look at arguments that America has been "exceptional" -- or, unlike other countries -- as well as critiques of these arguments to help us gain an understanding of future prospects for political transformation.

Requirements/Evaluation: participation in weekly meetings as well as 4 lead essays (5-6 pages) and 4 critiques (2 pages)

Prerequisites: one prior course in political science

Enrollment Limit: 10

Enrollment Preferences: Declared and prospective Political Science majors and Leadership Studies concentrators

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

LEAD 290(D2) PSCI 290(D2)

Writing Skills Notes: Extensive written feedback will be provided on tutorial essays and critiques. Additionally, the tutorial sessions will include attention to the quality of the written argument in the paper that is the focus of each session. At the end of the semester, students will be required to revise one of the tutorial papers incorporating the feedback, oral and written, provided by their tutorial partner and the instructor.

Attributes: LEAD Facets or Domains of Leadership POEC Depth PSCI American Politics Courses

Fall 2024

TUT Section: T1 TR 8:30 am - 9:45 am Nicole E. Mellow

PSCI 326 (S) The Cyber Revolution (WS)

This is a course about how the advent of digital technologies, and especially those related to cybersecurity, have reshaped international politics, as well as how they might affect the world order in the future. At its most basic level, it addresses a question that is of fundamental importance to both scholars and policymakers alike: Have cyberweapons and digital technologies revolutionized the way that international politics works, in a manner similar to the impact that nuclear weapons have had on the international system since 1945? Specifically, the course will focus on what is known as the "theory of the cyber revolution"; threats to critical infrastructure; the most significant cyberattacks that have occurred to date, namely, the US-Israeli Stuxnet attack on Iran's nuclear facilities in 2006-2010 and Russia's NotPetya attack on Ukraine in 2017; zero-day markets; information warfare and its effects on, respectively, authoritarian and democratic political systems; and the role that critical information technologies--such as advanced semiconductors, quantum computing, and artificial intelligence systems--might play in the evolution of international security competition in future decades.

Requirements/Evaluation: Biweekly analytical essays, biweekly critiques, final paper, class participation

Prerequisites: PSCI 120

Enrollment Limit: 10

Enrollment Preferences: Preference given to PSCI majors, especially those concentrating in the international relations subfield

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

Writing Skills Notes: Students will be writing biweekly analytical essays, biweekly critiques of their partner's work, and a final paper. Moreover, they will be providing peer review of one another's work throughout the semester.

Attributes: PSCI International Relations Courses

Spring 2025

TUT Section: T1 TBA Galen E Jackson

PSYC 319 (S) Neuroethics (WS)**Cross-listings:** STS 319 / NSCI 319**Primary Cross-listing**

Neuroscience studies the brain and mind, and thereby some of the most profound aspects of human existence. In the last decade, advances in our understanding of brain function and in our ability to manipulate brain function have raised significant ethical challenges. This tutorial will explore a variety of important neuroethical questions. Potential topics will include pharmacological manipulation of "abnormal" personality; the use of "cosmetic pharmacology" to enhance cognition; the use of brain imaging to detect deception or to understand the ability, personality or vulnerability of an individual; the relationship between brain activity and consciousness; manipulation of memories; the neuroscience of morality and decision making. In addition to exploring these and other ethical issues, we will explore the basic science underlying them.

Requirements/Evaluation: six 5-page position papers and five 2-page response papers as well as participation in discussions**Prerequisites:** PSYC 212 (same as BIOL 212 or NSCI 201); or permission of instructor**Enrollment Limit:** 10**Enrollment Preferences:** Psychology majors and Neuroscience concentrators**Expected Class Size:** 10**Grading:** no pass/fail option, no fifth course option**Distributions:** (D3) (WS)**This course is cross-listed and the prefixes carry the following divisional credit:**

PSYC 319(D3) STS 319(D2) NSCI 319(D3)

Writing Skills Notes: In alternating weeks, each student in a tutorial pair will write a 5-page essay based on the assigned readings. Essays will be discussed during tutorial meetings and written feedback from the professor will be provided for each essay. At the end of the semester, students will choose one of their prior essays to revise as their final submission. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Attributes: NSCI Group B Electives PSYC Area 1 - Behavioral Neuroscience

Spring 2025

TUT Section: T1 TBA Noah J. Sandstrom

REL 281 (F) Religion and Science**Cross-listings:** STS 281**Primary Cross-listing**

In the last few years the deniers of religion such as Dennett and Dawkins have forcefully argued that recent scientific developments show the degree to which religion is irrelevant to a modern understanding of what it means to be human. Atran and Boyer have made a similar case, arguing that recent progresses in our understanding of human cognition demonstrate that religion is a purely natural phenomenon that has little if any value for human development. Theologians such as Haught and Polkinghorne have rejected these views, arguing that a proper understanding of scientific developments such as evolution and quantum mechanics suggests religiously relevant views of the universe and our place therein. This course considers these competing perspectives while offering critical reflections on the views and categories involved in these controversies. We also examine the works of reflective naturalists such as Bellah and Herrstein, who argue that far from showing the irrelevance of religious ideas and practices, the new mind and life sciences suggest a much more nuanced view according to which religion is both grounded in the natural world and central to the development of human culture. Hence, it cannot be easily discounted as irrelevant to a scientifically informed understanding of what it means to be human.

Requirements/Evaluation: tutorial format. one paper every two weeks**Prerequisites:** none**Enrollment Limit:** 10**Enrollment Preferences:** preference for religion majors or future religion majors**Expected Class Size:** 10**Grading:** no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

STS 281(D2) REL 281(D2)

Fall 2024

TUT Section: T1 TBA Georges B. Dreyfus

REL 284 (F) From the Battlefield to the Hermit's Cell: Art and Experience in Norman Europe (WS)

Cross-listings: WGSS 284 / ARTH 218

Secondary Cross-listing

This tutorial provides students with the chance to investigate in-depth three of the most astonishing works of art created during the entire Middle Ages: the Bayeux Tapestry (c.1077-1082), the Cappella Palatina (c.1130s-1166), and the Psalter of Christina of Markyate (1120s-1160s). Created within a hundred years of each other all within territories controlled by the Normans--a warrior dynasty that settled in northern France in the 10th century and then expanded north into England and south into Italy in the 11th and 12th centuries--each of these works is unprecedentedly ambitious in scale, dazzling in its material properties, and survives in its original wholeness, a rarity in the medieval world. Despite these similarities, however, each work is very different from the other two and so sheds light on very different aspects of Norman experience, across Europe. The Bayeux Tapestry, likely made by female embroiderers for a baronial hall, is a giant textile (over 70 meters long) that in gruesome and fascinating detail tells the story of the Norman invasion of England by William the Conqueror in 1066. The Cappella Palatina in Palermo, in turn, commissioned by King Roger II, is a royal chapel covered in sumptuous mosaics that reveals through its decoration and ritual the dynamic interaction of Islamic, Byzantine, and Latin Christian traditions in the multicultural Norman kingdom of Sicily in the 12th century. And the Psalter of Christina of Markyate, a large prayerbook made for the use of a female recluse in southern England, contains 40 full-page paintings and 215 decorated initials, a vast and inventive program of imagery that through its creative profundity helped reshape private devotional art and culture for centuries to come. Through their variety, then, these three objects--an embroidery, a building, and a book--give students insight into the rich array of concerns and aspirations, from the political to the spiritual and from the public to the private, that gave substance and meaning to 11th- and 12th-century European life, for women as well as men. What is more, these three remarkable works of art have been the focus of much interesting scholarship in recent years, so an exploration of some of that literature provides a compelling introduction to the discipline of art history itself, past and present.

Requirements/Evaluation: Participation in discussion; five 4-5-page tutorial papers; five 1-2-page response papers.

Prerequisites: None

Enrollment Limit: 10

Enrollment Preferences: First years and sophomores, but open to all.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 284(D2) REL 284(D2) ARTH 218(D1)

Writing Skills Notes: In this tutorial, students will develop skills of critical reading and focus on how to craft clear and persuasive arguments of their own. To help them achieve these goals, they will receive timely comments on their written work, especially the five 5-7-page papers they will submit, with suggestions for improvement.

Attributes: ARTH pre-1800

Fall 2024

TUT Section: T1 TBA Peter D. Low

REL 291 (F) Religion and Ecology in America (WS)

Cross-listings: ENVI 291 / SOC 291

Secondary Cross-listing

This course examines the relationship between religious and environmental thought in American cultural history. Exploring a broad range of practices, stories, and beliefs, we will examine the spiritual roots and branches of modern environmentalism. Rather than survey the formal teachings of organized religious groups, we will explore the creation and contestation of environmental meaning in the public sphere through literature, art, philosophy, and popular culture. How have religious writers, thinkers, and artists shaped the way we think about nature? How have they shaped the way we think about politics, science, and social justice? In pursuit of these questions, we will consider a diverse array of topics and cases, including struggles to protect Native American sacred places, the role of Black churches in fighting environmental racism, Protestant outdoorsmanship, Catholic climate activism, Jewish eco-mysticism, atheist biological theory, Buddhist eco-spirituality, and more.

Requirements/Evaluation: Each week each student will either write a 5- to 7-page essay on assigned readings or offer a 2-page critique of their partner's paper.

Prerequisites: None

Enrollment Limit: 10

Enrollment Preferences: Environmental Studies majors and concentrators

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 291(D2) REL 291(D2) SOC 291(D2)

Writing Skills Notes: Each student will write five five-page papers and five two-page papers in this class. They will be given extensive weekly feedback on their writing in the form of one-on-one meetings and written comments, and they will be given multiple opportunities for revision. Emphasis will be placed on the mechanics of argumentation, logic and rhetoric, and the development of a distinctive voice.

Attributes: ENVI Humanities, Arts + Social Science Electives

Fall 2024

TUT Section: T1 TBA Nicolas C. Howe

REL 353 (S) Disinterest in the Bhagavad Gita

Cross-listings: ENGL 353 / COMP 313 / ASIA 351

Secondary Cross-listing

In this course, students will read the *Bhagavad Gita* alongside selected responses to it. These responses range from philosophical and theological commentaries written in Sanskrit by Shankaracharya, Abhinavagupta, and Ramanuja, to later "Bhakti" poetic responses in other Indian languages, to 18th and 19th century European aesthetic and political commentary (Herder, Schlegel, Hegel), to the work of 20th century commentators like M.K. Gandhi, B.G. Tilak, B.R. Ambedkar and D.D. Kosambi. We will examine the *Gita's* theory of action and the place of disinterest in this theory. We will inquire into the social, metaphysical, and political conditions of possibility of such disinterestedness, and think about disinterestedness itself as a condition for political action and aesthetic experience. Finally, we will reflect on how such a comparative history of interpretation might help us model a dialectical history of thought.

Requirements/Evaluation: Weekly meetings, weekly reading; weekly essay or response. Attendance in 2-3 lectures over the semester.

Prerequisites: No prerequisites

Enrollment Limit: 10

Enrollment Preferences: Majors in English and Comparative Literature; Religion, Classics, or Philosophy majors; Sophomores looking to major in any of these.

Expected Class Size: 8-10

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 353(D1) COMP 313(D1) REL 353(D2) ASIA 351(D1)

Attributes: ENGL Literary Histories A

Spring 2025

TUT Section: T1 TBA Paresh Chandra

RLFR 330 (S) Unveiling Herstory: Heroines of the Francophone Enlightenment (DPE)

On May 10, 2022, Paris unveiled the first statue of a black woman, Solitude, an emblematic figure of courage and resilience in the eighteenth-century fight against slavery in Guadeloupe. Against the backdrop of the contemporary French movement wherein statues of Enlightenment thinkers like Diderot, Rousseau, and Voltaire have been vandalized and sparked intense debates on memory and politics, Solitude's recognition adds a profound dimension. Once revered as iconoclastic and progressive these male figures have in recent years been scrutinized for perpetuating ideals associated with white male hegemony, challenging conventional notions of freedom and equality. This tutorial invites students to reevaluate the Enlightenment movement, navigating beyond traditional narratives centered around male figures like Voltaire and Rousseau. It explores the transformative era post-French Revolution, shining a spotlight on the exceptional contributions made by women who defied societal norms within the eighteenth-century francophone world. Adopting a global perspective, the course not only examines events in France but also delves into its former colonies, particularly Haiti and Guadeloupe. By scrutinizing literary and ethnographic texts, as well as visual imagery, the course unravels the stories of remarkable women like Charlotte Corday, a key influencer during the Reign of Terror, and Sanité Belair, an active participant in the Haitian Revolution. The overarching goal is to underscore the significant roles and contributions of these women, often marginalized in historical narratives. Moreover, the course addresses the impact of archival gaps, shedding light on how the destruction of judicial archives by the French in their former colonies has shaped the remembrance of figures like Solitude and Belair.

Requirements/Evaluation: Weekly meeting with instructor for one hour. Weekly 2-3 page response papers. Final paper.

Prerequisites: Any RLFR 200-level course or above, or by permission of instructor.

Enrollment Limit: 10

Enrollment Preferences: All are welcome. If overenrolled, preference will be given to French majors and certificate students; and those with compelling justification for admission

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE)

Difference, Power, and Equity Notes: This course examines the history of slavery and French colonialism. It also explores issues of female empowerment, racism, social justice and equity.

Spring 2025

TUT Section: T1 TBA Preea Leelah

RUSS 348 (F) Altering States: Post-Soviet Paradoxes of Identity and Difference (DPE) (WS)

Cross-listings: GBST 348 / SOC 348

Secondary Cross-listing

Critics and apologists of Soviet-style socialism alike agree that the Soviet ideology was deeply egalitarian. Putting aside for a moment the very reasonable doubts about how justified this perception actually was, it is still worth asking, how did people who lived in the world in which differences in rank, class, gender or ethnicity were not supposed to matter, make sense of their post-socialist condition, one in which new forms of difference emerged, and old ones assumed greater prominence? And how do these encounters with difference impact current events, such as Russia's invasion of Ukraine, or the lingering tensions between East and West Germans? This tutorial will examine new dilemmas through ethnographic studies and documentary films that aim to capture in real time the process of articulating and grappling with newly discovered divides. We will focus especially closely on Ukraine and Russia, but will also read comparative studies, as well as works on East Germany and Georgia. This course fulfills the DPE requirement by exploring comparatively the ways in which people in different countries made sense of the social, cultural and political heterogeneity of the post-socialist condition.

Requirements/Evaluation: 5-page paper every other week, written comments on the partner's paper in alternate weeks

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: Anthropology, Sociology, and Russian majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

GBST 348(D2) RUSS 348(D1) SOC 348(D2)

Writing Skills Notes: This is a tutorial course, with plenty of opportunities to work on writing and argumentation. Tutorial papers receive written feedback from both the instructor and the tutorial partner, and are workshopped during the tutorial meetings.

Difference, Power, and Equity Notes: Students will learn to identify and interrogate processes of social differentiation and exclusion as they take place across Russia and Eastern Europe. We will also train ourselves to identify parallels, as well as differences, between responses to the social and economic uncertainty ushered by the fall of socialism, and the discontents triggered by similar conditions closer to home.

Attributes: GBST Russian + Eurasian Studies

Fall 2024

TUT Section: T1 M 7:00 pm - 9:40 pm Olga Shevchenko

SOC 291 (F) Religion and Ecology in America (WS)

Cross-listings: ENVI 291 / REL 291

Secondary Cross-listing

This course examines the relationship between religious and environmental thought in American cultural history. Exploring a broad range of practices, stories, and beliefs, we will examine the spiritual roots and branches of modern environmentalism. Rather than survey the formal teachings of organized religious groups, we will explore the creation and contestation of environmental meaning in the public sphere through literature, art, philosophy, and popular culture. How have religious writers, thinkers, and artists shaped the way we think about nature? How have they shaped the way we think about politics, science, and social justice? In pursuit of these questions, we will consider a diverse array of topics and cases, including struggles to protect Native American sacred places, the role of Black churches in fighting environmental racism, Protestant outdoorsmanship, Catholic climate activism, Jewish eco-mysticism, atheist biological theory, Buddhist eco-spirituality, and more.

Requirements/Evaluation: Each week each student will either write a 5- to 7-page essay on assigned readings or offer a 2-page critique of their partner's paper.

Prerequisites: None

Enrollment Limit: 10

Enrollment Preferences: Environmental Studies majors and concentrators

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 291(D2) REL 291(D2) SOC 291(D2)

Writing Skills Notes: Each student will write five five-page papers and five two-page papers in this class. They will be given extensive weekly feedback on their writing in the form of one-on-one meetings and written comments, and they will be given multiple opportunities for revision. Emphasis will be placed on the mechanics of argumentation, logic and rhetoric, and the development of a distinctive voice.

Attributes: ENVI Humanities, Arts + Social Science Electives

Fall 2024

TUT Section: T1 TBA Nicolas C. Howe

SOC 348 (F) Altering States: Post-Soviet Paradoxes of Identity and Difference (DPE) (WS)

Cross-listings: GBST 348 / RUSS 348

Primary Cross-listing

Critics and apologists of Soviet-style socialism alike agree that the Soviet ideology was deeply egalitarian. Putting aside for a moment the very

reasonable doubts about how justified this perception actually was, it is still worth asking, how did people who lived in the world in which differences in rank, class, gender or ethnicity were not supposed to matter, make sense of their post-socialist condition, one in which new forms of difference emerged, and old ones assumed greater prominence? And how do these encounters with difference impact current events, such as Russia's invasion of Ukraine, or the lingering tensions between East and West Germans? This tutorial will examine new dilemmas through ethnographic studies and documentary films that aim to capture in real time the process of articulating and grappling with newly discovered divides. We will focus especially closely on Ukraine and Russia, but will also read comparative studies, as well as works on East Germany and Georgia. This course fulfills the DPE requirement by exploring comparatively the ways in which people in different countries made sense of the social, cultural and political heterogeneity of the post-socialist condition.

Requirements/Evaluation: 5-page paper every other week, written comments on the partner's paper in alternate weeks

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: Anthropology, Sociology, and Russian majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

GBST 348(D2) RUSS 348(D1) SOC 348(D2)

Writing Skills Notes: This is a tutorial course, with plenty of opportunities to work on writing and argumentation. Tutorial papers receive written feedback from both the instructor and the tutorial partner, and are workshopped during the tutorial meetings.

Difference, Power, and Equity Notes: Students will learn to identify and interrogate processes of social differentiation and exclusion as they take place across Russia and Eastern Europe. We will also train ourselves to identify parallels, as well as differences, between responses to the social and economic uncertainty ushered by the fall of socialism, and the discontents triggered by similar conditions closer to home.

Attributes: GBST Russian + Eurasian Studies

Fall 2024

TUT Section: T1 M 7:00 pm - 9:40 pm Olga Shevchenko

STS 281 (F) Religion and Science

Cross-listings: REL 281

Secondary Cross-listing

In the last few years the deniers of religion such as Dennett and Dawkins have forcefully argued that recent scientific developments show the degree to which religion is irrelevant to a modern understanding of what it means to be human. Atran and Boyer have made a similar case, arguing that recent progresses in our understanding of human cognition demonstrate that religion is a purely natural phenomenon that has little if any value for human development. Theologians such as Haught and Polkinghorne have rejected these views, arguing that a proper understanding of scientific developments such as evolution and quantum mechanics suggests religiously relevant views of the universe and our place therein. This course considers these competing perspectives while offering critical reflections on the views and categories involved in these controversies. We also examine the works of reflective naturalists such as Bellah and Herrstein, who argue that far from showing the irrelevance of religious ideas and practices, the new mind and life sciences suggest a much more nuanced view according to which religion is both grounded in the natural world and central to the development of human culture. Hence, it cannot be easily discounted as irrelevant to a scientifically informed understanding of what it means to be human.

Requirements/Evaluation: tutorial format. one paper every two weeks

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: preference for religion majors or future religion majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

STS 281(D2) REL 281(D2)

Fall 2024

TUT Section: T1 TBA Georges B. Dreyfus

STS 319 (S) Neuroethics (WS)

Cross-listings: PSYC 319 / NSCI 319

Secondary Cross-listing

Neuroscience studies the brain and mind, and thereby some of the most profound aspects of human existence. In the last decade, advances in our understanding of brain function and in our ability to manipulate brain function have raised significant ethical challenges. This tutorial will explore a variety of important neuroethical questions. Potential topics will include pharmacological manipulation of "abnormal" personality; the use of "cosmetic pharmacology" to enhance cognition; the use of brain imaging to detect deception or to understand the ability, personality or vulnerability of an individual; the relationship between brain activity and consciousness; manipulation of memories; the neuroscience of morality and decision making. In addition to exploring these and other ethical issues, we will explore the basic science underlying them.

Requirements/Evaluation: six 5-page position papers and five 2-page response papers as well as participation in discussions

Prerequisites: PSYC 212 (same as BIOL 212 or NSCI 201); or permission of instructor

Enrollment Limit: 10

Enrollment Preferences: Psychology majors and Neuroscience concentrators

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

PSYC 319(D3) STS 319(D2) NSCI 319(D3)

Writing Skills Notes: In alternating weeks, each student in a tutorial pair will write a 5-page essay based on the assigned readings. Essays will be discussed during tutorial meetings and written feedback from the professor will be provided for each essay. At the end of the semester, students will choose one of their prior essays to revise as their final submission. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Attributes: NSCI Group B Electives PSYC Area 1 - Behavioral Neuroscience

Spring 2025

TUT Section: T1 TBA Noah J. Sandstrom

THEA 109 (S) The Art of Yoga: Practice, Philosophy, Politics, Possibilities (DPE)

Cross-listings: ASIA 109

Primary Cross-listing

This course offers an immersive, interdisciplinary approach to hatha yoga, the branch of yoga that emphasizes bodily techniques for channeling energy, and achieving balance and quietude. It has been practiced and theorized variously in South Asia since ancient times. More recently, beginning in the late 19th century, it has been popularized throughout the globe, and has served as a source of inspiration for artists in various disciplines, including the theatre. Our work will follow four interrelated paths that will provide a broad context for our own experience and offer us tools for developing creativity: 1) We will dedicate ourselves to the careful study of the physical practice of yoga asanas, giving emphasis to biomechanical principles of alignment. Our study will include some basics of yoga anatomy; 2) We will study some allied philosophical principles, as they emerge from the Sanskrit text, Patanjali's *Yoga Sutras*, and some current commentaries on that text, by means of expanding the significance of our practice to all areas of our lives; 3) We will attend to the cultural politics of yoga by discussing new scholarship on its ancient origins as well as critical inquiry about how issues of appropriation, Orientalism, and racism shape its current manifestations; 4) We will examine how artists have incorporated elements of yoga into their practice. To explore how yoga might support our own artistic and innovative thinking, we will pair our practice with creative exercises. In this way, the course aims to explore the relationship of theory and practice. It will be of interest to students in the arts and anyone

interested in fostering artistry and the imagination. Students must be prepared to engage in a physical practice of asana, as well as commit to reading, writing, and discussion. No previous experience with yoga is required.

Requirements/Evaluation: Students will write 3-page weekly papers, either in response to readings or embodied exercises, or the tutorial partner's essay. Written feedback will be given by instructor. Students will be expected to demonstrate that they are regularly practicing outside of class both by the quality of questions they bring to our sessions together, as well as their continuous refinement of the poses. Students will not be evaluated in relation to a standard, but according to their own dedicated and steady progress with respect to the experience of yoga practice. The evaluation process includes attendance.

Prerequisites: Prospective students will be asked to submit an online form with questions about their interest in the class.

Enrollment Limit: 10

Enrollment Preferences: Preference will be given to first-year students.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Materials/Lab Fee: \$50 for yoga mat, belt, and balls.

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

THEA 109(D1) ASIA 109(D1)

Difference, Power, and Equity Notes: Throughout the course we will reflect on the ways in which the knowledge created through yogic practice and philosophy disrupts and provincializes European epistemological systems. Moreover, we will engage in critical inquiry into the ways in which the global popularity of yoga is shaped by colonial legacies of Orientalist representation, as well as contemporary modes of cultural appropriation and consumerism.

Spring 2025

TUT Section: T1 TBA Shanti Pillai

WGSS 206 (S) Narrating Color: Black Women Sing and Write About Complexion

Cross-listings: AFR 202 / COMP 236

Secondary Cross-listing

Colorism, skin color discrimination where light skin is privileged over dark skin, is not a new phenomenon, but globally entrenched in our society and one of the many vestiges of white supremacy. For Black Americans of all backgrounds, colorism is a familiar and a living legacy concretized by the institution of slavery in the Americas. Although some believe that we are "post-color," similarly to those that naively believe we are "post-race," one can look to the recent example of misogynoir (misogyny directed at Black women) and skin color politics that Meghan Markle, the Duchess of Sussex, has faced at the hands of the British Monarchy, that her light-skinned color, biraciality, and class privileges couldn't protect her from. Alternatively, we can look at the numerous examples of colorism and anti-Black racism that tennis icon Serena Williams is subjected to because of her dark-brown skin complexion and body shape. One cannot fully understand the issue of colorism without understanding that it is an outgrowth or an extension of anti-Black racism firmly rooted in white supremacy, and so insidious that it impacts all aspects of Black life. Examining colorism through literary texts and music, provides a depth of understanding that both compliments and expands these empirical studies. Literature and music provide the narratives and rhythm that paint a vivid picture of the many ways that colorism impacts the lives of Black people. Through the methods of literary and rhetorical criticism we will examine the works of five Black women authors and music artists that take up issues around colorism and passing. We will explore, Toni Morrison's, *The Origins of Others* (2017), Brit Bennett's, *The Vanishing Half* (2020), Tressie McMillian Cottom's, *Thick* (2019), Marita Golden's, *Don't Play in the Sun* (2004), Yaba Blay's, *One Drop: Shifting the Lens on Race* (2021), Nina Simone's, "Four Women" (1966) and "Young, Gifted and Black" (1958), Sara Martin's, "Mean Tight Mama" (1927), India.Arie's, "Brown Skin" (2001), Azealia Banks' "Liquorice" (2012), and Beyoncé's "Creole" (2012), "Formation" (2016) and "Brown Skin Girl" (2020). By examining colorism in both literature and music, it will give first year students a foundational and nuanced understanding of skin tone bias and equip them with the tools to critically engage literary and music texts.

Requirements/Evaluation: Three, short papers (4-5 pages) discussing aspects of the readings and songs; three response papers to tutorial partner's papers (2 pages long); two, video essays; two, Twitter threads explaining aspects of one of the books and one of the songs; and a curated playlist of songs that would serve as accompaniment to one of the texts from the class.

Prerequisites: N/A

Enrollment Limit: 10

Enrollment Preferences: This class is specifically designed for first year students. Sophomores can register only with advanced permission.

Expected Class Size: 8-10

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 206(D2) AFR 202(D2) COMP 236(D1)

Attributes: AFR Core Electives AFR Culture, Performance, and Popular Technologies

Spring 2025

TUT Section: T1 TBA VaNatta S. Ford

WGSS 284 (F) From the Battlefield to the Hermit's Cell: Art and Experience in Norman Europe (WS)

Cross-listings: REL 284 / ARTH 218

Secondary Cross-listing

This tutorial provides students with the chance to investigate in-depth three of the most astonishing works of art created during the entire Middle Ages: the Bayeux Tapestry (c.1077-1082), the Cappella Palatina (c.1130s-1166), and the Psalter of Christina of Markyate (1120s-1160s). Created within a hundred years of each other all within territories controlled by the Normans--a warrior dynasty that settled in northern France in the 10th century and then expanded north into England and south into Italy in the 11th and 12th centuries--each of these works is unprecedentedly ambitious in scale, dazzling in its material properties, and survives in its original wholeness, a rarity in the medieval world. Despite these similarities, however, each work is very different from the other two and so sheds light on very different aspects of Norman experience, across Europe. The Bayeux Tapestry, likely made by female embroiderers for a baronial hall, is a giant textile (over 70 meters long) that in gruesome and fascinating detail tells the story of the Norman invasion of England by William the Conqueror in 1066. The Cappella Palatina in Palermo, in turn, commissioned by King Roger II, is a royal chapel covered in sumptuous mosaics that reveals through its decoration and ritual the dynamic interaction of Islamic, Byzantine, and Latin Christian traditions in the multicultural Norman kingdom of Sicily in the 12th century. And the Psalter of Christina of Markyate, a large prayerbook made for the use of a female recluse in southern England, contains 40 full-page paintings and 215 decorated initials, a vast and inventive program of imagery that through its creative profundity helped reshape private devotional art and culture for centuries to come. Through their variety, then, these three objects--an embroidery, a building, and a book--give students insight into the rich array of concerns and aspirations, from the political to the spiritual and from the public to the private, that gave substance and meaning to 11th- and 12th-century European life, for women as well as men. What is more, these three remarkable works of art have been the focus of much interesting scholarship in recent years, so an exploration of some of that literature provides a compelling introduction to the discipline of art history itself, past and present.

Requirements/Evaluation: Participation in discussion; five 4-5-page tutorial papers; five 1-2-page response papers.

Prerequisites: None

Enrollment Limit: 10

Enrollment Preferences: First years and sophomores, but open to all.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 284(D2) REL 284(D2) ARTH 218(D1)

Writing Skills Notes: In this tutorial, students will develop skills of critical reading and focus on how to craft clear and persuasive arguments of their own. To help them achieve these goals, they will receive timely comments on their written work, especially the five 5-7-page papers they will submit, with suggestions for improvement.

Attributes: ARTH pre-1800

Fall 2024

TUT Section: T1 TBA Peter D. Low

WILLIAMS-EXETER PROGRAMME AT OXFORD UNIVERSITY

Director: Professor Bojana Mladenovic

THE PROGRAMME

Williams College offers a year-long program of studies at Oxford University in cooperation with Exeter College (founded in 1314), one of the constituent colleges of the University. Williams students will be enrolled as Visiting Students at Exeter and as such will be undergraduate members of the University, eligible for access to virtually all of its facilities, libraries, and resources. As Visiting Students in Oxford, students admitted to the Programme will be fully integrated into the intellectual and social life of one of the world's great universities.

Although students on the Programme will be members of Exeter College, entitled to make full use of Exeter facilities (including the College Library), dine regularly in Hall, and join all College clubs and organizations on the same terms as other undergraduates at Exeter, students will reside in Ephraim Williams House, a compound of four buildings owned by Williams College, roughly 1.4 miles north of the city center. Up to five students from Exeter College will normally reside in Ephraim Williams House each year, responsible for helping to integrate Williams students into the life of the College and the University. A resident director (and member of the Williams faculty) administers Ephraim Williams House, oversees the academic program, and serves as both the primary academic and personal advisor to Williams students in Oxford.

Students enroll for the full academic year, which consists of three eight-week terms of instruction: Michaelmas Term, Hilary Term, and Trinity Term. Students are expected to be in residence to write their first tutorial papers in the week before the eight weeks of instruction begin (0th Week) and to remain in residence during the week after the term ends (9th Week) in order to sit final examinations. Between the three terms there are two intervening five week vacations, during which students may be expected to continue reading as preparation for their upcoming tutorials. Students are required to arrive in Oxford for Programme orientation.

Students on the Williams-Exeter Programme are required to be in residence in Oxford for three full terms. (They may be away during the vacation breaks between the terms.) Any student who departs early from Oxford without Faculty Director's written permission (given only in truly exceptional, unpredictable situations), will not receive term credit, even if the student submits all required work prior to departure.

For more general information on the Williams-Exeter Programme, go to exeter.williams.edu.

THE TUTORIAL SYSTEM

Undergraduate instruction at Oxford University is largely carried out through individual or small-group tutorials, in which a student meets weekly with their tutor to present and discuss an essay they have written, based on an extensive amount of reading undertaken from an assigned reading list received at the beginning of each term. In addition to the weekly tutorial, students are strongly encouraged to attend a course of lectures offered by the University that corresponds to the material being addressed in the tutorial. The lectures, however, may be offered in a term different from the one in which the student is taking the tutorial. For that reason, students are encouraged to obtain early in their first term, from the relevant faculty (department), the complete list of lectures planned for the academic year.

Each student will plan a course of study for the three terms of the academic year in consultation with the director of the Programme. In their capacity as the Tutor for Visiting Students at Exeter College, the director, working closely with Exeter's subject tutors, will arrange the teaching for the students, monitor student progress, be in regular contact with the student's tutors, supervise the examinations that students sit at the end of each academic term, and report on each student's academic progress to the Senior Tutor at Exeter College.

There are no "add/drop" periods at Oxford; once a student has made a commitment to a particular tutorial course, and the director has then secured a tutor to teach that course, students cannot back out or change the terms of the tutorial. All tutorials at Oxford are graded.

Students are required to enroll in two tutorial courses during Michaelmas term and two tutorials during Hilary Term (each consisting of eight individual tutorial meetings and generally requiring the preparation of eight essays). During Trinity term, students may choose to enroll in either one or two tutorial courses. Although some students take the minimum of five tutorial courses, most have enrolled in two tutorials per term for a total of six tutorials over their time at Oxford.

GRADES AND CREDIT

Grades for each tutorial course reflect the work done in all eight tutorial sessions, including their related essays, considered together, as well as the grade for the final examination. Tutorial essays and discussions are typically not assigned a specific grade. Final examinations last three hours and are always sat in the ninth week of term, following the eight weeks of instruction. For some tutorial courses, tutors may elect to offer the student the option of a final paper or project in lieu of an examination or may decide that the final project or examination is not necessary. This decision is made by each tutor, and is not a subject of negotiation.

Upon satisfactory completion of the requirements for the Williams-Exeter Programme at Oxford University, students receive academic credit for a regular Williams academic year, with each eight-session tutorial (plus final examination, if required) counting as the equivalent of 1.6 regular semester courses taken at Williams. Grades eventually become a part of their Williams transcript and will be included in the computation of Grade Point Average. There is no Pass/Fail option for Oxford tutorials.

Tutorial courses in Oxford may be used toward fulfilling the divisional distribution requirement; a student may earn a maximum of three distribution requirements, with no more than one from each division, for the year. All tutorial courses at Oxford meet the Williams College "Writing Intensive" designation, except for those in the studio arts, mathematics, and the natural sciences.

Tutorial courses in Oxford may also be used to meet major requirements. Students are encouraged to check with their department chair(s) to confirm official department policy.

THE COURSE OF STUDY

In addition to the opportunity to pursue British and Commonwealth Studies, Williams students in Oxford will be able to pursue tutorials in fields in which Oxford is particularly noted (Economics, English Literature, Mathematics, Modern History, Philosophy, Politics, Classics, Theology, the Natural Sciences, etc.). Exeter College also has fellows that are committed to teaching Williams students in three fields: English Language and Literature (with a focus on English literature, 1550-1830 and interests in the rise of the novel and women's writing); History (with interests spanning the areas of Atlantic World, Global, Imperial, early American, Latin American and Caribbean History); and Medical Law and Ethics (with interests in ethics and regulation of emerging technologies such as gene drive and use of artificial intelligence in medical care).

Tutorial courses are not offered every term, and are often accompanied by lectures scheduled in a different term. It is therefore imperative that students consult the relevant Faculty (departmental) webpages to make sure when the lectures and/or tutorials they wish to take are actually offered. Sometimes, where appropriate, prerequisites are also listed.

It must be noted that study in the sciences is not normally accompanied by laboratory work; science majors seeking major credit for tutorials in the sciences should discuss this situation with their major advisors. Students interested in learning more about the possible courses of study available at Oxford should contact the Director of International Education and Study Away.

A full summary of the list of courses offered by subject can be found at: ox.ac.uk/admissions/undergraduate/courses/course-listing. Detailed descriptions of all the courses listed can be found on the websites of respective departments or faculties the links of which can be found at: ox.ac.uk/about/departments-a-z.

NON-CREDIT FOREIGN LANGUAGE STUDY

In addition to their regular tutorial courses, students may begin or continue the study of a wide range of foreign languages on a non-credit basis through a variety of arrangements available through the University as well as a number of other educational and cultural institutions in the city of Oxford. Students may put funds from their Programme Cultural Subsidy towards such study.

APPLICATION

Admission to the Programme is competitive. Students must apply to the The Office of Global Education and Study Away by the prescribed deadline (January 15th) and, prior to applying, should consult with the department or program chair of their intended major(s). Any questions students might have about curricular offerings at Oxford can also be raised with the director of the Programme in Oxford.

In addition to completing the formal application form, students can expect to be interviewed at Williams and will subsequently need to complete an application for Visiting Student status at Oxford University. All admissions to the Programme are subject to approval by Exeter College. Students can expect to be notified of acceptance before Spring Break. It is normally expected that they will have completed the College's distribution requirement by the end of their sophomore year. In making its decisions, the Admissions Committee of the Williams-Exeter Programme at Oxford University takes student GPA into account, with a general expectation of a minimum GPA of 3.5. More importantly, we expect all applicants to have demonstrated capacity for rigorous independent work and extensive essay writing, and look favorably on those students whose intellectual maturity, curiosity and enthusiasm would best prepare them for a demanding course of study in Oxford. All applicants must identify two Williams faculty members who are willing to provide references. Because of the emphasis at Oxford on weekly written work for each tutorial course, at least one of those faculty members should be able to offer an assessment of the applicant's writing ability.

WILLIAMS-MYSTIC: The Coastal and Ocean Studies Program of Williams College and Mystic Seaport Museum

Executive Director: Thomas Van Winkle

- Lloyd B. Anderson, Assistant Professor at Williams-Mystic
- Kara J. Gadeken, Visiting Assistant Professor of Marine Ecology
- Catherine Robinson Hall, Associate Professor at Williams-Mystic; affiliated with: Williams-Mystic Program, Maritime Studies
- Tim J. Pusack, Associate Professor at Williams-Mystic
- Ned G. Schaumberg, Assistant Professor at Williams-Mystic
- Sofia E. Zepeda, Assistant Professor at Williams-Mystic; affiliated with: Williams-Mystic Program, History

Williams-Mystic: The Coastal and Ocean Studies Program invites students to experience a life-changing semester- not only on land and sea, but wherever their curiosity takes them. Whether it's studying biodiversity off the coast of California, the impacts of climate disaster, or the depths of our humanity in ocean literature. Williams-Mystic students embark on the exploration of a lifetime. Biology students bond with filmmakers, mathematicians with anthropologists, English majors with chemists. We take to the open sea for a week, hit the road on the Pacific and Gulf Coasts, and explore the wonders of Mystic Seaport Museum and coastal New England.

Each semester, 20 college students travel to Mystic, CT, for a one-semester interdisciplinary investigation of our coasts and oceans. They live and study on the grounds of the Mystic Seaport, the world's largest maritime museum while conducting original, hands-on research and traveling across the country to examine life in coastal communities. Students build strong relationships with each other and the places they inhabit, both in Mystic and throughout our field seminars. In addition to four academic courses, students take a maritime skills course- such as blacksmithing, woodcarving, or sailing and navigation- taught by the museum's expert craftspeople. Students live on the museum grounds, co-op style, in one of five historic homes equipped with modern amenities. There they live, cook and create lifelong memories together.

Williams-Mystic's curriculum contributes to an educational experience that is both interdisciplinary and immersive. Each semester, the faculty collaborate so that all coursework becomes part of the big picture, showing the ways our coasts and oceans are connected across multiple disciplines. Students attend regular weekly classes, panels featuring scholars and industry professionals, and hands-on day trips to locations around New England. Students produce independent research in all four courses, which provides the opportunity to draw on interests or discover new passions that might turn into a career. We dig into the archives for history, delve into tidepools for science, and speak with leaders and stakeholders for policy class. In addition to their time in Mystic, students travel to different coasts across America, spending three to four weeks taking their studies off the page and meeting with community leaders.

Open to sophomores, juniors, and seniors, a semester at Williams-Mystic includes credit for one semester plus one winter study requirement, writing skills course credit, DPE requirement, and physical education credit. Four Williams courses are offered: Americans and the Maritime Environment, Ocean Literature, Marine Policy, and either Marine Ecology or Oceanographic Processes. Williams-Mystic seeks candidates who are willing to try new things and work in a compelling academic environment. No sailing experience necessary. Participation in Williams-Mystic can also be used in partial fulfillment of the Coastal and Ocean Studies Concentration at Williams. Admission is competitive, and interested students should email wmadmissions@williams.edu, call [860-572-5359](tel:860-572-5359), or visit the [Williams-Mystic site](#).

BIOL 231 (F)(S) Marine Ecology

Cross-listings: CAOS 311

Secondary Cross-listing

We have explored only a fraction of the ocean, with about 10% of marine species classified and 20% of the ocean mapped. Many discoveries remain to be made, and marine ecology is one technique to uncover new insights. The field of marine ecology, rooted in the theory of evolution, describes the mechanisms and processes that drive the diversity, abundance, and distribution of marine organisms. The goal is to document natural patterns and make predictions about how species will respond to environmental changes by investigating the relationship between the abiotic environment and biotic interactions. This course will take a deep dive into the unique challenges to life in the ocean. You will compare and contrast different marine ecosystems, such as coral reefs, kelp forests, and the deep sea. You will also practice a marine ecologist's skillset as you design, carry out, and analyze your own research project, which will improve your scientific writing, data analysis, and communication skills. Importantly, you will connect your research and course topics to larger marine conservation issues and broader societal impacts.

Class Format: including coastal and near-shore field trips, 10 days offshore, and a laboratory or field research project

Requirements/Evaluation: two tests, a research project, and a presentation

Prerequisites: BIOL 101 or GEOS/MAST 104, or permission of instructor

Enrollment Limit: 16

Enrollment Preferences: none

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Unit Notes: This course is only offered through Williams-Mystic Coastal and Ocean Studies Program located in Mystic, CT. satisfies the distribution requirement for the Biology major.

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

BIOL 231(D3) CAOS 311(D3)

Attributes: ENVI Natural World Electives EXPE Experiential Education Courses

Fall 2024

LEC Section: 01 TR 10:30 am - 11:45 am Tim J. Pusack

LAB Section: 02 TR 1:00 pm - 4:30 pm Tim J. Pusack

Spring 2025

LEC Section: 01 TR 10:30 am - 11:45 am Tim J. Pusack

LAB Section: 02 TR 1:00 pm - 4:30 pm Tim J. Pusack

CAOS 210 (F)(S) Oceanographic Processes

Cross-listings: GEOS 210

Primary Cross-listing

Part of the Williams-Mystic Coastal and Ocean Studies Program, this course provides an introduction to physical, geological, chemical, and biological oceanography. Using local field sites as well as places visited on field seminars, we will investigate why the Earth has oceans, why they are salty, how they move and flow, reasons for sea level change on both long and short timescales, and how our oceans interact with the atmosphere to control global climate. We will emphasise societal interactions with the ocean, and will consider coastal processes including land loss. We will apply an environmental justice and anti-racist lens to our discussions. Field work will take place on shores in southern New England, as well as during field seminars on the Atlantic ocean, the West Coast and the Mississippi River Delta. This course is in the Oceans and Climate group for the Geosciences major.

Class Format: Flipped classroom will focus on active learning using data-based exercises. Mini-symposia will involve student research and discussion.

Requirements/Evaluation: graded lab exercises, mini-symposium participation, and a research project

Prerequisites: none

Enrollment Limit: 24

Enrollment Preferences: none

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Unit Notes: This course is taught at our Mystic Seaport campus. Students must be enrolled in the Williams-Mystic Coastal and Ocean Studies Program.

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

CAOS 210(D3) GEOS 210(D3)

Attributes: ENVI Natural World Electives EXPE Experiential Education Courses GEOS Group A Electives - Climate + Oceans

Fall 2024

LEC Section: 01 TR 9:00 am - 10:15 am Lloyd B. Anderson

LAB Section: 02 TR 1:00 pm - 4:30 pm Lloyd B. Anderson

Spring 2025

LEC Section: 01 TR 9:00 am - 10:15 am Lloyd B. Anderson

LAB Section: 02 TR 1:00 pm - 4:30 pm Lloyd B. Anderson

CAOS 231 (F)(S) Literature of the Sea (DPE)

Cross-listings: ENGL 231

Primary Cross-listing

The ocean, and human relationships with it, have been central features of literatures and cultures around the world for more than a thousand years. But since literary study is typically based around authors' homelands, careful examination of the oceanic experience is often pushed to the periphery--an "empty space" to be crossed between nations, a "vast darkness" antithetical to human life, or a mirror for land-borne concerns. Increasingly, however, scholars and readers are centering the sea and stories about it as a means stepping outside human frameworks of space and time, situating the complex emotions and narratives inspired by the ocean into a complex network of geologic history and teeming other-than-human life. This course examines a wide range of texts and perspectives on the ocean and human relationships with it. Doing so will help us consider how literature both plays into and subverts dominant viewpoints of the ocean. Through texts that consider 19th-century whaling, the Middle Passage, the postcolonial Caribbean, and islands throughout the Pacific Ocean, we will explore a range of questions, including: What can we learn from examining efforts to write about the ocean? How do ocean stories help individuals understand themselves, their communities, and their place in global environments? What can the range of cultural and literary perspectives on our "single, global ocean" reveal about the ways different people are both connected with and profoundly distant from each other? Most importantly, we will practice, as a classroom community, different strategies for carefully reading texts while connecting them to cultural traditions, surrounding environments, and personal experiences.

Class Format: weekly roundtable discussions, including coastal and near-shore field trips and multiple field seminars.

Requirements/Evaluation: regular papers, class participation, journal-writing, and a final assignment

Prerequisites: N/A

Enrollment Limit: 25

Enrollment Preferences: Williams-Mystic Students only

Expected Class Size: 20

Grading: no pass/fail option, no fifth course option

Unit Notes: offered only at Mystic Seaport

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

CAOS 231(D1) ENGL 231(D1)

Difference, Power, and Equity Notes: This course focuses on the range of cultural perspectives about the sea, as well as the ways those perspectives can unsettle and challenge dominant narratives about the sea and its role in colonial expansion. Furthermore, this course centers voices that are typically overlooked in the genre of "Sea Literature," paying particular attention to Indigenous and African-American narratives about the ocean.

Attributes: AMST Arts in Context Electives ENVI Humanities, Arts + Social Science Electives

Fall 2024

SEM Section: 01 MW 10:30 am - 11:45 am Ned G. Schaumberg

Spring 2025

SEM Section: 01 MW 10:30 am - 11:45 am Ned G. Schaumberg

CAOS 311 (F)(S) Marine Ecology

Cross-listings: BIOL 231

Primary Cross-listing

We have explored only a fraction of the ocean, with about 10% of marine species classified and 20% of the ocean mapped. Many discoveries remain to be made, and marine ecology is one technique to uncover new insights. The field of marine ecology, rooted in the theory of evolution, describes the mechanisms and processes that drive the diversity, abundance, and distribution of marine organisms. The goal is to document natural patterns and make predictions about how species will respond to environmental changes by investigating the relationship between the abiotic environment and biotic interactions. This course will take a deep dive into the unique challenges to life in the ocean. You will compare and contrast different marine ecosystems, such as coral reefs, kelp forests, and the deep sea. You will also practice a marine ecologist's skillset as you design, carry out, and analyze your own research project, which will improve your scientific writing, data analysis, and communication skills. Importantly, you will connect your research and course topics to larger marine conservation issues and broader societal impacts.

Class Format: including coastal and near-shore field trips, 10 days offshore, and a laboratory or field research project

Requirements/Evaluation: two tests, a research project, and a presentation

Prerequisites: BIOL 101 or GEOS/MAST 104, or permission of instructor

Enrollment Limit: 16

Enrollment Preferences: none

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Unit Notes: This course is only offered through Williams-Mystic Coastal and Ocean Studies Program located in Mystic, CT. satisfies the distribution requirement for the Biology major.

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

BIOL 231(D3) CAOS 311(D3)

Attributes: ENVI Natural World Electives EXPE Experiential Education Courses

Fall 2024

LEC Section: 01 TR 10:30 am - 11:45 am Tim J. Pusack

LAB Section: 02 TR 1:00 pm - 4:30 pm Tim J. Pusack

Spring 2025

LEC Section: 01 TR 10:30 am - 11:45 am Tim J. Pusack

LAB Section: 02 TR 1:00 pm - 4:30 pm Tim J. Pusack

CAOS 351 (F)(S) Marine Policy (DPE) (WS)

Cross-listings: PSCI 319 / ENVI 351

Primary Cross-listing

Coastal communities are home to nearly 40% of the U.S. population, but occupy only a small percentage of our country's total land area. Intense population density, critical transportation infrastructure, significant economic productivity, and rich cultural and historic value mark our coastal regions as nationally significant. But, coastal and ocean-based climate-induced impacts such as sea level rise, ocean warming and acidification pose extraordinary challenges to our coastal communities, and are not borne equally by all communities. This seminar considers our relationship with our ocean and coastal environments and the foundational role our oceans and coasts play in our Nation's environmental and economic sustainability as well as ocean and coastal climate resiliency. Through the lens of coastal and ocean governance and policy-making, we critically examine conflict of use issues relative to climate change, climate justice, coastal zone management, fisheries, ocean and coastal pollution and marine biodiversity.

Class Format: This class is taught only at Williams-Mystic in Mystic, Connecticut and includes coastal and near-shore interdisciplinary field seminars, and 10 days offshore.

Requirements/Evaluation: Weekly Readings; Class Participation; Small and large group strategy exercises (written and oral); Written Research Project: issues paper and draft research paper; Final Research Project: multiple formats available

Prerequisites: none

Enrollment Limit: 23

Enrollment Preferences: must be enrolled at Williams-Mystic in Mystic, Connecticut

Expected Class Size: 22

Grading: no pass/fail option, no fifth course option

Unit Notes: must be enrolled at Williams-Mystic in Mystic, Connecticut

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

PSCI 319(D2) ENVI 351(D2) CAOS 351(D2)

Writing Skills Notes: Each student will write one 3-5 page research issues paper and one 8-10 page draft research paper as well as a final project with written components equaling 5-8 pages. Each submission receives written feedback from the professor, including research guidance, input on grammar, structure, language, analysis. Students also receive verbal feedback in individual conferences to discuss research paper organization, analysis, structure and grammar as well as final project input.

Difference, Power, and Equity Notes: Coastal and ocean policy issues relating to climate change, coastal zone management, fisheries, ocean pollution and marine biodiversity impact environmental and climate justice. Students examine coastal governance while considering the disproportionate burdens on underrepresented populations in U.S. coastal communities caused by climate change and coastal policies. Students analyze multi-disciplinary evidence and work to strengthen their integrative, analytical, writing, and advocacy skills.

Attributes: ENVI Environmental Policy EXPE Experiential Education Courses POEC Depth

Fall 2024

SEM Section: 01 F 9:00 am - 12:00 pm

Spring 2025

SEM Section: 01 F 9:00 am - 12:00 pm

CAOS 352 (F)(S) American Maritime History (DPE) (WS)

Cross-listings: HIST 352

Primary Cross-listing

This course explores themes in American maritime history from the colonial era to the 21st century. We will consider the dynamic relationship between the sea and American life, and the broad influence that each has had on the other. This relationship led to interactions with the water as a highway for the transportation of not just people and goods, but powerful new forces and ideas. The water creates a unique space for the formation of new communities and identities, while also acting as an important, and often exploited, resource. We will sample from different fields of inquiry including labor, environmental, cultural, and political history to gain a deeper understanding of diverse people's complex interactions with the oceans and seas.

Class Format: Seminars, discussions, and field seminars

Requirements/Evaluation: Participation in class discussions, activities, and presentations, regular papers, and a final independent research project

Prerequisites: None

Enrollment Limit: 27

Enrollment Preferences: If course over-enrolls, preference will be given to sophomores and juniors

Expected Class Size: 22

Grading: no pass/fail option, no fifth course option

Unit Notes: Offered only at Mystic Seaport

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 352(D2) CAOS 352(D2)

Writing Skills Notes: Students must complete regular writing assignments including a final 10- to 15-page paper. Additionally, students will participate in several in-class writing workshops and peer critiques. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: Maritime activity has long provided opportunities for some while creating tremendous hardships for others. From the slave trade and the encounters between native and European mariners to the power wielded by multi-national shipping conglomerates, this course investigates contests over power, empire, and capitalism as they played out on the maritime stage.

Attributes: AMST Space and Place Electives ENVI Humanities, Arts + Social Science Electives EXPE Experiential Education Courses HIST Group F Electives - U.S. + Canada HIST Group P Electives - Premodern

Fall 2024

SEM Section: 01 MW 9:00 am - 10:15 am Sofia E. Zepeda

Spring 2025

SEM Section: 01 MW 9:00 am - 10:15 am Sofia E. Zepeda

ENGL 231 (F)(S) Literature of the Sea (DPE)

Cross-listings: CAOS 231

Secondary Cross-listing

The ocean, and human relationships with it, have been central features of literatures and cultures around the world for more than a thousand years. But since literary study is typically based around authors' homelands, careful examination of the oceanic experience is often pushed to the periphery--an "empty space" to be crossed between nations, a "vast darkness" antithetical to human life, or a mirror for land-borne concerns. Increasingly, however, scholars and readers are centering the sea and stories about it as a means stepping outside human frameworks of space and time, situating the complex emotions and narratives inspired by the ocean into a complex network of geologic history and teeming other-than-human life. This course examines a wide range of texts and perspectives on the ocean and human relationships with it. Doing so will help us consider how literature both plays into and subverts dominant viewpoints of the ocean. Through texts that consider 19th-century whaling, the Middle Passage, the postcolonial Caribbean, and islands throughout the Pacific Ocean, we will explore a range of questions, including: What can we learn from examining efforts to write about the ocean? How do ocean stories help individuals understand themselves, their communities, and their place in global environments? What can the range of cultural and literary perspectives on our "single, global ocean" reveal about the ways different people are both connected with and profoundly distant from each other? Most importantly, we will practice, as a classroom community, different strategies for carefully reading texts while connecting them to cultural traditions, surrounding environments, and personal experiences.

Class Format: weekly roundtable discussions, including coastal and near-shore field trips and multiple field seminars.

Requirements/Evaluation: regular papers, class participation, journal-writing, and a final assignment

Prerequisites: N/A

Enrollment Limit: 25

Enrollment Preferences: Williams-Mystic Students only

Expected Class Size: 20

Grading: no pass/fail option, no fifth course option

Unit Notes: offered only at Mystic Seaport

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

CAOS 231(D1) ENGL 231(D1)

Difference, Power, and Equity Notes: This course focuses on the range of cultural perspectives about the sea, as well as the ways those perspectives can unsettle and challenge dominant narratives about the sea and its role in colonial expansion. Furthermore, this course centers voices that are typically overlooked in the genre of "Sea Literature," paying particular attention to Indigenous and African-American narratives about the ocean.

Attributes: AMST Arts in Context Electives ENVI Humanities, Arts + Social Science Electives

Fall 2024

SEM Section: 01 MW 10:30 am - 11:45 am Ned G. Schaumberg

Spring 2025

SEM Section: 01 MW 10:30 am - 11:45 am Ned G. Schaumberg

ENVI 351 (F)(S) Marine Policy (DPE) (WS)

Cross-listings: PSCI 319 / CAOS 351

Secondary Cross-listing

Coastal communities are home to nearly 40% of the U.S. population, but occupy only a small percentage of our country's total land area. Intense population density, critical transportation infrastructure, significant economic productivity, and rich cultural and historic value mark our coastal regions as nationally significant. But, coastal and ocean-based climate-induced impacts such as sea level rise, ocean warming and acidification pose extraordinary challenges to our coastal communities, and are not borne equally by all communities. This seminar considers our relationship with our ocean and coastal environments and the foundational role our oceans and coasts play in our Nation's environmental and economic sustainability as well as ocean and coastal climate resiliency. Through the lens of coastal and ocean governance and policy-making, we critically examine conflict of use issues relative to climate change, climate justice, coastal zone management, fisheries, ocean and coastal pollution and marine biodiversity.

Class Format: This class is taught only at Williams-Mystic in Mystic, Connecticut and includes coastal and near-shore interdisciplinary field seminars, and 10 days offshore.

Requirements/Evaluation: Weekly Readings; Class Participation; Small and large group strategy exercises (written and oral); Written Research Project: issues paper and draft research paper; Final Research Project: multiple formats available

Prerequisites: none

Enrollment Limit: 23

Enrollment Preferences: must be enrolled at Williams-Mystic in Mystic, Connecticut

Expected Class Size: 22

Grading: no pass/fail option, no fifth course option

Unit Notes: must be enrolled at Williams-Mystic in Mystic, Connecticut

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

PSCI 319(D2) ENVI 351(D2) CAOS 351(D2)

Writing Skills Notes: Each student will write one 3-5 page research issues paper and one 8-10 page draft research paper as well as a final project with written components equaling 5-8 pages. Each submission receives written feedback from the professor, including research guidance, input on grammar, structure, language, analysis. Students also receive verbal feedback in individual conferences to discuss research paper organization, analysis, structure and grammar as well as final project input.

Difference, Power, and Equity Notes: Coastal and ocean policy issues relating to climate change, coastal zone management, fisheries, ocean pollution and marine biodiversity impact environmental and climate justice. Students examine coastal governance while considering the disproportionate burdens on underrepresented populations in U.S. coastal communities caused by climate change and coastal policies. Students analyze multi-disciplinary evidence and work to strengthen their integrative, analytical, writing, and advocacy skills.

Attributes: ENVI Environmental Policy EXPE Experiential Education Courses POEC Depth

Fall 2024

SEM Section: 01 F 9:00 am - 12:00 pm

Spring 2025

SEM Section: 01 F 9:00 am - 12:00 pm

GEOS 210 (F)(S) Oceanographic Processes

Cross-listings: CAOS 210

Secondary Cross-listing

Part of the Williams-Mystic Coastal and Ocean Studies Program, this course provides an introduction to physical, geological, chemical, and biological oceanography. Using local field sites as well as places visited on field seminars, we will investigate why the Earth has oceans, why they are salty, how they move and flow, reasons for sea level change on both long and short timescales, and how our oceans interact with the atmosphere to control global climate. We will emphasize societal interactions with the ocean, and will consider coastal processes including land loss. We will apply an environmental justice and anti-racist lens to our discussions. Field work will take place on shores in southern New England, as well as during field seminars on the Atlantic ocean, the West Coast and the Mississippi River Delta. This course is in the Oceans and Climate group for the Geosciences major.

Class Format: Flipped classroom will focus on active learning using data-based exercises. Mini-symposia will involve student research and discussion.

Requirements/Evaluation: graded lab exercises, mini-symposium participation, and a research project

Prerequisites: none

Enrollment Limit: 24

Enrollment Preferences: none

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Unit Notes: This course is taught at our Mystic Seaport campus. Students must be enrolled in the Williams-Mystic Coastal and Ocean Studies Program.

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

CAOS 210(D3) GEOS 210(D3)

Attributes: ENVI Natural World Electives EXPE Experiential Education Courses GEOS Group A Electives - Climate + Oceans

Fall 2024

LEC Section: 01 TR 9:00 am - 10:15 am Lloyd B. Anderson

LAB Section: 02 TR 1:00 pm - 4:30 pm Lloyd B. Anderson

Spring 2025

LEC Section: 01 TR 9:00 am - 10:15 am Lloyd B. Anderson

LAB Section: 02 TR 1:00 pm - 4:30 pm Lloyd B. Anderson

HIST 352 (F)(S) American Maritime History (DPE) (WS)

Cross-listings: CAOS 352

Secondary Cross-listing

This course explores themes in American maritime history from the colonial era to the 21st century. We will consider the dynamic relationship between the sea and American life, and the broad influence that each has had on the other. This relationship led to interactions with the water as a highway for the transportation of not just people and goods, but powerful new forces and ideas. The water creates a unique space for the formation of new communities and identities, while also acting as an important, and often exploited, resource. We will sample from different fields of inquiry including labor, environmental, cultural, and political history to gain a deeper understanding of diverse people's complex interactions with the oceans and seas.

Class Format: Seminars, discussions, and field seminars

Requirements/Evaluation: Participation in class discussions, activities, and presentations, regular papers, and a final independent research project

Prerequisites: None

Enrollment Limit: 27

Enrollment Preferences: If course over-enrolls, preference will be given to sophomores and juniors

Expected Class Size: 22

Grading: no pass/fail option, no fifth course option

Unit Notes: Offered only at Mystic Seaport

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 352(D2) CAOS 352(D2)

Writing Skills Notes: Students must complete regular writing assignments including a final 10- to 15-page paper. Additionally, students will participate in several in-class writing workshops and peer critiques. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: Maritime activity has long provided opportunities for some while creating tremendous hardships for others.

From the slave trade and the encounters between native and European mariners to the power wielded by multi-national shipping conglomerates, this course investigates contests over power, empire, and capitalism as they played out on the maritime stage.

Attributes: AMST Space and Place Electives ENVI Humanities, Arts + Social Science Electives EXPE Experiential Education Courses HIST Group F Electives - U.S. + Canada HIST Group P Electives - Premodern

Fall 2024

SEM Section: 01 MW 9:00 am - 10:15 am Sofia E. Zepeda

Spring 2025

SEM Section: 01 MW 9:00 am - 10:15 am Sofia E. Zepeda

PSCI 319 (F)(S) Marine Policy (DPE) (WS)

Cross-listings: ENVI 351 / CAOS 351

Secondary Cross-listing

Coastal communities are home to nearly 40% of the U.S. population, but occupy only a small percentage of our country's total land area. Intense population density, critical transportation infrastructure, significant economic productivity, and rich cultural and historic value mark our coastal regions as nationally significant. But, coastal and ocean-based climate-induced impacts such as sea level rise, ocean warming and acidification pose extraordinary challenges to our coastal communities, and are not borne equally by all communities. This seminar considers our relationship with our ocean and coastal environments and the foundational role our oceans and coasts play in our Nation's environmental and economic sustainability as well as ocean and coastal climate resiliency. Through the lens of coastal and ocean governance and policy-making, we critically examine conflict of use issues relative to climate change, climate justice, coastal zone management, fisheries, ocean and coastal pollution and marine biodiversity.

Class Format: This class is taught only at Williams-Mystic in Mystic, Connecticut and includes coastal and near-shore interdisciplinary field seminars, and 10 days offshore.

Requirements/Evaluation: Weekly Readings; Class Participation; Small and large group strategy exercises (written and oral); Written Research Project: issues paper and draft research paper; Final Research Project: multiple formats available

Prerequisites: none

Enrollment Limit: 23

Enrollment Preferences: must be enrolled at Williams-Mystic in Mystic, Connecticut

Expected Class Size: 22

Grading: no pass/fail option, no fifth course option

Unit Notes: must be enrolled at Williams-Mystic in Mystic, Connecticut

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

PSCI 319(D2) ENVI 351(D2) CAOS 351(D2)

Writing Skills Notes: Each student will write one 3-5 page research issues paper and one 8-10 page draft research paper as well as a final project with written components equaling 5-8 pages. Each submission receives written feedback from the professor, including research guidance, input on grammar, structure, language, analysis. Students also receive verbal feedback in individual conferences to discuss research paper organization, analysis, structure and grammar as well as final project input.

Difference, Power, and Equity Notes: Coastal and ocean policy issues relating to climate change, coastal zone management, fisheries, ocean pollution and marine biodiversity impact environmental and climate justice. Students examine coastal governance while considering the disproportionate burdens on underrepresented populations in U.S. coastal communities caused by climate change and coastal policies. Students analyze multi-disciplinary evidence and work to strengthen their integrative, analytical, writing, and advocacy skills.

Attributes: ENVI Environmental Policy EXPE Experiential Education Courses POEC Depth

Fall 2024

SEM Section: 01 F 9:00 am - 12:00 pm

Spring 2025

SEM Section: 01 F 9:00 am - 12:00 pm

WILLIAMS PROGRAM IN TEACHING

Director: Susan Engel

The Program in Teaching offers a coordinated cluster of courses, advising and field work that give students the opportunity to study the ideas, questions, and practices involved in good teaching at all levels. The Program seeks to promote and facilitate an exchange of ideas about teachers, learners, and schools, within and beyond the Williams campus. The Program offers a range of opportunities including courses on education, intensive supervised student teaching, workshops, advising, lecture series, and ongoing peer groups for those who teach.

Students may participate in a variety of ways, ranging from taking one course to a sustained in-depth study of teaching and learning geared to those who want to become teachers or educational psychologists. We seek to connect students with one another, to bring in expert teachers to provide mentoring, and to create links across the curriculum so that students can see the vital connections between what they study (French, Algebra or Biology, for example) and the process of teaching those topics to elementary and high school students. The Program is open to any student interested in education and offers opportunities for all levels of interest, including those who want to find out about certification and graduate study.

No specific major is required to participate—although some lend themselves easily to certification, such as Mathematics, English, Biology, American History, or French, almost all of our majors can provide the basis of teacher certification. Alternately, students can major in Psychology, take a concentration of courses in a different field, and then pursue that content area more intensively in graduate work. More information can be found at program-in-teaching.williams.edu.

Community Learning in Action

CLIA, short for Community Learning in Action, are courses involving some form of community-engaged learning.

CLIA 24 (W) Class of 1959 TeachNYC Urban Education Program

SPEC 24 Class of 1959 TeachNYC Urban Education Program Students in this course learn about the front-line challenges of urban public education by working in one of New York City's public schools. Participants engage in a full day's program of observing, teaching, tutoring, and mentoring in their choice of more than 20 different school situations from elementary through high school. Each participating school will have a resident supervisor to meet with the January interns to arrange individual schedules and provide mentoring during the month. There will be weekly seminar meetings of all the interns who are expected to participate in the discussions, keep a journal, and write a 5-page paper reflecting upon their experience. The course will conduct orientation meetings with students before January, matching each student's interest with appropriate teaching subject areas and a host school. Dormitory-style housing is provided along with some assistance with transportation and a \$400 stipend for food. Further help is available for financial aid students. Interested students must 1) attend the course info session in early October or contact the Instructor (tff1@williams.edu) and 2) submit a statement of interest sharing a) why they are interested in the program and b) describing relevant experience (eg., tutoring, teaching, coaching, camp counselor work, etc.). The statement must be emailed to Program Director Tracy Finnegan (tff1) by October 13th.

Requirements/Evaluation: Short paper and final project or presentation.

Prerequisites: Send Statement of Interest to the Instructor by October 13th

Enrollment Limit: 10

Enrollment Preferences: seniority

Expected Class Size: NA

Grading: pass/fail only

Materials/Lab Fee: \$400

Attributes: EXPE Experiential Education Courses

Not offered current academic year

Winter Study -----

CLIA 11 (W) Teaching 3rd Graders about Zebrafish - BioEYES

BioEYES brings tropical fish to 3rd-grade classrooms in Williamstown, Lanesborough, and North Adams Elementary schools, in a science teaching workshop. Elementary school students will breed fish at the school, then study their development and pigmentation for one week. Williams students will adapt BioEYES lesson plans to the science curriculum for the schools we visit, work with classroom teachers to introduce concepts in genetics and development, help the 3rd-grade students in the classroom, and assess elementary student learning. No zebrafish experience or science expertise is necessary. All training is provided. During the first week, Williams students will learn to set up fish matings and review BioEYES lesson plans on embryonic development and the genetics of fish pigmentation. In small groups, students will practice teach hands-on experiments using living animals. In the subsequent three weeks, students will present lessons at the schools and review assessment data. Time commitment: Week 1 - approx. 6 hours total for program training and lesson preparation with additional outside-of-class time needed to create teaching posters, dates, and times TBD Weeks 2 & 3 - approx. 3 hours per day, times TBD, dependent on elementary school schedules during the regular school day between 8:30 am and 3:00 pm. Week 4 - TBD; 3 hours per day if running a school program; minimal hours if not running an elementary school program.

Requirements/Evaluation: Presentation(s)

Prerequisites: None

Enrollment Limit: 14

Enrollment Preferences: Preference given to first years.

Expected Class Size: NA

Grading: pass/fail only

Unit Notes: Jennifer Swoap, a former 3rd-grade teacher, oversees Williams Elementary Outreach, where over 150 Williams students teach, tutor,

and mentor in five local elementary schools. Renee Schiek currently serves as the liaison between Lanesborough Elementary School and the Williams Elementary Outreach, where Williams students teach hands-on science lessons at area elementary schools. She has a BS in Mechanical Engineering.

Attributes: EXPE Experiential Education Courses

Not offered current academic year

CLIA 21 (W) Introduction to Engaged Scholarship

Would you like to develop or refine a community project idea and get help finding the resources to make it happen? If so, this course is for you! You will learn from Community Outreach Fellows who've run successful projects and get strategic and logistical help for your ideas from Center for Learning in Action staff. Along the way, you will learn more about the Berkshires and pick up some useful skills through workshops on active listening, web editing, video, and Canva. In this course, students learn the basic principles of community-engaged scholarship while developing a short-term partnership project with a community organization. Engaged scholarship is understood as mutually beneficial learning partnerships between higher education institutions and community entities addressing pressing social and civic issues. Through a few brief readings, class discussions, and meetings with CLiA staff, student leaders, and community partners, students learn the history and context of engaged scholarship, explore the associated ethical, political, and cultural issues, and improve their understanding of the Berkshires and town/gown relations. This seminar-style course is led by Center for Learning in Action Director Paula Consolini, with co-instruction by CLiA Community Outreach Fellows Emily Flores and Monica Wheeler, who will share their work and insights. Project options include creating a healthcare consumer protection video or flyer, designing financial literacy resources, promoting the restoration of passenger rail service, designing racial justice cultural outreach resources, and more. Students can also develop their own specialty projects.

Requirements/Evaluation: Project presentation and written reflection

Prerequisites: If overenrolled, the instructor will choose participants based on statements of interest.

Enrollment Limit: 12

Enrollment Preferences: Preference will be given to first-year students

Expected Class Size: NA

Grading: pass/fail only

Unit Notes: Dr. Consolini earned her Ph.D. in Political Science from the University of California, Berkeley. Her research experience includes studying the educational effects of jury service and consulting for the World Bank, the Pacific Gas and Electric Company, and the Schenectady Municipal Housing Authority.

Attributes: EXPE Experiential Education Courses STUX Winter Study Student Exploration WELL Winter Study Wellness

Not offered current academic year

WOMEN'S, GENDER AND SEXUALITY STUDIES (Div II)

Chair: Associate Professor Gregory Mitchell

Women's, Gender and Sexuality Studies can be defined as the study of how gender is constructed, how it is inflected by differences of race, ethnicity, sexuality, class, and so on, how gender affects the experiences and situations of men and women, and how assumptions about gender influence the construction of knowledge and experience. Scholarship in Women's, Gender and Sexuality Studies has brought neglected material into established fields and raised important methodological questions that cross disciplinary boundaries and challenge established intellectual frameworks. The program in Women's, Gender and Sexuality Studies thus includes courses from a wide variety of disciplines that focus in a coherent way on gender issues and/or sexuality issues, as well as core courses that acquaint students with the interdisciplinarity of the field.

THE MAJOR

The Women's, Gender and Sexuality Studies major encourages students' exposure to the interdisciplinary character of feminist and sexuality-focused scholarship. In addition, majors are required to gain some knowledge of methods within a field or discipline (3 courses in one of the categories listed below), to appreciate the importance of diversity (racial, sexual, class, ethnic, national, etc.) in scholarship on gender and sexuality, to gain exposure to feminist and/or queer theory, and to pursue work at an advanced level (3 courses at the 300-level).

In order to ensure that students reflect about the paths that they choose through the major, each major will be assigned to an advisor in the spring of the sophomore year. With the advisor, the student will establish a revisable course of study for the following two years. Students interested in declaring a major should contact the Chair of the Program.

Required Courses

The major consists of at least 9 courses. The following are required:

WGSS 101 Introduction to Women's, Gender and Sexuality Studies

WGSS 202 Foundations in Sexuality Studies

WGSS 400-level Junior/Senior Seminar in Women's, Gender and Sexuality Studies. The seminar explores topics in Women's, Gender and Sexuality Studies, and varies from year to year. Majors may take more than one seminar, space permitting.

In addition to these three required courses, students are required to take six electives. In consultation with their major advisor and with approval from the chair, these six elective courses should include:

Courses from at least 3 different disciplinary traditions.

At least 3 courses at the 300-level.

At least 1 course that emphasizes feminist/queer theories and/or methodologies.

At least 1 course that emphasizes a diversity of racial, sexual, religious, and/or cultural identities and practices.

In the final semester of their senior year, all majors will be required to write a reflective intellectual autobiography of their WGSS major, in which they explain how their courses meet the goals of the major, and analyze the relationship among the courses they have taken, the papers they have written, and the research projects undertaken.

THE DEGREE WITH HONORS

Honors in Women's, Gender and Sexuality Studies may be granted to majors after an approved candidate completes an honors project, delivers a public presentation of the work, and is awarded honors by the Women's, Gender and Sexuality Studies Committee. The honors project may be fall semester (plus winter study) or a year-long project. It may consist of a conventional research thesis of 40-70 pages or of other modes of presentation (e.g., art, music, poetry, theater, fiction). Proposals for non-thesis projects should include evidence of experience and competence in the chosen mode.

A student may become a candidate for honors in Women's, Gender and Sexuality Studies after the following criteria are met:

In April of the junior year, submission and Women's, Gender and Sexuality Studies Committee approval of a 4- to 6-page project proposal, in which the ideas, aim, general methodology, and preliminary bibliography for the project are outlined and a faculty advisor is named; prior to submission of this proposal, students must consult with a reference librarian.

At the end of the junior year, cumulative grade point average of 3.5 from courses taken in the major;

In the first week of classes of the senior year, submission and approval by the faculty advisor and second reader of a 5- to 10-page "Plan of Action" (an overview of what has already been completed and a schedule of what needs to be accomplished to finish the project). Where appropriate,

students pursuing honors will continue to consult with the second reader over the course of the semester(s).

All honors work, including the public presentation, will be evaluated by the Women's, Gender and Sexuality Studies Committee. It will decide on the awarding of honors; the advisor will award the grade(s).

STUDY ABROAD

The Williams College Women's, Gender and Sexuality Studies Program encourages potential majors to study abroad in order to enhance their education and gain international perspectives on gender and women's issues and feminism. There are many excellent study abroad opportunities offering students a variety of possible experiences: among them cultural immersion, field work, intensive language learning, independent study, participation in another educational system. There are several semester-long programs with a specific focus on women and/or gender administered by other U.S. Colleges that would especially enrich the educational experience of our majors:

Antioch College: Comparative Women's Studies in Europe fall semester

Augsburg College, Center for Global Education: Crossing Borders: Gender and Social Change in Mesoamerica fall semester; and Social and Environmental Justice in Latin America spring semester

School for International Training: The Balkans: Women and Democratization, fall or spring semester

Jamaica: Gender and Development, fall or spring semester

Mali: Gender and Development, fall or spring semester

The Netherlands: Identity, Gender and Sexuality, fall or spring semester

FAQ

Students **MUST** contact departments/programs **BEFORE** assuming study away credit will be granted toward the major or concentration.

Can your department or program typically pre-approve courses for major/concentration credit?

Yes, in some cases, if appropriate course information is available in advance (e.g. syllabi and/or course descriptions), though students should be sure to contact the department.

What criteria will typically be used/required to determine whether a student may receive major/concentration credit for a course taken while on study away?

Course title and description, complete syllabus, including readings/assignments, and exams or other written work. Depends on the level for which the student is seeking major credit (200- vs 300-).

Does your department/program place restrictions on the number of major/concentration credits that a student might earn through study away?

No.

Does your department/program place restrictions on the types of courses that can be awarded credit towards your major?

No.

Are there specific major requirements that cannot be fulfilled while on study away?

Yes. 101 and 402 cannot be fulfilled abroad.

Are there specific major requirements in your department/program that students should be particularly aware of when weighing study away options? (Some examples might include a required course that is always taught in one semester, laboratory requirements.)

No.

Give examples in which students thought or assumed that courses taken away would count toward the major or concentration and then learned they wouldn't:

None to date.

WGSS 101 (F)(S) Introduction to Women's, Gender & Sexuality Studies (DPE) (WS)

This course is designed to initiate you into the pleasures, pains and perplexities of critical thinking about gender and the situations of women across

the globe. We will survey a wide variety of writers and issues--historical and contemporary, theoretical and practical. Above all, the course is intended as an exploration of the tremendous diversity of thought contained under the general rubrics of feminist and gender studies and a vehicle for developing skills in writing and research as well as analytical tools for further work in the field. The goal is not to bring about a specific point of view, but rather to learn to analyze issues critically using the methods and frameworks that feminist theory and queer theory have developed as academic disciplines.

Class Format: Mix of lectures and seminars

Requirements/Evaluation: Participation during class and in online forums, weekly reading responses, two short essays with revisions, and a final research paper

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: WGSS majors and potential WGSS majors

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Unit Notes: required course for the Women's, Gender and Sexuality Studies major

Distributions: (D2) (DPE) (WS)

Writing Skills Notes: This course requires significant attention to the craft of writing. Essential to this craft is the process of editing and rewriting materials with feedback from peers and professors. Students are expected to focus on improving analytical skills, critical thinking, and argumentation through attention to the writing process. They are also expected to give meaningful critical feedback on the writing of their peers.

Difference, Power, and Equity Notes: This course meets the DPE requirement because it asks students to reflect critically on issues of gender and sexuality around the world in a comparative contextual framework. Students will be asked in seminar space to discuss the operation of difference and power within as well as across different gender, class, racial, and sexual identities while learning in lecture meetings about feminist and queer studies' history, activism, and theory.

Attributes: WGSS Theory Courses

Fall 2024

SEM Section: 01 TR 9:55 am - 11:10 am Greta F. Snyder

SEM Section: 02 TF 1:10 pm - 2:25 pm Kiaran Honderich

SEM Section: 03 MR 1:10 pm - 2:25 pm Mejdulene B. Shomali

Spring 2025

SEM Section: 01 TR 9:55 am - 11:10 am Greta F. Snyder

SEM Section: 02 MR 1:10 pm - 2:25 pm Mejdulene B. Shomali

WGSS 105 (F) American Girlhoods (DPE) (WS)

Cross-listings: ENGL 105

Secondary Cross-listing

The image of the girl has captivated North American writers, commentators, artists, and creators of popular culture for at least the last two centuries. What metaphors, styles of writing, ideas of "manners and morals" does literature about girls explore? What larger cultural and aesthetic concerns are girls made to represent? And how is girlhood articulated alongside and/or intertwined with other identities and identifications, such as race, ethnicity, class, and sexuality? These are some of the issues we will explore in this course.

Requirements/Evaluation: at least 20 pages of writing; short, more informal writing assignments; GLOW posts; class participation

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: first-year students who do not have a 5 on the AP and/or have not previously taken a 100-level English class

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 105(D2) ENGL 105(D1)

Writing Skills Notes: Students do at least 20 pages of writing (4-5 papers) and are required to revise several papers. We also devote significant class time to talking about successful academic writing. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: This course considers the construction of girlhood in the United States along the axes of race, gender, sexuality, class and more, and the literary history of who, in various moments in America, has even been allowed to claim the privileges of and/or be burdened with the idea of being a girl. It examines how girlhood is represented in relation to (in)equity and power and what kinds of literary and cultural forms writers utilize to illuminate these differences.

Fall 2024

SEM Section: 01 TF 2:35 pm - 3:50 pm Kathryn R. Kent

WGSS 111 (F) Television, Social Media, and Black Women 'Unscripted'

Cross-listings: AFR 110

Secondary Cross-listing

Nene Leaks, Issa Rae, Zendaya, Oprah Winfrey, Lavern Cox and Joy Reid have become common household names. Whether from the television shows they star in, the TV shows they have created, or the social media presence they have developed--these women continue to influence and shape popular culture. In this course we will situate Black women as creators and contributors to popular culture as a whole, but specifically through television (scripted and "unscripted") and social media. We will begin by covering the history of Black women in television. This historical approach will then lead us to examine selected TV episodes, and investigate social media pages of Black actresses, television producers, and the fans of these shows. The aim of this course is to analyze the ways in which Black women continually shift the popular culture paradigm and how they serve as key players determining what is indeed popular.

Requirements/Evaluation: class participation, podcast, vlogs, 10-page paper, and a formal class presentation

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: First year Students

Expected Class Size: 13

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 111(D2) AFR 110(D2)

Attributes: AFR Core Electives AFR Culture, Performance, and Popular Technologies FMST Core Courses

Not offered current academic year

WGSS 112 (F) Sex, Gender, Religion

Cross-listings: REL 112

Secondary Cross-listing

The relationship between sex, gender, and religion is one that is hotly debated in our current political context. Many contemporary issues such as abortion, sexual identity, transgender rights are all informed by religious traditions. While religion is most often critiqued for its misogyny and homophobia, it also opens up unexpected possibilities for gender and sexual diversity. This course will consider both these paradoxes and contradictions in religious traditions and their engagement with gender and sexuality. The course will consider how religious traditions have shaped our current discourses on sexual and gender diversity, how religious tradition understand and interact with modern constructions of sexual and gender identity, and how religious queer communities imagine queer possibilities in conversation with their religious traditions. In exploring these topics, the course will cover global religious traditions both historically and in the contemporary.

Requirements/Evaluation: weekly responses, midterm essay, final project.

Prerequisites: none

Enrollment Limit: 40

Enrollment Preferences: first years

Expected Class Size: 25

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

REL 112(D2) WGSS 112(D2)

Not offered current academic year

WGSS 113 (F) The Feminist Poetry Movement (DPE) (WS)

Cross-listings: AMST 113 / ENGL 113

Secondary Cross-listing

Feminist poetry and feminist politics were so integrated in the 1960s and 1970s in America that critical essays on poets, such as Adrienne Rich and Audre Lorde, appeared in the same handbook that listed such resources for women as rape crisis centers and health clinics. This course will map the crucial alliance between feminist politics (and its major cultural and political gains) and the feminist poetry movement that became a major "tool" for building, organizing, and theorizing second-wave feminism. In order to track this political and poetic revolution, we will take an interdisciplinary approach that brings together historical, critical, and literary documents (including archival ones) and visual products (through the Object Lab of the Williams College Art Museum) that recreate the rich context of the period and help us consider the important social nature of aesthetic production. At the center of the course will be writings of major poets of the period, as well as anthologies and feminist periodicals that published their work and created a significant forum and shared space for women to articulate the politics and poetics of change. These periodicals and anthologies will also help us track the diversity of the feminist poetry movement and its intersection with issues of race, class, ethnicity, and sexuality. Ultimately, we will want to consider how poetry serves as an important tool for thinking through questions of power and injustice and what role it plays in creating necessary imaginative space in the world for expression, critique, and change.

Class Format: discussion, some lecture, project work in archives and art gallery

Requirements/Evaluation: two-three short analysis papers, creative (1-2 pages), curated final project (archival exhibit and digital project), presentations

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: first years

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 113(D2) ENGL 113(D1) WGSS 113(D2)

Writing Skills Notes: Writing skills taught through a series of assignments evenly spaced throughout the semester: two to three four-to-five-page graded papers, one creative assignment, and a final digital research project (8-10-page equivalent; peer reviewed). Students receive critical feedback on written assignments a week prior to due date through conferences and Google Docs and on final graded assignments within one week with sufficient time between assignments to improve the next assignment.

Difference, Power, and Equity Notes: The course examines the effects of class, race, ethnicity, gender, and sexuality on both poetry and the movement and how women negotiated their differences within the movement, as well as in response to the dominant patriarchal culture. This course employs critical tools (feminist theory, archival research, poetics, close reading, comparative approaches) to help students question and articulate the social injustices that led to the poetry and poetics of the Women's Liberation Movement.

Attributes: AMST Critical and Cultural Theory Electives ENGL Criticism Courses EXPE Experiential Education Courses WGSS Racial Sexual + Cultural Diversity Courses WGSS Theory Courses

Fall 2024

SEM Section: 01 TF 2:35 pm - 3:50 pm Bethany Hicok

WGSS 115 (F) Latina Feminist Spiritualities (DPE) (WS)

Cross-listings: LATS 115 / REL 115

Secondary Cross-listing

Self-proclaimed feminist activists, who hail from a variety of ethnic Latina/o/x/e (Latine) backgrounds, have often appealed to "ancestral" and "spiritual traditions" as integral to their activism and commitments. Some Latine feminists turned to "spiritual" traditions including brujería/witchcraft; curanderismo and Indigenous healing traditions; Santería/Lukumí and other AfroDiasporic traditions; astrology; home altars; various "mystical" traditions such as Kabbalah and Sufism, as well as Christian mystics like Teresa of Avila or Sor Juana Inés de la Cruz. Others have turned to the appropriation of "Eastern" traditions such as yoga, Tibetan Buddhism, and Zen Buddhism. This course engages students in an intensive introduction to some of the varieties of Latine feminist thought and contexts, including how activists, writers, and artists think about women, gender, sexuality, race, class, colonialism, the earth, healing, and a better world. How do these feminists of different Latine backgrounds and contexts imagine a better world? How and why do they appeal to spiritual traditions as a source of wisdom, healing, and lived practice for a better world? In this course, we seek to understand both particular Latine feminist spiritual practices on their own terms, as well as why such writers and activists appeal to "the spiritual" in Latine contexts. We will also consider how they frame notions of "the spiritual" in relationship to notions of "the religious" and "the secular."

Requirements/Evaluation: Grading is based on 5-6 page papers written on alternating weeks and brief 1-2 page response papers shared on alternating weeks as well as participation and two paper revisions.

Prerequisites: None

Enrollment Limit: 10

Enrollment Preferences: Latina/o Studies concentrators, religion majors, first-year students interested in Latina/o Studies and/or religion

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 115(D2) LATS 115(D2) REL 115(D2)

Writing Skills Notes: Grading is based on alternating weeks writing a lead paper and other weeks writing a brief response paper. This course will require students to write regularly and revise two of their lead papers for grades.

Difference, Power, and Equity Notes: This course examines how Latine feminists have responded to a variety of differential power inequities, especially in terms of gender, sexuality, race, ethnicity, language, and class. It also considers the ways they have imagined better and more equitable worlds, and with what consequences they have done so.

Attributes: LATS Core Electives

Not offered current academic year

WGSS 127 (F) Spring Grass: A Peek into Inequality in China (DPE) (WS)

Cross-listings: CHIN 427 / ASIA 127

Secondary Cross-listing

Spring Grass (Chuncao) is a Chinese novel written by award-winning author Qiu Shanshan (1958-). Using the literary techniques of social realism, the novel chronicles the life of a young rural woman from 1961 to 2001. Spring Grass, the protagonist of the novel, was born in a rural village to a mother who preferred sons over daughters. At a young age, Spring Grass was deprived of the opportunity to attend school. Against all odds, she managed to marry for love, venture into the city, and become an enterprising migrant worker. This novel not only reflects the struggles of women in contemporary China but also captures the economic transformation of modern China since 1978 when the Reform and Open-Door Policy (*gaige kaifang*) was initiated. The novel was adapted into a television drama series and became an instant hit in 2008. This course takes an interdisciplinary, cultural studies and humanistic approach to studying a literary text, using literature as a means to help students better understand social and cultural issues. Through close readings of the novel, the eponymous TV drama series, documentaries, and films depicting rural life and women's roles in China, as well as in-depth discussions of both primary and secondary sources that deal with the cultural, historical, and socioeconomic background of the unfolding story of Spring Grass, this course aims to provide a window for students to examine the issues of inequality in the Chinese village and society at large. Why would mothers be harsh to their own daughters and bar girls' right to education? Why would young people leave their village and migrate to the city? Why would migrant workers leave their children behind in the village? Why would economic developments in China exacerbate the problem of gender inequality in society? Why would the ideology and cultural logic behind Mao Zedong's proclamation "women can hold up half of the

sky" add more burden to women rather than truly liberate them? Why would city people discriminate against country folks? After taking this course, students will gain a deeper understanding of the issues related to gender inequality (*nannü bu pingdeng*) and the urban/rural-gap (*chengxiang chabie*) in China. Throughout the course, they are also encouraged to critically think about how to achieve equity in different societies. This tutorial is conducted in either Chinese or English. Students wishing to take the course in English should register under ASST or WGSS and language learners wishing to take the course in Chinese should register under CHIN.

Requirements/Evaluation: For all students, active participation in tutorial meetings and an online writing portfolio as the final project. For CHIN students, four 4- or 5-page tutorial papers and revisions in Chinese, four 2-page critiques. For ASIA/WGSS students, five 5-page tutorial papers in English, five 2-page critiques, one revised paper.

Prerequisites: For students registering under CHIN, the prerequisite is CHIN 402 or a language proficiency interview conducted by the instructor. For students registering under ASST or WGSS, there is no prerequisite.

Enrollment Limit: 10

Enrollment Preferences: Enrollment priorities will be given to Chinese language learners who register under CHIN, and to freshmen and sophomores who register under ASST or WGSS.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 127(D2) CHIN 427(D1) ASIA 127(D1)

Writing Skills Notes: Writing is taught using the writing-as-process pedagogical approach. The writing process consists of invention, composition, and revision. Detailed writing prompts will be provided to students to generate and organize ideas for each essay. The instructor gives detailed feedback to students' drafts and students are required to turn in revisions. At the end of the semester, students will compile an online writing portfolio to showcase their best works.

Difference, Power, and Equity Notes: The issue of "inequality," including both gender inequality and regional inequality is the driving force behind the readings and discussions of this tutorial. Students are guided to develop an empathetic way of interpreting a literary work that features a rural woman/migrant worker. They will critically analyze the sources of inequality in the Chinese cultural context and explore ways to address such inequality.

Not offered current academic year

WGSS 150 (F) Data for Justice (DPE) (QFR)

Cross-listings: STS 150 / AMST 150 / SOC 150 / INTR 150

Secondary Cross-listing

This course is a unique and inclusive introduction to data science where quantitative thinking, programming, and social justice intertwine. We will build our data science skills using R, a popular open-source data science tool. We will focus on essential stages of data analysis, including data acquisition, cleaning, wrangling, visualization, and exploration. But rather than divorcing these techniques from the social issues they can help illuminate, we ground them in a social justice context. Overall, we will apply data science skills to topics drawn from criminal justice, environmental justice, diversity and inclusion in arts and media, education equity, and much more, with the goal of growing our collective capacity to use data science as a tool for social good. During a time when humans are increasingly subjugated to data-driven algorithmic decisions, when there are social media accounts dedicated to highlighting misuses of data, and when artificial intelligence makes faking data a nearly trivial task, using data to ethically and carefully promote justice is more important than ever.

Class Format: This course is taught in a highly interactive format and will frequently use a flipped-classroom approach. Students should expect substantial time devoted to in-class collaboration.

Requirements/Evaluation: Students will complete regularly assigned activities, problem sets, and other assessments. To move towards a non-hierarchical, transparent, and egalitarian grading system, the instructor adopts a mastery-based approach.

Prerequisites: None. This course assumes no prior knowledge of data science or R programming. An interest in social justice and a willingness to engage intensively with data and computing are essential.

Enrollment Limit: 18

Enrollment Preferences: Students without prior college-level courses in statistics and programming.

Expected Class Size: 18

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

STS 150(D2) AMST 150(D2) SOC 150(D2) WGSS 150(D2) INTR 150(D2)

Difference, Power, and Equity Notes: This course uses data science as a lens for injustice in spheres such as criminal justice, environmental justice, diversity and inclusion in arts and media, education equity. We will consider race, gender, LGBTQ+, disability, and other axes of identity. Additionally, we will adopt a data-critical perspective, thinking about how social forces shape data and our understanding of it.

Quantitative/Formal Reasoning Notes: This course teaches quantitative tools in R, a widely-adopted data science platform. We will focus on essential stages of data analysis, including data acquisition, cleaning, wrangling, visualization, and exploration.

Fall 2024

LEC Section: 01 TR 9:55 am - 11:10 am Chad M. Topaz

LEC Section: 02 TR 11:20 am - 12:35 pm Chad M. Topaz

WGSS 152 (F) The Fourteenth Amendment and the Meanings of Equality (DPE) (WS)

Cross-listings: HIST 152

Secondary Cross-listing

For more than 150 years, the 14th Amendment of the U.S. Constitution has served as the principal touchstone for legal debates over the meaning of equality and freedom in the United States. This course explores the origins of the 14th Amendment in the years immediately following the Civil War, and examines the evolution of that amendment's meaning in the century that followed. Central themes in this course include the contested interpretations of "birthright citizenship," "due process," "privileges and immunities," "equal protection," and "life, liberty or property"; the rise, fall, and rebirth of substantive due process; battles over incorporating the Bill of Rights into the 14th Amendment; and the changing promise and experience of citizenship. We will pay particular attention to how arguments about the 14th Amendment have shaped and been shaped by the changing meanings of racial and gender equality.

Requirements/Evaluation: a series of short (3-page) response papers; and a final 10-12 page research paper

Prerequisites: first-year or sophomore standing; juniors or seniors with permission of instructor

Enrollment Limit: 19

Enrollment Preferences: given first to sophomores who have been dropped from this class previously, then to first-years, then to sophomores who have not been dropped previously

Expected Class Size: 15-19

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 152(D2) HIST 152(D2)

Writing Skills Notes: Students will write three short (3-page) response papers to the readings in the first part of the semester, and will also write a substantial (10- to 12-page) research paper. In preparation for the research paper, students will write proposals, develop bibliographies, write outlines and drafts, and do peer critiques. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: This course satisfies the DPE requirement because it examines the legal, social, and political constructions and theorizations of difference, power, and equity. It examines the ways that individuals and groups have organized across various axes of difference to fight for legal equality, and explores how those individuals and groups have experienced legal equality and legal inequality in varied ways.

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora HIST Group F Electives - U.S. + Canada JLST Interdepartmental Electives

Fall 2024

SEM Section: 01 MWF 8:30 am - 9:45 am Sara Dubow

WGSS 177 (S) Gender and Sexuality in Music (DPE)

Cross-listings: MUS 177

Secondary Cross-listing

This course explores key themes in the expression of gender and sexuality through music. It draws from primarily 21st century examples, across cultures and genres, ranging from pop boy bands to Indian bhangra dance to the musical avant-garde. Themes will include: communicating gendered ideals, dance and embodiment, transgressive performances, biography and subjectivity, intersectionality, music and sexual violence, and marketing. We will explore the ways that ideas and identities related to sex and gender are formulated and mobilized in music's performance and consumption. Inevitably, issues of sound and stagecraft intersect with factors such as race, age, and class, further informing these experiences. Students will consider their own processes of identifying and interpreting expressions of gender and sexuality in sound and movement, and contemplate the role of culture and society in informing those interpretations.

Requirements/Evaluation: attendance/participation, intermittent GLOW posts and short assignments (2 pgs or less), midterm project, and either a 12-page final paper or a project with supplementary paper (length to be determined in consultation with the instructor).

Prerequisites: open to all students; familiarity with musical terminology is helpful but not required

Enrollment Limit: 20

Enrollment Preferences: WGSS and MUSC majors/prospective majors

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

MUS 177(D1) WGSS 177(D2)

Difference, Power, and Equity Notes: This course critically examines the ways in which music constructs and reflects gendered and sexual identities in intersectional space. We discuss how normative viewpoints come to be accepted and interpreted as 'natural,' and how musicians and audiences have maneuvered within and against those socio-political expectations. Music and readings span a wide range of sources--elite, popular, counter-cultural; from Euro-American sources to genres hailing from Brazil, Korea, and India.

Attributes: MUS World Music/Ethnomusicology

Not offered current academic year

WGSS 202 (F)(S) Foundations in Sexuality Studies (DPE)

This course will offer an introduction to the burgeoning interdisciplinary field of sexuality studies in part through examining historical, legal, literary, filmic, cultural studies, sociological, and popular texts, as well as work done under the umbrella of queer theory. It explores the role of race, class, religion, science, region, and nation in the construction of modern gender and sexual identities and in the lived experiences of dissident genders and sexualities. We will examine a range of issues, including histories and strategies of resistance; transgender and intersex theory and activism; critiques of the white racial hegemony of lesbian and gay studies; the consequences of gay marriage; the politics of AIDS and its theoretical implications; globalization and sexuality; the rise of queer visibility and its relation to commodity culture; and recent conceptualizations of homonormativity. The goal of the course is not to achieve any kind of political or intellectual consensus, but to have rigorous debate over some of the key issues in queer studies.

Class Format: discussion

Requirements/Evaluation: Class participation, Marco Polo Discussion posts (short, app 3 min), short quizzes, reflection paper(s)

Prerequisites: None. WGSS 101 may be helpful as background knowledge, but is not required.

Enrollment Limit: 19

Enrollment Preferences: Women's Gender & Sexuality Studies majors, short statement of interest in case of over-enrollment

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: This course examines sexual diversity in various forms and asks students to interrogate questions of privilege and positionality, including the intersectional contemplation of sexuality's relationship to race, ethnicity, ability, class, religion, and other axes of identity. It investigates not only sexual difference, but the history of sexual identity and progressive narratives of "gay rights" that have developed over time.

Attributes: AMST Critical and Cultural Theory Electives WGSS Racial Sexual + Cultural Diversity Courses WGSS Theory Courses

Fall 2024

SEM Section: 01 MR 1:10 pm - 2:25 pm Abram J. Lewis

Spring 2025

SEM Section: 01 MW 8:25 pm - 9:40 pm Gregory C. Mitchell

WGSS 206 (S) Narrating Color: Black Women Sing and Write About Complexion

Cross-listings: AFR 202 / COMP 236

Secondary Cross-listing

Colorism, skin color discrimination where light skin is privileged over dark skin, is not a new phenomenon, but globally entrenched in our society and one of the many vestiges of white supremacy. For Black Americans of all backgrounds, colorism is a familiar and a living legacy concretized by the institution of slavery in the Americas. Although some believe that we are "post-color," similarly to those that naively believe we are "post-race," one can look to the recent example of misogynoir (misogyny directed at Black women) and skin color politics that Meghan Markle, the Duchess of Sussex, has faced at the hands of the British Monarchy, that her light-skinned color, biraciality, and class privileges couldn't protect her from. Alternatively, we can look at the numerous examples of colorism and anti-Black racism that tennis icon Serena Williams is subjected to because of her dark-brown skin complexion and body shape. One cannot fully understand the issue of colorism without understanding that it is an outgrowth or an extension of anti-Black racism firmly rooted in white supremacy, and so insidious that it impacts all aspects of Black life. Examining colorism through literary texts and music, provides a depth of understanding that both compliments and expands these empirical studies. Literature and music provide the narratives and rhythm that paint a vivid picture of the many ways that colorism impacts the lives of Black people. Through the methods of literary and rhetorical criticism we will examine the works of five Black women authors and music artists that take up issues around colorism and passing. We will explore, Toni Morrison's, *The Origins of Others* (2017), Brit Bennett's, *The Vanishing Half* (2020), Tressie McMillian Cottom's, *Thick* (2019), Marita Golden's, *Don't Play in the Sun* (2004), Yaba Blay's, *One Drop: Shifting the Lens on Race* (2021), Nina Simone's, "Four Women" (1966) and "Young, Gifted and Black" (1958), Sara Martin's, "Mean Tight Mama" (1927), India.Arie's, "Brown Skin" (2001), Azealia Banks' "Liquorice" (2012), and Beyoncé's "Creole" (2012), "Formation" (2016) and "Brown Skin Girl" (2020). By examining colorism in both literature and music, it will give first year students a foundational and nuanced understanding of skin tone bias and equip them with the tools to critically engage literary and music texts.

Requirements/Evaluation: Three, short papers (4-5 pages) discussing aspects of the readings and songs; three response papers to tutorial partner's papers (2 pages long); two, video essays; two, Twitter threads explaining aspects of one of the books and one of the songs; and a curated playlist of songs that would serve as accompaniment to one of the texts from the class.

Prerequisites: N/A

Enrollment Limit: 10

Enrollment Preferences: This class is specifically designed for first year students. Sophomores can register only with advanced permission.

Expected Class Size: 8-10

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 206(D2) AFR 202(D2) COMP 236(D1)

Attributes: AFR Core Electives AFR Culture, Performance, and Popular Technologies

Spring 2025

TUT Section: T1 TBA VaNatta S. Ford

WGSS 207 (F) She Speaks in Color: Examining the 'Color Complex' in Toni Morrison's Writings

Cross-listings: AFR 205

Secondary Cross-listing

The practice of colorism, or skin color discrimination, is very familiar to people of color globally. Often described as intra-racial racism, colorism within the Black American context is part of the colonial legacy of institutionalized slavery where the vestiges of white supremacy have created color castes

among Blacks that still, to this day, have serious consequences for those on the darkest end of the color spectrum. The impact of this practice is far-reaching, influencing everything from romantic partnering, economic and educational attainment, and perceptions of beauty, attractiveness, and criminality. Although the vast majority of colorism scholarship is empirically based, there is much that we can glean from a literary investigation of this practice by analyzing the works of renowned writer, theorist, and folklorist Toni Morrison. Her work is particularly useful in examining issues of skin color, as this topic has been persistent yet underexplored in Morrison's writings. Employing the methods of literary and rhetorical criticism, this tutorial will investigate five Morrison novels, *The Bluest Eye* (1970), *Sula* (1973), *Song of Solomon* (1977), *Love* (2003) and *God Help the Child* (2015), and some of her non-fiction writings. In our discussions of each text, we will examine the problem of the "color complex" at the intersections of race, gender, sexuality, class and sexual violence, and how the characters manage these overlapping issues. We will bring the novels into conversation with social science articles on the practices of colorism in daily life. Because the tutorial blends different kinds of investigations into colorism, it will equip first year students with tools to critically engage and interrogate fictional literature; help them identify the real and nuanced ways that color discrimination affects Black communities; and consider how Morrison, one of our foremost writers, bridges literary creativity with ethnographic observation.

Requirements/Evaluation: six 2-page papers, two 5- to 7-page papers, 10 minute vlog, annotated bibliography

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: this course is specifically for first-year students and they will receive preference in this class

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 205(D2) WGSS 207(D2)

Attributes: AFR Core Electives AFR Theories, Methods, and Poetics AMST Arts in Context Electives

Not offered current academic year

WGSS 208 (S) Designer Genes (DPE)

Cross-listings: ENGL 208 / STS 208 / AMST 206

Secondary Cross-listing

In this course, we explore cultural texts that attempt to come to terms with--or exploit--the revolution in contemporary genetics with a particular focus on gender, race, class, and sexuality. The mapping of the human genome in 2001 opened incredible opportunities for medicine, law, and society, but it also, as Alice Wexler has written, "opened a vast arena for contests of power over what it means to be human, who has the power to define what is normal, [and] who has access to what resources and when." Wexler was writing before the final sequencing of the human genome. Now we have CRISPR technology, ushering in a new, more pressing set of ethical concerns. We are currently in the midst of a "global race to genetically modify humans," as the anthropologist Eben Kirksey has documented in his new book *The Mutant Project*. How will we come to define the human? Who gets to decide? Our writers and filmmakers make clear that genetic medicine cannot be thought apart from a profit-driven American health care system or family and gender dynamics. Joanna Rudnick's documentary *In the Family*, for instance, explores the personal and political issues associated with hereditary breast cancer and the patenting of genes. Octavia Butler's Afro-futurist novel *Dawn* explores black female sexuality, reproduction, and the survival of the species in her character's encounter with a genetically enhanced alien species. The film *Gattaca* shows us a fully realized dystopian society where genetically modified humans are the norm--a society that now "has discrimination down to a science." The transgender artist Tamara Pertamina, on the other hand, "hopes to decolonize the science of genetic engineering," as Kirksey has written, with her performance artist projects. Our texts come from a number of different genres, including the memoir, science fiction, film, documentary, art, and non-fiction writing at the intersections of science, medicine, philosophy, anthropology, and law.

Requirements/Evaluation: Personal essay, short analysis papers, final research group project

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: None; if class is overenrolled, professor will ask for statements of interest.

Expected Class Size: 25

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 208(D1) STS 208(D2) WGSS 208(D2) AMST 206(D2)

Difference, Power, and Equity Notes: This course asks students to think deeply about questions of social justice in the context of the revolution in modern genetics. Race, class, gender, and sexuality all play a role in who has access to new life-saving technologies, and how these technologies are used. This course employs critical tools (feminist and queer theory, ethics' case studies, close reading) to help students question and articulate the social injustices at play in scientific research and bioengineering.

Attributes: AMST Critical and Cultural Theory Electives ENGL Criticism Courses ENGL Literary Histories C WGSS Racial Sexual + Cultural Diversity Courses

Spring 2025

SEM Section: 01 TF 2:35 pm - 3:50 pm Bethany Hicok

WGSS 209 (F) Poverty in America

Cross-listings: PSCI 209

Secondary Cross-listing

Although some protest that the U.S. is heading toward European-style socialism, social welfare programs in the U.S. differ in important ways from those in other wealthy and democratic nations. This course focuses on the adoption and development of policies to address poverty and inequality in the U.S. The issues we will explore include: What is poverty, and how do Americans perceive its dangers to individuals as well as the political community? What economic, historical, and sociological theories have been advanced to explain poverty? Why has the U.S. adopted some approaches to reduce poverty but not others? What enduring political conflicts have shaped the U.S. welfare state?

Requirements/Evaluation: class participation, two or three short papers, and a final paper

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: Political Science, Political Economy, and Women's, Gender and Sexuality Studies majors and concentrators in Public Health

Expected Class Size: 20

Grading: yes pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

PSCI 209(D2) WGSS 209(D2)

Attributes: PHLH Decision-Making by Institutions + Individuals PHLH Social Determinants of Health POEC U.S. Political Economy + Public Policy Course PSCI American Politics Courses

Not offered current academic year

WGSS 211 (F) Gender in the Global Economy (DPE)

Cross-listings: ECON 105

Primary Cross-listing

This course will present a feminist economic analysis of the global economy, and some of the urgent issues facing women in the Global South. The course will start by developing theoretical resources: these will include feminist critiques of economic theory, work on care labor and the shifting boundaries between markets, governments, households and the environment, and discussions of intersectionality and difference. Then we will discuss a series of interlinked issues which may include the contradictory effects of structural adjustment and its successors; the informal sector and global value chains; the economics of sex work and global sex trafficking; climate change; and migration. We will finish by looking at community-based activism, non-governmental organizations, and the possibilities for North/South alliances.

Class Format: lecture/discussion

Requirements/Evaluation: reaction papers, research paper; participation in class discussion will count for part of the grade

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: Women's, Gender and Sexuality Studies majors

Expected Class Size: 12

Grading: no pass/fail option, yes fifth course option

Unit Notes: This course cannot count toward the ECON major.

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ECON 105(D2) WGSS 211(D2)

Difference, Power, and Equity Notes: This course meets the DPE requirement because it asks students to reflect critically on issues of gender and economic power around the world in a comparative contextual framework.

Attributes: GBST Economic Development Studies WGSS Racial Sexual + Cultural Diversity Courses

Fall 2024

SEM Section: 01 TF 2:35 pm - 3:50 pm Kiaran Honderich

WGSS 212 (F) Ethics and Reproductive Technologies (WS)

Cross-listings: PHIL 212 / STS 212

Secondary Cross-listing

In her groundbreaking book, *The Tentative Pregnancy*, Barbara Katz Rothman writes that "[t]he technological revolution in reproduction is forcing us to confront the very meaning of motherhood, to examine the nature and origins of the mother-child bond, and to replace--or to let us think we can replace--chance with choice." Taking this as our starting point, in this course we will examine a number of conceptual and ethical issues in the use and development of technologies related to human reproduction, drawing out their implications for such core concepts as "motherhood" and "parenthood," family and genetic relatedness, exploitation and commodification, and reproductive rights and society's interests in reproductive activities. Topics will range from consideration of "mundane" technologies such as contraception, abortion, in vitro fertilization (IVF), prenatal genetic screening and testing, and surrogacy, to the more extraordinary, possibly including pre-implantation genetic diagnosis (PGD), post-menopausal reproduction, uterine transplants, and "artificial wombs." Background readings include sources rooted in traditional modes of bioethical analysis as well as those incorporating feminist approaches.

Class Format: discussion

Requirements/Evaluation: active participation in class discussions, three or four short reflection papers, and two longer papers (5-7 and 7-10 pages)

Prerequisites: none, but introductory-level course in PHIL and/or WGSS recommended

Enrollment Limit: 19

Enrollment Preferences: WGSS and PHIL majors (declared or prospective), PHLH and STS concentrators (declared or prospective)

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Unit Notes: meets Contemporary Value Theory requirement only if registration is under PHIL

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 212(D2) PHIL 212(D2) STS 212(D2)

Writing Skills Notes: Students will write periodic short papers (2-3 pages each), a midterm paper (5-7 pages) and a final paper (7-10 pages). Short papers focus on concepts, arguments, and writing skills needed in the midterm and final papers, in which students are expected to describe and evaluate arguments from assigned readings, and to present clear and effective arguments in support of their own ethical positions. Students receive feedback on all papers and have the opportunity to revise midterm and final papers.

Attributes: PHIL Contemporary Value Theory Courses PHLH Bioethics + Interpretations of Health

Fall 2024

LEC Section: 01 TF 2:35 pm - 3:50 pm Julie A. Pedroni

WGSS 216 (S) Women Behaving Badly: Deviant Women in Early Modern French Literature (DPE)

Cross-listings: RLFR 216

Secondary Cross-listing

Female deviance often implies resisting a dominant and oppressive patriarchal status quo embedded within cultural and historical backgrounds. This course explores female characters in early modern French literature who refuse to conform to established gender roles. Defying social constructs of femininity, through either judicious negotiations or more aggressive and violent behavior, is an important trope in the writings of both male and female authors of the seventeenth and eighteenth centuries. What constitutes deviant behavior, however, depends on social definitions of gender roles, which evolve over time. In this course, we will first examine women's place within the historical and socio-cultural context of the *Ancien Régime*, which will lead to an examination of female behavior censured during the seventeenth and eighteenth centuries. We will then reflect on how we, as modern readers, perceive such deviancy as it relates to the past. Finally, we will discuss the relevance of studying deviant women in light of current events, such as the #MeToo movement, which has led to a new level of consciousness and empathy for the plight of marginalized groups. Potential readings to include Corneille's *Médée*, Madame de la Fayette's *Princesse de Clèves*, Laclos's *Liaisons dangereuses*, and Isabelle de Charrière's *Lettre à Mistriss Henley*.

Requirements/Evaluation: active class participation, one presentation (8-10 minutes), three to four papers (3-5 pages), and a longer final paper

Prerequisites: strong performance in RLFR 105; successful performance in RLFR 106; or by French placement exam; or by permission of instructor

Enrollment Limit: 20

Enrollment Preferences: French majors and certificate students; Comparative Literature majors; Women's, Gender and Sexuality Studies majors; and those with compelling justification for admission

Expected Class Size: 15

Grading: yes pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 216(D2) RLFR 216(D1)

Difference, Power, and Equity Notes: This course focuses on a critical examination of difference, power, and equity in early modern France. Through the study of deviant women, the course thus challenges students to examine the effects of class, race, ethnicity, gender, and sexuality in narratives on women, misogyny, and criminality.

Spring 2025

SEM Section: 01 TR 9:55 am - 11:10 am Preea Leelah

WGSS 222 (S) Women on the Verge

Cross-listings: RLSP 220

Secondary Cross-listing

From the early twentieth century to the present day, the radical changes in the lives of Spanish women have clearly reflected the tug of war between progress and tradition in recent Spanish history. The dramatic upheavals in Spanish politics have marked and transformed the lives of women to such a great extent that one can often gauge the political and social climate of any given historical moment by considering how the role of women was defined by the law, the Catholic church, education, and other social and political institutions. Using literary and historical texts as well as films, newspapers and other media, this course will look at the transformations in the public and private lives of Spanish women during the following periods: the turn of the century, the Second Republic, the Spanish Civil War, the Franco years, the transition to democracy, and the present day.

Requirements/Evaluation: This course is conducted entirely in Spanish.

Prerequisites: RLSP 105, or RLSP 200, or results of Williams College Placement Exam, or permission of instructor

Enrollment Limit: 20

Enrollment Preferences: Spanish and Comparative Literature majors

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

RLSP 220(D1) WGSS 222(D2)

Not offered current academic year

WGSS 225 (F) Buddhism, Social Change, & Reproductive Justice in the Anthropocene (DPE) (WS)

Cross-listings: REL 258 / ANTH 258 / ASIA 258

Secondary Cross-listing

This course considers how three women profoundly shaped the Buddha's life and legacy in terms of social change & reproductive justice. Our central characters are Maya--the Buddha's mother, who died shortly after delivering him; Pajapati--the Buddha's stepmother & aunt who raised him; and Yasodhara--his wife, whom he abandoned when he left home to seek enlightenment. We explore the classical Buddhist discourses and modern biographies to explore how these three women impacted what the Buddha taught and practiced in terms of social and gender justice. These women helped shape the Buddha's radical decision to found the first renunciate order for women in Asian history and helped shape Buddhist attitudes towards female empowerment, bodily autonomy, and reproductive justice for that past 2500 years. Our historical genealogy will explore how Buddhism continues to disrupt modern hierarchies of sex, gender, caste, & class while claiming reproductive and social justice. Along the way we consider: How did these three women reject existing social hierarchies in the Buddha's day and with what impacts for modern Buddhist practices and institutions? How do the social transformations of the Buddha's day still impact modern struggles for gender justice & reproductive justice in the Anthropocene?

Requirements/Evaluation: Attendance, writing weekly essays or written feedback. There are no grades first half of the semester but weekly feedback on writing.

Prerequisites: none, but a course in ANTH or REL is preferred

Enrollment Limit: 10

Enrollment Preferences: ANTH, REL, WGSS majors and ASIA concentrators

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

REL 258(D2) ANTH 258(D2) WGSS 225(D2) ASIA 258(D2)

Writing Skills Notes: We write every week--either 1500 word lead essays, or written feedback (and oral responses) to the lead essay and weekly text. We have a mid semester 'writing chat' with the instructor where we discuss strengths and weakness of individual student writing.

Difference, Power, and Equity Notes: We explore the three women who left a lasting legacy on the Buddha's teachings and practices in terms of gender egalitarianism, social justice, and reproductive justice. Our historical genealogy explores how Buddhism continues to disrupt modern hierarchies of sex, gender, caste, & class while claiming reproductive and social justice.

Not offered current academic year

WGSS 226 (S) Gender and the Dancing Body (DPE)

Cross-listings: DANC 226 / AMST 226 / THEA 226

Secondary Cross-listing

This course posits that the dancing body is a particularly rich site for examining the history of gender in America and beyond. The aim of the course is to explore ideas related to gender as prescribed by dominant cultural, social, and religious institutions, and how dance has been used to challenge those normative ideologies. We will examine a wide range of dance genres, from stage performances to popular forms to dance on television, with particular attention to the intersections of race and class with gender. This is primarily a discussion-based seminar course and may also include film screenings, movement workshops, discussions with guest artists and scholars. No previous dance experience required.

Requirements/Evaluation: participation in discussions and presentations, reading responses, in-class writing assignments, two 5-6 page essays, and a final cumulative essay.

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: first years and sophomores

Expected Class Size: 10-15

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

DANC 226(D1) AMST 226(D2) WGSS 226(D2) THEA 226(D1)

Difference, Power, and Equity Notes: In the course, students will explore the concept of gender as a social construction and how the body's historical associations to markers of gender and sexuality lead to differences in socio-political power. The assigned texts and viewings provide examples of how bodies and their movements make meaning in a network of power relationships, and how artists use dance to address social inequalities such as sexism, racism, and transmisogyny, to imagine a more just world.

Spring 2025

SEM Section: 01 WF 11:00 am - 12:15 pm Munjulika R. Tarah

WGSS 227 (S) Boys Love (DPE)

Cross-listings: COMP 228

Secondary Cross-listing

Originating in Japanese manga of the 1970s, the genre of yaoi, boy love, or BL has expanded into other media and around the globe during the last half century. Created mostly by women for women, BL transposes classic tropes of popular romance into a male homosocial environment, depicting the inevitable love of young, attractive, and typically androgynous men. The growing popularity of BL begs several questions: Why do women create and consume romances that tend to exclude female characters? Why do they enjoy a fictional universe that deliberately downplays homophobia yet ostensibly preserves heteronormativity by showing powerful, protective tops who repeatedly fall for vulnerable, passive bottoms? And how has BL changed global perceptions of and expectations for masculinity? This course explores these and other questions by examining key examples of BL from Japanese manga to Thai television, as well as shipping culture, BL's robust fandom, and adjacent genres such as slash fiction and girl love.

Requirements/Evaluation: completing all assignments, active participation in class discussions, two short papers, creating your own BL, and a final project

Prerequisites: none

Enrollment Limit: 40

Enrollment Preferences: COMP and WGSS majors

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 227(D2) COMP 228(D1)

Difference, Power, and Equity Notes: This class examines difference, power, and equity by examining representations of gender and sexuality, as well as their global flow over the past fifty years. Works of yaoi, boys love, or BL represent a significant genre of popular culture, as well as soft power, that originated in East Asia yet has spread around the globe. The course will address the gendered aspects of BL production, consumption, and fandom, as well the genre's mobilization of homosociality and homosexuality.

Spring 2025

SEM Section: 01 TF 2:35 pm - 3:50 pm Julie A. Cassidy

WGSS 228 (F) Feminist Bioethics (WS)

Cross-listings: PHIL 228 / STS 228

Secondary Cross-listing

In this course we will explore the ways in which feminist approaches to moral thinking have influenced both the methodology and the content of contemporary bioethics. The first portion of the course will address the emergence of the "Ethics of Care," critically assessing its origins in feminist theory, its development within the context of the caring professions, and its potential as a general approach to bioethical reasoning. The second portion of the course will use feminist philosophy to inform our understanding of the ways in which gender structures interactions with and within the health care system. To do this we will explore topics that might traditionally be considered "women's issues" in healthcare, such as medicine and body

image (e.g., cosmetic surgery, eating disorders), reproductive and genetic technologies, and research on women and their health care needs. In addition we'll also look at feminist analyses of topics that traditionally have not been regarded as "gendered," such as resource allocation and end of life issues.

Class Format: discussion

Requirements/Evaluation: active participation in class discussions; periodic short papers (2-3 pages); midterm and final paper (5-7 and 7-10 pages, respectively); and one oral presentation

Prerequisites: none, although previous coursework in WGSS is desirable

Enrollment Limit: 19

Enrollment Preferences: prospective and declared majors or concentrators in PHIL, WGSS, STS, and PHLH, especially those who need the course to satisfy major or concentration requirements

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Unit Notes: meets Contemporary Value Theory requirement only if registration is under PHIL

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 228(D2) PHIL 228(D2) STS 228(D2)

Writing Skills Notes: Students will write periodic short papers (2-3 pages each), a midterm paper (5-7 pages) and a final paper (7-10 pages). Short papers focus on concepts, arguments, and writing skills needed in the midterm and final papers, in which students are expected to describe and evaluate arguments from assigned readings, and to present clear and effective arguments in support of their own ethical positions. Students receive feedback on all papers and have the opportunity to revise midterm and final papers.

Attributes: AMST Critical and Cultural Theory Electives JLST Interdepartmental Electives PHIL Contemporary Value Theory Courses PHLH Bioethics + Interpretations of Health

Not offered current academic year

WGSS 236 (S) Feminist Legal Theory (DPE)

Cross-listings: PSCI 236

Secondary Cross-listing

What can a critical analysis of gender and sexuality bring to the study of law, constitutions, legal interpretation, and the task of judging? Well-known contributions by feminist theorists include the conceptualization and critique of anti-discrimination frameworks, the legal analysis of intersecting systems of social subordination (particularly gender, race, class, sexuality, disability), and the theorization of "new" categories of rights (e.g. sexuate rights). Accompanying these interventions in the legal field is a deep and sustained inquiry into the subject of law: Who can appear before the law as the proper bearer of civil and human rights? What kinds of violations and deprivations can be recognized as harms in need of redress? Who gets to make these judgments, and according to what rules? While our examples will be drawn mainly from family law, the regulation of sex/reproduction, and workplace discrimination, the main task of this course will be to deepen our understanding of how the subject of law is constituted. Illustrative cases to aid our inquiry will be drawn primarily from the USA and Canada, with additional examples from India, South Africa, and possibly European law. Theorists we read will represent many kinds of feminist work that intersect with the legal field, including academic studies in political theory, philosophy, and cultural theory, along with contributions from community organizers engaged in anti-violence work and social justice advocacy.

Requirements/Evaluation: One oral presentation; three 6-8 page papers; regular class participation.

Prerequisites: None.

Enrollment Limit: 25

Enrollment Preferences: Preference will be given to PSCI and WGSS majors and JLST concentrators.

Expected Class Size: 25

Grading: yes pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 236(D2) PSCI 236(D2)

Difference, Power, and Equity Notes: The course analyzes the relationship between the legal system and social distributions of power, focusing on

the way that inequalities based on gender, race, class and other forms of social stratification either enhance or limit individuals' access to legal protection and legal remedies.

Attributes: JLST Interdepartmental Electives PSCI Political Theory Courses

Not offered current academic year

WGSS 239 (F) History of Sexuality

Cross-listings: HIST 292 / GBST 241 / REL 241

Secondary Cross-listing

Is sexuality an immutable aspect of who we are or is it socially constructed? How have people understood sex and sexuality throughout history? Why does religion have any say in the sexual lives of individuals and society? What are sexual transgressions and why are they punished? Is sex a commodity that can be exchanged for money? Is sex political? This course will explore these questions through a historical approach, focusing in particular on the shifting understanding of sex and sexuality across historical time and different geographical regions. In investigating the category of sexuality, this course will push us to consider three key questions: 1) Is sexuality a useful category for historical analysis, 2) how have our assumptions regarding sexuality and sexual ethics taken shape and changed over time and 3) how do social, cultural, political, and economic conditions affect changing meanings of sexuality. Historical studies will be read in conjunction with different theoretical frameworks about sexuality. Reading historical accounts of sexuality alongside theoretical pieces will allow us to consider how historians construct an argument and the influence of theoretical frameworks in shaping scholarship. Some of the theorists we will read in the course include: Michel Foucault, David Halperin, Afsaneh Najmabadi, Valerie Traub, and Carla Freccero.

Requirements/Evaluation: reading responses, two essays, and final research paper

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: Religion, History, and Women's, Gender and Sexuality Studies majors

Expected Class Size: 15

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 292(D2) GBST 241(D2) REL 241(D2) WGSS 239(D2)

Attributes: HIST Group G Electives - Global History

Not offered current academic year

WGSS 241 (S) Sex and Gender in Ancient Greece and Rome

Cross-listings: COMP 241 / CLAS 241

Secondary Cross-listing

From the household to the marketplace, from sacred spaces to the political arena, sexuality and gender shaped a broad range of attitudes and actions in the ancient Mediterranean world. This course investigates a variety of discourses and practices around sexuality and gender in ancient Greece and Rome with the aim of promoting students' capacity to evaluate claims and dismantle false assumptions about the continuity of the "classical" past with contemporary norms and values. We will carefully analyze, contextualize, and compare a variety of texts, including selections from tragic and comic drama, epic and lyric poetry, handbooks, epitaphs, novels and biography in order to better understand how gender and sexuality were expressed, experienced, and regulated in Greece and Rome. Our emphasis will be on ancient texts, but selections from contemporary criticism and theory will enrich the methodological frameworks through which we approach the primary sources.

Requirements/Evaluation: five to six weekly tutorial papers, five to six responses, a midterm self-evaluation and conference with instructor, a mid-length final paper (approximately eight pages) consisting of a revision and expansion of a previously written paper

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: majors or intended majors in Classics, WGSS, and Comparative Literature

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 241(D1) CLAS 241(D1) WGSS 241(D2)

Not offered current academic year

WGSS 242 (S) Women, Gender, and Sexuality in Islam (DPE)

Cross-listings: REL 242 / ARAB 242

Secondary Cross-listing

The figure of the Muslim woman is an object of intense scrutiny in Western society. Claims that Muslim women are oppressed and the incompatibility of Islam and feminism abound. This course will consider women and gender roles in the Islamic tradition and how Muslim women have interpreted and negotiated these discourses. We will explore questions of masculinity, femininity, and sexuality across various historical periods as well as through contemporary Muslim feminist scholarship and literature (including film and novels). We will begin with insights into the politics of representing Muslim women, exploring how Muslim women are depicted in popular culture and media and ask the crucial question: do Muslim women need saving? We will then explore: how Muslim women have claimed religious authority through scriptural interpretation; how they have negotiated their position in Islamic law both historically and in contemporary Muslim societies; and the lives of pious women in Sufism--the mystical tradition of Islam. We will conclude with Muslim feminist scholarship and recent works on Islamic masculinities. Throughout the course, emphasis will be placed on the diversity of interpretations in Islam around women, gender, and sexuality and on Muslim women's own articulations about their religious identity and experiences. Some of the topics covered in this course include: marriage and divorce, slavery, modesty and veiling, and homosexuality.

Requirements/Evaluation: weekly discussion post, midterm essay, and final paper (6-8 pages)

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Religion, Women's, Gender and Sexuality Studies and Arabic majors

Expected Class Size: 14

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

REL 242(D2) WGSS 242(D2) ARAB 242(D2)

Difference, Power, and Equity Notes: This course explores the relationship between gender, authority, and civilizational discourse. To that end, the course will explore: 1) how assumptions about gender shaped the legal and Quranic exegetical tradition and Muslim feminist critiques. 2) The construction of the oppressed Muslim woman in justifying military invasion and nationalistic rhetoric. This course will introduce students to critical tools in decolonial feminism and the relationship between gender and power.

Not offered current academic year

WGSS 243 (F) Islamic Law: Past and Present

Cross-listings: HIST 302 / ARAB 243 / ASIA 243 / REL 243

Secondary Cross-listing

From fear of the Shari'a to its implementation in so called "Islamic countries," Islamic law is perhaps best associated with draconian punishments and the oppression of women. Islamic law is ever present in our public discourse today and yet little is known about it. This course is designed to give students a foundation in the substantive teachings of Islamic law. Islamic law stretches back over 1400 years and is grounded in the Quran, the life example of the Prophet Muhammad, and juridical discourse. Teetering between legal and ethical discourse, the Shari'a moves between what we normally consider law as well as ethics and etiquette. The course will explore four key aspects of the law: its historical development, its ethical and legal content, the law in practice, and the transformation of Islamic law through colonialism and into the contemporary. Specific areas we will cover include: ritual piety, family and personal status law, criminal law, and dietary rules.

Requirements/Evaluation: weekly responses, midterm essay, final essay

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: majors

Expected Class Size: 17

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 302(D2) ARAB 243(D2) ASIA 243(D2) REL 243(D2) WGSS 243(D2)

Attributes: HIST Group B Electives - Asia HIST Group E Electives - Middle East HIST Group P Electives - Premodern JLST Interdepartmental Electives

Fall 2024

SEM Section: 01 MR 1:10 pm - 2:25 pm Saadia Yacoub

WGSS 244 (F) Actually Existing Alternative Economies (DPE)

Capitalism has a way of constricting our imaginations so that we come to believe the only possible form of economic institution is one based on profit seeking, competition and individualism. However movements in countries including Brazil, France, Canada and Spain--and now parts of the U.S.--are demonstrating otherwise. Theorists, practitioners and social activists are adopting labels including 'Solidarity Economy' and 'New Economy' to group together economic activities based on ideals of human provisioning, social justice and environmental sustainability. They point out that many of these activities are already taking place and are often crucial to our lives, but are rendered invisible by economic theory. In the words of Brazilian popular educator and economist Marcos Arruda, 'a solidarity economy does not arise from thinkers or ideas; it is the outcome of the concrete historical struggle of the human being to live and to develop him/herself as an individual and a collective.' Feminist geographers Julie Graham and Katherine Gibson developed practices of 'mapping' local economies with communities in Australia and Western Massachusetts in ways that bring to light the invisible resources and practices of provisioning and solidarity, and challenge what they describe, drawing on the work of feminist theorist Sharon Marcus, as a 'script' of local helplessness to resist the 'rape' of their economies by the forces of global capitalism. Do these proposed discursive practices actually present realistic possibilities for producing sustained economic change? In this tutorial we will learn and debate about some of the activities being named and built under the label of solidarity economy, such as the networks of worker-owned cooperatives in Mondragon, Spain, the growth of local currencies and time exchanges, fair trade organizations and different ways of organizing care work. We will look at some of the history and debates around worker-owned cooperatives, ranging from Victorian England through African-American experiences throughout the 20th century and examples in post-Independence Africa, to the recent establishment of Cooperation Jackson in Jackson, Mississippi. The ILO has argued that co-ops are a particularly appropriate form to African development. Is this plausible, and what role might they play in AIDS-affected communities? Why has the recent U.S. growth of the solidarity economy been so concentrated in communities of color, and how is it gendered? We will visit some examples in New York or Boston.

Requirements/Evaluation: six papers of 5-7 pages, six written responses to partner's papers, participation in tutorial discussion

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: open to sophomores and above

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: The course fulfills the DPE requirement because of its central focus on the diversity of economic institutions within and across countries and the power imbalances that call them into being and challenge some of their survival. The course considers ways the hegemonic discourse of economics tends to render that diversity invisible, and tools, both analytical and activist, for bringing it out into view. It teaches tools to evaluate economic institutions in terms of equity and solidarity.

Not offered current academic year

WGSS 250 (F) Feminist Theatres: A Global Perspective (DPE) (WS)

Cross-listings: THEA 250 / COMP 247 / ENGL 253

Secondary Cross-listing

What makes a work of theatre "feminist"? How do plays and performances across global networks engage with different models of feminism: liberal, radical, materialist, and intersectional? Why has feminism mattered to theatre-makers of the past? Should it still matter now? If so, what forms might

future feminist theatres take? In this tutorial course, students will work in pairs to examine the social and political relation of feminism to the art and practice of theatre. Taking a global and comparative perspective on the subject, we will focus on the intersectionalities of gender, race, class, ethnicity, nationality, and sexual identity in the production of feminist-driven theatrical practices. Artists, companies, and movements to be considered may include: Spiderwoman Theatre, Adrienne Kennedy, Caryl Churchill, Sphinx Theatre Company, Ntozake Shange, Griselda Gambaro, Manjula Padmanabhan, Cherríe Moraga, Lisa Kron, Arethusa Speaks, Maya Krishna Rao, Tracie Chima Utoh-Ezeajugh, Alexis Scheer, Tori Sampson, Clare Barron, and others. Close analysis of source material will be informed by critical and autobiographical writings by: Audre Lorde, Judith Butler, bell hooks, Gloria Anzaldúa, Kimberlé Crenshaw, Eve K. Sedgwick, Gayatri Spivak, Jill Dolan, José E. Muñoz, and Donna Haraway. This course will follow a standard tutorial format, with students taking turns presenting or responding to their peer every other week; for their presentations, students will write a 5-page paper or, in up to two cases if they choose, offer their argumentation through more performance-driven methods (such as an oral argument, spoken-word monologue, or activist prompt).

Requirements/Evaluation: students will meet with instructor in pairs for an hour each week; every other week they will be responsible for sharing either a 5-page paper or, if they choose, in up to two cases, a more performance-driven presentation, such as: an oral argument, spoken-word monologue, or activist prompt (five presentations/papers in all). They will comment on / respond to their partner's papers/presentations in alternate weeks; emphasis will be placed on developing skills in reading, interpretation, critical argumentation, and written and oral communication.

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: THEA majors; WGSS majors; ENGL majors; COMP majors. Students from all majors are welcome and invited to contact Prof. Holzapfel about their interest in the class: ash2@williams.edu

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

THEA 250(D1) COMP 247(D1) WGSS 250(D2) ENGL 253(D1)

Writing Skills Notes: This course fulfills the writing skills requirement by engaging students in the active and creative process of critical writing, based on the notion that "writing is thinking, not thinking written down." Emphasis will be given to crafting and developing an argument, clarifying prose, selecting evidence, gaining authority, and incorporating theoretical ideas into an essay. We will also focus on the performance and presentation of written arguments.

Difference, Power, and Equity Notes: This tutorial examines intersections between gender, race, sexuality, class, nationality, and ethnicity in relation to theatre's ongoing engagement with feminism. We will consider how articulations of difference, power, and equity arise and are, in fact, prioritized in quite different ways within the politics of feminism itself, leading to their variable expressions through art.

Not offered current academic year

WGSS 283 (F) Black Queer Looks: Race, Gender and Sexuality in Contemporary African-American Film

Cross-listings: AFR 283 / AMST 283 / ENGL 286

Primary Cross-listing

In this course we will foreground questions around visibility and memory. We will explore representations of Black queer bodies in experimental, documentary and narrative film. This course will engage foundational texts from Black Queer Studies. We will pair texts with film in order to examine the various relationships between art and scholarship. You will also be asked to think about yourself as a filmmaker. We will screen films such as *Looking for Langston* (Isaac Julien, 1989), *The Watermelon Woman* (Cheryl Dunye, 1996), *U People* (Olive Demetrius and Hanifah Walidah, 2009), *Tongues Untied* (Marlon Riggs, 1989) and *Litany for Survival* (Ada Gay Griffin and Michelle Parkerson, 1995). Throughout the course we will evaluate the different ways filmmakers represent Black queerness on screen. The goal is to think about the possibilities and limitations of representation and visibility. Each of you will be asked to facilitate a class discussion. You also will be required to do weekly critical response papers. In lieu of a final paper you will create a detailed proposal for a short film that "represents" some segment of Black queer living.

Requirements/Evaluation: facilitate class discussion; weekly critical response papers; in lieu of a final paper you will create a detailed proposal for a short film

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: Women's, Gender and Sexuality Studies majors, then Africana Studies concentrators

Expected Class Size: 20

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 283(D2) AMST 283(D2) ENGL 286(D1) WGSS 283(D2)

Attributes: FMST Core Courses WGSS Racial Sexual + Cultural Diversity Courses

Not offered current academic year

WGSS 284 (F) From the Battlefield to the Hermit's Cell: Art and Experience in Norman Europe (WS)

Cross-listings: REL 284 / ARTH 218

Secondary Cross-listing

This tutorial provides students with the chance to investigate in-depth three of the most astonishing works of art created during the entire Middle Ages: the Bayeux Tapestry (c.1077-1082), the Cappella Palatina (c.1130s-1166), and the Psalter of Christina of Markyate (1120s-1160s). Created within a hundred years of each other all within territories controlled by the Normans--a warrior dynasty that settled in northern France in the 10th century and then expanded north into England and south into Italy in the 11th and 12th centuries--each of these works is unprecedentedly ambitious in scale, dazzling in its material properties, and survives in its original wholeness, a rarity in the medieval world. Despite these similarities, however, each work is very different from the other two and so sheds light on very different aspects of Norman experience, across Europe. The Bayeux Tapestry, likely made by female embroiderers for a baronial hall, is a giant textile (over 70 meters long) that in gruesome and fascinating detail tells the story of the Norman invasion of England by William the Conqueror in 1066. The Cappella Palatina in Palermo, in turn, commissioned by King Roger II, is a royal chapel covered in sumptuous mosaics that reveals through its decoration and ritual the dynamic interaction of Islamic, Byzantine, and Latin Christian traditions in the multicultural Norman kingdom of Sicily in the 12th century. And the Psalter of Christina of Markyate, a large prayerbook made for the use of a female recluse in southern England, contains 40 full-page paintings and 215 decorated initials, a vast and inventive program of imagery that through its creative profundity helped reshape private devotional art and culture for centuries to come. Through their variety, then, these three objects--an embroidery, a building, and a book--give students insight into the rich array of concerns and aspirations, from the political to the spiritual and from the public to the private, that gave substance and meaning to 11th- and 12th-century European life, for women as well as men. What is more, these three remarkable works of art have been the focus of much interesting scholarship in recent years, so an exploration of some of that literature provides a compelling introduction to the discipline of art history itself, past and present.

Requirements/Evaluation: Participation in discussion; five 4-5-page tutorial papers; five 1-2-page response papers.

Prerequisites: None

Enrollment Limit: 10

Enrollment Preferences: First years and sophomores, but open to all.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 284(D2) REL 284(D2) ARTH 218(D1)

Writing Skills Notes: In this tutorial, students will develop skills of critical reading and focus on how to craft clear and persuasive arguments of their own. To help them achieve these goals, they will receive timely comments on their written work, especially the five 5-7-page papers they will submit, with suggestions for improvement.

Attributes: ARTH pre-1800

Fall 2024

TUT Section: T1 TBA Peter D. Low

WGSS 301 (S) Sexual Economies (DPE)

Cross-listings: ANTH 301 / AMST 334

Primary Cross-listing

This course examines various forms of sexual labor around the world in order to better understand how gendered and sexual performances are used in a variety of cultures and contexts for material benefit. Our topics include "traditional" forms of sex work such as street prostitution, pornography, and escorting as well as other forms of sexualized performances for benefit such as stripping or camming. We also discuss current issues and debates about discourses of "sex trafficking." Course readings come from a range of fields, but focus most heavily on anthropology, sociology, American studies, and gender studies. The readings for this class will frequently foreground the lived experiences of sex workers from a variety of nations, races, classes, religions, and backgrounds in order to explore the broader social implications of our subject matter. The format is largely discussion-based, with short lectures supplementing the reading with summaries of current scholarly and activist debates. We have a variety of guest speakers to share their diverse lived experiences related to this topic.

Requirements/Evaluation: short-quizzes, reflection papers, participation, short Marco Polo video posts (app 3 min each)

Prerequisites: none, though WGSS 101 and/or 202 may be helpful, but not required

Enrollment Limit: 15

Enrollment Preferences: based on statement of interest, brief interviews if necessary

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ANTH 301(D2) AMST 334(D2) WGSS 301(D2)

Difference, Power, and Equity Notes: We pay particular attention to the intersecting questions of race, sexuality, gender, and class as we explore the political economy of commercial sex. The course teaches students to examine the underlying political and economic structures that create systems of privilege and power, thereby complicating questions and assumptions about sexual consent, coercion, agency, and empowerment with particular attention to race and gender in comparative transnational contexts.

Attributes: WGSS Racial Sexual + Cultural Diversity Courses

Spring 2025

SEM Section: 01 MW 7:00 pm - 8:15 pm Gregory C. Mitchell

WGSS 302 (S) Social Construction (DPE)

Cross-listings: COMP 315 / STS 301 / SOC 301 / REL 301

Secondary Cross-listing

"Social construction" can often seem like the great collegial insight. By now, you've all heard that categories such as race, gender, and sexuality are in some sense not part of nature, but instead are created and maintained socially or culturally. The idea of social construction has been vital to critical race theory and queer theory, and, in this course, we will push ourselves into philosophy of science to see whether or not these same insights apply to everything. If we know that "Whiteness," "heterosexuality," and "masculinity," for instance, are all socially constructed, we will ask if the same is true of "electrons," "money," "the solar system," and "climate change." Can it be that all of our reality is socially constructed? Or does social construction have limits? If so, what are they? We will also ask more fundamental questions, such as: What does it mean to say something is socially constructed? How does social construction relate to claims that an aspect of the world is "real" or "not real?" Is social construction a theory about language, power, culture, societies, human perceptions, or the limits of science? What kind of political, ethical, ontological, or epistemological work do theories of social construction do? We will begin with different accounts of the social construction of race, gender, and sexuality. In the second part of the course, we will dig deeper into philosophical debates about social construction as such. Then we will explore constructionism about natural science. In the last part of the course, we will change gears and explore look at cutting-edge work in the theory of social science aimed at explaining the construction and ontology of social worlds. The class will culminate in a project in which students will put their social construction theories into practice.

Requirements/Evaluation: regular attendance and participation, short weekly reflection papers, a 8-10 page research paper, and final project

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: Preference will be given to majors and concentrators from STS, ANSO, COMP, REL, PHIL, WGSS, AAS, LATS, JWST, and AFR. If the class is overenrolled students will be asked to submit an email about themselves and why they want to take the course.

Expected Class Size: 15

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 315(D1) WGSS 302(D2) STS 301(D2) SOC 301(D2) REL 301(D2)

Difference, Power, and Equity Notes: Central to REL 301 will be an analysis of the social construction of race, gender, and sexuality. It will show how power and difference are tied up in their construction and maintenance of these categories. Students will be taught how to critically analyze race, gender, and sexuality as well as social construction as such. Students will also learn sophisticated tools for studying systems of social power and difference.

Attributes: PHIL Related Courses

Spring 2025

SEM Section: 01 W 1:10 pm - 3:50 pm Jason Josephson Storm

WGSS 305 (F) The Gay Menagerie: Gay Male Subcultures (DPE)

Cross-listings: ANTH 305 / AMST 305 / THEA 304

Primary Cross-listing

Bears. Cubs. Otters. Pups. Twinks. Radical Fairies. Leathermen. Mollies. Drag queens. Dandies. Sisters of Perpetual Indulgence. Gay men, including gay trans men, have organized themselves into various subcultures within their community for centuries. This seminar is devoted to exploring these subcultures in (a mostly US-context) in greater detail using ethnographic texts, anthropological studies, historical accounts (including oral histories), and media. Topics include cruising and flagging, the anthropological significance of gay bars, histories of bath house culture, rural vs urban queer experiences, the ball scene, drag, diva worship, the reclamation of "fabulousness and faggotry," the leadership roles of trans women and effeminate gay men in activist movements, gay gentrification, the growth of gay consumerism/ gay tourism/homonationalism, hierarchies of masculinity in the gay community (i.e., masc for masc culture), HIV/AIDS and the politics of PrEP, chemsex, the role of racialized dating "preferences," genealogies of BDSM and leather culture, sexual health and discourses of "risk," the politics of barebacking and other sexual practices, queering consent, and the effects of hookup apps on gay culture. In addition to lectures, and discussions, there will also be some low-key performance-studies based exercises in queer praxis (e.g., drag workshops, mock debates, animal improvisation, role playing, etc.)

Class Format: There will be some minor performance elements such as workshops during class.

Requirements/Evaluation: Quizzes, journaling assignment, short diva report, 10 page research paper on a gay subcultural group

Prerequisites: None; WGSS 202 (Foundations in Sexuality Studies) will be helpful but is not required

Enrollment Limit: 12

Enrollment Preferences: WGSS majors; in the event of over-enrollment there statements of interest will be solicited

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ANTH 305(D2) AMST 305(D2) WGSS 305(D2) THEA 304(D1)

Difference, Power, and Equity Notes: This course examines the how marginalized communities respond to their oppression through creative forms. It takes as central to its curriculum the role of sexual diversity and the relationship of the gay community to power through the central idiom of "difference."

Attributes: WGSS Racial Sexual + Cultural Diversity Courses

Not offered current academic year

WGSS 307 (F) Feminist Approaches to Religion (WS)

Cross-listings: REL 306

Secondary Cross-listing

What does feminist theory have to offer the study and practice of religion? How have participants in various religious traditions helped to produce and enact different kinds of feminist approaches to critique and transform religions? Feminisms and religions have a long though often troubled history of

interconnection. In this course, we shall explore a range of feminist analyses that have either emerged out of particular religious contexts or have been applied to the study of religious traditions and practices. The course prioritizes attention to the intersections and interactions of gender, race, ethnicity, sexuality, and nationality (among other factors) with religion.

Requirements/Evaluation: weekly GLOW posts before class, one "position paper" for class discussion (3 pages), a research question with rationale for interest and potential action plan (1 page), exploratory research statement (2 pages), essay on interpretive approach to research project (3 pages), participation in writing workshop on 7-page early drafts of final papers, one 15-page final paper.

Prerequisites: none; open to all

Enrollment Limit: 15

Enrollment Preferences: Religion and Women's, Gender and Sexuality Studies majors have priority, and then students who have taken either REL 200 or WGSS 101.

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 307(D2) REL 306(D2)

Writing Skills Notes: This course features a series of scaffolded writings assignments that will culminate in a final research project.

Attributes: WGSS Theory Courses

Not offered current academic year

WGSS 308 (S) Parenting for a Feminist-Queer-Trans World (DPE)

Perhaps you want to understand your own experience being parented; perhaps you are a parent, or hope to become one, and you want to reflect on your intentions; perhaps you want to understand what various scholars, activists, and activist-scholars have said about how parenting matters. This class will provide you with the time, information, and other resources necessary to explore the following question: what difference does it make when we put "feminist," "queer" and/or "trans" in front of parenting? More specifically, how do these modifiers change the forms and practice of parenting, ideally and in fact? What are the associated philosophies and structures that justify and enable these forms and practices? In this course, we will conceptualize parenting in a capacious way, as a kind of ongoing relationship that can obtain not only between an adult and a child they are "raising," but also between adults who are not conventionally considered "related." The purpose of this class is threefold: 1) to enable you to develop your own parenting philosophy, 2) to use "parenting" as a window to explore differences in feminist, queer, and trans thought, and 3) to use "parenting" as a springboard for imagining better institutional arrangements and articulating societal ideals. To realize these goals, we will mine our experiences, talk to lots of parents, and engage both scholarly and popular resources on parenting.

Requirements/Evaluation: One 6 page book review; Three contributions to resource compendium; One episode for the group podcast; One 10 page final essay

Prerequisites: None

Enrollment Limit: 20

Enrollment Preferences: WGSS majors

Expected Class Size: 15

Grading: yes pass/fail option, no fifth course option

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: We will be looking at the difference that understanding parenting differently, and/or practicing it with feminist, trans, and queer goals in mind does/might make in relation to the ends of equity and inclusion. We will also be attentive, however, to differences in ideas about what feminist, trans and queer parenting entails -- and how relations of power internal to groups make certain ideas about what feminist, queer, and/or trans parenting entails more accessible than others.

Attributes: WGSS Racial Sexual + Cultural Diversity Courses

Spring 2025

SEM Section: 01 TR 11:20 am - 12:35 pm Greta F. Snyder

WGSS 311 (F) Trans Film and Media (DPE)

Cross-listings: AMST 364

Primary Cross-listing

This course provides an introduction to contemporary trans culture and politics via the lens of film and other (mostly visual) media. We'll focus mainly on media production in the U.S. since the early 1990s, as this moment is usually understood as inaugurating contemporary "transgender" politics; additionally, the 90s saw a profusion of diversity in popular representation generally. This class has two main priorities: first, to use visual media as a lens for surveying major developments in trans studies, politics, and representation over the last few decades; second, to develop a critical repertoire for thinking about our current conjuncture of "trans visibility" in particular. By tracking a longer history of both popular and alternative trans media production, this course will question the vanguardism and celebratory progress narratives associated with "trans tipping point" visibility conditions. Drawing from perspectives in WGSS, American studies, and ethnic studies, we will especially situate trans representation in relation to the institutionalization of minority difference under neoliberal capitalism. In line with scholarship, we'll approach trans representation as interlocking with structures like race, heteropatriarchy, dis/ability, immigration, and nationality and empire.

Class Format: There will also be some lecturing.

Requirements/Evaluation: Students will have ongoing short discussion post assignments, one midterm essay of 5-6 pages, and a final group media-making project with min. 6 pages of analytic writing to accompany their creative work.

Prerequisites: WGSS 101 or 202 would be helpful but are not required. Other background in WGSS or the humanities is also helpful.

Enrollment Limit: 20

Enrollment Preferences: Enrollment preference can go to WGSS majors and 3rd & 4th years. Statements of interest are welcome.

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Materials/Lab Fee: For some proprietary media content, students will need subscriptions to popular streaming services (eg Netflix, Amazon, HBO Max). See WGSS chair about financial aid waivers and alternatives if this feels cost prohibitive.

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 311(D2) AMST 364(D2)

Difference, Power, and Equity Notes: This course provides a survey of issues facing marginalized trans communities via the lens of visual media, with an emphasis on how structures of power shaping trans experience intersect with the politics of race, capital, disability, migration, and other axes of social difference.

Fall 2024

SEM Section: 01 M 7:00 pm - 9:40 pm Abram J. Lewis

WGSS 312 (S) An American Family and "Reality" Television (WS)

Cross-listings: ARTH 310

Secondary Cross-listing

An American Family was a popular documentary series that featured the Loud family from Santa Barbara, California, whose everyday lives were broadcast on national television. The series generated an enormous amount of media attention, commentary, and controversy when it premiered on PBS in 1973. Today, it is regarded as the origin of so-called "Reality TV." In addition to challenging standard rules for television programming, the show challenged social conventions and asked viewers to think seriously about family relations, sexuality, domesticity, and the "American dream." Documenting the family's life over the course of eight months, the series chronicled the dissolution of the Louds' marriage and broadcast the "coming out" of eldest son Lance Loud, the first star of reality television. In this class, we will view the *An American Family* series in its entirety, research the program's historical reception, and analyze its influence on broadcast and film media, particularly on "reality" television. A final 14- to 18-page research paper will be prepared in stages, including a 6- to 8-page midterm essay that will be revised and expanded over the course of the semester.

Requirements/Evaluation: class presentations, research assignments and annotated bibliographies, and final 14- to 18-page research paper.

Prerequisites: none

Enrollment Limit: 14

Enrollment Preferences: junior Art majors, followed by senior majors

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTH 310(D1) WGSS 312(D2)

Writing Skills Notes: There will be considerable focus on writing and peer-editing as a means of shaping critical thinking. We will treat writing as a process; revision is built into the syllabus. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Attributes: AMST Arts in Context Electives ARTH post-1800 FMST Core Courses

Not offered current academic year

WGSS 313 (F) Gender, Race, and the Power of Personal Aesthetics

Cross-listings: AFR 326 / LATS 313 / AMST 313 / AAS 313

Secondary Cross-listing

This media/cultural studies course focuses on the politics of personal style amongst women of color in the US and around the globe in the digital era. We undertake a comparative, transnational exploration of the ways in which categories of difference such as gender, disability, sexuality, class, and ethno-racial identity inform normative beauty standards and ideas about the body. The class pays particular attention to the ways in which neoliberal capitalism shapes contemporary understandings of gendered bodies and the self. We examine an array of materials from across the disciplines including commercial websites, music videos, photography, histories, film, television, personal narratives, ethnographies, and sociological case studies. Departing from the assumption that personal aesthetics are intimately tied to issues of power and privilege, we engage the following questions, among others: What are some of the everyday functions of personal style among women of color in the US and globally? How do Latina/x, Black, Arab American, and Asian American personal aesthetics reflect the specific circumstances of their creation, and the unique histories of these racialized communities? What role do transnational media and popular culture play in the development and circulation of gendered, raced, and sexualized aesthetic forms? How might the belief in personal style as an activist strategy complicate traditional understandings of feminist political activity? And what do the combined insights of ethnic studies, feminist studies, cultural studies, media studies, queer studies and disability studies contribute to our comprehension of gendered Asian American, Arab American, Black, and Latina/x bodies?

Requirements/Evaluation: participation, one student-led discussion period, two written essays of 5-6 pages, final written reflection.

Prerequisites: LATS 105, AMST 201, AFR 200, WGSS 101 or permission of instructor; first year students are not permitted to take this course.

Enrollment Limit: 12

Enrollment Preferences: Latina/o Studies concentrators, American Studies majors, Africana Studies majors, and Women's, Gender and Sexuality Studies majors by seniority. If the class is overenrolled students may be asked to submit a brief writing sample.

Expected Class Size: 12

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 313(D2) AFR 326(D2) LATS 313(D2) AMST 313(D2) AAS 313(D2)

Attributes: AAS Non-Core Electives AMST Comp Studies in Race, Ethnicity, Diaspora LATS Core Electives WGSS Racial Sexual + Cultural Diversity Courses WGSS Theory Courses

Fall 2024

SEM Section: 01 TF 2:35 pm - 3:50 pm Maria Elena Cepeda

WGSS 315 (F) Paris on Fire: Incendiary Voices from the City of Light (DPE)

Cross-listings: RLFR 316 / COMP 314

Secondary Cross-listing

During the 1830s, Honoré de Balzac described Paris as a "surprising assemblage of movements, machines, and ideas, a city of one hundred thousand novels, the head of the world," but also characterized the French capital as a "land of contrasts," a "monstrous wonder," a "moral sewer."

Similarly, writers from Victor Hugo to Émile Zola have simultaneously celebrated Parisian elegance and condemned the appalling misery of Paris's urban poor. Since 1889, Paris has been fêted as the "City of Light" for its Enlightenment legacy, Eiffel Tower modernity, and luminous energy, captured in countless paintings, photographs, and film. However, Paris is also the site of revolution, resistance, and riots. From revolutionary revolt (1830, 1848, 1871), to wartime resistance (1870, 1914-18, 1940-44), to reformist and race riots (1968 and 2005), Paris has repeatedly sparked with incendiary passion and political protest. As fires raged during the 2005 riots, many heard the echo of Hitler's 1944 question, "Is Paris burning?" and asked: why was Paris burning again at the dawn of the twenty-first century? Following the 2015 terrorist attacks, many wondered yet again what the future would hold for the City of Light. To answer these questions, we will examine the social, political, and literary landscape of Paris during the nineteenth, twentieth, and twenty-first centuries, from urbanization and modernization, to occupation and liberation, to immigration and globalization. Readings to include poetry, short stories, and novels by Hugo, Balzac, Baudelaire, Maupassant, Verne, Zola, Apollinaire, Colette, Duras, Perec, Rochefort, and Charef. Films to include works by Clair, Truffaut, Godard, Minnelli, Clément, Lelouch, Luhrmann, Kassovitz, Besson, and Jeunet.

Conducted in French.

Requirements/Evaluation: Active class participation, midterm exam, and two papers.

Prerequisites: Strong performance in RLFR 106, or another RLFR 200-level or 300-level course, or permission of the instructor.

Enrollment Limit: 16

Enrollment Preferences: French Majors and French Certificate students, Comparative Literature Majors.

Expected Class Size: 16

Grading: yes pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

RLFR 316(D1) WGSS 315(D2) COMP 314(D1)

Difference, Power, and Equity Notes: This course examines the operations of difference, power, and equity in French film and fiction, history and politics, art and culture, from 1830 to 2025. In readings, lectures, and discussions, we will look at how class, ethnicity, gender, and sexuality structure the lives and struggles of the working class and urban poor, women and men, migrants and immigrants. Students will learn critical tools to better understand and interrogate social inequity and injustice.

Attributes: GBST Urbanizing World

Fall 2024

SEM Section: 01 MW 11:00 am - 12:15 pm Brian Martin

WGSS 319 (F) Gender and the Family in Chinese History (DPE)

Cross-listings: HIST 319 / ASIA 319

Secondary Cross-listing

Although sometimes claimed as part of a set of immutable "Asian values," the Chinese family has not remained fixed or stable over time. In this course, we will use the framework of "family" to gain insight into gender, generation, and sexuality in different historical periods. Beginning in the late imperial period (16th-18th Centuries), we will examine the religious, marital, sexual, and child-rearing practices associated with traditional ideals of family. We will also examine the wide variety of "heterodox" practices that existed alongside these ideals, debates over and critiques of gender, family, and sexuality in the twentieth century and in China today.

Requirements/Evaluation: active participation in discussions and group work, short skills-based writing assignments (2-4 pgs) and short essays (5-7 pgs) leading toward a final paper (10-15 pages).

Prerequisites: none; open to first year-students with instructors permission

Enrollment Limit: 25

Enrollment Preferences: History and WGSS majors; Asian Studies concentrators.

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 319(D2) ASIA 319(D2) WGSS 319(D2)

Difference, Power, and Equity Notes: This course focuses on historical regimes of gender and sexuality in China and their transformations over time. Students will be asked to consider these regimes both on their own terms and in comparative perspective.

Attributes: GBST East Asian Studies HIST Group B Electives - Asia HIST Group P Electives - Premodern WGSS Racial Sexual + Cultural Diversity Courses

Not offered current academic year

WGSS 320 (S) Dangerous Bodies: Black Womanhood, Sexuality & Popular Culture

Cross-listings: AFR 320 / AMST 320

Secondary Cross-listing

Whether presented as maternal saints, divas, video vixens, or bitches, black female celebrities navigate a tumultuous terrain in popular culture. This course considers the ways that black female celebrities such as Oprah, Rihanna, Nicki Minaj, Beyoncé, Janet Jackson, and Michelle Obama negotiate womanhood and sexuality, and the popular landscapes through which we witness that negotiation. It also engages contemporary black feminist scholarship, which most frequently presents the presentation of black female bodies in popular media forms as exploitive. We will review historical stereotypes of black women in popular media forms, discuss the history of the "politics of respectability" within black culture, engage black feminist responses to these types, and examine theoretical approaches to assess social constructions of womanhood and sexuality. We will also consider provocative questions relevant to discussions of contemporary black sexual politics: Should we view these women as feminists? Are they merely representatives of cultural commodification and control of black women's bodies? Do these women best exemplify the reiteration of problematic characterizations? Are they positive models for demonstrating female empowerment, agency, or "fierceness?" This course explores the histories of representation of black female figures in popular culture, and in so doing, troubles contemporary considerations of black womanhood and sexuality.

Requirements/Evaluation: evaluation will be based on attendance/participation, short response papers, and a midterm and final portfolio

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Women's Gender & Sexuality Studies majors and Africana Studies concentrators

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 320(D2) AMST 320(D2) WGSS 320(D2)

Attributes: AFR Core Electives AMST Comp Studies in Race, Ethnicity, Diaspora

Not offered current academic year

WGSS 321 (S) Contemporary Immigration Landscapes

Cross-listings: AMST 312 / LATS 335

Secondary Cross-listing

What is the relationship between racial formations, transnational migrations, and power in the United States? How do geometries of power shape our relationship to place? How do people navigate and resist the exercise of unequal power relations? This course examines geographies of transnational migration, bringing together insights from critical race theory, queer theory, and postcolonial theories to enrich our understanding of human geography. Theories on belonging, identity, and power will serve as a bridge between the state's role in structuring the lives of transnational migrants and the politics of conceiving futures as alternatives to current political geographic imaginations in the U.S. immigration landscape. Through an interdisciplinary exploration of 'migration,' we will examine the depth and range of migrants' experiences (such as through Javier Zamora's *Solito: A Memoir*) and how these communities' lives are structured through various axes of difference, such as race, gender, sexuality, class, and documentation status. We will give attention to the variegated landscape of immigration enforcement and its relationship to issues of labor, political economy, and incarceration, among others. Through materials that embrace both social science and humanities approaches, this course will help students develop a critical understanding of how space matters when considering transnational processes of migration as well as migrant communities' political practices throughout the US. This course asks students to compare and contrast the intellectual genealogies covered and apply these theories of identity and power to case studies that focus on political interventions for social justice (such as UndocuQueers in the immigrant justice movement).

Requirements/Evaluation: Your learning is evaluated through class participation (discussion, responses, & in-class worksheets), three assignments, and a final project.

Prerequisites: None

Enrollment Limit: 25

Enrollment Preferences: LATS concentrators or those intending to concentrate

Expected Class Size: 20

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 312(D2) LATS 335(D2) WGSS 321(D2)

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora AMST Critical and Cultural Theory Electives AMST Space and Place Electives LATS Core Electives WGSS Racial Sexual + Cultural Diversity Courses

Spring 2025

SEM Section: 01 MR 1:10 pm - 2:25 pm Edgar Sandoval

WGSS 322 (S) Introduction to Critical Theory: The Enlightenment and Its Critics (DPE) (WS)

Cross-listings: PHIL 321

Secondary Cross-listing

We often associate modern faith in the prospects of universal human dignity, rational autonomy, the rights of man, individual liberty, democracy, open scientific inquiry and social and political progress with the Enlightenment. How can we reconcile this faith with the persistence of domination today? Critical theory aims not merely to understand the "struggles and wishes of the age" as Marx one described it, but with emancipation from domination. Understood in this way, critical theory is identified closely with the intellectual tradition of the Frankfurt School. In this tutorial, will read works in critical theory from the 18th century to the present, some from the Frankfurt tradition, and some not. We will focus on particular topics, examples of which are the following: normative critique, capitalism, authoritarianism, mass culture, enlightenment and reason, progress, violence, the domination of nature, white supremacy, patriarchy and colonialism.

Class Format: students will work in pairs and meet for 75 minutes each week with the professor

Requirements/Evaluation: Each student will write and present a 5 or 6-page paper every other week and a commentary on their partner's essay on alternate weeks; evaluations are based on written work as well as level of preparation and the quality of intellectual engagement in tutorial meetings

Prerequisites: PHIL 202, Kant course, modern political theory, or permission of instructor

Enrollment Limit: 10

Enrollment Preferences: Philosophy majors and students with background in modern political theory, or other relevant demonstrated background.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

PHIL 321(D2) WGSS 322(D2)

Writing Skills Notes: The tutorial format requires significant writing (six 2500-3000 word papers, and six 1000-1250 word commentaries), weekly commentary on writing, and instructor comments on papers.

Difference, Power, and Equity Notes: In this course power, difference, domination and the prospects of and obstacles to liberatory political struggle are central topics.

Attributes: PHIL History Courses WGSS Theory Courses

Not offered current academic year

WGSS 328 (S) Austen and Eliot

Cross-listings:

Secondary Cross-listing

Austen and Eliot profoundly influenced the course of the novel by making internal consciousness crucial to narrative form. In this course we will

explore Austen's innovative aesthetic strategies and the ways in which Eliot assimilated and transformed them. By placing each writer's work in its political and philosophical context--in Austen's case, reactions to the aftermath of the French Revolution, in Eliot's, to the failed mid-century European revolutions and the pressures of British imperialism--we will consider how each writer conceives social and historical exigencies to shape comedies and dramas of consciousness. Readings will include Austen's *Pride and Prejudice*, *Emma*, *Mansfield Park*, and *Persuasion*; Eliot's *The Mill on the Floss*, *The Lifted Veil*; and *Daniel Deronda*; selected letters and prose; and critical essays.

Class Format: discussion

Requirements/Evaluation: two papers of approximately 8-10 pages

Prerequisites: a Gateway course or permission of the instructor

Enrollment Limit: 25

Enrollment Preferences: junior and senior English majors

Expected Class Size: 18

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 328(D2)

Attributes: ENGL Literary Histories B

Not offered current academic year

WGSS 329 (F) Writing Gender in Sci-Fi and Speculative Fictions (DPE)

Cross-listings: ENGL 329 / STS 323

Secondary Cross-listing

This creative writing course will pair selected readings in feminist STS and queer theory with science fiction, speculative fiction, and horror stories that together put questions to gender. How and when is sci-fi a home for radical re-imaginings of gender? When and why does "genre fiction" house (and facilitate) radical gender politics--or their opposite? Readings may include works by Octavia Butler, Ursula Le Guin, Brian Evanson, and Samuel Delany. Students will both analyze these fictions and take them as inspirations for their own stories and worlds.

Class Format: This course balance seminar-style discussion with workshops examining students' creative writing.

Requirements/Evaluation: Students will be evaluated on three substantial pieces of writing, in multiple drafts. Students will be able to choose their balance of creative and analytical (expository) prose (2-1 or 1-2). Attendance, along with seminar and workshop discussion, will count toward the final grade. There will be no exam.

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: STS concentrators; WGSS majors; students who have not taken other creative writing courses at Williams.

Expected Class Size: 25

Grading: yes pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 329(D2) ENGL 329(D1) STS 323(D2)

Difference, Power, and Equity Notes: In this course students will confront and reflect on the operations of difference, power, and equity through readings, class discussions, and assignments. Readings include scholarship on the construction of gender and sexuality, as well as works of fiction that denaturalize the categories of sex and gender. Course assignments will include expository and creative writing, and students will work in both modes to imagine how this world could be otherwise and how other worlds could be.

Fall 2024

SEM Section: 01 W 1:10 pm - 3:50 pm Ezra D. Feldman

WGSS 330 (S) "A language to hear myself": Advanced Studies in Feminist Poetry and Poetics (DPE)

Cross-listings: ENGL 302 / AMST 310

Secondary Cross-listing

The title of this course comes from Adrienne Rich's 1969 poem "Tear Gas," grounding our study in 1960s, 70s, and 80s feminist activist poetry but also in our current moment to answer a fundamental question: what can poetry do for us? In this period, feminist activist poets were at the center of a revolutionary social justice movement that changed the world. Feminist presses published much of the new poetry. This course focuses on the theory and practice of feminist poetry and print culture during this period, and how feminist experiments in language changed how we understand American poetry. We focus on the theoretical writings and poetry chapbooks of a diverse group of poets who powered the movement, including Audre Lorde, Mitsuye Yamada, Nelly Wong, Robin Morgan, June Jordan, Joy Harjo, Gloria Anzaldúa, Sonia Sanchez, Adrienne Rich, Judy Grahn, and Pat Parker. We also read the work of some later feminist theorists, such as Sara Ahmed. We spend time in the archives, analyzing documents from the period, including feminist magazines and original publications of poetry chapbooks often published by the period's many feminist presses and consider how such attention allows us to construct alternative narratives for feminism and American poetry. Writing at the intersections of race, class, gender, and sexuality, and of multiple social justice movements (Civil Rights, anti-Vietnam War, LGBTQ activism, and Black Power), these poets gave us a new language to "hear," not only ourselves, but the experience and pain of others, and, in so doing, they moved personal experience into public discourse around issues of inequality and human flourishing in a democratic society.

Requirements/Evaluation: short analysis papers (4-5 pages), creative (1-2 pages), Perusall annotations, longer final researched paper (10-12 pages) or alternative digital project, curated exhibition of archival materials in Special Collections

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam, or permission of instructor

Enrollment Limit: 25

Enrollment Preferences: English, Women's, Gender, and Sexuality Studies, American Studies majors

Expected Class Size: 25

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 330(D2) ENGL 302(D1) AMST 310(D2)

Difference, Power, and Equity Notes: The course examines the effects of class, race, ethnicity, gender, and sexuality on both poetry and the feminist movement and how women negotiated their differences within the movement, as well as in response to the dominant patriarchal culture. This course employs critical tools (feminist theory, archival research, poetics, close reading, comparative approaches) to help students question and articulate the social injustices that led to the poetry and poetics of the period.

Attributes: AMST Critical and Cultural Theory Electives ENGL Criticism Courses ENGL Literary Histories C WGSS Racial Sexual + Cultural Diversity Courses WGSS Theory Courses

Not offered current academic year

WGSS 332 (S) Gender, Sexuality & Disability (DPE)

Cross-listings: AMST 369

Primary Cross-listing

From classical mythology to reality TV, bodies and minds that depart from the ordinary have long been sources of popular fascination. In recent history, people marked as "disabled" have been subject to medical scrutiny, labeled deficient or defective, and often barred from full participation in society. And yet, what counts as "disability"--and who counts as disabled--varies greatly depending on cultural and historical context. Arguably, disability has more to do with social conditions than with any innate characteristics of disabled people themselves. This class introduces disability studies, situating disability within its historical, political, and cultural contexts. As a GWSS course, we'll center queer and feminist perspectives; this class also emphasizes recent work. Echoing arguments in gender and sexuality studies, scholars have insisted that disability is not a natural or biological fact, but a socially constructed category. As such, scholars and activists have challenged medical models that conceptualize disability as an individual defect in need of elimination. They have also questioned the idea that disability is simply a minority identity -- to the contrary, disability is a condition that most humans will experience at some point in our lives. This class frames "disability" broadly--encompassing not just conditions of physical impairment, but a wide range of bodily, sensory, cognitive, emotional, and behavioral differences and capacities. This class also centers how disability is produced intersectionally through regimes like race, capitalism, and empire. Topics include: theories of embodiment, eugenics, institutionalization and incarceration, neurodivergence, mad studies, the politics of health, storytelling and narrative, disability justice activism, neoliberalism, biopolitics, and crip theory. Along with scholarly writings, we'll consider activist texts, popular press, fiction, memoir, and a variety of

other media.

Requirements/Evaluation: Students will submit ongoing brief/informal forum posts, midterm essay, and a longer final research project (10-12 pgs); students will also work in small groups to facilitate a section of class twice per term.

Prerequisites: WGSS 101-level familiarity would be helpful, but is not required.

Enrollment Limit: 20

Enrollment Preferences: Preference to majors, 3rd and 4th year students.

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 332(D2) AMST 369(D2)

Difference, Power, and Equity Notes: This class surveys the politics of disability in recent U.S. history, illustrating axes of difference and privilege based on ability as it intersects with various racial, gender, and other identities.

Attributes: PHLH Bioethics + Interpretations of Health

Spring 2025

SEM Section: 01 MR 2:35 pm - 3:50 pm Abram J. Lewis

WGSS 334 (F) Islam and Feminism

Cross-listings: REL 332 / ARAB 332

Secondary Cross-listing

This course examines the relationship between feminism and Islam, exploring Islamic feminism, decolonial feminism, and the critiques of imperialist feminism, homonationalism, and femonationalism. The first part of the course will begin with a critical examination of orientalist and colonial representations of Muslim women as oppressed and in need of liberation. We will then explore Muslim responses to such critiques that were entwined with nationalist and independence movements. This historical backdrop is critical to understanding why the question of women and their rights and roles become crucial to Muslim self-understanding and Islamic reform. The second part of the course will explore the breadth of Islamic feminist literature, covering: 1) feminist readings of scripture; 2) feminist critiques of Islamic law; and 3) feminist theology. The final part of the course will focus on Muslim feminist and decolonial feminist critiques of feminism and its link to imperialism and the weaponization of gender and sexuality in global discourse.

Requirements/Evaluation: weekly responses, midterm essay, final research paper

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: Religion, Arabic Studies, Women's, Gender and Sexuality Studies

Expected Class Size: 10

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

REL 332(D2) ARAB 332(D2) WGSS 334(D2)

Fall 2024

SEM Section: 01 MR 2:35 pm - 3:50 pm Saadia Yacooob

WGSS 336 (S) Foucault Now (DPE) (WS)

Cross-listings: PHIL 326

Secondary Cross-listing

If we think of Michel Foucault as engaged in writing histories, or genealogies, of his own present designed to undercut the sense of the obviousness of

certain practices and ways of thinking, categorizing, and knowing, we can easily imagine that he might now be questioning different aspects of our contemporary "present" than the ones standardly associated with his name, namely, panopticons and surveillance, discipline, criminalization, the biopolitics of health, the normal and the abnormal, etc. In this course we address the question: How is the present we find ourselves living today different from the one that the author Foucault wrote about in the 1960s, 70s and early 80s before his untimely death in 1984? What differentiates today from yesterday? And what present practices and ways of thinking and knowing might be questioned using Foucault's tools, genealogy in particular, for resisting unnecessary constraints on freedom and the perpetuation of unnecessary suffering? What is his legacy today? In this tutorial you will read from a selection of Foucault's texts (books, lectures, interviews) in order to acquire a firm grasp of his method of "critique" and his way of looking at the interconnections between forms of power and the knowledge associated with particular disciplines. We will also read more recent work by Foucault inspired scholars on topics such as the biopolitics of gender, the genealogy of terrorism, the informational person (how we become our data), and neoliberal subjects.

Class Format: I may use a seminar format at least twice during the semester.

Requirements/Evaluation: evaluation will be based on written work (six 5- to 6-page papers, and six 2-3 page commentaries on their partner's papers) as well as the quality and level of preparation and intellectual engagement in our weekly meetings.

Prerequisites: Relevant background in critical theory, social theory, political theory or philosophy.

Enrollment Limit: 10

Enrollment Preferences: I will give preference to philosophy majors and to upper class students with a demonstrated background in critical theories. Some sophomores may be eligible.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 336(D2) PHIL 326(D2)

Writing Skills Notes: This is a tutorial. Students will write five or six 5-6-page papers during the course of the the semester and receive significant feedback on each paper. At the end of each tutorial meeting the student is asked to reflect on how they would approach the paper differently if they were to rewrite it.

Difference, Power, and Equity Notes: In this course we address power and domination, reflect on the difference between them, and treat power relations as not only an inevitable feature of any society, but as both enabling and constraining. Moreover, we will read material that uses Foucauldian tools to address contemporary issues involving sexism and racism, digital surveillance, and the abolition of prisons.

Attributes: PHIL History Courses

Not offered current academic year

WGSS 339 (F) The Social Psychology of Prejudice

Cross-listings: PSYC 341

Secondary Cross-listing

This course will examine social psychological theories and research that are relevant to the understanding of stereotypes, prejudice, and discrimination. We will take a variety of social psychological perspectives, emphasizing sociocultural, cognitive, personality, or motivational explanations. We will examine the impact that stereotypes and prejudice have on people's perceptions of and behaviors toward particular groups or group members and will explore a variety of factors that tend to exacerbate or weaken this impact. We also will consider sources of prejudice and processes through which it is maintained, strengthened, or revised. In addition, we will examine some of the effects that stereotypes, prejudice, and discrimination can have on members of stereotyped groups, as well as some implications of the social psychological research findings for issues such as education sports, and business and government policies. A major component of this course will be the examination of classic and ongoing empirical research.

Class Format: empirical lab course

Requirements/Evaluation: weekly brief papers, oral reports, two longer papers

Prerequisites: PSYC 201 and 242

Enrollment Limit: 16

Enrollment Preferences: senior, then junior Psychology majors

Expected Class Size: 16

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 339(D2) PSYC 341(D3)

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora ASAM Related Courses PSYC Area 4 - Social Psychology PSYC Empirical Lab Course TEAC Related Courses

Fall 2024

LEC Section: 01 W 1:10 pm - 3:50 pm Steven Fein

LAB Section: 02 T 1:00 pm - 4:00 pm Steven Fein

WGSS 342 (S) Sexuality in US Modernisms (DPE)

Cross-listings: ENGL 341

Secondary Cross-listing

This course investigates how sexual identities, desires, and acts are represented and reproduced in U.S. literary and popular culture. Focusing on 1880-1940 (when, in the U.S. the terms "homosexual" and "heterosexual" came to connote discrete sexual identities), we will explore what it means to read and theorize "queerly." Among the questions we will ask are: What counts as "sex" or "sexual identity" in a text? Are there definably queer and/or transgender writing styles or cultural practices? What does sexuality have to do with gender? How are sexual subjectivities intertwined with race, ethnicity, class, and other identities and identifications? Why has "queerness" proven to be such a powerful and sometimes powerfully contested concept? We will also explore what impact particular literary developments--the move from realism to modernism-- and historical events such as the rise of sexology, first-wave feminism and the Harlem Renaissance--have had on queer cultural production. The class will also introduce students to some of the most influential examples of queer literary and cultural theory. Readings may include works by authors such as James, Cather, Far, Hughes, Nugent, Stein, Fitzgerald, and Larsen, as well as queer literary theory and critique by scholars such as Butler, Coviello, Ferguson, Foucault, Freeman, Freud, Hartman, Lorde, Love, Muñoz, Rich, Rodriguez, Ross, and Sedgwick.

Class Format: discussion/seminar

Requirements/Evaluation: active class participation, several short writing assignments, two 5-page papers, and one 7-9 -page paper

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam, or permission of the instructor

Enrollment Limit: 25

Enrollment Preferences: English majors and/or students interested in WGSS

Expected Class Size: 25

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 342(D2) ENGL 341(D1)

Difference, Power, and Equity Notes: This course considers the history and literature of sexuality in the US alongside questions of race, gender, class, region and more. It examines how literary form theorizes sexuality, and how sexuality affects literary form, in ways that consider (in)equity and power in a variety of contexts.

Attributes: ENGL Criticism Courses ENGL Literary Histories C WGSS Racial Sexual + Cultural Diversity Courses

Not offered current academic year

WGSS 343 (S) Representations of Racial-Sexual Violence from Enslavement to Emancipation

Cross-listings: AMST 343 / INTR 343 / AFR 343

Secondary Cross-listing

This tutorial examines representations of and resistance to racial-sexual violence in American society, from colonial America to contemporary US culture. Interdisciplinary texts cover history, politics, literature, film, feminist studies, American studies, lgbtq and ethnic/black studies. Books include *Southern Horrors*; *Intimate Matters*; *Scenes of Subjection*; *Trauma and Recovery*; *The Delectable Negro*; *At the Dark End of the Street*; films include

Birth of a Nation; Bush Mama; To Kill a Mockingbird. The primary focus is on racial and sexual vulnerability to violence and mobilization for freedom from the 18th-21st centuries.

Class Format: students provide primary and response papers and discuss their analyses and theories of social and interpersonal violence

Requirements/Evaluation: weekly primary and response papers

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: preference given to juniors and seniors

Expected Class Size: 8

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 343(D2) WGSS 343(D2) INTR 343(D2) AFR 343(D2)

Attributes: AMST Critical and Cultural Theory Electives JLST Interdepartmental Electives WGSS Racial Sexual + Cultural Diversity Courses

Not offered current academic year

WGSS 345 (F) The Pedagogy of Liberation (DPE)

Education is inherently political, and politics necessarily involves pedagogy. *Who* should teach, *what* is taught, *how* it is taught, and *why* it is taught are questions hotly debated at all levels and in all sites of education because the answers have implications for societal reproduction or transformation. Politicians, activists, even family members at the dinner table all seek to educate in ways that incline us toward particular political positions. At the heart of this class stands the question: if different pedagogies point us in different political directions, then what kind of pedagogy or pedagogies serve the end of liberation from oppression and why? Are there certain pedagogical "goods" that reliably serve the goal of liberation across sites? Or do different sites require different approaches? To begin to answer these questions, we will engage a variety of thinker-teachers and groups known for their commitment to a "pedagogy of liberation." While feminist thinkers will be foregrounded, we may also look to thinker-teachers who and groups that do not claim this label. In addition to engaging texts which reflect on different aspects of radical pedagogy (content, form, method, etc.) and radical pedagogy in different settings (the college classroom, the social movement headquarters, the home), we will witness radical pedagogy in practice. Moreover, we will enact various radical pedagogical strategies in our own classroom and beyond.

Requirements/Evaluation: Perusall, aspirational learning statement, syllabus co-construction and reflection, class facilitation, interview project and reflection, one-on-one discussions

Prerequisites: None

Enrollment Limit: 20

Enrollment Preferences: Preference will be given to WGSS majors.

Expected Class Size: 20

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: This class is concerned with the relationship between pedagogy and equity - how can pedagogy be leveraged to combat oppression and encourage equity? In it, students will gain not just insight on, but practice in enacting radical democratic pedagogies that flatten power differentials and encourage effective engagement across difference.

Attributes: TEAC Related Courses WGSS Theory Courses

Fall 2024

SEM Section: 01 TR 11:20 am - 12:35 pm Greta F. Snyder

WGSS 347 (F) Performing Masculinity in Global Popular Culture (DPE)

Cross-listings: AMST 358 / SOC 340 / THEA 341 / LATS 341

Primary Cross-listing

This course examines popular cultural contexts, asking what it means to be a man in contemporary societies. We focus on the manufacture and

marketing of masculinity in advertising, fashion, TV/film, theater, popular music, and the shifting contours of masculinity in everyday life, asking: how does political economy change the ideal shape, appearance, and performance of men? How have products - ranging from beer to deodorant to cigarettes -- had their use value articulated in gendered ways? Why must masculinity be the purview of "males" at all; how can we change discourses to better include performances of female masculinities, butch-identified women, and trans men? We will pay particular attention to racialized, queer, and subaltern masculinities. Some of our case studies include: the short half-life of the boy band in the US and in Asia, hip hop masculinities, and the curious blend of chastity and homoeroticism that constitutes masculinity in the contemporary vampire genre. Through these and other examples, we learn to recognize masculinity as a performance shaped by the political economy of a given culture.

Requirements/Evaluation: masculinity reflections, mid-term essay exam (or quizzes), visual rhetorical analyses of pop culture images

Prerequisites: none; WGSS 202 would be helpful

Enrollment Limit: 15

Enrollment Preferences: a short statement of interest will be solicited; a subsection of applicants may be interviewed

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 358(D2) WGSS 347(D2) SOC 340(D2) THEA 341(D1) LATS 341(D2)

Difference, Power, and Equity Notes: This course examines the construction of masculinity as it relates to intersecting identities such as race, sexuality, class, and global political economic considerations. Key to understanding masculinity are questions about the diversity of experiences of masculinity, cultural variations of gender norms, privilege, agency, patriarchy, heteronormativity, and interlocking systems of oppression.

Attributes: EXPE Experiential Education Courses FMST Related Courses LATS Comparative Race + Ethnic Studies Electives

Not offered current academic year

WGSS 349 Race, Gender, and Labor (DPE)

This course draws on approaches from sociology, labor studies, and Black studies to examine the historical and contemporary intersections of race, gender, and labor. In particular, we will explore the racial, classed, and gendered dimensions of the labor movement, historic economic shifts that impacted and reorganized U.S. labor regimes, Black labor in slavery's afterlife as it relates to prisons, and global analyses of racialized gendered labor regimes for migrant and immigrant labor within the Global South and the U.S. We will begin the course by grounding ourselves in the Black feminist framework of intersectionality, which will guide our analyses of the intersections of race, class, and gender in labor formations. We will then focus on the monumental shift in labor relations that enslaved Black people's toppling of the plantation system in the US South brought forth, as well as the technologies of re-enslavement instituted as a reaction to Black people's emancipation. After that, we will move through different themes and time periods, considering how race, gender, and class intersect in regimes of labor exploitation and the successes and setbacks of labor movements.

Requirements/Evaluation: Major course requirements include engagement in course discussions, reading reflections, a midterm paper, group presentations, and final research paper.

Prerequisites: None

Enrollment Limit: 15

Enrollment Preferences: Anthropology and Sociology, Women, Gender, and Sexuality Studies (WGSS) and/or Africana Studies majors

Expected Class Size: 15

Grading:

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: This course foregrounds intersectional subjectivities and perspectives. It provides interdisciplinary toolkits to strengthen students' ability to identify and address how unequal power dynamics sustain difference and inequity--e.g., in racial and gender pay gaps and inequalities in the globalized care economy--and to practice collective strategies for transformative social change, engaging with critical epistemologies developed by workers fighting for racial, gender, and economic justice.

Not offered current academic year

WGSS 351 (F) Trans/national Femininities (DPE)

This course studies femininity in a trans/national context. Here, trans suggests that we will not be looking at femininity as necessarily or inherently

attached to the biological category "female." Instead, we will think about femininity as a gender performed by and written on many kinds of bodies, with specific attention to trans feminine experiences. The term "transnational" suggests that we will attempt to talk about femininity not only in the context of the US and the "western" world but across different nations and within a broader socio-cultural framework. We will consider a broad range of disciplinary accounts of femininity in the US and beyond. We will discuss how class, bodily comportment, ability, and other facets affect feminine performance and feminine/feminist/queer politics. Our course materials include scholarship, film, art, and literature. Finally, this course centers the voices of trans and cis women, femmes, and queer BIPOC (black, indigenous, and/or people of color).

Requirements/Evaluation: short informal writing assignments, discussion facilitation, in class activities and discussion, student presentations, substantive student-led final project.

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: WGSS majors

Expected Class Size: 19

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: This course examines how femininity is constructed on multiple kinds of bodies and across multiple national contexts. It employs a wide range of theoretical approaches for thinking about femininity and the diversity of feminine experiences. We examine femininity as a social location which intersects with embodiment, ability, class, and nation in order to consider structures of power that both effect and are affected by our understandings of femininity.

Attributes: WGSS Racial Sexual + Cultural Diversity Courses WGSS Theory Courses

Fall 2024

SEM Section: 01 MR 2:35 pm - 3:50 pm Mejdulene B. Shomali

WGSS 359 (S) Queer of Color Critique and Literatures (DPE)

Queer of color critique (QoCC) takes an intersectional approach to the study of sexuality and is particularly interested in how sexuality is constituted with and through other social formations like race, class, ability, gender, and nation. It draws on many different theoretical frameworks (women of color feminisms, materialist and post structuralist critiques, and queer critiques) and draws from many different disciplines (sociology, literary studies, psychology, etc). In this course we will study the key histories, terms, and debates in QoCC. Rather than imagine QoCC as a response to queer critique alone, we will study it as a co-occurring field with a long history. Reflecting QoCC's interest in national and diasporic formations, we will situate our exploration of queerness in a transnational and global perspective. Our course materials include scholarly works as well as arts and literatures which develop and employ QoCC. QoCC is not only a theoretical framework, or a way of interpreting the world. Through our discussions and assignments, we will use QoCC to imagine new worlds.

Requirements/Evaluation: short informal writing assignments, 2 formal essays, discussion facilitation, in class activities, substantive student-led final project.

Prerequisites: None

Enrollment Limit: 19

Enrollment Preferences: WGSS majors

Expected Class Size: 19

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: his course examines non-normative sexualities in marginalized groups within and outside western communities. It draws on scholarship, literature, arts and film to understand diverse queer of color experiences and to understand queer of color critique as a field and methodology. It considers how sexuality is informed by and central to how we understand power, discrimination, normativity, and global sexual politics. It helps situate sexuality within a broader nexus of concerns about identity polit

Attributes: WGSS Racial Sexual + Cultural Diversity Courses

Spring 2025

WGSS 361 (S) Marking Presence: Reading (Dis)ability in/to Latinx Media (DPE)

Cross-listings: LATS 344 / AMST 361

Secondary Cross-listing

This course explores the intersection of (dis)ability and Latinx identity in the contemporary US context. Employing Angharad Valdivia's (2020) notion of "marking presence" to describe the intentional ways in which Latinx subjects gain and hold on to mainstream media space, the class places the fields of Disability Studies, Latinx Studies, Gender Studies and Media Studies into conversation. We address the following questions and others: What does media reveal to us about the place of (dis)ability and Latinidad in contemporary US life, particularly as these categories intersect with questions of gender, sexuality, national identity and citizenship? How might we read Latinidad and (dis)ability *into* media texts in which they are not otherwise centered? What are the advantages of deploying mainstream media presence as a claim to power for disabled Latinx individuals, particularly those who are multiply marginalized? What are the limitations of such an approach? We will focus on these questions, as well as deploy various media examples (podcasts, social media, film, television and music) alongside scholarly texts to explore topics impacting the Latinx communities such as the relationship between the relationship between immigration and (dis)ability, intergenerational trauma and migration, the gendered archetype of the Latina "Loca," (dis)ability in academia, the politics of self-care amongst Latinxs in the neoliberal context, and the very legal, cultural, and social category of "(dis)abled" itself within dominant society as well as in Latinx communities.

Requirements/Evaluation: Two short (5-6 page) essays; One media analysis exercise; One online group project; One final reflection letter.

Prerequisites: None.

Enrollment Limit: 12

Enrollment Preferences: Preference given to LATS concentrators, AMST majors and WGSS majors by seniority.

Expected Class Size: 12

Grading: yes pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 361(D2) LATS 344(D2) AMST 361(D2)

Difference, Power, and Equity Notes: At its core, this course is about understanding difference and relationships of power through an intersectional lens and via the prism of everyday media. In each class we will be discussing issues directly revolving around questions of race, ethnicity, (dis)ability, gender, sexuality, and nation. Students will be expected to incorporate an analysis of these issues in their written and oral work for the course.

Attributes: LATS Core Electives

Not offered current academic year

WGSS 362 (S) "Rebel Ecologies": Black and Indigenous Struggles for Land and Life"

Cross-listings: AFR 300 / ENVI 300 / AMST 362

Secondary Cross-listing

This course will ask, what other socioecological models exist? We will weave together a study of differing, yet often converging or synergistic traditions of Black/Womanist eco-feminism that often confronts the social constructions of race, gender, class and sexuality, dominant religion as a means of social control, imperialism, capitalism, and colonialism; Ecosocialism which often frames ecology in terms of a mode of production beyond or outside of capitalism; and Indigenous perspectives on resistance to capitalist extraction, imperialism, and colonialism. Given ongoing struggles against the extraction of land and labor, the urgent calls raised in the present-day "climate strike," the COVID-19 Pandemic, Black-led pandemic rebellions, along with long(er) histories of land-based peoples around the planet opposing racial capitalism, settler colonialism, and imperialism, this class will explore not only what those in opposition to both extractivism and expropriation resist, but also what we want. We will critique binaries, settler notions of time and explore theories of change. Additionally, this class will look to an array of literature, film, sound, and other forms of cultural production in order to not just "locate," but describe and reveal rebel ecological visions emerging "from below." Ultimately this class will consider how the above ecological praxis can work simultaneously and within a sense of plurality, examining what we can learn from the work of activists, intellectuals, and defenders on the frontline. This course is an extension of Dr. Guess' concept of a "rebel ecology."

Requirements/Evaluation: The following requirements serve as the basis for course evaluation: Attendance and Participation 30%; Serve as Discussion Leader at least twice 20%; Weekly 500-word Literature Review 20%; One Final Project, which can take any number of forms, including the conventional research paper (8-12 double-spaced pages plus bibliography). More projects might include, an annotated bibliography of 7 texts, film

analysis, syllabus, book review, a written play, an op-ed, etc. We will discuss further possibilities in class.

Prerequisites: None

Enrollment Limit: 10

Enrollment Preferences: If the course is overenrolled, preference will be given to Africana studies concentrators.

Expected Class Size: 7

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 362(D2) AFR 300(D2) ENVI 300(D2) AMST 362(D2)

Not offered current academic year

WGSS 363 (S) Data for Justice Research Practicum (DPE) (QFR)

Cross-listings: STS 363 / INTR 350 / AMST 363

Secondary Cross-listing

Civil rights activist, educator, and investigative journalist Ida B. Wells said that "the way to right wrongs is to shine the light of truth upon them." In this inclusive, collaborative, research-based course, students will bring statistical, computational, and/or mathematical approaches to bear on issues of social justice. Guided closely by the instructor, students will work in groups to carry out original research in an area such as criminal justice, education equity, environmental justice, health care equity, economic justice, or inclusion in arts/media. Prior research experience is not required; one goal of this course is to build skills for advanced research.

Class Format: This course is an intensive research practicum. Formation of research groups and selection of research topics will be facilitated by the instructor. The primary modality of work is peer collaboration.

Requirements/Evaluation: To move towards a non-hierarchical, transparent, and egalitarian grading system, the instructor adopts a mastery-based, ungraded assessment framework.

Prerequisites: INTR 150 (Data for Justice), or prior equivalent exposure to computing, statistics, and social justice topics as approved by the instructor.

Enrollment Limit: 10

Enrollment Preferences: Students who have a declared major in Division I or II, who meet the prerequisites of the course, and who fill out the instructor's preregistration survey (contact the instructor for link).

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 363(D2) STS 363(D2) INTR 350(D2) AMST 363(D2)

Difference, Power, and Equity Notes: Students will research issues of social justice in areas such as criminal justice, arts/media, environmental justice, education, and health care, and along identity axes such as gender, race/ethnicity, disability status, and sexual orientation.

Quantitative/Formal Reasoning Notes: Students will use multiple mathematical, statistical, and computational frameworks to acquire, model, and analyze real-world data.

Spring 2025

SEM Section: 01 TR 9:55 am - 11:10 am Chad M. Topaz

SEM Section: 02 TR 11:20 am - 12:35 pm Chad M. Topaz

WGSS 369 (S) Marxist Feminisms: Race, Performance, Labor (DPE) (WS)

Cross-listings: THEA 329 / AMST 329 / AFR 329

Secondary Cross-listing

This seminar provides an overview of queer, black and women of color feminist, decolonial, and critical ethnic studies critiques of orthodox Marxism.

Beginning with core texts from the tradition, including *Capital Volume I*, we will examine a range of social positions and modes of extraction that complicate Marx's emphasis on the white male industrial factory worker. Every week, we will focus on texts that foreground conditions of reproduction, racial slavery, care and domestic work, indentured servitude, immigrant labor, land expropriation, and sex work among others. Throughout the seminar and particularly at the close of it, we will turn to critical perspectives and aesthetic practices that not only respond to these conditions but also incite new social relations and ways of being in the world. As such, this seminar will equip students with critical understandings of how racial capitalism has fundamentally relied on the mass elimination, capture, recruitment, and displacement of different racialized, gendered, and abled bodies in and beyond the U.S. as well as how the capitalist system of value and life under these conditions can and must be undone and reimaged.

Requirements/Evaluation: in-class participation, short presentation, weekly posts, paper, and final project (paper, community resource distribution proposal, and creative project options)

Prerequisites: previous coursework in AMST, WGSS, AFR, THEA, or LATS

Enrollment Limit: 15

Enrollment Preferences: AMST, AFR, WGSS, THEA juniors and seniors, AAS concentrators

Expected Class Size: 15

Grading: yes pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

THEA 329(D1) AMST 329(D2) AFR 329(D2) WGSS 369(D2)

Difference, Power, and Equity Notes: This course satisfies the DPE requirement as it explores difference, power, and equity by asking how racial, gendered, sexual, and class differences are produced, whose voices are centered and whose are excluded, and what forms of labor is valued over other forms.

Attributes: WGSS Theory Courses

Not offered current academic year

WGSS 371 (S) Campus and Community Health in Disruptive Times (DPE) (WS)

Cross-listings: ANTH 371 / STS 370

Secondary Cross-listing

We study and seek "campuses where students feel enabled to develop their life projects, building a sense of self-efficacy and respecting others, in community spaces that work to diminish rather than augment power asymmetries." --*Sexual Citizens* (Hirsch and Khan, 2020). Students will design and pursue innovative ethnographic projects that explore campus or community health. We will learn ethnographic techniques such as observant participation, interviewing, focus groups, qualitative surveys, as well as design thinking and data visualization skills. We use and critique the methods of medical anthropology and medical sociology in order to hone our skills in participatory research. Every week, we collaborate with and share our research with our participants and peers both inside and outside class through a variety of innovative exercises. We attend to the parallel roles of narrative and listening in both medicine and ethnography, as we contrast the discourse of providers & patients along with researchers & participants. We aim to understand the strengths and limits of ethnographic inquiry while privileging marginalized voices and attending to power and identity within our participatory research framework. We recognize that our campus health projects are always already shaped by power and privilege, as we examine the ways that daily life, individual practices, and collective institutions shape health on and off campus. Our ethnographic case studies explore how systemic inequalities of wealth, race, gender, sex, ethnicity, and citizenship shape landscapes of pediatric care, mental health, maternity care, and campus sexual assault in the US and elsewhere. We consider how lived practices shape health access & outcomes as well as well-being in our communities and on our campus.

Requirements/Evaluation: Weekly attendance, 3 written fieldnotes (3000 words), weekly writing & fieldwork exercises in class and out of class, a final presentation that includes data visualizations and analysis of research findings.

Prerequisites: A course in Anthropology, Sociology, STS or in DIV II is strongly recommended

Enrollment Limit: 19

Enrollment Preferences: Majors in Anthropology, Sociology, WGSS; Concentrators in PH, STS, ASIA, ENVI

Expected Class Size: 19

Grading: yes pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ANTH 371(D2) WGSS 371(D2) STS 370(D2)

Writing Skills Notes: This class assignments includes over 9,000 words of essay assignments, and will help students develop critical writing skills, including use of rhetoric, evidence, argument, synthesizing data, logic, and anticipating counter-arguments.

Difference, Power, and Equity Notes: This class uses experiential learning to examine the intersectionality of race, class, gender, & sexuality in impacting healthcare and health outcomes. It explores the ways that intersectionality and implicit bias shapes health and well-being in patient/provider encounters as well as ethnographic research. It engages with and critiques efforts to 'improve' community and individual health outcomes in the US and elsewhere across the globe.

Attributes: ENVI Humanities, Arts + Social Science Electives EXPE Experiential Education Courses PHLH Methods in Public Health WGSS Racial Sexual + Cultural Diversity Courses

Not offered current academic year

WGSS 375 (S) Asian American Sexualities (DPE)

Cross-listings: AMST 375 / AAS 375

Secondary Cross-listing

Perceived as objects of sexual use and perversity, how might Asian/Asian American subjects contend with these projections and enact their own genders and sexualities? Anchored in this question, this theory-intensive seminar will provide a study of seminal and recent scholarship at the intersections of Asian American Studies, feminist criticism, and queer theory that focus on or are read in tandem with a collection of cultural expressions, including film, sculpture, poetry, drag performance, music, manifestos, and visual and performance art. To first root us, the seminar will introduce key uses and theorizations of sex/gender, sexuality, and queerness. Then, across the semester, we will focus on deployments of them through a range of topics, including sexual subjugation and activism of "comfort women," orientalism/ornamentalism, the queering of Sikh, South Asian, and Muslim Americans post-9/11, western demands to "come out," representations in pornography, lesbian invisibility, devaluation of trans* lives, etc., exploring questions of racialized, gendered, and sexual subordination alongside power, pleasure, play, and critique. To this end, we will approach gender and sexuality not as identity categories that one is or has but socially and biologically construed categories, loci for intervention and play, anti-normative positions, lived experiences, and ever-evolving processes of doing, becoming, and unbecoming.

Requirements/Evaluation: in-class discussion, weekly posts, short presentation, one paper, and one longer paper or creative assignment that will be peer reviewed and revised

Prerequisites: AMST 125 or WGSS 101/202

Enrollment Limit: 15

Enrollment Preferences: AMST/WGSS majors and AAS concentrators will be given priority; prospective AA concentrators

Expected Class Size: 15

Grading: yes pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 375(D2) WGSS 375(D2) AAS 375(D2)

Difference, Power, and Equity Notes: This course examines the terms Asian American, gender, sexuality, and ability as categories of social difference and oppression. Throughout the course, students will unpack how these categories have been made, unmade, and remade in relationship to ongoing issues of sexual violence, colonialism, racial capitalism, and empire.

Attributes: AAS Core Electives AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora AMST Critical and Cultural Theory Electives

Spring 2025

SEM Section: 01 TF 1:10 pm - 2:25 pm Kelly I. Chung

WGSS 376 (F) Sex, Gender, and the Law in U.S. History (DPE)

Cross-listings: HIST 376

Secondary Cross-listing

This course explores the ways in which the law has defined and regulated gender and sexuality in the United States, and the ways that individuals have experienced and responded to those definitions and regulations. We will evaluate how the law has dictated different roles for men and women, how sexual acts have been designated as legal or illegal, and the ways that race, class, and nationality have complicated the definition and regulation of gender and sexuality. This course examines how assumptions about gender and sexuality have informed the creation and development of American law and the changing meanings of citizenship; considers how laws regulating sex and gender have yielded varied effects for men and women across race and class divides, challenging some differences while naturalizing others; and assesses the power and shortcomings of appeals to formal legal equality waged by diverse groups and individuals. Throughout the course, we will consider the various methodologies and approaches of the interdisciplinary field of legal history. Topics to be covered will include the Constitution, slavery, marriage, divorce, custody, inheritance, immigration, sexual violence, reproduction, abortion, privacy, suffrage, jury duty, work, and military service.

Requirements/Evaluation: four papers, including three short (3-5-pages) papers, and one final paper of 8-10 pages

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: History majors, Women's, Gender and Sexuality Studies majors

Expected Class Size: 20

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 376(D2) HIST 376(D2)

Difference, Power, and Equity Notes: This course fulfills the DPE requirement because it examines the legal, social, and political constructions and theorizations of difference, power, and equity. It examines the ways that individuals and groups have organized across various axes of difference to fight for legal equality, and explores how those individuals and groups have experienced legal equality and legal inequality in varied ways.

Attributes: HIST Group F Electives - U.S. + Canada JLST Interdepartmental Electives

Fall 2024

SEM Section: 01 MW 11:00 am - 12:15 pm Sara Dubow

WGSS 389 (F) Fiction of Virginia Woolf

Cross-listings: ENGL 389

Secondary Cross-listing

"Let us record the atoms as they fall upon the mind in the order in which they fall, let us trace the pattern, however disconnected and incoherent in appearance, which each sight or incident scores upon the consciousness. Let us not take it for granted that life exists more fully in what is commonly thought big than in what is commonly thought small" ("Modern Fiction"). Virginia Woolf's fiction represents a self-conscious and highly experimental challenge to the conventions of Victorian and Edwardian fiction, in an effort to re-center the novel on lived experience. This course will explore the evolution of the innovative fictional forms by which she tried to bridge the gap between the experience of consciousness and its representation in language. We will also consider the links between Woolf's concern with the fluidity of consciousness and her interest in gender fluidity and androgyny. We will read most of the major novels, probably including *The Voyage Out*, *Jacob's Room*, *Mrs. Dalloway*, *To the Lighthouse*, *Orlando*, *The Waves*, and *Between the Acts*, together with selected short fiction and critical essays.

Requirements/Evaluation: discussion, weekly journal, three 4- to 6-page essays

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: none

Enrollment Preferences: English majors, WGSS majors, seniors

Expected Class Size: 25

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 389(D1) WGSS 389(D2)

Attributes: ENGL Literary Histories C

Not offered current academic year

WGSS 391 (F) Contemporary North American Queer Literatures and Theories (DPE)

Cross-listings: ENGL 391

Secondary Cross-listing

Moving through the mid-twentieth century and into the twenty-first, this course will consider how North American writers have represented queer life in all its complexities. From the problem of the happy ending to the intersectional politics of representation, the narrative complexities of coming out to the rejection of identity, the course will consider the relationship between literary form and queer content. In so doing, it will also touch upon some of the key debates in queer literary theory and consider the impact of events such as civil rights movements, gay and lesbian and trans uprisings, the AIDS crisis, debates over respectability politics, and current efforts to police what students read in schools on literary and cultural production. Readings may include work by such authors as Baldwin, Highsmith, Rich, Lorde, Delany, Kushner, Feinberg, Bechdel, Thom, and Machado and theorists such as Ferguson, Sedgwick, Fawaz, Love, Butler, and Hartman.

Requirements/Evaluation: active class participation, several short writing assignments, two 5-page papers, and one longer research paper.

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam, or permission of the instructor;

Enrollment Limit: 25

Enrollment Preferences: English majors; WGSS majors

Expected Class Size: 25

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 391(D2) ENGL 391(D1)

Difference, Power, and Equity Notes: This course considers the history and literature of gender and sexuality in the US alongside questions of race, class, and more. It examines how literary form theorizes sexuality, and how sexuality affects literary form, in ways that consider (in)equity and power in a variety of contexts.

Attributes: ENGL Criticism Courses ENGL Literary Histories C WGSS Racial Sexual + Cultural Diversity Courses WGSS Theory Courses

Fall 2024

SEM Section: 01 TF 1:10 pm - 2:25 pm Kathryn R. Kent

WGSS 398 (F) Feminist and Queer Horror Films (DPE)

Cross-listings: ENGL 333 / AMST 390 / COMP 390 / THEA 390

Primary Cross-listing

This course focuses on pairing theoretical readings with a variety of horror films with feminist or queer themes. Many tropes are associated with this genre - "the final girl" in slasher movies, "the transvestite murderer," femme lesbian vampires, supernatural BDSM figures, vampires as allegories for HIV/AIDS, werewolves as metaphors for FTM gender transitions or puberty, lonely mothers in creaky houses as unreliable narrators, Satanic spawn, and creepy long-haired girls. Some films reinforce gender stereotypes while others snap on more explicitly feminist and queer lenses. This course functions as a survey of many different genres, introducing students to classic 1970s films and working up to the present day and we will learn how these tropes developed and then were subverted by more modern day films such as those by A24 Studies and the new renaissance of Black horror, etc. Most films will focus on the US, with some notable exceptions in Japan, Spain, and elsewhere globally. There will be graphic content. You must be 18 or over to take this class.

Requirements/Evaluation: Class participation, short reflection papers, 2-3 extemporaneous oral class responses, several creative assignments.

Prerequisites: None. Prior WGSS courses will be helpful.

Enrollment Limit: 15

Enrollment Preferences: Stage 1 is a statement of interest form; Stage 2 will be a very brief interview. There is NO preference by major or class year.

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Materials/Lab Fee: Some of the creative assignments will have an "artsy-craftsy" component, but should not cost more than 25 dollars total per student per semester, though amounts will vary depending on how the student chooses to execute the assignment.

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 398(D2) ENGL 333(D1) AMST 390(D2) COMP 390(D1) THEA 390(D1)

Difference, Power, and Equity Notes: This course necessarily examines power when it comes to gender and sexuality - who has it? what do they do with it? how does this power turn deadly? how can agency be regained? Horror is almost never about equitable situations but rather the imbalance that comes from difference (along whatever axis) causing a lack of equity.

Attributes: WGSS Racial Sexual + Cultural Diversity Courses

Fall 2024

SEM Section: 01 MW 7:00 pm - 8:15 pm Gregory C. Mitchell

WGSS 399 (F) Marxist Feminisms: Race, Performance, Labor (DPE)

Cross-listings: AAS 399 / AMST 399

Secondary Cross-listing

This seminar provides an overview of queer, black and women of color feminist, decolonial, and critical ethnic studies critiques of orthodox Marxism. Beginning with core texts from the tradition, including *Capital Volume I*, we will examine a range of social positions and modes of extraction that complicate Marx's emphasis on the white male industrial factory worker. Every week, we will focus on texts that foreground conditions of reproduction, racial slavery, care and domestic work, indentured servitude, immigrant labor, land expropriation, and sex work among others. Throughout the seminar and specifically at the close of it, we will turn to critical perspectives and aesthetic practices that not only respond to these conditions but also incite new social relations and ways of being in the world. As such, this seminar will equip students with critical understandings of how racial capitalism has fundamentally relied on the mass elimination, capture, recruitment, and displacement of different racialized, gendered, and abled bodies in and beyond the U.S. as well as how the capitalist system of value and life under these conditions can and must be undone and reimagined.

Requirements/Evaluation: in-class participation, short presentation, weekly posts, paper, and final project (paper, community resource distribution proposal, and creative project options)

Prerequisites: AMST 101, AMST/AAS 125, or similar courses

Enrollment Limit: 15

Enrollment Preferences: AMST and WGSS juniors and seniors, AAS concentrators

Expected Class Size: 15

Grading: yes pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AAS 399(D2) AMST 399(D2) WGSS 399(D2)

Difference, Power, and Equity Notes: This course satisfies the DPE requirement as it explores difference, power, and equity by asking how racial, gendered, sexual, and class differences are produced, whose voices are centered and whose are excluded, and what forms of labor are valued over others.

Attributes: AAS Core Electives AMST Comp Studies in Race, Ethnicity, Diaspora AMST Critical and Cultural Theory Electives WGSS Theory Courses

Fall 2024

SEM Section: 01 W 1:10 pm - 3:50 pm Kelly I. Chung

WGSS 408 (S) Senior Seminar: Nineteenth-Century French Novel: Desperate Housewives and Extreme Makeovers (DPE)

Cross-listings: RLFR 412 / COMP 412

Secondary Cross-listing

In 1834, Honoré de Balzac wrote that "Paris is a veritable ocean. Sound it: you will never know its depth." The same can be said of the French nineteenth-century novel and its boundless ability to echo the past and illuminate the present. From the Romanticism of Stendhal and Hugo, and the Realism of Balzac and Flaubert, to the Naturalism of Zola and Maupassant, the novel became a forum for examining illicit sexuality, institutional misogyny, social injustice, criminal passions, revolutionary struggles, and Parisian pleasures in nineteenth-century France. Characters such as the miserable housewife Emma Bovary, the reluctant revolutionary Jean Valjean, the social climber Julien Sorel, the ambitious undergraduate Eugène de Rastignac, and the domestically abused Gervaise Macquart became synonymous with France's turbulent social and political landscape from the 1830s to the 1880s. As recent film adaptations make clear, these desperate housewives and extreme makeovers continue to haunt our twenty-first century present. Reinterpreted by such actors as Gérard Depardieu, Isabelle Huppert, Uma Thurman, Claire Danes, and Jennifer Aniston, the nineteenth-century novel continues to sound out the scandalous and sensational depths of our own century. Readings to include novels by Balzac, Stendhal, Hugo, Flaubert, Maupassant, Zola. Films to include adaptations by Clément, Berri, August, Arteta, Lelouch, Chabrol. Conducted in French.

Requirements/Evaluation: Active class participation, midterm exam, and two papers.

Prerequisites: A 200-level or 300-level RLFR course at Williams, or Advanced coursework during Study Abroad in France or the Francophone World, or permission of the instructor.

Enrollment Limit: 16

Enrollment Preferences: French Majors and French Certificate students, Comparative Literature Majors, Women's, Gender, & Sexuality Studies Majors.

Expected Class Size: 16

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 408(D2) RLFR 412(D1) COMP 412(D1)

Difference, Power, and Equity Notes: This course analyzes difference, power, and equity through its examination of gender diversity, institutional misogyny, urban criminality, human sexuality, social injustice, and revolutionary struggle in nineteenth-century France. In class discussions and critical essays on 1830s-1880s France, students will examine and articulate the inequities and injustices between women and men, the privileged and oppressed, the wealthy and working class, and both the rural and urban poor.

Spring 2025

SEM Section: 01 TR 11:20 am - 12:35 pm Brian Martin

WGSS 411 (S) Psychoanalysis and Its Discontents: The Psyche and the Social (DPE)

For many decades, psychoanalysis has been profoundly influential to radical thinkers seeking to overthrow regimes of racism, colonialism, heteropatriarchy, capitalism, and ableism. At the same time, psychoanalysis has also been crucial to enforcing those very regimes. Whether mobilized towards liberatory or oppressive ends, it is difficult to overstate psychoanalysis's influence on intellection, politics, and everyday social existence over the last century--even though we don't always realize it's there. If you bristle at the mention of Freud but think microaggressions are real, content warnings are a good idea, or that sharing about your feelings supports your wellbeing and relationships, your beliefs and values are probably indebted to psychoanalysis. This class surveys psychoanalytic perspectives on "the social," that is, race, gender, sexuality, capitalism, dis/ability, imperialism, and so on. It also provides an introduction to basic foundations of psychoanalytic thought--especially Freud, object relations theory, and a bit of Lacan--with an emphasis on how the psychoanalytic canon underpins contemporary queer, feminist, and postcolonial theory; ethnic studies; disability studies; and religious studies. Building from foundations, we'll also examine radical psychoanalysis alongside radical critiques of psychoanalysis. Additional topics and bodies of thought include trauma, Afropessimism, sexual difference feminism, antipsychiatry, and schizoanalysis. This class satisfies the WGSS Junior/Senior Seminar major requirement.

Requirements/Evaluation: weekly discussion questions, oral presentations, participation, dream journal, final research project

Prerequisites: Students will benefit from coursework backgrounds in WGSS, AMST, ethnic studies, and/or the humanities broadly.

Enrollment Limit: 19

Enrollment Preferences: WGSS majors, juniors/seniors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Unit Notes: senior seminar

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: This class examines psychoanalysis's role in shaping difference, power, and equity.

Spring 2025

SEM Section: 01 M 7:00 pm - 9:40 pm Abram J. Lewis

WGSS 413 (F) Feminist Technoscience (DPE)

Cross-listings: STS 413

Secondary Cross-listing

Are Feminism and Science compatible commitments? What do these nouns mean when paired with one another, when capitalized (or not), when pluralized (or not), and when deployed by a range of authors in different disciplines? Scholars of feminist science and technology studies (FSTS) have addressed these questions in their studies of scientific objectivity, technological vulnerability, environmentalism, and the makings (or doings) of race as well as gender. We will explore these questions and topics with a view to identifying the range of ethical, political, and epistemological practices within feminist and critical technoscience. We will read theoretical texts in FSTS, such as Donna Haraway's "Situated Knowledges" and Safiya Umoja Noble's "A future for intersectional black feminist technology studies." We will also read case studies, such as Pat Treusch's "The Art of Failure in Robotics" and Emily Martin's "The Egg and the Sperm: How Science Has Constructed a Romance Based on Stereotypical Male-Female Roles." While our preliminary readings will be set in advance, students will help shape the syllabus as we advance toward a better understanding of feminist technoscience's potentials and limitations at a time when technical change often outpaces careful consideration of its consequences.

Requirements/Evaluation: discussion participation; five response papers (~2 pages); mid-semester essay (8 pages); annotated bibliography; final research project (12-15 page essay + in-class presentation)

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: Science and Technology Studies concentrators

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

STS 413(D2) WGSS 413(D2)

Difference, Power, and Equity Notes: Central to "Feminist Technoscience" is a recognition of and engagement with the historical under-privileging of women, women's work, and women's bodies in capital-S "Science" and in a wide range of other technoscientific practices. We will examine and elucidate several branches of feminist theory. We will also examine feminist accounts of contemporary technoscientific work as well as critical STS with a focus on race.

Attributes: STS Senior Seminars

Not offered current academic year

WGSS 414 (S) Race and Performance (DPE) (WS)

Cross-listings: AAS 414 / AMST 414

Secondary Cross-listing

How does one "do" race? This seminar offers a survey of foundational and emergent scholarship at the nexus of performance studies, critical ethnic studies, and gender and sexuality studies alongside contemporary visual and performance art works. It will explore how the framework of performance destabilizes notions of race, gender, and sexuality as identities that are inherent to us and approaches them as ones we enact, do, and undo. We will begin the course by tracing key concepts in performance studies (i.e., performance, performative, performativity) before examining a range of performances that respond to and negotiate life under the ongoing conditions of racial capitalism, empire, anti-blackness, and settler colonialism. To this end, we will focus on how qualities attributed to racialized and gendered bodies, such as silence, diseased, patience, depression, passivity, and aloofness, are retooled as feminist and queer of color actions or positions.

Requirements/Evaluation: in-class discussion, weekly posts, class presentation, short written assignments, and final project (with creative option)

Prerequisites: AMST 101 or WGSS 101/202 and upper level courses in AMST, WGSS, or related fields

Enrollment Limit: 12

Enrollment Preferences: AMST seniors and juniors; WGSS seniors and juniors; AAS concentrators

Expected Class Size: 12

Grading: yes pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 414(D2) AAS 414(D2) AMST 414(D2)

Writing Skills Notes: Weekly discussion posts, short writing assignments that will lead to the final assignment, and a self-assessment reflection. Additionally, students will draft and present an object-based analysis paper (incorporating primary and secondary materials), give and receive peer feedback, and submit a final, edited version.

Difference, Power, and Equity Notes: This course centrally examines the nexus of race, gender, sexuality, class, and ability and explores a bevy of strategies deployed to respond to overlapping structures of power, including racial capitalism, settler colonialism, anti-blackness, and empire.

Attributes: AAS Capstone AMST 400-level Senior Seminars WGSS Theory Courses

Not offered current academic year

WGSS 415 (S) Breaking the Silence: Women Voices, Empowerment and Equality in the Francophone World (DPE)

Cross-listings: COMP 415 / RLFR 415

Secondary Cross-listing

How have Francophone women challenged the historical and current effects of colonialism and gendered racism in France and the Francophone world? How have Francophone women writers challenged the status quo of patriarchy and advocated for change? Beginning with political activist Olympe de Gouges, who published *Le droit de la femme et de la citoyenne* (1791) challenging gender inequality in France, we will then examine Claire de Duras' portrayal of the intersection between race and gender, Simone de Beauvoir's challenge to traditional femininity and gender roles, and Ananda Devi's intimate portrayal of violence against women in post-colonial societies. Throughout the course, we will use a feminist and intersectional lens to analyze how Francophone women writers have broken the silence then and now.

Requirements/Evaluation: Three 3-4-page response papers, a final 10-page research paper, presentation and active participation.

Prerequisites: Any 200-level RLFR course, or by permission of instructor

Enrollment Limit: 18

Enrollment Preferences: Senior French majors and students completing the certificate in French, but open to advanced students of French; Comparative Literature majors; Women's, Gender and Sexuality Studies majors; and those with compelling justification for admission.

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 415(D2) COMP 415(D1) RLFR 415(D1)

Difference, Power, and Equity Notes: In its focus on Race, Gender, and Political Power, this course centers on a critical examination of difference, power, and equity. This course uses a feminist and intersectional lens to analyze how French and Francophone women writers have challenged the historical and current effects of colonialism and gendered racism.

Not offered current academic year

WGSS 428 (S) Relationality and Its Antagonisms (DPE) (WS)

Cross-listings: AFR 396 / AMST 428

Secondary Cross-listing

Relationality has been the defining approach, feature, and framework of ethnic studies since its inception in the late 1960s. Since then, notable scholars have applied multiple keywords, including difference, comparison, entanglements, cacophonies, and intimacies, to emphasize how processes of racialization and racial formation are not isolated and separate but inextricably linked and shaped by one another. Only from these distinct, uneven,

yet shared positions of oppression, as scholars argue, solidarity across race, gender, class, sexuality, and location may emerge. At its crux, this seminar will underscore major tensions and antagonisms *against* frameworks of relationality. Tracing primary sources, cultural expressions, and literature within the traditions of ethnic studies and transnational/women of color feminisms, it will trace the shifts in approaches to relationality, especially as it relates to practices of reciprocity and community-building across difference. At the same time, it will turn to works that name relationality as what Frank B. Wilderson calls a "ruse," or trick, that subsumes the specific, exceptional position of blackness. Our units will include discussions of Afro-Pessimism, indigeneity, racialized settler colonialism as well as queer theory debates on queer presentism (i.e., a queer "no future") versus queer futurity. Studying the tensions that emerge from multiple, distinct, and contradictory planes of power, oppression, and temporalities, how do we assess, work through, and reconcile, if at all, relations deemed as "irreconcilable" across vectors of difference?

Requirements/Evaluation: in-class participation, paper presentation, peer feedback, writing webs (short series of writing exercises), and final project developed from original research and/or creative work

Prerequisites: AMST 101 or WGSS 101

Enrollment Limit: 12

Enrollment Preferences: AMST and WGSS seniors and juniors

Expected Class Size: 12

Grading: yes pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 396(D2) AMST 428(D2) WGSS 428(D2)

Writing Skills Notes: Students will regularly engage in a series of writing exercises and submit a longer paper presentation that will be peer reviewed and revised.

Difference, Power, and Equity Notes: The main objective of the course is to study and assess ethnic studies' approaches to questions of difference, particularly as it relates to theories of racialization and relationality across multiple nodes of power and oppression.

Attributes: AFR Theories, Methods, and Poetics AMST Comp Studies in Race, Ethnicity, Diaspora AMST Critical and Cultural Theory Electives AMST 400-level Senior Seminars WGSS Theory Courses

Spring 2025

SEM Section: 01 W 1:10 pm - 3:50 pm Kelly I. Chung

WGSS 470 (S) Latinx Migrations: Stories and Histories (WS)

Cross-listings: LATS 470 / HIST 470

Secondary Cross-listing

Latinx migration histories are often told with sweeping data and within broad historical contexts. While these are important, the voices of the people leaving their home countries and coming to the United States can be lost or buried. During the 1970s, the emerging subfield of social history asserted the need to craft histories that took into consideration the everyday lives of everyday people. Oral history emerged a key tool in capturing the personal stories too often missed in historical archives. At the same time, Puerto Rican Studies, Chicano Studies, and later, Latinx Studies emerged to tell the histories of groups too often omitted from or misrepresented in the scholarship. These fields relied on traditions of testimonios or storytelling. This course focuses on Latinx oral histories, autobiographies, memoirs, testimonios, and other first-person narratives to explore how people are impacted by and experience those broad historical contexts, as well as how the decisions they make and the actions they take shape those broad historical contexts. As Latinx Studies is a field that has been at the forefront of exploring intersectionality, we also analyze how attention to first person narratives and lived experiences reveal the complexities of race, ethnicity, gender, sexuality, and class, as well as other visible and invisible markers of difference. Examining first person narratives in the context of specific Latinx groups in particular historical, geographical, and social contexts, we interrogate the methodological and interpretive challenges of working with oral histories and other first-person primary sources. Course topics include the gendered dimensions of migration, geopolitics and stories of exile, and the connections between lived experiences and political activism, particularly the feminist activism of the late 1960s and 1970s-- all while students develop and share their own research topics.

Requirements/Evaluation: class participation and presentations, short writing assignments, proposals, annotated bibliography, drafts of research paper, final presentation, and final paper of 15 to 20 pages

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: History majors, WGSS majors, and Latina/o Studies concentrators, seniors

Expected Class Size: 15

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

LATS 470(D2) HIST 470(D2) WGSS 470(D2)

Writing Skills Notes: This research seminar supports students as they define an appropriate topic, identify and use primary and secondary sources, and complete a 15-20 page final paper. Several short writing assignments focus on interpretations of primary sources and on honing in on scholars' key arguments in secondary sources. The final paper is written in stages, including proposals, an annotated bibliography, drafts for workshopping with other students, and a final presentation along with the final paper.

Attributes: HIST Group F Electives - U.S. + Canada LATS 400-level Seminars WGSS Racial Sexual + Cultural Diversity Courses

Not offered current academic year

WGSS 475 (S) Dreaming Latina/x Feminist Disability Studies (DPE) (WS)

Cross-listings: LATS 475 / AMST 413

Secondary Cross-listing

In this course we will defy the traditional notion that disabled and queer people of color have no right to future dreams, as we collectively imagine how the emergent field of Latina/x feminist disability studies might take shape. What are the sites of focus, methods, and political commitments of Latina/x feminist disability studies? Where is the power in meaningfully uniting an analysis of disability to one of sexuality and gendered Latinidad? How does a Latina/x-centric approach productively inform our understanding of disability? What is the political potential of Latina/x feminist disability studies -- not exclusively as a set of theories, but also as a mindset and an everyday call to action? If we were to collectively compose a manifesto for Latina/x feminist disability studies, what might it contain? How might we actively cultivate a community of care in the classroom as well as other spaces at Williams? Just what might Latina/x feminist disability justice dreams look like? How might Latina/x feminist disability justice dreams *feel*? Feminist, queer, and disabled crip-of-color scholars have recently called for a more meaningful engagement with race in feminist disability studies. Simultaneously, we have also witnessed a small but steady growth in the amount of Latinx studies scholarship that thoughtfully integrates questions of disability. This interdisciplinary course responds to these important shifts in its focus on a series of topics bridging Latinx studies, gender studies, queer studies, crip studies, and critical disability studies. These include but are not limited to the body, the environment, temporality, labor, citizenship, dependency, and visibility/invisibility. Through these topics, we will explore the ways in which the different approaches to these specific issues across Latinx, critical disability, crip, queer and gender studies are in fruitful conversation with one another -- and sometimes even at odds -- as we actively interrogate the intersections of gender, race, ethnicity, sexuality, and disability within the everyday.

Requirements/Evaluation: Major assignments for this course include a semester-long independent research paper (15-20 pages) broken up into steps, participation in crafting the class manifesto, a semester-long collaborative artistic exercise, and a final reflection document (3-4 pages).

Prerequisites: None.

Enrollment Limit: 12

Enrollment Preferences: Priority given to LATS concentrators by seniority, followed by WGSS and AMST majors by seniority.

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Materials/Lab Fee: Lab fee: \$200 for art supplies per student

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 475(D2) LATS 475(D2) AMST 413(D2)

Writing Skills Notes: We focus on building writing and interdisciplinary research skills, with a particular emphasis on the processes of research, revision, and collaborative writing. The primary research paper (an independent project of 15-20 pages) is divided into stages, and students are required to revise and resubmit their work at various junctures in the research process. The written class manifesto requires students to compose a document together, revising their work as a group over the course of the semester.

Difference, Power, and Equity Notes: This course privileges an intersectional analysis regarding questions of race, ethnicity, gender, sexuality, and disability. It obligates students to consider how these categories of difference actively work in tandem with one another in everyday US Latina/x and transnational (US-Latin America and the Caribbean) contexts. This seminar also underscores how these categories of difference are actually products

of a given historical and political moment.

Attributes: LATS 400-level Seminars

Spring 2025

SEM Section: 01 TF 1:10 pm - 2:25 pm Maria Elena Cepeda

WGSS 493 (F) Senior Thesis: Women's & Gender Studies

Women's, Gender and Sexuality Studies senior thesis.

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

Fall 2024

HON Section: 01 TBA Gregory C. Mitchell

WGSS 494 (S) Senior Thesis: Women's & Gender Studies

Women's, Gender and Sexuality Studies senior thesis.

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

Spring 2025

HON Section: 01 TBA Gregory C. Mitchell

WGSS 497 (F) Independent Study: Women's & Gender Studies

Women's, Gender and Sexuality Studies independent study.

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Fall 2024

IND Section: 01 TBA Gregory C. Mitchell

WGSS 498 (S) Independent Study: Women's & Gender Studies

Women's, Gender and Sexuality Studies independent study.

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Spring 2025

IND Section: 01 TBA Gregory C. Mitchell

Winter Study -----

WGSS 31 (W) Senior Thesis: Women's and Gender Studies

See description of Degree with Honors in Women's, Gender and Sexuality Studies.

Class Format: thesis

Grading: pass/fail only

Not offered current academic year

WGSS 99 (W) Independent Study: Women's and Gender Studies

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study

Grading: pass/fail only

Not offered current academic year

WRITING SKILLS (WS)

The Writing Skills (WS) requirement is to improve student writing proficiency across disciplines. Students in these courses will receive guidance on structure, style, argumentation, and other significant aspects of writing throughout the semester. This may be achieved through brief assignments spaced over the semester, sequenced assignments leading to a longer final paper, etc. WS courses may also include multiple drafts, peer review, conferences or class discussions designed to improve writing skills. (A course with a single long paper due at the end of the semester, but with no required or structured means of addressing writing issues, would not be considered a writing skills course.)

The primary function of the WS designation is to indicate that the course will provide consistent and ongoing feedback on students' writing. Thus, the amount of writing should be substantial and well spaced, followed by timely evaluation and suggestions for improvement. Specifically, a WS course should require multiple assignments, each returned with comments which address writing problems and strategies, as appropriate. Because WS course instructors must pay attention to students' writing skills as well as to their mastery of the content of the course, WS courses have a maximum enrollment of 19.

All students are required to take TWO WS courses: one by the end of sophomore year and one by the end of junior year. Students will benefit most from WS courses by taking them early in their college careers and are strongly encouraged to complete the requirement by the end of sophomore year.

AAS 252 (F) Im/mobilities (DPE) (WS)

Cross-listings: AMST 252 / SOC 252

Secondary Cross-listing

We think of the freedom to move as a mark of privilege. In the United States, passing a driving test, owning a car, and getting a passport are milestones that signal modernity and freedom. Likewise, we think of restrictions on movement as the domain of the underprivileged, such as the current and formerly incarcerated. But as the Covid-19 pandemic revealed, there have always been two sides to immobility: privileged as well as involuntary immobility. There are correspondingly two sides to mobility: those who move because they want to and others because they have no choice. In this class, students will explore conceptions of mobility as adventurous, free, and modern (as with jet-setting international elites). They will compare and contrast when mobility can be threatening, exclusionary, and limited (as recognized by the Black Lives Matter movement). This class invites students to interpret their environment through the lens of mobility and inequality. Drawing on sociology, anthropology, cultural studies, geography, and migration studies, this interdisciplinary course offers a beginning conversation on the causes and consequences of the freedom to move--or to stay still.

Requirements/Evaluation: Thoughtful and consistent class participation, several short reflection papers, two drafts of an opinion essay, class presentation

Prerequisites: None

Enrollment Limit: 15

Enrollment Preferences: Given to first-year students and sophomores, particularly those who have demonstrated an interest in AAS/SOC. If the course overenrolls, the instructor will send out a Google Form to make enrollment decisions.

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 252(D2) AAS 252(D2) SOC 252(D2)

Writing Skills Notes: Emphasis on the processes of writing and revising, several short papers on which students will receive close feedback, and drafts of a final written assessment

Difference, Power, and Equity Notes: This course explores a politics of im/mobilities: how we move through space through different bodies at the intersection of race, class, gender, ability, and citizenship. Students will use their own bodies as research sites for deepening their understanding of how we navigate the freedom to move or stay still.

Fall 2024

SEM Section: 01 MR 2:35 pm - 3:50 pm Phi H. Su

AFR 159 (F) Crossing the Color Line: A History of Passing (DPE) (WS)

Cross-listings: HIST 159

Secondary Cross-listing

In June 2015, Rachel Dolezal emerged as a media spectacle and the subject of national scrutiny after her *white* parents stated publicly that Dolezal is a white woman *passing as black*. Their insistence that Dolezal is white came in the wake of her reports to local news media and police that she had been the victim of several hate crimes. To critics, Dolezal is a fraud who has committed cultural appropriation. Yet, for her supporters, Dolezal's racial identification as a black woman is authentic and indisputable, since race is not based on biology but rather is a social construction. For both groups as well as impartial observers, many wondered curiously why a white woman had chosen to pass as black, especially given that historically it has been African Americans who opted to *become* white. Inspired by the controversy surrounding Dolezal, this tutorial will explore the history of passing in the United States. Whereas our attention will primarily be focused on black-to-white passing, we will expand our understandings of passing by emphasizing the variety of ways that identities have been shaped through the crossing of boundaries--class, ethnic, gender, intellectual, political, religious, and sexual. To accomplish our goals, we will read and cross-examine fictional and nonfictional as well as primary and secondary historical accounts of boundary-crossers. We will also screen several films that engage the theme of passing.

Requirements/Evaluation: Weekly formal response papers and written critiques.

Prerequisites: None.

Enrollment Limit: 10

Enrollment Preferences: First and second-year students will be prioritized, followed by history majors. Should the course be overenrolled, students will be asked to complete an enrollment questionnaire.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 159(D2) AFR 159(D2)

Writing Skills Notes: Students will be required to complete formal writing assignments each week, alternating between response papers (4 pages) and written critiques (2-pages) of their peers' work. Students will receive substantial feedback on their writing skills, with verbal and written suggestions for improvement. Students also will receive feedback from their tutorial partners.

Difference, Power, and Equity Notes: Narratives of racial passing provocatively raise questions about the construction, logics, reinforcement, and subversion of racial categories and identities. Tutorial students will have the opportunity to deconstruct the meanings of race and identity in addition to thinking culturally, historically, and ontologically about the implications and value of these constructs. In essence, we will theorize racial identity, reconsidering, if not challenging, its stable notions of identic intelligibility.

Attributes: HIST Group F Electives - U.S. + Canada

Fall 2024

TUT Section: T1 TBA Tyran K. Steward

AFR 222 (S) Hip Hop Culture (DPE) (WS)

Cross-listings: AMST 222 / ENGL 221 / MUS 217

Secondary Cross-listing

The course examines how young people of color created hip hop culture in the postindustrial ruins of New York City, a movement that would eventually grow into a global cultural industry. Hip hop music producers have long practiced "diggin' in the crates"--a phrase that denotes searching through record collections to find material to sample. In this course, we will examine the material and technological history of hip hop culture, with particular attention to hip hop's tendency to sample, remix, mash-up, and repurpose existing media artifacts to create new works or art. We will use a media archaeological approach to examine the precise material conditions that first gave rise to graffiti art, deejaying, rapping, and breakdancing, and to analyze hip hop songs, videos, and films. Media archaeology is a critical and artistic practice that seeks to interpret the layers of significance embedded in cultural artifacts. How does hip hop archaeology remix the past, the present, and the future? How do the historical, political, and cultural coding of hip hop artifacts change as they increasingly become part of institutional collections, from newly established hip hop archives at Cornell and Harvard to the Smithsonian National Museum of African American History and Culture?

Requirements/Evaluation: Four papers, project with presentation, and a final exam.

Prerequisites: None

Enrollment Limit: 19

Enrollment Preferences: AMST majors or prospective majors

Expected Class Size: 19

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 222(D2) ENGL 221(D1) AFR 222(D2) MUS 217(D1)

Writing Skills Notes: Students in this course develop a capacity to write generative arguments in an interdisciplinary scholarly context. Students will receive feedback not only on structure, substance, and style, but also on how to best build a line of inquiry, how to gather high-quality evidence, and how to make one's thinking productively intersect with more than one scholarly or creative field.

Difference, Power, and Equity Notes: This course requires students to use an effective descriptive and critical vocabulary to discuss and analyze artifacts of hip hop culture, with attention to race, gender, class, sexuality, and other categories of social difference. They must understand the material, technological, historical, and cultural contexts that gave rise to hip hop culture, and proficiently synthesize scholarly perspectives related to the formation and transformations of hip hop from the early 70s to the early 21st cent.

Attributes: AFR Culture, Performance, and Popular Technologies AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora

Spring 2025

SEM Section: 01 TR 11:20 am - 12:35 pm Brian Murphy

AFR 260 (F) 1930s Black Literature (WS)

Cross-listings: ENGL 238

Secondary Cross-listing

This course explores Black literary output of the 1930s in all its forms with the belief that this often under-appreciated decade contains many of the impulses that would come to structure the literary landscape in the decades that follow. These include an unflinching embrace of humor and satire, engagements with social realism, and a keen attention to notions of the radical in the international context. Special attention will be paid to how the writing pushes away from the development of what we have come to understand as the Harlem Renaissance of the 1920s. Work to be considered throughout the term comes from, among others, Marita Bonner, Arna Bontemps, Sterling Brown, Langston Hughes, Zora Neal Hurston, George Schuyler, Dorothy West, Richard Wright, and Octavia Wynbush.

Requirements/Evaluation: weekly reading responses, active class participation, two close readings (500 words each), annotated bibliography, class presentation, final paper (8-10 pages)

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 19

Enrollment Preferences: first- and second-year students, and English majors who have yet to take a Gateway course

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 260(D2) ENGL 238(D1)

Writing Skills Notes: Beyond the quantity of assigned writing, significant class time will be spent covering strategies for effective and persuasive academic writing. Throughout the semester, students will receive written feedback from the instructor with specific suggestions for revision and improvement.

Attributes: AFR Black Landscapes AMST Arts in Context Electives ENGL 200-level Gateway Courses ENGL Literary Histories C

Fall 2024

SEM Section: 01 TR 11:20 am - 12:35 pm Ricardo A Wilson

AFR 328 (F) Poetry of Indignation: Poetics and Transnational Liberation (DPE) (WS)

Cross-listings: COMP 335 / ARAB 320

Secondary Cross-listing

Poetry is usually associated with beautiful, metered, and charged language. However, beyond its poeticity, poetry has also functioned as a tool of liberation and transnational construction of identities and solidarities. States have national poets, and, in many countries, national anthems were written by famous poets. From Abu al-Qasim al-Shabbi and Claude McKay to Pablo Neruda, poetry has acted as a space for life, rebellion, resistance, revolution, and the defense of a common humanity that transcends the barriers of language and national aesthetics. This course draws on a variety of materials from the Caribbean to Africa and from the Middle East to India to conceptualize a "poetics of indignation" against slavery, social injustice, colonization, authoritarianism, capitalism, and globalization. The students in this course will read poets, such as Okot p'Bitek, Derek Walcott, Tsitsi Jaji, Mahmoud Darwish, and Pablo Neruda, among many other poets, to examine how poetics changed and shifted across times and geographic boundaries while retaining a commitment to indignation, rebellion, and anger at almost the same recurring oppressive forces.

Requirements/Evaluation: Two 5pp. midterm papers; a 1000-word reflection statement; weekly GLOW posts; one 10-minute presentation; active participation in the discussions in class.

Prerequisites: None

Enrollment Limit: 14

Enrollment Preferences: If the class is overenrolled, the students will submit a 200-word paragraph in which they explain how the course fits within their plan of study at Williams.

Expected Class Size: 14

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 328(D2) COMP 335(D1) ARAB 320(D1)

Writing Skills Notes: The students in this course will receive intensive feedback on their writing. This includes writing two 5pp. papers as well as a 10pp. final paper. The students will submit weekly GLOW posts and a final reflection statement.

Difference, Power, and Equity Notes: The students will understand that poetry is a field in which power dynamics and imbalances of access to resources are reflected. They will also pay attention to who writes what and who publishes where in order to understand the imbrication of inequality within the institutions that produce, disseminate, and reward poets.

Fall 2024

SEM Section: 01 MR 2:35 pm - 3:50 pm Brahim El Guabli

AFR 367 (S) Black History is Labor History (DPE) (WS)

Cross-listings: HIST 367

Secondary Cross-listing

This seminar explores labor history in relation to black people, spanning the colonial period to the early twenty-first century. It racializes the history of work by tracing the long story of black labor in the U.S. from the plantation to the plant. Whereas the bulk of the course will analyze black labor and labor movements in the twentieth century, specifically focusing on the push for economic inclusion and mobility amid employment, societal and union-related racial discrimination, we will examine what involuntary black labor meant in the context of slavery and the construction of a capitalist economy. Likewise, we will devote attention to black workers with regard to such topics as antiunionism, deindustrialization, economic inequality, Fordism, informal economies, Jim and Jane Crow, labor radicalism and violence, New Deal and welfare, the rise of civil rights unionism, and slavery and capitalism, among other themes.

Requirements/Evaluation: Students are expected to participate actively and will write two comparative essays (5-7 and 6-8 pages) and two primary source analyses (1-2 pages), all of which will be letter-graded and returned with comments. In addition, students will write a final research paper (10-12 pages) in consultation with the instructor and will be required to submit a topic proposal and outline, an annotated bibliography, and a peer-reviewed draft of the final paper.

Prerequisites: Recommended for students with sophomore standing or above and first-year students who both have taken a 200-level history course and have received instructor permission to enroll into the course.

Enrollment Limit: 25

Enrollment Preferences: HIST and AFR majors followed by students with sophomore, junior, or senior standing. If the course is overenrolled, students will be given a questionnaire and only first-year students who have completed a 200-level history course will be enrolled.

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 367(D2) AFR 367(D2)

Writing Skills Notes: Students will be required to write two comparative essays (5-7 and 6-8 pages) and two primary source analyses (1-2 pages), all of which will be letter-graded and returned with comments. In addition, students will write a final research paper (10-12 pages). Throughout the semester, these writing assignments will total roughly 22-30 pages. Students can expect to have line-edited feedback on their papers with substantial and timely, writing-related suggestions for improvement.

Difference, Power, and Equity Notes: This course racializes the study of labor history, focusing on black people and their experiences in the United States from the plantation to the plant. It challenges students to confront and to redefine what it means to labor, grasping how slavery, segregation, and systemic inequalities amid black people's pursuit of citizenship, equality, and freedom have shaped their economic, political, and social conditions and identities.

Attributes: HIST Group F Electives - U.S. + Canada

Spring 2025

SEM Section: 01 MR 1:10 pm - 2:25 pm Tyran K. Steward

AFR 374 (S) Technologies of Race (DPE) (WS)

Cross-listings: AMST 372 / STS 373

Secondary Cross-listing

This course is an introduction to theories, methods, sources, and approaches for interdisciplinary research and creativity in and through the interdisciplinary field of American Studies. We will focus on the intersection of race, gender, sexuality, and disability with modern media technologies, from early photography in the mid-19th century to contemporary trends in machine learning and artificial intelligence. Through a process of shared inquiry, course participants will investigate the ways that historical legacies of oppression and futuristic speculation combine to shape human lives in the present under racial capitalism. Whether analyses of the automation of militarized border control in Texas, or of the ways that obsolete, racist concepts are embedded in machine vision and surveillance systems, the readings in the course will chart out the key moments in the co-evolution of race and technology in the Americas. Students will gain a working competence in all four tracks of the American Studies major (Space and Place; Comparative Studies in Race, Ethnicity, and Diaspora; Arts in Context; and Critical and Cultural Theory). Finally, we will also explore alternative paths toward a future where technology might help to effect the abolition of oppressive structures and systems, rather than continue to perpetuate them.

Requirements/Evaluation: Four papers, in-class writing/reflective work, and a final exam.

Prerequisites: none

Enrollment Limit: 16

Enrollment Preferences: AMST majors or prospective majors.

Expected Class Size: 16

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 372(D2) STS 373(D2) AFR 374(D2)

Writing Skills Notes: Students in this course develop a capacity to write generative arguments in an interdisciplinary scholarly context. Students will receive feedback not only on structure, substance, and style, but also on how to best build a line of inquiry, how to gather high-quality evidence, and how to make one's thinking productively intersect with more than one scholarly or creative field.

Difference, Power, and Equity Notes: This course requires students to contextualize technologies historically and in relation to one another, with attention to their entanglements with racial discourses and racism. Students gain critical skills that equip them to imagine possible futures where technologies serve increasingly as abolitionist tools.

Attributes: AFR Theories, Methods, and Poetics AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora AMST Critical and Cultural Theory Electives AMST Space and Place Electives

Spring 2025

SEM Section: 01 MR 1:10 pm - 2:25 pm Brian Murphy

AFR 396 (S) Relationality and Its Antagonisms (DPE) (WS)

Cross-listings: AMST 428 / WGSS 428

Secondary Cross-listing

Relationality has been the defining approach, feature, and framework of ethnic studies since its inception in the late 1960s. Since then, notable scholars have applied multiple keywords, including difference, comparison, entanglements, cacophonies, and intimacies, to emphasize how processes of racialization and racial formation are not isolated and separate but inextricably linked and shaped by one another. Only from these distinct, uneven, yet shared positions of oppression, as scholars argue, solidarity across race, gender, class, sexuality, and location may emerge. At its crux, this seminar will underscore major tensions and antagonisms *against* frameworks of relationality. Tracing primary sources, cultural expressions, and literature within the traditions of ethnic studies and transnational/women of color feminisms, it will trace the shifts in approaches to relationality, especially as it relates to practices of reciprocity and community-building across difference. At the same time, it will turn to works that name relationality as what Frank B. Wilderson calls a "ruse," or trick, that subsumes the specific, exceptional position of blackness. Our units will include discussions of Afro-Pessimism, indigeneity, racialized settler colonialism as well as queer theory debates on queer presentism (i.e., a queer "no future") versus queer futurity. Studying the tensions that emerge from multiple, distinct, and contradictory planes of power, oppression, and temporalities, how do we assess, work through, and reconcile, if at all, relations deemed as "irreconcilable" across vectors of difference?

Requirements/Evaluation: in-class participation, paper presentation, peer feedback, writing webs (short series of writing exercises), and final project developed from original research and/or creative work

Prerequisites: AMST 101 or WGSS 101

Enrollment Limit: 12

Enrollment Preferences: AMST and WGSS seniors and juniors

Expected Class Size: 12

Grading: yes pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 396(D2) AMST 428(D2) WGSS 428(D2)

Writing Skills Notes: Students will regularly engage in a series of writing exercises and submit a longer paper presentation that will be peer reviewed and revised.

Difference, Power, and Equity Notes: The main objective of the course is to study and assess ethnic studies' approaches to questions of difference, particularly as it relates to theories of racialization and relationality across multiple nodes of power and oppression.

Attributes: AFR Theories, Methods, and Poetics AMST Comp Studies in Race, Ethnicity, Diaspora AMST Critical and Cultural Theory Electives AMST 400-level Senior Seminars WGSS Theory Courses

Spring 2025

SEM Section: 01 W 1:10 pm - 3:50 pm Kelly I. Chung

AMST 101 (F)(S) America: The Nation and Its Discontents (DPE) (WS)

This course introduces students to the capacious and extraordinarily varied interdisciplinary field of American Studies. First institutionalized in the mid-twentieth century, American Studies once bridged literature and history in an attempt to discover a singular American identity. Over 80 years later, many American Studies scholars reject this exceptionalizing rhetoric, working instead to understand how genocide, enslavement, colonization, and

militarism/war are foundational to the formation of the U.S. nation-state, and how marginalized and minoritized peoples have survived through, rebelled against, and created new visions for collectivity, relationality, and community. In this course, students will be introduced to the dynamic ways American Studies work links to ethnic studies; women, gender, and sexuality studies; literary studies, political science; critical geography; critical media studies; disability studies; history; anthropology; sociology; art; and more. We will anchor this array of approaches by examining beliefs, practices, places, and migrations that have shaped and been shaped by the U.S., and we will pay particular attention to the people who labor for, have been racialized by, and who think critically about "America." Through close reading; discussions; and analyses of music, art, and film, we will collectively reckon with the questions of who and what makes "America" -- hemispherically, transnationally, globally. In the process, students will be encouraged to co-create a learning experience rooted in praxis, political consciousness, intersectionality, and mutual support.

Requirements/Evaluation: Four 4-5 page papers (with attention to revision process), one project with oral presentation, and a longer, final essay.

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: first- and second-year students

Expected Class Size: 20

Grading: no pass/fail option, yes fifth course option

Unit Notes: Core Course

Distributions: (D2) (DPE) (WS)

Writing Skills Notes: This Writing Skills course will include multiple papers, with attention to revision, as well as an oral presentation, and a longer, final essay. Attention will be paid to the process of composing a persuasive, interpretive essay based in close analysis of texts.

Difference, Power, and Equity Notes: This course requires students to think critically about the meanings of "America" and about the consequences and costs of racialization and other processes for making social differences. Students learn to discern the ways in which historical legacies of oppression continue in the present, and consider the mutual interrelation of local, national, and global contexts and events.

Fall 2024

SEM Section: 01 TR 9:55 am - 11:10 am Brian Murphy

Spring 2025

SEM Section: 01 MR 2:35 pm - 3:50 pm Cassandra J. Cleghorn

AMST 113 (F) The Feminist Poetry Movement (DPE) (WS)

Cross-listings: ENGL 113 / WGSS 113

Secondary Cross-listing

Feminist poetry and feminist politics were so integrated in the 1960s and 1970s in America that critical essays on poets, such as Adrienne Rich and Audre Lorde, appeared in the same handbook that listed such resources for women as rape crisis centers and health clinics. This course will map the crucial alliance between feminist politics (and its major cultural and political gains) and the feminist poetry movement that became a major "tool" for building, organizing, and theorizing second-wave feminism. In order to track this political and poetic revolution, we will take an interdisciplinary approach that brings together historical, critical, and literary documents (including archival ones) and visual products (through the Object Lab of the Williams College Art Museum) that recreate the rich context of the period and help us consider the important social nature of aesthetic production. At the center of the course will be writings of major poets of the period, as well as anthologies and feminist periodicals that published their work and created a significant forum and shared space for women to articulate the politics and poetics of change. These periodicals and anthologies will also help us track the diversity of the feminist poetry movement and its intersection with issues of race, class, ethnicity, and sexuality. Ultimately, we will want to consider how poetry serves as an important tool for thinking through questions of power and injustice and what role it plays in creating necessary imaginative space in the world for expression, critique, and change.

Class Format: discussion, some lecture, project work in archives and art gallery

Requirements/Evaluation: two-three short analysis papers, creative (1-2 pages), curated final project (archival exhibit and digital project), presentations

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: first years

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 113(D2) ENGL 113(D1) WGSS 113(D2)

Writing Skills Notes: Writing skills taught through a series of assignments evenly spaced throughout the semester: two to three four-to-five-page graded papers, one creative assignment, and a final digital research project (8-10-page equivalent; peer reviewed). Students receive critical feedback on written assignments a week prior to due date through conferences and Google Docs and on final graded assignments within one week with sufficient time between assignments to improve the next assignment.

Difference, Power, and Equity Notes: The course examines the effects of class, race, ethnicity, gender, and sexuality on both poetry and the movement and how women negotiated their differences within the movement, as well as in response to the dominant patriarchal culture. This course employs critical tools (feminist theory, archival research, poetics, close reading, comparative approaches) to help students question and articulate the social injustices that led to the poetry and poetics of the Women's Liberation Movement.

Attributes: AMST Critical and Cultural Theory Electives ENGL Criticism Courses EXPE Experiential Education Courses WGSS Racial Sexual + Cultural Diversity Courses WGSS Theory Courses

Fall 2024

SEM Section: 01 TF 2:35 pm - 3:50 pm Bethany Hicok

AMST 164 (F) Communications in Early America (DPE) (WS)

Cross-listings: HIST 163

Secondary Cross-listing

How did the multiplicity of people who shaped "early" North America communicate with each other, across profound linguistic, cultural, social, political, and spiritual differences? What strategies did they use to forge meaning and connections in times of tremendous transformation, while maintaining vital continuities with what came before? This course examines histories of communication in North America and the technologies that communities have developed to record, remember, advocate, persuade, resist, and express expectations for the future. Using a continental and transoceanic lens of "Vast Early America," we will take up Indigenous oral traditions, Traditional Ecological Knowledge, wampum belts, and winter counts as expressions of ethics, identity, relationality, and diplomacy among sovereign Native/Indigenous nations. We will reflect on artistic and natural science paintings, engravings, and visual culture that circulated widely; and diaries and journals as forms of personal as well as collective memory. We will work with political orations, newspapers, pamphlets, and other forms of print culture that galvanized public opinion in the Age of Atlantic Revolutions; memorials and monuments that communities have created to honor ancestors and significant events; material culture such as baskets and weavings that signified through their imagery and physical forms; and social critique and visions of justice in the verse and prose of Phillis Wheatley Peters and William Apess. These materials take us into the complexities of individuals' and communities' interactions and relations of power. They also illuminate spaces of potential or realized solidarity, alliance, and co-building of new worlds. Throughout we will work together to understand different methodologies, theories, practices, and ethics involved in approaching the past. We will at every turn be attuned to the ongoing significances of these experiences among communities in the twenty-first century.

Requirements/Evaluation: active participation in class discussions, several short essays based on readings and discussion topics, museum/archives exercise, final essay/project

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: limited to first- and second-year students who have not yet taken a 100-level course in History or American Studies; juniors and seniors only with the permission of the instructor

Expected Class Size: 19

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 164(D2) HIST 163(D2)

Writing Skills Notes: Short essays (3-5 pages) spaced throughout the semester with instructor feedback on writing skills as well as historical content; written reflection and analysis related to museum/archives visit with original materials; final essay (8-10 pages) due at end of semester that

synthesizes findings from across the whole semester and allows students to closely examine primary/secondary sources; regular opportunities to conference with instructor about writing ideas and drafts.

Difference, Power, and Equity Notes: This course centers experiences of diverse people in early America including substantial focus on Native American/Indigenous and African American communities. It introduces foundational methods for historical and interdisciplinary study, including decolonizing methodologies from Native American and Indigenous Studies (NAIS) and African American histories; critical vantages on Euro-American settler colonialism; and scholarship on complex entanglements in multiracial and multiethnic communities

Attributes: HIST Group F Electives - U.S. + Canada HIST Group P Electives - Premodern

Fall 2024

SEM Section: 01 MR 2:35 pm - 3:50 pm Christine DeLucia

AMST 218 (S) Black and Brown Jacobins (DPE) (WS)

What does it take to be free in the free world? In this class we explore the dark side of democracy. The title is inspired by C.L.R. James' famous book, *Black Jacobins*, about the Haitian Revolution (1791-1804). This revolution was the most successful revolt of the enslaved in recorded history. But the irony is that their oppressors were the leaders of the French Revolution across the Atlantic. Those who proclaimed "liberty, equality, fraternity" for themselves violently denied them to others. There is a similar dismal irony to the American Revolution, as captured by the title of Frederick Douglass' famous 1852 speech, "What to the Slave Is the Fourth of July?" Not even the Civil War could resolve this issue, as demonstrated by the failure of Reconstruction and the rise of Jim Crow. To revisit this history, we will read W.E.B. Du Bois' great book, *Black Reconstruction in America*. Alongside a selection of readings by canonical postcolonial writers and current political theorists, James and Du Bois provoke us to ask what it would take for the democratic world to be truly free.

Requirements/Evaluation: Mandatory in-class free writing, three position papers, three mandatory in-class debates, final exam

Prerequisites: None

Enrollment Limit: 15

Enrollment Preferences: AMST majors or prospective majors

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE) (WS)

Writing Skills Notes: "Black and Brown Jacobins" is a writing-intensive course focused on persuasive argumentation. Each day in class will begin with 5-10 minutes of free writing in response to a prompt. At the end of each unit, students must complete a position paper (three in total). These papers will be accompanied by in-class debates in which students will be asked to argue both sides of the prompt they have been given.

Difference, Power, and Equity Notes: "Black and Brown Jacobins" calls into question the success of modern democracy from the perspective of minoritized groups, in particular Black Americans and Afro-Caribbeans. Students will grapple with the legacy of enslavement in the Americas, the Haitian Revolution (1791-1804), the American Civil War and Reconstruction (1861-1877), Jim Crow, and our current era of mass incarceration. The question driving this course is, what does it take to be free in the free world?

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora AMST Critical and Cultural Theory Electives AMST pre-1900 Requirement

Spring 2025

SEM Section: 01 TR 9:55 am - 11:10 am

AMST 222 (S) Hip Hop Culture (DPE) (WS)

Cross-listings: ENGL 221 / AFR 222 / MUS 217

Primary Cross-listing

The course examines how young people of color created hip hop culture in the postindustrial ruins of New York City, a movement that would eventually grow into a global cultural industry. Hip hop music producers have long practiced "diggin' in the crates"--a phrase that denotes searching through record collections to find material to sample. In this course, we will examine the material and technological history of hip hop culture, with particular attention to hip hop's tendency to sample, remix, mash-up, and repurpose existing media artifacts to create new works or art. We will use a media archaeological approach to examine the precise material conditions that first gave rise to graffiti art, deejaying, rapping, and breakdancing, and to analyze hip hop songs, videos, and films. Media archaeology is a critical and artistic practice that seeks to interpret the layers of significance

embedded in cultural artifacts. How does hip hop archaeology remix the past, the present, and the future? How do the historical, political, and cultural coding of hip hop artifacts change as they increasingly become part of institutional collections, from newly established hip hop archives at Cornell and Harvard to the Smithsonian National Museum of African American History and Culture?

Requirements/Evaluation: Four papers, project with presentation, and a final exam.

Prerequisites: None

Enrollment Limit: 19

Enrollment Preferences: AMST majors or prospective majors

Expected Class Size: 19

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 222(D2) ENGL 221(D1) AFR 222(D2) MUS 217(D1)

Writing Skills Notes: Students in this course develop a capacity to write generative arguments in an interdisciplinary scholarly context. Students will receive feedback not only on structure, substance, and style, but also on how to best build a line of inquiry, how to gather high-quality evidence, and how to make one's thinking productively intersect with more than one scholarly or creative field.

Difference, Power, and Equity Notes: This course requires students to use an effective descriptive and critical vocabulary to discuss and analyze artifacts of hip hop culture, with attention to race, gender, class, sexuality, and other categories of social difference. They must understand the material, technological, historical, and cultural contexts that gave rise to hip hop culture, and proficiently synthesize scholarly perspectives related to the formation and transformations of hip hop from the early 70s to the early 21st cent.

Attributes: AFR Culture, Performance, and Popular Technologies AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora

Spring 2025

SEM Section: 01 TR 11:20 am - 12:35 pm Brian Murphy

AMST 252 (F) Im/mobilities (DPE) (WS)

Cross-listings: AAS 252 / SOC 252

Secondary Cross-listing

We think of the freedom to move as a mark of privilege. In the United States, passing a driving test, owning a car, and getting a passport are milestones that signal modernity and freedom. Likewise, we think of restrictions on movement as the domain of the underprivileged, such as the current and formerly incarcerated. But as the Covid-19 pandemic revealed, there have always been two sides to immobility: privileged as well as involuntary immobility. There are correspondingly two sides to mobility: those who move because they want to and others because they have no choice. In this class, students will explore conceptions of mobility as adventurous, free, and modern (as with jet-setting international elites). They will compare and contrast when mobility can be threatening, exclusionary, and limited (as recognized by the Black Lives Matter movement). This class invites students to interpret their environment through the lens of mobility and inequality. Drawing on sociology, anthropology, cultural studies, geography, and migration studies, this interdisciplinary course offers a beginning conversation on the causes and consequences of the freedom to move--or to stay still.

Requirements/Evaluation: Thoughtful and consistent class participation, several short reflection papers, two drafts of an opinion essay, class presentation

Prerequisites: None

Enrollment Limit: 15

Enrollment Preferences: Given to first-year students and sophomores, particularly those who have demonstrated an interest in AAS/SOC. If the course overenrolls, the instructor will send out a Google Form to make enrollment decisions.

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 252(D2) AAS 252(D2) SOC 252(D2)

Writing Skills Notes: Emphasis on the processes of writing and revising, several short papers on which students will receive close feedback, and drafts of a final written assessment

Difference, Power, and Equity Notes: This course explores a politics of im/mobilities: how we move through space through different bodies at the intersection of race, class, gender, ability, and citizenship. Students will use their own bodies as research sites for deepening their understanding of how we navigate the freedom to move or stay still.

Fall 2024

SEM Section: 01 MR 2:35 pm - 3:50 pm Phi H. Su

AMST 326 (F) Unfinishing America (DPE) (WS)

Cross-listings: ENGL 316

Primary Cross-listing

The Great American Novel is a moribund cliché. Few would argue that any one work of fiction could capture the essence of American life. In this class, we will flip the Great American Novel on its head by reading Ralph Ellison's unfinished second novel. After publishing the acclaimed *Invisible Man* in 1952, Ellison seemed poised to deliver the next Great American Novel. But he never did. When he died in 1994, 42 years later, he left behind thousands of pages of material, but no finished second novel. Why wasn't he able to finish it? Some of it was bad luck. Some of it was a struggle with genre and form. However, perhaps the real reason Ellison's novel proved impossible is what it was trying to say. This is a book about the historical trauma of racism. Therefore, the thesis of this class is that the Great American Novel cannot be written as long as American history remains whitewashed. Ellison's manuscript shows this in surprising ways, from its depiction of racial passing and the taboo of interracial sex to its extended exploration of Black and Indigenous cultures in the former Oklahoma Territory. In addition to Ellison, we will read the work of the Chicano author Tomás Rivera, whose fragmentary fictions provoke similar questions. This class culminates in a final project that asks students to "unfinish" an American cultural object.

Requirements/Evaluation: Class participation, Discussion facilitation, "Show and Tell" presentation of a cultural object, Reader's Guide, Final Project

Prerequisites: None

Enrollment Limit: 15

Enrollment Preferences: Sophomores, Juniors, and Seniors

Expected Class Size: 10-15

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 316(D1) AMST 326(D2)

Writing Skills Notes: Each student will be responsible for producing a reader's guide to Ellison's unfinished second novel. Students will write, rewrite, and revise their reader's guide throughout the semester. Three drafts will be due throughout the semester. A quality reader's guide will highlight the book's main themes, profile the main characters, and retrace the book's development. Students will also complete one draft of a guide to Rivera's novella, due at the end of the semester.

Difference, Power, and Equity Notes: "Unfinishing America" satisfies the Difference, Power and Equity requirement because it calls into question mainstream American culture from Black, Chicano, and Indigenous perspectives. It interrogates the relations of power that have driven American history, from the Civil War and Westward expansion in the 19th century to the struggle for Civil Rights against Jim Crow in the 20th. Finally, it asks what it would mean to have true equity amidst great diversity in American culture.

Attributes: AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora

Fall 2024

SEM Section: 01 TF 2:35 pm - 3:50 pm

AMST 372 (S) Technologies of Race (DPE) (WS)

Cross-listings: STS 373 / AFR 374

Primary Cross-listing

This course is an introduction to theories, methods, sources, and approaches for interdisciplinary research and creativity in and through the interdisciplinary field of American Studies. We will focus on the intersection of race, gender, sexuality, and disability with modern media technologies, from early photography in the mid-19th century to contemporary trends in machine learning and artificial intelligence. Through a process of shared inquiry, course participants will investigate the ways that historical legacies of oppression and futuristic speculation combine to shape human lives in the present under racial capitalism. Whether analyses of the automation of militarized border control in Texas, or of the ways that obsolete, racist concepts are embedded in machine vision and surveillance systems, the readings in the course will chart out the key moments in the co-evolution of race and technology in the Americas. Students will gain a working competence in all four tracks of the American Studies major (Space and Place; Comparative Studies in Race, Ethnicity, and Diaspora; Arts in Context; and Critical and Cultural Theory). Finally, we will also explore alternative paths toward a future where technology might help to effect the abolition of oppressive structures and systems, rather than continue to perpetuate them.

Requirements/Evaluation: Four papers, in-class writing/reflective work, and a final exam.

Prerequisites: none

Enrollment Limit: 16

Enrollment Preferences: AMST majors or prospective majors.

Expected Class Size: 16

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 372(D2) STS 373(D2) AFR 374(D2)

Writing Skills Notes: Students in this course develop a capacity to write generative arguments in an interdisciplinary scholarly context. Students will receive feedback not only on structure, substance, and style, but also on how to best build a line of inquiry, how to gather high-quality evidence, and how to make one's thinking productively intersect with more than one scholarly or creative field.

Difference, Power, and Equity Notes: This course requires students to contextualize technologies historically and in relation to one another, with attention to their entanglements with racial discourses and racism. Students gain critical skills that equip them to imagine possible futures where technologies serve increasingly as abolitionist tools.

Attributes: AFR Theories, Methods, and Poetics AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora AMST Critical and Cultural Theory Electives AMST Space and Place Electives

Spring 2025

SEM Section: 01 MR 1:10 pm - 2:25 pm Brian Murphy

AMST 407 (F) Colonialism and Critical Theory (DPE) (WS)

French philosopher Michel Foucault argued that "racism first develops with colonization, or in other words, with colonizing genocide." Many prominent philosophers have developed intellectual tools that can help us better understand the ongoing colonialisms that impact our world. At the same time, many of these same theorists--Foucault included--are criticized for failing to pay adequate attention to the colonialism that shaped their historical moments. Taking this paradox as our jumping-off point, this course will examine prominent philosophical and theoretical texts and assess their utility for understanding processes of colonialism, imperialism, and militarism. We will also explore how the interventions of Postcolonial Theory and Critical Indigenous Theory highlight gaps in prominent theories of political-economy, ideology, biopower, race, gender, sexuality, and more. How do ideas like orientalism, settler-colonialism, sovereignty, or decolonization challenge the traditional "canon" of critical theory? How do intellectual ideas evolve over time, and how can we use these tools to make sense of a complex world too-often organized around fundamental inequalities? In our class meetings students will develop the reading and discussion practices necessary to parse dense theoretical texts, and practice deploying theoretical concepts to better understand complex philosophical, ethical, and political questions. Since this course counts as a Senior Seminar (core course), writing will be organized around a longer, more intense research project that follows from a student's particular interests.

Requirements/Evaluation: Assignments will include participatory discussion, weekly responses to assigned readings, a midterm essay exam, and a final paper.

Prerequisites: Introductory course in American Studies, History, Native and Indigenous Studies, English, or Philosophy; or some prior coursework on colonialism, postcolonial theory, or critical theory

Enrollment Limit: 15

Enrollment Preferences: AMST senior major, but anyone with upper-level humanities training welcome

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

Writing Skills Notes: This course will develop student writing skills through short reading-response papers and smaller "low stakes" writing assignments, combined with a semester-long project that will break the research and writing process into manageable components, including revision and peer review.

Difference, Power, and Equity Notes: This course explores the intersections of race, gender, sexuality, class, and other social structures often organized around inequality. Students will develop tools to analyze how power shapes the differences produced by colonialism and similar historical processes.

Attributes: AMST Critical and Cultural Theory Electives AMST 400-level Senior Seminars

Fall 2024

SEM Section: 01 MW 11:00 am - 12:15 pm Stefan B. Aune

AMST 413 (S) Dreaming Latina/x Feminist Disability Studies (DPE) (WS)

Cross-listings: WGSS 475 / LATS 475

Secondary Cross-listing

In this course we will defy the traditional notion that disabled and queer people of color have no right to future dreams, as we collectively imagine how the emergent field of Latina/x feminist disability studies might take shape. What are the sites of focus, methods, and political commitments of Latina/x feminist disability studies? Where is the power in meaningfully uniting an analysis of disability to one of sexuality and gendered Latinidad? How does a Latina/x-centric approach productively inform our understanding of disability? What is the political potential of Latina/x feminist disability studies -- not exclusively as a set of theories, but also as a mindset and an everyday call to action? If we were to collectively compose a manifesto for Latina/x feminist disability studies, what might it contain? How might we actively cultivate a community of care in the classroom as well as other spaces at Williams? Just what might Latina/x feminist disability justice dreams look like? How might Latina/x feminist disability justice dreams *feel*? Feminist, queer, and disabled crip-of-color scholars have recently called for a more meaningful engagement with race in feminist disability studies. Simultaneously, we have also witnessed a small but steady growth in the amount of Latinx studies scholarship that thoughtfully integrates questions of disability. This interdisciplinary course responds to these important shifts in its focus on a series of topics bridging Latinx studies, gender studies, queer studies, crip studies, and critical disability studies. These include but are not limited to the body, the environment, temporality, labor, citizenship, dependency, and visibility/invisibility. Through these topics, we will explore the ways in which the different approaches to these specific issues across Latinx, critical disability, crip, queer and gender studies are in fruitful conversation with one another -- and sometimes even at odds -- as we actively interrogate the intersections of gender, race, ethnicity, sexuality, and disability within the everyday.

Requirements/Evaluation: Major assignments for this course include a semester-long independent research paper (15-20 pages) broken up into steps, participation in crafting the class manifesto, a semester-long collaborative artistic exercise, and a final reflection document (3-4 pages).

Prerequisites: None.

Enrollment Limit: 12

Enrollment Preferences: Priority given to LATS concentrators by seniority, followed by WGSS and AMST majors by seniority.

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Materials/Lab Fee: Lab fee: \$200 for art supplies per student

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 475(D2) LATS 475(D2) AMST 413(D2)

Writing Skills Notes: We focus on building writing and interdisciplinary research skills, with a particular emphasis on the processes of research, revision, and collaborative writing. The primary research paper (an independent project of 15-20 pages) is divided into stages, and students are required to revise and resubmit their work at various junctures in the research process. The written class manifesto requires students to compose a document together, revising their work as a group over the course of the semester.

Difference, Power, and Equity Notes: This course privileges an intersectional analysis regarding questions of race, ethnicity, gender, sexuality, and

disability. It obligates students to consider how these categories of difference actively work in tandem with one another in everyday US Latina/x and transnational (US-Latin America and the Caribbean) contexts. This seminar also underscores how these categories of difference are actually products of a given historical and political moment.

Attributes: LATS 400-level Seminars

Spring 2025

SEM Section: 01 TF 1:10 pm - 2:25 pm Maria Elena Cepeda

AMST 428 (S) Relationality and Its Antagonisms (DPE) (WS)

Cross-listings: AFR 396 / WGSS 428

Primary Cross-listing

Relationality has been the defining approach, feature, and framework of ethnic studies since its inception in the late 1960s. Since then, notable scholars have applied multiple keywords, including difference, comparison, entanglements, cacophonies, and intimacies, to emphasize how processes of racialization and racial formation are not isolated and separate but inextricably linked and shaped by one another. Only from these distinct, uneven, yet shared positions of oppression, as scholars argue, solidarity across race, gender, class, sexuality, and location may emerge. At its crux, this seminar will underscore major tensions and antagonisms *against* frameworks of relationality. Tracing primary sources, cultural expressions, and literature within the traditions of ethnic studies and transnational/women of color feminisms, it will trace the shifts in approaches to relationality, especially as it relates to practices of reciprocity and community-building across difference. At the same time, it will turn to works that name relationality as what Frank B. Wilderson calls a "ruse," or trick, that subsumes the specific, exceptional position of blackness. Our units will include discussions of Afro-Pessimism, indigeneity, racialized settler colonialism as well as queer theory debates on queer presentism (i.e., a queer "no future") versus queer futurity. Studying the tensions that emerge from multiple, distinct, and contradictory planes of power, oppression, and temporalities, how do we assess, work through, and reconcile, if at all, relations deemed as "irreconcilable" across vectors of difference?

Requirements/Evaluation: in-class participation, paper presentation, peer feedback, writing webs (short series of writing exercises), and final project developed from original research and/or creative work

Prerequisites: AMST 101 or WGSS 101

Enrollment Limit: 12

Enrollment Preferences: AMST and WGSS seniors and juniors

Expected Class Size: 12

Grading: yes pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 396(D2) AMST 428(D2) WGSS 428(D2)

Writing Skills Notes: Students will regularly engage in a series of writing exercises and submit a longer paper presentation that will be peer reviewed and revised.

Difference, Power, and Equity Notes: The main objective of the course is to study and assess ethnic studies' approaches to questions of difference, particularly as it relates to theories of racialization and relationality across multiple nodes of power and oppression.

Attributes: AFR Theories, Methods, and Poetics AMST Comp Studies in Race, Ethnicity, Diaspora AMST Critical and Cultural Theory Electives AMST 400-level Senior Seminars WGSS Theory Courses

Spring 2025

SEM Section: 01 W 1:10 pm - 3:50 pm Kelly I. Chung

AMST 490 (S) The Suburbs (WS)

Cross-listings: ENVI 491 / HIST 491

Secondary Cross-listing

The suburbs transformed the United States. At the broadest level, they profoundly altered spatial residential geography (especially in terms of race), consumer expectations and behavior, governmental policies, cultural norms and assumptions, societal connections, and Americans' relationship to

nature. More specifically, the different waves of post-World War II suburban development have both reflected large-scale shifts in how power and money have operated in the American political economy; and set in motion deep-seated changes in electoral politics, in Americans' understandings of how their income should be used, and in how the built landscape should be re-imagined. This tutorial will explore the rich historical literature that has emerged over the last twenty years to provide students with a history of the suburbs, to see the suburbs as more than simply collections of houses that drew individual homeowners who wanted to leave urban areas. We will focus most of our attention on the period from 1945 through the 1980s. Some of the questions we will consider will include: how did the first wave of suburban development bring together postwar racial and Cold War ideologies? Is it possible, as one historian has argued, that suburbs actually created the environmental movement of the 1960s? And how have historians understood the role that suburbs played in America's conservative political turn, leading to the election of Ronald Reagan?

Class Format: Students will meet with the professor either in assigned pairs or "trios" at a regularly scheduled time each week. Students in pairs will meet for one hour; students in trios will meet for 75 minutes.

Requirements/Evaluation: This class follows a typical tutorial format; every other week, students will write and present orally a 5- to 7-page essay on the assigned readings; on alternate weeks, students will write a 2-page critique. During two of the weeks of the semester (around the middle of the semester and at the end), all students will write papers that explore a common question or theme.

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: History majors and students with course work related to the topic.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 491(D2) AMST 490(D2) HIST 491(D2)

Writing Skills Notes: Students will reflect on what their writing goals are for the semester, and they will receive feedback on their writing from the professor and from their tutorial partner. The final writing assignment will afford students the chance also to reflect back on their previous papers and the semester's course content.

Attributes: AMST Space and Place Electives ENVI Humanities, Arts + Social Science Electives HIST Group F Electives - U.S. + Canada

Spring 2025

TUT Section: T1 TBA Karen R. Merrill

ANTH 216 (F) Cities and Urbanism of the Ancient World (WS)

Cross-listings: GBST 216

Primary Cross-listing

This is a course on cities in the ancient world, which will examine four major ancient urban centers (Nineveh and Nimrud, Iraq; Teotihuacan, Mexico; and Angkor, Cambodia) and end with a sustained, in-depth exploration of urbanism in prehispanic Maya civilization. As more and more people move into cities across the world, human societies are becoming forever transformed. This transformation into an urban globalized world has ancient roots at the beginning of the first civilizations in Euroasia and the Americas. We will delve into the nature of the urban transformation by first exploring sociological and anthropological definitions of urbanism, and recent studies of modern urbanism. We will look at Nineveh, Nimrud, Teotihuacan, and Angkor to consider how ancient urbanism was distinct from modern cities, while at the same time, ancient urbanites had to deal with similar issues as residents of modern cities. We will then examine in more depth the cities of prehispanic Maya civilization, answering such questions as: how different were Maya cities from other premodern ones? Is there one type of Maya city or many? How different was life in Maya cities from life in Maya villages? What were the power structures of Maya cities? How common were immigrants and slaves in these ancient cities?

Requirements/Evaluation: 5-page papers every other week, oral responses on alternate weeks; tutorial attendance is required.

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: first years, sophomores, or majors in Anthropology or Sociology

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

GBST 216(D2) ANTH 216(D2)

Writing Skills Notes: Throughout the semester, writing skills (developing an argument, construction of paragraphs, use of case studies) will be emphasized. An opportunity to rewrite at least one tutorial paper will allow students to actively apply what they are learning.

Attributes: GBST Urbanizing World

Fall 2024

TUT Section: T1 TBA Antonia E. Foias

ANTH 217 (S) Indigeneity Today: Comparative Indigenous Identities in the US and Russia (DPE) (WS)

Cross-listings: RUSS 217

Primary Cross-listing

Indigenous movements for land, rights, and cultural preservation have spread to and originated in all corners of the world. However, the global nature of these movements at times obscures ways of being Indigenous in differing contexts. This course analyzes Indigeneity in both the United States and Russia today. Through reading and analyzing ethnography, theory, and literature, it focuses on Indigenous peoples in a comparative context. Rather than prioritizing concern with Indigenous peoples emerging from the US, it attempts to demonstrate what Indigeneity has been in both the United States and Russia and what it is and means today. It asks the following questions: what is Indigeneity and who is Indigenous; how is Indigenous identity constructed and by whom; and what convergences and divergences exist in Indigeneity between the US and Russia or for that matter in other contexts? To help answer these questions, in this course we will grapple with Indigeneity as a social category and other social formations, especially ethnicity, nationality, and race. Topics include: Indigeneity and the State, Revitalization and Resurgence, Indigenous People and Nature Protection, and Hemispheric and Global Indigenities.

Requirements/Evaluation: 10 posts to the course Glow discussion page, 3 times leading class discussion on the assigned readings, 1 short presentation, 1 extended portfolio project with regular shorter and longer writing submissions, and 1 final paper and final presentation (as the final part of the portfolio).

Prerequisites: None

Enrollment Limit: 16

Enrollment Preferences: Majors and certificate-seekers in Russian, then majors in Anthropology and Sociology, and then Global Studies concentrators

Expected Class Size: 12-15

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

RUSS 217(D1) ANTH 217(D2)

Writing Skills Notes: This course has the following assignments: Weekly post to the Glow discussion page, 1 extended project with regular writing submissions, 1 final paper and final presentation. For the extended project, we will have instructor feedback for all project assignments. In instructor feedback, comprehension of the material and the content of the writing, improvement in writing style and clarity, and development of voice will be discussed. There will also be peer feedback/review.

Difference, Power, and Equity Notes: In the course, students will learn about Indigeneity as a context-specific social formation. It understands Indigeneity as a category of difference with past and present importance. We will read about, discuss, and write about Indigeneity as a social category, along with other social categories it arose alongside (such as race, ethnicity, and nationality), and how it has been mobilized by both those who identify as Indigenous and by those who designate others as Indigenous.

Spring 2025

SEM Section: 01 TF 2:35 pm - 3:50 pm Kamal A. Kariem

ANTH 243 (S) Reimagining Rivers (DPE) (WS)

Cross-listings: ENVI 243

Secondary Cross-listing

In the era of climate change and widening inequality, how we live with rivers will help define who we are. Rivers are the circulatory systems of civilization, yet for much of modern history they have been treated as little more than sewers, roads, and sources of power. Today they are in crisis. Rivers and the people who rely on them face a multitude of problems, including increased flooding, drought, pollution, and ill-conceived dams. These problems will threaten human rights, public health, political stability, and ecological resilience far into the future unless we learn to manage rivers more justly and sustainably. Can we reimagine rivers before it is too late? This course will pursue this question by examining the social, cultural, and political dimensions of conflict over rivers in the twentieth and twenty-first centuries. Drawing on scholarship from a wide range of social science and humanities disciplines and focusing on case studies in Asia, Africa, Europe, and the Americas, it will explore a diverse array of sources: film, fiction, ethnography, history, journalism, and more.

Requirements/Evaluation: Each week, each student will either write a 5-page essay on assigned readings or write a 2-page critique of a partner's paper.

Prerequisites: None

Enrollment Limit: 10

Enrollment Preferences: Environmental Studies majors and concentrators

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 243(D2) ANTH 243(D2)

Writing Skills Notes: Students take turns writing 5-page essays and 2-page responses to those essays, with each writing 6 in total. For each five-page paper, I meet with the student to discuss technical aspects of the paper and specific ways in which it could be improved. At the end of the semester, students have the option of handing in one revised paper as part of a portfolio of papers from throughout the semester. This enables me to have an ongoing, in-depth discussion with each student about their writing skills.

Difference, Power, and Equity Notes: This course focuses on the role of rivers in struggles over cultural difference, social power, and environmental equity. Throughout the course, students read and write extensively about environmental justice, and they engage with diverse theoretical approaches to studying the intersection of water, power, and social identity. Our focus from beginning to end is on the profound impact of river management on the lives of marginalized indigenous, agrarian, and urban communities.

Attributes: ENVI Humanities, Arts + Social Science Electives

Spring 2025

TUT Section: T1 TBA Nicolas C. Howe

ARAB 201 (F) Intermediate Arabic I (DPE) (WS)

This course will build on the students' acquisitions in Arabic 102 to consolidate their learning of the Modern Standard Arabic and one variety of spoken Arabic. In addition to expanding students' vocabulary and enhancing their communication skills, the course will deepen their knowledge and use of grammar in both speaking and writing. Upon successful completion of this course, students will be able to hold conversations in Arabic with some fluency on a variety of topics while developing cultural appreciation of Arabic-speaking countries.

Requirements/Evaluation: quizzes, tests, homework, and active class participation

Prerequisites: ARAB 102 or placement test

Enrollment Limit: 18

Enrollment Preferences: If the course is overenrolled preference will be given to those who intend to major or do a certificate in Arabic.

Expected Class Size: 14

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE) (WS)

Writing Skills Notes: This course involves a great deal of writing, ranging from vocabulary and grammar-focused exercises to written assignments about a variety of topics. Students will receive extensive and timely feedback on this written work.

Difference, Power, and Equity Notes: Any language is the locus of issues of difference, power, and equity. Students will learn about gender and pronouns. They will wonder why Arabic does not have a gender neutral pronoun. Students will understand how Arabic acts as a dominant language in places minority languages in the Middle East and North Africa. Students will emerge from the course with a critical understanding of Arabic language's politics.

Fall 2024

SEM Section: 01 TR 9:55 am - 11:10 am Brahim El Guabli

ARAB 209 (S) Saharan Imaginations (DPE) (WS)

Cross-listings: COMP 234 / ENVI 208

Primary Cross-listing

Deconstructing reductive Saharanism, which the course conceptualizes as a universalizing discourse about deserts, this course seeks to critically examine the myriad assumptions that are projected upon deserts across times and cultures. In addition to their depiction as dead and empty, deserts have become a canvas for the demonstration of religiosity, resilience, heroism and athleticism. Cultural production, particularly literature and film, do, however, furnish a critical space in which important questions can be raised about deserts' fundamental importance to different cultures and societies. Drawing on novels, films, and secondary scholarship, the course will help students understand how myth, memory, history, coloniality/postcoloniality, and a strong sense of ethics are deeply intertwined in the desert sub-genre of African, Euro-American, and Middle Eastern literatures. Whether grappling with transcontinental issues of climate change, cannibalization of biodiversity or overexploitation of natural resources, desert-focused cultural production invites us to interrogate the politics of space and place as well as mobility and spatial control as they relate to this supposedly dead nature.

Requirements/Evaluation: active participation, short presentation, short weekly responses on GLOW, midterm exam, and final paper

Prerequisites: none

Enrollment Limit: 14

Enrollment Preferences: If the course is over-enrolled, students will be required to provide a 200-word paragraph in which they explain how the course fits within their plan of study at Williams.

Expected Class Size: 14

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ARAB 209(D1) COMP 234(D1) ENVI 208(D1)

Writing Skills Notes: Students will receive constant and extensive feedback on their written work. Students will write regular weekly responses on Glow, a reflection statement, two 5pp. papers for midterms, and one 10pp. final paper.

Difference, Power, and Equity Notes: Students will gain critical awareness of the imbrication of power, hegemony, economic injustice, and colonial policies in the disruption of indigenous conceptions of the Saharan space. Students will also be able to question representations of the Sahara as a dead or empty space by engaging with locally produced alternative conceptualizations of place. Finally, students will produce written assignments that address issues of power and environmental discrimination.

Attributes: ENVI Humanities, Arts + Social Science Electives

Spring 2025

SEM Section: 01 MR 2:35 pm - 3:50 pm Brahim El Guabli

ARAB 301 (F) Advanced Arabic 1 (WS)

A continuation of Intermediate Arabic, ARAB 301 aims to expand students' listening, reading, writing, and speaking skills in Arabic. The course will also stimulate students' intellectual curiosity about the Arabic-speaking regions and enhance their intercultural competence. Using Al-Kitaab as well as a variety of authentic written and audiovisual materials, the course will advance their proficiency in Modern Standard Arabic. The course will also encourage enrolled students to engage critically with a wide variety of topics in Arabic language as they enrich their knowledge of the different aspects of Arabic language and culture. Students at this stage will also be assisted to generate more complex written and oral assignments.

Requirements/Evaluation: active class participation, daily assignments, presentations, quizzes, midterm exam, final exam

Prerequisites: ARAB 202 or equivalent

Enrollment Limit: 8

Enrollment Preferences: Arabic majors and anyone who has a level-appropriate knowledge of Arabic language.

Expected Class Size: 2

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (WS)

Writing Skills Notes: Students will be writing multiple drafts in Arabic; the weekly written work expected from students is 800 words in Arabic language, students will also be doing translations from Arabic into English or vice-versa; and all written work from students will be evaluated, and students will receive feedback to rework it. Students will receive detailed and consistent feedback about their writing in Arabic language.

Fall 2024

SEM Section: 01 MWF 11:00 am - 12:15 pm Nicholas R Mangialardi

ARAB 302 (S) Advanced Arabic 2 (DPE) (WS)

A continuation of Advanced Arabic 1, ARAB 302 aims to reinforce students' listening, reading, writing, and speaking skills in Arabic through a deeper engagement with authentic materials. Built around a plethora of texts and audiovisual materials, the course seeks to assist students to develop their language and critical thinking skills in Arabic. Situated at the intersection of language learning and content teaching, this course will prepare students for more scholarly engagement with Arabic in the fourth year. Like ARAB 301, the course will be conducted entirely in Arabic.

Requirements/Evaluation: Reflections, discussions, essays, reading and writing project, quizzes, exams, and presentations.

Prerequisites: ARAB 301 or equivalent

Enrollment Limit: 18

Enrollment Preferences: Arabic Studies, or students who completed ARAB 301

Expected Class Size: 7

Grading: yes pass/fail option, no fifth course option

Distributions: (D1) (DPE) (WS)

Writing Skills Notes: Students will engage in daily writing and reflections involving prose responses (blogs, commentaries, etc.) to discussion prompts, movies, YouTube videos, comic analysis and articles. The students will also work on a portfolio with entries that will involve a careful process of revisions as well as rigorous research in Arabic recourses, summaries and essays. The instructor will give daily feedback on students' writing as well as training in writing skills to advance their writing abilities.

Difference, Power, and Equity Notes: The students will engage in an exploration of social, political, and economic realities in Arab societies across state and community boundaries. They will examine similarities and differences across a variety of contexts involving differential power dynamics, biases, and gender roles. The selected texts will also expose students to issues of power and inequality based on internal and external factors in Arab societies as well as the social struggles of immigrants and refugees.

Spring 2025

SEM Section: 01 MWF 10:00 am - 10:50 am Nicholas R Mangialardi

ARAB 320 (F) Poetry of Indignation: Poetics and Transnational Liberation (DPE) (WS)

Cross-listings: AFR 328 / COMP 335

Primary Cross-listing

Poetry is usually associated with beautiful, metered, and charged language. However, beyond its poeticity, poetry has also functioned as a tool of liberation and transnational construction of identities and solidarities. States have national poets, and, in many countries, national anthems were written by famous poets. From Abu al-Qasim al-Shabbi and Claude McKay to Pablo Neruda, poetry has acted as a space for life, rebellion, resistance, revolution, and the defense of a common humanity that transcends the barriers of language and national aesthetics. This course draws on a variety of materials from the Caribbean to Africa and from the Middle East to India to conceptualize a "poetics of indignation" against slavery, social injustice, colonization, authoritarianism, capitalism, and globalization. The students in this course will read poets, such as Okot p'Bitek, Derek Walcott, Tsitsi Jaji,

Mahmoud Darwish, and Pablo Neruda, among many other poets, to examine how poetics changed and shifted across times and geographic boundaries while retaining a commitment to indignation, rebellion, and anger at almost the same recurring oppressive forces.

Requirements/Evaluation: Two 5pp. midterm papers; a 1000-word reflection statement; weekly GLOW posts; one 10-minute presentation; active participation in the discussions in class.

Prerequisites: None

Enrollment Limit: 14

Enrollment Preferences: If the class is overenrolled, the students will submit a 200-word paragraph in which they explain how the course fits within their plan of study at Williams.

Expected Class Size: 14

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 328(D2) COMP 335(D1) ARAB 320(D1)

Writing Skills Notes: The students in this course will receive intensive feedback on their writing. This includes writing two 5pp. papers as well as a 10pp. final paper. The students will submit weekly GLOW posts and a final reflection statement.

Difference, Power, and Equity Notes: The students will understand that poetry is a field in which power dynamics and imbalances of access to resources are reflected. They will also pay attention to who writes what and who publishes where in order to understand the imbrication of inequality within the institutions that produce, disseminate, and reward poets.

Fall 2024

SEM Section: 01 MR 2:35 pm - 3:50 pm Brahim El Guabli

ARAB 335 (F) Rhymes, Romance, and Revolution: Arabic Poetry in Translation (WS)

Since pre-Islamic times, poetry has been "the record of Arab history," as an old adage holds. From ancient tribal odes and medieval mystical verse to modern love lyrics, Arabic poetry speaks to how people of the region have lived and interacted. Yet, beyond just recording, poetry has also played a central role in shaping society, culture, and politics in the Arab world. This course introduces students to the poetic tradition(s) of the region, traversing a broad chronology (early Islamic, medieval, modern) to explore such questions as: what are the themes and structures of Arabic poetry? Which elements have changed or persisted over time? And how is it that even classical Arabic poems continue to resonate with younger generations today? We will consider such questions as we read Arabic poems in translation, analyzing how these texts were composed, recited, set to music, and, sometimes, censored or banned by authorities. Students will become familiar with Arabic poetic genres--Classical, Sufi/religious, Diaspora, Free Verse--as well as major poets in the literary tradition. Readings and discussion will be in English. No knowledge of Arabic or poetry required.

Requirements/Evaluation: Daily attendance and participation in class discussion; short essays (1 page) every two weeks, final presentation, and final paper (10-12 pages).

Prerequisites: None

Enrollment Limit: 15

Enrollment Preferences: Arabic majors; Comparative Literature majors

Expected Class Size: 10

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (WS)

Writing Skills Notes: Students will develop their writing skills by submitting one-page unit responses every two weeks and a final paper of 10-12 pages on a topic of their choice. Students will receive feedback on each writing assignment and have opportunities for multiple drafts and peer review throughout the semester with instructor and course Writing TA.

Fall 2024

SEM Section: 01 MR 2:35 pm - 3:50 pm Nicholas R Mangialardi

ARAB 340 (S) Arab Women Memoirs: Writing Feminist History (DPE) (WS)

In this seminar we review selected autobiographical writings by Arab women writers from the wave of independence in the 20th century to the contemporary Arab uprisings, passing through all the transformations that globalization and the technosphere have instigated. We will examine the role that first-voice narrative plays in shaping literature, history and thought, while providing a space to reclaim cultural, social and political agency. Focusing on the different articulations of self-representation, our discussion will address how these women reflect on the shifting discourses of identities, gender, nationalism, religion, feminism, sexuality, politics, borders and their histories. Questions we will address include: How did these memoirs contribute to the development of Arab feminist consciousness? How did these women writers carve a literary space for feminist memory in modern Arabic literature? In addition to the memoirs, we will look at women's blogs and watch films that focus on first-person narrative to discuss related topics, such as, visual testimonies, virtual political participation and feminist resistance in the technosphere.

Requirements/Evaluation: Students will write the following: three response papers (2-3 pages), at least 6 journals entries (300 words per entry) and a final analytical research essay (7-10 pages). They will have a final performance project.

Prerequisites: None

Enrollment Limit: 19

Enrollment Preferences: Arabic Studies majors

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (DPE) (WS)

Writing Skills Notes: In addition to writing several short papers, a final research paper, a reflection on their final performance project, students will write six journals. The combination of research writing, personal reflection echoes the creative non-fiction genre of the course. It also provides students with the opportunity to reflect on forms of history/memory writing.

Difference, Power, and Equity Notes: Gender inequality, sexism, and the intersection of colonialism, nationalism and capitalism are the heart of this course. The memoirs of Arab women writers from the late 19th century to the present continue depict the history of women's movement and the struggle for women's rights in the Arab-speaking world while addressing the different hierarchies of power and domination that regulate them to second class citizens. Students will learn DPE vocabulary and critical terminology.

Attributes: WGSS Racial Sexual + Cultural Diversity Courses

Spring 2025

SEM Section: 01 MR 1:10 pm - 2:25 pm Amal Egeiq

ARAB 369 (F) Indigenous Narratives: From the Fourth World to the Global South (DPE) (WS)

Cross-listings: COMP 369 / HIST 306 / GBST 369

Secondary Cross-listing

In the late 20th century, world literature has witnessed a "boom" in indigenous literature. Many critics and historians describe this global re-emergence of the subaltern and the indigenous in terms of literary justice fostered by post-colonial studies and the adoption of the Declaration of the Rights of Persons Belonging to National or Ethnic, Religious and Linguistic Minorities, by the UN General Assembly on December 18, 1992. In this course, we will investigate this "indigenous boom" by reading novels and short stories from the Americas, the Middle East and North Africa from the 1970s to the present. Through these trans-regional and trans-historical peregrinations, our principal goal will be to examine and compare narratives about conquest, settler colonialism, colonial nationalism, indigeneity, sovereignty, indigenous epistemology and philosophy. At the same time, we will consider the following questions: How did pioneering indigenous women writers, such as the Laguna Pueblo Leslie Marmon Silko in the US and the Mayan playwrights of La Fomma in Chiapas, Mexico lead the feminist front of the indigenous literary renaissance? How did Palestinian folktales, Amazigh poetics in the Maghreb, and Mayan dream narratives in Mexico and Guatemala produce narratives of decolonial history? What does the aesthetics of magical realism in Arabic, Quechua and Spanish, respectively, as evident in the works of the Kurdish writer Salim Barakat (Syria) and the mestizo writer José María Arguedas (Peru) tell us about the intersection of race, ethnicity, and indigenous epistemology? What is the connection between the recent "boom" of English translations of Indigenous texts and neoliberalism, multiculturalism and neo-colonialism? Ultimately, our goal is to trace how these texts contributed to global indigenous literature and the trans-historical and trans-geographical connections between them.

Requirements/Evaluation: active class participation, several short response assignments (3-4 pages), two film reviews (1 page), a performance project, and a final paper (7- to 10-pages)

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Comparative Literature majors

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 369(D1) HIST 306(D2) ARAB 369(D1) GBST 369(D2)

Writing Skills Notes: This course will enable students to write weekly while engaging with various forms of writing skills: articulating arguments in short response papers (3-4 pages each), developing visual criticism through writing two film reviews, (1 page each), journaling through writing a personal reflections on a performance project, and honing research language in producing a final paper of 7-10 pages. Instructor's feedback and peer review sessions will include review of drafts and argumentative structures.

Difference, Power, and Equity Notes: At the heart of this course is the history of global Indigenous struggle for liberation and decolonization. The various novels, short stories, poems, films and other texts that students will engage with narrate histories of colonial dispossession, racial oppression, economic subjugation and dehumanization of minoritized Indigenous communities in the Americas, North Africa and the Middle East.

Attributes: GBST Borders, Exiles + Diaspora Studies

Fall 2024

SEM Section: 01 MR 1:10 pm - 2:25 pm Amal Egeiq

ARAB 403 (S) Beyond the Letter: Visual Culture in the Arabic-Speaking World (DPE) (WS)

Whereas poetry has been historically celebrated as the defining form of an "authentic" Arab culture from the pre-Islamic world to the present, visual culture, such as paintings, sculptures, installations, videoart, and photography, among others, has been relegated to the contemporary, the modern, the Westernized, and thereof, a representation of a less "authentic" Arab culture. In this course, we will challenge this false dichotomy by examining a variety visual culture artifacts from the Arabic-speaking world. Although the scope of our discussion will be limited to works from the 19th century to the present, our questions will investigate the deep roots of visual art in the Arabic-speaking world. We will also examine the work of poets-painters, such as Jabra Ibrahim Jabra and Etel Adnan that expanded from Palestine, Lebanon and Iraq to the United States, the manifestos of the Arab Surrealist Movement in Cairo in the 1930s, the Baghdad Modern Art Group in the 1950s and more recent works by individual artists navigating post-modern aesthetics, and dystopian futures, including Radia Bent Lhoucine, Amina Zoubair, Sophia Al-Maria and Juamana Manna, among others. In discussing these works, we will reflect on political and social events that shaped the production of visual culture in the Arabic-speaking world from the Gulf to the Maghreb. In addition to reading artists statements, exhibition reviews, art magazines and museum brochures that speak to the alphabet of visual culture, we will listen to interviews and watch short clips. In the process, we will active advanced grammar and vocabulary skills and employ paralinguistic analysis. The course is taught in Arabic.

Requirements/Evaluation: Active in-class participation; active participation in discussion forums on GLOW; weekly writing assignments of 2-3pages; two in-class presentations; a final 10-pages essay.

Prerequisites: ARAB 302

Enrollment Limit: 10

Enrollment Preferences: ARBIC

Expected Class Size: 7

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE) (WS)

Writing Skills Notes: Students will write 2-3 pages weekly and will produce a 10-pages essay at the end of the course. They will also provide written feedback to in-class presentations and online discussions. The writing assignments will involve working with several drafts, revisions, and regular annotations of artwork.

Difference, Power, and Equity Notes: This course is motivated by addressing the power dynamics between art forms in the Arabic-speaking world (poetry versus visual culture). It also explores the intersection of gender, ethnicity, and access to different expressions and venues of art and art production.

Spring 2025

SEM Section: 01 MW 11:00 am - 12:15 pm Amal Egeiq

ARAB 414 (F) Displacement: Global Histories of Refugees and Forced Migration (DPE) (WS)

Cross-listings: GBST 414 / HIST 402

Secondary Cross-listing

The Middle Eastern refugee has become a central figure in debates on migration, asylum, and the right to belong in Europe, Asia, and North America. Often stereotyped as threatening, alien, and rootless, these migrants are generally depicted as lacking histories and by extension not worthy of consideration or empathy. This course invites students to understand some of the most tragic humanitarian crises of our time and the massive involuntary displacements provoked by war, violence, and/or climate change. Taking a global perspective, this seminar examines the history of displacement, refugees, migration, diaspora in a focusing on the nineteenth century through the present. With special attention to the historical experience of various peoples of the Middle East, the course will start with theoretical approaches to the study of migration and then delve into case studies. A range of different moments of displacement will be analyzed such as the experiences of Armenians, Jews, Palestinians, Syrian, Iraqis, and Kurds. By examining the human geography and politics of forced displacement and migration, this course will address a number of important academic and political questions: what makes a history written by, about, and for displaced people powerful? How can writing from the perspectives of refugees challenge core debates about identity, the nation and borders? How does the focus on displacement help in understanding the nature of war and conflict?

Requirements/Evaluation: Final 25 page research paper, several drafts of paper, class presentations and in class writing exercises.

Prerequisites: None

Enrollment Limit: 15

Enrollment Preferences: History and Arabic Studies majors and Global Studies concentrators.

Expected Class Size: 15

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ARAB 414(D2) GBST 414(D2) HIST 402(D2)

Writing Skills Notes: This research seminar will involve the writing of a final 25 page paper. Prior to that stage, each process of writing will involve moments of feedback and sharing. Students will submit a proposal early on in the semester and then write an outline. These will receive peer and instructor feedback. They will then submit a five page draft in October, a 10 page draft in November, before the final submission in December. In this way, they will have opportunities to rework and improve their writing.

Difference, Power, and Equity Notes: This course takes a comparative approach by exploring the predicament of some of the most vulnerable people in the world, i.e, displaced peoples and refugees. The course will consider their legal status and their experience of leaving their homes due to wars or natural disaster. The area of study is the Middle East and we will examine the historical experience of a number of different people in the region including Kurds, Palestinians, Sephardi Jews, and Syrians.

Attributes: HIST Group E Electives - Middle East

Fall 2024

SEM Section: 01 M 7:00 pm - 9:40 pm Magnús T. Bernhardsson

ARTH 215 (F) Envisioning the Sacred: Representation and Religion in Christian and Muslim Cultures (WS)

Cross-listings: ASIA 212 / REL 211

Primary Cross-listing

How did medieval Christians and pre-modern Muslims imagine the sacred and how did they give what they imagined pictorial form? How were these pictures used, both in public and in private life, and why? How did the art of these unique religious traditions forge connections between the visible and invisible worlds? Paying particular attention to the function and experience of works of art within Christian and Islamic cultures, this seminar examines the evolution of devotional visual expression, while also exploring the problems sacred images generated in these distinct yet often overlapping traditions. Through readings and class discussion, the course will investigate, among other topics: the varied attitudes toward the representability of God in Judaism, Islam, and Christianity; the impact of earlier image traditions on the religious art of medieval Christians and pre-modern Muslims; the cult of the devotional image, concerns over idolatry, and the destruction of images; ideas about spiritual versus physical vision and their influence on the making and viewing of pictures; the relationship of sacred images to relics and to various aspects of organized ritual; and the possible roles played

by pictures of the sacred in silencing or giving voice to dissent.

Requirements/Evaluation: Participation in class discussion; oral presentation; five 3-4-page papers, and a final 6-page paper

Prerequisites: None

Enrollment Limit: 12

Enrollment Preferences: Sophomores then juniors, but open to all

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Unit Notes: This seminar will be team taught, by Murad Mumtaz and Peter Low

Distributions: (D1) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ASIA 212(D1) ARTH 215(D1) REL 211(D2)

Writing Skills Notes: In this 200-level seminar, students will develop skills of critical reading and focus on how to craft clear and persuasive arguments of their own. To help them achieve these goals, they will receive timely comments on their written work, especially the five 3-4-page papers they will submit, with suggestions for improvement.

Attributes: ARTH pre-1800

Fall 2024

SEM Section: 01 TF 2:35 pm - 3:50 pm Peter D. Low, Murad K. Mumtaz

ARTH 218 (F) From the Battlefield to the Hermit's Cell: Art and Experience in Norman Europe (WS)

Cross-listings: WGSS 284 / REL 284

Primary Cross-listing

This tutorial provides students with the chance to investigate in-depth three of the most astonishing works of art created during the entire Middle Ages: the Bayeux Tapestry (c.1077-1082), the Cappella Palatina (c.1130s-1166), and the Psalter of Christina of Markyate (1120s-1160s). Created within a hundred years of each other all within territories controlled by the Normans--a warrior dynasty that settled in northern France in the 10th century and then expanded north into England and south into Italy in the 11th and 12th centuries--each of these works is unprecedentedly ambitious in scale, dazzling in its material properties, and survives in its original wholeness, a rarity in the medieval world. Despite these similarities, however, each work is very different from the other two and so sheds light on very different aspects of Norman experience, across Europe. The Bayeux Tapestry, likely made by female embroiderers for a baronial hall, is a giant textile (over 70 meters long) that in gruesome and fascinating detail tells the story of the Norman invasion of England by William the Conqueror in 1066. The Cappella Palatina in Palermo, in turn, commissioned by King Roger II, is a royal chapel covered in sumptuous mosaics that reveals through its decoration and ritual the dynamic interaction of Islamic, Byzantine, and Latin Christian traditions in the multicultural Norman kingdom of Sicily in the 12th century. And the Psalter of Christina of Markyate, a large prayerbook made for the use of a female recluse in southern England, contains 40 full-page paintings and 215 decorated initials, a vast and inventive program of imagery that through its creative profundity helped reshape private devotional art and culture for centuries to come. Through their variety, then, these three objects--an embroidery, a building, and a book--give students insight into the rich array of concerns and aspirations, from the political to the spiritual and from the public to the private, that gave substance and meaning to 11th- and 12th-century European life, for women as well as men. What is more, these three remarkable works of art have been the focus of much interesting scholarship in recent years, so an exploration of some of that literature provides a compelling introduction to the discipline of art history itself, past and present.

Requirements/Evaluation: Participation in discussion; five 4-5-page tutorial papers; five 1-2-page response papers.

Prerequisites: None

Enrollment Limit: 10

Enrollment Preferences: First years and sophomores, but open to all.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 284(D2) REL 284(D2) ARTH 218(D1)

Writing Skills Notes: In this tutorial, students will develop skills of critical reading and focus on how to craft clear and persuasive arguments of their own. To help them achieve these goals, they will receive timely comments on their written work, especially the five 5-7-page papers they will submit, with suggestions for improvement.

Attributes: ARTH pre-1800

Fall 2024

TUT Section: T1 TBA Peter D. Low

ARTH 301 (S) Methods of Art History (WS)

This course on the methods and historiography of art history offers art-history majors an overview of the discipline. The course surveys influential definitions of the discipline, the evolving tasks it has set itself, and the methods it has developed for implementing and executing them. Works of art will inevitably enter into our discussions, but the main objects of study will be texts about art as well as texts about methods for an historical study of art. The course is designed to offer a pluralistic perspective on key theoretical and methodological approaches to art history. Readings will regularly compare the Western discipline with frameworks from other parallel cultures. Topics include: style and periodization; iconography, narratology, and phenomenology; the social functions of images and the social history of art; the materiality of art; race, gender, and sexuality; the global scope of art and art history.

Requirements/Evaluation: six 1,000-word analytical essays plus one 2,000-word writing project. Participation in class discussion. Attendance.

Prerequisites: any prior ARTH course (one or more 100-level ARTH course[s] recommended). In the absence of prior coursework in art history, permission of instructor is necessary for admission.

Enrollment Limit: 19

Enrollment Preferences: The course is limited to art-history and (with permission) art history/studio majors. If the course is over-enrolled, preference will be given to senior AH majors, then juniors. Second-year students intending to major in art may enroll with permission.

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Unit Notes: Satisfies the ARTH 301 requirement for the art-history major. Will satisfy the methods/junior seminar requirement for the history/studio major, but students wishing to do so must have permission of instructor to enroll.

Distributions: (D1) (WS)

Writing Skills Notes: Students submit one 1,000-word essay every other week, for a total of six short essays. In addition, they submit a 2,000 writing project at the end of term. The purpose of the essays is to analyze the arguments and rhetoric of influential art-historical scholarship and criticism. The subject of the course, then, is how to write as an art historian. We discuss not only the content of the essays we read and write but also the form, both in class and in office hours.

Spring 2025

SEM Section: 01 MR 2:35 pm - 3:50 pm Murad K. Mumtaz

ARTH 302 (F) Methodologies of Art History (WS)

The purpose of this course is to trace the origin and development of key ideas that define the discipline of art history. They include the idea that art has a history, that style is unique to individuals but also definitive of entire periods or cultures, that interpretation should be contextual, that representation is fundamentally subjective, that art can be an instrument of power, that reception is as much a part of the history of art as production, among many others. This course begins with a series of texts from around 1900, which drew upon nineteenth-century fields such as cultural history, psychology of perception, and psychology of empathy, to articulate the first methodologies of art history. The course then considers the critiques of those methods that emerged in the middle twentieth century from the fields of iconology, marxism, feminism, structuralism, and ethnic studies, among others. The course concludes with a consideration of the current interest in a global history of art from perspectives such as anthropology, curation, phenomenology, aesthetics, new materialism, and "Bildwissenschaft. In this way, it becomes possible to see that the history of art is not merely the sum total of information available throughout the world about art objects, but also a coherent tradition of methodological debate about what are the most effective and responsible ways of writing the history of art.

Class Format: One one-hour recorded lecture per week will be upload to Glow.

Requirements/Evaluation: Six 1,000-word analytical essays. Six short responses to the papers of tutorial partners. Participation in class discussion.

Attendance.

Prerequisites: Two prior ARTH courses (100-level ARTH courses are ideal). In the absence of prior coursework in art history, permission of instructor is necessary for admission.

Enrollment Limit: 19

Enrollment Preferences: Art-history majors (seniors, then juniors). Then history and studio majors who need to complete the methods requirement. Then second-years intending to major in art history, by permission.

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Unit Notes: Satisfies the requirement for methods of art history for the art-history major. It will also satisfy the methods requirement for the history and studio major.

Distributions: (D1) (WS)

Writing Skills Notes: Students submit one 1,000-word essay every other week, for a total of six short essays. The purpose of the essays is to analyze the arguments and rhetoric of influential art-historical scholarship and criticism. The subject of the course, then, is how to write as an art historian. We discuss not only the content of the essays we read and write but also the form, both in class and in office hours.

Fall 2024

SEM Section: 01 TR 9:55 am - 11:10 am Guy M. Hedreen

ARTH 322 (S) Cold War Aesthetics in Latin America (DPE) (WS)

The Cold War was far more complex than a military conflict, with battles waged more in the symbolic than in the physical realm. The Cold War was therefore "everywhere and nowhere," as new superpowers maneuvered to maintain geopolitical balance. Through a transnational lens this course considers the Cold War in Latin America as an aesthetic phenomenon with many facets, to recover how artistic practices unfolded myriad--and often conflicting--ideas regarding power, cultural influence, modernization, and revolution.

Requirements/Evaluation: Active participation, leading discussion, and five four-page writing assignments.

Prerequisites: One ARTH course.

Enrollment Limit: 12

Enrollment Preferences: If overenrolled, preference will be given to Art History majors.

Expected Class Size: 10

Grading: no pass/fail option, yes fifth course option

Distributions: (D1) (DPE) (WS)

Writing Skills Notes: This course foregrounds writing and peer reviews to develop critical thinking. We will have five four-page writing assignments, spaced throughout the semester, which will incorporate our class discussions and research. Students will receive critical feedback on both form and content from their professor and from their peers.

Difference, Power, and Equity Notes: This course fulfills DPE requirements through historical and visual analyses that examine the contestations of power that defined the Cold War era and their ramifications in the shaping of notions such as modernism, modernization, progress, citizenship, and resistance. The course takes a transnational perspective to analyze diverse artistic practices in relation to race, gender, and class dynamics, and to issues of cultural imperialism, nationalism, revolutionary politics, and globalization.

Attributes: ARTH post-1800

Spring 2025

SEM Section: 01 R 1:10 pm - 3:50 pm Amy D. Podmore

ARTH 325 (S) The Arts of the Book in Asia (WS)

Cross-listings: ASIA 325

Primary Cross-listing

From palm leaf manuscripts to scrolls to Islamic codices, books have long served as vehicles of religious, cultural and artistic exchange in Asia. Owing

both to their portability and status as finely crafted art objects, books have transmitted ideas across the continent, spreading courtly styles of painting from China to India, esoteric Buddhist teachings from Kashmir to Tibet and Mongolia, as well as the Quranic arts of calligraphy and illumination from Islamic South Asia to Southeast Asia. This co-taught seminar will highlight the interwoven history of book arts as it developed and disseminated across different regions of Asia. The course will also introduce students to the major art forms of the book, such as painting, calligraphy and illumination. The aim of the seminar is to understand the book as object while also investigating its content and its larger cultural significance. A number of class meetings will take place in the Chapin Library, where students will have the opportunity to study original manuscripts from the Special Collections. The course will culminate in an exhibition at Chapin Library which the students will curate using the Special Collections holdings.

Requirements/Evaluation: 3 essays, a final project/paper based on museum objects, wall label

Prerequisites: none

Enrollment Limit: 16

Enrollment Preferences: preference will be given to Art and Asian Studies Majors, and then to students of any major interested in the art and culture of Asia

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTH 325(D1) ASIA 325(D1)

Writing Skills Notes: Over the course of the semester students will write three papers at five pages each, culminating in a well-developed, focused final project. Students will be given extensive feedback on each assignment regarding grammar, style, and argument. The final paper will be part of a larger project in which students will work together to curate a small exhibition using the Chapin Library's Asian holdings. Each student will be asked to write a wall label for their selected object.

Spring 2025

SEM Section: 01 MW 11:00 am - 12:15 pm Murad K. Mumtaz

ARTH 409 (F) Homer, Eakins, Sargent: American Painters in a Changing World (WS)

What is the function of art in a rapidly changing world? Should it celebrate beauty, reveal truth, or describe the nature of modern life? America's finest painters of the nineteenth century -- Winslow Homer, Thomas Eakins, and John Singer Sargent -- did all those things, but in distinctly different ways. Homer transformed himself from a lively sketch artist for *Harper's Weekly* to a painter of scenes of sublime nature and heroic individualism. Eakins practiced a determined scientific realism and taught it to his students at the Pennsylvania Academy of the Fine Arts, until scandal led to his dismissal. And Sargent managed to produce the most exquisite fashionplate portraits of the era even as he imaginatively drew on the most progressive currents of contemporary art. This seminar looks at the work of these artists, their engagement with post-Civil War society, and how each of them dealt with profound mid-career crises. Topics to be explored will include different models of artistic education, the role of European travel and training, the art market, changes in public taste, and the rise and fall of critical reputations. There will be a major research paper, several small assignments, and a field trip.

Class Format: There will be a field trip to either New York or Philadelphia, as schedules permit.

Requirements/Evaluation: There will be a research paper of 20 - 25 pages. There will also be several smaller assignments, including a 5-minute oral presentation on a painting.

Prerequisites: ARTH 264 or consent of the instructor.

Enrollment Limit: 19

Enrollment Preferences: Preference given to senior majors and graduate students.

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (WS)

Writing Skills Notes: Students will prepare a research paper of 20 to 25 pages in three stages: an annotated bibliography, a first draft (which I will return with comments and line-edits), and a revised final draft.

Fall 2024

SEM Section: 01 W 1:10 pm - 3:50 pm Michael J. Lewis

ASIA 111 (S) The Asia-Pacific War (WS)

Cross-listings: HIST 112

Secondary Cross-listing

The "Asia-Pacific War," as it is known in Japan, raged from the full-scale Japanese invasion of China in 1937 until Japan's total defeat in 1945. This war, though certainly tied to the Allied war against Germany and Italy, was viewed by many participants at the time as truly a war apart due to the immense distances involved, the gleeful, racism-fueled brutality on both sides of the conflict, and the resultant abuses of POWs, use of atomic weapons, and other atrocities. Students will explore the intersection of colonialism, racism and opportunism that fed the conflagration, and the remarkable rapprochement between American and Japanese former enemies immediately after the war. It will examine in depth the roles of China and the USSR in this conflict, which are often mentioned but functionally ignored in the West. It will cover the various warzones and home fronts, focusing as much as possible on conveying the experiences of participants through primary sources. It will likewise seek to bridge the *analysis* of the military and socio-political sides of this conflict, which are often treated as distinct, by drawing on key academic works in the field.

Requirements/Evaluation: Weekly meetings with professor and one peer partner; 5-page papers (6 total); 2-page critiques of partner's papers (6 total)

Prerequisites: None

Enrollment Limit: 10

Enrollment Preferences: History majors and Asian Studies concentration students, then everyone else.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 112(D2) ASIA 111(D2)

Writing Skills Notes: Students will alternate weekly between writing 5-page tutorial papers and 2-page critiques of their peers' writing. Formal writing assignments throughout the semester will total at least 40 pages. Students will receive regular written feedback on their writing from the professor, as well as oral critiques from the professor and tutorial partners.

Attributes: HIST Group B Electives - Asia

Spring 2025

TUT Section: T1 TBA Viktor Shmagin

ASIA 209 (S) The Literature of Early China (WS)

Cross-listings: CHIN 217 / COMP 211

Secondary Cross-listing

From poems on forbidden trysts and tales of bloody battles to aphorisms about filial piety and essays on moral governance, the literature of early China spans a wide range of topics and genres. In this course we will read, discuss, and write about literary works from the period stretching from approximately 600 BCE to the end of the Han empire in the third century CE, including poems, narratives, and philosophical works. All readings will be in English.

Requirements/Evaluation: Evaluation is based on writing assignments (1 paragraph, 3-4 pages, 5-6 pages, and 8-10 pages) and participation in class discussions.

Prerequisites: None

Enrollment Limit: 19

Enrollment Preferences: Current or prospective majors in the Department of Asian Languages, Literatures, and Cultures; current or prospective majors in Comparative Literature; and current or prospective concentrators in Asian Studies.

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Unit Notes: Counts as a core elective for majors in Asian Languages, Literatures, and Cultures.

Distributions: (D1) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

CHIN 217(D1) ASIA 209(D1) COMP 211(D1)

Writing Skills Notes: Students will write a series of progressively longer papers, each involving drafting, commenting, and revising.

Spring 2025

SEM Section: 01 MWF 11:00 am - 11:50 am Christopher M. B. Nugent

ASIA 212 (F) Envisioning the Sacred: Representation and Religion in Christian and Muslim Cultures (WS)

Cross-listings: ARTH 215 / REL 211

Secondary Cross-listing

How did medieval Christians and pre-modern Muslims imagine the sacred and how did they give what they imagined pictorial form? How were these pictures used, both in public and in private life, and why? How did the art of these unique religious traditions forge connections between the visible and invisible worlds? Paying particular attention to the function and experience of works of art within Christian and Islamic cultures, this seminar examines the evolution of devotional visual expression, while also exploring the problems sacred images generated in these distinct yet often overlapping traditions. Through readings and class discussion, the course will investigate, among other topics: the varied attitudes toward the representability of God in Judaism, Islam, and Christianity; the impact of earlier image traditions on the religious art of medieval Christians and pre-modern Muslims; the cult of the devotional image, concerns over idolatry, and the destruction of images; ideas about spiritual versus physical vision and their influence on the making and viewing of pictures; the relationship of sacred images to relics and to various aspects of organized ritual; and the possible roles played by pictures of the sacred in silencing or giving voice to dissent.

Requirements/Evaluation: Participation in class discussion; oral presentation; five 3-4-page papers, and a final 6-page paper

Prerequisites: None

Enrollment Limit: 12

Enrollment Preferences: Sophomores then juniors, but open to all

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Unit Notes: This seminar will be team taught, by Murad Mumtaz and Peter Low

Distributions: (D1) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ASIA 212(D1) ARTH 215(D1) REL 211(D2)

Writing Skills Notes: In this 200-level seminar, students will develop skills of critical reading and focus on how to craft clear and persuasive arguments of their own. To help them achieve these goals, they will receive timely comments on their written work, especially the five 3-4-page papers they will submit, with suggestions for improvement.

Attributes: ARTH pre-1800

Fall 2024

SEM Section: 01 TF 2:35 pm - 3:50 pm Peter D. Low, Murad K. Mumtaz

ASIA 325 (S) The Arts of the Book in Asia (WS)

Cross-listings: ARTH 325

Secondary Cross-listing

From palm leaf manuscripts to scrolls to Islamic codices, books have long served as vehicles of religious, cultural and artistic exchange in Asia. Owing both to their portability and status as finely crafted art objects, books have transmitted ideas across the continent, spreading courtly styles of painting from China to India, esoteric Buddhist teachings from Kashmir to Tibet and Mongolia, as well as the Quranic arts of calligraphy and illumination from Islamic South Asia to Southeast Asia. This co-taught seminar will highlight the interwoven history of book arts as it developed and disseminated across

different regions of Asia. The course will also introduce students to the major art forms of the book, such as painting, calligraphy and illumination. The aim of the seminar is to understand the book as object while also investigating its content and its larger cultural significance. A number of class meetings will take place in the Chapin Library, where students will have the opportunity to study original manuscripts from the Special Collections. The course will culminate in an exhibition at Chapin Library which the students will curate using the Special Collections holdings.

Requirements/Evaluation: 3 essays, a final project/paper based on museum objects, wall label

Prerequisites: none

Enrollment Limit: 16

Enrollment Preferences: preference will be given to Art and Asian Studies Majors, and then to students of any major interested in the art and culture of Asia

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTH 325(D1) ASIA 325(D1)

Writing Skills Notes: Over the course of the semester students will write three papers at five pages each, culminating in a well-developed, focused final project. Students will be given extensive feedback on each assignment regarding grammar, style, and argument. The final paper will be part of a larger project in which students will work together to curate a small exhibition using the Chapin Library's Asian holdings. Each student will be asked to write a wall label for their selected object.

Spring 2025

SEM Section: 01 MW 11:00 am - 12:15 pm Murad K. Mumtaz

ASIA 481 (F) History of Taiwan (WS)

Cross-listings: HIST 481

Secondary Cross-listing

Almost all discussions of contemporary Taiwan reference the fierce debate over its sovereignty and international status: is the island of Taiwan an independent nation, or an "inalienable part" of the much larger and more powerful People's Republic of China? Part of the argument for Taiwan's separate nationhood derives from its claim to a unique history different from that of the P.R.C.. In this tutorial course, we will look closely at the distinctive aspects of Taiwan's history that underlie this claim, including its aboriginal populations, maritime history, experience of Japanese colonialism, settlement by mainland Chinese after World War II, role in the Cold War, and the development of a Taiwanese ethnic and political identity in the postwar period. We will also examine contemporary arguments for Taiwan as part of China. The goal of the course is neither to debate nor resolve the "Taiwan question", but to explore the history and historical arguments that inform it.

Requirements/Evaluation: weekly papers and critiques

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: History and Asian Studies majors/concentrators

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 481(D2) ASIA 481(D2)

Writing Skills Notes: In this tutorial course, students will write bi-weekly 5- to 7-page papers with feedback from both the instructor and tutorial partner. Students will revise one of their tutorial papers as a final assignment. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Attributes: HIST Group B Electives - Asia

Fall 2024

BIMO 401 (S) Topics in Biochemistry and Molecular Biology (WS)

This seminar course involves critical reading, analysis, and discussion of papers from the current biochemistry and molecular biology literature. Specific topics vary from year to year but are chosen to illustrate the importance of a wide range of both biological and chemical approaches to addressing important questions in the biochemical and molecular biological fields. To facilitate discussion, students will prepare written critiques analyzing the data and conclusions of the chosen literature.

Class Format: three hours per week

Requirements/Evaluation: class presentations and discussion, frequent short papers, and a final paper

Prerequisites: BIOL 202 and BIMO 321

Enrollment Limit: 12

Enrollment Preferences: those completing the BIMO concentration; open to others with permission of instructor

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (WS)

Writing Skills Notes: The critical analysis of published papers in the biochem literature, as expressed in clear and succinct writing, is a key learning goal for the course. The students write seven literature critiques (typically 5-6 pages long) throughout the semester. While the specific topic each week differs, the parameters of the assignment are the same each time, allowing students to progressively improve their writing. I provide extensive written feedback on each critique, returned before the next due date

Attributes: BIMO Required Courses

Spring 2025

SEM Section: 01 W 1:10 pm - 3:50 pm Katie M. Hart

BIOL 209 (F) Animal Communication (WS)

Cross-listings: NSCI 209

Primary Cross-listing

Animal communication systems come in as many varieties as the species that use them. What they have in common are a sender that encodes information into a physical signal and a receiver that senses the signal, extracts the information, and adjusts its subsequent behavior accordingly. This tutorial will consider all aspects of communication, using different animal systems to explore different aspects of the biology of signaling. Topics will include the use of syntax to carry meaning in chickadee calls, synchronous signaling by fireflies, gestural communication by primates, long-distance chemical attractants that allow male moths to find the object of their desire, and cultural evolution within learned signaling systems.

Requirements/Evaluation: evaluation will be based on five 5-page papers, five short response papers, and the student's effectiveness in tutorial discussions.

Prerequisites: BIOL 101 and 102; open to sophomores, juniors, and seniors

Enrollment Limit: 10

Enrollment Preferences: Biology majors and Neuroscience concentrators who need a Biology elective to complete the concentration; then sophomores.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

NSCI 209(D3) BIOL 209(D3)

Writing Skills Notes: This course is a tutorial, and each student will write five position papers and five response papers. Extensive feedback will be provided; students will be required to rewrite one position paper, and may rewrite any of them.

Attributes: COGS Related Courses NSCI Group A Electives

Fall 2024

TUT Section: T1 TBA Heather Williams

BIOL 440 (S) Cell Signaling and Tissue Engineering: A Potential Fountain of Youth? (WS)

It is a long quest of mankind to have a healthy and long life but it is inevitable that our bodies lose function due to injury, disease or as we grow old. At the heart of tissue engineering is the idea that we can restore tissue function by replacing with or rebuild the right structure. To artificially generate tissues, organs or even organisms, one fundamental question must be addressed: How do our different organs, composed of cells with the identical genetic information, develop into such functionally different organs? Through the lens of tissue engineering, we will explore the mechanism by which cells sense the surrounding physical and chemical cues, and respond by changing their gene expression and consequent behaviors. We will devote most of our discussion to the scientific rationale and challenges of tissue engineering. Topics to be covered include 3D organoids in regenerative medicine, disease modeling, biobanking and drug discovery, computational modeling of stem cell dynamics, tissue growth and pattern formation, mechanotransduction, biomaterial fabrication, immunomodulation and cultured meat. Bioengineering of bone and cartilage, cardiovascular and nervous systems, etc. will be presented as case studies to illustrate details of certain aspects of tissue engineering in the broader context of the overall strategic approach used to solve a clinical problem. We will also consider the role of social factors like legislative regulation, health care philosophy, ethics and economics in the process of moving concept into the clinic and market.

Requirements/Evaluation: six 4-5 page papers; six 1-2 page response papers; tutorial presentations; contribution to the intellectual enterprise

Prerequisites: BIOL202 or permission of instructor

Enrollment Limit: 10

Enrollment Preferences: Junior and seniors, with preference to senior Biology majors who have not had a 400-level course

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (WS)

Writing Skills Notes: Each student will write six 4-5 page papers that address questions given by the professor and six 1-2 page critiques of their tutorial partner's papers, either adding to or refuting the main points made. Both papers and critiques will receive feedback from professor regarding structure, style and argument. As a final assignment, each student will write a paper that requires synthesizing/revising their ideas from the previous five papers and also a peer review of their partner's final paper.

Attributes: BIMO Interdepartmental Electives

Spring 2025

TUT Section: T1 TBA Pei-Wen Chen

CAOS 351 (F)(S) Marine Policy (DPE) (WS)

Cross-listings: PSCI 319 / ENVI 351

Primary Cross-listing

Coastal communities are home to nearly 40% of the U.S. population, but occupy only a small percentage of our country's total land area. Intense population density, critical transportation infrastructure, significant economic productivity, and rich cultural and historic value mark our coastal regions as nationally significant. But, coastal and ocean-based climate-induced impacts such as sea level rise, ocean warming and acidification pose extraordinary challenges to our coastal communities, and are not borne equally by all communities. This seminar considers our relationship with our ocean and coastal environments and the foundational role our oceans and coasts play in our Nation's environmental and economic sustainability as well as ocean and coastal climate resiliency. Through the lens of coastal and ocean governance and policy-making, we critically examine conflict of use issues relative to climate change, climate justice, coastal zone management, fisheries, ocean and coastal pollution and marine biodiversity.

Class Format: This class is taught only at Williams-Mystic in Mystic, Connecticut and includes coastal and near-shore interdisciplinary field seminars, and 10 days offshore.

Requirements/Evaluation: Weekly Readings; Class Participation; Small and large group strategy exercises (written and oral); Written Research Project: issues paper and draft research paper; Final Research Project: multiple formats available

Prerequisites: none

Enrollment Limit: 23

Enrollment Preferences: must be enrolled at Williams-Mystic in Mystic, Connecticut

Expected Class Size: 22

Grading: no pass/fail option, no fifth course option

Unit Notes: must be enrolled at Williams-Mystic in Mystic, Connecticut

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

PSCI 319(D2) ENVI 351(D2) CAOS 351(D2)

Writing Skills Notes: Each student will write one 3-5 page research issues paper and one 8-10 page draft research paper as well as a final project with written components equaling 5-8 pages. Each submission receives written feedback from the professor, including research guidance, input on grammar, structure, language, analysis. Students also receive verbal feedback in individual conferences to discuss research paper organization, analysis, structure and grammar as well as final project input.

Difference, Power, and Equity Notes: Coastal and ocean policy issues relating to climate change, coastal zone management, fisheries, ocean pollution and marine biodiversity impact environmental and climate justice. Students examine coastal governance while considering the disproportionate burdens on underrepresented populations in U.S. coastal communities caused by climate change and coastal policies. Students analyze multi-disciplinary evidence and work to strengthen their integrative, analytical, writing, and advocacy skills.

Attributes: ENVI Environmental Policy EXPE Experiential Education Courses POEC Depth

Fall 2024

SEM Section: 01 F 9:00 am - 12:00 pm

Spring 2025

SEM Section: 01 F 9:00 am - 12:00 pm

CAOS 352 (F)(S) American Maritime History (DPE) (WS)

Cross-listings: HIST 352

Primary Cross-listing

This course explores themes in American maritime history from the colonial era to the 21st century. We will consider the dynamic relationship between the sea and American life, and the broad influence that each has had on the other. This relationship led to interactions with the water as a highway for the transportation of not just people and goods, but powerful new forces and ideas. The water creates a unique space for the formation of new communities and identities, while also acting as an important, and often exploited, resource. We will sample from different fields of inquiry including labor, environmental, cultural, and political history to gain a deeper understanding of diverse people's complex interactions with the oceans and seas.

Class Format: Seminars, discussions, and field seminars

Requirements/Evaluation: Participation in class discussions, activities, and presentations, regular papers, and a final independent research project

Prerequisites: None

Enrollment Limit: 27

Enrollment Preferences: If course over-enrolls, preference will be given to sophomores and juniors

Expected Class Size: 22

Grading: no pass/fail option, no fifth course option

Unit Notes: Offered only at Mystic Seaport

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 352(D2) CAOS 352(D2)

Writing Skills Notes: Students must complete regular writing assignments including a final 10- to 15-page paper. Additionally, students will participate in several in-class writing workshops and peer critiques. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: Maritime activity has long provided opportunities for some while creating tremendous hardships for others. From the slave trade and the encounters between native and European mariners to the power wielded by multi-national shipping conglomerates, this course investigates contests over power, empire, and capitalism as they played out on the maritime stage.

Attributes: AMST Space and Place Electives ENVI Humanities, Arts + Social Science Electives EXPE Experiential Education Courses HIST Group F Electives - U.S. + Canada HIST Group P Electives - Premodern

Fall 2024

SEM Section: 01 MW 9:00 am - 10:15 am Sofia E. Zepeda

Spring 2025

SEM Section: 01 MW 9:00 am - 10:15 am Sofia E. Zepeda

CHIN 217 (S) The Literature of Early China (WS)

Cross-listings: ASIA 209 / COMP 211

Primary Cross-listing

From poems on forbidden trysts and tales of bloody battles to aphorisms about filial piety and essays on moral governance, the literature of early China spans a wide range of topics and genres. In this course we will read, discuss, and write about literary works from the period stretching from approximately 600 BCE to the end of the Han empire in the third century CE, including poems, narratives, and philosophical works. All readings will be in English.

Requirements/Evaluation: Evaluation is based on writing assignments (1 paragraph, 3-4 pages, 5-6 pages, and 8-10 pages) and participation in class discussions.

Prerequisites: None

Enrollment Limit: 19

Enrollment Preferences: Current or prospective majors in the Department of Asian Languages, Literatures, and Cultures; current or prospective majors in Comparative Literature; and current or prospective concentrators in Asian Studies.

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Unit Notes: Counts as a core elective for majors in Asian Languages, Literatures, and Cultures.

Distributions: (D1) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

CHIN 217(D1) ASIA 209(D1) COMP 211(D1)

Writing Skills Notes: Students will write a series of progressively longer papers, each involving drafting, commenting, and revising.

Spring 2025

SEM Section: 01 MWF 11:00 am - 11:50 am Christopher M. B. Nugent

COMP 106 (F) Temptation (WS)

Cross-listings: ENGL 107

Secondary Cross-listing

We want most those things we can't--or shouldn't--have. Or, to put it another way, it is when limitations are placed on our actions by law, religion, or the facts of our own biology that we experience desire most acutely. In this course, we will examine fictional narratives, lyric poems, and philosophical meditations in which people are tempted to act against their better judgement. Free will, ambition, temperance, suspense, despair, and repression will be our conceptual preoccupations. We will get to know such writers and artists as Homer, Euripides, Ovid, Augustine, Shakespeare, Donne, Milton, Laclos, Mozart, Freud, Frost, and Scorsese.

Requirements/Evaluation: Four five-page papers, in-class presentation, thoughtful participation in discussions

Prerequisites: None

Enrollment Limit: 19

Enrollment Preferences: First-year students who have not taken or placed out of a 100-level ENGL course

Expected Class Size: 19

Grading: no pass/fail option, yes fifth course option

Distributions: (D1) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 107(D1) COMP 106(D1)

Writing Skills Notes: Students will write four five-page papers, each of which will receive timely and extensive written feedback from the instructor. Students will be invited to discuss their papers with the instructor at the draft stage.

Fall 2024

SEM Section: 01 TR 9:55 am - 11:10 am Emily Vasiliauskas

SEM Section: 02 TR 11:20 am - 12:35 pm Emily Vasiliauskas

COMP 111 (F)(S) The Nature of Narrative (WS)

Cross-listings: ENGL 120

Primary Cross-listing

Narrative--storytelling--is a fundamental human activity. Narratives provide us with maps of how the world does or should or might work, and we make sense of our own experiences through the narratives we construct ourselves. This course examines the nature and functions of narrative using texts from a wide range of literary traditions, media, and genres. Readings may span classics (e.g. Homeric epic, *The Tale of Genji*, and/or the *Popol Vuh*), fiction ranging from nineteenth-century realism to postmodern experimentation (possibly including Kafka, Tolstoy, Toni Morrison, and/or Emile Habibi), and visual literature from film and drama to graphic memoir (possibly including Mizoguchi Kenji, Art Spiegelman, Alison Bechdel, and/or Joe Sacco). We may also read some short works of literary theory from around the world to help us broaden our idea of what literature can be and do. All readings in English.

Class Format: The second half of the course may incorporate a modified tutorial format, where small groups meet with the instructor once a week, with students' papers and responses forming the basis of the discussion.

Requirements/Evaluation: Regular attendance and participation in class; short and mid-length writing assignments spaced throughout the semester; revision of selected assignments after receiving instructor feedback.

Prerequisites: none

Enrollment Limit: 18

Enrollment Preferences: Comparative Literature majors, students considering a major in Comparative Literature, first-years, sophomores.

Expected Class Size: 18

Grading: yes pass/fail option, no fifth course option

Distributions: (D1) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 111(D1) ENGL 120(D1)

Writing Skills Notes: Multiple writing assignments that build upon each other, including drafts and revisions, with substantial individualized feedback on writing from the instructor.

Attributes: FMST Related Courses

Fall 2024

SEM Section: 01 TR 9:55 am - 11:10 am Sarah M. Allen

Spring 2025

SEM Section: 01 TR 8:30 am - 9:45 am Sarah M. Allen

COMP 117 (F) Introduction to Cultural Theory (WS)

Cross-listings: ENGL 117

Secondary Cross-listing

This course has a clear purpose. If you had signed up for a course in biology, you would know that you were about to embark on the systematic study of living organisms. If you were registered for a course on the American Civil War, you would know that there had been an armed conflict between the northern and southern states in the 1860s. But if you decide you want to study "culture," what exactly is it that you are studying? The aim of this course is not to come up with handy and reassuring definitions for this word, but to show you why it is so hard to come up with such definitions. People fight about what the word "culture" means, and our main business will be to get an overview of that conceptual brawl. We will pay special attention to the conflict between those thinkers who see culture as a realm of freedom or equality or independence or critical thought and those thinkers who see culture as a special form of bondage, a prison without walls. The course will be organized around short theoretical readings by authors ranging from Matthew Arnold to Laura Mulvey, but we will also, in order to put our new ideas to the test, watch several films (mostly of the class's choosing) and listen to a lot of rock and roll. Why do you think culture matters? Once you stop to pose that question, there's no turning back.

Class Format: discussion

Requirements/Evaluation: four formal writing assignments totaling 20 pages (three full essays + one lead-in assignment), informal writing twice weekly, class attendance and participation

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: first-year students who have not taken or placed out of a 100-level ENGL course

Expected Class Size: 19

Grading: no pass/fail option, yes fifth course option

Distributions: (D1) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 117(D1) ENGL 117(D1)

Writing Skills Notes: Students will write three five- to seven-page papers, on which I will provide extensive feedback. Before writing their first papers, students will submit theses and introductions, which I will help them refine. We will hold three extra writing sessions, to discuss how best to organize arguments. Students will write informally before every class.

Attributes: AMST Critical and Cultural Theory Electives

Fall 2024

SEM Section: 01 TF 1:10 pm - 2:25 pm Christian Thorne

SEM Section: 02 TF 2:35 pm - 3:50 pm Christian Thorne

COMP 161 (F) Metafiction (WS)

Cross-listings: ENGL 161

Secondary Cross-listing

This course will examine ways in which literary works reflect on their status as written texts. We'll look at the formal pleasures and puzzles generated by techniques including frame narratives, recursion, and self-reference, in novels, films, and stories by Vladimir Nabokov, Jorge Luis Borges, Kelly Link, Paul Park, and others. Ultimately, we will use our study of metafiction to focus inquiry into the socializing force of self-consciousness in human development. Note that students will be required to use, as well as interpret, metafictional techniques in their assigned writing, and will write one or two essays in collaboration with a Chat AI.

Requirements/Evaluation: Several short exercises; four or five papers of increasingly complexity, totaling 22 pages; consistent attendance and participation; a love of reading, and a willingness to reread.

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: first-year students who have not taken or placed out of a 100-level ENGL course; sophomores

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 161(D1) ENGL 161(D1)

Writing Skills Notes: Students write five essays with considerable feedback from the instructor.

Fall 2024

SEM Section: 01 TF 1:10 pm - 2:25 pm Shawn J. Rosenheim

COMP 211 (S) The Literature of Early China (WS)

Cross-listings: CHIN 217 / ASIA 209

Secondary Cross-listing

From poems on forbidden trysts and tales of bloody battles to aphorisms about filial piety and essays on moral governance, the literature of early China spans a wide range of topics and genres. In this course we will read, discuss, and write about literary works from the period stretching from approximately 600 BCE to the end of the Han empire in the third century CE, including poems, narratives, and philosophical works. All readings will be in English.

Requirements/Evaluation: Evaluation is based on writing assignments (1 paragraph, 3-4 pages, 5-6 pages, and 8-10 pages) and participation in class discussions.

Prerequisites: None

Enrollment Limit: 19

Enrollment Preferences: Current or prospective majors in the Department of Asian Languages, Literatures, and Cultures; current or prospective majors in Comparative Literature; and current or prospective concentrators in Asian Studies.

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Unit Notes: Counts as a core elective for majors in Asian Languages, Literatures, and Cultures.

Distributions: (D1) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

CHIN 217(D1) ASIA 209(D1) COMP 211(D1)

Writing Skills Notes: Students will write a series of progressively longer papers, each involving drafting, commenting, and revising.

Spring 2025

SEM Section: 01 MWF 11:00 am - 11:50 am Christopher M. B. Nugent

COMP 216 (S) Folk and Fairy Tales in Literature and Beyond (WS)

From cannibalistic crones in sugary cottages to frogs who can be transformed with a kiss, the English term "folktale" covers a broad range of stories that been beloved and belittled, transmitted and transformed for hundreds of years. This course will look broadly at folktales from different traditions, ranging from medieval China to early modern Europe and contemporary America. We will approach the folktale from a number of perspectives, including typologies; moral lessons embedded in tales; nationalism and the origins of folktale studies; modern transformations of old tales in new media such as film; and the often porous borders between the natural and the supernatural, the animal and the human, and the living and the dead. We will explore the way normative gender and ethnic roles are portrayed and sometimes undermined. We will also consider the complex literary histories of folktales, looking at sources, the interplay of oral and written traditions, folktales as alternative histories, notions of authorship, and the ways stories transform over time.

Requirements/Evaluation: Regular attendance and participation in class; multiple written assignments of varying lengths building towards a final paper of 10-12 pages.

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Comparative Literature majors

Expected Class Size: 19

Grading: yes pass/fail option, no fifth course option

Distributions: (D1) (WS)

Writing Skills Notes: Students will complete multiple writing assignments over the course of the semester that prepare them to produce a polished paper (10-12 pages) by the end of the semester. The final paper will be drafted in stages, and students will receive substantial feedback on these drafts as well as on other written assignments.

Spring 2025

SEM Section: 01 TR 11:20 am - 12:35 pm Sarah M. Allen

COMP 227 (F) Outdoor Pools: Where Eros Meets Thanatos (WS)

In an outdoor swimming pool is where Eros meets Thanatos: in both F. Scott Fitzgerald's novel *The Great Gatsby* (1925) and Billy Wilder's movie *Sunset Boulevard* (U.S.A., 1950), the protagonists are shot dead in their pool, and in his adaptation of *Romeo and Juliet* (U.S.A., 1996) Baz Luhrmann transposes the balcony scene to an outdoor pool where romance unfolds. What is it about outdoor swimming pools that they irremediably capture our imagination? This interdisciplinary tutorial explores the function and significance of outdoor swimming pools in French, German, and U.S. culture through literature, painting, photography, and film. Whether we regard them as a symbol of status and wealth, the remnants of Hollywood's Golden Age era, the embodiment of order and discipline, or a major environmental impact factor, they nevertheless fascinate us. Because outdoor swimming pools, whether private or public, are a microcosm of society and a metaphor for human civilization, they have also been at the center of discussions about racial segregation and religious discrimination in Europe as well as in the U.S.A.. Although pools are mostly governed by tacit rules, such as respect for personal space and the desexualization of encounters, visitors have often disregarded and broken these regulations. That explains why outdoor swimming pools have often served as the perfect backdrop for literature and cinema's steamiest and most violent scenes. We will start the course with a brief social history of pools and read a few sociological studies of swimming pools by experts (Jeff Wiltse, Kate Moles, Susie Scott) to lay the theoretical ground for our analysis. In the course of the tutorial, we will explore through novels, photographs, paintings, and films the various functions assigned to outdoor swimming pools depending on the time period. We will also delve into the genre of summer pool side literature (the satirical *Summer House with Swimming Pool* (2011) by Hermann Koch, the thriller *The Swimming Pool* (2018) by Clare Mackintosh, and Julie Otsuka's latest novel, *The Swimmers* (2022)) and try to explain its great popularity. While the outdoor pool functions as a mirror of excess and decadence in the 1920's as evidenced by the lavish pool parties thrown by *The Great Gatsby* by F. Scott Fitzgerald (1925), it becomes the epitome of white middleclass suburban life in the 60's as John Cheever's short story *The Swimmer* narrates. During the 1970's, the pool advances as a symbol of sexual liberation as the erotic thriller *The Swimming Pool* (France, 1969) by Jacques Deray, the sexually charged pool paintings *Peter Getting Out of Nick's Pool* (1966) or *Portrait of an Artist (Pool with Two Figures)* (1972) by David Hockney, or the male nudes by Tom Bianchi in his *Fire Island Pines: Poloroids 1975-1983* attest. In the 1980's the outdoor pool becomes once more the mirror of opulence and eroticism, which Helmut Newton's photographs of Hollywood celebrities (Liz Taylor swimming in her jewels) and for Playboy magazine capture as well as Paul Thomas Anderson's film *Boogie Nights* (U.S.A., 1997) about the booming porn industry during the Reagan-era. Starting in the late 90's, the outdoor swimming pool takes on greater political significance, largely due to the emergence and increasing visibility of female and gay filmmakers. In François Ozon's thriller *Swimming Pool* (France, 1996), the pool is the setting of female solidarity and feminist revenge. In her character study movie *Everyone else* (Germany, 2009), Maren Ade carefully examines how gender roles and stereotypes play out and get reinforced during a pool party. At last, in her recent comedy *Freibad*, (Germany, 2022) Doris Dorrie chooses a women-only public outdoor pool as the backdrop to raise questions of racial segregation and religious discrimination

Requirements/Evaluation: six 5- to 7-page argumentative papers; six 2- to 3-page response papers; final paper optional

Prerequisites: None

Enrollment Limit: 10

Enrollment Preferences: Freshmen, sophomores, and juniors

Expected Class Size: 8

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (WS)

Writing Skills Notes: Each student will write five 5- to 7-page papers on which they will receive written feedback regarding grammar, style, and argument. Each student will write five 3-page critiques of their partners' papers. As the final assignment, each student will revise one of their five papers.

Fall 2024

TUT Section: T1 TBA Christophe A. Koné

COMP 230 (S) The Renaissance in England and the European Continent: Self and World (DPE) (WS)**Cross-listings:** ENGL 228**Secondary Cross-listing**

At the same time as the individual human being in possession of a distinctive personality was taking on enormous importance in politics, philosophy, literature, and the visual arts, early modern Europeans were encountering unprecedented levels of cultural diversity. In this interdisciplinary course, we will consider these two developments both separately and together. As Renaissance humanists were acquiring a sophisticated understanding of the distance between the present and various European pasts (the recent medieval past and the remote history of antiquity), they were also coming into contact with non-European cultures in Africa, the Americas, and Asia via trade and economic development, imperial expansion, and religious conversion. Always at stake in these encounters was the question of who counted as an individual; the self was not considered to be intrinsic to human nature but rather the product of historical and cultural developments. Themes will include religious pluralism, the sacred and the secular, vernacularity, exploration and empire, the relationship between mind and body, slavery, trade, wealth, gender, self-fashioning, and style. We will consider such English writers as the Pearl poet, More, Marlowe, Spenser, Shakespeare, Browne, and Milton; such continental intellectuals as Descartes, Erasmus, Las Casas, and Castiglione; and such continental artists as Michelangelo, Velázquez, Bruegel, and Rembrandt.

Requirements/Evaluation: Five four-page papers, in-class presentation, thoughtful participation in discussions**Prerequisites:** A 100-level ENGL course, a score of 5 on the AP English Literature exam, a score of 6 or 7 on the Higher Level IB English exam, or permission of the instructor**Enrollment Limit:** 19**Enrollment Preferences:** First- and second-year students, and English majors who have yet to take a Gateway course**Expected Class Size:** 19**Grading:** no pass/fail option, yes fifth course option**Distributions:** (D1) (DPE) (WS)**This course is cross-listed and the prefixes carry the following divisional credit:**

COMP 230(D1) ENGL 228(D1)

Writing Skills Notes: The course asks students to write five four-page papers and offers exposure to a range of humanistic modes, from close reading to visual analysis to the exposition of philosophical claims. One paper will involve independent research. The instructor will provide frequent and extensive written feedback on student work. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.**Difference, Power, and Equity Notes:** This course examines the role of historical and cultural difference within and beyond Europe at the very beginning of globalization. Students will become acquainted with the origins of colonialism and the global traffic in slaves, as well as with the complex role of writers and intellectuals in questioning, defending, and imagining these practices. We will consider the epistemological challenges of accessing the testimony of subordinated persons.**Attributes:** ENGL 200-level Gateway Courses ENGL Literary Histories A

Spring 2025

SEM Section: 01 TR 9:55 am - 11:10 am Emily Vasiliauskas

COMP 231 (F) Postmodernism (WS)**Cross-listings:** ENGL 266**Primary Cross-listing**

In one definition, postmodernism in art and literature is what you get when you combine modernism's radical experimentation with pop culture's easy appeal. This term has been used to describe works from Andy Warhol's paintings of Campbell's soup cans and Jean Baudrillard's critical essays on Disneyland to Murakami Haruki's euphoric conspiracy novels. Theorists of the postmodern have argued that it represents not only a radical change in aesthetic sensibilities, but a fundamentally new relationship between art, language, and society. In this tutorial, we will read some of the most important theoretical essays defining the postmodern (essays which themselves often embrace this playful and sometimes ironic style), and we will pair them with artistic texts that are said to illustrate the features of postmodernism. The latter will be mainly novels and short stories from around the world, but one feature of this theory is a flattening of the distinction between high and low culture as well as between the written and the visual, so we will also examine examples from architecture, visual art, and/or broader pop culture. Texts will include essays by critics like Jean Baudrillard, Fredric

Jameson, Jean-François Lyotard, and Azuma Hiroki; novels and short stories by writers like Don DeLillo, Italo Calvino, and Murakami Haruki; painting and sculpture associated with Pop Art and Superflat; the architecture of Williamstown-area museums; etc. Writing assignments will focus on reading the theoretical texts closely and applying their ideas to the artistic texts in creative and interesting ways. Open to sophomores as well as advanced students.

Class Format: After an introductory lecture meeting, students will meet with the instructor in pairs for approximately an hour each week.

Requirements/Evaluation: participation plus 4 papers (4-5 pages), 2 short papers (1-2 pages), and 4 peer critiques (1 page)

Prerequisites: a previous literature or critical theory course at Williams plus sophomore standing or higher, or permission of instructor

Enrollment Limit: 10

Enrollment Preferences: Comparative Literature majors, students with a demonstrated interest

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 266(D1) COMP 231(D1)

Writing Skills Notes: Students will write several regularly spaced papers that build on one another by revisiting, extending, and/or rewriting earlier material. Students will receive detailed written feedback from the instructor on each paper, addressing argument, organization, and style, as well as written peer feedback on the longer papers. (See requirements for details about the number and type of assignments.)

Attributes: ENGL Criticism Courses

Fall 2024

TUT Section: T1 TBA Christopher A. Bolton

COMP 234 (S) Saharan Imaginations (DPE) (WS)

Cross-listings: ARAB 209 / ENVI 208

Secondary Cross-listing

Deconstructing reductive Saharanism, which the course conceptualizes as a universalizing discourse about deserts, this course seeks to critically examine the myriad assumptions that are projected upon deserts across times and cultures. In addition to their depiction as dead and empty, deserts have become a canvas for the demonstration of religiosity, resilience, heroism and athleticism. Cultural production, particularly literature and film, do, however, furnish a critical space in which important questions can be raised about deserts' fundamental importance to different cultures and societies. Drawing on novels, films, and secondary scholarship, the course will help students understand how myth, memory, history, coloniality/postcoloniality, and a strong sense of ethics are deeply intertwined in the desert sub-genre of African, Euro-American, and Middle Eastern literatures. Whether grappling with transcontinental issues of climate change, cannibalization of biodiversity or overexploitation of natural resources, desert-focused cultural production invites us to interrogate the politics of space and place as well as mobility and spatial control as they relate to this supposedly dead nature.

Requirements/Evaluation: active participation, short presentation, short weekly responses on GLOW, midterm exam, and final paper

Prerequisites: none

Enrollment Limit: 14

Enrollment Preferences: If the course is over-enrolled, students will be required to provide a 200-word paragraph in which they explain how the course fits within their plan of study at Williams.

Expected Class Size: 14

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ARAB 209(D1) COMP 234(D1) ENVI 208(D1)

Writing Skills Notes: Students will receive constant and extensive feedback on their written work. Students will write regular weekly responses on GLOW, a reflection statement, two 5pp. papers for midterms, and one 10pp. final paper.

Difference, Power, and Equity Notes: Students will gain critical awareness of the imbrication of power, hegemony, economic injustice, and colonial

policies in the disruption of indigenous conceptions of the Saharan space. Students will also be able to question representations of the Sahara as a dead or empty space by engaging with locally produced alternative conceptualizations of place. Finally, students will produce written assignments that address issues of power and environmental discrimination.

Attributes: ENVI Humanities, Arts + Social Science Electives

Spring 2025

SEM Section: 01 MR 2:35 pm - 3:50 pm Brahim El Guabli

COMP 237 (F) Medieval Worlds (WS)

While the word "medieval" was first used to designate the period in European history between the fall of Rome and the Renaissance, historians and literary scholars frequently use the term to label periods in other regions and cultures that not only overlap chronologically with the European Middle Ages, but also appear to share similarities in terms of technology, social structures, and religious orientation. In this course we will focus on how medieval literary works from multiple traditions represented past events both public and personal, from conflicts that impacted huge swaths of society to the minutiae of an individual's daily life. Readings will range from European verse epics such as the Anglo-Saxon poem *Beowulf* and a Chinese civil servant's poem on the destruction wrought by war to the memoirs of a Japanese court lady and a set of narratives about influential women of the past by the first professional female writer in Europe. We will explore the stories these works tell about historical (or purportedly historical) events and their claims to historicity or truthfulness, asking questions such as: In an age where information traveled very differently from how it does today, how did people form an understanding of recent and historical events? How did people create, experience, and transmit literary texts in different medieval cultures? What roles did religion play in texts that are not explicitly religious? What does it mean to think of the medieval as a category across different cultures?

Requirements/Evaluation: Requirements/Evaluation: Regular attendance and participation in class; multiple written assignments of varying lengths building towards a final paper of 10-12 pages.

Prerequisites: none

Enrollment Limit: 18

Enrollment Preferences: Comparative Literature majors

Expected Class Size: 10

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (WS)

Writing Skills Notes: Writing skills justification: Multiple writing assignments over the course of the semester that prepare students to produce a polished essay of 10-12 pages by the end of the semester. The final paper will be drafted in stages, and students will receive substantial feedback on these drafts as well as on other written assignments.

Fall 2024

SEM Section: 01 TF 1:10 pm - 2:25 pm Sarah M. Allen

COMP 265 (S) Theories of Language and Literature (WS)

Cross-listings: ENGL 209

Secondary Cross-listing

This course is made up of questions: What is literature and why would anyone want to study it? What can you figure out by examining language that you can't figure out by studying history or psychology? Do students of literature have distinctive ways of asking questions about the world? Why do we call some language literary? Can any language be literary if it appears in the right kind of book? Is there a difference between verbal forms of art and visual or auditory ones? Can novels do things that plays and poetry cannot? Why does anyone read poetry anyway?

Requirements/Evaluation: informal writing every week; three 6-page papers; class attendance and participation

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: first- and second-year students, and English majors who have yet to take a Gateway course

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 265(D1) ENGL 209(D1)

Writing Skills Notes: Informal writing before every class (about 500 words); three 6-page essays, plus a lead-in assignment on which the professor comments; two special writing sessions; fifteen pages of writing advice. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Attributes: ENGL Criticism Courses ENGL 200-level Gateway Courses

Spring 2025

SEM Section: 01 TF 1:10 pm - 2:25 pm Christian Thorne

COMP 268 (S) The Contemporary African American and Latin American Novella (WS)

Cross-listings: ENGL 243

Secondary Cross-listing

This tutorial examines how the novella has been deployed in the African American and Latin American contexts in our present century. Throughout the term, we will grow a vocabulary to understand how, from the perspective of craft, an elongated brevity can often lend itself, perhaps counterintuitively, to such an immersive reading experience. We will also contemplate why so many of the texts appear focused on countering established historical narratives. What unique possibilities does the form of the novella offer in this regard? In these explorations, we will encounter novellas from, among others, César Aira, Yuri Herrera, Jocelyn Nicole Johnson, Gayl Jones, John Keene, Bruna Dantas Lobato, Toni Morrison, and Alejandro Zambra. These readings will be paired with brief critical texts that will frame the essays to be written each week.

Requirements/Evaluation: five tutorial essays (4-5 pages); five responses to partners tutorial essays; thoughtful participation in tutorial meetings

Prerequisites: A 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam, or permission of the instructor.

Enrollment Limit: 10

Enrollment Preferences: Sophomores, but juniors and seniors are also welcome.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 268(D1) ENGL 243(D1)

Writing Skills Notes: Beyond the quantity of assigned writing, significant class time will be spent covering strategies for effective and persuasive academic writing. Throughout the semester, students will receive written feedback from the instructor with specific suggestions for revision and improvement.

Attributes: AMST Arts in Context Electives ENGL Criticism Courses ENGL Literary Histories C

Spring 2025

TUT Section: T1 TBA Ricardo A Wilson

COMP 299 (F)(S) On Occupations: Work, Colonization and Contemporary Life (DPE) (WS)

Cross-listings: ENGL 294

Secondary Cross-listing

Reading political essays, critical theory, historiography, and literary works, in this course we will ask what thinking through the different senses of "occupation" can teach us about contemporary life. The course wagers that there is a connection between why some nations are or were "under" occupation and why, as individuals, all of us must "have" occupations. On the one hand, we will think about work: What does it mean to have an occupation today? There was a time when most people could distinguish between the time of work and that of leisure. But we live under a different

regime. What now is the difference between work and leisure for those working "gigs"? In the case of "creatives," Bifo Berardi says, it is the soul itself that has been put to work. And then there are those who are unemployed, i.e., those occupied by the most widespread form of work there is--looking for work. On the other hand, we will ask questions about colonialism: Did not Europe's occupation of the globe birth this world in which the only way to live is to be occupied in a narrow sense, i.e., to always be working or looking for work? And isn't one economic function of the occupation of peoples in our own times to create a cheap workforce? Finally, we will ask what art and political organizing can teach us about a "de-occupied" life--a life after work, a life without colonization. Writers will include Marx, Jyotiba Phule, Du Bois, Raymond Williams, Premchand, M. E. O'Brien and Eman Abdelhadi, Bifo Berardi, David Graeber, Mahatma Gandhi, Rabindra Nath Tagore, Mahasweta Devi, Edward Said etc.

Requirements/Evaluation: Students will read 100-120 pages each week. Each student will do one classroom presentation about the week's readings. Other assignments include weekly journals, an annotated bibliography, a proposal, and a final paper.

Prerequisites: 100-level English course or a 5 on the AP literature exam, or permission of the instructor.

Enrollment Limit: 19

Enrollment Preferences: first-years and sophomores considering majoring in English or Comparative Literature, and English majors who have not yet taken a gateway course.

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 294(D1) COMP 299(D1)

Writing Skills Notes: Students will write over 20 pages in the semester and they will receive extensive feedback.

Difference, Power, and Equity Notes: Students will read and discuss texts about the organization of power in contemporary society. They will reflect upon the economic structures that underpin a range of oppressive social forms.

Attributes: ENGL 200-level Gateway Courses ENGL Literary Histories C

Fall 2024

SEM Section: 01 W 1:10 pm - 3:50 pm Paresh Chandra

Spring 2025

SEM Section: 01 W 1:10 pm - 3:50 pm Paresh Chandra

COMP 335 (F) Poetry of Indignation: Poetics and Transnational Liberation (DPE) (WS)

Cross-listings: AFR 328 / ARAB 320

Secondary Cross-listing

Poetry is usually associated with beautiful, metered, and charged language. However, beyond its poeticity, poetry has also functioned as a tool of liberation and transnational construction of identities and solidarities. States have national poets, and, in many countries, national anthems were written by famous poets. From Abu al-Qasim al-Shabbi and Claude McKay to Pablo Neruda, poetry has acted as a space for life, rebellion, resistance, revolution, and the defense of a common humanity that transcends the barriers of language and national aesthetics. This course draws on a variety of materials from the Caribbean to Africa and from the Middle East to India to conceptualize a "poetics of indignation" against slavery, social injustice, colonization, authoritarianism, capitalism, and globalization. The students in this course will read poets, such as Okot p'Bitek, Derek Walcott, Tsitsi Jaji, Mahmoud Darwish, and Pablo Neruda, among many other poets, to examine how poetics changed and shifted across times and geographic boundaries while retaining a commitment to indignation, rebellion, and anger at almost the same recurring oppressive forces.

Requirements/Evaluation: Two 5pp. midterm papers; a 1000-word reflection statement; weekly GLOW posts; one 10-minute presentation; active participation in the discussions in class.

Prerequisites: None

Enrollment Limit: 14

Enrollment Preferences: If the class is overenrolled, the students will submit a 200-word paragraph in which they explain how the course fits within their plan of study at Williams.

Expected Class Size: 14

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 328(D2) COMP 335(D1) ARAB 320(D1)

Writing Skills Notes: The students in this course will receive intensive feedback on their writing. This includes writing two 5pp. papers as well as a 10pp. final paper. The students will submit weekly GLOW posts and a final reflection statement.

Difference, Power, and Equity Notes: The students will understand that poetry is a field in which power dynamics and imbalances of access to resources are reflected. They will also pay attention to who writes what and who publishes where in order to understand the imbrication of inequality within the institutions that produce, disseminate, and reward poets.

Fall 2024

SEM Section: 01 MR 2:35 pm - 3:50 pm Brahim El Guabli

COMP 343 (F) Shakespeare on Page, Stage and Screen: Text to Performance (WS)

Cross-listings: ENGL 345 / THEA 340

Secondary Cross-listing

Four centuries on, Shakespeare still challenges us. How should we weigh the respective claims of our own era's concerns--with matters of gender, sexuality, race, class, or materiality, for instance--against historicist attention to the cultural, political and theatrical circumstances in which his plays were actually written? And when it comes to realizing the texts in dramatic performance, such challenges--and opportunities--multiply further. Critical fidelity to Shakespeare's times, language and theatrical milieu prioritizes a historical authenticity that can be constraining or even sterilizing. At the other extreme, staging the plays with the primary aim of making them "speak to our times" risks revisionary absorption in our own interests. We will read six plays, of different genres and written at different periods of Shakespeare's career. These will likely be *Romeo and Juliet*, *Henry V*, *Twelfth Night*, *Hamlet*, *The Tempest*, and *A Midsummer Night's Dream*. Close reading of the texts will be the priority, but we will also attend to the demands and opportunities of performance, and assess a range of recent film and stage productions.

Requirements/Evaluation: Three papers ranging from 4 to 7 pages; regular Glow posts; class participation.

Prerequisites: A THEA course; a 100-level ENGL course; a score of 5 on the AP Literature exam or a 6 or 7 on the IB exam; or permission of instructor.

Enrollment Limit: 18

Enrollment Preferences: Theatre and English majors or prospective majors

Expected Class Size: 18

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 345(D1) THEA 340(D1) COMP 343(D1)

Writing Skills Notes: Three papers rising from 4 to 6+ pages; regular discussion board postings and several short response papers. Students will receive substantive feedback on their writing, and there will be opportunities for revision.

Attributes: ENGL Literary Histories A

Fall 2024

SEM Section: 01 MR 2:35 pm - 3:50 pm James L. Pethica

COMP 369 (F) Indigenous Narratives: From the Fourth World to the Global South (DPE) (WS)

Cross-listings: HIST 306 / ARAB 369 / GBST 369

Primary Cross-listing

In the late 20th century, world literature has witnessed a "boom" in indigenous literature. Many critics and historians describe this global re-emergence of the subaltern and the indigenous in terms of literary justice fostered by post-colonial studies and the adoption of the Declaration of the Rights of Persons Belonging to National or Ethnic, Religious and Linguistic Minorities, by the UN General Assembly on December 18, 1992. In this course, we will investigate this "indigenous boom" by reading novels and short stories from the Americas, the Middle East and North Africa from the 1970s to the

present. Through these trans-regional and trans-historical peregrinations, our principal goal will be to examine and compare narratives about conquest, settler colonialism, colonial nationalism, indigeneity, sovereignty, indigenous epistemology and philosophy. At the same time, we will consider the following questions: How did pioneering indigenous women writers, such as the Laguna Pueblo Leslie Marmon Silko in the US and the Mayan playwrights of La Fomma in Chiapas, Mexico lead the feminist front of the indigenous literary renaissance? How did Palestinian folktales, Amazigh poetics in the Maghreb, and Mayan dream narratives in Mexico and Guatemala produce narratives of decolonial history? What does the aesthetics of magical realism in Arabic, Quechua and Spanish, respectively, as evident in the works of the Kurdish writer Salim Barakat (Syria) and the mestizo writer José María Arguedas (Peru) tell us about the intersection of race, ethnicity, and indigenous epistemology? What is the connection between the recent "boom" of English translations of Indigenous texts and neoliberalism, multiculturalism and neo-colonialism? Ultimately, our goal is to trace how these texts contributed to global indigenous literature and the trans-historical and trans-geographical connections between them.

Requirements/Evaluation: active class participation, several short response assignments (3-4 pages), two film reviews (1 page), a performance project, and a final paper (7- to 10-pages)

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Comparative Literature majors

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 369(D1) HIST 306(D2) ARAB 369(D1) GBST 369(D2)

Writing Skills Notes: This course will enable students to write weekly while engaging with various forms of writing skills: articulating arguments in short response papers (3-4 pages each), developing visual criticism through writing two film reviews, (1 page each), journaling through writing a personal reflections on a performance project, and honing research language in producing a final paper of 7-10 pages. Instructor's feedback and peer review sessions will include review of drafts and argumentative structures.

Difference, Power, and Equity Notes: At the heart of this course is the history of global Indigenous struggle for liberation and decolonization. The various novels, short stories, poems, films and other texts that students will engage with narrate histories of colonial dispossession, racial oppression, economic subjugation and dehumanization of minoritized Indigenous communities in the Americas, North Africa and the Middle East.

Attributes: GBST Borders, Exiles + Diaspora Studies

Fall 2024

SEM Section: 01 MR 1:10 pm - 2:25 pm Amal Egeiq

DANC 302 (S) Moving Words, Wording Dance (DPE) (WS)

Cross-listings: ENGL 335

Primary Cross-listing

How can we capture the "liveness" of dance and performance through writing? How can the spoken and written word promote a deeper understanding of felt emotions expressed through embodied practice? In this tutorial, we will explore different modes of writing about performance such as ethnography, non-fiction, and performative writing. While there will be skill-based goals and a set outline for the tutorial, core texts that will anchor the conversations and paired writing assignments will be selected according to the interests of enrolled students. Texts will be complemented with visual materials and/or virtual conversation with artist-scholars to encourage a multilayered experience with writing about performance. The course is reading and writing intensive, and oriented towards juniors, seniors, and those with deep interest in analytical and creative writing. Students will (i) read several monographs during the semester, (ii) produce creative and critical writing (at least 5-6 pages every two weeks and a longer final essay) (iii) be committed to the peer review and revision process of their own work and that of their writing partners, and (iv) participate in discussions about course materials and reflections about their writing process.

Class Format: enrollment in the course will require each student to have in-person or zoom meeting with the instructor before the first class meeting, and attendance in the first organizational meeting or class session.

Requirements/Evaluation: This tutorial is reading and writing intensive, and oriented towards juniors, seniors, and those with deep interest in analytical and creative writing. Students will (i) read several monographs during the semester, (ii) produce creative and critical writing (at least 5-6 pages every two weeks and a longer final essay) (iii) be committed to the peer review and revision process of their own work and that of their writing

partners, and (iv) participate in discussions about course materials and reflections about their writing process.

Prerequisites: none

Enrollment Limit: 8

Enrollment Preferences: Juniors and seniors, and those with specific interest in performance, creative, and analytical writing. Prior dance or performance experience not required.

Expected Class Size: 6

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 335(D1) DANC 302(D1)

Writing Skills Notes: Each student will write three 5- to 6- page papers on which the professor and peers will provide critical feedback on content, style, and form. After each cycle of feedback, students will have the option to submit a revision, and discuss the revision process and the revised paper. As the final assignment, students will select one of the three papers to develop into a longer essay, which will be 10-15 pages.

Difference, Power, and Equity Notes: The monographs that will anchor the tutorial engage with politics of identity as it manifests in both staged and in everyday performances. The introductory points of exploration and the objects of analysis in the course are bodies in motion. So our inquiry throughout the semester will necessarily include how bodies "make meaning" in a network of power relationships within the context of historical associations to markers of race, class, gender, sexuality, and socially constructed differences

Spring 2025

TUT Section: T1 TBA Munjulika R. Tarah

ECON 219 (S) Global Economic History (WS)

What generated the rise of agricultural civilizations and early empires in the ancient world? Why did Western Europe--and not China, India, or the Middle East--first experience the Industrial Revolution? Why did Latin America stagnate over the 20th century, while Japan and eventually China and India boomed? What explains the historical success of the US economy? Why did the Soviet Union rise and fall? And why was African economic growth slow for so long before taking off in recent decades? These and other questions will guide our exploration of global economic development over the past several millennia. Our focus will be broadly comparative across space and time, with an emphasis on how institutions, resource endowments, culture, technology, and market forces help explain economic differences and change around the world. Throughout the course, we will draw on micro and macroeconomic concepts and simple empirical tools to understand and interpret the historical roots of the modern global economy.

Class Format: tutorial; weekly one hour meetings in groups of two

Requirements/Evaluation: evaluation will be based on five 5- to 6-page papers, critiques of fellow students' papers, a longer revision of a paper, and engagement in discussion

Prerequisites: ECON 110 and ECON 120 or equivalent courses subject to instructor approval

Enrollment Limit: 10

Enrollment Preferences: first-year students and sophomores intending to major in Economics and/or History

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

Writing Skills Notes: This tutorial course requires students to write five 5-7-page papers, to write 1-2 page responses to their tutorial partner's papers, and to revise and extend one of their papers into a larger final paper of approximately 10-12 pages. Along the way, I offer detailed comments on all of their writing, with an eye towards producing a very polished final paper.

Attributes: GBST Economic Development Studies

Spring 2025

TUT Section: T1 TBA Steven E. Nafziger

ECON 230 (S) The Economics of Health and Health Care (WS)

What is health? How do we improve it? Health is an essential component of individual well-being and a fundamental input to a productive economy, making its production a societal priority, as well as an individual one. This course examines the economics of the supply and demand for health through applied microeconomic analysis. The course focuses on three broad areas: the inputs to health and the demand for health care; the structure and functioning of health care markets and the roles of key institutions; and the role of public policy in furthering individual and population health. Special attention will be devoted to topics of current policy interest, including health disparities, problems of health care costs and cost containment, health insurance reform and the Affordable Care Act, the role of public health interventions, and drug development and regulation.

Class Format: The class is a mixture of lecture and discussion.

Requirements/Evaluation: Several short papers, participation in class discussion, and a final research project and presentation.

Prerequisites: ECON 110 and a class in statistics

Enrollment Limit: 30

Enrollment Preferences: Economics majors who need a 200-level elective, Political Economy majors, and Public Health concentrators

Expected Class Size: 30

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (WS)

Writing Skills Notes: Students will write 3 policy memos over the course of the semester. Synthesis of peer-reviewed literature, use of citation management systems, and clarity in technical writing will be emphasized. Students will receive timely, substantial, individualized feedback to develop their technical writing ability over the course of the semester. Opportunities to meet with professor outside of class at any stage of writing.

Attributes: PHLH Decision-Making by Institutions + Individuals POEC Depth POEC Skills

Spring 2025

LEC Section: 01 TR 11:20 am - 12:35 pm Shyam Raman

ECON 367 (S) The Political Economy of Social Insurance (WS) (QFR)

The Great Society policies of the 1960s dramatically changed the ways people living in poverty interacted with the federal government, but the benefits associated with these policies seem to have stagnated. Since 1965, the annual poverty rate in the United States has hovered between 10% and 15%, though far more than 15% of Americans experience poverty at some point in their lives. In this course, we will study public policies that, explicitly or implicitly, have as a goal improving the well-being of the poor in the United States. These policies include social insurance programs such as Unemployment Insurance; safety net programs such as Temporary Assistance to Needy Families, Supplemental Nutrition Assistance Program, Medicaid, and housing assistance; education programs such as Head Start and public education; and parts of the tax code, including the Earned Income Tax Credit and Child Tax Credit. We will explore the design and function of these programs, with a particular focus on the context in which they were developed. What political incentives and constraints have strung up our social safety net? How do these factors affect the goals of policy, the trade-offs inherent to the policy's design, and why poverty has not sustained a downward trend in the United States? Through careful consideration, students will learn how to communicate a path forward for public policy which accounts for theoretical economic expectations and the reality of political constraints in policy design.

Class Format: Lecture with substantial class discussion.

Requirements/Evaluation: Several short policy memos, participation in class discussion, and a final analytical essay.

Prerequisites: ECON 253 or 255

Enrollment Limit: 25

Enrollment Preferences: Students majoring in economics or political economy.

Expected Class Size: 25

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (WS) (QFR)

Writing Skills Notes: Students will write 4 policy memos over the course of the semester followed by a longer, final analytical essay. Synthesis of peer-reviewed literature, use of citation management systems, and clarity in technical writing will be emphasized. Students will receive timely, substantial, individualized feedback to develop their technical writing ability over the course of the semester. Opportunities to meet with professor outside of class at any stage of writing.

Quantitative/Formal Reasoning Notes: This course will use quantitative tools of economics. Focus on building data visualization & science communication skills after ECON 255.

Attributes: POEC Skills

Spring 2025

LEC Section: 01 TF 2:35 pm - 3:50 pm Shyam Raman

ENGL 105 (F) American Girlhoods (DPE) (WS)

Cross-listings: WGSS 105

Primary Cross-listing

The image of the girl has captivated North American writers, commentators, artists, and creators of popular culture for at least the last two centuries. What metaphors, styles of writing, ideas of "manners and morals" does literature about girls explore? What larger cultural and aesthetic concerns are girls made to represent? And how is girlhood articulated alongside and/or intertwined with other identities and identifications, such as race, ethnicity, class, and sexuality? These are some of the issues we will explore in this course.

Requirements/Evaluation: at least 20 pages of writing; short, more informal writing assignments; GLOW posts; class participation

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: first-year students who do not have a 5 on the AP and/or have not previously taken a 100-level English class

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 105(D2) ENGL 105(D1)

Writing Skills Notes: Students do at least 20 pages of writing (4-5 papers) and are required to revise several papers. We also devote significant class time to talking about successful academic writing. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: This course considers the construction of girlhood in the United States along the axes of race, gender, sexuality, class and more, and the literary history of who, in various moments in America, has even been allowed to claim the privileges of and/or be burdened with the idea of being a girl. It examines how girlhood is represented in relation to (in)equity and power and what kinds of literary and cultural forms writers utilize to illuminate these differences.

Fall 2024

SEM Section: 01 TF 2:35 pm - 3:50 pm Kathryn R. Kent

ENGL 107 (F) Temptation (WS)

Cross-listings: COMP 106

Primary Cross-listing

We want most those things we can't--or shouldn't--have. Or, to put it another way, it is when limitations are placed on our actions by law, religion, or the facts of our own biology that we experience desire most acutely. In this course, we will examine fictional narratives, lyric poems, and philosophical meditations in which people are tempted to act against their better judgement. Free will, ambition, temperance, suspense, despair, and repression will be our conceptual preoccupations. We will get to know such writers and artists as Homer, Euripides, Ovid, Augustine, Shakespeare, Donne, Milton, Laclos, Mozart, Freud, Frost, and Scorsese.

Requirements/Evaluation: Four five-page papers, in-class presentation, thoughtful participation in discussions

Prerequisites: None

Enrollment Limit: 19

Enrollment Preferences: First-year students who have not taken or placed out of a 100-level ENGL course

Expected Class Size: 19

Grading: no pass/fail option, yes fifth course option

Distributions: (D1) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 107(D1) COMP 106(D1)

Writing Skills Notes: Students will write four five-page papers, each of which will receive timely and extensive written feedback from the instructor. Students will be invited to discuss their papers with the instructor at the draft stage.

Fall 2024

SEM Section: 01 TR 9:55 am - 11:10 am Emily Vasiliauskas

SEM Section: 02 TR 11:20 am - 12:35 pm Emily Vasiliauskas

ENGL 108 (F)(S) Idleness & Insubordination: Literatures Against Work (WS)

Under the regime of idleness, to kill the time, which kills us second by second, there will be shows and theatrical performances always and always. --Paul Lafargue, "The Right to Be Lazy" What right do we have to stay in bed? To laze about in the heat of the day? What is the relationship between loafing and literary production? Departing from the ancient paradigm of otium (idleness, leisure, retirement) and negotium (work, service, activity), this course tracks the diversions and detours by which artists and writers have insisted on not keeping busy. We'll consider the possibilities and limits of idleness in the space of the household and on Wall Street; we'll read about people who literally wander and those who stay in place and say, "I prefer not to." Encountering Virgil's world-weary shepherd-songs, Shakespeare's colonial imaginary, and contemporary meditations on pastoral retreat, we'll ask after the difference between idleness as rest and idleness as protest. What poetic, narrative, and visual forms constitute an "idle aesthetic"? Alongside literature and a few films, we'll dip into a selection of theoretical essays that think about how repeated refusals to work can cultivate new subjectivities under capitalism. What forms of creativity and community are developed when we withhold our labors? How do such forms resist and remake the world? Our inquiry will likely include works by Nanni Balestrini, Zora Neale Hurston, June Jordan, Clarice Lispector, Herman Melville, Andrew Marvell, Arthur Rimbaud, Ed Roberson, Ousmane Sembène, Agnès Varda, among others.

Requirements/Evaluation: 4-5 papers, with revisions; a creative assignment. Regular discussion posts, self-reflections, and annotation/journal-entries. Two conferences with instructor.

Prerequisites: None

Enrollment Limit: 19

Enrollment Preferences: first-year students who have not taken or placed out of a 100-level ENGL course

Expected Class Size: 19

Grading: no pass/fail option, yes fifth course option

Distributions: (D1) (WS)

Writing Skills Notes: Students will produce at least 20 pages of polished writing across the semester. We'll devote class time regularly to discussing successful writing and revisions skills. Students will receive timely feedback on their assignments. As regular writing is part of an engaged reading practice, students will also be asked to do frequent short informal exercises (in class and out).

Fall 2024

SEM Section: 01 TR 8:30 am - 9:45 am Kathryn Crim

Spring 2025

SEM Section: 01 TR 8:30 am - 9:45 am Kathryn Crim

ENGL 112 (F) Introduction to Literary Criticism (WS)

What determines meaning? How we interpret is inevitably inflected by our own priorities and preoccupations, by the contexts in which we read, by literary and other conventions, and by the historical and personal circumstances of a work's composition, as well as deriving from the particular words of a text and from the mutable life of language itself. So how to go about the task of reading literature well? This course will focus on key introductory methods and critical approaches, and is intended to develop your skills in reading, writing about, discussing and interpreting literary texts. Our initial readings--mainly short fiction and poetry, along with selected introductory work in critical theory--will invite increased self-consciousness about literary

form, the functions of criticism, and the process of reading and interpretation. In the last weeks of the course, we will address longer texts, including at least one play, one novel and one film.

Requirements/Evaluation: Four papers rising from 3-6 pages, regular Glow posts, and contribution to class discussions.

Prerequisites: None

Enrollment Limit: 19

Enrollment Preferences: First-year students who have not taken or placed out of a 100-level ENGL course

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (WS)

Writing Skills Notes: Four papers, rising from 3 pages for the first, to 6 pages for the last. Regular postings on Glow. Extensive written feedback on longer papers, plus the option of revision.

Fall 2024

SEM Section: 01 MR 1:10 pm - 2:25 pm James L. Pethica

ENGL 113 (F) The Feminist Poetry Movement (DPE) (WS)

Cross-listings: AMST 113 / WGSS 113

Primary Cross-listing

Feminist poetry and feminist politics were so integrated in the 1960s and 1970s in America that critical essays on poets, such as Adrienne Rich and Audre Lorde, appeared in the same handbook that listed such resources for women as rape crisis centers and health clinics. This course will map the crucial alliance between feminist politics (and its major cultural and political gains) and the feminist poetry movement that became a major "tool" for building, organizing, and theorizing second-wave feminism. In order to track this political and poetic revolution, we will take an interdisciplinary approach that brings together historical, critical, and literary documents (including archival ones) and visual products (through the Object Lab of the Williams College Art Museum) that recreate the rich context of the period and help us consider the important social nature of aesthetic production. At the center of the course will be writings of major poets of the period, as well as anthologies and feminist periodicals that published their work and created a significant forum and shared space for women to articulate the politics and poetics of change. These periodicals and anthologies will also help us track the diversity of the feminist poetry movement and its intersection with issues of race, class, ethnicity, and sexuality. Ultimately, we will want to consider how poetry serves as an important tool for thinking through questions of power and injustice and what role it plays in creating necessary imaginative space in the world for expression, critique, and change.

Class Format: discussion, some lecture, project work in archives and art gallery

Requirements/Evaluation: two-three short analysis papers, creative (1-2 pages), curated final project (archival exhibit and digital project), presentations

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: first years

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 113(D2) ENGL 113(D1) WGSS 113(D2)

Writing Skills Notes: Writing skills taught through a series of assignments evenly spaced throughout the semester: two to three four-to-five-page graded papers, one creative assignment, and a final digital research project (8-10-page equivalent; peer reviewed). Students receive critical feedback on written assignments a week prior to due date through conferences and Google Docs and on final graded assignments within one week with sufficient time between assignments to improve the next assignment.

Difference, Power, and Equity Notes: The course examines the effects of class, race, ethnicity, gender, and sexuality on both poetry and the movement and how women negotiated their differences within the movement, as well as in response to the dominant patriarchal culture. This course employs critical tools (feminist theory, archival research, poetics, close reading, comparative approaches) to help students question and articulate the

social injustices that led to the poetry and poetics of the Women's Liberation Movement.

Attributes: AMST Critical and Cultural Theory Electives ENGL Criticism Courses EXPE Experiential Education Courses WGSS Racial Sexual + Cultural Diversity Courses WGSS Theory Courses

Fall 2024

SEM Section: 01 TF 2:35 pm - 3:50 pm Bethany Hicok

ENGL 117 (F) Introduction to Cultural Theory (WS)

Cross-listings: COMP 117

Primary Cross-listing

This course has a clear purpose. If you had signed up for a course in biology, you would know that you were about to embark on the systematic study of living organisms. If you were registered for a course on the American Civil War, you would know that there had been an armed conflict between the northern and southern states in the 1860s. But if you decide you want to study "culture," what exactly is it that you are studying? The aim of this course is not to come up with handy and reassuring definitions for this word, but to show you why it is so hard to come up with such definitions. People fight about what the word "culture" means, and our main business will be to get an overview of that conceptual brawl. We will pay special attention to the conflict between those thinkers who see culture as a realm of freedom or equality or independence or critical thought and those thinkers who see culture as a special form of bondage, a prison without walls. The course will be organized around short theoretical readings by authors ranging from Matthew Arnold to Laura Mulvey, but we will also, in order to put our new ideas to the test, watch several films (mostly of the class's choosing) and listen to a lot of rock and roll. Why do you think culture matters? Once you stop to pose that question, there's no turning back.

Class Format: discussion

Requirements/Evaluation: four formal writing assignments totaling 20 pages (three full essays + one lead-in assignment), informal writing twice weekly, class attendance and participation

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: first-year students who have not taken or placed out of a 100-level ENGL course

Expected Class Size: 19

Grading: no pass/fail option, yes fifth course option

Distributions: (D1) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 117(D1) ENGL 117(D1)

Writing Skills Notes: Students will write three five- to seven-page papers, on which I will provide extensive feedback. Before writing their first papers, students will submit theses and introductions, which I will help them refine. We will hold three extra writing sessions, to discuss how best to organize arguments. Students will write informally before every class.

Attributes: AMST Critical and Cultural Theory Electives

Fall 2024

SEM Section: 01 TF 1:10 pm - 2:25 pm Christian Thorne

SEM Section: 02 TF 2:35 pm - 3:50 pm Christian Thorne

ENGL 120 (F)(S) The Nature of Narrative (WS)

Cross-listings: COMP 111

Secondary Cross-listing

Narrative--storytelling--is a fundamental human activity. Narratives provide us with maps of how the world does or should or might work, and we make sense of our own experiences through the narratives we construct ourselves. This course examines the nature and functions of narrative using texts from a wide range of literary traditions, media, and genres. Readings may span classics (e.g. Homeric epic, *The Tale of Genji*, and/or the *Popol Vuh*), fiction ranging from nineteenth-century realism to postmodern experimentation (possibly including Kafka, Tolstoy, Toni Morrison, and/or Emile Habibi), and visual literature from film and drama to graphic memoir (possibly including Mizoguchi Kenji, Art Spiegelman, Alison Bechdel, and/or Joe Sacco).

We may also read some short works of literary theory from around the world to help us broaden our idea of what literature can be and do. All readings in English.

Class Format: The second half of the course may incorporate a modified tutorial format, where small groups meet with the instructor once a week, with students' papers and responses forming the basis of the discussion.

Requirements/Evaluation: Regular attendance and participation in class; short and mid-length writing assignments spaced throughout the semester; revision of selected assignments after receiving instructor feedback.

Prerequisites: none

Enrollment Limit: 18

Enrollment Preferences: Comparative Literature majors, students considering a major in Comparative Literature, first-years, sophomores.

Expected Class Size: 18

Grading: yes pass/fail option, no fifth course option

Distributions: (D1) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 111(D1) ENGL 120(D1)

Writing Skills Notes: Multiple writing assignments that build upon each other, including drafts and revisions, with substantial individualized feedback on writing from the instructor.

Attributes: FMST Related Courses

Fall 2024

SEM Section: 01 TR 9:55 am - 11:10 am Sarah M. Allen

Spring 2025

SEM Section: 01 TR 8:30 am - 9:45 am Sarah M. Allen

ENGL 123 (S) The Short Story (WS)

The reading for this course will consist entirely of short stories by such writers as Poe, Hawthorne, James, Doyle, Hemingway, Faulkner, Gilman, Chopin, Cather, Toomer, McCullers, O'Connor, Borges, Nabokov, Kincaid, Saunders, Diaz, and Shepard. We will read one or two per class meeting; at the end of the course, we'll be reading one collection, by Raymond Carver. Reading short stories will allow us to pay close attention to the form of our texts, and to paragraphs, sentences, and words. The premise of the essays you will write is that short stories and short essays are both arts based on controlling the release of information and meaning, and that studying the two genres together will have reciprocal benefits for reading and writing.

Class Format: class meetings will be devoted almost entirely to discussion

Requirements/Evaluation: grades will be based on the five formal writing assignments, with rewards for improvement, plus class participation

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: first-year students who have not taken a 100-level English course; then sophomores who have not taken a 100-level English course

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (WS)

Writing Skills Notes: There will be five formal writing assignments, totaling about twenty pages. My response to each paper will include extensive marginal comments on technical issues, and a typed page of comments on the ideas and structure of the paper as a whole. Final grades will be determined by both the student's intellectual engagement and his or her increasing mastery of the art of writing essays.

Attributes: ENGL Creative Writing Courses

Spring 2025

SEM Section: 01 TR 9:55 am - 11:10 am John K. Limon

ENGL 138 (S) What is a Self? Investigations in Literature, Philosophy, and Psychology (WS)

The experience of having a self (or a subjective point of view) informs and colors literally everything we think, see, and feel. And yet what is a self? Is it the unchanging essence of who we are as individuals? Or is it the historically contingent product of ever-changing cultural and political forces (like the media, gender norms, and ideologies about race, to name just a few)? Or, perhaps, is the belief that we have a self just one big illusion, as the Buddha suggested millennia ago and as modern philosophers and scientists have argued in their own different ways more recently? In this class, we'll explore the deep mystery of human existence that we call "the self" or "subjectivity," looking at various attempts to capture, represent, and explain it (even escape it!). Our investigations will be wide-ranging, looking at examples from literature, philosophy, religion, and psychology. Works we'll study include: Tim O'Brien's *The Things They Carried*, Toni Morrison's *Beloved*, and theoretical writings on the self by Plato, Thoreau, and Jean-Paul Sartre among others. We'll even try our hand at meditation, while learning about the Buddhist idea of "no self." Students who genuinely find the experience of the self puzzling and fascinating will get the most out of this class. Bring an open mind about what it is to have a mind in the first place.

Requirements/Evaluation: four essays totaling 18-20 pages; active class participation; participation in other short informal writing assignments.

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: first-year students who have not taken or placed out of a 100-level ENGL course

Expected Class Size: 19

Grading: yes pass/fail option, no fifth course option

Distributions: (D1) (WS)

Writing Skills Notes: Four essays (ranging in length from 4-6 pages long) in multiple drafts, adding up to 18-20 pages total. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Spring 2025

SEM Section: 01 MR 1:10 pm - 2:25 pm Bernard J. Rhie

ENGL 150 (F)(S) Expository Writing (WS)

Writing clearly is the most important skill you can learn in college. Do you suffer from writer's block? Do you receive consistent criticism of your writing without also learning strategies for how to improve? This course is for students who want to learn how to write a well-argued, intelligible essay that offers a complex interpretive argument based on close, critical analysis of texts. We will derive our method for mastering the complex art of writing from Atul Gawande's bestselling book, *The Checklist Manifesto*. In addition to sharpening your skills in reading, note-taking and literary analysis, this class will give you tools for generating drafts, peer editing, revising, and polishing your writing. The readings for this course will be literary works, scholarly essays and nonfiction -- mostly contemporary, and mostly American.

Requirements/Evaluation: Requirements include active class participation (including peer-editing), drafts and revisions of four to five papers totaling at least 20 pages. Overall evaluation will include improvement and effort.

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: first-year students, especially students with demonstrated need for help with analytical writing

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (WS)

Writing Skills Notes: This course is devoted to the study of writing, focusing especially on expository essays. Four to five papers are assigned, totaling at least 20 pages. Special attention will be paid to drafts, revision and building peer editing skills. Regular, one-on-one meetings with professor will be encouraged.

Fall 2024

SEM Section: 01 MWF 11:00 am - 12:15 pm Cassandra J. Cleghorn

Spring 2025

SEM Section: 01 TF 2:35 pm - 3:50 pm Cassandra J. Cleghorn

ENGL 153 (S) Androids, Cyborgs, Selves (WS)

Cross-listings: STS 153

Primary Cross-listing

In this expository writing course, we will analyze and argue about how humanoid and partly human bodies appear in legend, fiction, and film. When are these bodies inviting? When are they threatening? How are they gendered, how are they raced, and why? Which technologies fit easily into human forms, and which are resistant? What do the persons who inhabit these near-human bodies desire? Students in this course will develop arguments in reply to these and related questions, developing 3 or 4 essays through multiple stages of planning, drafting, and revising. Because this is an expository writing seminar, we will spend half or more of our class time discussing and practicing writing skills.

Requirements/Evaluation: several response papers (500 words); three or four essays (1200-1500 words, in multiple drafts); class participation

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: See details for ENGL 100-level courses on English Department Website.

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

STS 153(D2) ENGL 153(D1)

Writing Skills Notes: This expository writing course is dedicated to facilitating real improvement in students' written argumentative work. Students will write and revise response papers and 5-page essays (in multiple drafts) over the course of the semester, receiving substantial instructor feedback. Students will practice: drafting, revising, and responding to critique; writing appropriately for given occasions and audiences; grounding their writing in close, analytical reading; and acknowledging sources.

Spring 2025

SEM Section: 01 TR 8:30 am - 9:45 am Ezra D. Feldman

ENGL 156 (F) New American Fiction (WS)

The goal of this course is to teach you how to write a clear, well-argued, and interesting analytical paper. We will spend most of our class time actively engaged in a variety of techniques to improve your critical reasoning and analytical skills, both written and oral. Though the skills you learn will be applicable to other disciplines, and a central purpose of the course is to improve all aspects of your writing, this is a literature class, designed partly to prepare you for upper level courses in the English Department, so we will, therefore, spend equal time on the interpretation of literature, in this case, contemporary American fiction, examining the very, very recent (last thirty years) developments in American fiction. We will read short stories and novels by writers such as Danielle Evans, George Saunders, Kali Fajardo-Anstine, Mary Robison, Karen Russell, ZZ Packer, Ocean Vuong, Yiyun Li, among others.

Requirements/Evaluation: Active participation, written and verbal comments on published and peer work, five essays (2-7 pages each, most in multiple drafts, including a final radical revision of an essay of the student's choice).

Prerequisites: None

Enrollment Limit: 12

Enrollment Preferences: First-Year students

Expected Class Size: 12

Grading: yes pass/fail option, no fifth course option

Distributions: (D1) (WS)

Writing Skills Notes: Five essays ranging from 2-7 pages each, most in multiple drafts. Students will receive extensive written comments on their writing skills, with suggestions for improvement, and may choose to meet with the professor individually outside of class as often as they'd like. Students will also comment (verbal and written) on published work and their peers' drafts, operating under the assumption that becoming a better writer involves becoming a better reader.

Fall 2024

ENGL 161 (F) Metafiction (WS)

Cross-listings: COMP 161

Primary Cross-listing

This course will examine ways in which literary works reflect on their status as written texts. We'll look at the formal pleasures and puzzles generated by techniques including frame narratives, recursion, and self-reference, in novels, films, and stories by Vladimir Nabokov, Jorge Luis Borges, Kelly Link, Paul Park, and others. Ultimately, we will use our study of metafiction to focus inquiry into the socializing force of self-consciousness in human development. Note that students will be required to use, as well as interpret, metafictional techniques in their assigned writing, and will write one or two essays in collaboration with a Chat AI.

Requirements/Evaluation: Several short exercises; four or five papers of increasingly complexity, totaling 22 pages; consistent attendance and participation; a love of reading, and a willingness to reread.

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: first-year students who have not taken or placed out of a 100-level ENGL course; sophomores

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 161(D1) ENGL 161(D1)

Writing Skills Notes: Students write five essays with considerable feedback from the instructor.

Fall 2024

SEM Section: 01 TF 1:10 pm - 2:25 pm Shawn J. Rosenheim

ENGL 209 (S) Theories of Language and Literature (WS)

Cross-listings: COMP 265

Primary Cross-listing

This course is made up of questions: What is literature and why would anyone want to study it? What can you figure out by examining language that you can't figure out by studying history or psychology? Do students of literature have distinctive ways of asking questions about the world? Why do we call some language literary? Can any language be literary if it appears in the right kind of book? Is there a difference between verbal forms of art and visual or auditory ones? Can novels do things that plays and poetry cannot? Why does anyone read poetry anyway?

Requirements/Evaluation: informal writing every week; three 6-page papers; class attendance and participation

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: first- and second-year students, and English majors who have yet to take a Gateway course

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 265(D1) ENGL 209(D1)

Writing Skills Notes: Informal writing before every class (about 500 words); three 6-page essays, plus a lead-in assignment on which the professor comments; two special writing sessions; fifteen pages of writing advice. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Attributes: ENGL Criticism Courses ENGL 200-level Gateway Courses

Spring 2025

SEM Section: 01 TF 1:10 pm - 2:25 pm Christian Thorne

ENGL 221 (S) Hip Hop Culture (DPE) (WS)

Cross-listings: AMST 222 / AFR 222 / MUS 217

Secondary Cross-listing

The course examines how young people of color created hip hop culture in the postindustrial ruins of New York City, a movement that would eventually grow into a global cultural industry. Hip hop music producers have long practiced "diggin' in the crates"--a phrase that denotes searching through record collections to find material to sample. In this course, we will examine the material and technological history of hip hop culture, with particular attention to hip hop's tendency to sample, remix, mash-up, and repurpose existing media artifacts to create new works or art. We will use a media archaeological approach to examine the precise material conditions that first gave rise to graffiti art, deejaying, rapping, and breakdancing, and to analyze hip hop songs, videos, and films. Media archaeology is a critical and artistic practice that seeks to interpret the layers of significance embedded in cultural artifacts. How does hip hop archaeology remix the past, the present, and the future? How do the historical, political, and cultural coding of hip hop artifacts change as they increasingly become part of institutional collections, from newly established hip hop archives at Cornell and Harvard to the Smithsonian National Museum of African American History and Culture?

Requirements/Evaluation: Four papers, project with presentation, and a final exam.

Prerequisites: None

Enrollment Limit: 19

Enrollment Preferences: AMST majors or prospective majors

Expected Class Size: 19

Grading: no pass/fail option, yes fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 222(D2) ENGL 221(D1) AFR 222(D2) MUS 217(D1)

Writing Skills Notes: Students in this course develop a capacity to write generative arguments in an interdisciplinary scholarly context. Students will receive feedback not only on structure, substance, and style, but also on how to best build a line of inquiry, how to gather high-quality evidence, and how to make one's thinking productively intersect with more than one scholarly or creative field.

Difference, Power, and Equity Notes: This course requires students to use an effective descriptive and critical vocabulary to discuss and analyze artifacts of hip hop culture, with attention to race, gender, class, sexuality, and other categories of social difference. They must understand the material, technological, historical, and cultural contexts that gave rise to hip hop culture, and proficiently synthesize scholarly perspectives related to the formation and transformations of hip hop from the early 70s to the early 21st cent.

Attributes: AFR Culture, Performance, and Popular Technologies AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora

Spring 2025

SEM Section: 01 TR 11:20 am - 12:35 pm Brian Murphy

ENGL 228 (S) The Renaissance in England and the European Continent: Self and World (DPE) (WS)

Cross-listings: COMP 230

Primary Cross-listing

At the same time as the individual human being in possession of a distinctive personality was taking on enormous importance in politics, philosophy, literature, and the visual arts, early modern Europeans were encountering unprecedented levels of cultural diversity. In this interdisciplinary course, we will consider these two developments both separately and together. As Renaissance humanists were acquiring a sophisticated understanding of the distance between the present and various European pasts (the recent medieval past and the remote history of antiquity), they were also coming into contact with non-European cultures in Africa, the Americas, and Asia via trade and economic development, imperial expansion, and religious conversion. Always at stake in these encounters was the question of who counted as an individual; the self was not considered to be intrinsic to human nature but rather the product of historical and cultural developments. Themes will include religious pluralism, the sacred and the secular, vernacularity, exploration and empire, the relationship between mind and body, slavery, trade, wealth, gender, self-fashioning, and style. We will

consider such English writers as the Pearl poet, More, Marlowe, Spenser, Shakespeare, Browne, and Milton; such continental intellectuals as Descartes, Erasmus, Las Casas, and Castiglione; and such continental artists as Michelangelo, Velázquez, Bruegel, and Rembrandt.

Requirements/Evaluation: Five four-page papers, in-class presentation, thoughtful participation in discussions

Prerequisites: A 100-level ENGL course, a score of 5 on the AP English Literature exam, a score of 6 or 7 on the Higher Level IB English exam, or permission of the instructor

Enrollment Limit: 19

Enrollment Preferences: First- and second-year students, and English majors who have yet to take a Gateway course

Expected Class Size: 19

Grading: no pass/fail option, yes fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 230(D1) ENGL 228(D1)

Writing Skills Notes: The course asks students to write five four-page papers and offers exposure to a range of humanistic modes, from close reading to visual analysis to the exposition of philosophical claims. One paper will involve independent research. The instructor will provide frequent and extensive written feedback on student work. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: This course examines the role of historical and cultural difference within and beyond Europe at the very beginning of globalization. Students will become acquainted with the origins of colonialism and the global traffic in slaves, as well as with the complex role of writers and intellectuals in questioning, defending, and imagining these practices. We will consider the epistemological challenges of accessing the testimony of subordinated persons.

Attributes: ENGL 200-level Gateway Courses ENGL Literary Histories A

Spring 2025

SEM Section: 01 TR 9:55 am - 11:10 am Emily Vasiliauskas

ENGL 238 (F) 1930s Black Literature (WS)

Cross-listings: AFR 260

Primary Cross-listing

This course explores Black literary output of the 1930s in all its forms with the belief that this often under-appreciated decade contains many of the impulses that would come to structure the literary landscape in the decades that follow. These include an unflinching embrace of humor and satire, engagements with social realism, and a keen attention to notions of the radical in the international context. Special attention will be paid to how the writing pushes away from the development of what we have come to understand as the Harlem Renaissance of the 1920s. Work to be considered throughout the term comes from, among others, Marita Bonner, Arna Bontemps, Sterling Brown, Langston Hughes, Zora Neal Hurston, George Schuyler, Dorothy West, Richard Wright, and Octavia Wymbush.

Requirements/Evaluation: weekly reading responses, active class participation, two close readings (500 words each), annotated bibliography, class presentation, final paper (8-10 pages)

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 19

Enrollment Preferences: first- and second-year students, and English majors who have yet to take a Gateway course

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 260(D2) ENGL 238(D1)

Writing Skills Notes: Beyond the quantity of assigned writing, significant class time will be spent covering strategies for effective and persuasive academic writing. Throughout the semester, students will receive written feedback from the instructor with specific suggestions for revision and improvement.

Attributes: AFR Black Landscapes AMST Arts in Context Electives ENGL 200-level Gateway Courses ENGL Literary Histories C

Fall 2024

SEM Section: 01 TR 11:20 am - 12:35 pm Ricardo A Wilson

ENGL 240 (F) What is a Novel? (WS)

What is a novel? Where did novels come from? Why would anyone invent such a thing in the first place? This course is an introduction to the ways literary critics have attempted to give a genre as hard-to-pin down as the novel a theoretical framework. For a long time, nobody thought the novel even needed a theory--too popular, too loose and baggy to be thought of as any one thing. Today, novel theory is legion. To name a few, one can find theories of the novel that identify themselves as formalist, psychoanalytic, post-structuralist, Marxist, historical, and post-colonial, as well as accounts that emphasize sexuality and gender, for example, or the novel's trans-national development. We will move back and forth from the theory of the novel to its practice in order to see how the novel and its understanding have changed over the past 200 or so years. We'll center our studies in the Age of the Novel in Britain, the 19th century (Jane Austen, Charles Dickens), and extend our investigations to one of its contemporary heirs (Sally Rooney). Theorists will include Bakhtin, Benjamin, Marx, Lukacs, Barthes, Ian Watt, Jameson, Sedgwick, Said, Bersani, Moretti.

Requirements/Evaluation: 4 papers; weekly posts to glow; regular, substantial, and intensive participation in class discussion.

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 19

Enrollment Preferences: first- and second-year students, and English majors who have yet to take a Gateway course

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (WS)

Writing Skills Notes: You will write 4 papers, totaling around 20-25 pages, with opportunities for revision following feedback.

Attributes: ENGL Criticism Courses ENGL 200-level Gateway Courses ENGL Literary Histories B

Fall 2024

SEM Section: 01 TR 11:20 am - 12:35 pm Gage C. McWeeny

ENGL 243 (S) The Contemporary African American and Latin American Novella (WS)

Cross-listings: COMP 268

Primary Cross-listing

This tutorial examines how the novella has been deployed in the African American and Latin American contexts in our present century. Throughout the term, we will grow a vocabulary to understand how, from the perspective of craft, an elongated brevity can often lend itself, perhaps counterintuitively, to such an immersive reading experience. We will also contemplate why so many of the texts appear focused on countering established historical narratives. What unique possibilities does the form of the novella offer in this regard? In these explorations, we will encounter novellas from, among others, César Aira, Yuri Herrera, Jocelyn Nicole Johnson, Gayl Jones, John Keene, Bruna Dantas Lobato, Toni Morrison, and Alejandro Zambra. These readings will be paired with brief critical texts that will frame the essays to be written each week.

Requirements/Evaluation: five tutorial essays (4-5 pages); five responses to partners tutorial essays; thoughtful participation in tutorial meetings

Prerequisites: A 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam, or permission of the instructor.

Enrollment Limit: 10

Enrollment Preferences: Sophomores, but juniors and seniors are also welcome.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 268(D1) ENGL 243(D1)

Writing Skills Notes: Beyond the quantity of assigned writing, significant class time will be spent covering strategies for effective and persuasive academic writing. Throughout the semester, students will receive written feedback from the instructor with specific suggestions for revision and improvement.

Attributes: AMST Arts in Context Electives ENGL Criticism Courses ENGL Literary Histories C

Spring 2025

TUT Section: T1 TBA Ricardo A Wilson

ENGL 266 (F) Postmodernism (WS)

Cross-listings: COMP 231

Secondary Cross-listing

In one definition, postmodernism in art and literature is what you get when you combine modernism's radical experimentation with pop culture's easy appeal. This term has been used to describe works from Andy Warhol's paintings of Campbell's soup cans and Jean Baudrillard's critical essays on Disneyland to Murakami Haruki's euphoric conspiracy novels. Theorists of the postmodern have argued that it represents not only a radical change in aesthetic sensibilities, but a fundamentally new relationship between art, language, and society. In this tutorial, we will read some of the most important theoretical essays defining the postmodern (essays which themselves often embrace this playful and sometimes ironic style), and we will pair them with artistic texts that are said to illustrate the features of postmodernism. The latter will be mainly novels and short stories from around the world, but one feature of this theory is a flattening of the distinction between high and low culture as well as between the written and the visual, so we will also examine examples from architecture, visual art, and/or broader pop culture. Texts will include essays by critics like Jean Baudrillard, Fredric Jameson, Jean-François Lyotard, and Azuma Hiroki; novels and short stories by writers like Don DeLillo, Italo Calvino, and Murakami Haruki; painting and sculpture associated with Pop Art and Superflat; the architecture of Williamstown-area museums; etc. Writing assignments will focus on reading the theoretical texts closely and applying their ideas to the artistic texts in creative and interesting ways. Open to sophomores as well as advanced students.

Class Format: After an introductory lecture meeting, students will meet with the instructor in pairs for approximately an hour each week.

Requirements/Evaluation: participation plus 4 papers (4-5 pages), 2 short papers (1-2 pages), and 4 peer critiques (1 page)

Prerequisites: a previous literature or critical theory course at Williams plus sophomore standing or higher, or permission of instructor

Enrollment Limit: 10

Enrollment Preferences: Comparative Literature majors, students with a demonstrated interest

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 266(D1) COMP 231(D1)

Writing Skills Notes: Students will write several regularly spaced papers that build on one another by revisiting, extending, and/or rewriting earlier material. Students will receive detailed written feedback from the instructor on each paper, addressing argument, organization, and style, as well as written peer feedback on the longer papers. (See requirements for details about the number and type of assignments.)

Attributes: ENGL Criticism Courses

Fall 2024

TUT Section: T1 TBA Christopher A. Bolton

ENGL 293 (S) "Make it New": The Modernist Experiment (WS)

In her essay "Mr. Bennett and Mrs. Brown" (1924), Virginia Woolf proposed that around 1910 "human character" itself had suddenly changed, rendering existing conventions "in religion, conduct, politics, and literature" no longer adequate to express the new age. "And so the smashing and the crashing began. Thus it is that we hear all around us, in poems and novels . . . the sound of breaking and falling, crashing and destruction." This course will explore the effort of artists in the decade or so before and after World War I to "make it new." We will read work by Conrad, Yeats, Frost, Pound, Joyce, T.S.Eliot, Mansfield, Woolf, Faulkner, Wallace Stevens, William Carlos Williams and others, and chart the range of innovative narrative

and formal strategies Modernist writers adopted in their efforts to represent consciousness, experience, memory and the objective world more fully and accurately in an era of massive social, political and technological change. We will also consider some non-print media, including developments in the visual arts from the post-impressionists through to the surrealists, the work of the Bauhaus, and early experiments in film.

Requirements/Evaluation: Active class participation; three papers rising from 3-7 pages; regular short reading responses

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Students who have declared or are considering English or Comparative Literature majors; students who have taken or placed out of a 100-level ENGL course.

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (WS)

Writing Skills Notes: Three papers rising from 3-7 pages; regular short reading responses. Students will receive comprehensive feedback on their writing, and opportunities for revision.

Attributes: ENGL 200-level Gateway Courses ENGL Literary Histories C

Spring 2025

SEM Section: 01 MR 1:10 pm - 2:25 pm James L. Pethica

ENGL 294 (F)(S) On Occupations: Work, Colonization and Contemporary Life (DPE) (WS)

Cross-listings: COMP 299

Primary Cross-listing

Reading political essays, critical theory, historiography, and literary works, in this course we will ask what thinking through the different senses of "occupation" can teach us about contemporary life. The course wagers that there is a connection between why some nations are or were "under" occupation and why, as individuals, all of us must "have" occupations. On the one hand, we will think about work: What does it mean to have an occupation today? There was a time when most people could distinguish between the time of work and that of leisure. But we live under a different regime. What now is the difference between work and leisure for those working "gigs"? In the case of "creatives," Bifo Berardi says, it is the soul itself that has been put to work. And then there are those who are unemployed, i.e., those occupied by the most widespread form of work there is--looking for work. On the other hand, we will ask questions about colonialism: Did not Europe's occupation of the globe birth this world in which the only way to live is to be occupied in a narrow sense, i.e., to always be working or looking for work? And isn't one economic function of the occupation of peoples in our own times to create a cheap workforce? Finally, we will ask what art and political organizing can teach us about a "de-occupied" life--a life after work, a life without colonization. Writers will include Marx, Jyotiba Phule, Du Bois, Raymond Williams, Premchand, M. E. O'Brien and Eman Abdelhadi, Bifo Berardi, David Graeber, Mahatma Gandhi, Rabindra Nath Tagore, Mahasweta Devi, Edward Said etc.

Requirements/Evaluation: Students will read 100-120 pages each week. Each student will do one classroom presentation about the week's readings. Other assignments include weekly journals, an annotated bibliography, a proposal, and a final paper.

Prerequisites: 100-level English course or a 5 on the AP literature exam, or permission of the instructor.

Enrollment Limit: 19

Enrollment Preferences: first-years and sophomores considering majoring in English or Comparative Literature, and English majors who have not yet taken a gateway course.

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 294(D1) COMP 299(D1)

Writing Skills Notes: Students will write over 20 pages in the semester and they will receive extensive feedback.

Difference, Power, and Equity Notes: Students will read and discuss texts about the organization of power in contemporary society. They will reflect upon the economic structures that underpin a range of oppressive social forms.

Attributes: ENGL 200-level Gateway Courses ENGL Literary Histories C

Fall 2024

SEM Section: 01 W 1:10 pm - 3:50 pm Paresh Chandra

Spring 2025

SEM Section: 01 W 1:10 pm - 3:50 pm Paresh Chandra

ENGL 316 (F) Unfinishing America (DPE) (WS)

Cross-listings: AMST 326

Secondary Cross-listing

The Great American Novel is a moribund cliché. Few would argue that any one work of fiction could capture the essence of American life. In this class, we will flip the Great American Novel on its head by reading Ralph Ellison's unfinished second novel. After publishing the acclaimed *Invisible Man* in 1952, Ellison seemed poised to deliver the next Great American Novel. But he never did. When he died in 1994, 42 years later, he left behind thousands of pages of material, but no finished second novel. Why wasn't he able to finish it? Some of it was bad luck. Some of it was a struggle with genre and form. However, perhaps the real reason Ellison's novel proved impossible is what it was trying to say. This is a book about the historical trauma of racism. Therefore, the thesis of this class is that the Great American Novel cannot be written as long as American history remains whitewashed. Ellison's manuscript shows this in surprising ways, from its depiction of racial passing and the taboo of interracial sex to its extended exploration of Black and Indigenous cultures in the former Oklahoma Territory. In addition to Ellison, we will read the work of the Chicano author Tomás Rivera, whose fragmentary fictions provoke similar questions. This class culminates in a final project that asks students to "unfinish" an American cultural object.

Requirements/Evaluation: Class participation, Discussion facilitation, "Show and Tell" presentation of a cultural object, Reader's Guide, Final Project

Prerequisites: None

Enrollment Limit: 15

Enrollment Preferences: Sophomores, Juniors, and Seniors

Expected Class Size: 10-15

Grading: no pass/fail option, yes fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 316(D1) AMST 326(D2)

Writing Skills Notes: Each student will be responsible for producing a reader's guide to Ellison's unfinished second novel. Students will write, rewrite, and revise their reader's guide throughout the semester. Three drafts will be due throughout the semester. A quality reader's guide will highlight the book's main themes, profile the main characters, and retrace the book's development. Students will also complete one draft of a guide to Rivera's novella, due at the end of the semester.

Difference, Power, and Equity Notes: "Unfinishing America" satisfies the Difference, Power and Equity requirement because it calls into question mainstream American culture from Black, Chicano, and Indigenous perspectives. It interrogates the relations of power that have driven American history, from the Civil War and Westward expansion in the 19th century to the struggle for Civil Rights against Jim Crow in the 20th. Finally, it asks what it would mean to have true equity amidst great diversity in American culture.

Attributes: AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora

Fall 2024

SEM Section: 01 TF 2:35 pm - 3:50 pm

ENGL 335 (S) Moving Words, Wording Dance (DPE) (WS)

Cross-listings: DANC 302

Secondary Cross-listing

How can we capture the "liveness" of dance and performance through writing? How can the spoken and written word promote a deeper understanding of felt emotions expressed through embodied practice? In this tutorial, we will explore different modes of writing about performance such as ethnography, non-/fiction, and performative writing. While there will be skill-based goals and a set outline for the tutorial, core texts that will anchor the conversations and paired writing assignments will be selected according to the interests of enrolled students. Texts will be complemented with visual

materials and/or virtual conversation with artist-scholars to encourage a multilayered experience with writing about performance. The course is reading and writing intensive, and oriented towards juniors, seniors, and those with deep interest in analytical and creative writing. Students will (i) read several monographs during the semester, (ii) produce creative and critical writing (at least 5-6 pages every two weeks and a longer final essay) (iii) be committed to the peer review and revision process of their own work and that of their writing partners, and (iv) participate in discussions about course materials and reflections about their writing process.

Class Format: enrollment in the course will require each student to have in-person or zoom meeting with the instructor before the first class meeting, and attendance in the first organizational meeting or class session.

Requirements/Evaluation: This tutorial is reading and writing intensive, and oriented towards juniors, seniors, and those with deep interest in analytical and creative writing. Students will (i) read several monographs during the semester, (ii) produce creative and critical writing (at least 5-6 pages every two weeks and a longer final essay) (iii) be committed to the peer review and revision process of their own work and that of their writing partners, and (iv) participate in discussions about course materials and reflections about their writing process.

Prerequisites: none

Enrollment Limit: 8

Enrollment Preferences: Juniors and seniors, and those with specific interest in performance, creative, and analytical writing. Prior dance or performance experience not required.

Expected Class Size: 6

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 335(D1) DANC 302(D1)

Writing Skills Notes: Each student will write three 5- to 6- page papers on which the professor and peers will provide critical feedback on content, style, and form. After each cycle of feedback, students will have the option to submit a revision, and discuss the revision process and the revised paper. As the final assignment, students will select one of the three papers to develop into a longer essay, which will be 10-15 pages.

Difference, Power, and Equity Notes: The monographs that will anchor the tutorial engage with politics of identity as it manifests in both staged and in everyday performances. The introductory points of exploration and the objects of analysis in the course are bodies in motion. So our inquiry throughout the semester will necessarily include how bodies "make meaning" in a network of power relationships within the context of historical associations to markers of race, class, gender, sexuality, and socially constructed differences

Spring 2025

TUT Section: T1 TBA Munjulika R. Tarah

ENGL 345 (F) Shakespeare on Page, Stage and Screen: Text to Performance (WS)

Cross-listings: THEA 340 / COMP 343

Secondary Cross-listing

Four centuries on, Shakespeare still challenges us. How should we weigh the respective claims of our own era's concerns--with matters of gender, sexuality, race, class, or materiality, for instance--against historicist attention to the cultural, political and theatrical circumstances in which his plays were actually written? And when it comes to realizing the texts in dramatic performance, such challenges--and opportunities--multiply further. Critical fidelity to Shakespeare's times, language and theatrical milieu prioritizes a historical authenticity that can be constraining or even sterilizing. At the other extreme, staging the plays with the primary aim of making them "speak to our times" risks revisionary absorption in our own interests. We will read six plays, of different genres and written at different periods of Shakespeare's career. These will likely be *Romeo and Juliet*, *Henry V*, *Twelfth Night*, *Hamlet*, *The Tempest*, and *A Midsummer Night's Dream*. Close reading of the texts will be the priority, but we will also attend to the demands and opportunities of performance, and assess a range of recent film and stage productions.

Requirements/Evaluation: Three papers ranging from 4 to 7 pages; regular Glow posts; class participation.

Prerequisites: A THEA course; a 100-level ENGL course; a score of 5 on the AP Literature exam or a 6 or 7 on the IB exam; or permission of instructor.

Enrollment Limit: 18

Enrollment Preferences: Theatre and English majors or prospective majors

Expected Class Size: 18

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 345(D1) THEA 340(D1) COMP 343(D1)

Writing Skills Notes: Three papers rising from 4 to 6+ pages; regular discussion board postings and several short response papers. Students will receive substantive feedback on their writing, and there will be opportunities for revision.

Attributes: ENGL Literary Histories A

Fall 2024

SEM Section: 01 MR 2:35 pm - 3:50 pm James L. Pethica

ENGL 388 (S) Fiction Writing Workshop (DPE) (WS)

Cross-listings: LATS 322

Secondary Cross-listing

This workshop is focused on the art and practice of writing fiction and geared toward students interested in working on creative honors theses. Readings include published fiction by primarily Latine and other writers who center Global South experiences, with attention paid to how each author employs narrative elements--characterization, plotting, structure, dialogue mechanics, setting, tone, theme--as well as the values and visions expressed. Students will present short fiction or novel excerpts for peer critique and the editorial advice of the instructor. Regular in-class exercises and take-home assignments will help students expand their narrative skills.

Requirements/Evaluation: Attendance and class participation, regular writing exercises, 4- to 5-page midterm paper (close-reading a text), 10- to 15-page final creative paper (close-reading a text and creative-writing response)

Prerequisites: LATS 222- Ficciones

Enrollment Limit: 15

Enrollment Preferences: LATS concentrators, honors theses

Expected Class Size: 12

Grading: yes pass/fail option, no fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 388(D1) LATS 322(D2)

Writing Skills Notes: Regular writing exercises, 4- to 5-page midterm paper (close-reading a text), 10- to 15-page final creative paper (close-reading a text and creative-writing response)

Difference, Power, and Equity Notes: Readings include published fiction by primarily Latine and other writers who center Global South experiences, with attention paid to the values and visions expressed by each author.

Attributes: LATS Core Electives

Spring 2025

SEM Section: 01 M 7:00 pm - 9:40 pm Nelly A. Rosario

ENGL 493 (F) Honors Colloquium: English (WS)

A colloquium for students pursuing critical theses and critical specializations. Students will present and critique their work in progress, and discuss issues particular to researching and structuring a long analytical thesis. We will also discuss the work of a variety of recent critics representing a range of methods of literary study. Satisfactory completion of the course will be required for students to continue on in the honors program. The course will meet sometimes as a full seminar and other times in tutorial-style small groups.

Requirements/Evaluation: participation and individual progress on the thesis project, which will be determined in consultation with each student's honors advisor

Prerequisites: admission to the department Honors program

Enrollment Limit: none

Enrollment Preferences: none

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (WS)

Writing Skills Notes: Students will write a 20-page thesis chapter in stages and over multiple drafts. Students will receive from the instructor timely comments on their writing, with suggestions for improvement.

Fall 2024

HON Section: 01 W 1:10 pm - 3:50 pm Ricardo A Wilson

ENVI 208 (S) Saharan Imaginations (DPE) (WS)

Cross-listings: ARAB 209 / COMP 234

Secondary Cross-listing

Deconstructing reductive Saharanism, which the course conceptualizes as a universalizing discourse about deserts, this course seeks to critically examine the myriad assumptions that are projected upon deserts across times and cultures. In addition to their depiction as dead and empty, deserts have become a canvas for the demonstration of religiosity, resilience, heroism and athleticism. Cultural production, particularly literature and film, do, however, furnish a critical space in which important questions can be raised about deserts' fundamental importance to different cultures and societies. Drawing on novels, films, and secondary scholarship, the course will help students understand how myth, memory, history, coloniality/postcoloniality, and a strong sense of ethics are deeply intertwined in the desert sub-genre of African, Euro-American, and Middle Eastern literatures. Whether grappling with transcontinental issues of climate change, cannibalization of biodiversity or overexploitation of natural resources, desert-focused cultural production invites us to interrogate the politics of space and place as well as mobility and spatial control as they relate to this supposedly dead nature.

Requirements/Evaluation: active participation, short presentation, short weekly responses on GLOW, midterm exam, and final paper

Prerequisites: none

Enrollment Limit: 14

Enrollment Preferences: If the course is over-enrolled, students will be required to provide a 200-word paragraph in which they explain how the course fits within their plan of study at Williams.

Expected Class Size: 14

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ARAB 209(D1) COMP 234(D1) ENVI 208(D1)

Writing Skills Notes: Students will receive constant and extensive feedback on their written work. Students will write regular weekly responses on Glow, a reflection statement, two 5pp. papers for midterms, and one 10pp. final paper.

Difference, Power, and Equity Notes: Students will gain critical awareness of the imbrication of power, hegemony, economic injustice, and colonial policies in the disruption of indigenous conceptions of the Saharan space. Students will also be able to question representations of the Sahara as a dead or empty space by engaging with locally produced alternative conceptualizations of place. Finally, students will produce written assignments that address issues of power and environmental discrimination.

Attributes: ENVI Humanities, Arts + Social Science Electives

Spring 2025

SEM Section: 01 MR 2:35 pm - 3:50 pm Brahim El Guabli

ENVI 243 (S) Reimagining Rivers (DPE) (WS)

Cross-listings: ANTH 243

Primary Cross-listing

In the era of climate change and widening inequality, how we live with rivers will help define who we are. Rivers are the circulatory systems of civilization, yet for much of modern history they have been treated as little more than sewers, roads, and sources of power. Today they are in crisis. Rivers and the people who rely on them face a multitude of problems, including increased flooding, drought, pollution, and ill-conceived dams. These problems will threaten human rights, public health, political stability, and ecological resilience far into the future unless we learn to manage rivers more justly and sustainably. Can we reimagine rivers before it is too late? This course will pursue this question by examining the social, cultural, and political dimensions of conflict over rivers in the twentieth and twenty-first centuries. Drawing on scholarship from a wide range of social science and humanities disciplines and focusing on case studies in Asia, Africa, Europe, and the Americas, it will explore a diverse array of sources: film, fiction, ethnography, history, journalism, and more.

Requirements/Evaluation: Each week, each student will either write a 5-page essay on assigned readings or write a 2-page critique of a partner's paper.

Prerequisites: None

Enrollment Limit: 10

Enrollment Preferences: Environmental Studies majors and concentrators

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 243(D2) ANTH 243(D2)

Writing Skills Notes: Students take turns writing 5-page essays and 2-page responses to those essays, with each writing 6 in total. For each five-page paper, I meet with the student to discuss technical aspects of the paper and specific ways in which it could be improved. At the end of the semester, students have the option of handing in one revised paper as part of a portfolio of papers from throughout the semester. This enables me to have an ongoing, in-depth discussion with each student about their writing skills.

Difference, Power, and Equity Notes: This course focuses on the role of rivers in struggles over cultural difference, social power, and environmental equity. Throughout the course, students read and write extensively about environmental justice, and they engage with diverse theoretical approaches to studying the intersection of water, power, and social identity. Our focus from beginning to end is on the profound impact of river management on the lives of marginalized indigenous, agrarian, and urban communities.

Attributes: ENVI Humanities, Arts + Social Science Electives

Spring 2025

TUT Section: T1 TBA Nicolas C. Howe

ENVI 244 (S) Environmental Ethics (WS)

Cross-listings: PHIL 244

Primary Cross-listing

What ethical standards should guide our individual and societal choices when those choices affect current and future environmental conditions? This course will introduce students to fundamental concepts, methods, and issues in environmental ethics. Initial tutorial meetings will focus on theoretical materials that will background later discussions and will include classic readings from the environmental ethics literature, among others. Most sessions will pair readings about key concepts with specific cases that raise complex ethical issues, including the concept of moral standing and, e.g., people who do not yet exist, non-human individuals, species, and complex living systems; the concept of moral responsibility and complicity in environmentally damaging practices; the legitimacy of cost-benefit analysis as an environmental policy tool; and the valuation of human lives.

Requirements/Evaluation: five essays (5-7 pages each) and five prepared oral responses to partners' essays; evaluation will be based on essays, oral responses, and quality of discussion

Prerequisites: ENVI 101 or one course in PHIL

Enrollment Limit: 10

Enrollment Preferences: declared and prospective Environmental Studies majors and concentrators

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Unit Notes: meets Value Theory requirement only if registration is under PHIL

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 244(D2) PHIL 244(D2)

Writing Skills Notes: Students will write five tutorial papers of 5-7 pages in length, one of which they will revise and submit at the end of the term. In each of the tutorial papers students will describe and evaluate arguments that appear in the assigned readings, and will develop arguments in support of their own ethical positions. Students will receive written and oral feedback, concentrated particularly in the first half of the semester, to improve their ability to present clear and effective written arguments.

Attributes: ENVI Humanities, Arts + Social Science Electives EVST Culture/Humanities PHIL Contemporary Value Theory Courses

Spring 2025

TUT Section: T1 TBA Julie A. Pedroni

ENVI 291 (F) Religion and Ecology in America (WS)

Cross-listings: REL 291 / SOC 291

Primary Cross-listing

This course examines the relationship between religious and environmental thought in American cultural history. Exploring a broad range of practices, stories, and beliefs, we will examine the spiritual roots and branches of modern environmentalism. Rather than survey the formal teachings of organized religious groups, we will explore the creation and contestation of environmental meaning in the public sphere through literature, art, philosophy, and popular culture. How have religious writers, thinkers, and artists shaped the way we think about nature? How have they shaped the way we think about politics, science, and social justice? In pursuit of these questions, we will consider a diverse array of topics and cases, including struggles to protect Native American sacred places, the role of Black churches in fighting environmental racism, Protestant outdoorsmanship, Catholic climate activism, Jewish eco-mysticism, atheist biological theory, Buddhist eco-spirituality, and more.

Requirements/Evaluation: Each week each student will either write a 5- to 7-page essay on assigned readings or offer a 2-page critique of their partner's paper.

Prerequisites: None

Enrollment Limit: 10

Enrollment Preferences: Environmental Studies majors and concentrators

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 291(D2) REL 291(D2) SOC 291(D2)

Writing Skills Notes: Each student will write five five-page papers and five two-page papers in this class. They will be given extensive weekly feedback on their writing in the form of one-on-one meetings and written comments, and they will be given multiple opportunities for revision. Emphasis will be placed on the mechanics of argumentation, logic and rhetoric, and the development of a distinctive voice.

Attributes: ENVI Humanities, Arts + Social Science Electives

Fall 2024

TUT Section: T1 TBA Nicolas C. Howe

ENVI 351 (F)(S) Marine Policy (DPE) (WS)

Cross-listings: PSCI 319 / CAOS 351

Secondary Cross-listing

Coastal communities are home to nearly 40% of the U.S. population, but occupy only a small percentage of our country's total land area. Intense

population density, critical transportation infrastructure, significant economic productivity, and rich cultural and historic value mark our coastal regions as nationally significant. But, coastal and ocean-based climate-induced impacts such as sea level rise, ocean warming and acidification pose extraordinary challenges to our coastal communities, and are not borne equally by all communities. This seminar considers our relationship with our ocean and coastal environments and the foundational role our oceans and coasts play in our Nation's environmental and economic sustainability as well as ocean and coastal climate resiliency. Through the lens of coastal and ocean governance and policy-making, we critically examine conflict of use issues relative to climate change, climate justice, coastal zone management, fisheries, ocean and coastal pollution and marine biodiversity.

Class Format: This class is taught only at Williams-Mystic in Mystic, Connecticut and includes coastal and near-shore interdisciplinary field seminars, and 10 days offshore.

Requirements/Evaluation: Weekly Readings; Class Participation; Small and large group strategy exercises (written and oral); Written Research Project: issues paper and draft research paper; Final Research Project: multiple formats available

Prerequisites: none

Enrollment Limit: 23

Enrollment Preferences: must be enrolled at Williams-Mystic in Mystic, Connecticut

Expected Class Size: 22

Grading: no pass/fail option, no fifth course option

Unit Notes: must be enrolled at Williams-Mystic in Mystic, Connecticut

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

PSCI 319(D2) ENVI 351(D2) CAOS 351(D2)

Writing Skills Notes: Each student will write one 3-5 page research issues paper and one 8-10 page draft research paper as well as a final project with written components equaling 5-8 pages. Each submission receives written feedback from the professor, including research guidance, input on grammar, structure, language, analysis. Students also receive verbal feedback in individual conferences to discuss research paper organization, analysis, structure and grammar as well as final project input.

Difference, Power, and Equity Notes: Coastal and ocean policy issues relating to climate change, coastal zone management, fisheries, ocean pollution and marine biodiversity impact environmental and climate justice. Students examine coastal governance while considering the disproportionate burdens on underrepresented populations in U.S. coastal communities caused by climate change and coastal policies. Students analyze multi-disciplinary evidence and work to strengthen their integrative, analytical, writing, and advocacy skills.

Attributes: ENVI Environmental Policy EXPE Experiential Education Courses POEC Depth

Fall 2024

SEM Section: 01 F 9:00 am - 12:00 pm

Spring 2025

SEM Section: 01 F 9:00 am - 12:00 pm

ENVI 450 (F) Senior Seminar: Environmental Ethnography (WS)

A key question orients this course: What can the embodied, place-based, and detailed approach of ethnographic study bring to our understandings of the environment? This upper-level seminar will explore this question through classroom discussions and a semester-length research project. Students will engage different styles of environmental ethnography while undertaking their own ethnographic projects involving the Williams College community and surrounding areas. Students will learn to work across different kinds of evidence as they draft fieldnotes, code fieldwork data, extrapolate key ideas from their fieldwork materials, and discover new ways of building environmental knowledge. Students will use these materials to collectively assemble an edited volume of ethnographic snapshots to be presented to the wider Environmental Studies community at Williams.

Requirements/Evaluation: Participation in seminar discussions; Weekly fieldnotes (2-3 pages per week); Mid-term coded fieldwork notes and summary statements (9-20 pages); Final ethnographic paper (10-12 pages) and short film

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Environmental Studies majors and concentrators; Juniors and Seniors

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

Writing Skills Notes: This is a writing intensive capstone seminar. Students will produce and receive peer and professor feedback on weekly written assignments. The course includes a 9-20 page midterm and a 10-12 page final ethnographic paper.

Attributes: ENVI Environmental Policy EVST Senior Seminar

Fall 2024

SEM Section: 01 W 1:10 pm - 3:50 pm Brittany Meché

ENVI 491 (S) The Suburbs (WS)

Cross-listings: AMST 490 / HIST 491

Secondary Cross-listing

The suburbs transformed the United States. At the broadest level, they profoundly altered spatial residential geography (especially in terms of race), consumer expectations and behavior, governmental policies, cultural norms and assumptions, societal connections, and Americans' relationship to nature. More specifically, the different waves of post-World War II suburban development have both reflected large-scale shifts in how power and money have operated in the American political economy; and set in motion deep-seated changes in electoral politics, in Americans' understandings of how their income should be used, and in how the built landscape should be re-imagined. This tutorial will explore the rich historical literature that has emerged over the last twenty years to provide students with a history of the suburbs, to see the suburbs as more than simply collections of houses that drew individual homeowners who wanted to leave urban areas. We will focus most of our attention on the period from 1945 through the 1980s. Some of the questions we will consider will include: how did the first wave of suburban development bring together postwar racial and Cold War ideologies? Is it possible, as one historian has argued, that suburbs actually created the environmental movement of the 1960s? And how have historians understood the role that suburbs played in America's conservative political turn, leading to the election of Ronald Reagan?

Class Format: Students will meet with the professor either in assigned pairs or "trios" at a regularly scheduled time each week. Students in pairs will meet for one hour; students in trios will meet for 75 minutes.

Requirements/Evaluation: This class follows a typical tutorial format; every other week, students will write and present orally a 5- to 7-page essay on the assigned readings; on alternate weeks, students will write a 2-page critique. During two of the weeks of the semester (around the middle of the semester and at the end), all students will write papers that explore a common question or theme.

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: History majors and students with course work related to the topic.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 491(D2) AMST 490(D2) HIST 491(D2)

Writing Skills Notes: Students will reflect on what their writing goals are for the semester, and they will receive feedback on their writing from the professor and from their tutorial partner. The final writing assignment will afford students the chance also to reflect back on their previous papers and the semester's course content.

Attributes: AMST Space and Place Electives ENVI Humanities, Arts + Social Science Electives HIST Group F Electives - U.S. + Canada

Spring 2025

TUT Section: T1 TBA Karen R. Merrill

GBST 216 (F) Cities and Urbanism of the Ancient World (WS)

Cross-listings: ANTH 216

Secondary Cross-listing

This is a course on cities in the ancient world, which will examine four major ancient urban centers (Nineveh and Nimrud, Iraq; Teotihuacan, Mexico;

and Angkor, Cambodia) and end with a sustained, in-depth exploration of urbanism in prehispanic Maya civilization. As more and more people move into cities across the world, human societies are becoming forever transformed. This transformation into an urban globalized world has ancient roots at the beginning of the first civilizations in Euroasia and the Americas. We will delve into the nature of the urban transformation by first exploring sociological and anthropological definitions of urbanism, and recent studies of modern urbanism. We will look at Nineveh, Nimrud, Teotihuacan, and Angkor to consider how ancient urbanism was distinct from modern cities, while at the same time, ancient urbanites had to deal with similar issues as residents of modern cities. We will then examine in more depth the cities of prehispanic Maya civilization, answering such questions as: how different were Maya cities from other premodern ones? Is there one type of Maya city or many? How different was life in Maya cities from life in Maya villages? What were the power structures of Maya cities? How common were immigrants and slaves in these ancient cities?

Requirements/Evaluation: 5-page papers every other week, oral responses on alternate weeks; tutorial attendance is required.

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: first years, sophomores, or majors in Anthropology or Sociology

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

GBST 216(D2) ANTH 216(D2)

Writing Skills Notes: Throughout the semester, writing skills (developing an argument, construction of paragraphs, use of case studies) will be emphasized. An opportunity to rewrite at least one tutorial paper will allow students to actively apply what they are learning.

Attributes: GBST Urbanizing World

Fall 2024

TUT Section: T1 TBA Antonia E. Foias

GBST 294 (S) Victimhood Nationalism in Global History & Memory (DPE) (WS)

As globalism of the 21st century has shifted its focus from imagination to memory, the global memory culture focusing on victims has dawned on us as an undeniable reality with the entangled memories of: Apartheid, American slavery, and white settler genocides of the indigenous peoples; German empire's colonial genocide of the Nama and Herero in Namibia and the Nazi Holocaust; the Armenian genocide and the Holocaust; Vietnam War and Algerian war; Rwandan genocide and ethnic cleansing in the Balkans; Japanese military "comfort women" and gendered violence during the Yugoslav Wars; forced sexual labor in the Nazi concentration camps and sexual slavery of the Islamic State; political genocide of Stalinism and the Latin American military dictatorships; civilian massacres of developmental dictatorships in the global Cold War era. Global memory formation intensified the victimhood competition among national memories. Victimhood nationalism epitomizes nationalism's metamorphosis under the globalization of memory in the 21st century. This course will trace the mnemo-history of victimhood nationalism, focusing on the entangled memories of Poland, Germany, Israel, Japan, and Korea in the global memory formation. Other case studies, including former Yugoslavia, post-9/11 America, will also be discussed.

Requirements/Evaluation: Class participation, pop quizzes and a final research paper (approximately 5000 words)

Prerequisites: None

Enrollment Limit: 15

Enrollment Preferences: GBST concentrators and History majors

Expected Class Size: 10

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (DPE) (WS)

Writing Skills Notes: This seminar includes a final research paper on victimhood nationalism. Prior to submission, the paper will go through several drafts and edits.

Difference, Power, and Equity Notes: A comparative, global approach to the study of memory and nationalism exploring the particular role of victimhood and genocide. How is violence remembered? How has past violence been justified? Who is remembered as a victim and who is not?

Attributes: GBST Borders, Exiles + Diaspora Studies GBST East Asian Studies GBST Middle Eastern Studies GBST Russian + Eurasian Studies HIST Group G Electives - Global History

Spring 2025

SEM Section: 01 TF 1:10 pm - 2:25 pm Jie-Hyun Lim

GBST 348 (F) Altering States: Post-Soviet Paradoxes of Identity and Difference (DPE) (WS)

Cross-listings: RUSS 348 / SOC 348

Secondary Cross-listing

Critics and apologists of Soviet-style socialism alike agree that the Soviet ideology was deeply egalitarian. Putting aside for a moment the very reasonable doubts about how justified this perception actually was, it is still worth asking, how did people who lived in the world in which differences in rank, class, gender or ethnicity were not supposed to matter, make sense of their post-socialist condition, one in which new forms of difference emerged, and old ones assumed greater prominence? And how do these encounters with difference impact current events, such as Russia's invasion of Ukraine, or the lingering tensions between East and West Germans? This tutorial will examine new dilemmas through ethnographic studies and documentary films that aim to capture in real time the process of articulating and grappling with newly discovered divides. We will focus especially closely on Ukraine and Russia, but will also read comparative studies, as well as works on East Germany and Georgia. This course fulfills the DPE requirement by exploring comparatively the ways in which people in different countries made sense of the social, cultural and political heterogeneity of the post-socialist condition.

Requirements/Evaluation: 5-page paper every other week, written comments on the partner's paper in alternate weeks

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: Anthropology, Sociology, and Russian majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

GBST 348(D2) RUSS 348(D1) SOC 348(D2)

Writing Skills Notes: This is a tutorial course, with plenty of opportunities to work on writing and argumentation. Tutorial papers receive written feedback from both the instructor and the tutorial partner, and are workshopped during the tutorial meetings.

Difference, Power, and Equity Notes: Students will learn to identify and interrogate processes of social differentiation and exclusion as they take place across Russia and Eastern Europe. We will also train ourselves to identify parallels, as well as differences, between responses to the social and economic uncertainty ushered by the fall of socialism, and the discontents triggered by similar conditions closer to home.

Attributes: GBST Russian + Eurasian Studies

Fall 2024

TUT Section: T1 M 7:00 pm - 9:40 pm Olga Shevchenko

GBST 369 (F) Indigenous Narratives: From the Fourth World to the Global South (DPE) (WS)

Cross-listings: COMP 369 / HIST 306 / ARAB 369

Secondary Cross-listing

In the late 20th century, world literature has witnessed a "boom" in indigenous literature. Many critics and historians describe this global re-emergence of the subaltern and the indigenous in terms of literary justice fostered by post-colonial studies and the adoption of the Declaration of the Rights of Persons Belonging to National or Ethnic, Religious and Linguistic Minorities, by the UN General Assembly on December 18, 1992. In this course, we will investigate this "indigenous boom" by reading novels and short stories from the Americas, the Middle East and North Africa from the 1970s to the present. Through these trans-regional and trans-historical peregrinations, our principal goal will be to examine and compare narratives about conquest, settler colonialism, colonial nationalism, indigeneity, sovereignty, indigenous epistemology and philosophy. At the same time, we will consider the following questions: How did pioneering indigenous women writers, such as the Laguna Pueblo Leslie Marmon Silko in the US and the Mayan playwrights of La Fomma in Chiapas, Mexico lead the feminist front of the indigenous literary renaissance? How did Palestinian folktales, Amazigh poetics in the Maghreb, and Mayan dream narratives in Mexico and Guatemala produce narratives of decolonial history? What does the aesthetics of magical realism in Arabic, Quechua and Spanish, respectively, as evident in the works of the Kurdish writer Salim Barakat (Syria) and the mestizo writer José María Arguedas (Peru) tell us about the intersection of race, ethnicity, and indigenous epistemology? What is the connection

between the recent "boom" of English translations of Indigenous texts and neoliberalism, multiculturalism and neo-colonialism? Ultimately, our goal is to trace how these texts contributed to global indigenous literature and the trans-historical and trans-geographical connections between them.

Requirements/Evaluation: active class participation, several short response assignments (3-4 pages), two film reviews (1 page), a performance project, and a final paper (7- to 10-pages)

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Comparative Literature majors

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 369(D1) HIST 306(D2) ARAB 369(D1) GBST 369(D2)

Writing Skills Notes: This course will enable students to write weekly while engaging with various forms of writing skills: articulating arguments in short response papers (3-4 pages each), developing visual criticism through writing two film reviews, (1 page each), journaling through writing a personal reflections on a performance project, and honing research language in producing a final paper of 7-10 pages. Instructor's feedback and peer review sessions will include review of drafts and argumentative structures.

Difference, Power, and Equity Notes: At the heart of this course is the history of global Indigenous struggle for liberation and decolonization. The various novels, short stories, poems, films and other texts that students will engage with narrate histories of colonial dispossession, racial oppression, economic subjugation and dehumanization of minoritized Indigenous communities in the Americas, North Africa and the Middle East.

Attributes: GBST Borders, Exiles + Diaspora Studies

Fall 2024

SEM Section: 01 MR 1:10 pm - 2:25 pm Amal Egeiq

GBST 414 (F) Displacement: Global Histories of Refugees and Forced Migration (DPE) (WS)

Cross-listings: ARAB 414 / HIST 402

Secondary Cross-listing

The Middle Eastern refugee has become a central figure in debates on migration, asylum, and the right to belong in Europe, Asia, and North America. Often stereotyped as threatening, alien, and rootless, these migrants are generally depicted as lacking histories and by extension not worthy of consideration or empathy. This course invites students to understand some of the most tragic humanitarian crises of our time and the massive involuntary displacements provoked by war, violence, and/or climate change. Taking a global perspective, this seminar examines the history of displacement, refugees, migration, diaspora in a focusing on the nineteenth century through the present. With special attention to the historical experience of various peoples of the Middle East, the course will start with theoretical approaches to the study of migration and then delve into case studies. A range of different moments of displacement will be analyzed such as the experiences of Armenians, Jews, Palestinians, Syrian, Iraqis, and Kurds. By examining the human geography and politics of forced displacement and migration, this course will address a number of important academic and political questions: what makes a history written by, about, and for displaced people powerful? How can writing from the perspectives of refugees challenge core debates about identity, the nation and borders? How does the focus on displacement help in understanding the nature of war and conflict?

Requirements/Evaluation: Final 25 page research paper, several drafts of paper, class presentations and in class writing exercises.

Prerequisites: None

Enrollment Limit: 15

Enrollment Preferences: History and Arabic Studies majors and Global Studies concentrators.

Expected Class Size: 15

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ARAB 414(D2) GBST 414(D2) HIST 402(D2)

Writing Skills Notes: This research seminar will involve the writing of a final 25 page paper. Prior to that stage, each process of writing will involve moments of feedback and sharing. Students will submit a proposal early on in the semester and then write an outline. These will receive peer and instructor feedback. They will then submit a five page draft in October, a 10 page draft in November, before the final submission in December. In this way, they will have opportunities to rework and improve their writing.

Difference, Power, and Equity Notes: This course takes a comparative approach by exploring the predicament of some of the most vulnerable people in the world, i.e. displaced peoples and refugees. The course will consider their legal status and their experience of leaving their homes due to wars or natural disaster. The area of study is the Middle East and we will examine the historical experience of a number of different people in the region including Kurds, Palestinians, Sephardi Jews, and Syrians.

Attributes: HIST Group E Electives - Middle East

Fall 2024

SEM Section: 01 M 7:00 pm - 9:40 pm Magnús T. Bernhardsson

GEOS 201 (F) Field Methods and Structural Geology (WS)

Geologic history is preserved in rocks and it can be deciphered using fundamental principles such as superposition and cross-cutting relationships. Field observations are essential to understanding the rock record, and data and interpretations are encoded in geologic maps. This course introduces students to topographic and geologic maps, best practices for geologic field work, the field identification of common minerals and rocks, geologic contacts, and structures such as folds, and faults. Students will develop skills for presenting field data in papers, figures, and oral presentations. This course is in the Solid Earth group for the Geosciences major.

Class Format: lecture and discussion, three hours per week and laboratory, three hours per week

Requirements/Evaluation: short weekly writing assignments will form the basis for two 10-page papers based on field trips and a final independent project

Prerequisites: Any 100 level geosciences course or permission of instructor.

Enrollment Limit: 16

Enrollment Preferences: Geosciences majors or students with a strong interest in geosciences

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Materials/Lab Fee: \$15 for field supplies

Distributions: (D3) (WS)

Writing Skills Notes: There will be two 10-page papers, each based on four field trips. Students will submit short field descriptions and figures with captions after each field trip. The shorter assignments will be incorporated in two papers. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Attributes: GEOS Group C Electives - Solid Earth

Fall 2024

LEC Section: 01 MWF 11:00 am - 12:15 pm Paul M. Karabinos

LAB Section: 02 M 1:00 pm - 4:00 pm Paul M. Karabinos

GEOS 211 (F) Rates and Dates: Calibrating the Rock Record (WS)

Late in the eighteenth century, the Scottish naturalist, James Hutton, argued that Earth had "no vestige of a beginning, no prospect of an end" challenging the widely held biblical view that Earth was a mere 6,000 years old. Yet it was not until the discovery of radioactive decay that geologists were able to accurately date rocks and assign absolute ages to the geologic time scale, which had been developed using fossils and relative dating of rocks. Before radiometric dating, there were numerous attempts to estimate the age of Earth using the rates of natural phenomena, but these early approaches were plagued by faulty assumptions about geologic processes. We still endeavor to estimate the rate of a wide variety of geologic processes, and many are critical to society, such as climate change, sea-level rise, plate motions, and mass extinctions. In this tutorial, we explore the methods of radiometric dating that allow us to determine the age of igneous rocks that cooled from a magma, estimate when deeply buried metamorphic rocks cooled below certain temperatures, and determine the age of organic materials from their radiocarbon signatures. We then examine methods used to estimate the rates of geologic processes with particular emphasis on diffusion -- the movement of matter or energy in

response to a gradient in concentration, temperature, or potential energy -- and the explicit and implicit assumptions that are critical to rate calculations. Topics include the basic isotope systematics of geochronology (U-Pb, K-Ar, and ¹⁴C ages) and thermochronology (U-Th/He or ⁴⁰Ar/³⁹Ar), as well as the rates of processes such as plate motion, sea-level rise or fall, glacial advance or retreat, magma storage and ascent, and/or mineral growth rates. There will be weekly tutorial meetings with pairs of students, and students will alternate writing papers on assigned topics. This course is in the Solid Earth group for the Geosciences major.

Requirements/Evaluation: Four 5-page papers and four oral critiques of partner's papers, plus 2 problem sets

Prerequisites: Any 100-level Geosciences course

Enrollment Limit: 10

Enrollment Preferences: Geosciences majors or students with a strong interest in Geosciences.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (WS)

Writing Skills Notes: Students will write four 5-page papers and will receive peer and instructor feedback on how to improve their writing skills and formulate sound arguments. In addition, there will be two quantitative problem sets.

Attributes: GEOS Group C Electives - Solid Earth

Fall 2024

TUT Section: T1 TBA Mike R. Hudak, Paul M. Karabinos

GERM 366 (S) Reason and "Unreason" in the German Tradition (WS)

"I am proud of my heart alone, it is the sole source of everything, all our strength, happiness and misery. All the knowledge I possess everyone else can acquire, but my heart is all my own." So spoke Johann Wolfgang Goethe's young Werther in his groundbreaking novel from 1774, *The Sorrows of Young Werther*, which exposed the fault lines of the Enlightenment, with its emphasis on rationality, on universal human values, and on optimism about the future. Throughout the nineteenth and twentieth centuries in Germany and Austria, challenges arose to what was touted as the triumph of objective, scientific thought, often leading to alienation and despair for the writers and thinkers who explored the deepest recesses of the mind. These challenges led to some of the most creative cultural production in Western history, but the concatenation of reason and "unreason" also contributed to one of its biggest catastrophes. This course will explore and complicate the relationship between reason and those forces that throw it into question. Specifically, we will focus first on the moments around 1800 and 1900 when the tectonic plates of reason and supposed unreason converge and collide most forcefully, reading authors like Kant, Goethe, Novalis, Kleist, Büchner, Hoffmann, and Freud, then turn to the mid-twentieth century, when both forces combine to create the disaster of the "Third Reich" and the difficulties of its aftermath (Hitler, Harlan, Bachmann, Haneke). Finally, we will look at the complex ways in which rationality triumphs and is challenged in our current time by engaging with the debates around science that roil German and Austrian society. Readings and discussion in German (with some theoretical readings in English).

Requirements/Evaluation: Active participation, several short papers and reading responses, longer final project. All writing will include rewrites with corrected grammar and the final paper will be written in stages, including a draft that is workshopped in tutorial format.

Prerequisites: GERM 200-level course or permission of instructor

Enrollment Limit: 19

Enrollment Preferences: German majors, German students

Expected Class Size: 8

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (WS)

Writing Skills Notes: Students will write and rewrite several short papers in German. A longer final paper will be written in stages that will include a draft that is workshopped in tutorial format.

Spring 2025

SEM Section: 01 MR 2:35 pm - 3:50 pm Gail M. Newman

HIST 112 (S) The Asia-Pacific War (WS)

Cross-listings: ASIA 111

Primary Cross-listing

The "Asia-Pacific War," as it is known in Japan, raged from the full-scale Japanese invasion of China in 1937 until Japan's total defeat in 1945. This war, though certainly tied to the Allied war against Germany and Italy, was viewed by many participants at the time as truly a war apart due to the immense distances involved, the gleeful, racism-fueled brutality on both sides of the conflict, and the resultant abuses of POWs, use of atomic weapons, and other atrocities. Students will explore the intersection of colonialism, racism and opportunism that fed the conflagration, and the remarkable rapprochement between American and Japanese former enemies immediately after the war. It will examine in depth the roles of China and the USSR in this conflict, which are often mentioned but functionally ignored in the West. It will cover the various warzones and home fronts, focusing as much as possible on conveying the experiences of participants through primary sources. It will likewise seek to bridge the *analysis* of the military and socio-political sides of this conflict, which are often treated as distinct, by drawing on key academic works in the field.

Requirements/Evaluation: Weekly meetings with professor and one peer partner; 5-page papers (6 total); 2-page critiques of partner's papers (6 total)

Prerequisites: None

Enrollment Limit: 10

Enrollment Preferences: History majors and Asian Studies concentration students, then everyone else.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 112(D2) ASIA 111(D2)

Writing Skills Notes: Students will alternate weekly between writing 5-page tutorial papers and 2-page critiques of their peers' writing. Formal writing assignments throughout the semester will total at least 40 pages. Students will receive regular written feedback on their writing from the professor, as well as oral critiques from the professor and tutorial partners.

Attributes: HIST Group B Electives - Asia

Spring 2025

TUT Section: T1 TBA Viktor Shmagin

HIST 134 (F) The Great War (WS)

In November 2018, world leaders gathered in France to commemorate the centennial of the end of the First World War. Yet the armistice that brought hostilities on the Western front to a close on the eleventh hour of the eleventh day of the eleventh month of 1918, did not have the same significance for Eastern Europe and the Middle East, where revolutions and civil wars continued to be fought well into 1923. Ultimately, the Great War toppled four empires (German, Habsburg, Russian, and Ottoman) and forcibly displaced and killed millions of civilians (including Armenians and Jews), creating new countries and colonies throughout Europe, the Middle East, and Africa. This tutorial will explore the global history of the First World War, a history that is indispensable for understanding the world of today. We will consider a broad range of topics and sources in our examination of the political, social, cultural, economic, and military histories of the Great War and its aftermath. For three-quarters of the semester, the tutorial follows a traditional format in which weekly tutorial meetings center on the writing of a paper and the partner's critique. The last segment of the course is structured around a research paper assignment, introducing students to archival research and longer-format writing.

Requirements/Evaluation: bi-weekly 5- to 7-page papers; bi-weekly written critiques; one revised paper; final 8- to 10-page research paper.

Prerequisites: permission of instructor

Enrollment Limit: 10

Enrollment Preferences: first- and second-year students

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

Writing Skills Notes: Bi-weekly 5-7 page papers; one formal paper revision; 8-10 page research paper. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Attributes: HIST Group C Electives - Europe and Russia HIST Group G Electives - Global History

Fall 2024

TUT Section: T1 TBA Alexandra Garbarini

HIST 135 (F) The Coffeehouse from Arabia to the Enlightenment (WS)

Invented in sixteenth-century Arabia, the coffeehouse soon made its way to Egypt and Istanbul and then to Western Europe. This institution offered a social space where men (and women) could congregate to discuss politics and ideas. Everywhere, it was an object of suspicion, yet its onward march proved unstoppable, and it even became one of the central spaces of the European Enlightenment, the eighteenth-century movement that laid the foundations of modern Western secular thought. In this course, we will reconstruct the progress of the coffeehouse in order to understand what made it so special. Through its prism we will explore a crucial period in the history of Europe and the Middle East, and investigate how intercultural interactions and intellectual exchange shaped the modern world at a time of religious and political polarization.

Requirements/Evaluation: Attendance and participation; two 5-7-pp. papers (and a revision of each); final research project proposal and bibliography; a final, 10-12 pp. research paper; a final research presentation.

Prerequisites: First-year standing.

Enrollment Limit: 19

Enrollment Preferences: First-year students.

Expected Class Size: 19

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (WS)

Writing Skills Notes: This class is designed as an intensive expository writing seminar for first-year students. We focus on the structure of expository argument, the importance of revision, on library and research skills, etc. Students receive detailed feedback on their writing throughout the semester and are expected to use the opportunity to hone their craft.

Attributes: HIST Group C Electives - Europe and Russia HIST Group G Electives - Global History HIST Group P Electives - Premodern

Fall 2024

SEM Section: 01 TR 11:20 am - 12:35 pm Alexander Bevilacqua

HIST 144 (S) Brazil's Myth of Racial Democracy (DPE) (WS)

The notion that race worked differently in Brazil took root in the early twentieth century and grew into a myth that the country was home to a unique "racial democracy." This course will examine the creation and surprisingly long life of this idea among not only Brazilians but also observers and visitors from the U.S., Europe, and Africa. We will look at how "racial democracy" became central to constructions of Brazilian national identity, how the country's governments tried to coopt Black cultural forms like samba and Carnival into official culture, and how thinkers around the world used Brazil to define their understanding of race making in their own regions. The special focus, though, will be on how Afro Brazilians challenged the myth politically, intellectually, and artistically from the 1920s to the 1990s. Our texts will include the fiction, memoirs, manifestos, and scholarship of individuals like Abdias do Nascimento, Carolina Maria de Jesús, and Sueli Carneiro, as well as the activism of Black and feminist groups.

Requirements/Evaluation: Class participation, three 3-page papers, written responses, and a 10-12 page research paper.

Prerequisites: None

Enrollment Limit: 19

Enrollment Preferences: Preference to first- and second-year students

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE) (WS)

Writing Skills Notes: Students will write three 3-papers on set topics and a 10-12 page research paper. Revision of the first short paper, in response to instructor's comments is mandatory. Students will receive timely feedback on all pieces of writing and will participate in in-class workshops on identifying sources, formulating an argument, and presenting a compelling case.

Difference, Power, and Equity Notes: This course will examine how Brazilians created, lived, and contested categories of racial difference over the

twentieth century. We will look at the intersections of gender, sexuality, regional, and national identities with race in Brazil and will make comparisons between processes of race-making in Brazil and around the Atlantic.

Attributes: HIST Group D Electives - Latin America + Caribbean

Spring 2025

SEM Section: 01 TR 8:30 am - 9:45 am Roger A. Kittleson

HIST 152 (F) The Fourteenth Amendment and the Meanings of Equality (DPE) (WS)

Cross-listings: WGSS 152

Primary Cross-listing

For more than 150 years, the 14th Amendment of the U.S. Constitution has served as the principal touchstone for legal debates over the meaning of equality and freedom in the United States. This course explores the origins of the 14th Amendment in the years immediately following the Civil War, and examines the evolution of that amendment's meaning in the century that followed. Central themes in this course include the contested interpretations of "birthright citizenship," "due process," "privileges and immunities," "equal protection," and "life, liberty or property"; the rise, fall, and rebirth of substantive due process; battles over incorporating the Bill of Rights into the 14th Amendment; and the changing promise and experience of citizenship. We will pay particular attention to how arguments about the 14th Amendment have shaped and been shaped by the changing meanings of racial and gender equality.

Requirements/Evaluation: a series of short (3-page) response papers; and a final 10-12 page research paper

Prerequisites: first-year or sophomore standing; juniors or seniors with permission of instructor

Enrollment Limit: 19

Enrollment Preferences: given first to sophomores who have been dropped from this class previously, then to first-years, then to sophomores who have not been dropped previously

Expected Class Size: 15-19

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 152(D2) HIST 152(D2)

Writing Skills Notes: Students will write three short (3-page) response papers to the readings in the first part of the semester, and will also write a substantial (10- to 12-page) research paper. In preparation for the research paper, students will write proposals, develop bibliographies, write outlines and drafts, and do peer critiques. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: This course satisfies the DPE requirement because it examines the legal, social, and political constructions and theorizations of difference, power, and equity. It examines the ways that individuals and groups have organized across various axes of difference to fight for legal equality, and explores how those individuals and groups have experienced legal equality and legal inequality in varied ways.

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora HIST Group F Electives - U.S. + Canada JLIST Interdepartmental Electives

Fall 2024

SEM Section: 01 MWF 8:30 am - 9:45 am Sara Dubow

HIST 155 (S) School Wars (WS)

Throughout the 20th century, parents, students, teachers, and policymakers have fought bitterly about the purpose of and practices in public schools. Public schools have been the site of a series of intense conflicts over the meanings of democracy and equality; the relationship between the individual, the family, and the state; and about completing claims to recognize the rights of teachers, children, and parents. Organized both chronologically and thematically, this course examines a series of "school wars" in the 20th century, focusing especially on battles over religion, race, and sex. Topics will include evolution/creationism, segregation and desegregation, bilingual education, sex education, free speech, and school prayer. This course asks how, why, and with what consequences schools have been an arena of cultural conflict in the United States? How do these debates help us understand the contested relationship between the rights of children and students, the rights of parents and families, the rights of communities and states, and the obligations of the federal government? How can historical analysis shed light on our present-day "school wars"? Many of these

conflicts wind up in court, and we will be looking at some key Supreme Court decisions, but we will also draw upon memoirs, social histories, oral histories, popular culture, and other archival and documentary sources that focus on the experience of teachers and students. Tutorials meet in pairs. Every week, each student will either write an essay (1000-1250 words) that responds to and analyzes the readings OR a short essay (no more than 500 words) that responds to their partner's paper and raises further questions for discussion.

Requirements/Evaluation: four to five tutorial papers (approximately 5 pages) and four to five short response papers (approximately 2 pages)

Prerequisites: first-years or sophomores

Enrollment Limit: 10

Enrollment Preferences: first-year students, and then sophomores who have not previously taken a 100-level seminar

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

Writing Skills Notes: Students will write bi-weekly 5-page papers about the readings, and bi-weekly 2-page responses to their tutorial partner's paper. For the final paper, each student will revise and expand one of the papers they wrote in the semester. Students will receive regular written and oral feedback on their work from the professor and their tutorial partner. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Attributes: HIST Group F Electives - U.S. + Canada

Spring 2025

TUT Section: T1 TBA Sara Dubow

HIST 159 (F) Crossing the Color Line: A History of Passing (DPE) (WS)

Cross-listings: AFR 159

Primary Cross-listing

In June 2015, Rachel Dolezal emerged as a media spectacle and the subject of national scrutiny after her *white* parents stated publicly that Dolezal is a white woman *passing as black*. Their insistence that Dolezal is white came in the wake of her reports to local news media and police that she had been the victim of several hate crimes. To critics, Dolezal is a fraud who has committed cultural appropriation. Yet, for her supporters, Dolezal's racial identification as a black woman is authentic and indisputable, since race is not based on biology but rather is a social construction. For both groups as well as impartial observers, many wondered curiously why a white woman had chosen to pass as black, especially given that historically it has been African Americans who opted to *become* white. Inspired by the controversy surrounding Dolezal, this tutorial will explore the history of passing in the United States. Whereas our attention will primarily be focused on black-to-white passing, we will expand our understandings of passing by emphasizing the variety of ways that identities have been shaped through the crossing of boundaries--class, ethnic, gender, intellectual, political, religious, and sexual. To accomplish our goals, we will read and cross-examine fictional and nonfictional as well as primary and secondary historical accounts of boundary-crossers. We will also screen several films that engage the theme of passing.

Requirements/Evaluation: Weekly formal response papers and written critiques.

Prerequisites: None.

Enrollment Limit: 10

Enrollment Preferences: First and second-year students will be prioritized, followed by history majors. Should the course be overenrolled, students will be asked to complete an enrollment questionnaire.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 159(D2) AFR 159(D2)

Writing Skills Notes: Students will be required to complete formal writing assignments each week, alternating between response papers (4 pages) and written critiques (2-pages) of their peers' work. Students will receive substantial feedback on their writing skills, with verbal and written suggestions for improvement. Students also will receive feedback from their tutorial partners.

Difference, Power, and Equity Notes: Narratives of racial passing provocatively raise questions about the construction, logics, reinforcement, and

subversion of racial categories and identities. Tutorial students will have the opportunity to deconstruct the meanings of race and identity in addition to thinking culturally, historically, and ontologically about the implications and value of these constructs. In essence, we will theorize racial identity, reconsidering, if not challenging, its stable notions of identic intelligibility.

Attributes: HIST Group F Electives - U.S. + Canada

Fall 2024

TUT Section: T1 TBA Tyran K. Steward

HIST 161 (F) W.E.B. Du Bois: A Century of Study and Struggle (WS)

This course will apply a historical lens to the life and thought of historian, activist, social theorist, and writer W.E.B. Du Bois. We will engage with Du Bois' historical, sociological, and political writing, trace his intellectual transformation throughout the course of his nearly century-long life of study and struggle, and highlight his ongoing pertinence. Engaging with classic as well as lesser-known works by Du Bois, his contemporaries, and other scholars, a core aim of the course will be to comprehend the development of Du Bois's ideas, placing them in historical context. In examining his work and its lasting influence we will touch on a range of topics including, the Civil War, Reconstruction, and the afterlife of slavery; race, the color line, and American citizenship; civil rights, Black advancement, and political leadership; Black urban life; war, colonialism, and global capitalism, among other topics.

Requirements/Evaluation: Assessment will be based on class participation and weekly written responses to readings (2 pages), 2-3 short papers (4-5 pages), leading to a final paper (10-12 pages). All writing assignments are structured to build up the final paper.

Prerequisites: None

Enrollment Limit: 19

Enrollment Preferences: Preference to first- and second-year students

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (WS)

Writing Skills Notes: Students will write two short (4-5 page) papers leading to a longer (10-12 page) research paper. Students will receive timely feedback on written work from peers and the instructor and will be required to submit revised drafts in response to feedback. Students will develop their final research paper in several stages, submitting a topic proposal, research question, outline, and annotated bibliography, with the instructor commenting on each step.

Fall 2024

SEM Section: 01 MR 1:10 pm - 2:25 pm Andrew L. Grim

HIST 163 (F) Communications in Early America (DPE) (WS)

Cross-listings: AMST 164

Primary Cross-listing

How did the multiplicity of people who shaped "early" North America communicate with each other, across profound linguistic, cultural, social, political, and spiritual differences? What strategies did they use to forge meaning and connections in times of tremendous transformation, while maintaining vital continuities with what came before? This course examines histories of communication in North America and the technologies that communities have developed to record, remember, advocate, persuade, resist, and express expectations for the future. Using a continental and transoceanic lens of "Vast Early America," we will take up Indigenous oral traditions, Traditional Ecological Knowledge, wampum belts, and winter counts as expressions of ethics, identity, relationality, and diplomacy among sovereign Native/Indigenous nations. We will reflect on artistic and natural science paintings, engravings, and visual culture that circulated widely; and diaries and journals as forms of personal as well as collective memory. We will work with political orations, newspapers, pamphlets, and other forms of print culture that galvanized public opinion in the Age of Atlantic Revolutions; memorials and monuments that communities have created to honor ancestors and significant events; material culture such as baskets and weavings that signified through their imagery and physical forms; and social critique and visions of justice in the verse and prose of Phillis Wheatley Peters and William Apess. These materials take us into the complexities of individuals' and communities' interactions and relations of power. They also illuminate spaces of potential or realized solidarity, alliance, and co-building of new worlds. Throughout we will work together to understand different methodologies, theories, practices, and ethics involved in approaching the past. We will at every turn be attuned to the ongoing significances of these

experiences among communities in the twenty-first century.

Requirements/Evaluation: active participation in class discussions, several short essays based on readings and discussion topics, museum/archives exercise, final essay/project

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: limited to first- and second-year students who have not yet taken a 100-level course in History or American Studies; juniors and seniors only with the permission of the instructor

Expected Class Size: 19

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 164(D2) HIST 163(D2)

Writing Skills Notes: Short essays (3-5 pages) spaced throughout the semester with instructor feedback on writing skills as well as historical content; written reflection and analysis related to museum/archives visit with original materials; final essay (8-10 pages) due at end of semester that synthesizes findings from across the whole semester and allows students to closely examine primary/secondary sources; regular opportunities to conference with instructor about writing ideas and drafts.

Difference, Power, and Equity Notes: This course centers experiences of diverse people in early America including substantial focus on Native American/Indigenous and African American communities. It introduces foundational methods for historical and interdisciplinary study, including decolonizing methodologies from Native American and Indigenous Studies (NAIS) and African American histories; critical vantages on Euro-American settler colonialism; and scholarship on complex entanglements in multiracial and multiethnic communities

Attributes: HIST Group F Electives - U.S. + Canada HIST Group P Electives - Premodern

Fall 2024

SEM Section: 01 MR 2:35 pm - 3:50 pm Christine DeLucia

HIST 168 (S) Black Film History (WS)

This course will examine the history of African American cinematic production since the silent era. By examining the work of Black filmmakers and cinematic representations of African Americans more broadly, we will explore a variety of key questions throughout the course of the semester, including: How did Black filmmakers address social and political questions in their work? How did filmmakers engage with and refute dominant cultural and Hollywood images of African Americans? What role did movie theaters play in the social lives of Black communities? How did film critics shape understandings of Black cinematic expression? What transformations occurred in the images of African Americans in film across the twentieth century? What role did filmmaking play in the Black Freedom Struggle? In addition to viewing a sampling of films, we will engage with a variety of scholarly and popular writing on the history of African American filmmaking, filmgoing, film criticism, and filmic performance.

Requirements/Evaluation: Active participation in class discussion, weekly 500-word discussion posts, two 4-5 page essays, and a final 10-12 page research paper

Prerequisites: None

Enrollment Limit: 19

Enrollment Preferences: Preference to first- and second-year students

Expected Class Size: 12-19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (WS)

Writing Skills Notes: Students will write two short (4-5 page) papers leading to a longer (10-12 page) research paper. Students will receive timely feedback on written work from peers and the instructor and will be required to submit revised drafts in response to feedback. Students will develop their final research paper in several stages, submitting a topic proposal, research question, outline, and annotated bibliography, with the instructor commenting on each step.

Spring 2025

HIST 294 (S) Victimhood Nationalism in Global History & Memory (DPE) (WS)

As globalism of the 21st century has shifted its focus from imagination to memory, the global memory culture focusing on victims has dawned on us as an undeniable reality with the entangled memories of: Apartheid, American slavery, and white settler genocides of the indigenous peoples; German empire's colonial genocide of the Nama and Herero in Namibia and the Nazi Holocaust; the Armenian genocide and the Holocaust; Vietnam War and Algerian war; Rwandan genocide and ethnic cleansing in the Balkans; Japanese military "comfort women" and gendered violence during the Yugoslav Wars; forced sexual labor in the Nazi concentration camps and sexual slavery of the Islamic State; political genocide of Stalinism and the Latin American military dictatorships; civilian massacres of developmental dictatorships in the global Cold War era. Global memory formation intensified the victimhood competition among national memories. Victimhood nationalism epitomizes nationalism's metamorphosis under the globalization of memory in the 21st century. This course will trace the mnemo-history of victimhood nationalism, focusing on the entangled memories of Poland, Germany, Israel, Japan, and Korea in the global memory formation. Other case studies, including former Yugoslavia, post-9/11 America, will also be discussed.

Requirements/Evaluation: Class participation, pop quizzes and a final research paper (approximately 5000 words)

Prerequisites: None

Enrollment Limit: 15

Enrollment Preferences: GBST concentrators and History majors

Expected Class Size: 10

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (DPE) (WS)

Writing Skills Notes: This seminar includes a final research paper on victimhood nationalism. Prior to submission, the paper will go through several drafts and edits.

Difference, Power, and Equity Notes: A comparative, global approach to the study of memory and nationalism exploring the particular role of victimhood and genocide. How is violence remembered? How has past violence been justified? Who is remembered as a victim and who is not?

Attributes: GBST Borders, Exiles + Diaspora Studies GBST East Asian Studies GBST Middle Eastern Studies GBST Russian + Eurasian Studies HIST Group G Electives - Global History

Spring 2025

SEM Section: 01 TF 1:10 pm - 2:25 pm Jie-Hyun Lim

HIST 306 (F) Indigenous Narratives: From the Fourth World to the Global South (DPE) (WS)

Cross-listings: COMP 369 / ARAB 369 / GBST 369

Secondary Cross-listing

In the late 20th century, world literature has witnessed a "boom" in indigenous literature. Many critics and historians describe this global re-emergence of the subaltern and the indigenous in terms of literary justice fostered by post-colonial studies and the adoption of the Declaration of the Rights of Persons Belonging to National or Ethnic, Religious and Linguistic Minorities, by the UN General Assembly on December 18, 1992. In this course, we will investigate this "indigenous boom" by reading novels and short stories from the Americas, the Middle East and North Africa from the 1970s to the present. Through these trans-regional and trans-historical peregrinations, our principal goal will be to examine and compare narratives about conquest, settler colonialism, colonial nationalism, indigeneity, sovereignty, indigenous epistemology and philosophy. At the same time, we will consider the following questions: How did pioneering indigenous women writers, such as the Laguna Pueblo Leslie Marmon Silko in the US and the Mayan playwrights of La Fomma in Chiapas, Mexico lead the feminist front of the indigenous literary renaissance? How did Palestinian folktales, Amazigh poetics in the Maghreb, and Mayan dream narratives in Mexico and Guatemala produce narratives of decolonial history? What does the aesthetics of magical realism in Arabic, Quechua and Spanish, respectively, as evident in the works of the Kurdish writer Salim Barakat (Syria) and the mestizo writer José María Arguedas (Peru) tell us about the intersection of race, ethnicity, and indigenous epistemology? What is the connection between the recent "boom" of English translations of Indigenous texts and neoliberalism, multiculturalism and neo-colonialism? Ultimately, our goal is to trace how these texts contributed to global indigenous literature and the trans-historical and trans-geographical connections between them.

Requirements/Evaluation: active class participation, several short response assignments (3-4 pages), two film reviews (1 page), a performance project, and a final paper (7- to 10-pages)

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Comparative Literature majors

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 369(D1) HIST 306(D2) ARAB 369(D1) GBST 369(D2)

Writing Skills Notes: This course will enable students to write weekly while engaging with various forms of writing skills: articulating arguments in short response papers (3-4 pages each), developing visual criticism through writing two film reviews, (1 page each), journaling through writing a personal reflections on a performance project, and honing research language in producing a final paper of 7-10 pages. Instructor's feedback and peer review sessions will include review of drafts and argumentative structures.

Difference, Power, and Equity Notes: At the heart of this course is the history of global Indigenous struggle for liberation and decolonization. The various novels, short stories, poems, films and other texts that students will engage with narrate histories of colonial dispossession, racial oppression, economic subjugation and dehumanization of minoritized Indigenous communities in the Americas, North Africa and the Middle East.

Attributes: GBST Borders, Exiles + Diaspora Studies

Fall 2024

SEM Section: 01 MR 1:10 pm - 2:25 pm Amal Egeiq

HIST 352 (F)(S) American Maritime History (DPE) (WS)

Cross-listings: CAOS 352

Secondary Cross-listing

This course explores themes in American maritime history from the colonial era to the 21st century. We will consider the dynamic relationship between the sea and American life, and the broad influence that each has had on the other. This relationship led to interactions with the water as a highway for the transportation of not just people and goods, but powerful new forces and ideas. The water creates a unique space for the formation of new communities and identities, while also acting as an important, and often exploited, resource. We will sample from different fields of inquiry including labor, environmental, cultural, and political history to gain a deeper understanding of diverse people's complex interactions with the oceans and seas.

Class Format: Seminars, discussions, and field seminars

Requirements/Evaluation: Participation in class discussions, activities, and presentations, regular papers, and a final independent research project

Prerequisites: None

Enrollment Limit: 27

Enrollment Preferences: If course over-enrolls, preference will be given to sophomores and juniors

Expected Class Size: 22

Grading: no pass/fail option, no fifth course option

Unit Notes: Offered only at Mystic Seaport

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 352(D2) CAOS 352(D2)

Writing Skills Notes: Students must complete regular writing assignments including a final 10- to 15-page paper. Additionally, students will participate in several in-class writing workshops and peer critiques. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: Maritime activity has long provided opportunities for some while creating tremendous hardships for others. From the slave trade and the encounters between native and European mariners to the power wielded by multi-national shipping conglomerates, this course investigates contests over power, empire, and capitalism as they played out on the maritime stage.

Attributes: AMST Space and Place Electives ENVI Humanities, Arts + Social Science Electives EXPE Experiential Education Courses HIST Group F Electives - U.S. + Canada HIST Group P Electives - Premodern

Fall 2024

SEM Section: 01 MW 9:00 am - 10:15 am Sofia E. Zepeda

Spring 2025

SEM Section: 01 MW 9:00 am - 10:15 am Sofia E. Zepeda

HIST 367 (S) Black History is Labor History (DPE) (WS)

Cross-listings: AFR 367

Primary Cross-listing

This seminar explores labor history in relation to black people, spanning the colonial period to the early twenty-first century. It racializes the history of work by tracing the long story of black labor in the U.S. from the plantation to the plant. Whereas the bulk of the course will analyze black labor and labor movements in the twentieth century, specifically focusing on the push for economic inclusion and mobility amid employment, societal and union-related racial discrimination, we will examine what involuntary black labor meant in the context of slavery and the construction of a capitalist economy. Likewise, we will devote attention to black workers with regard to such topics as antiunionism, deindustrialization, economic inequality, Fordism, informal economies, Jim and Jane Crow, labor radicalism and violence, New Deal and welfare, the rise of civil rights unionism, and slavery and capitalism, among other themes.

Requirements/Evaluation: Students are expected to participate actively and will write two comparative essays (5-7 and 6-8 pages) and two primary source analyses (1-2 pages), all of which will be letter-graded and returned with comments. In addition, students will write a final research paper (10-12 pages) in consultation with the instructor and will be required to submit a topic proposal and outline, an annotated bibliography, and a peer-reviewed draft of the final paper.

Prerequisites: Recommended for students with sophomore standing or above and first-year students who both have taken a 200-level history course and have received instructor permission to enroll into the course.

Enrollment Limit: 25

Enrollment Preferences: HIST and AFR majors followed by students with sophomore, junior, or senior standing. If the course is overenrolled, students will be given a questionnaire and only first-year students who have completed a 200-level history course will be enrolled.

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 367(D2) AFR 367(D2)

Writing Skills Notes: Students will be required to write two comparative essays (5-7 and 6-8 pages) and two primary source analyses (1-2 pages), all of which will be letter-graded and returned with comments. In addition, students will write a final research paper (10-12 pages). Throughout the semester, these writing assignments will total roughly 22-30 pages. Students can expect to have line-edited feedback on their papers with substantial and timely, writing-related suggestions for improvement.

Difference, Power, and Equity Notes: This course racializes the study of labor history, focusing on black people and their experiences in the United States from the plantation to the plant. It challenges students to confront and to redefine what it means to labor, grasping how slavery, segregation, and systemic inequalities amid black people's pursuit of citizenship, equality, and freedom have shaped their economic, political, and social conditions and identities.

Attributes: HIST Group F Electives - U.S. + Canada

Spring 2025

SEM Section: 01 MR 1:10 pm - 2:25 pm Tyran K. Steward

HIST 402 (F) Displacement: Global Histories of Refugees and Forced Migration (DPE) (WS)

Cross-listings: ARAB 414 / GBST 414

Primary Cross-listing

The Middle Eastern refugee has become a central figure in debates on migration, asylum, and the right to belong in Europe, Asia, and North America. Often stereotyped as threatening, alien, and rootless, these migrants are generally depicted as lacking histories and by extension not worthy of consideration or empathy. This course invites students to understand some of the most tragic humanitarian crises of our time and the massive involuntary displacements provoked by war, violence, and/or climate change. Taking a global perspective, this seminar examines the history of displacement, refugees, migration, diaspora in a focusing on the nineteenth century through the present. With special attention to the historical experience of various peoples of the Middle East, the course will start with theoretical approaches to the study of migration and then delve into case studies. A range of different moments of displacement will be analyzed such as the experiences of Armenians, Jews, Palestinians, Syrian, Iraqis, and Kurds. By examining the human geography and politics of forced displacement and migration, this course will address a number of important academic and political questions: what makes a history written by, about, and for displaced people powerful? How can writing from the perspectives of refugees challenge core debates about identity, the nation and borders? How does the focus on displacement help in understanding the nature of war and conflict?

Requirements/Evaluation: Final 25 page research paper, several drafts of paper, class presentations and in class writing exercises.

Prerequisites: None

Enrollment Limit: 15

Enrollment Preferences: History and Arabic Studies majors and Global Studies concentrators.

Expected Class Size: 15

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ARAB 414(D2) GBST 414(D2) HIST 402(D2)

Writing Skills Notes: This research seminar will involve the writing of a final 25 page paper. Prior to that stage, each process of writing will involve moments of feedback and sharing. Students will submit a proposal early on in the semester and then write an outline. These will receive peer and instructor feedback. They will then submit a five page draft in October, a 10 page draft in November, before the final submission in December. In this way, they will have opportunities to rework and improve their writing.

Difference, Power, and Equity Notes: This course takes a comparative approach by exploring the predicament of some of the most vulnerable people in the world, i.e, displaced peoples and refugees. The course will consider their legal status and their experience of leaving their homes due to wars or natural disaster. The area of study is the Middle East and we will examine the historical experience of a number of different people in the region including Kurds, Palestinians, Sephardi Jews, and Syrians.

Attributes: HIST Group E Electives - Middle East

Fall 2024

SEM Section: 01 M 7:00 pm - 9:40 pm Magnús T. Bernhardsson

HIST 434 (S) Humanitarianism and Jewish History (WS)

Cross-listings: JWST 434 / REL 335

Primary Cross-listing

In the twentieth century, Jewish history and humanitarian history became deeply intertwined. As the victims of persecution and expulsion, mass violence and genocide, Jews repeatedly figured as the recipients of aid and humanitarian intervention. At the same time, Jewish political figures, legal thinkers, intellectuals and scholars, social activists, and aid workers played central roles in the establishment of humanitarian organizations and in debates about the moral, political, and legal frameworks that have shaped approaches to humanitarianism across the decades since World War I. This research seminar is designed to open up big questions about the history of humanitarianism and to carve out space for students to conduct research on a particular place, time, and aspect of that larger history in conversation with other students working on related topics. In the first half of the semester, in discussions of common readings, we will examine various works of scholarship that connect to the history of humanitarianism from the nineteenth century to the present. Beginning in the first half of the semester and with greater intensity in the second half of the semester, you will conduct independent archival research on some aspect of the history of humanitarianism using the digitized archives of the American Jewish Joint Distribution Committee, culminating in a twenty-plus-page paper. In the final weeks of the semester, the seminar will continue to meet weekly as a research colloquium, to provide a forum for you to present your research and drafts in progress and to give feedback on fellow students' work. In this seminar, we are not merely studying history; you are actually doing history. Over the semester, you will learn how to pose historical questions; to engage critically with readings beyond summarizing them; to synthesize an enormous amount of source material; and to learn how to write more

clearly. The goal is for each student to produce a polished research paper based on engagement with archival sources and relevant secondary literature that will serve as a capstone to your coursework at Williams or as a potential jumping-off point for future research projects, including a senior thesis in History or Jewish Studies.

Requirements/Evaluation: class participation, several short papers, oral presentations, and a 20-page research paper

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: History majors and Jewish Studies concentrators

Expected Class Size: 10

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

JWST 434(D2) REL 335(D2) HIST 434(D2)

Writing Skills Notes: Students will write two drafts of their research paper before submitting the final paper for a grade. They will receive timely comments on drafts from professor and peers, to be incorporated into their final paper.

Attributes: GBST Borders, Exiles + Diaspora Studies HIST Group C Electives - Europe and Russia JWST Capstone Course JWST Core Electives

Spring 2025

SEM Section: 01 W 7:00 pm - 9:40 pm Alexandra Garbarini

HIST 481 (F) History of Taiwan (WS)

Cross-listings: ASIA 481

Primary Cross-listing

Almost all discussions of contemporary Taiwan reference the fierce debate over its sovereignty and international status: is the island of Taiwan an independent nation, or an "inalienable part" of the much larger and more powerful People's Republic of China? Part of the argument for Taiwan's separate nationhood derives from its claim to a unique history different from that of the P.R.C.. In this tutorial course, we will look closely at the distinctive aspects of Taiwan's history that underlie this claim, including its aboriginal populations, maritime history, experience of Japanese colonialism, settlement by mainland Chinese after World War II, role in the Cold War, and the development of a Taiwanese ethnic and political identity in the postwar period. We will also examine contemporary arguments for Taiwan as part of China. The goal of the course is neither to debate nor resolve the "Taiwan question", but to explore the history and historical arguments that inform it.

Requirements/Evaluation: weekly papers and critiques

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: History and Asian Studies majors/concentrators

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 481(D2) ASIA 481(D2)

Writing Skills Notes: In this tutorial course, students will write bi-weekly 5- to 7-page papers with feedback from both the instructor and tutorial partner. Students will revise one of their tutorial papers as a final assignment. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Attributes: HIST Group B Electives - Asia

Fall 2024

TUT Section: T1 TBA Anne Reinhardt

HIST 486 (S) Race and A Global War: Africa During World War II (DPE) (WS)

This course highlights African experiences of World War II. Although most histories have excluded Africa's role in the war, the continent and its people were at the center of major developments during in this global conflict. In fact, many Africans remember the Italian invasion of Ethiopia in 1935 as the start of the war. African servicemen fought alongside the Allied and Axis forces on major warfronts in Europe, Africa and Asia. African communities and individuals also established war charity campaigns to collect funds, which they sent to war ravaged societies in Europe. Indeed, African economies, despite their colonial statuses, kept European imperial nations afloat in their most hour of need. At the same time, African colonial subjects faced severe food shortages, the loss of working-age men to labor and military recruiters, and dramatically increased taxes. We will examine the impact of these and other wartime pressures on different African communities. How did African societies meet such challenges and how did they view the war? In this course we will examine the roles that women played during the war, and the various other ways that African communities met wartime demands. Other topics we will explore include the role of African women; colonial propaganda; political protest against the war; race and racial thought in the wartime era; war crimes; African American support for the liberation of Ethiopia; and the war's impact on decolonization across the continent. We will further study how Africans and outsiders have differently conceptualized the continent's role in the war by analyzing a variety of sources, including scholarly writings, archival materials, films, former soldiers' biographies, and propaganda posters.

Requirements/Evaluation: Students will be evaluated based on a series of 5-7-page tutorial response papers and 2-page critiques, as well as preparedness for and performance in weekly tutorial discussions.

Prerequisites: None

Enrollment Limit: 10

Enrollment Preferences: Preference will be given to history majors and students with prior experience with African history. If the course is over-enrolled, students may be asked to complete a questionnaire to determine enrollment

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

Writing Skills Notes: Students will alternate weekly between writing 5-7-page tutorial papers and 2-page critiques of their peers' writing. Formal writing assignments throughout the semester will total at least 40 pages. Students will receive written feedback on their writing from the professor, as well as oral critiques from the professor and tutorial partners. The final writing assignment will afford students the chance to reflect on their previous papers and the semester's course content.

Difference, Power, and Equity Notes: This course explores the colonial relationship during a major global crisis. Students will examine existing narratives of African contributions to the war and to come up with their own interpretations, and will be called to critically engage the question of why and how colonies made significant contributions to the Allied cause by producing needed materials and resources or by joining the fight. Africans made these contributions spite of various and complex inequities.

Attributes: AFR Core Electives GBST African Studies HIST Group A Electives - Africa

Spring 2025

TUT Section: T1 TBA Benjamin Twagira

HIST 487 (S) FIRE! A SOCIAL HISTORY (WS)

This tutorial offers a social history of fire in a national, international, and transnational framework. The aim of this course isn't to historicize fire, itself. Rather, "fire" is treated as a subtext to other historical developments and events in the twentieth and twenty-first centuries that have been factually and figuratively shaped by it. In this regard, we will grasp fire not only as combustion or conflagration but also through its nuanced meanings and their implications for how we think historically about issues related to capitalism, class, climate and environment, labor, gender, immigration, internationalism, policing, politics, race, radicalism, and sex. In essence, bodies might be on fire, burning with sexual desire; buildings might be on fire, engulfed in an intense conflagration; cities might be on fire, ignited by gunfire and urban unrests; workers might be fired or even fired up in a working-class movement, the latter incited by the push for labor democracy; or there might be fire weather, sparked by drier conditions and sweltering temperatures reflecting climate change. Thus, we will examine "fire" in a variety of historical contexts, from actual accounts of disastrous fire incidents due to environmental or industrial mishaps to stories of passion or protest inflaming individuals and groups to studies of rebellions and riots that produce fiery conditions. Lastly, we will analyze society's historical fascination with "fire" events, both real and imagined, and the way they have prompted efforts to rebuild, reform, and reimagine. To accomplish our goals, we will engage primary and secondary sources in addition to screening films that focus on histories directly or indirectly related to fire.

Requirements/Evaluation: Weekly formal papers and written critiques. 10-12 page research paper.

Prerequisites: None.

Enrollment Limit: 10

Enrollment Preferences: Open to sophomores, juniors, and seniors. History majors will be prioritized. Should the course become overenrolled, I will have non-history majors complete a questionnaire.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

Writing Skills Notes: Students will be required to complete formal writing assignments each week, alternating between response papers (4 pages) and written critiques (2-pages) of their peers' work. Students will receive substantial feedback on their writing skills, with verbal and written suggestions for improvement. Students also will receive feedback from their tutorial partners.

Attributes: HIST Group F Electives - U.S. + Canada

Spring 2025

TUT Section: T1 TBA Tyran K. Steward

HIST 488 (F) Sites of Memory and American Wars (WS)

This tutorial will examine the ways that U.S. military ventures have been memorialized through a variety of physical sites, including landscapes, monuments and statues, museums, and other depictions. Given the enormous national conversation and reconsideration of many of these sites over the last decade, we will ask such questions as: How and why has the memorialization of U.S. wars changed since the country's founding? Who determines what is preserved and what stories are told? What is the relationship between individual experiences, collective memories, and national narratives? What do "sites of memory" tell us about society's views of wars and soldiers and about the United States? Throughout, we will pay attention to how these sites reflect historical understandings of the time and have also served as focal points of social and political protests.

Class Format: Students will meet with the professor either in assigned pairs or "trios" at a regularly scheduled time each week. Students in pairs will meet for one hour; students in trios will meet for 75 minutes.

Requirements/Evaluation: This course follows a typical tutorial format; every other week, students will write and present orally a 5- to 7-page essay on the assigned readings; on alternate weeks, students will write a 2-page critique. During two of the weeks of the semester (around the middle of the semester and at the end), all students will write papers that explore a common question or theme.

Prerequisites: None

Enrollment Limit: 10

Enrollment Preferences: History majors and students with course work related to the topic.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

Writing Skills Notes: At the start of the semester, students will outline what their writing goals are for the semester, and they will receive feedback on their writing from the professor and from their tutorial partner. The final writing assignment will afford students the chance to reflect on their previous papers and the semester's course content.

Attributes: HIST Group F Electives - U.S. + Canada

Fall 2024

TUT Section: T1 TBA Karen R. Merrill

HIST 491 (S) The Suburbs (WS)

Cross-listings: ENVI 491 / AMST 490

Primary Cross-listing

The suburbs transformed the United States. At the broadest level, they profoundly altered spatial residential geography (especially in terms of race), consumer expectations and behavior, governmental policies, cultural norms and assumptions, societal connections, and Americans' relationship to nature. More specifically, the different waves of post-World War II suburban development have both reflected large-scale shifts in how power and

money have operated in the American political economy; and set in motion deep-seated changes in electoral politics, in Americans' understandings of how their income should be used, and in how the built landscape should be re-imagined. This tutorial will explore the rich historical literature that has emerged over the last twenty years to provide students with a history of the suburbs, to see the suburbs as more than simply collections of houses that drew individual homeowners who wanted to leave urban areas. We will focus most of our attention on the period from 1945 through the 1980s. Some of the questions we will consider will include: how did the first wave of suburban development bring together postwar racial and Cold War ideologies? Is it possible, as one historian has argued, that suburbs actually created the environmental movement of the 1960s? And how have historians understood the role that suburbs played in America's conservative political turn, leading to the election of Ronald Reagan?

Class Format: Students will meet with the professor either in assigned pairs or "trios" at a regularly scheduled time each week. Students in pairs will meet for one hour; students in trios will meet for 75 minutes.

Requirements/Evaluation: This class follows a typical tutorial format; every other week, students will write and present orally a 5- to 7-page essay on the assigned readings; on alternate weeks, students will write a 2-page critique. During two of the weeks of the semester (around the middle of the semester and at the end), all students will write papers that explore a common question or theme.

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: History majors and students with course work related to the topic.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 491(D2) AMST 490(D2) HIST 491(D2)

Writing Skills Notes: Students will reflect on what their writing goals are for the semester, and they will receive feedback on their writing from the professor and from their tutorial partner. The final writing assignment will afford students the chance also to reflect back on their previous papers and the semester's course content.

Attributes: AMST Space and Place Electives ENVI Humanities, Arts + Social Science Electives HIST Group F Electives - U.S. + Canada

Spring 2025

TUT Section: T1 TBA Karen R. Merrill

HIST 495 (F) The Medieval World System: Globalization before 1500 (WS)

In recent years, scholars have turned increasing attention to global history in the pre-modern period. This tutorial takes as its focus the global Middle Ages: roughly speaking, the period between 500 and 1500 CE. This was a period that saw mass-produced consumer goods cross from China to India, East Africa, and the Middle East, inspiring admiration and imitation in multiple different markets. It saw games, music, and forms of literature become popular across continents, and saw religious communities forge networks spanning thousands of kilometers. To study the global Middle Ages is to place exchange and networks, both commercial and cultural, at the heart of our analysis. We will read and analyze many accounts by medieval travelers, merchants, and pilgrims who crossed Afro-Eurasia, alongside works by modern historians and archaeologists who have pieced together the patterns of movement and exchange that tied together the diverse societies of pre-modern Afro-Eurasia.

Requirements/Evaluation: Students will meet in pairs with the instructor once a week. Every other week each student will present a paper of approximately 5-7 pages on a topic determined by the instructor, due by 5pm the day before the tutorial meeting. The student not writing the paper will critique the paper written by their tutorial partner. Each student will write six papers and serve as a critic on the six papers of their tutorial partner.

Prerequisites: None

Enrollment Limit: 10

Enrollment Preferences: Junior and Senior History majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

Writing Skills Notes: Students will meet in pairs with the instructor once a week. Every other week each student will present a paper of approximately 5-7 pages on a topic determined by the instructor, due by 5pm the day before the tutorial meeting. The student not writing the paper will critique the paper written by their tutorial partner. Each student will write six papers and serve as a critic on the six papers of their tutorial partner.

Attributes: HIST Group G Electives - Global History HIST Group P Electives - Premodern

Fall 2024

TUT Section: T1 TBA Joel S. Pattison

JLST 272 (S) Free Will and Responsibility (WS)

Cross-listings: PHIL 272

Secondary Cross-listing

Our practice of holding people responsible seems justified as long as their choices are free. But when does a choice qualify as free? We're all deeply influenced by factors ranging from the general laws of nature to specific features of our genetic endowment and social environment (including religion, political ideology, and advertising). These affect not only our particular choices but also, more fundamentally, who we are and what we value. The key question, then, is whether, and how, agency is possible amidst all of these influences. We'll attempt to answer this question by examining recent philosophical work on the nature of free will and responsibility.

Requirements/Evaluation: Six tutorial papers (5-6 pages in length) and five critiques (2-3 pages in length)

Prerequisites: one PHIL course (or permission of instructor; please email with any questions)

Enrollment Limit: 10

Enrollment Preferences: current and prospective Philosophy majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

PHIL 272(D2) JLST 272(D2)

Writing Skills Notes: Students will write a tutorial paper (5-6 pages in length) every other week, and a peer critique (2-3 pages in length) in alternating weeks, evenly spaced throughout the semester. The instructor will provide timely comments on writing skills, with suggestions for improvement.

Attributes: JLST Theories of Justice/Law PHIL Contemporary Value Theory Courses

Spring 2025

TUT Section: T1 TBA Melissa J. Barry

JWST 434 (S) Humanitarianism and Jewish History (WS)

Cross-listings: REL 335 / HIST 434

Secondary Cross-listing

In the twentieth century, Jewish history and humanitarian history became deeply intertwined. As the victims of persecution and expulsion, mass violence and genocide, Jews repeatedly figured as the recipients of aid and humanitarian intervention. At the same time, Jewish political figures, legal thinkers, intellectuals and scholars, social activists, and aid workers played central roles in the establishment of humanitarian organizations and in debates about the moral, political, and legal frameworks that have shaped approaches to humanitarianism across the decades since World War I. This research seminar is designed to open up big questions about the history of humanitarianism and to carve out space for students to conduct research on a particular place, time, and aspect of that larger history in conversation with other students working on related topics. In the first half of the semester, in discussions of common readings, we will examine various works of scholarship that connect to the history of humanitarianism from the nineteenth century to the present. Beginning in the first half of the semester and with greater intensity in the second half of the semester, you will conduct independent archival research on some aspect of the history of humanitarianism using the digitized archives of the American Jewish Joint Distribution Committee, culminating in a twenty-plus-page paper. In the final weeks of the semester, the seminar will continue to meet weekly as a research colloquium, to provide a forum for you to present your research and drafts in progress and to give feedback on fellow students' work. In this seminar, we are not merely studying history; you are actually doing history. Over the semester, you will learn how to pose historical questions; to engage critically with readings beyond summarizing them; to synthesize an enormous amount of source material; and to learn how to write more clearly. The goal is for each student to produce a polished research paper based on engagement with archival sources and relevant secondary literature that will serve as a capstone to your coursework at Williams or as a potential jumping-off point for future research projects, including a senior

thesis in History or Jewish Studies.

Requirements/Evaluation: class participation, several short papers, oral presentations, and a 20-page research paper

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: History majors and Jewish Studies concentrators

Expected Class Size: 10

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

JWST 434(D2) REL 335(D2) HIST 434(D2)

Writing Skills Notes: Students will write two drafts of their research paper before submitting the final paper for a grade. They will receive timely comments on drafts from professor and peers, to be incorporated into their final paper.

Attributes: GBST Borders, Exiles + Diaspora Studies HIST Group C Electives - Europe and Russia JWST Capstone Course JWST Core Electives

Spring 2025

SEM Section: 01 W 7:00 pm - 9:40 pm Alexandra Garbarini

LATS 322 (S) Fiction Writing Workshop (DPE) (WS)

Cross-listings: ENGL 388

Primary Cross-listing

This workshop is focused on the art and practice of writing fiction and geared toward students interested in working on creative honors theses. Readings include published fiction by primarily Latine and other writers who center Global South experiences, with attention paid to how each author employs narrative elements--characterization, plotting, structure, dialogue mechanics, setting, tone, theme--as well as the values and visions expressed. Students will present short fiction or novel excerpts for peer critique and the editorial advice of the instructor. Regular in-class exercises and take-home assignments will help students expand their narrative skills.

Requirements/Evaluation: Attendance and class participation, regular writing exercises, 4- to 5-page midterm paper (close-reading a text), 10- to 15-page final creative paper (close-reading a text and creative-writing response)

Prerequisites: LATS 222- Ficciones

Enrollment Limit: 15

Enrollment Preferences: LATS concentrators, honors theses

Expected Class Size: 12

Grading: yes pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 388(D1) LATS 322(D2)

Writing Skills Notes: Regular writing exercises, 4- to 5-page midterm paper (close-reading a text), 10- to 15-page final creative paper (close-reading a text and creative-writing response)

Difference, Power, and Equity Notes: Readings include published fiction by primarily Latine and other writers who center Global South experiences, with attention paid to the values and visions expressed by each author.

Attributes: LATS Core Electives

Spring 2025

SEM Section: 01 M 7:00 pm - 9:40 pm Nelly A. Rosario

LATS 421 (F) Latinx Geographies (WS)

This research seminar examines the history, framework, and scholarship of the growing field of Latinx Geographies within the context of interdisciplinary Latine Studies. This course explores the perspectives, experiences, spatial politics, and place-making practices of Latines to consider their relationship to the built environment. We will examine recent theories regarding space, place, and race; explore them through various Latinx positionalities, such as gender, sexuality, class, and citizenship status; and apply them to literary and media representations of Latine spaces and places, such as the US-Mexico borderlands, barrios, and rural fields. We will consider how undocumented queer and trans migrants have become prominent political actors in social movements, how migration, race, and the environment interact in pollution and activism, how undocumented women negotiate motherhood, how non-profit organizations market Latinidad for infrastructural development, and more. In this interdisciplinary and comparative course, students will be exposed to the genealogy of Latinx Geography, which finds its genesis embedded in Black Geography, Queer (Women) of Color Critique, Latinx Studies, and Ethnic Studies. Students will learn a geographical vernacular to think and articulate spatially in the social sciences and humanities, as they develop their own research projects. Collectively, we will interrogate case studies of Latines in the built environment to make visible how race and space are fundamental tenets of a Latinx geographical analysis. Students will select a research topic and develop their own research project independently and through coursework. Evaluation will be based on class participation, leading discussion, presentations, research proposal, annotated bibliography, short writing assignments, writing workshop participation, and a final 20-page research paper.

Requirements/Evaluation: Class participation, leading class discussion, proposal, annotated bibliography, short writing assignments, writing workshop participation, presentation, drafts of final paper, and final 15-20 page research paper.

Prerequisites: N/A

Enrollment Limit: 19

Enrollment Preferences: LATS concentrators; seniors

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

Writing Skills Notes: This research seminar supports students as they define an appropriate topic, identify and use primary and secondary sources, and complete a 15-20 page final research paper. Several short writing assignments focus on interpretations of primary sources and on key arguments in secondary sources. The final paper is written in stages, including a proposal, an annotated bibliography, a draft for workshopping with other students and faculty feedback, and a final presentation along with a revised draft.

Attributes: AMST Space and Place Electives ENVI Humanities, Arts + Social Science Electives LATS 400-level Seminars

Fall 2024

SEM Section: 01 W 1:10 pm - 3:50 pm Edgar Sandoval

LATS 475 (S) Dreaming Latina/x Feminist Disability Studies (DPE) (WS)

Cross-listings: WGSS 475 / AMST 413

Primary Cross-listing

In this course we will defy the traditional notion that disabled and queer people of color have no right to future dreams, as we collectively imagine how the emergent field of Latina/x feminist disability studies might take shape. What are the sites of focus, methods, and political commitments of Latina/x feminist disability studies? Where is the power in meaningfully uniting an analysis of disability to one of sexuality and gendered Latinidad? How does a Latina/x-centric approach productively inform our understanding of disability? What is the political potential of Latina/x feminist disability studies -- not exclusively as a set of theories, but also as a mindset and an everyday call to action? If we were to collectively compose a manifesto for Latina/x feminist disability studies, what might it contain? How might we actively cultivate a community of care in the classroom as well as other spaces at Williams? Just what might Latina/x feminist disability justice dreams look like? How might Latina/x feminist disability justice dreams *feel*? Feminist, queer, and disabled crip-of-color scholars have recently called for a more meaningful engagement with race in feminist disability studies.

Simultaneously, we have also witnessed a small but steady growth in the amount of Latinx studies scholarship that thoughtfully integrates questions of disability. This interdisciplinary course responds to these important shifts in its focus on a series of topics bridging Latinx studies, gender studies, queer studies, crip studies, and critical disability studies. These include but are not limited to the body, the environment, temporality, labor, citizenship, dependency, and visibility/invisibility. Through these topics, we will explore the ways in which the different approaches to these specific issues across Latinx, critical disability, crip, queer and gender studies are in fruitful conversation with one another -- and sometimes even at odds -- as we actively interrogate the intersections of gender, race, ethnicity, sexuality, and disability within the everyday.

Requirements/Evaluation: Major assignments for this course include a semester-long independent research paper (15-20 pages) broken up into

steps, participation in crafting the class manifesto, a semester-long collaborative artistic exercise, and a final reflection document (3-4 pages).

Prerequisites: None.

Enrollment Limit: 12

Enrollment Preferences: Priority given to LATS concentrators by seniority, followed by WGSS and AMST majors by seniority.

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Materials/Lab Fee: Lab fee: \$200 for art supplies per student

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 475(D2) LATS 475(D2) AMST 413(D2)

Writing Skills Notes: We focus on building writing and interdisciplinary research skills, with a particular emphasis on the processes of research, revision, and collaborative writing. The primary research paper (an independent project of 15-20 pages) is divided into stages, and students are required to revise and resubmit their work at various junctures in the research process. The written class manifesto requires students to compose a document together, revising their work as a group over the course of the semester.

Difference, Power, and Equity Notes: This course privileges an intersectional analysis regarding questions of race, ethnicity, gender, sexuality, and disability. It obligates students to consider how these categories of difference actively work in tandem with one another in everyday US Latina/x and transnational (US-Latin America and the Caribbean) contexts. This seminar also underscores how these categories of difference are actually products of a given historical and political moment.

Attributes: LATS 400-level Seminars

Spring 2025

SEM Section: 01 TF 1:10 pm - 2:25 pm Maria Elena Cepeda

LEAD 290 (F) How Change Happens in American Politics (WS)

Cross-listings: PSCI 290

Secondary Cross-listing

An unprecedented assault on the U.S. Capitol, the rise of white nationalism, a pandemic, economic volatility, racial reckoning, the overturning of *Roe v. Wade*, and rapidly evolving environmental crises -- American politics in the last four years has been tumultuous. What might we expect to come next? From the Founding to the present, the American political order has undergone cataclysmic and thoroughgoing transformations, yet it has also proven to be remarkably stable and enduring. How can this be? Where do we find continuities and where upheavals? Who or what has been responsible for the continuities, and who or what for the changes? What sorts of transformations have been possible, and why -- what marriage of individual action and contextual factors have created political change in the past and in the present? Finally, what are the costs of change (and of continuity) -- and who pays them? In this tutorial, we assess American political change, or lack of, to gain a sense of the role that political leaders have played in driving change. We examine when and how individuals and leadership have mattered vis-à-vis broader historical and contextual factors, including war, economic developments, demographic change, and constitutional and institutional practices. We consider general models of change, as well as specific case studies, including civil rights and social justice for racial and ethnic groups, gender equality and family relations, and reactionary or traditionalist politics. Finally, we will look at arguments that America has been "exceptional" -- or, unlike other countries -- as well as critiques of these arguments to help us gain an understanding of future prospects for political transformation.

Requirements/Evaluation: participation in weekly meetings as well as 4 lead essays (5-6 pages) and 4 critiques (2 pages)

Prerequisites: one prior course in political science

Enrollment Limit: 10

Enrollment Preferences: Declared and prospective Political Science majors and Leadership Studies concentrators

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

LEAD 290(D2) PSCI 290(D2)

Writing Skills Notes: Extensive written feedback will be provided on tutorial essays and critiques. Additionally, the tutorial sessions will include attention to the quality of the written argument in the paper that is the focus of each session. At the end of the semester, students will be required to revise one of the tutorial papers incorporating the feedback, oral and written, provided by their tutorial partner and the instructor.

Attributes: LEAD Facets or Domains of Leadership POEC Depth PSCI American Politics Courses

Fall 2024

TUT Section: T1 TR 8:30 am - 9:45 am Nicole E. Mellow

LEAD 320 (F) Heroes and Villains: Iconic Leadership and the Politics of Memory (WS)

Cross-listings: PSCI 320

Primary Cross-listing

Americans have been arguing intensely in recent years about how we should remember the leaders from our nation's past. Does Thomas Jefferson's statue belong on a university campus? Should college dorms be named for John C. Calhoun and Woodrow Wilson? Should Harriet Tubman's portrait replace Andrew Jackson's on the \$20 bill? In this course we will look at how people in the United States and elsewhere have used their leaders' images to hash out larger political issues of national identity, purpose, and membership. Why has historical commemoration gotten so contentious--or has it always been contentious? What's really at stake when we depict our leaders? How (if at all) should we reconcile contemporary morality with historical context in assessing the leaders from our past? To address these questions, we will study portrayals of some of the most famous leaders in American history--including Alexander Hamilton, Abraham Lincoln, and Martin Luther King, Jr. Our sources will include political speeches, literature, film, and journalism as well as monuments and museum exhibits; though our examples will be drawn mostly from the United States, our conceptual framework will be transnational. As a final assignment, students will write an 18-20 page research paper on a topic of their choice related to the core themes of the course.

Requirements/Evaluation: Seminar participation, research proposal, peer workshop, research paper, in-class research presentation

Prerequisites: previous course in Leadership Studies, or Political Science, or permission of instructor

Enrollment Limit: 14

Enrollment Preferences: Leadership Studies concentrators, Political Science majors

Expected Class Size: 14

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

LEAD 320(D2) PSCI 320(D2)

Writing Skills Notes: Students will receive consistent and ongoing feedback as they develop, propose, and complete a substantial research paper. Feedback will take the form primarily of written comments from the instructor, in-class workshoping, and peer feedback.

Attributes: LEAD American Domestic Leadership LEAD Facets or Domains of Leadership PSCI Research Courses

Fall 2024

SEM Section: 01 TF 1:10 pm - 2:25 pm Mason B. Williams

LEAD 425 (S) Senior Seminar: Leadership and the Anxieties of Democracy (WS)

Cross-listings: PSCI 357

Primary Cross-listing

This course, the senior capstone for Leadership Studies, examines the challenges and opportunities facing political leaders in contemporary liberal democracies. We will begin by seeking to place our current moment in the longer arc of history, examining the distinctive institutional and structural constraints facing contemporary political leaders and examining in detail previous eras in which the American political system has come under great pressure. Then, we will look at some important factors that shape how followers approach would-be leaders: inequality and economic precarity; identity and group consciousness; notions of membership, community, and hierarchy; and fraying institutions. While the course will focus primarily on the United States, our conceptual framework will be global. Our primary questions will be these: Why does transformative leadership seem so difficult today? How does political leadership in the 21st century differ from leadership in earlier eras? What conditions are necessary to sustain effective

leadership in the contemporary world? As a final assignment, students will craft an 18-20-page research paper on a topic of their choice related to the themes of the course.

Requirements/Evaluation: Seminar participation, research proposal, peer workshop, research paper, in-class research presentation

Prerequisites: LEAD 155 or permission of the instructor

Enrollment Limit: 14

Enrollment Preferences: Open to Leadership Studies concentrators or with the permission of the instructor; preference given to Political Science majors

Expected Class Size: 14

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

LEAD 425(D2) PSCI 357(D2)

Writing Skills Notes: Students receive iterative feedback on their research projects: Their initial proposals receive substantive feedback from fellow students as well as substantive and stylistic feedback from the professor looking toward a formal proposal; and their formal proposals receive extensive comments from both the professor and a student colleague looking toward the final paper. The students will submit writing for feedback the third week of March, the third week of April, and the third week of May.

Attributes: LEAD Facets or Domains of Leadership POEC Depth POEC Skills PSCI American Politics Courses PSCI Research Courses

Spring 2025

SEM Section: 01 W 1:10 pm - 3:50 pm Mason B. Williams

MATH 313 (S) Introduction to Number Theory (WS) (QFR)

The study of numbers dates back thousands of years, and is fundamental in mathematics. In this course, we will investigate both classical and modern questions about numbers. In particular, we will explore the integers, and examine issues involving primes, divisibility, and congruences. We will also look at the ideas of number and prime in more general settings, and consider fascinating questions that are simple to understand, but can be quite difficult to answer. This course will include a significant focus on mathematical proof writing and problem solving skills. This includes writing clear and rigorous mathematical proofs, clearly explaining mathematical ideas verbally and in writing, determining how to approach certain types of problems, looking for patterns and making conjectures, and asking good questions about the implications of certain ideas and theorems.

Requirements/Evaluation: Problem sets, project, and exams

Prerequisites: MATH 250 or permission of instructor

Enrollment Limit: 19

Enrollment Preferences: If course is over-enrolled, enrollment preference will be based on answers to a questionnaire. Some preference will be given to students who have not yet had Math 355.

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (WS) (QFR)

Writing Skills Notes: Students will complete weekly problem sets, with a strong emphasis on proof writing, as well as 2-5-10 page papers/projects. There will be feedback given on mathematical writing as well as accuracy, and discussion time during class on writing in math.

Quantitative/Formal Reasoning Notes: This course requires working with various number systems, performing explicit computations, and proving mathematical results using logical reasoning practices.

Spring 2025

LEC Section: 01 TR 9:55 am - 11:10 am Allison Pacelli

MUS 217 (S) Hip Hop Culture (DPE) (WS)

Cross-listings: AMST 222 / ENGL 221 / AFR 222

Secondary Cross-listing

The course examines how young people of color created hip hop culture in the postindustrial ruins of New York City, a movement that would eventually grow into a global cultural industry. Hip hop music producers have long practiced "diggin' in the crates"--a phrase that denotes searching through record collections to find material to sample. In this course, we will examine the material and technological history of hip hop culture, with particular attention to hip hop's tendency to sample, remix, mash-up, and repurpose existing media artifacts to create new works or art. We will use a media archaeological approach to examine the precise material conditions that first gave rise to graffiti art, deejaying, rapping, and breakdancing, and to analyze hip hop songs, videos, and films. Media archaeology is a critical and artistic practice that seeks to interpret the layers of significance embedded in cultural artifacts. How does hip hop archaeology remix the past, the present, and the future? How do the historical, political, and cultural coding of hip hop artifacts change as they increasingly become part of institutional collections, from newly established hip hop archives at Cornell and Harvard to the Smithsonian National Museum of African American History and Culture?

Requirements/Evaluation: Four papers, project with presentation, and a final exam.

Prerequisites: None

Enrollment Limit: 19

Enrollment Preferences: AMST majors or prospective majors

Expected Class Size: 19

Grading: no pass/fail option, yes fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 222(D2) ENGL 221(D1) AFR 222(D2) MUS 217(D1)

Writing Skills Notes: Students in this course develop a capacity to write generative arguments in an interdisciplinary scholarly context. Students will receive feedback not only on structure, substance, and style, but also on how to best build a line of inquiry, how to gather high-quality evidence, and how to make one's thinking productively intersect with more than one scholarly or creative field.

Difference, Power, and Equity Notes: This course requires students to use an effective descriptive and critical vocabulary to discuss and analyze artifacts of hip hop culture, with attention to race, gender, class, sexuality, and other categories of social difference. They must understand the material, technological, historical, and cultural contexts that gave rise to hip hop culture, and proficiently synthesize scholarly perspectives related to the formation and transformations of hip hop from the early 70s to the early 21st cent.

Attributes: AFR Culture, Performance, and Popular Technologies AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora

Spring 2025

SEM Section: 01 TR 11:20 am - 12:35 pm Brian Murphy

MUS 238 (S) Music in Modernism (WS)

The synthesis of the arts was a primary pursuit of modernist composers, artists, choreographers, and writers. Seeking either to realize Wagner's "total work of art" in the theater, or to uncover the more general correspondences celebrated by Baudelaire, modernists consistently looked beyond their own media. Collaborations on works of "total theater" were common: Satie, Cocteau, Massine, Picasso; Brecht, Hindemith, Weill; Stravinsky, Nijinsky, Bakst; Claudel, Honegger, Rubinstein. Modernists explored new connections between music and color (Scriabin, Kandinsky), music and literature (Joyce, Mann), and music and dance (Duncan, Graham). Occasionally, modernists attempted to unite the arts on their own: Schoenberg painted, Pound composed, and Kokoschka wrote. Our focus will be on those works of music, art, dance, and literature that explored new relationships between the arts. One goal will be to investigate whether specific equivalents exist between techniques of modernist painting, poetics, choreography, and composition. Aware of the risks and rewards of interdisciplinary study, we will attempt our own theories of artistic synthesis. This course is designed to bring multiple perspectives to the study of music in modernism.

Class Format: discussion

Requirements/Evaluation: Three papers (6, 8, and 12 pages in length) and engaged class participation. Outlines and drafts of two of the papers will be required. Students will receive detailed comments on each paper, allowing them to build upon those comments in subsequent writing assignments.

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: If overenrolled, preference will be given to sophomores and juniors.

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (WS)

Writing Skills Notes: Three papers (6, 8, and 12 pages in length) and engaged class participation. Outlines and drafts of two of the papers will be required. Students will receive detailed comments on each paper, allowing them to build upon those comments in subsequent writing assignments.

Attributes: MUS Music History: 1900-Present

Spring 2025

LEC Section: 01 TR 9:55 am - 11:10 am W. Anthony Sheppard

MUS 476 (S) Orality and Literacy in Historical Musical Practice (WS)

Music is an inherently oral/aural, ephemeral art form. Music history is reliant upon, and tends to privilege, its symbolic rendering in fixed notation. Yet, notated music--described by musicologist Nino Pirrotta as "the visible tip of an iceberg... seven-eighths of [which] remain submerged"--tells only a fraction of the story we seek to understand when studying musics of the past. In this seminar, we will address the unique challenges of studying the relationship between orality and literacy in historical musical practice. We will begin by considering the creative role of memory and embodied ritual in oral musical performance and transmission, as well as the ways in which various cultures have attempted to preserve such practices and the inherently transformative process they undergo when fixed in notation. We will then explore the range of theories and methodologies that scholars and performers have taken in approaching oral musical practices of the past in relation to varying levels of textual and musical literacy. Topics may include studies of epic poetry, jazz improvisation, medieval plainchant, troubadour song, improvised counterpoint, *son mexicano*, Neapolitan lyric song and dance, Ethiopian Christian chant, medieval and early modern instrumental music practices, Arab-Andalusian music, music in the *commedia dell'arte*, and various examples of contrafacture. Over the course of the semester, students will develop and present their own independent research aimed at producing a collaborative mock conference/performance as a final project for the class.

Requirements/Evaluation: evaluation will be based on three 5-6 page papers, three presentations, a final collaborative conference/performance, and class participation

Prerequisites: ability to read music

Enrollment Limit: 8

Enrollment Preferences: junior and senior music majors, and any student with a demonstrated interest in music

Expected Class Size: 8

Grading: no pass/fail option, yes fifth course option

Unit Notes: satisfies the 400-level course requirement for the music major

Distributions: (D1) (WS)

Writing Skills Notes: Students will write three 5-6 page papers and will receive detailed feedback on their writing.

Spring 2025

SEM Section: 01 W 1:10 pm - 3:50 pm Elizabeth G. Elmi

NSCI 209 (F) Animal Communication (WS)

Cross-listings: BIOL 209

Secondary Cross-listing

Animal communication systems come in as many varieties as the species that use them. What they have in common are a sender that encodes information into a physical signal and a receiver that senses the signal, extracts the information, and adjusts its subsequent behavior accordingly. This tutorial will consider all aspects of communication, using different animal systems to explore different aspects of the biology of signaling. Topics will include the use of syntax to carry meaning in chickadee calls, synchronous signaling by fireflies, gestural communication by primates, long-distance chemical attractants that allow male moths to find the object of their desire, and cultural evolution within learned signaling systems.

Requirements/Evaluation: evaluation will be based on five 5-page papers, five short response papers, and the student's effectiveness in tutorial discussions.

Prerequisites: BIOL 101 and 102; open to sophomores, juniors, and seniors

Enrollment Limit: 10

Enrollment Preferences: Biology majors and Neuroscience concentrators who need a Biology elective to complete the concentration; then sophomores.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

NSCI 209(D3) BIOL 209(D3)

Writing Skills Notes: This course is a tutorial, and each student will write five position papers and five response papers. Extensive feedback will be provided; students will be required to rewrite one position paper, and may rewrite any of them.

Attributes: COGS Related Courses NSCI Group A Electives

Fall 2024

TUT Section: T1 TBA Heather Williams

NSCI 319 (S) Neuroethics (WS)

Cross-listings: PSYC 319 / STS 319

Secondary Cross-listing

Neuroscience studies the brain and mind, and thereby some of the most profound aspects of human existence. In the last decade, advances in our understanding of brain function and in our ability to manipulate brain function have raised significant ethical challenges. This tutorial will explore a variety of important neuroethical questions. Potential topics will include pharmacological manipulation of "abnormal" personality; the use of "cosmetic pharmacology" to enhance cognition; the use of brain imaging to detect deception or to understand the ability, personality or vulnerability of an individual; the relationship between brain activity and consciousness; manipulation of memories; the neuroscience of morality and decision making. In addition to exploring these and other ethical issues, we will explore the basic science underlying them.

Requirements/Evaluation: six 5-page position papers and five 2-page response papers as well as participation in discussions

Prerequisites: PSYC 212 (same as BIOL 212 or NSCI 201); or permission of instructor

Enrollment Limit: 10

Enrollment Preferences: Psychology majors and Neuroscience concentrators

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

PSYC 319(D3) STS 319(D2) NSCI 319(D3)

Writing Skills Notes: In alternating weeks, each student in a tutorial pair will write a 5-page essay based on the assigned readings. Essays will be discussed during tutorial meetings and written feedback from the professor will be provided for each essay. At the end of the semester, students will choose one of their prior essays to revise as their final submission. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Attributes: NSCI Group B Electives PSYC Area 1 - Behavioral Neuroscience

Spring 2025

TUT Section: T1 TBA Noah J. Sandstrom

PHIL 110 (F) History of Modern Moral and Political Philosophy (WS)

This course is a survey of 17th-, 18th-, and 19-century moral and political philosophy. We will consider what, if anything, justifies the rules of morality and law, and we will consider the nature, value, and limits of freedom. We will ask whether our individual actions and our social and political structures are based in our self-interested desires, our natural instincts, or our rationality. Authors will include: Hobbes, Locke, Rousseau, Hume, Kant, Smith,

Marx, and Mill.

Requirements/Evaluation: Students will write a number of short essays.

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: first-years

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (WS)

Writing Skills Notes: Students will write a series of short essays, developing key skills of philosophical writing, including, most prominently, formulating a thesis and developing an argument. Students will receive feedback on drafts, and be required to substantially revise their papers prior to submission.

Fall 2024

SEM Section: 01 TR 8:30 am - 9:45 am Justin B. Shaddock

PHIL 115 (S) Personal Identity (WS)

Through lectures, discussions, close readings and assigned writings, we will consider a variety of philosophical questions about the nature of persons, and personal identity through time. Persons are subjects of experiences, have thoughts and feelings, motivation and agency; a person is thought of as continuous over time, and as related to, recognized and respected by other persons. Thus, the concept of person plays a significant role in most branches of philosophy, e.g. metaphysics, epistemology, moral and political philosophy, philosophy of mind. Conceptions of person are equally important in science (especially in psychology), law, and the arts. Questions about persons are of central importance for a myriad of our theories and practices, and for the ways in which we live our lives. The aim of this course is to explore and evaluate a number of rival conceptions of persons and personal identity over time. Some of the questions which we will discuss are: What is a person? How do I know that I am one? What constitutes my knowledge of myself as a person, and does that knowledge differ in any significant respect from my knowledge of physical objects and of other people? Our starting and central question will be: **What makes me the particular person that I am, and how is my identity as this individual person preserved over time?** The course will place special emphasis on developing students' intellectual skills in close, analytical reading; reconstructing and evaluating claims and reasons that support them; producing original ideas and arguments, orally and in writing; responding to the claims and arguments presented in texts and in class; and writing clear, polished, well-argued papers.

Requirements/Evaluation: Class attendance, preparedness and participation; additional small group weekly meetings, and reports from these meetings (group members rotate in writing the report); 12 short writing assignments. No final paper and no exam.

Prerequisites: none; open to first year students

Enrollment Limit: 19

Enrollment Preferences: freshmen, sophomores, and philosophy majors who need a 100 level course to satisfy requirement for the major

Expected Class Size: 19

Grading: no pass/fail option, yes fifth course option

Unit Notes: meets 100-level PHIL major requirement

Distributions: (D2) (WS)

Writing Skills Notes: Students will write weekly short assignments (at most 1000 words long), six of which will be letter-graded (but only five best assignments will count for the final grade). All assignments will receive detailed comments on substance as well as on writing skills and strategies.

Spring 2025

SEM Section: 01 MW 7:00 pm - 8:15 pm Bojana Mladenovic

PHIL 116 (S) Mind, Knowledge, and Reality (WS)

This course is an introduction to philosophy through three major themes: The nature of the universe, the existence of gods, and the mind/body problem. Throughout, we will appeal to reason and evidence in forming our best beliefs. Our discussions will range over historical and contemporary works in the Western tradition.

Requirements/Evaluation: active participation; four (5-6 page) essays

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Strong preference given to first-years and sophomores; do not contact the instructor to plead for special enrollment consideration.

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Unit Notes: meets 100-level PHIL major requirement

Distributions: (D2) (WS)

Writing Skills Notes: Students will craft 4 six page essays, and each will receive extensive comments on structure and composition with an eye toward developing skills in philosophical writing.

Spring 2025

SEM Section: 01 MW 7:00 pm - 8:15 pm Joseph L. Cruz

PHIL 119 (F)(S) Why Obey the Law? (WS)

What social and political arrangements are most conducive to fostering human well-being and the common good? What makes governmental authority legitimate? A foundation in reason and morality? Popular sovereignty? Does might make right? We turn first to two of Plato's most famous dialogues, *The Apology* and *The Republic* in which we encounter Socrates' trial for impiety and corrupting the youth, and, Socrates effort to defeat an argument that might makes right, that only the weak agree to obey the law, by envisioning an ideal (non-democratic) city-state ruled by benevolent philosopher-kings. The rest of the course is devoted to figures in the history of modern political philosophy, both defenders and critics of democratic liberalism (egs., Hobbes, Locke, Rousseau, Marx, J.S. Mill, Nietzsche, W.E.B Dubois, etc.). We conclude with contemporary reflections on the fate of democracy today.

Class Format: Class participation will involve individual and group activities meant to give you practice in thinking quickly, working with others, and building arguments.

Requirements/Evaluation: Six pass/fail short response essays of approximately 500 words each in which students write about a particular part of the assigned text (such as explaining what a passage means, drawing connections between different parts of the text, identifying an argument, responding to an argument, etc); two 5-page papers based on prompts; participation.

Prerequisites: None. Open to any student interested in the sources of our current understandings of government, the basis of its authority, and strengths and weaknesses of democracy.

Enrollment Limit: 19

Enrollment Preferences: Majors, first years, and sophomores will normally receive preference if the course over enrolls.

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Unit Notes: meets 100-level Phil major requirement

Distributions: (D2) (WS)

Writing Skills Notes: The professor and the teaching assistant will provide detailed comments on short and longer essays and provide occasional peer review opportunities, handouts and discussions of frequent types of errors, different approaches to writing and drafting, and the importance of editing and seeking the help of writing tutors. I encourage, but do not require, that students make appointments to discuss ideas and drafts with the TA or me.

Attributes: JLST Interdepartmental Electives LEAD Ethical Issues of Leadership

Fall 2024

SEM Section: 01 TR 11:20 am - 12:35 pm Jana Sawicki

Spring 2025

SEM Section: 01 TR 11:20 am - 12:35 pm Jana Sawicki

PHIL 126 (S) Paradoxes (WS)

There are three grains of sand on my desk. This is unfortunate, but at least there isn't a heap of sand on my desk. That would be really worrisome. On the other hand, there *is* a heap of sand in my backyard. I don't know how exactly how many grains of sand are in this heap, but let's say 100,000. My daughter removes one grain of sand. I don't know why, she just does. It seems like there is still a heap of sand in my backyard. In fact, it seems like you can't change a heap of sand into something that isn't a heap of sand by removing one grain of sand. Right? But now we have a problem. By repeated application of the same reasoning, it seems that even after she removes 99,997 grains of sand--I don't know what she wants with all this sand, but I'm starting to worry about that girl--there is still a heap of sand in my backyard. But three grains isn't enough for a heap. So there is not a heap in my backyard. Now I'm confused. Where did my reasoning go wrong? What we have here is an example of the *sorites* paradox. It is a paradox, because I started with seemingly true statements and used valid reasoning to arrive at contradictory conclusions. We can learn a lot about logic, language, epistemology and metaphysics by thinking through and attempting to resolve paradoxes. In this class, we'll work together to think through some ancient and contemporary paradoxes. We'll also work on writing lucid prose that displays precisely the logical structure of arguments, engages in focused critique of these arguments, and forcefully presents arguments of our own. Other topics could include: Zeno's paradoxes of motion and plurality, the liar's paradox, the surprise-exam paradox, paradoxes of material constitution, *Newcomb's Problem*, and the *Prisoner's Dilemma*.

Requirements/Evaluation: (i) short response papers; (ii) midterm paper (~5-6 pages) (iii) Final term-paper (~10 pages) in multiple drafts; (iv) Active and informed participation in class discussions.

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: First and second year students. Prospective philosophy majors.

Expected Class Size: 15-19

Grading: no pass/fail option, yes fifth course option

Unit Notes: Meets 100-level PHIL major requirement

Distributions: (D2) (WS)

Writing Skills Notes: Students will write a number of short papers. Both the content and the writing will be evaluated. These papers will focus on clear and precise presentation and evaluation of arguments. There will be a midterm paper revising an earlier short paper. There will be a final term-paper written in multiple drafts.

Spring 2025

SEM Section: 01 TF 2:35 pm - 3:50 pm Keith E. McPartland

PHIL 127 (F)(S) Meaning and Value (WS)

What gives an individual life meaning? Pleasure? Success in fulfilling desires? Flourishing in ways distinctive to a rational agent or a human being (including, for example, developing rational capacities and self-mastery, succeeding in worthwhile projects, cultivating relationships, living morally, developing spiritually)? Can we be mistaken about how well our lives are going, or about what has value? What are the main sources of uncertainty here? Does the fact that our lives will end threaten their meaning? How can science contribute to our understanding of these issues? We'll examine these and related questions through historical and contemporary readings. This course aims to teach skills required for good philosophical thinking, including those involved in reading texts closely, reconstructing and evaluating arguments, articulating ideas clearly in discussion, and crafting well-structured and carefully-reasoned papers.

Class Format: Students will meet in trios for this tutorial. We will meet on a fixed weekly schedule agreed to by the instructor and participants.

Requirements/Evaluation: Four lead tutorial papers (5-6 pages in length), seven critiques (2 pages in length), and one rewrite.

Prerequisites: First-years and sophomores only.

Enrollment Limit: 12

Enrollment Preferences: First-years and sophomores, and students who need to fulfill their 100-level requirement for the philosophy major. This tutorial is an appropriate first course in PHIL.

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Unit Notes: This tutorial meets the 100-level PHIL major requirement.

Distributions: (D2) (WS)

Writing Skills Notes: Each student will write a lead tutorial paper (5-6 pages in length) or a peer critique (2 pages) in alternating weeks. The

instructor will provide timely comments on writing skills, with suggestions for improvement.

Fall 2024

TUT Section: T1 TBA Melissa J. Barry

Spring 2025

TUT Section: T1 TBA Melissa J. Barry

PHIL 212 (F) Ethics and Reproductive Technologies (WS)

Cross-listings: WGSS 212 / STS 212

Primary Cross-listing

In her groundbreaking book, *The Tentative Pregnancy*, Barbara Katz Rothman writes that "[t]he technological revolution in reproduction is forcing us to confront the very meaning of motherhood, to examine the nature and origins of the mother-child bond, and to replace—or to let us think we can replace—chance with choice." Taking this as our starting point, in this course we will examine a number of conceptual and ethical issues in the use and development of technologies related to human reproduction, drawing out their implications for such core concepts as "motherhood" and "parenthood," family and genetic relatedness, exploitation and commodification, and reproductive rights and society's interests in reproductive activities. Topics will range from consideration of "mundane" technologies such as contraception, abortion, in vitro fertilization (IVF), prenatal genetic screening and testing, and surrogacy, to the more extraordinary, possibly including pre-implantation genetic diagnosis (PGD), post-menopausal reproduction, uterine transplants, and "artificial wombs." Background readings include sources rooted in traditional modes of bioethical analysis as well as those incorporating feminist approaches.

Class Format: discussion

Requirements/Evaluation: active participation in class discussions, three or four short reflection papers, and two longer papers (5-7 and 7-10 pages)

Prerequisites: none, but introductory-level course in PHIL and/or WGSS recommended

Enrollment Limit: 19

Enrollment Preferences: WGSS and PHIL majors (declared or prospective), PHLH and STS concentrators (declared or prospective)

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Unit Notes: meets Contemporary Value Theory requirement only if registration is under PHIL

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 212(D2) PHIL 212(D2) STS 212(D2)

Writing Skills Notes: Students will write periodic short papers (2-3 pages each), a midterm paper (5-7 pages) and a final paper (7-10 pages). Short papers focus on concepts, arguments, and writing skills needed in the midterm and final papers, in which students are expected to describe and evaluate arguments from assigned readings, and to present clear and effective arguments in support of their own ethical positions. Students receive feedback on all papers and have the opportunity to revise midterm and final papers.

Attributes: PHIL Contemporary Value Theory Courses PHLH Bioethics + Interpretations of Health

Fall 2024

LEC Section: 01 TF 2:35 pm - 3:50 pm Julie A. Pedroni

PHIL 213 (S) Biomedical Ethics (WS)

Much like the construction of medical knowledge itself, it is from specific cases that general principles of biomedical ethics arise and are systematized into a theoretical framework, and it is to cases they must return, if they are to be both useful and comprehensible to those making decisions within the biomedical context. In this tutorial we will exploit this characteristic of biomedical ethics by using a case-based approach to examining core concepts of the field. The first portion of the course will be devoted to developing and understanding four moral principles which have come to be accepted as canonical: respect for autonomy, beneficence, nonmaleficence, and justice. The remainder of the course will consider key concepts at the core of medical ethics and central issues for the field, such as privacy and confidentiality, the distinction between killing and "letting die," and therapy vs. research. To this end, each week we will (1) read philosophical material focused on one principle or concept, and (2) consider in detail one bioethics

case in which the principle or concept has special application or relevance. In some weeks, students will be asked to choose from a small set which case they would like to address; in others the case will be assigned.

Requirements/Evaluation: bi-weekly papers, oral commentaries, and tutorial discussions

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: PHIL majors, PHLH concentrators, those who have a curricular need for the course, those who have been dropped from the course in previous semesters due to over enrollment

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

Writing Skills Notes: Students will write five tutorial papers of 5-7 pages in length, one of which they will revise and resubmit. In each of the tutorial papers students will describe and evaluate arguments that appear in the assigned readings, and will develop arguments in support of their own ethical positions. Students will receive written and oral feedback, concentrated particularly in the first half of the semester, to improve their ability to present clear and effective written arguments.

Attributes: PHIL Contemporary Value Theory Courses PHLH Bioethics + Interpretations of Health

Spring 2025

TUT Section: T1 TBA Julie A. Pedroni

PHIL 224 (S) Nietzsche, Marx and Freud (WS)

Nietzsche, Marx and Freud have had a profound influence on literature, philosophy, and critical theories of the 20th and 21st centuries. In this tutorial we will treat them as diagnosticians of modernity who engaged in unveiling illusions and opening up possible alternative human futures. Each questioned the emancipatory effects of dominant understandings of reason and freedom as well as idealist and humanist accounts of moral progress in history; each aimed to liberate human beings from unnecessary suffering. We will focus on questions concerning their distinctive diagnostic and critical methods, the problems they identified, and their respective understandings of religion and modern science.

Class Format: We may also meet in a seminar format once or twice during the semester.

Requirements/Evaluation: Bi-weekly papers, 2-3 page commentaries, and tutorial discussions.

Prerequisites: One of the following: 100-level Philosophy course or permission of instructor. Exposure to history of modern European philosophy and/or intellectual history will be very helpful.

Enrollment Limit: 10

Enrollment Preferences: Philosophy majors or prospective majors and students with background and interest in modern philosophy and critical theories more generally.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

Writing Skills Notes: Students write five or six 5-6 page tutorial papers. Each will receive regular feedback to improve their ability to present clear, well-supported and engaging written arguments and interpretations.

Attributes: PHIL History Courses

Spring 2025

TUT Section: T1 TBA Jana Sawicki

PHIL 243 (S) The Philosophy of Higher Education: College Controversies (WS)

What are the purposes of higher education? What are the purposes of liberal arts colleges in America? What should be the goals of Williams College? We will begin examining these questions by studying the history of some controversies in American higher education, and then turn to contemporary controversies such as campus free speech, cancel culture, divestment, decolonization, and admissions criteria.

Class Format: This course is a tutorial. Students will meet in pairs with the instructor one hour per week.

Requirements/Evaluation: A 5- to 7-page paper every other week (6 in all), prepare and present a written critique of their partners' papers in alternate weeks

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: I will be seeking a balance of interests and backgrounds; preference given to students who have taken at least one philosophy course

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

Writing Skills Notes: A 5- to 7-page paper every other week (6 in all), prepare and present a written critique of their partners' papers in alternate weeks, and will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Attributes: PHIL Contemporary Value Theory Courses

Spring 2025

TUT Section: T1 TBA Steven B. Gerrard

PHIL 244 (S) Environmental Ethics (WS)

Cross-listings: ENVI 244

Secondary Cross-listing

What ethical standards should guide our individual and societal choices when those choices affect current and future environmental conditions? This course will introduce students to fundamental concepts, methods, and issues in environmental ethics. Initial tutorial meetings will focus on theoretical materials that will background later discussions and will include classic readings from the environmental ethics literature, among others. Most sessions will pair readings about key concepts with specific cases that raise complex ethical issues, including the concept of moral standing and, e.g., people who do not yet exist, non-human individuals, species, and complex living systems; the concept of moral responsibility and complicity in environmentally damaging practices; the legitimacy of cost-benefit analysis as an environmental policy tool; and the valuation of human lives.

Requirements/Evaluation: five essays (5-7 pages each) and five prepared oral responses to partners' essays; evaluation will be based on essays, oral responses, and quality of discussion

Prerequisites: ENVI 101 or one course in PHIL

Enrollment Limit: 10

Enrollment Preferences: declared and prospective Environmental Studies majors and concentrators

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Unit Notes: meets Value Theory requirement only if registration is under PHIL

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 244(D2) PHIL 244(D2)

Writing Skills Notes: Students will write five tutorial papers of 5-7 pages in length, one of which they will revise and submit at the end of the term. In each of the tutorial papers students will describe and evaluate arguments that appear in the assigned readings, and will develop arguments in support of their own ethical positions. Students will receive written and oral feedback, concentrated particularly in the first half of the semester, to improve their ability to present clear and effective written arguments.

Attributes: ENVI Humanities, Arts + Social Science Electives EVST Culture/Humanities PHIL Contemporary Value Theory Courses

Spring 2025

TUT Section: T1 TBA Julie A. Pedroni

PHIL 272 (S) Free Will and Responsibility (WS)

Cross-listings: JLST 272

Primary Cross-listing

Our practice of holding people responsible seems justified as long as their choices are free. But when does a choice qualify as free? We're all deeply influenced by factors ranging from the general laws of nature to specific features of our genetic endowment and social environment (including religion, political ideology, and advertising). These affect not only our particular choices but also, more fundamentally, who we are and what we value. The key question, then, is whether, and how, agency is possible amidst all of these influences. We'll attempt to answer this question by examining recent philosophical work on the nature of free will and responsibility.

Requirements/Evaluation: Six tutorial papers (5-6 pages in length) and five critiques (2-3 pages in length)

Prerequisites: one PHIL course (or permission of instructor; please email with any questions)

Enrollment Limit: 10

Enrollment Preferences: current and prospective Philosophy majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

PHIL 272(D2) JLST 272(D2)

Writing Skills Notes: Students will write a tutorial paper (5-6 pages in length) every other week, and a peer critique (2-3 pages in length) in alternating weeks, evenly spaced throughout the semester. The instructor will provide timely comments on writing skills, with suggestions for improvement.

Attributes: JLST Theories of Justice/Law PHIL Contemporary Value Theory Courses

Spring 2025

TUT Section: T1 TBA Melissa J. Barry

PHIL 274 (F) Messing with People: The Ethics of Human Experimentation (WS)

The Tuskegee Syphilis Study and Stanley Milgram's Obedience experiments are infamous. Yet, other lesser known experiments are equally important landmarks in research ethics that continue to shape the design, conduct, and regulation of research involving human participants. In this tutorial we'll closely examine a series of contemporary and historical cases of human experimentation (roughly, one case per week) with an eye toward elucidating the moral norms that ought to govern such research. A number of conceptual themes will emerge throughout the course of the term, including notions of exploitation and coercion, privacy and confidentiality, and the balance between public interests and individual rights. The cases will be drawn from different domains of research, including clinical medicine, public health, social and behavioral sciences, and education. Specific issues are likely to include the ethics of placebo research; deception in research; studies of illicit/illegal behavior; genetic research; research involving social media; experimentation with children, pregnant people and fetuses; research involving persons with mental illness, justice and research with marginalized populations, among other topics.

Requirements/Evaluation: evaluations will be based on written work, on biweekly papers, oral commentaries, and tutorial discussions

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: Philosophy majors (declared and prospective); Public Health concentrators (declared and prospective)

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

Writing Skills Notes: Students will write six tutorial papers of 5-7 pages in length, one of which they will revise and resubmit. In each of the tutorial papers students will describe and evaluate arguments that appear in the assigned readings, and will develop arguments in support of their own ethical positions. Students will receive written and oral feedback, concentrated particularly in the first half of the semester, to improve their ability to present clear and effective written arguments.

Attributes: PHIL Contemporary Value Theory Courses PHLH Bioethics + Interpretations of Health

Fall 2024

TUT Section: T1 TBA Julie A. Pedroni

POEC 253 (F) Empirical Methods in Political Economy (WS) (QFR)

This course introduces students to common empirical tools used in policy analysis and implementation. Students will develop skills in statistical literacy to become critical consumers of public policy-relevant research. The emphasis in the course is split between an intuitive understanding of statistical foundations, and applications in data visualization and science communication. Through hands-on work with data and critical assessment of existing empirical social scientific research, students will develop the ability to choose and employ the appropriate tool for a particular research problem, and to understand the limitations of the techniques. Topics to be covered include basic principles of probability; effective data visualization; statistical inference and hypothesis testing; and multiple regression analysis. A particular focus will be placed on understanding causality, the challenges of estimating causal relationships, and the design of evidence-based policy. Throughout the course, the focus will be on public policy applications relevant to the fields of political science, sociology, and public health, as well as to economics.

Requirements/Evaluation: Problem sets, group project, midterm exam, final exam

Prerequisites: MATH 130 or its equivalent; one course in ECON; not open to students who have taken ECON 255

Enrollment Limit: 20

Enrollment Preferences: Political Economy majors, Environmental Policy majors and sophomores

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Unit Notes: does not satisfy the econometrics requirement for the Economics major; POEC 253 cannot be substituted for ECON 255, or count as an elective towards the Economics major

Distributions: (D2) (WS) (QFR)

Writing Skills Notes: Students will write 3 coding-intensive data briefs over the course of the semester. Creation of original exhibits from publicly accessible data, use of citation management systems, and clarity in technical writing will be emphasized.

Quantitative/Formal Reasoning Notes: The course teaches econometrics, i.e. statistics as economists use it, with applications in economics, political science, and other fields.

Attributes: POEC Required Courses

Fall 2024

LEC Section: 01 TR 8:30 am - 9:45 am Shyam Raman

PSCI 160 (F) Refugees in International Politics (DPE) (WS)

Globally, refugees seem to create, and be caught up in, chronic crisis. This course evaluates how this can be--how a crisis can be chronic, and for whom this chronic crisis is a solution. We investigate who refugees are, in international law and popular understanding; read refugee stories; examine international and national laws distinguishing refugees from other categories of migrants; evaluate international organizations' roles in managing population displacement; look at the way that images convey stereotypes and direct a type of aid; consider refugee camps in theory and example; and reflect on what exclusion, integration, and assimilation mean to newcomers and host populations. In whose interest is the prevailing system? Who might change it, and how?

Requirements/Evaluation: Ten essays: five lead, five response. The first two weeks' essay grades will be unrecorded.

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: first-year students, to be selected randomly from list of those enrolled.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

Writing Skills Notes: In addition to writing every week, students will have a chance work on specific skills cumulatively.

Difference, Power, and Equity Notes: This course examines the way in which home states categorize people and oppress some, producing refugees; the way that host states categorize people and oppress some, using immigration to shore up the prevailing ethnic hierarchy; and why we

worry about some of these categories of oppression more than others.

Attributes: PSCI International Relations Courses

Fall 2024

TUT Section: T1 TBA Cheryl Shanks

PSCI 208 (F) Wealth in America (WS)

The pursuit of wealth is an important feature of American political identity, captured by the ideas of the American dream and the Protestant work ethic. The accumulation of wealth has been lauded as both a worthy individual activity and a vital component of the nation's public interest. Yet inequality in wealth may conflict with the political equality necessary for democratic governance and public trust, leading to concerns that we are sacrificing community, fairness, and opportunity for the benefit of a small portion of the population. This course focuses on questions about the public value of wealth and its accumulation, which have become more pressing now that the richest one percent of Americans own about 40 percent of privately held wealth. Some readings will be historical, particularly those focusing on American political thought and the politics of the Gilded Age. Most readings will focus on contemporary political debates about the accumulation, concentration, and redistribution of wealth.

Requirements/Evaluation: four 5-page papers and a final 10-page paper that is a revision and extension of a short paper

Prerequisites: none; not suitable for first-year students

Enrollment Limit: 19

Enrollment Preferences: Political Science majors with concentration in American politics and Political Economy majors

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Unit Notes: American concentration

Distributions: (D2) (WS)

Writing Skills Notes: Four 5-page papers, peer review, and a revision or extension of one of these papers into a 10-page paper at the end of the semester. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Attributes: POEC Depth PSCI American Politics Courses

Fall 2024

SEM Section: 01 MR 2:35 pm - 3:50 pm Cathy M. Johnson

PSCI 290 (F) How Change Happens in American Politics (WS)

Cross-listings: LEAD 290

Primary Cross-listing

An unprecedented assault on the U.S. Capitol, the rise of white nationalism, a pandemic, economic volatility, racial reckoning, the overturning of *Roe v. Wade*, and rapidly evolving environmental crises -- American politics in the last four years has been tumultuous. What might we expect to come next? From the Founding to the present, the American political order has undergone cataclysmic and thoroughgoing transformations, yet it has also proven to be remarkably stable and enduring. How can this be? Where do we find continuities and where upheavals? Who or what has been responsible for the continuities, and who or what for the changes? What sorts of transformations have been possible, and why -- what marriage of individual action and contextual factors have created political change in the past and in the present? Finally, what are the costs of change (and of continuity) -- and who pays them? In this tutorial, we assess American political change, or lack of, to gain a sense of the role that political leaders have played in driving change. We examine when and how individuals and leadership have mattered vis-à-vis broader historical and contextual factors, including war, economic developments, demographic change, and constitutional and institutional practices. We consider general models of change, as well as specific case studies, including civil rights and social justice for racial and ethnic groups, gender equality and family relations, and reactionary or traditionalist politics. Finally, we will look at arguments that America has been "exceptional" -- or, unlike other countries -- as well as critiques of these arguments to help us gain an understanding of future prospects for political transformation.

Requirements/Evaluation: participation in weekly meetings as well as 4 lead essays (5-6 pages) and 4 critiques (2 pages)

Prerequisites: one prior course in political science

Enrollment Limit: 10

Enrollment Preferences: Declared and prospective Political Science majors and Leadership Studies concentrators

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

LEAD 290(D2) PSCI 290(D2)

Writing Skills Notes: Extensive written feedback will be provided on tutorial essays and critiques. Additionally, the tutorial sessions will include attention to the quality of the written argument in the paper that is the focus of each session. At the end of the semester, students will be required to revise one of the tutorial papers incorporating the feedback, oral and written, provided by their tutorial partner and the instructor.

Attributes: LEAD Facets or Domains of Leadership POEC Depth PSCI American Politics Courses

Fall 2024

TUT Section: T1 TR 8:30 am - 9:45 am Nicole E. Mellow

PSCI 305 (F) Environmental Political Thought (WS)

Cross-listings: STS 305

Primary Cross-listing

In the face of planetary crisis, it is as difficult as it is crucial to find the time and calm "to think what we are doing" (Hannah Arendt's famous line). This course aims to hold space for that thinking; to collaboratively find the presence of mind to take the measure of the doings that caused, and that may redress, the awful reality of earth's degradation. To do so, we will read, discuss, and write about some of the most significant book-length works of environmental political thought published in the last five years. These books conceptualize and intervene into the politics of phenomena such as climate change, species depletion, toxic pollution and (a special interest of the instructor) waste by applying--and sometimes reinventing--approaches from political theory, political economy, science & technology studies, philosophy, and critical theory. They consider the enmeshment of environmental problems with racism, colonialism, economic inequality, and speciesism, among other modalities of power, and weigh the promise of political action and organization to reconstitute relationships among earth's human and more-than-human elements. By interpreting, evaluating, applying and extending the arguments of these books in discussion and writing, students will be challenged to scrutinize their preconceptions and develop, support and articulate original arguments about politics and the environment.

Requirements/Evaluation: Four mini-essays of 2-3 pages each; one final paper of 7-10 pages that incorporates substantially revised material from at least one mini-essay; class participation

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Political theory concentrators, Political Science majors

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

PSCI 305(D2) STS 305(D2)

Writing Skills Notes: Students will discuss and fine-tune their writing processes in class and office hours. Students will be given written feedback on mini-essays, with particular attention to developing a sense of voice and purpose in written argumentation. This feedback will support their revision of at least one mini-essay as part of writing the final paper.

Attributes: PSCI Political Theory Courses

Fall 2024

SEM Section: 01 W 7:00 pm - 9:40 pm Laura D. Ephraim

PSCI 319 (F)(S) Marine Policy (DPE) (WS)

Cross-listings: ENVI 351 / CAOS 351

Secondary Cross-listing

Coastal communities are home to nearly 40% of the U.S. population, but occupy only a small percentage of our country's total land area. Intense population density, critical transportation infrastructure, significant economic productivity, and rich cultural and historic value mark our coastal regions as nationally significant. But, coastal and ocean-based climate-induced impacts such as sea level rise, ocean warming and acidification pose extraordinary challenges to our coastal communities, and are not borne equally by all communities. This seminar considers our relationship with our ocean and coastal environments and the foundational role our oceans and coasts play in our Nation's environmental and economic sustainability as well as ocean and coastal climate resiliency. Through the lens of coastal and ocean governance and policy-making, we critically examine conflict of use issues relative to climate change, climate justice, coastal zone management, fisheries, ocean and coastal pollution and marine biodiversity.

Class Format: This class is taught only at Williams-Mystic in Mystic, Connecticut and includes coastal and near-shore interdisciplinary field seminars, and 10 days offshore.

Requirements/Evaluation: Weekly Readings; Class Participation; Small and large group strategy exercises (written and oral); Written Research Project: issues paper and draft research paper; Final Research Project: multiple formats available

Prerequisites: none

Enrollment Limit: 23

Enrollment Preferences: must be enrolled at Williams-Mystic in Mystic, Connecticut

Expected Class Size: 22

Grading: no pass/fail option, no fifth course option

Unit Notes: must be enrolled at Williams-Mystic in Mystic, Connecticut

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

PSCI 319(D2) ENVI 351(D2) CAOS 351(D2)

Writing Skills Notes: Each student will write one 3-5 page research issues paper and one 8-10 page draft research paper as well as a final project with written components equaling 5-8 pages. Each submission receives written feedback from the professor, including research guidance, input on grammar, structure, language, analysis. Students also receive verbal feedback in individual conferences to discuss research paper organization, analysis, structure and grammar as well as final project input.

Difference, Power, and Equity Notes: Coastal and ocean policy issues relating to climate change, coastal zone management, fisheries, ocean pollution and marine biodiversity impact environmental and climate justice. Students examine coastal governance while considering the disproportionate burdens on underrepresented populations in U.S. coastal communities caused by climate change and coastal policies. Students analyze multi-disciplinary evidence and work to strengthen their integrative, analytical, writing, and advocacy skills.

Attributes: ENVI Environmental Policy EXPE Experiential Education Courses POEC Depth

Fall 2024

SEM Section: 01 F 9:00 am - 12:00 pm

Spring 2025

SEM Section: 01 F 9:00 am - 12:00 pm

PSCI 320 (F) Heroes and Villains: Iconic Leadership and the Politics of Memory (WS)

Cross-listings: LEAD 320

Secondary Cross-listing

Americans have been arguing intensely in recent years about how we should remember the leaders from our nation's past. Does Thomas Jefferson's statue belong on a university campus? Should college dorms be named for John C. Calhoun and Woodrow Wilson? Should Harriet Tubman's portrait replace Andrew Jackson's on the \$20 bill? In this course we will look at how people in the United States and elsewhere have used their leaders' images to hash out larger political issues of national identity, purpose, and membership. Why has historical commemoration gotten so contentious--or has it always been contentious? What's really at stake when we depict our leaders? How (if at all) should we reconcile contemporary morality with historical context in assessing the leaders from our past? To address these questions, we will study portrayals of some of the most famous leaders in American history--including Alexander Hamilton, Abraham Lincoln, and Martin Luther King, Jr. Our sources will include political speeches, literature, film, and journalism as well as monuments and museum exhibits; though our examples will be drawn mostly from the United States, our conceptual

framework will be transnational. As a final assignment, students will write an 18-20 page research paper on a topic of their choice related to the core themes of the course.

Requirements/Evaluation: Seminar participation, research proposal, peer workshop, research paper, in-class research presentation

Prerequisites: previous course in Leadership Studies, or Political Science, or permission of instructor

Enrollment Limit: 14

Enrollment Preferences: Leadership Studies concentrators, Political Science majors

Expected Class Size: 14

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

LEAD 320(D2) PSCI 320(D2)

Writing Skills Notes: Students will receive consistent and ongoing feedback as they develop, propose, and complete a substantial research paper. Feedback will take the form primarily of written comments from the instructor, in-class workshoping, and peer feedback.

Attributes: LEAD American Domestic Leadership LEAD Facets or Domains of Leadership PSCI Research Courses

Fall 2024

SEM Section: 01 TF 1:10 pm - 2:25 pm Mason B. Williams

PSCI 326 (S) The Cyber Revolution (WS)

This is a course about how the advent of digital technologies, and especially those related to cybersecurity, have reshaped international politics, as well as how they might affect the world order in the future. At its most basic level, it addresses a question that is of fundamental importance to both scholars and policymakers alike: Have cyberweapons and digital technologies revolutionized the way that international politics works, in a manner similar to the impact that nuclear weapons have had on the international system since 1945? Specifically, the course will focus on what is known as the "theory of the cyber revolution"; threats to critical infrastructure; the most significant cyberattacks that have occurred to date, namely, the US-Israeli Stuxnet attack on Iran's nuclear facilities in 2006-2010 and Russia's NotPetya attack on Ukraine in 2017; zero-day markets; information warfare and its effects on, respectively, authoritarian and democratic political systems; and the role that critical information technologies--such as advanced semiconductors, quantum computing, and artificial intelligence systems--might play in the evolution of international security competition in future decades.

Requirements/Evaluation: Biweekly analytical essays, biweekly critiques, final paper, class participation

Prerequisites: PSCI 120

Enrollment Limit: 10

Enrollment Preferences: Preference given to PSCI majors, especially those concentrating in the international relations subfield

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

Writing Skills Notes: Students will be writing biweekly analytical essays, biweekly critiques of their partner's work, and a final paper. Moreover, they will be providing peer review of one another's work throughout the semester.

Attributes: PSCI International Relations Courses

Spring 2025

TUT Section: T1 TBA Galen E Jackson

PSCI 357 (S) Senior Seminar: Leadership and the Anxieties of Democracy (WS)

Cross-listings: LEAD 425

Secondary Cross-listing

This course, the senior capstone for Leadership Studies, examines the challenges and opportunities facing political leaders in contemporary liberal

democracies. We will begin by seeking to place our current moment in the longer arc of history, examining the distinctive institutional and structural constraints facing contemporary political leaders and examining in detail previous eras in which the American political system has come under great pressure. Then, we will look at some important factors that shape how followers approach would-be leaders: inequality and economic precarity; identity and group consciousness; notions of membership, community, and hierarchy; and fraying institutions. While the course will focus primarily on the United States, our conceptual framework will be global. Our primary questions will be these: Why does transformative leadership seem so difficult today? How does political leadership in the 21st century differ from leadership in earlier eras? What conditions are necessary to sustain effective leadership in the contemporary world? As a final assignment, students will craft an 18-20-page research paper on a topic of their choice related to the themes of the course.

Requirements/Evaluation: Seminar participation, research proposal, peer workshop, research paper, in-class research presentation

Prerequisites: LEAD 155 or permission of the instructor

Enrollment Limit: 14

Enrollment Preferences: Open to Leadership Studies concentrators or with the permission of the instructor; preference given to Political Science majors

Expected Class Size: 14

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

LEAD 425(D2) PSCI 357(D2)

Writing Skills Notes: Students receive iterative feedback on their research projects: Their initial proposals receive substantive feedback from fellow students as well as substantive and stylistic feedback from the professor looking toward a formal proposal; and their formal proposals receive extensive comments from both the professor and a student colleague looking toward the final paper. The students will submit writing for feedback the third week of March, the third week of April, and the third week of May.

Attributes: LEAD Facets or Domains of Leadership POEC Depth POEC Skills PSCI American Politics Courses PSCI Research Courses

Spring 2025

SEM Section: 01 W 1:10 pm - 3:50 pm Mason B. Williams

PSCI 426 (F) The Arab-Israeli Conflict (WS)

The Arab-Israeli dispute receives more attention than arguably any other ongoing conflict in international politics, and for very good reason. The fact that it has lasted as long as it has--well over a century--been characterized by a remarkable (and depressing) degree of intensity; involved competing nationalisms, as well as different religions, cultures, and ethnicities; centered on territorial claims over land that is of special significance; and been connected to a number of important geopolitical questions, including ones involving great power competition, has made it a major focus of scholars of the Middle East, international relations analysts, and, of course, the general public. The issue is also of special interest, for a variety of reasons, in American political discourse. This seminar will examine the conflict in depth, beginning with its origins in the late nineteenth century, and ending with how it might run its course in the future. Specifically, the course will begin with an overview of the dispute's history and most salient aspects. Thereafter, it will cover Zionism and the Palestinian nationalist cause; the creation of the state of Israel and the 1948-1949 Arab-Israeli war; the June 1967 war; the debate, and controversy, over the "Israel lobby" in the United States; the October 1973 war and its aftermath; the road to the 1979 Egyptian-Israeli peace treaty; the arguably underappreciated role that nuclear weapons have played in the conflict; the rise and collapse of the Oslo peace process in the 1990s, as well as the outbreak of the Second Intifada in 2000; and the future of the dispute.

Requirements/Evaluation: class participation, three critical analytical essays, peer critiques/exchanges, final paper

Prerequisites: PSCI 120 and at least one other PSCI course from the international relations subfield

Enrollment Limit: 19

Enrollment Preferences: Political science majors, especially seniors, will be given priority for enrollment.

Expected Class Size: 19

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (WS)

Writing Skills Notes: Students will need to do a large amount of analytical writing in this course, as well as critique and edit one another's papers. There will also be a component of the class that involves doing writing workshops.

Fall 2024

SEM Section: 01 W 1:10 pm - 3:50 pm Galen E Jackson

PSYC 319 (S) Neuroethics (WS)

Cross-listings: STS 319 / NSCI 319

Primary Cross-listing

Neuroscience studies the brain and mind, and thereby some of the most profound aspects of human existence. In the last decade, advances in our understanding of brain function and in our ability to manipulate brain function have raised significant ethical challenges. This tutorial will explore a variety of important neuroethical questions. Potential topics will include pharmacological manipulation of "abnormal" personality; the use of "cosmetic pharmacology" to enhance cognition; the use of brain imaging to detect deception or to understand the ability, personality or vulnerability of an individual; the relationship between brain activity and consciousness; manipulation of memories; the neuroscience of morality and decision making. In addition to exploring these and other ethical issues, we will explore the basic science underlying them.

Requirements/Evaluation: six 5-page position papers and five 2-page response papers as well as participation in discussions

Prerequisites: PSYC 212 (same as BIOL 212 or NSCI 201); or permission of instructor

Enrollment Limit: 10

Enrollment Preferences: Psychology majors and Neuroscience concentrators

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

PSYC 319(D3) STS 319(D2) NSCI 319(D3)

Writing Skills Notes: In alternating weeks, each student in a tutorial pair will write a 5-page essay based on the assigned readings. Essays will be discussed during tutorial meetings and written feedback from the professor will be provided for each essay. At the end of the semester, students will choose one of their prior essays to revise as their final submission. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Attributes: NSCI Group B Electives PSYC Area 1 - Behavioral Neuroscience

Spring 2025

TUT Section: T1 TBA Noah J. Sandstrom

REL 211 (F) Envisioning the Sacred: Representation and Religion in Christian and Muslim Cultures (WS)

Cross-listings: ASIA 212 / ARTH 215

Secondary Cross-listing

How did medieval Christians and pre-modern Muslims imagine the sacred and how did they give what they imagined pictorial form? How were these pictures used, both in public and in private life, and why? How did the art of these unique religious traditions forge connections between the visible and invisible worlds? Paying particular attention to the function and experience of works of art within Christian and Islamic cultures, this seminar examines the evolution of devotional visual expression, while also exploring the problems sacred images generated in these distinct yet often overlapping traditions. Through readings and class discussion, the course will investigate, among other topics: the varied attitudes toward the representability of God in Judaism, Islam, and Christianity; the impact of earlier image traditions on the religious art of medieval Christians and pre-modern Muslims; the cult of the devotional image, concerns over idolatry, and the destruction of images; ideas about spiritual versus physical vision and their influence on the making and viewing of pictures; the relationship of sacred images to relics and to various aspects of organized ritual; and the possible roles played by pictures of the sacred in silencing or giving voice to dissent.

Requirements/Evaluation: Participation in class discussion; oral presentation; five 3-4-page papers, and a final 6-page paper

Prerequisites: None

Enrollment Limit: 12

Enrollment Preferences: Sophomores then juniors, but open to all

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Unit Notes: This seminar will be team taught, by Murad Mumtaz and Peter Low

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ASIA 212(D1) ARTH 215(D1) REL 211(D2)

Writing Skills Notes: In this 200-level seminar, students will develop skills of critical reading and focus on how to craft clear and persuasive arguments of their own. To help them achieve these goals, they will receive timely comments on their written work, especially the five 3-4-page papers they will submit, with suggestions for improvement.

Attributes: ARTH pre-1800

Fall 2024

SEM Section: 01 TF 2:35 pm - 3:50 pm Peter D. Low, Murad K. Mumtaz

REL 284 (F) From the Battlefield to the Hermit's Cell: Art and Experience in Norman Europe (WS)

Cross-listings: WGSS 284 / ARTH 218

Secondary Cross-listing

This tutorial provides students with the chance to investigate in-depth three of the most astonishing works of art created during the entire Middle Ages: the Bayeux Tapestry (c.1077-1082), the Cappella Palatina (c.1130s-1166), and the Psalter of Christina of Markyate (1120s-1160s). Created within a hundred years of each other all within territories controlled by the Normans--a warrior dynasty that settled in northern France in the 10th century and then expanded north into England and south into Italy in the 11th and 12th centuries--each of these works is unprecedentedly ambitious in scale, dazzling in its material properties, and survives in its original wholeness, a rarity in the medieval world. Despite these similarities, however, each work is very different from the other two and so sheds light on very different aspects of Norman experience, across Europe. The Bayeux Tapestry, likely made by female embroiderers for a baronial hall, is a giant textile (over 70 meters long) that in gruesome and fascinating detail tells the story of the Norman invasion of England by William the Conqueror in 1066. The Cappella Palatina in Palermo, in turn, commissioned by King Roger II, is a royal chapel covered in sumptuous mosaics that reveals through its decoration and ritual the dynamic interaction of Islamic, Byzantine, and Latin Christian traditions in the multicultural Norman kingdom of Sicily in the 12th century. And the Psalter of Christina of Markyate, a large prayerbook made for the use of a female recluse in southern England, contains 40 full-page paintings and 215 decorated initials, a vast and inventive program of imagery that through its creative profundity helped reshape private devotional art and culture for centuries to come. Through their variety, then, these three objects--an embroidery, a building, and a book--give students insight into the rich array of concerns and aspirations, from the political to the spiritual and from the public to the private, that gave substance and meaning to 11th- and 12th-century European life, for women as well as men. What is more, these three remarkable works of art have been the focus of much interesting scholarship in recent years, so an exploration of some of that literature provides a compelling introduction to the discipline of art history itself, past and present.

Requirements/Evaluation: Participation in discussion; five 4-5-page tutorial papers; five 1-2-page response papers.

Prerequisites: None

Enrollment Limit: 10

Enrollment Preferences: First years and sophomores, but open to all.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 284(D2) REL 284(D2) ARTH 218(D1)

Writing Skills Notes: In this tutorial, students will develop skills of critical reading and focus on how to craft clear and persuasive arguments of their own. To help them achieve these goals, they will receive timely comments on their written work, especially the five 5-7-page papers they will submit, with suggestions for improvement.

Attributes: ARTH pre-1800

Fall 2024

TUT Section: T1 TBA Peter D. Low

REL 291 (F) Religion and Ecology in America (WS)

Cross-listings: ENVI 291 / SOC 291

Secondary Cross-listing

This course examines the relationship between religious and environmental thought in American cultural history. Exploring a broad range of practices, stories, and beliefs, we will examine the spiritual roots and branches of modern environmentalism. Rather than survey the formal teachings of organized religious groups, we will explore the creation and contestation of environmental meaning in the public sphere through literature, art, philosophy, and popular culture. How have religious writers, thinkers, and artists shaped the way we think about nature? How have they shaped the way we think about politics, science, and social justice? In pursuit of these questions, we will consider a diverse array of topics and cases, including struggles to protect Native American sacred places, the role of Black churches in fighting environmental racism, Protestant outdoorsmanship, Catholic climate activism, Jewish eco-mysticism, atheist biological theory, Buddhist eco-spirituality, and more.

Requirements/Evaluation: Each week each student will either write a 5- to 7-page essay on assigned readings or offer a 2-page critique of their partner's paper.

Prerequisites: None

Enrollment Limit: 10

Enrollment Preferences: Environmental Studies majors and concentrators

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 291(D2) REL 291(D2) SOC 291(D2)

Writing Skills Notes: Each student will write five five-page papers and five two-page papers in this class. They will be given extensive weekly feedback on their writing in the form of one-on-one meetings and written comments, and they will be given multiple opportunities for revision. Emphasis will be placed on the mechanics of argumentation, logic and rhetoric, and the development of a distinctive voice.

Attributes: ENVI Humanities, Arts + Social Science Electives

Fall 2024

TUT Section: T1 TBA Nicolas C. Howe

REL 335 (S) Humanitarianism and Jewish History (WS)

Cross-listings: JWST 434 / HIST 434

Secondary Cross-listing

In the twentieth century, Jewish history and humanitarian history became deeply intertwined. As the victims of persecution and expulsion, mass violence and genocide, Jews repeatedly figured as the recipients of aid and humanitarian intervention. At the same time, Jewish political figures, legal thinkers, intellectuals and scholars, social activists, and aid workers played central roles in the establishment of humanitarian organizations and in debates about the moral, political, and legal frameworks that have shaped approaches to humanitarianism across the decades since World War I. This research seminar is designed to open up big questions about the history of humanitarianism and to carve out space for students to conduct research on a particular place, time, and aspect of that larger history in conversation with other students working on related topics. In the first half of the semester, in discussions of common readings, we will examine various works of scholarship that connect to the history of humanitarianism from the nineteenth century to the present. Beginning in the first half of the semester and with greater intensity in the second half of the semester, you will conduct independent archival research on some aspect of the history of humanitarianism using the digitized archives of the American Jewish Joint Distribution Committee, culminating in a twenty-plus-page paper. In the final weeks of the semester, the seminar will continue to meet weekly as a research colloquium, to provide a forum for you to present your research and drafts in progress and to give feedback on fellow students' work. In this seminar, we are not merely studying history; you are actually doing history. Over the semester, you will learn how to pose historical questions; to engage critically with readings beyond summarizing them; to synthesize an enormous amount of source material; and to learn how to write more clearly. The goal is for each student to produce a polished research paper based on engagement with archival sources and relevant secondary

literature that will serve as a capstone to your coursework at Williams or as a potential jumping-off point for future research projects, including a senior thesis in History or Jewish Studies.

Requirements/Evaluation: class participation, several short papers, oral presentations, and a 20-page research paper

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: History majors and Jewish Studies concentrators

Expected Class Size: 10

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

JWST 434(D2) REL 335(D2) HIST 434(D2)

Writing Skills Notes: Students will write two drafts of their research paper before submitting the final paper for a grade. They will receive timely comments on drafts from professor and peers, to be incorporated into their final paper.

Attributes: GBST Borders, Exiles + Diaspora Studies HIST Group C Electives - Europe and Russia JWST Capstone Course JWST Core Electives

Spring 2025

SEM Section: 01 W 7:00 pm - 9:40 pm Alexandra Garbarini

RLFR 105 (F) Advanced French: Advanced Studies in French Language and Francophone Culture (DPE) (WS)

In this French course, we will read and examine literary texts from the twelfth to the 19th centuries, and films from the twentieth and twenty-first centuries. In order to analyze them, we will briefly situate them in their social and historical contexts. These works will help us better understand contemporary France and explore France's colonial past. We will also learn how to write two short research paper in French in the form of an explication de texte. While the themes, authors, time periods will vary, our approach will remain the same. Three themes, love, fear, and France's colonial past, will serve as the course's organizing principles. A small section of the course will be devoted to grammar revisions in order to continue to improve our reading and language skills. Throughout the semester we will develop our writing skills in French. Conducted in French

Requirements/Evaluation: class participation, online grammar exercises, 2 four-page papers, 1 class introduction, 2 low-stakes one-page response papers

Prerequisites: RLFR 104, placement exam, or by permission of instructor

Enrollment Limit: 15

Enrollment Preferences: All are welcome, but if overenrolled, preference will be given to first- and second-year students and French major and certificate students. If necessary, a statement of interest will be solicited.

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (DPE) (WS)

Writing Skills Notes: In this course students will practice writing two short structured papers in French where there will present their interpretation of literary or visual text. Students will write two response papers.

Difference, Power, and Equity Notes: In this course student will examine visual and literary texts that reframe difference, power and equity in relation to race, class, gender, ethnicity, sexuality, and religion.

Fall 2024

LEC Section: 01 MR 1:10 pm - 2:25 pm Sophie F. Saint-Just

LEC Section: 02 MR 2:35 pm - 3:50 pm Sophie F. Saint-Just

RLSP 106 (S) Advanced Grammar and Composition through Literature (WS)

This course is designed for advanced students who wish to further polish and refine their grammatical, lexical, and writing skills in Spanish. The course may be taken immediately after 104, by placement exam results, or even after students have begun to sample the Department's literature and culture

offerings at the 200- and 300-level. Classic works of short fiction by celebrated Latin American authors such as Gabriel García Márquez and Julio Cortázar will be discussed; selected Latin American films will be viewed as well. For written and oral assignments: weekly essays, in-class presentations, and language-laboratory activities. *Conducted in Spanish.*

Class Format: Grammatical practice. Study of idioms. Discussion of literary texts.

Requirements/Evaluation: A weekly essay based on the stories read in class. Written lab exercises. Participation in the grammatical and literary discussions. Oral presentations, quizzes, a mid-term exam, and a final exam

Prerequisites: RLSP 104, any course 201+, placement exam or permission of instructor

Enrollment Limit: 12

Enrollment Preferences: In the event of over-enrollment, preference will be given to sophomores.

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (WS)

Writing Skills Notes: Weekly essays, corrected for both language and content. Constant feedback from instructor. Students will be required to revise and rewrite their graded essays.

Spring 2025

SEM Section: 01 MWF 10:00 am - 10:50 am Gene H. Bell-Villada

CON Section: 02 W 2:10 pm - 3:00 pm Gene H. Bell-Villada

RLSP 202 (S) Introduction to the Analysis of Literature in Spanish (WS)

This course is intended for students who are considering a major in Spanish, including those who have recently completed RLSP 105, 107, 200, 201 or 209. Using a textbook, *Aproximaciones al estudio de la literatura hispánica*, we will study the fundamentals of genre analysis while reading selected works of prose, poetry, and drama from Latin America and Spain. In addition to studying the principles and techniques of literary analysis, this course will continue to develop your speaking, writing, and reading comprehension skills with a particular emphasis on composition. *Conducted in Spanish.*

Class Format: Students are expected to be active participants at all scheduled class meetings, which will be used for discussion and collaborative analysis of literary texts as well as workshoping student writing.

Requirements/Evaluation: Graded assignments will include three essays of five pages each as well as consistent preparation and class participation.

Prerequisites: RLSP 105, 107, 200, 209, or placement exam results indicating readiness for a 200-level course

Enrollment Limit: 20

Enrollment Preferences: first- and second-year students who are considering the major in Spanish

Expected Class Size: 20

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (WS)

Writing Skills Notes: Each student will write and revise three essays of roughly five pages each. Feedback will be provided regarding grammar, style, and argument. On Fridays we will workshop student papers.

Spring 2025

SEM Section: 01 MWF 11:00 am - 11:50 am Jennifer L. French

RLSP 405 (S) Alternative American Literatures: From the Indigenous Chronicle to the Latin American & Chic. Novel (DPE) (WS)

Do the Americas have a common literature? If so, is it possible to trace their roots and continuity from the colonial era to the present? Literary critic Martin Lienhard suggests that it is indeed possible to trace the origin of a literature common to Latin America from the colonial era and into present by focusing on what he calls "alternative literatures"--literatures that relativize the importance of Europeanized and Creole literatures and valorize the richness of oral traditions in the Americas. Such literatures, he asserts, are closely tied to marginalized sectors of society. In this course, we will take Lienhard's concept of "alternative literatures" as a point of departure to pursue our own examinations of how these "alternative literatures" are constituted. While the primary aim of this course is to focus on the writings of Latin American authors, we will end by exploring the relationship

between "alternative" Latin American literatures and Chicana/o/x literatures. Readings will include narrative texts such as Cartas de relación, chronicles of conquest, religious texts, indigenous annals, poetry, and drama, as well as contemporary Latin American and Chicana/o/x novels.

Requirements/Evaluation: Four essays, class presentations, active participation, and regular attendance required

Prerequisites: any 300-level RLSP course or permission of instructor

Enrollment Limit: 15

Enrollment Preferences: Senior Spanish Majors.

Expected Class Size: 15

Grading: yes pass/fail option, no fifth course option

Distributions: (D1) (DPE) (WS)

Writing Skills Notes: Each student will write four 4-6 page papers on which I will provide written feedback regarding grammar, style, and argument. Each student will also provide three 2-page critiques of their partner's papers as a form of feedback. After receiving my feedback and the feedback of their peers, each student will revise each of the papers and submit a final version.

Difference, Power, and Equity Notes: This course will highlight intellectual production of indigenous peoples of the Americas under Spanish colonial rule as well as the writings of more contemporary minority authors of Latin America. It will explore the new identities and textualities that emerge as a result of the encounter and subsequent conquest of the Americas. As such, students will gain critical skills to analyze a diversity of Spanish-American colonial texts from the 16th century as well as more contemporary narrative texts.

Spring 2025

SEM Section: 01 TF 1:10 pm - 2:25 pm Carlos Macias Prieto

RUSS 217 (S) Indigeneity Today: Comparative Indigenous Identities in the US and Russia (DPE) (WS)

Cross-listings: ANTH 217

Secondary Cross-listing

Indigenous movements for land, rights, and cultural preservation have spread to and originated in all corners of the world. However, the global nature of these movements at times obscures ways of being Indigenous in differing contexts. This course analyzes Indigeneity in both the United States and Russia today. Through reading and analyzing ethnography, theory, and literature, it focuses on Indigenous peoples in a comparative context. Rather than prioritizing concern with Indigenous peoples emerging from the US, it attempts to demonstrate what Indigeneity has been in both the United States and Russia and what it is and means today. It asks the following questions: what is Indigeneity and who is Indigenous; how is Indigenous identity constructed and by whom; and what convergences and divergences exist in Indigeneity between the US and Russia or for that matter in other contexts? To help answer these questions, in this course we will grapple with Indigeneity as a social category and other social formations, especially ethnicity, nationality, and race. Topics include: Indigeneity and the State, Revitalization and Resurgence, Indigenous People and Nature Protection, and Hemispheric and Global Indigeneities.

Requirements/Evaluation: 10 posts to the course Glow discussion page, 3 times leading class discussion on the assigned readings, 1 short presentation, 1 extended portfolio project with regular shorter and longer writing submissions, and 1 final paper and final presentation (as the final part of the portfolio).

Prerequisites: None

Enrollment Limit: 16

Enrollment Preferences: Majors and certificate-seekers in Russian, then majors in Anthropology and Sociology, and then Global Studies concentrators

Expected Class Size: 12-15

Grading: no pass/fail option, yes fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

RUSS 217(D1) ANTH 217(D2)

Writing Skills Notes: This course has the following assignments: Weekly post to the Glow discussion page, 1 extended project with regular writing submissions, 1 final paper and final presentation. For the extended project, we will have instructor feedback for all project assignments. In instructor feedback, comprehension of the material and the content of the writing, improvement in writing style and clarity, and development of voice will be

discussed. There will also be peer feedback/review.

Difference, Power, and Equity Notes: In the course, students will learn about Indigeneity as a context-specific social formation. It understands Indigeneity as a category of difference with past and present importance. We will read about, discuss, and write about Indigeneity as a social category, along with other social categories it arose alongside (such as race, ethnicity, and nationality), and how it has been mobilized by both those who identify as Indigenous and by those who designate others as Indigenous.

Spring 2025

SEM Section: 01 TF 2:35 pm - 3:50 pm Kamal A. Kariem

RUSS 348 (F) Altering States: Post-Soviet Paradoxes of Identity and Difference (DPE) (WS)

Cross-listings: GBST 348 / SOC 348

Secondary Cross-listing

Critics and apologists of Soviet-style socialism alike agree that the Soviet ideology was deeply egalitarian. Putting aside for a moment the very reasonable doubts about how justified this perception actually was, it is still worth asking, how did people who lived in the world in which differences in rank, class, gender or ethnicity were not supposed to matter, make sense of their post-socialist condition, one in which new forms of difference emerged, and old ones assumed greater prominence? And how do these encounters with difference impact current events, such as Russia's invasion of Ukraine, or the lingering tensions between East and West Germans? This tutorial will examine new dilemmas through ethnographic studies and documentary films that aim to capture in real time the process of articulating and grappling with newly discovered divides. We will focus especially closely on Ukraine and Russia, but will also read comparative studies, as well as works on East Germany and Georgia. This course fulfills the DPE requirement by exploring comparatively the ways in which people in different countries made sense of the social, cultural and political heterogeneity of the post-socialist condition.

Requirements/Evaluation: 5-page paper every other week, written comments on the partner's paper in alternate weeks

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: Anthropology, Sociology, and Russian majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

GBST 348(D2) RUSS 348(D1) SOC 348(D2)

Writing Skills Notes: This is a tutorial course, with plenty of opportunities to work on writing and argumentation. Tutorial papers receive written feedback from both the instructor and the tutorial partner, and are workshopped during the tutorial meetings.

Difference, Power, and Equity Notes: Students will learn to identify and interrogate processes of social differentiation and exclusion as they take place across Russia and Eastern Europe. We will also train ourselves to identify parallels, as well as differences, between responses to the social and economic uncertainty ushered by the fall of socialism, and the discontents triggered by similar conditions closer to home.

Attributes: GBST Russian + Eurasian Studies

Fall 2024

TUT Section: T1 M 7:00 pm - 9:40 pm Olga Shevchenko

SOC 252 (F) Im/mobilities (DPE) (WS)

Cross-listings: AMST 252 / AAS 252

Primary Cross-listing

We think of the freedom to move as a mark of privilege. In the United States, passing a driving test, owning a car, and getting a passport are milestones that signal modernity and freedom. Likewise, we think of restrictions on movement as the domain of the underprivileged, such as the current and formerly incarcerated. But as the Covid-19 pandemic revealed, there have always been two sides to immobility: privileged as well as involuntary immobility. There are correspondingly two sides to mobility: those who move because they want to and others because they have no

choice. In this class, students will explore conceptions of mobility as adventurous, free, and modern (as with jet-setting international elites). They will compare and contrast when mobility can be threatening, exclusionary, and limited (as recognized by the Black Lives Matter movement). This class invites students to interpret their environment through the lens of mobility and inequality. Drawing on sociology, anthropology, cultural studies, geography, and migration studies, this interdisciplinary course offers a beginning conversation on the causes and consequences of the freedom to move--or to stay still.

Requirements/Evaluation: Thoughtful and consistent class participation, several short reflection papers, two drafts of an opinion essay, class presentation

Prerequisites: None

Enrollment Limit: 15

Enrollment Preferences: Given to first-year students and sophomores, particularly those who have demonstrated an interest in AAS/SOC. If the course overenrolls, the instructor will send out a Google Form to make enrollment decisions.

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 252(D2) AAS 252(D2) SOC 252(D2)

Writing Skills Notes: Emphasis on the processes of writing and revising, several short papers on which students will receive close feedback, and drafts of a final written assessment

Difference, Power, and Equity Notes: This course explores a politics of im/mobilities: how we move through space through different bodies at the intersection of race, class, gender, ability, and citizenship. Students will use their own bodies as research sites for deepening their understanding of how we navigate the freedom to move or stay still.

Fall 2024

SEM Section: 01 MR 2:35 pm - 3:50 pm Phi H. Su

SOC 291 (F) Religion and Ecology in America (WS)

Cross-listings: ENVI 291 / REL 291

Secondary Cross-listing

This course examines the relationship between religious and environmental thought in American cultural history. Exploring a broad range of practices, stories, and beliefs, we will examine the spiritual roots and branches of modern environmentalism. Rather than survey the formal teachings of organized religious groups, we will explore the creation and contestation of environmental meaning in the public sphere through literature, art, philosophy, and popular culture. How have religious writers, thinkers, and artists shaped the way we think about nature? How have they shaped the way we think about politics, science, and social justice? In pursuit of these questions, we will consider a diverse array of topics and cases, including struggles to protect Native American sacred places, the role of Black churches in fighting environmental racism, Protestant outdoorsmanship, Catholic climate activism, Jewish eco-mysticism, atheist biological theory, Buddhist eco-spirituality, and more.

Requirements/Evaluation: Each week each student will either write a 5- to 7-page essay on assigned readings or offer a 2-page critique of their partner's paper.

Prerequisites: None

Enrollment Limit: 10

Enrollment Preferences: Environmental Studies majors and concentrators

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 291(D2) REL 291(D2) SOC 291(D2)

Writing Skills Notes: Each student will write five five-page papers and five two-page papers in this class. They will be given extensive weekly feedback on their writing in the form of one-on-one meetings and written comments, and they will be given multiple opportunities for revision.

Emphasis will be placed on the mechanics of argumentation, logic and rhetoric, and the development of a distinctive voice.

Attributes: ENVI Humanities, Arts + Social Science Electives

Fall 2024

TUT Section: T1 TBA Nicolas C. Howe

SOC 348 (F) Altering States: Post-Soviet Paradoxes of Identity and Difference (DPE) (WS)

Cross-listings: GBST 348 / RUSS 348

Primary Cross-listing

Critics and apologists of Soviet-style socialism alike agree that the Soviet ideology was deeply egalitarian. Putting aside for a moment the very reasonable doubts about how justified this perception actually was, it is still worth asking, how did people who lived in the world in which differences in rank, class, gender or ethnicity were not supposed to matter, make sense of their post-socialist condition, one in which new forms of difference emerged, and old ones assumed greater prominence? And how do these encounters with difference impact current events, such as Russia's invasion of Ukraine, or the lingering tensions between East and West Germans? This tutorial will examine new dilemmas through ethnographic studies and documentary films that aim to capture in real time the process of articulating and grappling with newly discovered divides. We will focus especially closely on Ukraine and Russia, but will also read comparative studies, as well as works on East Germany and Georgia. This course fulfills the DPE requirement by exploring comparatively the ways in which people in different countries made sense of the social, cultural and political heterogeneity of the post-socialist condition.

Requirements/Evaluation: 5-page paper every other week, written comments on the partner's paper in alternate weeks

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: Anthropology, Sociology, and Russian majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

GBST 348(D2) RUSS 348(D1) SOC 348(D2)

Writing Skills Notes: This is a tutorial course, with plenty of opportunities to work on writing and argumentation. Tutorial papers receive written feedback from both the instructor and the tutorial partner, and are workshopped during the tutorial meetings.

Difference, Power, and Equity Notes: Students will learn to identify and interrogate processes of social differentiation and exclusion as they take place across Russia and Eastern Europe. We will also train ourselves to identify parallels, as well as differences, between responses to the social and economic uncertainty ushered by the fall of socialism, and the discontents triggered by similar conditions closer to home.

Attributes: GBST Russian + Eurasian Studies

Fall 2024

TUT Section: T1 M 7:00 pm - 9:40 pm Olga Shevchenko

STS 153 (S) Androids, Cyborgs, Selves (WS)

Cross-listings: ENGL 153

Secondary Cross-listing

In this expository writing course, we will analyze and argue about how humanoid and partly human bodies appear in legend, fiction, and film. When are these bodies inviting? When are they threatening? How are they gendered, how are they raced, and why? Which technologies fit easily into human forms, and which are resistant? What do the persons who inhabit these near-human bodies desire? Students in this course will develop arguments in reply to these and related questions, developing 3 or 4 essays through multiple stages of planning, drafting, and revising. Because this is an expository writing seminar, we will spend half or more of our class time discussing and practicing writing skills.

Requirements/Evaluation: several response papers (500 words); three or four essays (1200-1500 words, in multiple drafts); class participation

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: See details for ENGL 100-level courses on English Department Website.

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

STS 153(D2) ENGL 153(D1)

Writing Skills Notes: This expository writing course is dedicated to facilitating real improvement in students' written argumentative work. Students will write and revise response papers and 5-page essays (in multiple drafts) over the course of the semester, receiving substantial instructor feedback. Students will practice: drafting, revising, and responding to critique; writing appropriately for given occasions and audiences; grounding their writing in close, analytical reading; and acknowledging sources.

Spring 2025

SEM Section: 01 TR 8:30 am - 9:45 am Ezra D. Feldman

STS 212 (F) Ethics and Reproductive Technologies (WS)

Cross-listings: WGSS 212 / PHIL 212

Secondary Cross-listing

In her groundbreaking book, *The Tentative Pregnancy*, Barbara Katz Rothman writes that "[t]he technological revolution in reproduction is forcing us to confront the very meaning of motherhood, to examine the nature and origins of the mother-child bond, and to replace--or to let us think we can replace--chance with choice." Taking this as our starting point, in this course we will examine a number of conceptual and ethical issues in the use and development of technologies related to human reproduction, drawing out their implications for such core concepts as "motherhood" and "parenthood," family and genetic relatedness, exploitation and commodification, and reproductive rights and society's interests in reproductive activities. Topics will range from consideration of "mundane" technologies such as contraception, abortion, in vitro fertilization (IVF), prenatal genetic screening and testing, and surrogacy, to the more extraordinary, possibly including pre-implantation genetic diagnosis (PGD), post-menopausal reproduction, uterine transplants, and "artificial wombs." Background readings include sources rooted in traditional modes of bioethical analysis as well as those incorporating feminist approaches.

Class Format: discussion

Requirements/Evaluation: active participation in class discussions, three or four short reflection papers, and two longer papers (5-7 and 7-10 pages)

Prerequisites: none, but introductory-level course in PHIL and/or WGSS recommended

Enrollment Limit: 19

Enrollment Preferences: WGSS and PHIL majors (declared or prospective), PHLH and STS concentrators (declared or prospective)

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Unit Notes: meets Contemporary Value Theory requirement only if registration is under PHIL

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 212(D2) PHIL 212(D2) STS 212(D2)

Writing Skills Notes: Students will write periodic short papers (2-3 pages each), a midterm paper (5-7 pages) and a final paper (7-10 pages). Short papers focus on concepts, arguments, and writing skills needed in the midterm and final papers, in which students are expected to describe and evaluate arguments from assigned readings, and to present clear and effective arguments in support of their own ethical positions. Students receive feedback on all papers and have the opportunity to revise midterm and final papers.

Attributes: PHIL Contemporary Value Theory Courses PHLH Bioethics + Interpretations of Health

Fall 2024

LEC Section: 01 TF 2:35 pm - 3:50 pm Julie A. Pedroni

STS 305 (F) Environmental Political Thought (WS)

Cross-listings: PSCI 305

Secondary Cross-listing

In the face of planetary crisis, it is as difficult as it is crucial to find the time and calm "to think what we are doing" (Hannah Arendt's famous line). This course aims to hold space for that thinking; to collaboratively find the presence of mind to take the measure of the doings that caused, and that may redress, the awful reality of earth's degradation. To do so, we will read, discuss, and write about some of the most significant book-length works of environmental political thought published in the last five years. These books conceptualize and intervene into the politics of phenomena such as climate change, species depletion, toxic pollution and (a special interest of the instructor) waste by applying--and sometimes reinventing--approaches from political theory, political economy, science & technology studies, philosophy, and critical theory. They consider the enmeshment of environmental problems with racism, colonialism, economic inequality, and speciesism, among other modalities of power, and weigh the promise of political action and organization to reconstitute relationships among earth's human and more-than-human elements. By interpreting, evaluating, applying and extending the arguments of these books in discussion and writing, students will be challenged to scrutinize their preconceptions and develop, support and articulate original arguments about politics and the environment.

Requirements/Evaluation: Four mini-essays of 2-3 pages each; one final paper of 7-10 pages that incorporates substantially revised material from at least one mini-essay; class participation

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Political theory concentrators, Political Science majors

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

PSCI 305(D2) STS 305(D2)

Writing Skills Notes: Students will discuss and fine-tune their writing processes in class and office hours. Students will be given written feedback on mini-essays, with particular attention to developing a sense of voice and purpose in written argumentation. This feedback will support their revision of at least one mini-essay as part of writing the final paper.

Attributes: PSCI Political Theory Courses

Fall 2024

SEM Section: 01 W 7:00 pm - 9:40 pm Laura D. Ephraim

STS 319 (S) Neuroethics (WS)

Cross-listings: PSYC 319 / NSCI 319

Secondary Cross-listing

Neuroscience studies the brain and mind, and thereby some of the most profound aspects of human existence. In the last decade, advances in our understanding of brain function and in our ability to manipulate brain function have raised significant ethical challenges. This tutorial will explore a variety of important neuroethical questions. Potential topics will include pharmacological manipulation of "abnormal" personality; the use of "cosmetic pharmacology" to enhance cognition; the use of brain imaging to detect deception or to understand the ability, personality or vulnerability of an individual; the relationship between brain activity and consciousness; manipulation of memories; the neuroscience of morality and decision making. In addition to exploring these and other ethical issues, we will explore the basic science underlying them.

Requirements/Evaluation: six 5-page position papers and five 2-page response papers as well as participation in discussions

Prerequisites: PSYC 212 (same as BIOL 212 or NSCI 201); or permission of instructor

Enrollment Limit: 10

Enrollment Preferences: Psychology majors and Neuroscience concentrators

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

PSYC 319(D3) STS 319(D2) NSCI 319(D3)

Writing Skills Notes: In alternating weeks, each student in a tutorial pair will write a 5-page essay based on the assigned readings. Essays will be discussed during tutorial meetings and written feedback from the professor will be provided for each essay. At the end of the semester, students will choose one of their prior essays to revise as their final submission. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Attributes: NSCI Group B Electives PSYC Area 1 - Behavioral Neuroscience

Spring 2025

TUT Section: T1 TBA Noah J. Sandstrom

STS 373 (S) Technologies of Race (DPE) (WS)

Cross-listings: AMST 372 / AFR 374

Secondary Cross-listing

This course is an introduction to theories, methods, sources, and approaches for interdisciplinary research and creativity in and through the interdisciplinary field of American Studies. We will focus on the intersection of race, gender, sexuality, and disability with modern media technologies, from early photography in the mid-19th century to contemporary trends in machine learning and artificial intelligence. Through a process of shared inquiry, course participants will investigate the ways that historical legacies of oppression and futuristic speculation combine to shape human lives in the present under racial capitalism. Whether analyses of the automation of militarized border control in Texas, or of the ways that obsolete, racist concepts are embedded in machine vision and surveillance systems, the readings in the course will chart out the key moments in the co-evolution of race and technology in the Americas. Students will gain a working competence in all four tracks of the American Studies major (Space and Place; Comparative Studies in Race, Ethnicity, and Diaspora; Arts in Context; and Critical and Cultural Theory). Finally, we will also explore alternative paths toward a future where technology might help to effect the abolition of oppressive structures and systems, rather than continue to perpetuate them.

Requirements/Evaluation: Four papers, in-class writing/reflective work, and a final exam.

Prerequisites: none

Enrollment Limit: 16

Enrollment Preferences: AMST majors or prospective majors.

Expected Class Size: 16

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 372(D2) STS 373(D2) AFR 374(D2)

Writing Skills Notes: Students in this course develop a capacity to write generative arguments in an interdisciplinary scholarly context. Students will receive feedback not only on structure, substance, and style, but also on how to best build a line of inquiry, how to gather high-quality evidence, and how to make one's thinking productively intersect with more than one scholarly or creative field.

Difference, Power, and Equity Notes: This course requires students to contextualize technologies historically and in relation to one another, with attention to their entanglements with racial discourses and racism. Students gain critical skills that equip them to imagine possible futures where technologies serve increasingly as abolitionist tools.

Attributes: AFR Theories, Methods, and Poetics AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora AMST Critical and Cultural Theory Electives AMST Space and Place Electives

Spring 2025

SEM Section: 01 MR 1:10 pm - 2:25 pm Brian Murphy

THEA 239 (F) Introduction to Dramaturgy: The Art & Practice of Storytelling (WS)

The dramaturg is a storyteller and major collaborator in theatre. Working as part of an artistic ensemble, the dramaturg helps to tell a story, shape a theatrical production, and facilitate the rewarding process of creating a world on stage. This seminar/studio course will introduce students to the

fundamentals of dramaturgy, including: new play development, production research, literary management, educational outreach, criticism/journalism, community engagement, and translation/adaptation. Assignments over the term will be hands-on, practical, creative, and project-based and include independent writing, research, and oral presentation. We will write, and we will revise. We will also read plays and discuss urgent topics in the theatre industry. During some terms, students may be invited to participate as dramaturgs on Theatre Department productions. As a culminating project, students will complete a creative written adaptation and accompanying dramaturgical casebook for a source of their choosing. Students may be asked to attend live performances and exhibitions when relevant.

Class Format: This is a studio course with a strong emphasis on writing and research, both critical and creative.

Requirements/Evaluation: Assignments will be project-based and will range from making image galleries to writing program notes and an educational study guide. In-class writing and participation in class discussion is required. A major project over the term will include the formation and assembly of a dramaturgy casebook, including: research and historical summary; timeline; artist's bio; educational guide; image gallery; program note; community outreach strategy; lobby design; critical/theoretical perspective; and creative adaptation.

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: if overenrolled, preference will be given to declared Theatre majors followed by prospective Theatre majors

Expected Class Size: 10

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (WS)

Writing Skills Notes: This course fulfills the Writing Intensive distribution by requiring students to write for both public audiences and more internal-facing communities. Students will write several short critical pieces intended for lobby displays, programs, educational settings, and more journalistic venues. In addition, they will write and develop a short creative adaptation. All writing will receive feedback from both the instructor and class peers prior to its required revision.

Fall 2024

STU Section: O1 MW 11:00 am - 12:15 pm Amy S. Holzapfel

THEA 266 (F) Introduction to Playwriting (WS)

Are you tired of the classics? Were you frustrated by casting choices in the past? Have you struggled to find a play to direct? Sometimes, you must step away from the canon and create your own work. Do you have something to say about race, gender, ethnicity, nationalism, yourself, and the Other? Do you have a story to tell? Did you ever want to write your own play but didn't know how to start? This is your chance. In this course, you will participate in a series of workshops that will lead to the writing of your first play. You will be guided through the principles of playwriting, beginning with understanding the basics: plot, character, dialog, setting, and theatricality. The mechanics of playwriting will be enhanced by a theoretical understanding of the concepts of genre, style, and aesthetics. Every week, your homework will be to write new dialogs, leading to the first draft of your first play. In class, students are expected to read each other's work aloud and, on occasion, to stage it. By the end of the semester, having brought at least one play into the world, you will not become an experienced playwright, but you will be well on your way to understanding the foundations of the craft. This course culminates with a festival of public staged readings of original student work.

Requirements/Evaluation: Participation; in-class workshops; and students are expected to write several graded drafts of two ten-minute plays and a single one-act play.

Prerequisites: None.

Enrollment Limit: 10

Enrollment Preferences: In instance of over-enrollment, preference will be given to Seniors, Juniors, & Sophomores in the Theatre Major.

Expected Class Size: 10

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (WS)

Writing Skills Notes: Course is based on original composition and supervised revision of multiple texts.

Fall 2024

STU Section: 01 R 1:10 pm - 3:50 pm

THEA 340 (F) Shakespeare on Page, Stage and Screen: Text to Performance (WS)

Cross-listings: ENGL 345 / COMP 343

Primary Cross-listing

Four centuries on, Shakespeare still challenges us. How should we weigh the respective claims of our own era's concerns--with matters of gender, sexuality, race, class, or materiality, for instance--against historicist attention to the cultural, political and theatrical circumstances in which his plays were actually written? And when it comes to realizing the texts in dramatic performance, such challenges--and opportunities--multiply further. Critical fidelity to Shakespeare's times, language and theatrical milieu prioritizes a historical authenticity that can be constraining or even sterilizing. At the other extreme, staging the plays with the primary aim of making them "speak to our times" risks revisionary absorption in our own interests. We will read six plays, of different genres and written at different periods of Shakespeare's career. These will likely be *Romeo and Juliet*, *Henry V*, *Twelfth Night*, *Hamlet*, *The Tempest*, and *A Midsummer Night's Dream*. Close reading of the texts will be the priority, but we will also attend to the demands and opportunities of performance, and assess a range of recent film and stage productions.

Requirements/Evaluation: Three papers ranging from 4 to 7 pages; regular Glow posts; class participation.

Prerequisites: A THEA course; a 100-level ENGL course; a score of 5 on the AP Literature exam or a 6 or 7 on the IB exam; or permission of instructor.

Enrollment Limit: 18

Enrollment Preferences: Theatre and English majors or prospective majors

Expected Class Size: 18

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 345(D1) THEA 340(D1) COMP 343(D1)

Writing Skills Notes: Three papers rising from 4 to 6+ pages; regular discussion board postings and several short response papers. Students will receive substantive feedback on their writing, and there will be opportunities for revision.

Attributes: ENGL Literary Histories A

Fall 2024

SEM Section: 01 MR 2:35 pm - 3:50 pm James L. Pethica

WGSS 101 (F)(S) Introduction to Women's, Gender & Sexuality Studies (DPE) (WS)

This course is designed to initiate you into the pleasures, pains and perplexities of critical thinking about gender and the situations of women across the globe. We will survey a wide variety of writers and issues--historical and contemporary, theoretical and practical. Above all, the course is intended as an exploration of the tremendous diversity of thought contained under the general rubrics of feminist and gender studies and a vehicle for developing skills in writing and research as well as analytical tools for further work in the field. The goal is not to bring about a specific point of view, but rather to learn to analyze issues critically using the methods and frameworks that feminist theory and queer theory have developed as academic disciplines.

Class Format: Mix of lectures and seminars

Requirements/Evaluation: Participation during class and in online forums, weekly reading responses, two short essays with revisions, and a final research paper

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: WGSS majors and potential WGSS majors

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Unit Notes: required course for the Women's, Gender and Sexuality Studies major

Distributions: (D2) (DPE) (WS)

Writing Skills Notes: This course requires significant attention to the craft of writing. Essential to this craft is the process of editing and rewriting materials with feedback from peers and professors. Students are expected to focus on improving analytical skills, critical thinking, and argumentation

through attention to the writing process. They are also expected to give meaningful critical feedback on the writing of their peers.

Difference, Power, and Equity Notes: This course meets the DPE requirement because it asks students to reflect critically on issues of gender and sexuality around the world in a comparative contextual framework. Students will be asked in seminar space to discuss the operation of difference and power within as well as across different gender, class, racial, and sexual identities while learning in lecture meetings about feminist and queer studies' history, activism, and theory.

Attributes: WGSS Theory Courses

Fall 2024

SEM Section: 01 TR 9:55 am - 11:10 am Greta F. Snyder

SEM Section: 02 TF 1:10 pm - 2:25 pm Kiaran Honderich

SEM Section: 03 MR 1:10 pm - 2:25 pm Mejdulene B. Shomali

Spring 2025

SEM Section: 01 TR 9:55 am - 11:10 am Greta F. Snyder

SEM Section: 02 MR 1:10 pm - 2:25 pm Mejdulene B. Shomali

WGSS 105 (F) American Girlhoods (DPE) (WS)

Cross-listings: ENGL 105

Secondary Cross-listing

The image of the girl has captivated North American writers, commentators, artists, and creators of popular culture for at least the last two centuries. What metaphors, styles of writing, ideas of "manners and morals" does literature about girls explore? What larger cultural and aesthetic concerns are girls made to represent? And how is girlhood articulated alongside and/or intertwined with other identities and identifications, such as race, ethnicity, class, and sexuality? These are some of the issues we will explore in this course.

Requirements/Evaluation: at least 20 pages of writing; short, more informal writing assignments; GLOW posts; class participation

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: first-year students who do not have a 5 on the AP and/or have not previously taken a 100-level English class

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 105(D2) ENGL 105(D1)

Writing Skills Notes: Students do at least 20 pages of writing (4-5 papers) and are required to revise several papers. We also devote significant class time to talking about successful academic writing. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: This course considers the construction of girlhood in the United States along the axes of race, gender, sexuality, class and more, and the literary history of who, in various moments in America, has even been allowed to claim the privileges of and/or be burdened with the idea of being a girl. It examines how girlhood is represented in relation to (in)equity and power and what kinds of literary and cultural forms writers utilize to illuminate these differences.

Fall 2024

SEM Section: 01 TF 2:35 pm - 3:50 pm Kathryn R. Kent

WGSS 113 (F) The Feminist Poetry Movement (DPE) (WS)

Cross-listings: AMST 113 / ENGL 113

Secondary Cross-listing

Feminist poetry and feminist politics were so integrated in the 1960s and 1970s in America that critical essays on poets, such as Adrienne Rich and

Audre Lorde, appeared in the same handbook that listed such resources for women as rape crisis centers and health clinics. This course will map the crucial alliance between feminist politics (and its major cultural and political gains) and the feminist poetry movement that became a major "tool" for building, organizing, and theorizing second-wave feminism. In order to track this political and poetic revolution, we will take an interdisciplinary approach that brings together historical, critical, and literary documents (including archival ones) and visual products (through the Object Lab of the Williams College Art Museum) that recreate the rich context of the period and help us consider the important social nature of aesthetic production. At the center of the course will be writings of major poets of the period, as well as anthologies and feminist periodicals that published their work and created a significant forum and shared space for women to articulate the politics and poetics of change. These periodicals and anthologies will also help us track the diversity of the feminist poetry movement and its intersection with issues of race, class, ethnicity, and sexuality. Ultimately, we will want to consider how poetry serves as an important tool for thinking through questions of power and injustice and what role it plays in creating necessary imaginative space in the world for expression, critique, and change.

Class Format: discussion, some lecture, project work in archives and art gallery

Requirements/Evaluation: two-three short analysis papers, creative (1-2 pages), curated final project (archival exhibit and digital project), presentations

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: first years

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 113(D2) ENGL 113(D1) WGSS 113(D2)

Writing Skills Notes: Writing skills taught through a series of assignments evenly spaced throughout the semester: two to three four-to-five-page graded papers, one creative assignment, and a final digital research project (8-10-page equivalent; peer reviewed). Students receive critical feedback on written assignments a week prior to due date through conferences and Google Docs and on final graded assignments within one week with sufficient time between assignments to improve the next assignment.

Difference, Power, and Equity Notes: The course examines the effects of class, race, ethnicity, gender, and sexuality on both poetry and the movement and how women negotiated their differences within the movement, as well as in response to the dominant patriarchal culture. This course employs critical tools (feminist theory, archival research, poetics, close reading, comparative approaches) to help students question and articulate the social injustices that led to the poetry and poetics of the Women's Liberation Movement.

Attributes: AMST Critical and Cultural Theory Electives ENGL Criticism Courses EXPE Experiential Education Courses WGSS Racial Sexual + Cultural Diversity Courses WGSS Theory Courses

Fall 2024

SEM Section: 01 TF 2:35 pm - 3:50 pm Bethany Hicok

WGSS 152 (F) The Fourteenth Amendment and the Meanings of Equality (DPE) (WS)

Cross-listings: HIST 152

Secondary Cross-listing

For more than 150 years, the 14th Amendment of the U.S. Constitution has served as the principal touchstone for legal debates over the meaning of equality and freedom in the United States. This course explores the origins of the 14th Amendment in the years immediately following the Civil War, and examines the evolution of that amendment's meaning in the century that followed. Central themes in this course include the contested interpretations of "birthright citizenship," "due process," "privileges and immunities," "equal protection," and "life, liberty or property"; the rise, fall, and rebirth of substantive due process; battles over incorporating the Bill of Rights into the 14th Amendment; and the changing promise and experience of citizenship. We will pay particular attention to how arguments about the 14th Amendment have shaped and been shaped by the changing meanings of racial and gender equality.

Requirements/Evaluation: a series of short (3-page) response papers; and a final 10-12 page research paper

Prerequisites: first-year or sophomore standing; juniors or seniors with permission of instructor

Enrollment Limit: 19

Enrollment Preferences: given first to sophomores who have been dropped from this class previously, then to first-years, then to sophomores who have not been dropped previously

Expected Class Size: 15-19

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 152(D2) HIST 152(D2)

Writing Skills Notes: Students will write three short (3-page) response papers to the readings in the first part of the semester, and will also write a substantial (10- to 12-page) research paper. In preparation for the research paper, students will write proposals, develop bibliographies, write outlines and drafts, and do peer critiques. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: This course satisfies the DPE requirement because it examines the legal, social, and political constructions and theorizations of difference, power, and equity. It examines the ways that individuals and groups have organized across various axes of difference to fight for legal equality, and explores how those individuals and groups have experienced legal equality and legal inequality in varied ways.

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora HIST Group F Electives - U.S. + Canada JLST Interdepartmental Electives

Fall 2024

SEM Section: 01 MWF 8:30 am - 9:45 am Sara Dubow

WGSS 212 (F) Ethics and Reproductive Technologies (WS)

Cross-listings: PHIL 212 / STS 212

Secondary Cross-listing

In her groundbreaking book, *The Tentative Pregnancy*, Barbara Katz Rothman writes that "[t]he technological revolution in reproduction is forcing us to confront the very meaning of motherhood, to examine the nature and origins of the mother-child bond, and to replace--or to let us think we can replace--chance with choice." Taking this as our starting point, in this course we will examine a number of conceptual and ethical issues in the use and development of technologies related to human reproduction, drawing out their implications for such core concepts as "motherhood" and "parenthood," family and genetic relatedness, exploitation and commodification, and reproductive rights and society's interests in reproductive activities. Topics will range from consideration of "mundane" technologies such as contraception, abortion, in vitro fertilization (IVF), prenatal genetic screening and testing, and surrogacy, to the more extraordinary, possibly including pre-implantation genetic diagnosis (PGD), post-menopausal reproduction, uterine transplants, and "artificial wombs." Background readings include sources rooted in traditional modes of bioethical analysis as well as those incorporating feminist approaches.

Class Format: discussion

Requirements/Evaluation: active participation in class discussions, three or four short reflection papers, and two longer papers (5-7 and 7-10 pages)

Prerequisites: none, but introductory-level course in PHIL and/or WGSS recommended

Enrollment Limit: 19

Enrollment Preferences: WGSS and PHIL majors (declared or prospective), PHILH and STS concentrators (declared or prospective)

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Unit Notes: meets Contemporary Value Theory requirement only if registration is under PHIL

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 212(D2) PHIL 212(D2) STS 212(D2)

Writing Skills Notes: Students will write periodic short papers (2-3 pages each), a midterm paper (5-7 pages) and a final paper (7-10 pages). Short papers focus on concepts, arguments, and writing skills needed in the midterm and final papers, in which students are expected to describe and evaluate arguments from assigned readings, and to present clear and effective arguments in support of their own ethical positions. Students receive feedback on all papers and have the opportunity to revise midterm and final papers.

Attributes: PHIL Contemporary Value Theory Courses PHILH Bioethics + Interpretations of Health

Fall 2024

LEC Section: 01 TF 2:35 pm - 3:50 pm Julie A. Pedroni

WGSS 284 (F) From the Battlefield to the Hermit's Cell: Art and Experience in Norman Europe (WS)

Cross-listings: REL 284 / ARTH 218

Secondary Cross-listing

This tutorial provides students with the chance to investigate in-depth three of the most astonishing works of art created during the entire Middle Ages: the Bayeux Tapestry (c.1077-1082), the Cappella Palatina (c.1130s-1166), and the Psalter of Christina of Markyate (1120s-1160s). Created within a hundred years of each other all within territories controlled by the Normans--a warrior dynasty that settled in northern France in the 10th century and then expanded north into England and south into Italy in the 11th and 12th centuries--each of these works is unprecedentedly ambitious in scale, dazzling in its material properties, and survives in its original wholeness, a rarity in the medieval world. Despite these similarities, however, each work is very different from the other two and so sheds light on very different aspects of Norman experience, across Europe. The Bayeux Tapestry, likely made by female embroiderers for a baronial hall, is a giant textile (over 70 meters long) that in gruesome and fascinating detail tells the story of the Norman invasion of England by William the Conqueror in 1066. The Cappella Palatina in Palermo, in turn, commissioned by King Roger II, is a royal chapel covered in sumptuous mosaics that reveals through its decoration and ritual the dynamic interaction of Islamic, Byzantine, and Latin Christian traditions in the multicultural Norman kingdom of Sicily in the 12th century. And the Psalter of Christina of Markyate, a large prayerbook made for the use of a female recluse in southern England, contains 40 full-page paintings and 215 decorated initials, a vast and inventive program of imagery that through its creative profundity helped reshape private devotional art and culture for centuries to come. Through their variety, then, these three objects--an embroidery, a building, and a book--give students insight into the rich array of concerns and aspirations, from the political to the spiritual and from the public to the private, that gave substance and meaning to 11th- and 12th-century European life, for women as well as men. What is more, these three remarkable works of art have been the focus of much interesting scholarship in recent years, so an exploration of some of that literature provides a compelling introduction to the discipline of art history itself, past and present.

Requirements/Evaluation: Participation in discussion; five 4-5-page tutorial papers; five 1-2-page response papers.

Prerequisites: None

Enrollment Limit: 10

Enrollment Preferences: First years and sophomores, but open to all.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 284(D2) REL 284(D2) ARTH 218(D1)

Writing Skills Notes: In this tutorial, students will develop skills of critical reading and focus on how to craft clear and persuasive arguments of their own. To help them achieve these goals, they will receive timely comments on their written work, especially the five 5-7-page papers they will submit, with suggestions for improvement.

Attributes: ARTH pre-1800

Fall 2024

TUT Section: T1 TBA Peter D. Low

WGSS 428 (S) Relationality and Its Antagonisms (DPE) (WS)

Cross-listings: AFR 396 / AMST 428

Secondary Cross-listing

Relationality has been the defining approach, feature, and framework of ethnic studies since its inception in the late 1960s. Since then, notable scholars have applied multiple keywords, including difference, comparison, entanglements, cacophonies, and intimacies, to emphasize how processes of racialization and racial formation are not isolated and separate but inextricably linked and shaped by one another. Only from these distinct, uneven, yet shared positions of oppression, as scholars argue, solidarity across race, gender, class, sexuality, and location may emerge. At its crux, this seminar will underscore major tensions and antagonisms *against* frameworks of relationality. Tracing primary sources, cultural expressions, and literature within the traditions of ethnic studies and transnational/women of color feminisms, it will trace the shifts in approaches to relationality,

especially as it relates to practices of reciprocity and community-building across difference. At the same time, it will turn to works that name relationality as what Frank B. Wilderson calls a "ruse," or trick, that subsumes the specific, exceptional position of blackness. Our units will include discussions of Afro-Pessimism, indigeneity, racialized settler colonialism as well as queer theory debates on queer presentism (i.e., a queer "no future") versus queer futurity. Studying the tensions that emerge from multiple, distinct, and contradictory planes of power, oppression, and temporalities, how do we assess, work through, and reconcile, if at all, relations deemed as "irreconcilable" across vectors of difference?

Requirements/Evaluation: in-class participation, paper presentation, peer feedback, writing webs (short series of writing exercises), and final project developed from original research and/or creative work

Prerequisites: AMST 101 or WGSS 101

Enrollment Limit: 12

Enrollment Preferences: AMST and WGSS seniors and juniors

Expected Class Size: 12

Grading: yes pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 396(D2) AMST 428(D2) WGSS 428(D2)

Writing Skills Notes: Students will regularly engage in a series of writing exercises and submit a longer paper presentation that will be peer reviewed and revised.

Difference, Power, and Equity Notes: The main objective of the course is to study and assess ethnic studies' approaches to questions of difference, particularly as it relates to theories of racialization and relationality across multiple nodes of power and oppression.

Attributes: AFR Theories, Methods, and Poetics AMST Comp Studies in Race, Ethnicity, Diaspora AMST Critical and Cultural Theory Electives AMST 400-level Senior Seminars WGSS Theory Courses

Spring 2025

SEM Section: 01 W 1:10 pm - 3:50 pm Kelly I. Chung

WGSS 475 (S) Dreaming Latina/x Feminist Disability Studies (DPE) (WS)

Cross-listings: LATS 475 / AMST 413

Secondary Cross-listing

In this course we will defy the traditional notion that disabled and queer people of color have no right to future dreams, as we collectively imagine how the emergent field of Latina/x feminist disability studies might take shape. What are the sites of focus, methods, and political commitments of Latina/x feminist disability studies? Where is the power in meaningfully uniting an analysis of disability to one of sexuality and gendered Latinidad? How does a Latina/x-centric approach productively inform our understanding of disability? What is the political potential of Latina/x feminist disability studies -- not exclusively as a set of theories, but also as a mindset and an everyday call to action? If we were to collectively compose a manifesto for Latina/x feminist disability studies, what might it contain? How might we actively cultivate a community of care in the classroom as well as other spaces at Williams? Just what might Latina/x feminist disability justice dreams look like? How might Latina/x feminist disability justice dreams *feel*? Feminist, queer, and disabled crip-of-color scholars have recently called for a more meaningful engagement with race in feminist disability studies. Simultaneously, we have also witnessed a small but steady growth in the amount of Latinx studies scholarship that thoughtfully integrates questions of disability. This interdisciplinary course responds to these important shifts in its focus on a series of topics bridging Latinx studies, gender studies, queer studies, crip studies, and critical disability studies. These include but are not limited to the body, the environment, temporality, labor, citizenship, dependency, and visibility/invisibility. Through these topics, we will explore the ways in which the different approaches to these specific issues across Latinx, critical disability, crip, queer and gender studies are in fruitful conversation with one another -- and sometimes even at odds -- as we actively interrogate the intersections of gender, race, ethnicity, sexuality, and disability within the everyday.

Requirements/Evaluation: Major assignments for this course include a semester-long independent research paper (15-20 pages) broken up into steps, participation in crafting the class manifesto, a semester-long collaborative artistic exercise, and a final reflection document (3-4 pages).

Prerequisites: None.

Enrollment Limit: 12

Enrollment Preferences: Priority given to LATS concentrators by seniority, followed by WGSS and AMST majors by seniority.

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Materials/Lab Fee: Lab fee: \$200 for art supplies per student

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 475(D2) LATS 475(D2) AMST 413(D2)

Writing Skills Notes: We focus on building writing and interdisciplinary research skills, with a particular emphasis on the processes of research, revision, and collaborative writing. The primary research paper (an independent project of 15-20 pages) is divided into stages, and students are required to revise and resubmit their work at various junctures in the research process. The written class manifesto requires students to compose a document together, revising their work as a group over the course of the semester.

Difference, Power, and Equity Notes: This course privileges an intersectional analysis regarding questions of race, ethnicity, gender, sexuality, and disability. It obligates students to consider how these categories of difference actively work in tandem with one another in everyday US Latina/x and transnational (US-Latin America and the Caribbean) contexts. This seminar also underscores how these categories of difference are actually products of a given historical and political moment.

Attributes: LATS 400-level Seminars

Spring 2025

SEM Section: 01 TF 1:10 pm - 2:25 pm Maria Elena Cepeda